This handbook of the Imperial Valley College (IVC) 2+2+2 Project provides an overview of the development of an articulated education program for business and law enforcement careers, involving six local high schools and San Diego State University, Imperial Valley Campus. Following a brief introduction to the 2+2+2 project in section I, section II outlines the projects' goals which include plans: (1) to implement an articulated career education program with each of the local high schools; (2) to implement an outreach program to recruit local high school students; (3) to provide support services to IVC program participants; (4) to implement a work experience component; and (5) to involve advisory groups in order to institutionalize the program. Section III reviews project structure, including the plan of operation and staffing, while section IV describes the articulation efforts which targeted the curricular areas of Math, English and Business. High school and community outreach is discussed in section V, including the creation of curriculum pathway brochures, presentations, career days, and business and law enforcement festivals. In section VI, support services (i.e., counseling and the work experience program), are described. Finally, section VII provides a summary of the project. Appendixes, which comprise the bulk of the handbook, include articulation agreements; outreach and student support materials; and the project budget and contracts. (JSP)
IMPERIAL VALLEY COLLEGE

2 + 2 + 2 PROJECT

HANDBOOK

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Ralph Marquez

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During the 1988-89 academic year Imperial Valley College broadened its offering of unique programs and services to the surrounding community with the introduction of the 2+2+2 Project. Established in response to Assembly Bill 3639 (Bradley), the reception to this state funded articulated career education program was overwhelmingly positive among partner institutions. The intersegmental networks established by the Project amongst the six local high schools, Imperial Valley College, and San Diego State University-Imperial Valley Campus formalized a strong foundation for career education articulation.

Articulated career education models as the 2+2+2 Project need to address three objectives (1) curriculum articulation (2) student support services and (3) communication and outreach. At Imperial Valley College the articulation with local high schools was targeted to the areas of English, Math and Business. Currently enrolled Project participants received support services from Project counselors located in the counseling center. High school specific brochures describing the curriculum pathways, college faculty presentations at the high schools, and the establishment of “career days” were how Imperial Valley College approached communication and outreach objectives.

The focus of efforts of the 2+2+2 Project at Imperial Valley College was in career areas that provided immediate prospects of employment for its participants, Business and Law Enforcement. The Project was a concerted effort to bring the three educational segments into a systematic and organized educational partnership by dealing with issues that greatly affect the residents of Imperial County.
Articulated career education programs were organized to ensure that students pursuing formal education for a particular career field were able to proceed to the next level with the minimum loss of time. The three educational segments included in this Project were the six local high schools (including ROP), Imperial Valley College, and San Diego State University-Imperial Valley Campus. The Project provided consistent career and curriculum pathways through which students could proceed, entering and exiting at any point of the combined six years of the program.

The primary goals of the 2+2+2 Project were: To implement an articulated career education program with each of the local high schools in the areas of Business and Law Enforcement; to implement an outreach program publicizing the 2+2+2 Project to recruit student participants at the local high schools; to provide support services to program participants that were currently enrolled at Imperial Valley College; to implement a work experience component for the areas of Business and Law Enforcement; to involve advisory groups in enhancing and institutionalizing the operations of the 2+2+2 Project.
A. Plan Of Operation

The 2+2+2 Project focused on implementing a fully articulated career education program at each of the local high schools and/or ROP (See Appendix A). It identified student participants and monitored their progress through a specific program of study.

The Project Coordinator worked in conjunction with the Dean of Vocational Technical Education, the chairpersons for the Behavioral Science, Business, Math & Science, and English Divisions, the Vice President of Counseling and Student Services, and San Diego State University-Imperial Valley Campus staff.

Crucial to the operation of Imperial Valley College's 2+2+2 Project was an effective plan ensuring appropriate and effective administration of the program.

B. Staffing

Project Coordinator
Administrative, supervisory, and fiscal responsibility for the Imperial Valley College 2+2+2 Project was assumed by the Transfer Center Director who functioned as the Project Coordinator. The Project Coordinator reported to the Vice President of Counseling and Student Services.

Faculty Consultants
Seven Imperial Valley College faculty consultants represent-
ing the Behavioral Science, Business, Math and Science, and English Divisions were hired on an hourly basis (See Appendix D). These faculty consultants were responsible for performing the operational tasks of the articulation plan with each of the six local high schools. They worked in conjunction with representatives from their respective department at the various high schools and their counterparts at San Diego State University-Imperial Valley Campus.

**Project Counselors**

Two part-time counselors provided support services to currently enrolled Imperial Valley College program participants. These Project counselors were located in the Counseling Center and provided advisement at regularly scheduled hours (See Appendix D).

**Work Experience Facilitator**

A Cooperative Work Experience Facilitator was hired on an hourly basis to organize and coordinate the development of the work experience component of the Project (See Appendix D).

**High School Counselors**

One counselor from each of the local high schools was contracted on an hourly basis to help identify and provide preliminary advisement to prospective candidates for the Imperial Valley College 2+2+2 Project (See Appendix D). The high school counselors provided assistance in publicizing the Project at their respective schools and were also members of the 2+2+2 Project Advisory Committee.
Data Processing Consultant
A data processing consultant was hired on an hourly basis to design the computer database for tracking 2+2+2 Project student participants (See Appendix D). The data processing consultant also provided technical support as needed.

Support Staff
Other support staff consisted of Imperial Valley College Counseling Center classified personnel providing clerical and logistical assistance as needed.
Intersegmental in nature and multi-district in scope curriculum articulation with the local high schools was a far-reaching process involving many individuals (See Appendix A). It commenced only with the approval and consent from the chief administrative officer at each of the high school districts. Curriculum articulation once initiated targeted the areas of Business, English and Math.

Imperial Valley College faculty consultants met with departmental representatives from their respective areas at each of the local high schools (See Appendix A). After the preliminary review of their outlines, specific courses were nominated for articulation. Nominated courses were then subjected to a more specific mutual review for course content. The course would then be submitted for formal approval by the Academic Senate at Imperial Valley College once a match for course content had been made.

The faculty consultants were responsible for performing the operational tasks of the articulation plan with each of the high schools. They performed the initial review of course outlines and nominated courses for articulation. During mutual review, faculty consultants suggested revisions and/or updates to bring high school course outlines in line with the college courses. Once in agreement the faculty consultants submitted the course outline for articulation approval by the Academic Senate.

Math and English
Math and English articulation by bringing each high school district in line with the community college, indirectly set a countywide curriculum standard. Articulated courses in math
and English in conjunction with assessment instruments are to be used to provide more accurate placement in college math and English. All students not just Project participants stand to benefit from these articulation efforts.

Two English and one math consultant from the Imperial Valley College faculty were contracted at the prevailing “extra duty” rate (See Appendix D). The English Division Chair was crucial to the process and was involved from the onset. Faculty consultants provided articulation services for a period ranging from 20-30 hours per semester at the extra duty hourly rate.

Business

Business articulation differed from the English and math in that articulated courses are to be used to fulfill course prerequisites for the Business Division at Imperial Valley College. Course articulation in Business was limited to Beginning Typing (Business 20A), Shorthand Theory and Speedbuilding (Business 31A), and Bookkeeping (Business 10A). It will soon be possible to receive 3 units of college credit for an articulated high school course. The student must enroll in the next higher course at the college and receives a “B” or better (See Appendix A).

One Business Division faculty consultant was contracted at the prevailing “extra duty” rate and provided articulation services for a period ranging from 20-30 hours per semester (See Appendix D). Imperial Valley College's formal policy for granting advanced credit for high school courses is to be revised and the Business Division faculty consultant will play a central role.
A. High School Outreach

Curriculum Pathway Brochures
The 2+2+2 Project Coordinator and the contracted high school district counselor developed outreach brochures describing the curriculum pathways in the two articulated career areas (See Appendix B). These school specific brochures systematically listed coursework a student could follow in preparation for advance to the next education level. The outreach brochures were updated each summer for use in the fall semester. Updating the high school segment pathways was the responsibility of the Project Coordinator and the contracted high school counselors.

Articulation of the four year college pathways rested with the articulation officer for Imperial Valley College. The college articulation officer informed the Project Coordinator of any changes so that the outreach brochures could accurately reflect them. Updating of the outreach brochures resided solely with the Project Coordinator.

High School Presentations
Faculty consultants from the Business Division and the Administration of Justice Department conducted outreach presentations at each of the local high schools (See Appendix D). Though used for identifying potential student participants in the 2+2+2 Project, the presentations served to market these Imperial Valley College Divisions/Departments at the local high schools.
At each of the presentations the faculty consultants handed out the outreach brochures to interested students. The outreach brochures referred the interested student to the contracted high school counselor at their high school. The contracted high school counselor then had the student fill out a Statement of Intent to Participate form (See Appendix B). The contracted high school counselor forwarded all SIP forms to the Project Coordinator to be entered into the 2+2+2 Project computer database.

Twice a year, once in March than again in August, the Project Coordinator forwarded student tracking reports to the Chancellors Office in Sacramento and the project evaluation site at Ranch Santiago College. Student tracking reports indicated the progress each Project participant made toward their stated educational goals according to their SIP form. The tracking report listed the courses a participant was enrolled in each semester and their completion status. The student tracking report was generated by the Project Coordinator, with the assistance from the Data Processing consultant, from data supplied by the high school counselor.

**Career Days**

In April the 2+2+2 Project at Imperial Valley College held two career days for the Project participants (See Appendix B). The “Business Festival” and the “Law Enforcement Festival” highlighted the academic year for both the Project staff and participants. A total of about 150 Project students were brought on campus and provided with career information on different areas within the articulated career areas.
The Project Coordinator working with the faculty consultants generated a list of possible candidates to present workshops at the festivals. The Project Coordinator assigned individual responsibilities to Project staff but was ultimately responsible for the logistics and planning of the two events. He handled all correspondence involved in arranging for workshop presenters. He was also responsible for reserving rooms, setting up schedule for the workshops, assigning students to workshops, designing and having festival T-shirts printed, and arranging lunch for all participants.

A closing session was scheduled at the conclusion of each festival where individuals and businesses providing man-hours and/or material assistance were recognized. During the closing session door prizes were given away, plaques and trophies earned in the day’s competitions were awarded and competition winners recognized.

Business Festival
The Business Festival was held jointly with the Howard P. Meyer Scholarship Competition in which four $150 scholarships were awarded (See Appendix B). The faculty consultant from the Business Division was responsible for all scheduling and room reservations for these competitions. The faculty consultant solicited local businesses to incur the costs of providing award plaques to competition winners. The Project Director arranged with the Business faculty consultant to provide the high school Business Departments and counselors information packets regarding the business competitions well before the festival.
Law Enforcement Festival
A physical agility competition between all participating high schools was scheduled before lunch. The competition was coordinated by an officer from the El Centro Police Department. Teams of six individuals (3 men and 3 women) competed for a team trophy, provided by the 2+2+2 Project. The physical agility competition involved negotiating various obstacles, performing various exercises, and running a measured distance by the team members.

B. Community Outreach

The 2+2+2 Project was represented in a consortium of local and state agencies on an employment task force for the Calipatria State Prison (See Appendix B). Initiated by Assemblyman Steve Peace the employment task force was charged with devising strategies for insuring significant numbers of Imperial County residents applied for positions at the Calipatria State prison site.

The 2+2+2 Project along with the State Department of Corrections and other local agencies sponsored job information and application workshops. The workshops were repeated several times at various locations throughout the county and served to generate a pool of applicants for these prison positions.

Efforts were also made to provide remediation of basic skills to applicants that were not successful in qualifying for the Corrections Officer position. An assessment of their basic skills was provided and a program of study was prescribed and administered to raise these basic skills.
Counseling
Services to Project participants enrolled at Imperial Valley College were provided by two counselors. The Project counselors provided advisement in the Counseling Center at regularly scheduled hours and referred students with special needs to the respective program offering those services. Project participants were allowed to concurrently participate in EOPS, Transfer Center, and Student Support Services programs while at Imperial Valley College. The Project counselors periodically reviewed the files of these participants in other programs to ensure that they were making academic progress (See Appendix C).

Special inservice training was provided to Project counselors to adequately prepare them to meet the needs of student participants. Project counselors were thoroughly familiar with the Business and Law Enforcement curriculum. The counselors were also familiar with requirements in the world of works for employment in these areas.

Work Experience Program
The 2+2+2 Project initiated a work experience program in law enforcement at Imperial Valley College for Project participants. The participants attended one lecture hour and participated in 10 hours of work experience each week. Work experience was provided at various local agencies ranging from city police departments to the County Probation Department.

A Work Experience Coordinator was contracted to supervise the Work Experience Program and provide the required one
hour of lecture. The Work Experience Coordinator structured the course to require that student participants develop a set goals they desired to achieve with the work experience. Progress toward these goals in the combined opinion of their site supervisor and the Work Experience Coordinator was the basis for their final grade. The Work Experience Coordinator conducted two visits to the work experience site to confer with the site supervisor and to check on the work conditions.

What is unique about the 2+2+2 Work Experience Program at Imperial Valley College is that the site placements were all provided by the Project itself. The program participants did not have to solicit work experience positions on their own. The Project counselors contacted all the local law enforcement agencies and arranged a work experience position for all interested participants.
As mentioned earlier, crucial to the operation of the Imperial Valley College 2+2+2 Project was a plan ensuring its appropriate and effective administration. Because of funding limitations the administrative, supervisory, and fiscal responsibilities for the 2+2+2 Project were assumed by the Transfer Center Director on a 50% basis. Functioning as the 2+2+2 Project Coordinator he had supervisory responsibility over seven faculty consultants, two Project counselors, six high school counselors, one data processing consultant, and various support staff. Coordinating the 2+2+2 Project on a part time basis proved challenging though not impossible and at times it demanded full time attention. A 50% Coordinator was the necessary tradeoff to offer a full array of services to Project participants and to achieve the Project’s goals.

Indispensable to the 2+2+2 Project was a staff, contracted on an hourly basis, which consisted of faculty consultants, Project counselors, high school counselor liaisons, and a data processing consultant. Faculty consultants from Administration of Justice, Business, English, and Mathematics provided the expertise necessary in the articulation process. High school counselor liaisons identified potential participants, provided preliminary advising and helped publicize the Project within their districts. Project counselors provided career and academic advisement to participants enrolled at Imperial Valley College. The data processing consultant designed a monitoring and tracking database used to follow the progress of Project participants.

Articulated career education models as the 2+2+2 Project had three objectives to address (1) curriculum articulation (2) communication and outreach and (3) student support
services. The articulation model for Imperial Valley College first attempted to identify high school courses in the areas of Business and Law Enforcement that could be articulated as college equivalents. Courses identified for articulation were in Beginning Typing, Beginning Shorthand, and Bookkeeping. The 2+2+2 Project also directed its articulation efforts with each of the local high schools to English and math. Course outlines for English and math were reviewed by faculty consultants and high school departmental staff any revisions were mutually agreed upon. Because of the logistics and the number of people involved in the process the articulation in these areas must continue into the 1991-92 academic year. Complicating the situation was the fact the all the local high schools were in the process of revising their course outlines to meet new state requirements.

The 2+2+2 Project at Imperial Valley College implemented an outreach program based on high school counselors and faculty consultants. High school counselors were contracted in each district to identify potential participants and provide preliminary advisement. These liaison counselors also provided publicity and information about the Project inside their school districts. Faculty consultants in Business and Law Enforcement conducted outreach presentations at each of the high schools to publicize the Project and recruit potential participants. Developed especially for these outreach efforts were curriculum pathway brochures in Business Administration, Criminal Justice Administration, and Administration of Justice. The school specific brochures described the coursework necessary to advance to the segment in each of these career areas. The highlight of each academic year came in April when career information days were held.
in Business and in Law Enforcement for up to 150 high school students. Representatives from state and local agencies and representatives from the private sector were invited to present career information to participating students.

Support Services to currently enrolled participants were provided at regularly scheduled hours by two Project counselors in the college counseling center. The Project counselors were thoroughly with the requirements for each of the career areas and monitored the progress of each participant toward their stated educational goals. Project participants also received a monthly counseling center newsletter providing them with important information, academic calendars, application deadlines, and available support services.

Although the goals of articulation were not fully completed during the Project the communication involved in the process greatly enhanced the relationship between the high schools and the community college. The articulation and the outreach models for the 2+2+2 Project proved so successful that the two will in fact be institutionalized and fully operationalized in the 1991-92 academic year. Support services for Project participants will be provided from by the matriculation component at Imperial Valley College or whichever special program the student is eligible for.

That the 2+2+2 Project achieved its primary goals is without question: An articulated career education program in Business and Law Enforcement was implemented with each of the local high schools; an effective outreach program publicizing the 2+2+2 Project to recruit student participants was successfully implemented; support services were provided to
Project participants currently enrolled at the college; a work experience component in the areas of Business and Law Enforcement was implemented; and advisory groups were involved to enhance and promote the institutionalization of the 2+2+2 Project.
2+2+2 ARTICULATION COMMITTEE

Imperial Valley College

Dr. Hector Lopez, Vice-President of Counseling and Student Services
Ralph Marquez, 2+2+2 Project Coordinator
Dr. Fred Fisher, Chair English Division
Carol Hann, Professor, English
Greg Ponce, Instructor, Mathematics
Valerie Rodgers, Instructor, Business

High School Component

Brawley Union High School
Davida Brown, English Chair
Robert Rhoades, Math Chair
Diane Rodriguez Romero, Counselor

Calexico High School
Thomas Smith, Math Chair
Juan Orduna, Instructor, Mathematics
Rene Rendon, Counselor

Calipatria High School
Gretchen Wendelin, English Chair
Bill Standiford, Instructor, English
Mary Love, Instructor, Mathematics
Jim Moss, Instructor, Mathematics
Marisa Gates, Counselor

Central High School
Pat Kerigan, English Chair
Carl Hinshaw, Math Chair
Mary Zavala-Robledo, Counselor

Imperial High School
Margaret Drysdale, English Chair
Lori Harris, Math Chair
Janet McConnell, Counselor

Holtville High School
Andara MacDonald, English Chair
Linda Lacaze, Math Chair
Donna Schoneman, Counselor
IMPERIAL VALLEY COLLEGE
2 + 2 + 2 PROJECT
ADVISORY COMMITTEE
1991-91

Brawley Union High School  Diane Rodriguez-Romo
Jim Grevatt (IVC District Counselor)

Calexico High School  Rene Rendon
Raul Aragon (IVC District Counselor)

Calipatria High School  Marisa Gates
Janeen Kalin (IVC EOPS Counselor)

Central Union High School  Mary Zavala-Robledo
Stella Orfanos (IVC District Counselor)

Holtville High School  Donna Schoneman
Ruth Cranley (IVC District Counselor)

Imperial High School  Janet McConnell
Ruth Cranley (IVC District Counselor)

Faculty  Valerie Rodgers (Business)
Esther Granados (Business)
Gary Rodgers (Admin. of Justice)
Mary Kay Borchard (Admin. of Justice)

Articulation  Dr. Fred Fisher (English)
Carol Hann (English)
Greg Ponce (Math)

Data Processing  Tony Munguia

Data Assistant  Cynthia Silva

Work Experience Facilitator  Gary Rodgers
TO: Greg Ponce
FROM: Hector L. Lopez
DATE: October 11, 1990
RE: Articulation Meeting with Holtville High School
   (Math Department)

I have scheduled a Math Articulation Meeting on Friday, October 26, 1990, at 1:00 p.m. at Holtville High School.

We will be meeting in Mr. Harry Pierson's office. Lindy LaCaze, Math Department Chair, will also be meeting with us.

Meet me at my office at 12:30 p.m. and you can "hitch a ride" with me.

HLL:bs
IMPERIAL VALLEY COLLEGE
COUNSELING CENTER

MEMORANDUM

TO: Fred Fischer
FROM: Hector L. Lopez
DATE: October 11, 1990
RE: Articulation Meeting with Holtville High School
(English Department)

I have scheduled a English Articulation Meeting on Wednesday, October 31, 1990, at 1:00 p.m. at Holtville High School.

We will be meeting in Mr. Harry Pierson's office. Andara McDonald, English Department Chair, will also be meeting with us.

Meet me at my office at 12:30 p.m. and you can "hitch a ride" with me.

HLL:bs
November 1, 1990

Mr. Harry Pearson
Principal
Holtville High School
755 Olive Avenue
Holtville, CA 92250

Dear Mr. Pearson:

I want to thank you for providing your time and assistance in making the first articulation meeting with Holtville High School and Imperial Valley College, in the areas of math and English, get off to a "great start."

It is our hope that these meetings will continue on a long-term basis.

Thank you again for your cooperation, and I look forward to our continued relationship in the area of articulation.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling

HLL:bs
November 1, 1990

Ms. Linda Lacaze  
Math Department  
Holtville High School  
755 Olive Avenue  
Holtville, CA 92250

Dear Ms. Lacaze:

I want to thank you for your time and assistance during our first math articulation meeting. It is our hope that these meetings will continue in order to better assist your students as they transition to our college.

Thank you again for your cooperation, and I look forward to continuing our math articulation endeavors.

Sincerely,

Hector L. Lopez, Ed.D.  
Vice-President of Counseling and Student Services

HLL:bs
November 1, 1990

Ms. Andara MacDonald  
English Department  
Holtville High School  
755 Olive Avenue  
Holtville, CA 92250  

Dear Ms. MacDonald:

I want to thank you for your time and assistance during our first English articulation meeting. It is our hope that these meetings will continue in order to better assist your students as they transition to our college.

Thank you again for your cooperation, and I look forward to continuing our English articulation endeavors.

Sincerely,

Hector L. Lopez, Ed.D.  
Vice-President of Counseling and Student Services

HLL:bs
MEMORANDUM

TO: Carol Hann
FROM: Hector L. Lopez
DATE: November 13, 1990

RE: English Articulation Meeting with Calipatria High School

The English Articulation Meeting with Calipatria High School is scheduled for Wednesday, December 5, 1990, at 2:45 p.m. We will be meeting with Ms. Pat Cook, Principal, Mr. Bill Standiford, English Instructor, Ms. Gretchen Wendelin, English Instructor, and Ms. Marisa Gates, Counselor.

Feel free to "hitch" a ride with me if you would like.

HLL: bs
TO: Greg Ponce
FROM: Hector L. Lopez
DATE: November 13, 1990
RE: Math Articulation Meeting with Calipatria High School

The Math Articulation Meeting with Calipatria High School is scheduled for Tuesday, December 4, 1990, at 2:45 p.m. We will be meeting with Ms. Pat Cook, Principal, Mr. Jim Moss, Math Instructor, Ms. Mary Love, Math Instructor, and Ms. Marisa Gates, Counselor.

Feel free to "hitch" a ride with me if you would like.

HLL:bs
TO: Carol Hann
FROM: Hector L. Lopez
DATE: November 14, 1990

RE: English Articulation Meeting with Imperial High School and Brawley Union High School

This memo is to remind you of the English Articulation Meeting with Imperial High School scheduled for Wednesday, November 28, 1990, at 3:15 p.m. We will be meeting with Ms. Margaret Drysdale, English Division Chair, and Mr. Dan Eddins, Principal.

We will also be attending an English Articulation Meeting at Brawley Union High School on Wednesday, December 12, 1990, at 2:30 p.m. with Ms. Davida Brown, English Division Chair.

HLL:bs
TO: Fred Fischer  
FROM: Hector L. Lopez  
DATE: November 14, 1990  

RE: English Articulation Meeting with Imperial High School  
and Brawley Union High School

The English Articulation Meeting with Imperial High School is scheduled for Wednesday, November 28, 1990, at 3:15 p.m. You will be meeting with Ms. Margaret Drysdale, English Division Chair, and Mr. Dan Eddins, Principal.

The English Articulation Meeting with Brawley Union High School is scheduled for Wednesday, December 12, 1990, at 2:30. You will be meeting with Ms. Davida Brown, English Division Chair.

Please send the Imperial Valley College course outlines to each of the Division Chairs at both Imperial High School and Brawley Union High School, as soon as possible, to allow them time to review prior to our meetings.

Thank you for your help.

HLL:bs
MEMORANDUM

TO: Greg Ponce
FROM: Hector L. Lopez
DATE: November 14, 1990
RE: Math Articulation Meeting with Brawley Union High School

The Math Articulation Meeting with Brawley Union High School is scheduled for Tuesday, December 11, 1990, at 2:30 p.m.

Feel free to "hitch" a ride with me if you would like.

HLL:bs
November 15, 1990

Mrs. Patricia Cook
Principal
Calipatria High School
601 West Main Street
Calipatria, CA 92233

Dear Pat:

Thank you for agreeing to help us facilitate our first articulation meeting in the areas of math and English between our institutions.

I have asked Dr. Fred Fischer to send you copies of the English writing course outlines that we want to discuss. In addition, I am sending you our math course outlines so that your Math Department Chair can have the opportunity to review them before the December 4 and December 5 meetings at your institution. We plan to be there at 2:45 p.m.

Mr. Greg Ponce, the math instructor representing our Math Department, has already reviewed your math course outlines that he obtained last school year. Mrs. Carol Hann, our English instructor, has also reviewed your senior level writing course outlines.

We look forward to meeting your team to begin these important discussions that ultimately will allow us to better serve our students.

Thank you very much for your support.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling and Student Services

HLL:bs
cc: Dr. John A. DePaoli, President, Imperial Valley College
    Mr. James Hanks, Superintendent, Calipatria Unified
November 15, 1990

Mr. Dan Eddins  
Principal  
Imperial High School  
517 West Barioni Boulevard  
Imperial, CA 92251

Dear Dan:

Thank you for agreeing to help us facilitate our first articulation meeting in the area of English between our institutions.

Dr. Fred Fischer and Carol Hann will join Ralph Marquez at your institution on November 28, 1990 at 3:15 p.m. to begin our initial discussions in articulating your English writing courses with Imperial Valley College's.

I have asked Dr. Fischer to send you copies of the writing curriculum that we want to discuss so that Ms. Margaret Drysdale, English Division Chair, can have the opportunity to review them before the November 28, 1990 meeting at your institution. We plan to be there at 3:15 p.m.

We look forward to meeting your team to begin these important discussions that ultimately will allow us to better serve our students.

Thank you very much for your support.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling and Student Services

HLL:bs

cc: Dr. John A. DePaoli, President, Imperial Valley College  
Mr. Frank Cranley, Superintendent, Imperial Unified  
Ms. Margaret Drysdale, English Division Chair, Imperial High
Ms. Theresa A. Daem  
Assistant Superintendent  
Brawley Union High School  
480 North Imperial Avenue  
Brawley, CA  92227  

Dear Theresa:  

I want to thank you for helping coordinate the articulation meetings that we have scheduled for December 11 and 12 in the areas of math and English.  

Dr. Fred Fischer and Carol Hann will join Ralph Marquez and me at your institution on December 12, 1990 at 2:30 p.m. to begin our initial discussions in articulating your English writing courses with Imperial Valley College's.  

I asked Dr. Fischer to send our course outlines and other pertinent material to Davida Brown, your English Division Chair, so that she will have the opportunity to review these before our meeting. We may need to ask for your help in retrieving additional writing course materials from your institution as the need arises.  

In addition, on December 11, 1990, we will be joining your Math Division Chair, Mr. Robert Rhoades, for the math articulation meeting. We will also be submitting to Mr. Rhoades the various course outlines from our Beginning Algebra, Second Year Algebra, Advanced Algebra and Trigonometry (Pre-Calculus), and First Semester Calculus courses. Greg Ponce, the math instructor representing our Math Department, has already reviewed the various course outlines from your institution. Mr. Ponce is ready to provide his additional assessment at our first meeting.  

I am looking forward to these very important articulation meetings that ultimately will assist both of our institutions in serving our students.  

Thank you very much for your assistance.  

Sincerely,  

Hector L. Lopez, Ed.D.  
Vice-President of Counseling and Student Services  

HLL:bs  
cc:  Dr. John A. DePaoli, Imperial Valley College President  
Mr. Richard Fragale, Brawley Union High School Superintendent  
Ms. Davida Brown, BUHS English Division Chair  
Mr. Robert Rhoades, BUHS Math Division Chair
November 15, 1990

Mr. Robert Rhoades  
Math Division Chair  
Brawley Union High School  
480 North Imperial Avenue  
Brawley, CA 92227

Dear Mr. Rhoades:

Attached please find copies of our math course outlines that we will be discussing at our December 11, 1990 meeting. Your contact person at Imperial Valley College, should you have any questions, will be Mr. Greg Ponce.

I am looking forward to meeting with you at our first articulation meeting between our institutions in the area of math.

Sincerely,

Hector L. Lopez, Ed.D.  
Vice-President of Counseling  
and Student Services

HLL:bs
December 13, 1990

Ms. Patricia Cook
Principal
Calipatria High School
601 West Main Street
Calipatria, CA 92227

Dear Pat:

I want to thank you for providing your time and assistance in making the first articulation meeting with Calipatria High School and Imperial Valley College, in the areas of math and English, get off to a "great start."

It is our hope that these meetings will continue on a long-term basis.

Thank you again for your cooperation, and I look forward to our continued relationship in the area of articulation.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling
and Student Services

HLL:bs
cc: Jim Hanks, Superintendent
December 13, 1990

Ms. Theresa Daem  
Assistant Superintendent  
Brawley Union High School  
480 North Imperial Avenue  
Brawley, CA 92227

Dear Theresa:

I want to thank you for providing your time and assistance in making the first articulation meeting with Brawley Union High School and Imperial Valley College, in the areas of math and English, get off to a "great start."

It is our hope that these meetings will continue on a long-term basis.

Thank you again for your cooperation, and I look forward to our continued relationship in the area of articulation.

Sincerely,

Hector L. Lopez, Ed.D.  
Vice-President of Counseling and Student Services

HLL:bs  
cc: Richard Fragale, Superintendent
TO: Ralph Marquez, 2+2+2 Coordinator  
FROM: Gregorio Ponce, Mathematics Department  
DATE: January 14, 1991  
RE: Articulation Project, Brawley

On December 11, 1990, Dr. Hector Lopez, you and myself met with Teresa Daem and the Mathematics Department from Brawley Union High School to discuss the potential of creating articulation agreements in mathematics between our schools.

Our meeting began with Dr. Lopez giving a brief introduction about articulation. Here, he discussed the present process that exists between Universities and Community Colleges, and the need for creating a similar process between Imperial Valley College and Brawley Union High School.

There were four math courses that we considered: Algebra I, Algebra II, Pre-calculus and Calculus. Here we reviewed and compared outlines for each course. Textbooks presently in use by the school were also reviewed.

I now discuss the results and projected goals for each course:

Algebra I: A new course outline will be submitted in the near future for our consideration. I will review the outline upon arrival.

Algebra II: A new course outline will be submitted for our consideration. I will review the outline upon arrival.

Pre-Calculus: A new course outline will be submitted by Brawley. I will review the outline and contact them if needed.

Calculus: A course outline was submitted for consideration. I will review the outline.

From our discussion, I am confident that articulation agreements can be finalized in the future.

GP:bs
On December 12, 1990, Dr. Hector Lopez, you and myself met with Jim Moss, Marisa Gates, Mary Love, Jim Hanks, and Pat Cook from Calipatria High School to discuss the potential of creating articulation agreements in mathematics between our schools.

Our meeting began with Dr. Lopez giving a brief introduction about articulation. Here, he discussed about the present process that exists between Universities and Community Colleges, and the need for creating a similar process between Imperial Valley College and Calipatria High School.

There were four math courses that we considered: Algebra I, Algebra II, and Pre-calculus. Here we reviewed and compared outlines for each course. Textbooks presently in use by the school were also reviewed.

I now discuss the results and projected goals for each course:

Algebra I: A new course outline has been submitted reflecting the agreed upon changes. I will review them and, if needed, will meet again with Calipatria High School.

Algebra II: A new course outline will be submitted. The major addition will be an addition of a section titled, Systems of Equations. I will review the outline upon arrival.

Pre-Calculus: A new course outline has been submitted by Calipatria. I will review the outline and contact them if needed.

From our discussion, I am confident that articulations agreements can be finalized in the near future.

GP:bs
On September 9, 1990, Dr. Hector Lopez, you and myself met with Harry Pearson, Linda Lacaze, and Donna Schoneman from Holtville High School to discuss the potential of creating articulation agreements in mathematics between our schools.

Our meeting began with Dr. Lopez giving a brief introduction about articulation. Here, he discussed about the present process that exists between Universities and Community Colleges, and the need for creating a similar process between Imperial Valley College and Holtville High School.

There were four math courses that we considered: Algebra I, Algebra II, Pre-calculus and Calculus. We reviewed and considered outlines for each course. Textbooks presently in use by the school were also reviewed.

I now discuss the results and projected goals for each course:

- **Algebra I:** A 2-year course outline for this area was submitted. A new course outline for the normal one year course will be submitted reflecting the agreed upon changes. I will review these outlines, and we will be meeting again to discuss their content.

- **Algebra II:** A new course outline will be submitted for our consideration. I will review the outline upon arrival.

- **Pre-calculus:** A new course outline will be submitted by Holtville. I will review the outline and contact them if needed.

- **Calculus:** A course outline was submitted for consideration. I will review the outline.

From our discussion, I am confident that articulation agreements can be finalized in the near future.

GP: bs
February 13, 1991

Mrs. Barbara Oswalt
Assistant Principal of
Pupil Personnel/Curriculum
Central Union High School
1001 Brighton Avenue
El Centro, CA 92243

Dear Mrs. Oswalt:

Thank you for agreeing to facilitate our first articulation meeting in the areas of English and math between our institutions.

The English writing team will consist of Dr. Fred Fischer, the English Division Chair, and Carol Hann, a member of the English Writing Department. I asked them for their meeting day preferences and these are as follows:

1st choice: Wednesdays, 2 p.m.
2nd choice: Wednesdays, 3:15 p.m.
3rd choice: Tuesdays or Thursdays, 2:30 p.m.

I have asked Dr. Fischer to send you copies of the English writing course outlines and the Course Articulation Worksheet that we will be discussing. Carol Hann has reviewed your school’s writing outlines, and she will be able to provide comments regarding these at our meeting.

Mr. Greg Ponce, the instructor representing our Math Department, has reviewed the math course outlines from your school which he received last year. Mr. Ponce will be available to meet with your math chair and math instructors on the following:

1st choice: Tuesdays, 2:30 p.m.
2nd choice: Fridays, 1 p.m.
3rd choice: Tuesdays, 3:15 p.m.

Please indicate the date and hour that Mrs. Pat Kerrigan and other English instructors can meet with Dr. Fischer and Carol Hann, and the date and hour that Mr. Carl Hinshaw and other math instructors can meet with Mr. Ponce.
Ralph Marquez and I will also accompany our English Division team and our Math Division team to your school.

Our meetings with the other high schools have been extremely productive and we look forward to achieving the same results at your school. These articulation meetings will allow us to share information relating to English writing courses and math courses that are similar in content and taught at each of our institutions. It will also allow your school to clarify any concerns or ask questions about our placement procedures in both our English and math areas.

Thank you very much for your support and help.

Sincerely,

Hector L. Lopez, Ed.D.
Vice-President of Counseling and Student Services

cc: Dr. John DePaoli, President, Imperial Valley College
    Mr. Joe Maruca, Principal, Central Union High School
    Ms. Pat Kerrigan, English Chair, Central Union High School
    Mr. Carl Hinshaw, Math Chair, Central Union High School
March 5, 1991

Dear Ms. Davida Brown:

As you are aware, the graduating students from your high school may be placed in the appropriate English class at IVC with greater ease and accuracy if we are able to ascertain the types of skills and subsequent competency demonstrated in the high school experience.

The attached worksheets will allow the IVC English Division and others to determine which English courses at your high school offer similar types of skills and verifiable mastery.

We are requesting for each course submitted for articulation that you state objectives, method of testing, and standards for mastery of the skills, enumerated by Roman numerals I-IV on the worksheet. We are attempting to match key objectives and content in our basic skills courses with similar objectives and content in high school English courses. If additional information beyond the IVC course outlines and sequence diagram is needed, feel free to contact me anytime at 352-8320, ext. 223.

Mr. Ralph Marquez, 2+2+2 Project Director, will pick up the completed worksheets from Dr. Theresa Daem's office on April 10th. Dr. Hector Lopez, Vice President of Counseling Services, will arrange future meetings to continue our progress on articulated courses between Brawley Union High School and Imperial Valley College.

Sincerely,

Fred H. Fischer, Ed.D.
Chair., IVC English Division

cc: Dr. Theresa Daem
Mr. Ralph Marquez
Dr. Hector Lopez

ctc
March 5, 1991

Dear Ms. Margaret Drysdale:

As you are aware, the graduating students from your high school may be placed in the appropriate English class at IVC with greater ease and accuracy if we are able to ascertain the types of skills and subsequent competency demonstrated in the high school experience.

The attached worksheets will allow the IVC English Division and others to determine which English courses at your high school offer similar types of skills and verifiable mastery.

We are requesting for each course submitted for articulation that you state objectives, method of testing, and standards for mastery of the skills, enumerated by Roman numerals I-IV on the worksheet. We are attempting to match key objectives and content in our basic skills courses with similar objectives and content in high school English courses. If additional information beyond the IVC course outlines and sequence diagram is needed, feel free to contact me anytime at 352-8320, ext. 223.

Mr. Ralph Marquez, 2+2+2 Project Director, will pick up the completed worksheets from Mr. Dan Edins's office on March 27th. Dr. Hector Lopez, Vice President of Counseling Services, will arrange future meetings to continue our progress on articulated courses between Imperial High School and Imperial Valley College.

Sincerely,

Fred H. Fischer, Ed.D.
Chair, IVC English Division

cc: Mr. Dan Edins
    Mr. Ralph Marquez
    Dr. Hector Lopez

ctc
March 5, 1991

Dear Ms. Andara Macdonald:

As you are aware, the graduating students from your high school may be placed in the appropriate English class at IVC with greater ease and accuracy if we are able to ascertain the types of skills and subsequent competency demonstrated in the high school experience.

The attached worksheets will allow the IVC English Division and others to determine which English courses at your high school offer similar types of skills and verifiable mastery.

We are requesting for each course submitted for articulation that you state objectives, method of testing, and standards for mastery of the skills, enumerated by Roman numerals I-IV on the worksheet. We are attempting to match key objectives and content in our basic skills courses with similar objectives and content in high school English courses. If additional information beyond the IVC course outlines and sequence diagram is needed, feel free to contact me anytime at 352-8320, ext. 223.

Mr. Ralph Marquez, 2+2+2 Project Director, will pick up the completed worksheets from Mr. Harry Pearson's office on March 27th. Dr. Hector Lopez, Vice President of Counseling Services, will arrange future meetings to continue our progress on articulated courses between Holtville High School and Imperial Valley College.

Sincerely,

Fred H. Fischer, Ed.D.
Chair., IVC English Division

cc: Mr. Harry Pearson
    Mr. Ralph Marquez
    Dr. Hector Lopez

ctc
March 5, 1991

Dear Ms. Gretchen Wendelin:

As you are aware, the graduating students from your high school may be placed in the appropriate English class at IVC with greater ease and accuracy if we are able to ascertain the types of skills and subsequent competency demonstrated in the high school experience.

The attached worksheets will allow the IVC English Division and others to determine which English courses at your high school offer similar types of skills and verifiable mastery.

We are requesting for each course submitted for articulation that you state objectives, method of testing, and standards for mastery of the skills, enumerated by Roman numerals I-IV on the worksheet. We are attempting to match key objectives and content in our basic skills courses with similar objectives and content in high school English courses. If additional information beyond the IVC course outlines and sequence diagram is needed, feel free to contact me anytime at 352-8320, ext. 223.

Mr. Ralph Marquez, 2+2+2 Project Director, will pick up the completed worksheets from Mrs. Patricia Cook's office on March 27th. Dr. Hector Lopez, Vice President of Counseling Services, will arrange future meetings to continue our progress on articulated courses between Calipatria High School and Imperial Valley College.

Sincerely,

Fred H. Fischer, Ed.D.
Chair., IVC English Division

cc: Mrs. Patricia Cook
    Mr. Ralph Marquez
    Dr. Hector Lopez

ctc
March 8, 1991

Mrs. Patricia Cook, Principal
Calipatria High School
601 West Main Street
Calipatria, CA 92233

Dear Mrs. Cook:

Thank you once again for helping facilitate the first meeting between our Math Departments on December 12, 1990. The meeting was most productive and should serve as an ideal model for further dialogue between our two institutions.

At the December 12th meeting, the course outlines and textbooks of three Calipatria High School math courses (Algebra I, Algebra II, and Pre-Calculus) were reviewed and discussed by Ms. Mary Love, Mr. Jim Moss and Mr. Greg Ponce. The results and projected goals from this initial meeting are as follows:

Algebra I: A new course outline reflecting changes mutually agreed upon has been submitted by Calipatria High School and is presently under review by the Math Department at IVC.

Algebra II: A new course outline reflecting the major addition of section titled Systems of Equations will be submitted by Calipatria High School for review by both Math Departments.

Pre-Calculus: A new course outline has been submitted by Calipatria High School and is presently under review by the Math Department at IVC.

The timeline agreed for completing these tasks was early spring (last week in February to the first week in March).

I will be contacting Mr. Ponce, Ms. Love and Mr. Moss on their progress towards these goals. Shortly after, I will ask for your assistance in arranging our second meeting.

Sincerely,

Ralph Marquez
2+2+2 Project Coordinator

RM: nr

CC: Hector L. Lopez, Vice-President for Counseling and Student Services, IVC
Jim Pendley, Science/Math/Engineering Division Chair, IVC
Greg Ponce, Instructor, Mathematics, IVC
Mary Love, Instructor, Mathematics, CHS
Jim Moss, Instructor, Mathematics, CHS
Marisa Gates, Counselor, CHS
March 8, 1991

Ms. Theresa Daem
Assistant Superintendent
Brawley Union High School
480 N. Imperial Avenue
Brawley, CA 92227

Dear Ms. Daem:

Thank you once again for helping facilitate the first meeting between our Math Departments on December 11, 1990. The meeting was most productive and should serve as an ideal model for further dialogue between our two institutions.

At the December 11th meeting, the course outlines and textbooks of four Brawley Union High School math courses (Algebra I, Algebra II, Pre-Calculus, and Calculus) were reviewed and discussed by your Math Department and Mr. Greg Ponce. The results and projected goals from this initial meeting are as follows:

Algebra I: A new course outline will be submitted by Brawley Union High School for review by both Math Departments.

Algebra II: A new course outline will be submitted by Brawley Union High School for review by both Math Departments.

Pre-Calculus: A new course outline will be submitted by Brawley Union High School for review by both Math Departments.

Calculus: A course outline was submitted by Brawley Union high School and is presently under review by the Math Department at IVC.

The timeline agreed for completing these tasks was early spring (last week in February to the first week in March).

I will be contacting Mr. Ponce and Mr. Rhoades on their progress towards these goals. Shortly after, I will ask for your assistance in arranging our second meeting.

Sincerely,

Ralph Marquez
2+2+2 Project Coordinator

CC: Hector L. Lopez, Vice-President for Counseling and Student Services, IVC
Jim Pendley, Science/Math/Engineering Division Chair, IVC
Greg Ponce, Instructor, Mathematics, IVC
Robert Rhoades, Math Division Chair, BUHS
Diane Rodriguez Romero, Counselor, BUHS
March 8, 1991

Mr. Henry Pearson, Principal
Holtville High School
621 East Sixth Street
Holtville, CA 92250

Dear Mr. Pearson:

Thank you once again for helping facilitate the first meeting between our Math Departments on September 9, 1990. The meeting was most productive and should serve as an ideal model for further dialogue between our two institutions.

At the September 9th meeting, the course outlines and textbooks of four Holtville High School math courses (Algebra I, Algebra II, Pre-Calculus, and Calculus) were reviewed and discussed by Ms. Linda Lacaze and Mr. Greg Ponce. The results and projected goals of this initial meeting are as follows:

Algebra I: A new one year course outline, condensed from two years and reflecting mutually agreed upon changes, will be re-submitted by Holtville High School for review by both Math Departments.

Algebra II: A new course outline will be submitted by Holtville High School for review by both Math Departments.

Pre-Calculus: A new course outline will be submitted by Holtville High School for review by both Math Departments.

Calculus: A course outline was submitted by Holtville High School and is presently under review by the Math Department at IVC.

The timeline agreed for completing these tasks was early spring (last week in February to the first week in March).

I will be contacting Mr. Ponce and Ms. Lacaze on their progress towards these goals. Shortly after, I will ask for your assistance in arranging our second meeting.

Sincerely,

Ralph Marquez
2+2+2 Project Coordinator

CC: Hector L. Lopez, Vice-President for Counseling and Student Services, IVC
Jim Pendley, Science/Math/Engineering Division Chair, IVC
Greg Ponce, Instructor, Mathematics, IVC
Linda Lacaze, Instructor, Mathematics, HHS
Donna Schoneman, Counselor, HHS
To: Mr. Garth Isom, Principal
    Mr. Harry Hautakoski, English Dept. Chair.

From: Fred Fischer, Chair.

Subject: Articulation of English Courses

Date: April 12, 1991

I am looking forward to meeting with you and members of the Calexico High School English Department to begin discussions about articulation between our respective institutions. I have enclosed writing course outlines, which I trust will be helpful in preparing for our meeting scheduled on Wednesday, April 24, at 2:30 p.m. Additionally, you will find two oversize pages delineating the scope of our writing sequence, English 1A through English 4B. These documents should help acquaint your staff with our writing curriculum.

At this first meeting we hope to briefly describe and clarify the concept of using a student's high school record in English courses as an additional criterion for placement in the English curriculum at Imperial Valley College.

If I can be of further assistance prior to our meeting, please feel free to contact me at 352-8320, ext. 223.

cc: Mr. Ralph Marquez
    Dr. Hector Lopez
COLLEGE CREDIT FOR HIGH SCHOOL COURSES

POLICY: Imperial Valley College grants credit toward the associate degree for completion of certain specific high school courses which have been articulated with IVC courses. Imperial Valley College credit is granted for those high school courses only when:

1. The high school course has been completed with at least a "B" grade.

2. The next, higher level course is completed at IVC with at least a "C" grade.

PROCEDURE: Students who intend to participate in this program should make the necessary arrangements at their high schools. Contracts are available through the counseling centers at high schools and at Imperial Valley College. A copy of the completed contract should be filed at the student's high school, and a copy forwarded to the Registrar's office at Imperial Valley College.

ARTICULATED COURSES

<table>
<thead>
<tr>
<th>IVC</th>
<th>BRAWLEY</th>
<th>CALEXICO</th>
<th>CALIPATRIA</th>
<th>CENTRAL</th>
<th>HOLTVILLE</th>
<th>IMPERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 10</td>
<td>Beg Typing</td>
<td>Typing 1</td>
<td>Typing 1</td>
<td>Keyboarding 1</td>
<td>Typing 1</td>
<td>KIK</td>
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<td>Bus 31A</td>
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<td>Shorthand 1</td>
<td>Shorthand 1</td>
<td>Shorthand 1</td>
<td>Shorthand 1</td>
<td>Shorthand 1</td>
</tr>
<tr>
<td>Bus 10</td>
<td>Bookkeeping</td>
<td>Accounting 1</td>
<td>Accounting</td>
<td>Computerized Accounting</td>
<td>Accounting 1/Recordkeeping</td>
<td>Computerized Accounting</td>
</tr>
</tbody>
</table>

(Students will receive credit for the IVC course listed on the grid if they complete the next level course successfully. These courses are: Proficiency - Exit Typewriting (Bus 21AC), Practical Bookkeeping (Bus 10B), and Shorthand Theory Speedbuilding (Bus 31B)
ADVANCED PLACEMENT CREDIT

POLICY: Imperial Valley College grants credit toward its associate degrees for successful completion of examinations of the Advanced Placement Program of The College Board. Students who present scores of three or better will be granted 3 to 10 semester units of college credit per area of examination.

PROCEDURE: High school students who intend to take examinations in this program should make the necessary arrangements with their high schools and should indicate at the time they take the Advanced Placement Examinations that their test scores be sent to Imperial Valley College. To obtain credit for Advanced Placement Examinations, the student should contact the Registrar's Office.

The chart below indicates the score necessary, the units earned, and the course equivalents for each of the examinations for which credit is offered.

<table>
<thead>
<tr>
<th>Examinations</th>
<th>Score</th>
<th>Credit Allowed</th>
<th>IVC Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3,4,5</td>
<td>6 semester units</td>
<td>Art 3A &amp; 3B</td>
</tr>
<tr>
<td>Art Studio General</td>
<td>3,4,5</td>
<td>6 semester units</td>
<td>Art 20A &amp; 22A</td>
</tr>
<tr>
<td>Biology</td>
<td>3,4,5</td>
<td>4 semester units</td>
<td>Biology 3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3,4,5</td>
<td>10 semester units</td>
<td>Chem 1A &amp; 1B</td>
</tr>
<tr>
<td>Computer Science</td>
<td>3,4,5</td>
<td>3 semester units</td>
<td>Math 5B</td>
</tr>
<tr>
<td>Economics General</td>
<td>3,4,5</td>
<td>3 semester units</td>
<td>Econ 1</td>
</tr>
<tr>
<td>Economics Micro</td>
<td>3,4,5</td>
<td>3 semester units</td>
<td>Econ 2</td>
</tr>
<tr>
<td>English Lang. &amp; Comp.</td>
<td>3,4,5</td>
<td>3 semester units</td>
<td>Eng. 1A &amp; 50</td>
</tr>
<tr>
<td>Comp. &amp; Lit.</td>
<td>3,4,5</td>
<td>3 semester units</td>
<td>Eng. 1A &amp; 1B</td>
</tr>
<tr>
<td>French Language</td>
<td>3,4,5</td>
<td>10 semester units</td>
<td>French 1 &amp; 2</td>
</tr>
<tr>
<td>History</td>
<td>3,4,5</td>
<td>8 semester units</td>
<td>French 3 &amp; 4</td>
</tr>
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<td>Mathematics Calculus AB</td>
<td>3,4,5</td>
<td>5 semester units</td>
<td>Math 3A</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3,4,5</td>
<td>10 semester units</td>
<td>Math 3A &amp; 3B</td>
</tr>
<tr>
<td>Music</td>
<td>3,4,5</td>
<td>6 semester units</td>
<td>Music 8A &amp; 9A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Music 8B &amp; 9B</td>
</tr>
<tr>
<td>Physics B</td>
<td>3,4,5</td>
<td>10 semester units</td>
<td>Physics 4A &amp; 4B</td>
</tr>
<tr>
<td>C (Mechanics)</td>
<td>3,4,5</td>
<td>5 semester units</td>
<td>Physics 4A</td>
</tr>
<tr>
<td>C (Elec. &amp; Mag.)</td>
<td>3,4,5</td>
<td>5 semester units</td>
<td>Physics 4B</td>
</tr>
<tr>
<td>Political Science</td>
<td></td>
<td></td>
<td>Poly Sci 1 &amp; 2</td>
</tr>
<tr>
<td>Govt./Politics Am.</td>
<td>3,4,5</td>
<td>6 semester units</td>
<td>Poly Sci 3</td>
</tr>
<tr>
<td>Govt./Politics Am. &amp; Comparative</td>
<td>3,4,5</td>
<td>3 semester units</td>
<td>Poly Sci 3</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>3,4,5</td>
<td>8 semester units</td>
<td>Spanish 3 or 20A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and Spanish 23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish 4 or 20B</td>
</tr>
</tbody>
</table>

CONDITIONS:
1. Credit may not be earned at Imperial Valley College for courses which duplicate credit already allowed for Advanced Placement Examinations as listed under Imperial Valley College Course Equivalents.
2. Credit granted by Imperial Valley College will be posted on the student's permanent record.
3. Although Imperial Valley College grants credit for Advanced Placement Examinations there is no guarantee your transfer institution will do the same.

Compiled by Shirley Jones & Norma Nunez

4/15/91
**SAN DIEGO STATE UNIVERSITY ARTICULATION TABLE FOR SAN DIEGO COUNTY COMMUNITY COLLEGES**

**BASED ON SDSU'S 1990-91 ARTICULATION AGREEMENTS**

**SHORT VERSION - ONLY THOSE COURSES THAT HAVE BEEN ARTICULATED ARE IDENTIFIED**

**PREPARED BY CAROL CURIE, SDSU ARTICULATION COORDINATOR**

**OCTOBER 1990**

**NOTE:**
1. THE SDSU PORTION OF THIS ARTICULATION TABLE IS COMPOSED OF THE MAJORITY OF SDSU'S LOWER DIVISION COURSES AS PRESENTED IN THE 1990-91 GENERAL CATALOG.
2. SDSU WILL CURRENTLY NOT ARTICULATE COURSES IN THE FOLLOWING AREAS: AEROSPACE STUDIES, GENERAL STUDIES, MILITARY SCIENCE, NAVAL SCIENCE, AND SOCIAL SCIENCES.
3. SDSU COURSES NUMBERED 296 OR 299 ARE NOT IDENTIFIED IN THIS TABLE SINCE THEY ARE "EXPERIMENTAL TOPICS" COURSES. ARTICULATIONS WITH THESE TYPES OF COURSES ARE NOT APPROPRIATE.

**KEY**
- Indicates additions and/or changes.
- Denied - Not acceptable as comparable or equivalent to an SDSU course.
- No comparable/equivalent course articulation established.
- New course as of the 1990-91 General Catalog.
- Transfer course(s) acceptable "in lieu of" SDSU course(s).
- Sequence/courses must be completed at institution offering courses.
- Acceptable for the 1990-91 and 1991-92 academic years only.
- Transfer Music majors or minors will be subject to placement examinations and/or auditions regardless of course work completed at other institutions.
- Courses offered at all campuses unless noted: C = City, M = Mesa, NM = Miramar
- New course numbers for 1990-91. No change in course content.

<table>
<thead>
<tr>
<th>SD State</th>
<th>Cuyamaca</th>
<th>Grossmont</th>
<th>Imperial Valley</th>
<th>*Himalaya Costa</th>
<th>*Palmar</th>
<th>*Siskiyou</th>
<th>*SOUTHWESTERN</th>
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</thead>
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<td>BUS 121</td>
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<td>BUS 121</td>
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**Note:** Restricted to Liberal Studies - elementary teaching - students only.

- Acceptable for the Fall 1990 semester only.
- Acceptable only if equivalents to PSY 101 & SOC 101 are taken prior to enrollment at SDSU.
- Substitute for 9 units of 200-level course work. Courses to be determined by examination.
- Will substitute for 3 units of 200-level course work. Courses to be determined by examination.
- TV (Telecourse) course not acceptable.
- Maximum credit four units.
- Maximum credit three units.
- Two (2.0) units required.
- New course numbers for 1990-91. No change in course content.
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**Notes:**
- "See Above" and "See Below" indicate references to other agreements.
- "(D)FREN 100" and "(D)FREN 200" denote special conditions or exclusions.
- "NE" indicates not eligible.
- "**GERM 220 & 221" signifies specific courses or requirements.

*Source:* SDSU Articulation Table for San Diego County Community Colleges.
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*SHORT VERSION* - SUSD ARTICULATION TABLE FOR SAN DIEGO COUNTY COMMUNITY COLLEGES

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OCTOBER 30, 1990 (REVISION SINCE: 08/20/90 CEC:CEC)
# San Diego State University - Articulation Table

**Preparation for the Major Requirements for Majors in the College of Business Administration**

Prepare by Carol Clinic, Coordinator, Articulation Services - January 1991 (Revision since: May 1990)

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**Notes:**
1. Transfer courses are acceptable as comparable/equivalent to SDSU courses unless identified otherwise.
2. SDSU Articulation Agreements for 2-year and 4-year institutions are available in the SDSU College of Business Undergraduate Advising Office, BA 445, or the SDSU University Advising Center, CL-107.
3. "Adjustments to Academic Requirements" (Waiver) or Acceptance of a Transfer Course where there is no Articulation Agreement, students must petition the appropriate department directing the course. (Example: Economics course - petition the Economics Department.)

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**Best Copy Available 76**
# California State University System (Continued)

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# Notes

- ACCT 201: Accounting 1
- ACCT 202: Accounting 2
- ACCT 203: Accounting 3
- ACCT 204: Accounting 4
- ECON 101: Economics 1
- ECON 102: Economics 2
- ECON 103: Economics 3
- ECON 104: Economics 4
- MATH 110: Mathematics 1
- MATH 111: Mathematics 2

# Revision

- Revision since May 1990
- Updated January 1991
## Articulation Table - Preparation for the Major - College of Business Administration - January 1991 (Revision Since: May 1990)

### Institutions (Continued)

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**Note:** This table represents articulation agreements for preparation of majors within the College of Business Administration. Each entry indicates the credit hours and courses that are transferable between institutions, allowing students to smoothly transition from one school to another while maintaining their academic progress.
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*Note: The table provides information on articulation agreements between community colleges and independent/proprietary institutions. The table includes information on courses and equivalencies for majors such as Business Administration, Economics, and Mathematics. The table is used for planning and transferring credits between institutions.*
## Articulation Table - Preparation for the Major - College of Business Administration - January 1991 (Revision since: May 1990)

**Base on OER's 1990-91 Articulation Agreements - Carol Claxton, Coordinator, Articulation Services**

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<td>NE</td>
<td>ECON 1A</td>
<td>ECON 1B</td>
<td>BUS 71</td>
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<td>ECON 1B</td>
<td>BUS 71</td>
<td>ECON 1A</td>
<td>ECON 1B</td>
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<td>BUS 71</td>
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<td>BUS 71</td>
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<td>ECON 1B</td>
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*No Articulation Agreement*
| Community Colleges (106) and Independent/Private Institutions (Continued) |
|-------------------------------------|-----------------|-----------------|-----------------|-----------------|
| Institution                        | Accounting Courses | Economics Courses | Business Courses | Math Courses    |
| San Diego City College             |                               |                               |                 |                 |
| Southwestern College               |                               |                               |                 |                 |
| Taft College                       |                               |                               |                 |                 |
| San Diego City College             |                               |                               |                 |                 |
| Ventura County College             |                               |                               |                 |                 |
| Victor Valley College              |                               |                               |                 |                 |
| Vista College                      |                               |                               |                 |                 |
| West Hills College                 |                               |                               |                 |                 |
| West Los Angeles College           |                               |                               |                 |                 |
| West Valley College                |                               |                               |                 |                 |
| Yuba College                       |                               |                               |                 |                 |

**Note:** Articulation agreements vary between institutions. Please consult the official source for the most accurate information.
NOTE: THE PURPOSE OF THIS GRID IS TO REFLECT COMPARABLE/EQUIVALENT COURSE OFFERINGS BETWEEN THE SAN DIEGO AND IMPERIAL VALLEY COMMUNITY COLLEGES SO THAT STUDENTS WILL NOT TAKE DUPLICATE COURSES. THE COURSES IDENTIFIED ON THIS GRID HAVE BEEN REVIEWED BY DEPARTMENTAL AND INSTITUTIONAL REPRESENTATIVES PRIOR TO AUTHORIZATION.

<table>
<thead>
<tr>
<th>CUYAMACA</th>
<th>GROSSMONT</th>
<th>IMPERIAL VLY</th>
<th>MIRA COSTA</th>
<th>PALOMAR</th>
<th>SDCCD++</th>
<th>SOUTHWESTERN</th>
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<tr>
<td>CSIS 110</td>
<td>CSIS 110</td>
<td>CIS 1</td>
<td>CIS 101 &amp; 250</td>
<td>CIS 100 &amp; 115</td>
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<td>CIS 158 &amp; 158L</td>
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<td>CIS 111</td>
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<td>CIS 22</td>
<td>BUS 148</td>
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<td>CIS 109</td>
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<td>CSIS 130</td>
<td>CIS 10 &amp; 21A/C</td>
<td>CIS 280</td>
<td>CIS 210</td>
<td>CIS 184 &amp; 184L</td>
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<tr>
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<td>CIS 11 &amp; 21A/C</td>
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<td>CIS 204 &amp; 204L</td>
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<td>CIS 14/MATH 47</td>
<td>CIS/ENGR 260</td>
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<td>CIS 154 &amp; 154L</td>
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<td>CSIS 296</td>
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<td>CIS 235 &amp; 235L</td>
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<td>CIS/MATH 146</td>
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<td>CIS 230 &amp; 230L</td>
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</tr>
</tbody>
</table>

NE = No comparable/equivalent course exists.
* = New course numbers 1990-91. No change course content.
++ = SDCCD - Courses offered at all campuses unless noted: C = City, M = Mesa, MIR = Miramar.
NOTE: The purpose of this grid is to reflect comparable/equivalent course offerings between the San Diego and Imperial Valley Community Colleges so that students will not take duplicate courses. The courses identified on this grid have been reviewed by departmental and institutional representatives prior to authorization.

KEY

NE = No comparable/equivalent course exists
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<table>
<thead>
<tr>
<th>GUAYAMACA</th>
<th>GROSSMONT</th>
<th>IMPERIAL VLY</th>
<th>MIRA COSTA</th>
<th>PALOMAR</th>
<th>SDCCD++</th>
<th>SOUTHWESTERN</th>
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<td>BUS 22B</td>
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<td>OIS 168A OR 168B</td>
<td>BUS 244</td>
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<td>BUS 273</td>
<td>NE</td>
<td>OIS 171 OR 173 OR 175</td>
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<td>BUS 244</td>
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<td>BUS 20</td>
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<td>BUS 21A</td>
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<td>BUS 201</td>
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<td>BUS 152</td>
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<td>MKT 110</td>
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<td>BUS 41</td>
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<td>BUS 92 OR 119 OR OIS 115</td>
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<td>NE</td>
<td>BUS 189</td>
<td>BUS 110</td>
<td>FASH 110 (M)</td>
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(Continued)
## GENERAL BUSINESS GRID - 1990-91 ACADEMIC YEAR

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<th>GROSSMONT</th>
<th>IMPERIAL VLY</th>
<th>MIRA COSTA</th>
<th>PALOMAR</th>
<th>SDCCD++</th>
<th>SOUTHWESTERN</th>
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<td>NE</td>
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<td>BUS 150</td>
<td>MKT 130</td>
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<td>BUS 135</td>
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<td>FCS 140</td>
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</table>

**No comparable/equivalent course exists**

**++** = SDCCD - Courses offered at all campuses unless noted: C = City, M = Mesa, MIR = Miramar

**=** New course numbers for 1990-91 No change in course content.

---

Jerry Humpert, Articulation Officer 11/06/90  
CUYAMACA COLLEGE REPRESENTATIVE  

Joanne Prescott, Articulation Officer 10/09/90  
GROSSMONT COLLEGE REPRESENTATIVE  

Ruth Cranley, Articulation Officer 10/02/90  
IMPERIAL VALLEY COLLEGE REPRESENTATIVE  

Mary Jennings-Smith, Articulation Officer 11/01/90  
MIRA COSTA COLLEGE REPRESENTATIVE  

Robert Larson, Articulation Officer 02/11/91  
PALOMAR COLLEGE REPRESENTATIVE  

Catherine Stoll, District Articulation Coord. 02/20/91  
SD COMMUNITY COLLEGE DISTRICT REPRESENTATIVE  

Barry Horlor, Articulation Officer 10/29/90  
SOUTHWESTERN COLLEGE REPRESENTATIVE  

NOTE: All official signatures of the above college representatives are on file in the Articulation Services office at San Diego State University.
NOTE: THE PURPOSE OF THIS GRID IS TO REFLECT COMPARABLE/EQUIVALENT COURSE OFFERINGS BETWEEN THE SAN DIEGO AND IMPERIAL VALLEY COMMUNITY COLLEGES SO THAT STUDENTS WILL NOT TAKE DUPLICATE COURSES. THE COURSES IDENTIFIED ON THIS GRID HAVE BEEN REVIEWED BY DEPARTMENTAL AND INSTITUTIONAL REPRESENTATIVES PRIOR TO AUTHORIZATION.

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</table>

NE = No comparable/equivalent course exists. (Grossmont College does not offer this lower division curriculum.)
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= New course numbers for 1990-91. No change in course content.

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GROSSMONT COLLEGE REPRESENTATIVE

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IMPERIAL VALLEY COLLEGE REPRESENTATIVE

Mary Jennings-Smith, Articulation Officer 11/01/90
MIRA COSTA COLLEGE REPRESENTATIVE

Robert Larson, Articulation Officer 02/11/91
PALOMAR COLLEGE REPRESENTATIVE

Catherine Stoll, District Articulation Coord. 02/20/91
SD COMMUNITY COLLEGE DISTRICT REPRESENTATIVE

Barry Horlor, Articulation Officer 10/29/90
SOUTHWESTERN COLLEGE REPRESENTATIVE

NOTE: All official signatures of the above college representatives are on file in the Articulation Services office at San Diego State University.
# Supervision - 1990-91 Academic Year

**Articulation Grid for San Diego and Imperial Valley Community Colleges**

Approved and Authorized by Institution Representatives - February 1991

**Note:** The purpose of this grid is to reflect comparable/equivalent course offerings between the San Diego and Imperial Valley Community Colleges so that students will not take duplicate courses. The courses identified on this grid have been reviewed by departmental and institutional representatives prior to authorization.

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<thead>
<tr>
<th>Cuyamaca</th>
<th>Grossmont</th>
<th>Imperial Vly</th>
<th>Miramar</th>
<th>SDCCD++</th>
<th>Southwestern</th>
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<td>BUS 290</td>
<td>SUPV 110</td>
<td>BUS 119</td>
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</tbody>
</table>

**NE** = No comparable/equivalent course exists.

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**•** = New course numbers for 1990-91. No change in course content.

---

Jerry Humperl, Articulation Officer 11/06/90  
Cuyamaca College Representative  
Date

Joanne Prescott, Articulation Officer 10/09/90  
Grossmont College Representative  
Date

Ruth Cranley, Articulation Officer 10/02/90  
Imperial Valley College Representative  
Date

Mary Jennings-Smith, Articulation Officer 11/01/90  
Mira Costa College Representative  
Date

Robert Larson, Articulation Officer 02/11/91  
Palomar College Representative  
Date

Catherine Stoll, District Articulation Coord. 02/20/91  
SD Community College District Representative  
Date

Barry Horlor, Articulation Officer 10/29/90  
Southwestern College Representative  
Date

**Note:** All official signatures of the above college representatives are on file in the Articulation Services office at San Diego State University.
NURSING MAJOR - B.S. DEGREE IN APPLIED ARTS AND SCIENCES

PREPARATION FOR THE MAJOR REQUIREMENTS AT SAN DIEGO STATE UNIVERSITY

ARTICULATION TABLE FOR SAN DIEGO COUNTY COMMUNITY COLLEGES - PREPARED BY CAROL CLINE-LEE, SDSU ARTICULATION COORDINATOR - 05/13/91

BASED ON SDSU'S 1991-92 ARTICULATION AGREEMENTS

IMPACTED PROGRAM. The nursing major is designated as an impacted program and specific regulations related to admissions are imposed. Consult "Locally and Statewide Impacted Programs" in the "Admissions" section of the 1991-92 San Diego State University General Catalog for regulations.

NOTES: A minor is not required with this major. Preparation for the major consists of 26 units. Nursing majors are advised to consult with the School of Nursing office (after matriculation to SDSU) on a semester basis for program modifications or policy revisions. Students are strongly encouraged to complete the English and Oral Communication general education requirements early in their college career to enable them to qualify for licensure.

KEY
- Indicates additions and/or courses.
+ Denies acceptance as comparable or equivalent to an SDSU course.
+ Transfer course(s) acceptable for "substitution" to fulfill SDSU course requirement(s).
* Sequence/courses must be completed at institution offering courses.

PREREQUISITE COURSES. The following courses, or their equivalents, and course grades are required for admission to the nursing program:

<table>
<thead>
<tr>
<th>SDSU COURSE REQUIREMENTS</th>
<th>CUTAMACA</th>
<th>GROSSMONT</th>
<th>IMPERAL VLY</th>
<th>MIRA COSTA</th>
<th>PALOMAR</th>
<th>SDCDO++</th>
<th>SOUTHWESTERN</th>
</tr>
</thead>
<tbody>
<tr>
<td>MICROBIO</td>
<td>BIL 210</td>
<td>NE</td>
<td>BIL 152</td>
<td>BIL 21</td>
<td>BIL 230</td>
<td>MICR 200</td>
<td>BIL 205</td>
</tr>
<tr>
<td>ORGANIC</td>
<td>CHIM 130</td>
<td>NE</td>
<td>CHIM 116</td>
<td>+CHM 12</td>
<td>CHIM 120</td>
<td>CHIM 105</td>
<td>CHM 130 &amp; 130L (C,M)</td>
</tr>
<tr>
<td>PSYCHOLOGY</td>
<td>PST 101</td>
<td>NE</td>
<td>PST 120</td>
<td>PST 1A</td>
<td>PST 101</td>
<td>PSTC 100</td>
<td>PSTC 101</td>
</tr>
<tr>
<td>SOCIOLGY</td>
<td>SOC 101</td>
<td>SO 120</td>
<td>SOC 101</td>
<td>SOC 101</td>
<td>SO 101</td>
<td>SO 101</td>
<td>SOC 101</td>
</tr>
<tr>
<td>ANATOMY</td>
<td>BIL 150</td>
<td>NE</td>
<td>BIL #140</td>
<td>ANAT 8</td>
<td>BIL 210</td>
<td>ZOO #200; OR</td>
<td>BIL 230</td>
</tr>
<tr>
<td>PHYSIOLOGY</td>
<td>BIL 261</td>
<td>NE</td>
<td>BIL 141 &amp; 142</td>
<td>PHYSIO 1</td>
<td>BIL 220</td>
<td>ZOO 205 &amp; 205L</td>
<td>BIL 235</td>
</tr>
<tr>
<td>ASV</td>
<td>BIL 150 &amp; 261</td>
<td>NE</td>
<td>*BIL 141 &amp; 145</td>
<td>NE</td>
<td>NE</td>
<td>NE</td>
<td>*BIL 261</td>
</tr>
</tbody>
</table>

MINIMUM GRADE POINT AVERAGE. Applicants must complete the six prerequisite courses (identified above) with a minimum overall grade point average of 2.50.

UPON ACCEPTANCE INTO THE PROGRAM (Note: Some of the requirements identified below may be satisfied by course work at the community college(s).)

| (See Cat- | NURS 202 | NE | NE | NE | NE | NE | NE | NE | NE |
| sfor)     | NURS 204 | NE | NE | NE | NE | NE | NE | NE | NE |
| descp-     | NURS 250 | NE | NE | NE | NE | NE | NE | NE | NE |
| tions.)    | NURS 252 | NE | NE | NE | "C" | NE | NE | NE | NE |
| BIO CHEN   | CHEN 160 | NE | "C" | NE | CHEN 205 | NE | NE | NE | NE |

THREE UNITS OF STATISTICS
Currently Approved MATH 160
G.E. Statistics

AND

THREE UNITS OF GROWTH AND DEVELOPMENT (Three units of Growth and Development must be successfully completed before continuation in the upper division courses required for the major.) Note: Students are encouraged to complete this requirement at SDSU, upon matriculation, by taking Psychology 330. With few elective units available for the nursing major, this course will satisfy the growth and development requirement for nursing and fulfill three units towards the upper division general education requirement.

Growth & Dev NE CD 125 OR FSC 120 PSY 35 NE CHUV 100 CHIL 101 NE

Students who have not completed one year of chemistry with a laboratory may take the introductory college course(s) (below) to meet this requirement.

INTRO CHEM CHEN 100 CHEN 115 CHEN 115 OR 120 CHEN 2A CHEN 101 OR 110 CHEN 100 CHEN 100 & 100L CHEN 100

REFER TO THE 1991-92 SAN DIEGO STATE UNIVERSITY GENERAL CATALOG FOR ADDITIONAL INFORMATION/CLARIFICATION.
CRIMINAL JUSTICE ADMINISTRATION CURRICULUM

The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your educational objective in the Criminal Justice Administration field.

BRAWLEY UNION HIGH SCHOOL

The following courses taken at Brawley Union High School will help prepare you for a Criminal Justice Administration major in college beginning your junior year in high school.

(Junior Year)

Algebra 1
English 3 or CP English 3
Psychology
Computer Literacy
Spanish
College Preparatory Electives*

(Senior Year)

Algebra 2
English 4 or CP English 4
Civics/Government or CP Civics Government
ROP Law Enforcement (Must be 17 yrs. old)

*See your counselor for appropriate College Preparatory Electives

NOTE: You may elect to enroll in AJ 21 (Introduction to Administration of Justice) concurrently at IVC during your senior year of high school.

IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Student can complete the lower-division preparation for a bachelor’s degree in Criminal Justice Administration at Imperial Valley College and also receive the Associate Degree.

The lower-division courses required for the Criminal Justice Administration major are:

- Adm Jus 21 Intro. to the Administration of Justice (3)
- Poly Sci 2 American Government and Politics (3)
- Sociol 1 Principles of Sociology (3)
- Sociol 2 Contemporary Social Problems (3)
- Math 12 Elementary Statistics (3)

Students are also encouraged to pursue an Administration of Justice certificate while at Imperial Valley College. The requirements are:

- Adm Jus 21 Intro. to the Administration of Justice (3)
- Adm Jus 33 Concepts of Criminal Law (3)
- Adm Jus 35 Legal Aspects of Criminal Law (3)
- Adm Jus 36 Principles and Procedures of the Justice System (3)
- Adm Jus 37 Juvenile Control (3)
- Adm Jus 38 Police Community Relations (3)
- Eng 2B Basic English Composition (3)
- Eng 12B Reading III (if required) (3)

SAN DIEGO STATE UNIVERSITY

The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Criminal Justice Administration major and receive the bachelor’s degree at San Diego State University.

The upper division courses required for the Criminal Justice Administration major are:

- Public Administration 301 Concepts and Issues in Public Administration (3)
- Criminal Administration 301 Social Control, Social Policy and Administration of Justice (3)
- Criminal Administration 497 Investigation and Report (3)
- Criminal Justice Administration 498 Internship in Criminal Justice (3)
- Criminal Justice Administration 540 Applied Planning, Research and Program Evaluation in CJA (3)
- Criminal Justice Administration 540 (in addition to P.A. 301) 6 units in Public Administration
- The remaining 18 units are to be selected with the approval of the academic advisor.

1-1-5
2 years High School
+ 2 years Community College
+ 2 years University = An Exciting Career in LAW ENFORCEMENT

SIGN-UP TODAY!!

2+2+2

For More Information Contact...
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Ralph Marquez
2+2+2 Coordinator
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Olga Ortega
Counselor
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Imperial Valley Campus
352-8320, ext. 445

The IMPERIAL VALLEY COLLEGE 2 + 2 + 2 PROJECT is co-sponsored by

BRAWLEY UNION HIGH SCHOOL
SAN DIEGO STATE UNIVERSITY
IMPERIAL VALLEY COLLEGE

and

IMPERIAL VALLEY REGIONAL OCCUPATION PROGRAM
CALEXICO HIGH SCHOOL

The following courses taken at Calexico High School will help prepare you for a Criminal Justice Administration major in college beginning your junior year in high school.

(Junior Year)

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11</td>
<td>select one</td>
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<tr>
<td>English 11 Composition</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td>select one</td>
</tr>
<tr>
<td>Main Analysis</td>
<td></td>
</tr>
<tr>
<td>J.S. History</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Psychology/Sociology</td>
<td>select one</td>
</tr>
<tr>
<td>Computer Programming</td>
<td></td>
</tr>
<tr>
<td>Spanish Literature-Language AP</td>
<td></td>
</tr>
<tr>
<td>French (AP)</td>
<td>select one</td>
</tr>
<tr>
<td>HOP Police Science</td>
<td></td>
</tr>
</tbody>
</table>

(Senior Year)

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>English 12</td>
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<td>English 12 Composition</td>
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<tr>
<td>Speech</td>
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<tr>
<td>Algebra II</td>
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</tr>
<tr>
<td>Main Analysis</td>
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<tr>
<td>Calculus</td>
<td></td>
</tr>
<tr>
<td>American Gov. Economics</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>select one</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Computer Programming</td>
<td>select one</td>
</tr>
<tr>
<td>Spanish (AP)</td>
<td></td>
</tr>
<tr>
<td>French (AP)</td>
<td></td>
</tr>
<tr>
<td>HOP Police Science</td>
<td></td>
</tr>
<tr>
<td>Psychology/Sociology</td>
<td>select one</td>
</tr>
</tbody>
</table>

NOTE: You may elect to enroll in AU 21 (Intro. to AU) concurrently at IVC during your senior year of high school.

IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Students can complete the lower-division preparation for a bachelor's degree in Criminal Justice Administration at Imperial Valley College and also receive the Associate Degree.

The lower-division courses required for the Criminal Justice Administration major are:

- Adm Jus 21 Intro. to the Administration of Justice (3)
- Poly Sci 2 American Government and Politics (3)
- Sociol 1 Principles of Sociology (3)
- Sociol 2 Contemporary Social Problems (3)
- Math 12 Elementary Statistics (3)

Students are also encouraged to pursue an Administration of Justice certificate while at Imperial Valley College. The requirements are:

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- Adm Jus 37 Juvenile Control (3)
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SAN DIEGO STATE UNIVERSITY

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The upper division courses required for the Criminal Justice Administration major are:

- Public Administration 301 Concepts and Issues in Public Administration (3)
- Criminal Administration 301 Social Control, Social Policy and Administration of Justice (3)
- Criminal Administration 497 Investigation and Report (3)
- Criminal Justice Administration 498 Internship in Criminal Justice (3)
- Criminal Justice Administration 540 Applied Planning, Research and Program Evaluation in CJA (3)
- 6 units in Public Administration (in addition to P.A. 301)

The remaining 18 units are to be selected with the approval of the academic advisor.
2 years High School

2 years Community College

2 years University

= An Exciting Career in LAW ENFORCEMENT

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2 + 2 + 2

For More Information Contact...

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2 + 2 + 2 Coordinator
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Olga Ortega
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Imperial Valley Campus
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The IMPERIAL VALLEY COLLEGE
2 + 2 + 2 PROJECT
is co-sponsored by

CALEXICO HIGH SCHOOL
SAN DIEGO STATE UNIVERSITY
IMPERIAL VALLEY CAMPUS

and

IMPERIAL VALLEY REGIONAL OCCUPATION PROGRAM

CALEXICO HIGH SCHOOL
IMPERIAL VALLEY COLLEGE
SAN DIEGO STATE UNIVERSITY

CRIMINAL JUSTICE ADMINISTRATION

IMPERIAL VALLEY COLLEGE

2+2+2 PROJECT
CRIMINAL JUSTICE ADMINISTRATION CURRICULUM

The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your educational objective in the Criminal Justice Administration field.

CALIPATRIA HIGH SCHOOL

The following courses taken at Calipatria High School will help prepare you for a Criminal Justice Administration major in college beginning your junior year in high school.

(Junior Year)

English 11
U S History
Algebra II or Geometry
Keyboarding/Computer Processing
College Preparatory Electives*  
  (Spanish, Psychology)

(Senior Year)

English 12
Government/Economics
College Preparatory Math  
  (Algebra II, Geometry or Advanced Math)
College Preparatory Electives*  
  (Spanish, Psychology)

NOTE: Concurrent enrollment at IVC in AJ 21 (Intro. to Administration of Justice) during your senior year of high school is recommended, as well as enrolling in appropriate writing courses.

IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Student can complete the lower-division preparation for a bachelor’s degree in Criminal Justice Administration at Imperial Valley College and also receive the Associate Degree.

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- Sociol 1 Principles of Sociology (3)
- Sociol 2 Contemporary Social Problems (3)
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Students are also encouraged to pursue an Administration of Justice certificate while at Imperial Valley College. The requirements are:

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- Adm Jus 33 Concepts of Criminal Law (3)
- Adm Jus 35 Legal Aspects of Evidence (3)
- Adm Jus 36 Principles and Procedures of the Justice System (3)
- Adm Jus 37 Juvenile Control (3)
- Adm Jus 38 Police Community Relations (3)
- Eng 2B Basic English Composition (3)
- Eng 12B Reading III (if required) (3)

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- Criminal Justice Administration 540 Applied Planning, Research and Program Evaluation in CJA (3)
- 6 units in Public Administration (in addition to P.A. 301)

The remaining 18 units are to be selected with the approval of the academic advisor.
2 years High School
+ 2 years Community College
+ 2 years University
= An Exciting Career in LAW ENFORCEMENT

SIGN-UP TODAY!!

2+2+2

For More Information Contact...

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Olga Ortega
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Imperial Valley Campus
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CALIPATRIA HIGH SCHOOL
SAN DIEGO STATE UNIVERSITY
IMPERIAL VALLEY COLLEGE

and

IMPERIAL VALLEY REGIONAL OCCUPATION PROGRAM

2+2+2 PROJECT
**CRIMINAL JUSTICE ADMINISTRATION CURRICULUM**

The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your educational objective in the Criminal Justice Administration field.

### CENTRAL UNION HIGH SCHOOL

The following courses taken at Central Union High School will help prepare you for a Criminal Justice Administration major in college beginning your junior year in high school.

**(Junior Year)**
- **Fall**
  - American Literature
  - United States History
  - Geometry or Algebra 2
  - Sociology or Psychology
  - College Preparatory Electives

- **Spring**
  - American Literature
  - United States History
  - Geometry or Algebra 2
  - Sociology or Psychology
  - College Preparatory Electives

**(Senior Year)**
- **Fall**
  - College Preparatory English Elective
  - American Government or Economics
  - Algebra 2 or Math 4
  - College Preparatory Electives

- **Spring**
  - College Preparatory English Elective
  - American Government or Economics
  - Algebra 2 or Math 4
  - College Preparatory Electives

### IMPERIAL VALLEY COLLEGE

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm Jus 21</td>
<td>Intro. to the Administration of Justice</td>
<td>(3)</td>
</tr>
<tr>
<td>Poly Sci 2</td>
<td>American Government and Politics</td>
<td>(3)</td>
</tr>
<tr>
<td>Sociol 1</td>
<td>Principles of Sociology</td>
<td>(3)</td>
</tr>
<tr>
<td>Sociol 2</td>
<td>Contemporary Social Problems</td>
<td>(3)</td>
</tr>
<tr>
<td>Math 12</td>
<td>Elementary Statistics</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Students are also encouraged to pursue an Administration of Justice certificate while at Imperial Valley College. The requirements are:

<table>
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<tr>
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<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Intro. to the Administration of Justice</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 33</td>
<td>Concepts of Criminal Law</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 35</td>
<td>Legal Aspects of Evidence</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 36</td>
<td>Principles and Procedures of the Justice System</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 37</td>
<td>Juvenile Control</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 38</td>
<td>Police Community Relations</td>
<td>(3)</td>
</tr>
<tr>
<td>Eng 2B</td>
<td>Basic English Composition</td>
<td>(3)</td>
</tr>
<tr>
<td>Eng 12B</td>
<td>Reading III (if required)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

### SAN DIEGO STATE UNIVERSITY

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The upper division courses required for the Criminal Justice Administration major are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Admin 301</td>
<td>Concepts and Issues in Public Administration</td>
<td>(3)</td>
</tr>
<tr>
<td>Criminal Admin 301</td>
<td>Social Control, Social Policy and Administration of Justice</td>
<td>(3)</td>
</tr>
<tr>
<td>Criminal Admin 497</td>
<td>Investigation and Report</td>
<td>(3)</td>
</tr>
<tr>
<td>Criminal Admin 498</td>
<td>Internship in Criminal Justice</td>
<td>(3)</td>
</tr>
<tr>
<td>Criminal Admin 540</td>
<td>Applied Planning, Research and Program Evaluation in CJA</td>
<td>(3)</td>
</tr>
</tbody>
</table>

6 units in Public Administration (in addition to P.A. 301)

The remaining 18 units are to be selected with the approval of the academic advisor.

---

NOTE: Any course taken in "A, Z" timing to Administration of Justice is valid for your senior year of high school.
2 years High School
+ 2 years Community College
+ 2 years University
= An Exciting Career in LAW ENFORCEMENT
SIGI 'UP TODAY!!

2+2+2

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Imperial Valley Campus
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PROGRAM

CENTRAL UNION HIGH SCHOOL
IMPERIAL VALLEY COLLEGE
SAN DIEGO STATE UNIVERSITY
CRIMINAL JUSTICE ADMINISTRATION

IMPERIAL VALLEY COLLEGE

2+2+2 PROJECT
The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your educational objective in the Criminal Justice Administration field.

HOLTVILLE HIGH SCHOOL

The following courses taken at Holtville High School will help prepare you for a Criminal Justice Administration major in college beginning your junior year in high school.

(Junior Year)
- American Literature
- U.S. History
- Geometry or Algebra II
- Biology or Chemistry
- Spanish II or Spanish A.P.
- ROP Word & Data Processing (2 periods)

(Senior Year)
- English Literature/World Literature
- American Government/Economics
- Algebra II or Math Analysis
- Psychology Sociology
- ROP Law Enforcement (3 periods)

What careers are there in Criminal Justice?

Criminal Justice is designed to prepare students for careers in federal, state, and local law enforcement agencies in probation, correctional work, court administration as well as undergraduate preparation for graduate work in law, criminology, and other related fields.

IMPENAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Students can complete the lower-division preparation for a bachelor's degree in Criminal Justice Administration at Imperial Valley College and also receive the Associate Degree.

The lower-division courses required for the Criminal Justice Administration major are:

- Adm Jus 21 Intro. to the Administration of Justice (3)
- Poly Sci 2 American Government and Politics (3)
- Sociol 1 Principles of Sociology (3)
- Sociol 2 Contemporary Social Problems (3)
- Math 12 Elementary Statistics (3)

Students are also encouraged to pursue an Administration of Justice certificate while at Imperial Valley College. The requirements are:

- Adm Jus 21 Intro. to the Administration of Justice (3)
- Adm Jus 33 Concepts of Criminal Law (3)
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- Adm Jus 37 Juvenile Control (3)
- Adm Jus 38 Police Community Relations (3)
- Eng 2B Basic English Composition (3)
- Eng 12B Reading III (if required) (3)

SAN DIEGO STATE UNIVERSITY

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2 years High School
+ 2 years Community College
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For More Information Contact...
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2+2+2 Coordinator
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Olga Ortega
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Imperial Valley Campus
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The IMPERIAL VALLEY COLLEGE 2+2+2 PROJECT is co-sponsored by

HOLTVILLE HIGH SCHOOL
SAN DIEGO STATE UNIVERSITY
IMPERIAL VALLEY COLLEGE

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IMPERIAL VALLEY REGIONAL OCCUPATION PROGRAM
CRIMINAL JUSTICE ADMINISTRATION CURRICULUM

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IMPERIAL HIGH SCHOOL

The following courses taken at Imperial High School will help prepare you for a Criminal Justice Administration major in college beginning your junior year in high school.

(Junior Year)

English 11
U.S. History
Geometry or Algebra II
Biology
College preparatory electives*

(Senior Year)

English 12
Civics/Economics
Algebra II or Trigonometry
College Preparatory Electives*

What careers are there in Criminal Justice?

Criminal Justice is designed to prepare students for careers in federal, state, and local law enforcement agencies in probation, correctional work, court administration, as well as undergraduate preparation for graduate work in law, criminology, and other related fields.

IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Student can complete the lower-division preparation for a bachelor's degree in Criminal Justice Administration at Imperial Valley College and also receive the Associate Degree.

The lower-division courses required for the Criminal Justice Administration major are:

Adm Jus 21 Intro. to the Administration of Justice (3)
Poly Sci 2 American Government and Politics (3)
Sociol 1 Principles of Sociology (3)
Sociol 2 Contemporary Social Problems (3)
Math 12 Elementary Statistics (3)

Students are also encouraged to pursue an Administration of Justice certificate while at Imperial Valley College. The requirements are:

Adm Jus 21 Intro. to the Administration of Justice (3)
Adm Jus 33 Concepts of Criminal Law (3)
Adm Jus 35 Legal Aspects of Evidence (3)
Adm Jus 36 Principles and Procedures of the Justice System (3)
Adm Jus 37 Juvenile Control (3)
Adm Jus 38 Police Community Relations (3)
Eng 2B Basic English Composition (3)
Eng 12B Reading III (if required) (3)

SAN DIEGO STATE UNIVERSITY

The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Criminal Justice Administration major and receive the bachelor's degree at San Diego State University.

The upper division courses required for the Criminal Justice Administration major are:

Public Administration 301 Concepts and Issues in Public Administration (3)
Criminal Administration 301 Social Control, Social Policy and Administration of Justice (3)
Criminal Administration 497 Investigation and Report (3)

or

Criminal Justice Administration 498 Internship in Criminal Justice (3)
Criminal Justice Administration 540 Applied Planning, Research and Program Evaluation in CJA (3)

6 units in Public Administration (in addition to P.A. 301)

The remaining 18 units are to be selected with the approval of the academic advisor.
2 years High School
+ 2 years Community College
+ 2 years University
= An Exciting Career in
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For More Information Contact...

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Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

The IMPERIAL VALLEY COLLEGE
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SAN DIEGO STATE UNIVERSITY
IMPERIAL VALLEY COLLEGE

and

IMPERIAL VALLEY
REGIONAL OCCUPATION PROGRAM
ADMINISTRATION OF JUSTICE CURRICULUM

Program Objectives

The program is designed to meet the community's needs for well-trained law enforcement personnel and to give students a solid foundation in criminal justice and law concepts to select a specialization.

Employment and Career Opportunities

The administration of justice field offers men and women a variety of challenging careers in both the public and private sector. Employment opportunities in the areas of probation, parole, and law will increase at a rate higher than the average of all occupations throughout the 1990's. For the college graduate, greater opportunities exist for employment, promotion and specialization at the local, state and national levels.

What careers are there in Administration of Justice?

Public Safety

Police Officer  Fire Chief  Highway Patrol  Deputy, U.S. Marshal  Customs Officer  State Park Police  Criminal Investigator  Bailiff  Postal Inspector

Corrections

Correctional Officer  Detention Counselor  Correctional Administrator

Law

Public Defender  District Attorney  Court Administrator  Legal Assistant  Research Assistant

Security

Chief of Police  Detective  Sheriff's Deputy  Probation Officer  Agriculture Inspector  Special Agent  FBI, DEA  Park Ranger  Border Patrol  Secret Service  Military Police  IRS

BRAWLEY UNION HIGH SCHOOL

The following courses taken at Brawley Union High School will help prepare you for an Administration of Justice degree at Imperial Valley College beginning your junior year in high school.

(Junior Year)

English 3 or CP English 3  Algebra I  Psychology  Computer Literacy  Spanish  Electives

(Senior Year)

English 4 or CP English 4  Civics  Civics/Government or CP Civics/Government  Spanish  ROP Law Enforcement (must be 17 years old)

NOTE: You may elect to enroll in AJ 21 - Intro to Administration of Justice concurrently at IVC during your senior year of high school.

IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. The college provides a variety of programs to meet the vocational and educational needs of the area. The college awards AA and AS degrees in either occupational/vocational/technical programs, or as lower-division transfer preparation for the bachelor's degree.

Twenty-one units required for the major

I. Required courses for the major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm Jus 21</td>
<td>Intro to Admin of Justice</td>
<td>3</td>
</tr>
<tr>
<td>Adm Jus 33</td>
<td>Concepts of Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>Adm Jus 35</td>
<td>Legal Aspects of Evidence</td>
<td>3</td>
</tr>
<tr>
<td>Adm Jus 36</td>
<td>Principles &amp; Procedures of the Justice System</td>
<td>3</td>
</tr>
<tr>
<td>Adm Jus 38</td>
<td>Police Community Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Acceptable courses for the major

(6 units from the following courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm Jus 22</td>
<td>Police Field Operations</td>
<td>3</td>
</tr>
<tr>
<td>Adm Jus 24</td>
<td>Traffic Accident Investigation</td>
<td>3</td>
</tr>
<tr>
<td>Adm Jus 26</td>
<td>Criminal Investigation and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>Adm Jus 29</td>
<td>Report Writing for Administration of Justice</td>
<td>3</td>
</tr>
<tr>
<td>Adm Jus 30</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>Adm Jus 31</td>
<td>Concepts of Probation &amp; Parole</td>
<td>3</td>
</tr>
<tr>
<td>Adm Jus 32</td>
<td>Criminal Investigation</td>
<td>3</td>
</tr>
<tr>
<td>Adm Jus 37</td>
<td>Juvenile Control</td>
<td>3</td>
</tr>
<tr>
<td>Adm Jus 38</td>
<td>Arrest &amp; Firearms</td>
<td>3</td>
</tr>
</tbody>
</table>

III. Recommended as electives

(4 unit must fulfill major requirements)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm Jus 40</td>
<td>Adv Officers Course</td>
<td>3</td>
</tr>
<tr>
<td>Adm Jus 43</td>
<td>Reserve Officers Class</td>
<td>5</td>
</tr>
<tr>
<td>Adm Jus 44</td>
<td>Reserve Officers Class</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: Additional courses in General Education are needed for an AA, AS degree at IVC.
2 years High School

+  

2 years Community College

+  

2 years University

=  

An Exciting Career in

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For More Information Contact...

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The

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IMPERIAL VALLEY CAMPUS

and

IMPERIAL VALLEY
REGIONAL OCCUPATION PROGRAM

BRAWLEY UNION HIGH SCHOOL
IMPERIAL VALLEY COLLEGE
SAN DIEGO STATE UNIVERSITY

ADMINISTRATION
OF
JUSTICE

2+2+2 PROJECT
ADMINISTRATION OF JUSTICE CURRICULUM

Program Objectives

The program is designed to meet the community's needs for well-trained law enforcement personnel and to give students a solid foundation in criminal justice and law concepts to select a specialization.

Employment and Career Opportunities

The administration of justice field offers men and women a variety of challenging careers in both the public and private sector. Employment opportunities in the areas of probation, parole, and law will increase at a rate higher than the average of all occupations throughout the 1990s. For the college graduate, greater opportunities exist for employment, promotion, and specialization at the local, state, and national levels.

What careers are there in Administration of Justice?

Public Safety

- Agriculture Inspector
- Special Agent (FBI/DHS)
- Rural Ranger (Ranger Feature)
- Secret Service
- Marshal

Corrections

- Probation Officer
- Community Service Officer
- Parole Officer

Law

- District Attorney
- Deputy District Attorney
- Legal Assistant
- Law Enforcement

Security

- Private Security Officer
- Security Manager

CALEXICO HIGH SCHOOL

The following courses taken at Calexico High School will help prepare you for an Administration of Justice degree at Imperial Valley College beginning your junior year in high school.

(Junior Year)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11</td>
<td></td>
</tr>
<tr>
<td>U.S. History</td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
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<tr>
<td>Spanish I</td>
<td></td>
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<tr>
<td>Spanish II</td>
<td>select one</td>
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<tr>
<td>French I</td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td></td>
</tr>
<tr>
<td>Psychology and Sociology</td>
<td></td>
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<tr>
<td>ROP Police Science</td>
<td>select one</td>
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</table>

(Senior Year)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
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<tbody>
<tr>
<td>English 12</td>
<td></td>
</tr>
<tr>
<td>American Govt./Economics</td>
<td></td>
</tr>
<tr>
<td>Spanish II</td>
<td></td>
</tr>
<tr>
<td>Spanish IV</td>
<td>select one</td>
</tr>
<tr>
<td>French II</td>
<td></td>
</tr>
<tr>
<td>Algebra I or Elective</td>
<td></td>
</tr>
<tr>
<td>Psychology and Sociology</td>
<td></td>
</tr>
<tr>
<td>ROP Police Science</td>
<td></td>
</tr>
</tbody>
</table>

IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. The college provides a variety of programs to meet the vocational and educational needs of the area. The college awards AA and AS degrees in either occupational/vocational/technical programs, or as lower-division transfer preparation for the bachelor's degree.

Twenty-one units required for the major

1. Required courses for the major

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm Jus 21</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 33</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 35</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 36</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 38</td>
<td>(3)</td>
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</tbody>
</table>

2. Acceptable courses for the major

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Adm Jus 24</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 26</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 27</td>
<td>(3)</td>
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<td>Adm Jus 29</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 30</td>
<td>(3)</td>
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<tr>
<td>Adm Jus 31</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 32</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 34</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 37</td>
<td>(3)</td>
</tr>
</tbody>
</table>

3. Recommended as electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm Jus 40</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 41</td>
<td>(5)</td>
</tr>
<tr>
<td>Adm Jus 42</td>
<td>(4)</td>
</tr>
</tbody>
</table>

Note: All liberal courses in General Education are needed for an AA AS degree at IVC.
2 years High School
+ 2 years Community College
+ 2 years University = An Exciting Career in LAW ENFORCEMENT

SIGN-UP TODAY!!

2+2+2

For More Information Contact...

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Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

The IMPERIAL VALLEY COLLEGE 2 + 2 + 2 PROJECT is co-sponsored by

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SAN DIEGO STATE UNIVERSITY
IMPERIAL VALLEY CAMPUS

and

IMPERIAL VALLEY REGIONAL OCCUPATION PROGRAM

CALEXICO HIGH SCHOOL
IMPERIAL VALLEY COLLEGE
SAN DIEGO STATE UNIVERSITY
ADMINISTRATION OF JUSTICE

2+2+2 PROJECT
ADMINISTRATION OF JUSTICE CURRICULUM

Program Objectives

The program is designed to meet the community's needs for well-trained law enforcement personnel and to give students a solid foundation in criminal justice and law concepts to select a specialization.

Employment and Career Opportunities

The administration of justice field offers men and women a variety of fulfilling positions in both the public and private sector. Employment opportunities in the areas of probation, parole, and law enforcement are at a rate higher than the average of all occupations throughout the 1990s. For the college graduate, greater opportunities exist for employment, promotion and specialization at both local, state and national levels.

What careers are there in Administration of Justice?

Public Safety

- Police Officer
- Highway Patrol
- Firefighter
- Marshal
- Sheriff's Deputy
- Firefighter
- Police

Corrections

- Probation Officer
- Parole Officer
- Juvenile Parole Officer
- Court Administrator
- Legal Assistant
- Research Assistant

Law

- Prosecutor
- District Attorney
- Court Administrator
- Legal Assistant
- Research Assistant
- Attorney

Security

- H.S. Administrator
- Health and Safety Inspector
- Custodian
- Maintenance
- Janitor

CALIPATRIA HIGH SCHOOL

The following courses taken at Calipatria High School will help prepare you for an Administration of Justice degree at Imperial Valley College beginning your junior year in high school.

(Junior Year)

- English 11
- U.S. History
- Mathematics
- Spanish I
- Physical Education
- Keyboarding/Computer Processing
- Elective

(Senior Year)

- English 12
- Government/Economics
- Mathematics
- Spanish II
- ROP Law Enforcement (must be 17 years old)
- (Algebra I recommended as minimum competency)

NOTE: You may elect to enroll concurrently at Imperial Valley College in AJ 21 (Intro. to Administration of Justice) during your senior year of high school.

IMPERIAL VALLEY COLLEGE

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Twenty-one units required for the major

I Required courses for the major

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm Jus 21</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 33</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 35</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 36</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 38</td>
<td>(3)</td>
</tr>
</tbody>
</table>

II Acceptable courses for the major

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm Jus 22</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 24</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 26</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 29</td>
<td>(3)</td>
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<tr>
<td>Adm Jus 30</td>
<td>(3)</td>
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<tr>
<td>Adm Jus 31</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 32</td>
<td>(3)</td>
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<tr>
<td>Adm Jus 33</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 34</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 35</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 36</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 37</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 38</td>
<td>(3)</td>
</tr>
</tbody>
</table>

III Recommended as electives

(Do not fulfill major requirements)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm Jus 40</td>
<td>(1-3)</td>
</tr>
<tr>
<td>Adm Jus 43</td>
<td>(5)</td>
</tr>
<tr>
<td>Adm Jus 44</td>
<td>(4)</td>
</tr>
</tbody>
</table>

Note: Additional courses in General Education are needed for an AA/AS degree at IVC.
2 years High School
+ 2 years Community College
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= An Exciting Career in LAW ENFORCEMENT

SIGN-UP TODAY!!

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Olga Ortega
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Imperial Valley Campus
352-8320, ext. 445

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...and...

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CALIPATRIA HIGH SCHOOL
IMPERIAL VALLEY COLLEGE
SAN DIEGO STATE UNIVERSITY

ADMINISTRATION OF JUSTICE

IMPERIAL VALLEY COLLEGE

2+2+2 PROJECT
ADMINISTRATION OF JUSTICE CURRICULUM

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What careers are there in Administration of Justice?

Public Safety

Police Officer
Corrections Officer
Correctional Officer
Security Officer

Corrections

Correctional Officer
Parole Officer
Probation Officer

Law

Prosecutor
District Attorney
Court Administrator
Legal Assistant

Security

Agriculture Inspector
Special Agent
FBI, DEA
Park Ranger
Border Patrol
Secret Service
Military Police

Central Union High School

The following courses taken at Central Union High School will help prepare you for an Administration of Justice degree at Imperial Valley College beginning your junior year in high school.

(Junior Year)

Fall
American Literature
United States History
Psychology or Sociology
Geometry or Algebra 2
Electives

Spring
American Literature
United States History
Psychology or Sociology
Elective

(Senior Year)

Fall
Senior English Elective
American Government or Economics
Electives
AJ 21 - Intro. to Administration of Justice*

Spring
Senior English Elective
American Government or Economics
Electives
AJ 33 - Intro. to Administration of Justice*

Imperial Valley College

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Twenty-one units required for the major

I Required courses for the major

Adm Jus 21  Intro to Admin of Justice (3)
Adm Jus 33  Concepts of Criminal Law (3)
Adm Jus 35  Legal Aspects of Evidence (3)
Adm Jus 36  Principles & Procedures of the Justice System (3)
Adm Jus 38  Police Community Relations (3)

II Acceptable courses for the major

(6 units from the following courses)

Adm Jus 22  Police Field Operations (3)
Adm Jus 24  Traffic Accident Investigation (3)
Adm Jus 26  Vehicle Code (3)
Adm Jus 29  Report Writing for Administration of Justice (3)
Adm Jus 30  Criminology (3)
Adm Jus 31  Concepts of Procedural Justice (3)
Adm Jus 34  Criminal Investigation (3)
Adm Jus 37  Juvenile Control (3)
Adm Jus 39  Arrest & Firearms (3)

III Recommended as electives

(Do not fulfill major requirements)

Adm Jus 40  Adv Officers Course (12)
Adm Jus 43  Reserve Officers Class Level 1 (6)
Adm Jus 44  Reserve Officers Class Level 2 (6)

*NOTE: You may elect to enroll concurrently at Imperial Valley College in AJ 21 and AJ 33 during your senior year of high school.
2 years High School
+ 2 years Community College
+ 2 years University
= An Exciting Career in LAW ENFORCEMENT

SIGN-UP TODAY!!

2+2+2

For More Information Contact...
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SAN DIEGO STATE UNIVERSITY IMPERIAL VALLEY CAMPUS

and

IMPERIAL VALLEY REGIONAL OCCUPATION PROGRAM

CENTRAL UNION HIGH SCHOOL
IMPERIAL VALLEY COLLEGE
SAN DIEGO STATE UNIVERSITY

ADMINISTRATION OF JUSTICE
ADMINISTRATION OF JUSTICE CURRICULUM

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What careers are there in Administration of Justice?

Public Safety

- Police Officer
- California Highway Patrol
- Deputy, U.S. Marshal
- Customs Officer
- State Park/Forest
- Criminal Investigator
- Bailiff
- Postal Inspector

Corrections

- Correctional Officer
- Detention Counselor
- Correctional Administrator

Law

- Defense Attorney
- Public Defender
- Mediator
- Counselor
- Judge

Security

- Security Administrator
- Security Officer
- Occupational Health and Safety Inspector

HOLTVILLE HIGH SCHOOL

The following courses taken at Holtville High School will help prepare you for an Administration of Justice degree at Imperial Valley College beginning your junior year in high school.

(Junior Year)

American Literature
U.S. History
Mathematics
Spanish II or Spanish A.P.
ROP Word & Data Processing (2 periods)
Elective

(Senior Year)

English Literature/World Literature
American Government/Economics
Mathematics
Psychology/Sociology
ROP Law Enforcement
ROP Law Enforcement (3 periods)

NOTE: You may elect to enroll concurrently at Imperial Valley College in AJ 21 (Intro. to Administration of Justice) during your senior year of high school.

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Twenty-one units required for the major

I. Required courses for the major

- Adm Jus 21
- Adm Jus 22
- Adm Jus 24
- Adm Jus 26
- Adm Jus 28
- Adm Jus 30

II. Acceptable courses for the major

- Adm Jus 23
- Adm Jus 25
- Adm Jus 27
- Adm Jus 29
- Adm Jus 31
- Adm Jus 32
- Adm Jus 33
- Adm Jus 34
- Adm Jus 35
- Adm Jus 36
- Adm Jus 37
- Adm Jus 38

III. Recommended as electives

- Adm Jus 40
- Adm Jus 41

Note: Additional courses in General Education are needed for an AA/AS degree.
2 years High School
+ 2 years Community College
+ 2 years University
= An Exciting Career in LAW ENFORCEMENT

SIGN-UP TODAY!!

2+2+2

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IMPERIAL VALLEY CAMPUS

and

IMPERIAL VALLEY
REGIONAL OCCUPATION
PROGRAM

HOLTVILLE HIGH SCHOOL
IMPERIAL VALLEY COLLEGE
SAN DIEGO STATE UNIVERSITY
ADMINISTRATION OF JUSTICE

2+2+2 PROJECT
ADMINISTRATION OF JUSTICE CURRICULUM

Program Objectives

The program is designed to meet the community's needs for well-trained law enforcement personnel and to give students a solid foundation in criminal justice and law concepts to select a specialization.

Employment and Career Opportunities

The administration of justice field offers men and women a variety of challenging careers in both the public and private sector. Employment opportunities in the areas of probation, parole, and law will increase at a rate higher than the average of all occupations throughout the 1990's. For the college graduate, greater opportunities exist for employment, promotion and specialization at the local, state and national levels.

What careers are there in Administration of Justice?

Public Safety
- Police Officer
- Correctional Officer
- Corrections Officer
- Police Officer

Corrections
- Corrections Officer
- Probation Officer

Law
- Deputy Attorney
- District Attorney
- Court Administrator
- Legal Assistant

Security
- Security Administrator
- Police Officer

IMPERIAL HIGH SCHOOL

The following courses taken at Imperial High School will help prepare you for an Administration of Justice degree at Imperial Valley College beginning your junior year in high school.

(Junior Year)

English 11
U.S. History
Biology
Algebra I or CC Math or Math A
2 electives

(Senior Year)

English 12
Civics/Economics
3 electives

NOTE: You may elect to enroll in ROP law enforcement during your junior or senior year of high school. You also may elect to enroll concurrently at Imperial Valley College in AJ 21 (Intro. to Administration of Justice) during your senior year of high school.

IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower division (freshman/sophomore) community college which has served the Imperial Valley since 1922. The college provides a variety of programs to meet the vocational and educational needs of the area. The college awards AA and AS degrees in either occupational/vocational/technical programs, or as lower-division transfer preparation for the bachelor's degree.

Twenty-one units required for the major

I. Required courses for the major

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm Jus 21</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 33</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 35</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 36</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 38</td>
<td>(3)</td>
</tr>
</tbody>
</table>

II. Acceptable courses for the major

(6 units from the following courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm Jus 22</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 24</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 26</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 29</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 30</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 31</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 34</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 37</td>
<td>(3)</td>
</tr>
<tr>
<td>Adm Jus 39</td>
<td>(3)</td>
</tr>
</tbody>
</table>

III. Recommended as electives

(Do not fulfill major requirements)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm Jus 40</td>
<td>(1/2)</td>
</tr>
<tr>
<td>Adm Jus 43</td>
<td>(5)</td>
</tr>
<tr>
<td>Adm Jus 44</td>
<td>(4)</td>
</tr>
</tbody>
</table>

Note: Additional courses in General Education are needed for an AA/AS degree at IVC.
2 years High School
+ 2 years Community College
+ 2 years University = An Exciting Career in LAW ENFORCEMENT

SIGN-UP TODAY!!

2+2+2

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IMPERIAL HIGH SCHOOL
IMPERIAL VALLEY COLLEGE
SAN DIEGO STATE UNIVERSITY

ADMINISTRATION OF JUSTICE

2+2+2 PROJECT
BUSINESS ADMINISTRATION CURRICULUM

The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your objective in the Business Administration field.

BRAWLEY UNION HIGH SCHOOL

The following courses taken at Brawley Union High School will help prepare you for a Business Administration Certificate at SDSU-IV campus.

(Junior Year)
- Accounting 1
- Algebra 2
- Computer Literacy
- U.S. History or CP U.S. History
- English 3 or CP English
- College Preparatory Elective

(Senior Year)
- Accounting 2
- Civics/Government or CP Civics/Government
- English 4 or CP English
- Advanced Math or Calculus
- College Preparatory Electives

*See your counselor for appropriate College Preparatory Electives

IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower-division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Students can complete the lower-division preparation for a bachelor's degree/certificate in Business Administration and also earn an Associate Degree in Business Transfer at IVC.

Business Transfer

Twenty units required for the major

I. Required courses for the major
- Bus 1A Principles of Accounting (4)
- Bus 1B Principles of Accounting (4)
- Bus 5A Business Law (3)
- Econ 1 Principles of Economics (3)
- Econ 2 Principles of Economics (3)

II. Acceptable courses for the major (select a minimum of 3 units)
- Bus 2 Introduction to Business (3)
- Bus 5B Business Law (3)
- Bus 15 Introductory Calculus with Applications (4)
- Bus 23 Office Machines (3)
- Bus 26 Elementary Statistics (3)
- Bus 42 Business Communications (3)
- CIS 1 Introduction to Information Systems (3)

NOTE: Preparation requirements vary from emphasis to emphasis. Additional course in general education are needed for an A.A.A.S. degree at IVC. See your counselor for more details.

SAN DIEGO STATE UNIVERSITY

The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Business Administration Certificate at San Diego State University.

The courses are: (15 units total)

- Finance 323
- Information Systems 301 or 302
- Management 350
- Marketing 370

Select 3 units from the following courses:
- Finance 321
- Finance 589
- Management 356

The upper division courses required for a Business Administration Degree can be obtained by commuting to San Diego State University (main campus).

- Accounting Major: 29 of 55 upper division units can be completed at SDSU-IV Campus.
- Finance Major: 19 of 42 upper division units can be completed at SDSU-IV Campus.
- Information Systems Major: 15 of 51 upper division units can be completed at SDSU-IV Campus.
- Decision Systems Major: 15 of 42 upper division units can be completed as SDSU-IV Campus.
- Marketing Major: 15 of 46 upper division units can be completed at SDSU-IV Campus.
- Management Major: 24 of 45 upper division units can be completed at SDSU-IV Campus.

NOTE: For all these majors 9 additional units of upper division General Education requirements can be completed at SDSU-IV Campus.

NOTE: Preparation requirements vary from emphasis to emphasis. Additional course in general education are needed for an A.A.A.S. degree at IVC. See your counselor for more details.
2 years High School + 2 years Community College + 2 years University = An Exciting Career in BUSINESS

SIGN-UP TODAY!!

2+2+2

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and

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BRAWLEY UNION HIGH SCHOOL IMPERIAL VALLEY COLLEGE SAN DIEGO STATE UNIVERSITY

BUSINESS ADMINISTRATION

IMPERIAL VALLEY COLLEGE

2+2+2 PROJECT
**BUSINESS ADMINISTRATION CURRICULUM**

The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your objective in the Business Administration field.

**CALEXICO HIGH SCHOOL**

The following courses taken at Calexico High School will help prepare you for a Business Administration Certificate at SDSU-IV Campus.

**Junior Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GATE II (Jr)</td>
<td>English I</td>
<td>select one</td>
</tr>
<tr>
<td></td>
<td>Composition/Advanced Composition</td>
<td>select one</td>
</tr>
<tr>
<td></td>
<td>Speech</td>
<td>select one</td>
</tr>
<tr>
<td>Geometry</td>
<td>select one</td>
<td>select one</td>
</tr>
<tr>
<td>Algebra II</td>
<td>select one</td>
<td>select one</td>
</tr>
<tr>
<td>Math Analysis</td>
<td></td>
<td>select one</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>select one</td>
</tr>
<tr>
<td>U.S. History</td>
<td>Word Processing</td>
<td>select one</td>
</tr>
<tr>
<td></td>
<td>Business Law</td>
<td>select one</td>
</tr>
<tr>
<td></td>
<td>Business Communications</td>
<td>select one</td>
</tr>
<tr>
<td></td>
<td>Computer Programming</td>
<td>select one</td>
</tr>
<tr>
<td></td>
<td>Spanish Literature-Lang AP</td>
<td>select one</td>
</tr>
<tr>
<td></td>
<td>French (AP)</td>
<td>select one</td>
</tr>
</tbody>
</table>

**Senior Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GATE III (Sr)</td>
<td>English II</td>
<td>select one</td>
</tr>
<tr>
<td></td>
<td>Composition/Advanced Composition</td>
<td>select one</td>
</tr>
<tr>
<td>Algebra II</td>
<td>select one</td>
<td>select one</td>
</tr>
<tr>
<td>Calculus</td>
<td>select one</td>
<td>select one</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>select one</td>
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<tr>
<td>American History</td>
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<td>select one</td>
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<tr>
<td>American History</td>
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<td>select one</td>
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<tr>
<td>American History</td>
<td></td>
<td>select one</td>
</tr>
</tbody>
</table>

**IMPERIAL VALLEY COLLEGE**

Imperial Valley College is a two-year lower-division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Students can complete the lower-division preparation for a bachelor's degree/certificate in Business Administration and also earn an Associate Degree in Business Transfer at IVC.

**Business Transfer**

Twenty units required for the major

**I. Required courses for the major**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1A</td>
<td>Principles of Accounting</td>
<td>(4)</td>
</tr>
<tr>
<td>BUS 1B</td>
<td>Principles of Accounting</td>
<td>(4)</td>
</tr>
<tr>
<td>BUS 5A</td>
<td>Business Law</td>
<td>(3)</td>
</tr>
<tr>
<td>ECON 1</td>
<td>Principles of Economics</td>
<td>(3)</td>
</tr>
<tr>
<td>ECON 2</td>
<td>Principles of Economics</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**II. Acceptable courses for the major (select a minimum of 3 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 2</td>
<td>Introduction to Business</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 5B</td>
<td>Business Law</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 15</td>
<td>Introductory Calculus with Applications</td>
<td>(4)</td>
</tr>
<tr>
<td>BUS 23</td>
<td>Office Machines</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 26</td>
<td>Elementary Statistics</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 42</td>
<td>Business Communications</td>
<td>(3)</td>
</tr>
<tr>
<td>CIS 1</td>
<td>Introduction to Information Systems</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**NOTE:** Preparation requirements vary from emphasis to emphasis. Additional courses in general education are needed for an A.A. /A.S. degree at IVC. See your counselor for more details.

**SAN DIEGO STATE UNIVERSITY**

The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Business Administration Certificate at San Diego State University.

The courses are (15 units total)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance 323</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Systems 301 or 302</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management 350</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing 370</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select 3 units from the following courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance 321</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance 589</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management 356</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The upper division courses required for a Business Administration Degree can be obtained by commuting to San Diego State University (main campus)

**Accounting Major**

29 of 55 upper division units can be completed at SDSU-IV Campus

**Finance Major**

19 of 42 upper division units can be completed at SDSU-IV Campus

**Information Systems Major**

15 of 51 upper division units can be completed at SDSU-IV Campus

**Decision Systems Major**

15 of 42 upper division units can be completed at SDSU-IV Campus

**Marketing Major**

15 of 46 upper division units can be completed at SDSU-IV Campus

**Management Major**

24 of 45 upper division units can be completed at SDSU-IV Campus

**NOTE:** Preparation requirements vary from emphasis to emphasis. Additional courses in general education are needed for an A.A. /A.S. degree at IVC. See your counselor for more details.
2 years High School
+ 2 years Community College
+ 2 years University
= An Exciting Career in BUSINESS

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2+2+2
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CALEXICO HIGH SCHOOL
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SAN DIEGO STATE UNIVERSITY

BUSINESS ADMINISTRATION

IMPERIAL VALLEY COLLEGE

2+2+2 PROJECT
BUSINESS ADMINISTRATION CURRICULUM

The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your objective in the Business Administration field.

**CALIPATRIA HIGH SCHOOL**

The following courses taken at Calipatna High School will help prepare you for a Business Administration Certificate at SDSU-IV Campus.

*(Junior Year)*
- English 11
- U.S. History
- Algebra II or Geometry
- Business Principles (Prerequisite: Keyboarding)
- College Preparatory Electives*

*(Senior Year)*
- English 12
- Government: Economics
- College Preparatory Math (Algebra II, Geometry, or Advanced Math; Computerized Accounting)
- College Preparatory Electives*

**IMPERIAL VALLEY COLLEGE**

Imperial Valley College is a two-year lower-division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Students can complete the lower-division preparation for a bachelor's degree/certificate in Business Administration and also earn an Associate Degree in Business Transfer at IVC.

**Business Transfer**

Twenty units required for the major

I. Required courses for the major

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 1A Principles of Accounting</td>
<td>4</td>
</tr>
<tr>
<td>Bus 1B Principles of Accounting</td>
<td>4</td>
</tr>
<tr>
<td>Bus 5A Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Econ 1 Principles of Economics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 2 Principles of Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Acceptable courses for the major (select a minimum of 3 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 2 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>Bus 5B Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Bus 15 Introductory Calculus with Applications</td>
<td>4</td>
</tr>
<tr>
<td>Bus 23 Office Machines</td>
<td>3</td>
</tr>
<tr>
<td>Bus 26 Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Bus 42 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>CIS 1 Introduction to Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**NOTE:** Preparation requirements vary from emphasis to emphasis. Additional course in general education are needed for an A.A. or A.S. degree at IVC. See your counselor for more details.

**SAN DIEGO STATE UNIVERSITY**

The imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Business Administration Certificate at San Diego State University.

The courses are: (15 units total)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance 323</td>
<td></td>
</tr>
<tr>
<td>Information Systems 301 or 302</td>
<td></td>
</tr>
<tr>
<td>Management 350</td>
<td></td>
</tr>
<tr>
<td>Marketing 370</td>
<td></td>
</tr>
</tbody>
</table>

Select 3 units from the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance 321</td>
<td></td>
</tr>
<tr>
<td>Finance 569</td>
<td></td>
</tr>
<tr>
<td>Management 356</td>
<td></td>
</tr>
</tbody>
</table>

The upper division courses required for a Business Administration Degree can be obtained by commuting to San Diego State University (main campus)

<table>
<thead>
<tr>
<th>Major</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Major</td>
<td>29</td>
</tr>
<tr>
<td>Finance Major</td>
<td>19</td>
</tr>
<tr>
<td>Information Systems Major</td>
<td>15</td>
</tr>
<tr>
<td>Decision Systems Major</td>
<td>15</td>
</tr>
<tr>
<td>Marketing Major</td>
<td>15</td>
</tr>
<tr>
<td>Management Major</td>
<td>24</td>
</tr>
</tbody>
</table>

NOTE: Preparation requirements vary from emphasis to emphasis. Additional course in general education are needed for an A.A. or A.S. degree at SDSU. See your counselor for more details.
2 years High School
+ 2 years Community College
+ 2 years University
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IMPERIAL VALLEY COLLEGE
SAN DIEGO STATE UNIVERSITY

BUSINESS ADMINISTRATION

IMPERIAL VALLEY COLLEGE
BUSINESS ADMINISTRATION CURRICULUM

The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your objective in the Business Administration field.

CENTRAL UNION HIGH SCHOOL

The following courses taken at Central Union High School will help prepare you for a Business Administration Certificate at SDSU-IV Campus.

(Junior Year)

Fall
- American Literature
- United States History
- Geometry or Algebra 2
- Accounting
- Computer Science
- One Elective

Spring
- American Literature
- United States History
- Chemistry or Algebra 2
- Accounting
- Computer Science
- One Elective

(Senior Year)

Fall
- Introduction to Business
- Accounting
- Bus 15 Introductory Calculus with Applications
- Bus 23 Office Machines
- Bus 42 Business Communications
- CIS 1 Introduction to Information Systems

Spring
- Introduction to Business
- Accounting
- Bus 15 Introductory Calculus with Applications
- Bus 23 Office Machines
- Bus 42 Business Communications
- CIS 1 Introduction to Information Systems

NOTE: Preparation requirements vary from emphasis to emphasis. Additional course in general education are needed for an A.A.S. degree at IVC. See your counselor for more details.

IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower-division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Students can complete the lower-division preparation for a bachelor's degree/certificate in Business Administration and also earn an Associate Degree in Business Transfer at IVC.

Business Transfer

Twenty units required for the major

I. Required courses for the major

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 1A</td>
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<tr>
<td>Bus 1B</td>
<td>4</td>
</tr>
<tr>
<td>Bus 5A</td>
<td>3</td>
</tr>
<tr>
<td>Econ 1</td>
<td>3</td>
</tr>
<tr>
<td>Econ 2</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Acceptable courses for the major (select a minimum of 3 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 2</td>
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</tr>
<tr>
<td>Bus 5B</td>
<td>3</td>
</tr>
<tr>
<td>Bus 15</td>
<td>4</td>
</tr>
<tr>
<td>Bus 23</td>
<td>3</td>
</tr>
<tr>
<td>Bus 26</td>
<td>3</td>
</tr>
<tr>
<td>Bus 42</td>
<td>3</td>
</tr>
<tr>
<td>CIS 1</td>
<td>3</td>
</tr>
</tbody>
</table>

NOTE: Preparation requirements vary from emphasis to emphasis. Additional course in general education are needed for an A.A.S. degree at IVC. See your counselor for more details.

SAN DIEGO STATE UNIVERSITY

The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Business Administration Certificate at San Diego State University.

The courses are (15 units total)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Finance 323</td>
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</tr>
<tr>
<td>Information Systems 301 or 302</td>
<td>3</td>
</tr>
<tr>
<td>Management 350</td>
<td>3</td>
</tr>
<tr>
<td>Marketing 370</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 units from the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance 321</td>
<td></td>
</tr>
<tr>
<td>Finance 589</td>
<td></td>
</tr>
<tr>
<td>Management 356</td>
<td>3</td>
</tr>
</tbody>
</table>

The upper division courses required for a Business Administration Degree can be obtained by commuting to San Diego State University (main campus)

Accounting Major 29 of 55 upper division units can be completed at SDSU IV Campus

Finance Major 19 of 42 upper division units can be completed at SDSU IV Campus

Information Systems Major 15 of 51 upper division units can be completed at SDSU IV Campus

Decision Systems Major 15 of 42 upper division units can be completed at SDSU IV Campus

Marketing Major 15 of 46 upper division units can be completed at SDSU IV Campus

Management Major 24 of 45 upper division units can be completed at SDSU IV Campus

NOTE: Preparation requirements vary from emphasis to emphasis. Additional course in general education are needed for an A.A.S. degree at IVC. See your counselor for more details.
2 years High School
+ 2 years Community College
+ 2 years University
= An Exciting Career in BUSINESS

SIGN-UP TODAY!!

2+2+2

For More Information Contact...

Mary Zavala-Robledo
Counselor
Central Union High School
352-2471, ext. 565

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

The IMPERIAL VALLEY COLLEGE
2 + 2 + 2 PROJECT
is co-sponsored by

CALEXICO HIGH SCHOOL
SAN DIEGO STATE UNIVERSITY
IMPERIAL VALLEY CAMPUS

and

IMPERIAL VALLEY
REGIONAL OCCUPATION PROGRAM

CENTRAL UNION HIGH SCHOOL
IMPERIAL VALLEY COLLEGE
SAN DIEGO STATE UNIVERSITY

BUSINESS ADMINISTRATION

IMPERIAL VALLEY COLLEGE

2+2+2 PROJECT
BUSINESS ADMINISTRATION CURRICULUM
The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your objective in the Business Administration field.

HOLTVILLE HIGH SCHOOL
The following courses taken at Holtville High School will help prepare you for a Business Administration Certificate at SDSU-IV Campus.

(Junior Year)
American Literature
U.S. History
Geometry or Algebra II
Biology or Chemistry
Computerized Accounting
Electronic Business Procedures
College Preparatory Elective

(Senior Year)
English Literature/World Literature
American Government/Economics
Algebra II or Math Analysis
Advanced Accounting
HOP Word & Data Processing (2 or 3 periods)

IMPERIAL VALLEY COLLEGE
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Business Transfer
Twenty units required for the major
I. Required courses for the major
- Bus 1A Principles of Accounting (4)
- Bus 1B Principles of Accounting (4)
- Bus 5A Business Law (3)
- Econ 1 Principles of Economics (3)
- Econ 2 Principles of Economics (3)

II. Acceptable courses for the major (select a minimum of 3 units)
- Bus 2 Introduction to Business (3)
- Bus 5B Business Law (3)
- Bus 15 Introductory Calculus with Applications (4)
- Bus 23 Office Machines (3)
- Bus 26 Elementary Statistics (3)
- Bus 42 Business Communications (3)
- CIS 1 Introduction to Information Systems (3)

NOTE: Preparation requirements vary from emphasis to emphasis. Additional courses in general education are needed for an A.A./A.S. degree at IVC. See your counselor for more details.

SAN DIEGO STATE UNIVERSITY
The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Business Administration Certificate at San Diego State University.

The courses are: (15 units total)

Finance 323
Information Systems 301 or 302
Management 350
Marketing 370

Select 3 units from the following courses.
Finance 321
Finance 589
Management 356

The upper division courses required for a Business Administration Degree can be obtained by commuting to San Diego State University (main campus).

Accounting Major: 29 of 55 upper division units can be completed at SDSU-IV Campus
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Decision Systems Major: 15 of 42 upper division units can be completed at SDSU-IV Campus
Marketing Major: 15 of 46 upper division units can be completed at SDSU-IV Campus
Management Major: 24 of 45 upper division units can be completed at SDSU-IV Campus

NOTE: For all major majors 9 additional units of upper division General Education requirements can be completed at SDSU-IV Campus.
2 years High School
+ 2 years Community College
+ 2 years University
= An Exciting Career in BUSINESS

SIGN-UP TODAY!!

2+2+2

For More Information Contact...
Donna Schoneman
Counselor
Holtville High School
357-2926

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

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IMPERIAL VALLEY
REGIONAL OCCUPATION PROGRAM

HOLTVILLE HIGH SCHOOL
IMPERIAL VALLEY COLLEGE
SAN DIEGO STATE UNIVERSITY

BUSINESS ADMINISTRATION

IMPERIAL VALLEY COLLEGE

2+2+2 PROJECT
BUSINESS ADMINISTRATION CURRICULUM

The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your objective in the Business Administration field.

IMPERIAL HIGH SCHOOL

The following courses taken at Imperial High School will help prepare you for a Business Administration Certificate at SDSU-IV Campus.

(Junior Year)
- English 11
- U.S. History
- Geometry or Algebra II
- Biology
- Bookkeeping
- College Preparatory Electives

(Senior Year)
- English 12
- Civics/Economics
- Algebra II or Trigonometry
- General Office
- College Preparatory Electives

IMPERIAL VALLEY COLLEGE

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- Bus 26 Elementary Statistics (3)
- Bus 42 Business Communications (3)
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NOTE: Preparation requirements vary from emphasis to emphasis. Additional course in general education are needed for an A.A. degree at IVC. See your counselor for more details.

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The courses are (15 units total)
- Finance 323
- Information Systems 301 or 302
- Management 350
- Marketing 370

Select 3 units from the following courses
- Finance 321
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2 years High School
+ 
2 years Community College
+ 
2 years University
= 
An Exciting Career in BUSINESS

SIGN-UP TODAY!!

2+2+2

For More Information Contact...

Janet McConnell
Counselor
Imperial High School
355-3220

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

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CALEXICO HIGH SCHOOL
SAN DIEGO STATE UNIVERSITY
IMPERIAL VALLEY CAMPUS

and

IMPERIAL VALLEY REGIONAL OCCUPATION PROGRAM
2+2+2 Articulated Career Education Program

IMPERIAL VALLEY COLLEGE

Statement Of Intent To Participate In Articulated Program

(Business or Law Enforcement)

Name:

Address:

City: ___________________ State: ___________ Zip: __________________

Social Security Number: ___________________ Birthdate: ___________ (month / day / year)

Sex: (circle one) Male Female

Grade Level: (circle one) Junior Senior

School: __________________________________________

Ethnicity: American Indian Asian Black

Filipino Hispanic White

Other Non-White Decline To State

I certify that:

1) I understand the educational and career opportunities provided by this program.

2) I intend to transfer to ________ to complete this program. (name of school)

My educational goals are to: (check all that apply)

1) Earn a high school diploma

2) Transfer to a community college, majoring in ________________

3) Earn a certificate and/or A.A. or A.S. degree in ________________

4) Transfer to four-year college or university, majoring in ________________

5) Earn a B.A. or B.S. degree in ________________
TRAINING REQUEST

( PLEASE PRINT )

DATE: ____________          SS#: __________  -  -  -  -

TIME: ____________

NAME: ____________________________

(LAST) (FIRST) (MIDDLE)

ADDRESS: ____________________________

(CITY) (STATE) (ZIP)

HOME PHONE: ( )        WORK PHONE: ( )

CURRENTLY EMPLOYED?  YES  NO

□       □

ASSISTANCE REQUESTED FOR:

WRITTEN EXAM                      ORAL INTERVIEW                      PHYSICAL AGILITY TEST

□       □       □

□ OTHER NEEDS: __________________________

______________________________

______________________________

COMMENTS: ( For example the areas you found most difficult )

______________________________

______________________________

______________________________

FOR OFFICIAL USE ONLY

177


2 + 2 + 2 PROJECT
IMPERIAL VALLEY COLLEGE

89-90 Student Participants ........................................ 199
90-91 Student Participants ........................................ 214

Returning Participants .......... 69
New Participants ................. 145

Business .......................... 173
Female .................. 144
Male ...................... 29

Law Enforcement ............... 174
Female ................. 87
Male ................. 87

Student Participants enrolled at Imperial Valley College
Female .................. 40
Male ...................... 17
Total ...................... 57

Business Majors ............ 24
Female ............... 22
Male ............... 2

Law Enforcement ........... 22
Female ............. 8
Male ............. 14

Other Majors ............... 6
Undecided ............... 5
**2+2+2 PROJECT**

**INTAKE & ASSESSMENT**

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<thead>
<tr>
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<td>CITY</td>
<td>SEMESTER/YEAR TRANSFERRING (EXIT):</td>
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<td>TRANSFER INSTITUTION</td>
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<td>COUNSELOR:</td>
<td>CO-OP WORK EXPERIENCE (IF INTERESTED WHAT AREA):</td>
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**SERVICES RENDERED**

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<td>PETITIONS</td>
<td>WS</td>
<td>WORKSHOPS</td>
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<td>RC</td>
<td>REGISTRATION COUNSELING</td>
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<td>OTHER</td>
</tr>
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<thead>
<tr>
<th>DATE</th>
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<th>TIME</th>
<th>COMMENTS</th>
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**TIME:**
- 15 min. = 0.25
- 30 min. = 0.50
- 45 min. = 0.75
- 60 min. = 1.00
TO: Marisa Gates
    Janet McConnell
    Rene Rendon
    Diane Rodriguez Romero
    Donna Schoneman
    Mary Zavala-Robledo

FROM: Ralph Marquez

DATE: April 3, 1991

RE: Law Enforcement and Business Festivals

Some of you have requested written information regarding the Howard P. Meyer Scholarship Competition to be held in conjunction with the Business Festival on April 18th. Enclosed please find a listing of the four scholarship competitions and a brief description of what each will consist of, please share this information with the proper persons in your business programs so that your students might be adequately prepared. There will be a limit of three (3) competitors per event, each competitor must be a senior who will be enrolling at Imperial Valley College, and each scholarship is for the amount of $150.

We will be having workshop sessions at 9:30, 10:15 and 11:00 a.m. for the Business Festival. Please have your participating students rank six (6) workshops, from the list enclosed, in their order of preference. I would like to have this information from you by Monday, April 15th.

The Law Enforcement Festival will be having workshop sessions at 9:30 and 10:15 a.m. with the physical agility competition on the school track at 11:00 a.m. Please have your participating students rank four (4) workshops, from the list provided, in their order of preference. I realize that the timing is short for this event (Thursday the 11th) but we need to work together on this to place the students in their workshops. I will be contacting each of you starting Monday (April 8th) to see what we can work out.

We will be providing sack lunches for each of the Festivals to all the participating students and their faculty & staff. If you have any questions please call me at 352-8320 ext 263.
IMPERIAL VALLEY COLLEGE
HOWARD P. MEYER SCHOLARSHIP COMPETITION
April 18, 1991

Office Technology

LaNelle Billings/Valerie Rodgera/Esther Granados
9:45 a.m. - 11:15
Room 803

Students will take two 5-minute timed writings, and compose and format a business letter from a case study.

Information Processing

Blaine Thompson
10:00 a.m. - 11:00 a.m.
Room 913

Students will define computer terms to demonstrate computer literacy and program a short business application in BASIC.

General Business

Mike Jerge/Rafael Santos
11:00 a.m. - 11:30 a.m.
Career Center - Counseling

In an informal interview, students will answer questions to demonstrate their general knowledge of business and their ability to communicate ideas effectively.

Bookkeeping/Accounting

Jane Chappell
10:00 a.m. - 11:00 a.m.
Room 804

Students will journalize, post to a ledger, and develop a financial statement.

Awards will be presented at 1:00 p.m. in Room 2131
2 + 2 + 2 PROJECT
IMPERIAL VALLEY COLLEGE
Law Enforcement Festival
April 11, 1991

Opening Session
9:00 a.m. to 9:20 a.m.

Workshop Session #1
9:30 a.m. to 10:00 a.m.

Workshop Session #2
10:15 a.m. to 10:45 a.m.

Physical Agility Competition
11:00 a.m. to 11:45 a.m.

Lunch
12:00 p.m. to 12:50 p.m.

Closing Session
1:00 p.m. to 1:30 p.m.

WORKSHOPS

Investigation
U.S. Customs
Border Patrol
Probation Officer
Corrections Officer
Management and Administration in Law Enforcement

* All workshops to be repeated at each sessions
From the following choose four (4) workshops, rank them in order of preference (1- first, 2-second, 3-third, 4-fourth).

Administration/Management in Law Enforcement
Corrections Officer
Investigations
Probation Officer
U.S. Border Patrol
U.S. Customs
2 + 2 + 2 PROJECT
IMPERIAL VALLEY COLLEGE
Business Festival
April 18, 1991

Opening Session
9:00 a.m. to 9:20 a.m.

Workshop Session #1
3:30 a.m. to 10:00 a.m.

Workshop Session #2
10:15 a.m. to 10:45 a.m.

Workshop Session #3
11:00 a.m. to 11:45 a.m.

Lunch
12:00 p.m. to 12:50 p.m.

Closing Session
1:00 p.m. to 1:30 p.m.

WORKSHOPS
Accounting
Banking and Finance
City Administration
Internal Revenue Service
Real Estate
Retail Sales and Purchasing
Marketing

*All workshops to be repeated at each session*
BUSINESS FESTIVAL
April 18, 1991

NAME: _______________________________________________

HIGH SCHOOL: __________________________________________

From the following choose four (4) workshops, rank them in order of preference (1 - first, 2 - second, 3 - third, 4 - fourth).

Accounting ................................................................. [ ]
Banking and Finance .................................................... [ ]
City Administration ...................................................... [ ]
Internal Revenue Service ............................................. [ ]
Real Estate ................................................................. [ ]
Retail Sales and Purchasing .......................................... [ ]
Marketing ........................................................................ [ ]
IMPERIAL VALLEY COLLEGE SCHOLARSHIP APPLICATION

Please return this application to Mary Zavala-Robledo in your counseling office by Monday, April 15th.

(PLEASE TYPE OR PRINT)

PERSONAL INFORMATION

NAME: ____________________________

SS#: ____________________________ PHONE #: ____________________________

HOME ADDRESS: ____________________________

CITY/STATE: ____________________________

NAMES AND ADDRESSES OF PARENTS OR LEGAL GUARDIANS

Father: ____________________________

Mother: ____________________________

OCCUPATIONS

Father: ____________________________

Employer: ____________________________

Mother: ____________________________

Employer: ____________________________

EDUCATIONAL BACKGROUND

High School: ____________________________

Graduation Date: ____________________________

Grade point average to date: ____________________________

PERSONAL STATEMENT - Please give a brief statement of your goals and future plans and why you would like to participate in this scholarship competition.
2+2+2 PROJECT
IMPERIAL VALLEY COLLEGE

LAW ENFORCEMENT FESTIVAL
APRIL 11, 1991
SCHEDULE

SESSION

9:00 a.m. OPENING SESSION

2131

Welcome
Ralph Marquez
2+2+2 Project Coordinator

Dr. Hector Lopez
Vice-President
Counseling & Student Services

Mary Kay Borchard
Administration of Justice
Division Chairperson

9:30 to 10:00 a.m.
SESSION #1

10:15 to 10:45 a.m.

11:00 to 11:45 a.m.

11:45 to 12:50 p.m.
LUNCH

1:00 to 1:30 p.m.
CLOSING SESSION

WORKSHOPS

ADMINISTRATION/MANAGEMENT IN LAW ENFORCEMENT

Brain Gunn
Prison Manager
Calipatria State Prison

CORRECTIONS OFFICER

Carlos Sanchez
California Department of Corrections

INVESTIGATIONS

Lt. Mike Singh
Sheriff's Department

PROBATION OFFICER

I.C. Probation Dept.

U.S. BORDER PATROL

Victor Saucedo

U.S. CUSTOMS

Eddie Olivas

SESSION #2

SESSION #2

SESSION #2

SESSION #2

SESSION #2

SESSION #2

SESSION #2

SESSION #2
Business Festival
April 18, 1991
### Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room #</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m.</td>
<td>OPENING SESSION</td>
<td>2131</td>
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<tr>
<td></td>
<td>Welcome</td>
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<tr>
<td>Ralph Marquez</td>
<td>Dr. Hector Lopez</td>
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<tr>
<td>2+2+2 Project</td>
<td>Counseling &amp; Student Services</td>
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<tr>
<td>Coordinator</td>
<td>Valerie Rodgers</td>
<td>Instructor, Business Division</td>
</tr>
<tr>
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<td>9:30 - 10:00 a.m.</td>
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<td>SESSION #1</td>
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<td>11:45 - 12:50 p.m.</td>
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<td>LUNCH</td>
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<td></td>
<td>1:00 - 1:30 p.m.</td>
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<tr>
<td></td>
<td>CLOSING SESSION</td>
<td>2131</td>
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</tbody>
</table>

#### Scholarship Competition

<table>
<thead>
<tr>
<th>Field</th>
<th>Session #1</th>
<th>Session #2</th>
<th>Session #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Technology</td>
<td></td>
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<tr>
<td>Information Processing</td>
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<td></td>
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<tr>
<td>General Business</td>
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<tr>
<td>Bookkeeping/Accounting</td>
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### Workshops

<table>
<thead>
<tr>
<th>Field</th>
<th>Session #1</th>
<th>Session #2</th>
<th>Session #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td></td>
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<td></td>
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<tr>
<td>Banking and Finance</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>City Management</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Internal Revenue Service</td>
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<tr>
<td>Real Estate</td>
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<td></td>
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<tr>
<td>Sales/Purchasing</td>
<td></td>
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</tr>
<tr>
<td>Marketing</td>
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</table>

* Awards donated by Crossland's Office Equipment
Geometry Has Right Angle for College

Hispanic students who take at least one year of geometry in high school vastly increase their chances of getting into college and earning a degree. This finding is a result of a one-year study conducted by Pelavin and Associated for the College Board. The study reveals that in the 1980s the percentage of Hispanic high school graduates entering college decreased even though Hispanics were a growing proportion of the college-age population. However, among Hispanic individuals who had taken geometry, the percentages who attended college were virtually identical with mainstream students, and the Hispanic students' chances of reaching the senior year or graduating tripled. Previous studies also corroborate the connection between studying math and college success. Calling math "the gatekeeper for success in college," College Board President Donald M. Stewart recommends serious consideration of a national policy to ensure that all high school students take algebra and geometry.

Impact of High School Geometry

( % of students in high school class of 1982)

Students enrolled in college:

<table>
<thead>
<tr>
<th>No Geometry</th>
<th>With Geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>45%</td>
</tr>
<tr>
<td>Mainstream</td>
<td>58%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>82%</td>
</tr>
<tr>
<td>Mainstream</td>
<td>83%</td>
</tr>
</tbody>
</table>

Students completing four years of college:

<table>
<thead>
<tr>
<th>No Geometry</th>
<th>With Geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>11%</td>
</tr>
<tr>
<td>Mainstream</td>
<td>33%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>34%</td>
</tr>
<tr>
<td>Mainstream</td>
<td>40%</td>
</tr>
</tbody>
</table>
Although the total number of bachelor's degrees awarded in engineering dropped in 1990, the number of minority students earning degrees in the field of engineering continued to increase, according to the Engineering Manpower Commission (EMC). African-Americans, Hispanic-Americans, and Native Americans, all considered underrepresented minorities, together earned 7.2 percent of the BS degree, up from 7.0 percent in 1989. Hispanic-Americans alone earned 3.6 percent of all bachelor's degrees, as well as 1.8 percent of master's degree, and 0.9 percent of Ph.Ds in engineering. Mainstream Americans earned the highest percentage of degrees in all categories, but it was close in the Ph.D category, where foreign nationals earned 45.9 percent of all doctorates granted. Although the largest group of foreign students (19.5 percent) is studying business, the engineering field is a close second (19.0 percent).

Nuclear engineers, like professionals in a growing number of other math- and science-related fields, may be scarce by the mid-1990s, according to the National Research Council (NRC). Demand for nuclear engineers has increased, fueled by expanding federal programs in nuclear waste management and environmental clean-up. In addition the field has broadened to include such specialities as medical diagnostics and treatment, and nuclear fusion. On the supply side, however, the NRC reports that the number of undergraduates enrolled in nuclear engineering programs was only 650 in 1988, down almost 45 percent from a decade earlier. Looking to the future, the NRC reports that if concern about “greenhouse” emissions from fossil fuels leads to increased use of nuclear power, demand for nuclear engineers after the year 2000 could rise as much as 300 percent.
Minority Franchise Activity

A survey conducted by Francorp Inc, an Illinois-based franchise development and consulting firm, reveals that about 6.9 percent of all franchises in the country belong to minority group members. The survey results also show that minority franchise owners tend to be more concentrated in four types of businesses: hospitality/lodging (13.3 percent), retail food (12.1 percent), restaurants (8.5 percent) and professional services (8.3 percent), by comparison 5.7 percent of automotive and 1.6 percent of construction/home improvement franchises are owned by minorities. The federal Minority Business Development Agency (MBDA) adds that minority franchise businesses seem to be most concentrated in a few states. One third of the businesses assisted by the agency are in California, Texas, and Florida. Twenty-five percent of these businesses are Hispanic owned. Perhaps most important, the Francorp study shows that almost half of all franchisers surveyed report having no minority franchisees.

Minority-Owned Franchises

Percentage of U.S. minority-owned franchises by franchise sector.

- Hospitality/Lodging: 13.3%
- Retail Food: 12.1%
- Restaurants: 8.5%
- Professional Services: 8.3%
- Automotive: 5.7%
- Business Services: 5.3%
- Personal, Home Services: 5.0%
- Retail, Non-food: 4.0%
- Construction/Home Improvement: 1.6%
## Leading U.S. Sectors in Trade With Mexico

(Jan-Oct. 1990)

<table>
<thead>
<tr>
<th>Sector</th>
<th>$Millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Parts</td>
<td></td>
</tr>
<tr>
<td>Exports</td>
<td>2,563.0</td>
</tr>
<tr>
<td>Imports</td>
<td>1,074.0</td>
</tr>
<tr>
<td>Iron &amp; Steel</td>
<td></td>
</tr>
<tr>
<td>Exports</td>
<td>762.3</td>
</tr>
<tr>
<td>Imports</td>
<td>493.3</td>
</tr>
<tr>
<td>Textiles</td>
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<tr>
<td>Exports</td>
<td>414.7</td>
</tr>
<tr>
<td>Imports</td>
<td>250.7</td>
</tr>
<tr>
<td>Automobiles</td>
<td></td>
</tr>
<tr>
<td>Exports</td>
<td>289.7</td>
</tr>
<tr>
<td>Imports</td>
<td>1,947.9</td>
</tr>
<tr>
<td>Apparel</td>
<td></td>
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<tr>
<td>Exports</td>
<td>282.0</td>
</tr>
<tr>
<td>Imports</td>
<td>540.6</td>
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<tr>
<td>Glass</td>
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<tr>
<td>Exports</td>
<td>105.0</td>
</tr>
<tr>
<td>Imports</td>
<td>201.2</td>
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<tr>
<td>Footwear</td>
<td></td>
</tr>
<tr>
<td>Exports</td>
<td>56.0</td>
</tr>
<tr>
<td>Imports</td>
<td>142.1</td>
</tr>
</tbody>
</table>

### CAREER CORNER

Certified Public Accountants (CPA's) provide accounting and tax services to other businesses and to the general public on a fee basis. The services they provide include financial and operational audits, management consulting, and tax preparation and representation. The audit function is a unique service the CPA renders. They plan the audit, select procedures to use, examine the books and financial records, and give an opinion whether the business statements fairly represent the financial situation of the company or business. Some specialize in preparing tax returns while others design accounting systems. Still others evaluate computer systems and others specialize in security controls.

**Personal Characteristics:** Above average ability to catch on to things; to communicate both verbally to explain procedures and in writing to obtain clients; to perform mathematical calculations quickly and accurately. Ability to work with numbers. Physical ability to carry work papers and records. Ability to analyze and interpret records and to evaluate a
recordkeeping system. Ability to organize work, observe detail and to find errors easily. Ability to stick to a problem until it is solved. Ability to have many projects going at the same time. Ability to work under the stress of deadlines. Willingness to accept responsibility. Ability to work with people and get along well with them. Ability to adhere closely to established rules of ethical conduct. Workers in this field say that they enjoy the satisfaction of earning prestige and the esteem of people in the community.

—Work Environment: Indoors, usually in rooms or offices that are well-lighted and often air-conditioned. Some who are self-employed perform their work in an office located in their home. Overtime is common especially during tax season when workloads may be heavy. This work is desk-oriented. CPA’s report they like the challenge and the professionalism of the job. Travel to a client’s business or home is usually required. Travel to out-of-town regional offices may occur.

—Pay: Pay varies depending on the size and location of firm. Larger firms may pay higher salaries than smaller firms. Pay for those with a Master’s Degree are generally higher. Starting pay may range from $1,500 to $2,325 per mo. In some areas they may start as low as $840 per mo. Experienced workers with two or three years experience earn around $2,500 to $3,650 per mo. Top pay may exceed $5,400 per mo. Pay for partners may range from $50,000 to $136,000 per yr.

—Employment: Over 34,000 certified public accountants are licensed; many were licensed before 1959. In California, around 134,780 accountants and auditors are expected to be employed by 1990. Only a portion of these are CPA’s.

—Outlook: Outlook is good. Faster than average growth is expected to 1990. The demand for certified public accountants exceeds the supply of qualified workers. However, competition is down turn. Tax laws are becoming more complicated and people need to have a professional prepare their tax returns. Because computer applications in accounting are increasing rapidly, those applicants with knowledge of computer science and data processing will have a competitive edge.
DRUG ENFORCEMENT ADMINISTRATION

Is seeking individuals for Special Agent positions. DEA Special Agents conduct criminal investigations and prepare for the prosecution of major violators of the drug laws of the United States. Senior Special Agent may volunteer for overseas assignments.

Entry level salary is at the GS-9 level, depending on the applicant’s qualifications, with additional overtime compensation. Careers generally progress to the GS-9 level in three years.

DEA is in need of Special Agents with a variety of skills, abilities and knowledge such as: Accounting, Pilot/Maritime, Officer, Foreign Languages, Technical/Mechanical (Electronics), Law.

The minimum qualifications for the Special Agent position are:

* Be a U.S. citizen
* Be at least 21 years of age and not older than 34 at appointment
* Be in excellent physical condition
* Have a valid driver’s license and ability to drive a vehicle at maximum highway speeds
* Have uncorrected vision of not less than 20/200 in both ayes, corrected 20/20 in one eye an 20/40 in the other
* Be willing to relocate to another city in the United States
* A college degree in any field and one year of experience conducting criminal investigations or comparable experience
* A college degree in any field and one of the following:
  * 2.95 (or better) overall grade point average (GPA)
  * 2.95 (or better) GPA in final of study
  * 3.5 GPA in major field of study
UPCOMING CULTURAL EVENT

FREE TICKETS FOR: “THE NUTCRACKER”

The Nutcracker will be performed by the Yuma Ballot and Performing Co. on December 15, 1990.

This ballet is an excellent production that “celebrates the power of human imagination which children have in abundance. To make it sophisticated...it possesses the power to make people happy at Christmas.”

Tickets will be available November 28, 1990. FIRST COME, FIRST SERVED!

TUTORIAL SERVICES AVAILABLE

Are you getting a “C” or below in any class???
Help is available! All Student Support Services Students are eligible to receive FREE TUTORING!
Many students have been helped a great deal through tutoring. See your SSS Counselor to apply today.

STUDENTS RECEIVING TUTORING...

Just a quick reminder...
It is important to attend all tutoring sessions. In the event you must cancel, or would like to discontinue tutoring, be sure to inform the Tutorial Coordinator. No shows will affect whether you will be allowed to receive tutoring in the future. If you have any questions, please contact Marcy Rivera 352-8320 ext 384 or Carol Hawes ext 254.

Student Support Services Workshops

“HOW TO PREPARE FOR FINALS “

DEC. 6 12:30 - THURSDAY    RM # 2131
DEC. 7 11:00 - FRIDAY   RM #2131

*ALL STUDENTS ON PROBATION MUST ATTEND STUDY SKILLS WORKSHOPS EVERY MONTH.
EOPS CLUB

IMPORTANT !!!

We at EOPS, are happy to have you in the program. One of the goals of the club is social participation. We want you to be familiar with I.V.C. activities. This is one type of involvement in participating with your EOPS Club. We need your cooperation in order to make the 1990-91 EOPS club a success. Contact Maria Velarde at 352-8320 ext. 410 so you can be informed of our future activities.

OBTAINING A TUTOR

As an EOPS student, you are assigned to a counselor. This counselor is able to help you get at least an hour of tutoring for your hardest classes. This year, because the budget allowed for tutoring is very limited, we are only given an hour per class, unless tutoring is highly needed, we might be able to provide you with two or more hours per week.

Many students were abusing their tutoring privileges and EOPS was losing money. Students need to call at least 24 hrs. in advance to cancel an appointment. If the tutor is expecting you and waits for 15 minutes, EOPS is required to pay the tutor as if he/she tutored the student for an hour. EOPS made a new policy, that if a student has two no-shows, he/she will be dropped from tutoring for the semester, and under no circumstances will be admitted back until the next semester. If you need tutoring see your counselor for an application.

ARE YOU A SINGLE MOTHER ON AFDC?
DO YOU KNOW THAT IMPERIAL VALLEY COLLEGE HAS A SUPPORTIVE PROGRAM DESIGNED JUST FOR YOU?

Do you know that there are three million women in the United States just like you? They are solely responsible for the care and support of their children even though they may not possess the job skills necessary for an adequate income. A well paying job that will provide the support for your family will almost always demand additional training and education. It makes little sense to leave welfare support for employment that will not even cover your most basic expenses such as child care, transportation, and medical expenses.

Imperial Valley College now has a program designed just for you! This program provides assistance with childcare, personal, academic and career counseling. It is a program designed to assist you in the pursuit of a better lifestyle.

For more information, feel FREE to call CARE Counselors: Beatriz Alvarado and/or Consuelo R. Casillas at 352-8320, ext. 272.
UCSD-REPRESENTATIVE

A representative from the University of California, San Diego will be at Imperial Valley College Wednesday, December 5. To schedule an appointment come by the Transfer Center or call Norma Ramos at 352-8320 (ext. 274).

UNIVERSITY OF CALIFORNIA

FILING PERIODS

All Campuses, Except Berkeley:
Fall 1991: November 1-30, 1990

Berkeley:
Fall 1991: November 1-30, 1990

CALIFORNIA STATE UNIVERSITY

Application Filing Periods - You are urged to file early. Applications to impacted majors must be filed within the first month of the filing period. The Long Beach, Northridge, San Diego and San Luis Obispo campuses are approaching capacity in a number of enrollment categories and are likely to close to applications after the first month of the filing period. If applying after the initial filing period, consult the campus admissions office for current information. Except for impacted majors, most campuses continue to accept applications throughout the filing period until enrollment categories are filled. Most campuses will acknowledge receiving your application within two to four weeks.

Terms in 1991-92

<table>
<thead>
<tr>
<th>Applications First Accepted</th>
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<tbody>
<tr>
<td>Summer Qtr. 1991</td>
</tr>
<tr>
<td>Fall Sem. or Qtr. 1991</td>
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<tr>
<td>Winter Qtr. 1992</td>
</tr>
<tr>
<td>Spring Sem. or Qtr. 1992</td>
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</table>

<table>
<thead>
<tr>
<th>Applications First Accepted</th>
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</thead>
<tbody>
<tr>
<td>Feb. 1 1991</td>
</tr>
<tr>
<td>Nov. 1, 1990</td>
</tr>
<tr>
<td>June 1, 1991</td>
</tr>
<tr>
<td>Aug. 1, 1991</td>
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</table>

Filing Period Duration

Each campus accepts applications until capacities are reached. If applying after the initial filing period, consult the campus admissions office for current information.
CALLING ALL
2+2+2 PROJECT PARTICIPANTS

If you participated in the 2+2+2 PROJECT while in high school and are currently enrolled at Imperial Valley College pursuing a degree in Administration of Justice, Criminal Justice Administration or Business we have great news for you.

The 2+2+2 PROJECT at Imperial Valley College now has an academic advisement component and appointments are being scheduled with a 2+2+2 PROJECT counselor. The counselors for the 2+2+2 PROJECT, Mr. Carey Fristrup and Ms. Robin Staton, will have regularly scheduled day and evening appointment hours. Call Norma Ramos at 352-8320 (ext. 274) to set up your next appointment.

If you are pursuing any degree or certificate in Business please note the following. In addition to the 2+2+2 PROJECT counselors there are three faculty advisors from the Business Department available to serve you. The three faculty advisors, Ms. LaNelle Billings, Ms. Jane Chappell and Mr. Michael Jerge, have regularly scheduled evening appointment hours. To schedule your appointment call 352-8320 (ext. 246).

For a smoother transition from Imperial Valley College to the university and the world of work it would be in your best interests to see a Project counselor or faculty adviser and receive the updated information in your career area.

IMMIGRATION OFFICER (GS-5)

Starting Salary $16,305
(Increases to $24,000 within 3 Years)

CONTACT PERSON:
Richard Martinez, Training Officer, Tel. 357-1143

IMMIGRATION OFFICER QUALIFICATIONS

- High School Education
- At Least 18 Years Old
- U.S. Citizen
- Background Investigation
- Law Enforcement Experience
- Prefer Bilingual
- Physically Fit
- 16 Weeks training at the Immigration Officer Basic Training Course in Glynco, Georgia
IMPORTANT DATES TO REMEMBER

*November 13-30
Mail-in registration for currently enrolled students in the matriculation process

*November 21
Last Day to Drop with a "W"

November 22-23
Recess (Thanksgiving)

November 28
Universal mailing of class schedules

December 11
Class adjustment day in the Gym

December 12-13
Walk through registration in the Gym

*December 17-21
Final Exams

January 14-18
Late Registration for one week only in the College Center

January 14, 1991
Spring semester classes begin

February 8, 1991
Last day to apply for graduation and/or a certificate

FIELDTRIPS NEWS

EOPS, SSS AND TRANSFER CENTER STUDENTS... Are you transferring, Are you interested in visiting other campuses? Sign-up with Maria Castro-Garcia, Ruth Soto or Norma Ramos for any of this semester’s fieldtrips:

November 28  CSU, San Bernardino
December 05  Cal State, Long Beach
March 06     UC Riverside
March 14     San Luis Obispo
March 20     San Diego State
March 27     UC San Diego

Each fieldtrip requires a $5.00 deposit, which will be returned to you the day of the fieldtrip. If you reserve a slot and do not attend, the $5.00 will be non-refundable.
Creative and imaginative people are often not recognized by their contemporaries. Even more often, they are not recognized in school by their teachers. History is full of examples.

**Einstein** was four years old before he could speak and seven before he could read. **Isaac Newton** did poorly in grade school, and **Beethoven**'s music teacher once said of him, "As a composer he is hopeless."

When **Thomas Edison** was a boy, his teachers told him he was too stupid to learn anything. F.W. **Woolworth** got a job in a dry goods store when he was 21, but his employers would not let him wait on a customer because he "didn't have enough sense."

A newspaper editor fired **Walt Disney** because he had "no good ideas."

**Caruso's** music teacher told him, "You can't sing. You have no voice at all." The director of the Imperial Opera in Vienna told **Madame Schumann-Heink** that she would never be a singer and advised her to buy a sewing machine.

**Leo Tolstoy** flunked out of college; **Werner von Braun** flunked ninth-grade algebra. **Admiral Richard E. Byrd** had been retired from the Navy as "unfit for service" until he flew over both Poles.

**Louis Pasteur** was rated as "mediocre" in chemistry when he attended the Royal College.

**Abraham Lincoln** entered the Black Hawk War as a captain and came out as a private.

**Louisa May Alcott** was told by an editor that she could never write anything that had popular appeal.

**Fred Waring** was once rejected for high school chorus. **Winston Churchill** failed the sixth grade.
SCHOLARSHIPS

Financial Aid is available from a number of sources, including the federal government, state programs colleges, private scholarships, grants, loans and the military.

Helpful hints:
— Note that scholarship application deadlines can fall much earlier than admissions deadlines.
— Fill out financial aid applications completely and accurately.
— The financial aid office is a gold mine of information on scholarships, grants and loans as well as financial counseling services.
— When calculating your financial need remember to include not only tuition, books and fees, but expenses such as housing, food, transportation, health costs, child care, recreation and so on.

If you are interested in Federal and State Aid and want the most up-to-date information on regulations, procedures and legislation covering all major sources of federal and state financial aid, you may call 1-800-333-INFO Monday through Friday, between the hours of 9:00 a.m. to 5:30 p.m. (Eastern Standard time). Also, an extremely useful booklet published by the U.S. Department of Education “The Student Guide: Five Federal Financial Aid Programs” is available by calling the same number listed above.

IVC financial aid department has scholarships available. You may pick up a scholarship application with Marie Hisel in the Financial Aid office.

Certified Public Accountants

Many four-year schools and colleges in California offer Accounting Programs. A Bachelor’s Degree in Accounting or Business Administration and additional accounting course work is required to become a certified public accountant. A Master’s degree will help CPA’s increase proficiency and stay current.

Many employers state that appearance is an important aspect particularly to companies concerned with their public image. You can also get experience and training in the military. High School coursework should include the Sciences, Mathematics, English, Economics, Social Studies, Computer Science.

— Skills: Knowledge of Accounting principles and auditing procedures and technique, and the ability to select relevant tax or accounting rules and to apply them. Ability to operate business machines such as adding and calculating machines and familiarity with the uses of computers in tax preparation and accounting. Ability to prepare complete and accurate accounting reports. Ability to keep up with changes in Government Laws and regulations.

— Licensing: The CPA is licensed by the state to express in written opinion the fairness of presentation of the financial statements of a business. Public Accountants were licensed until 1959 by California. Now, a certified public accountant (CPA) certification is required. They must be a graduate of an accredited college; have experience under a CPA/California PA or have acceptable equivalent experience; pass a professional ethics exam; and pay a fee. Proof of continuing education course work is required for License Renewal. A Renewal fee is required. For information on state CPA certification, write the California State Board of Accountancy, 2135 Butano DR. Sacramento, CA 95814.

— Advancement: You can advance from working in a larger or national firm to one with higher pay in a...
regional firm and then to a smaller firm. The career path is more clearly defined in large companies than in small ones, although your chances of promotion are better with a smaller firm. In large accounting firms, you usually start as a staff or junior accountant working under supervision, move to a senior accountant position, become a supervisor, to manager and eventually to partner of the firm and eventually to senior partner. In smaller companies you may work as a staff accountant for a longer period. Levels in business and industry include controller/treasurer and then to chief Financial Officer. Experience and showing initiative are important when trying for advancement. A Master's Degree in Accounting or Business Administration is helpful to those wanting to advance to partner or executive positions with other companies.

—Tips: Because competition is strong, whether you get the job and how much pay you receive may be determined by your scholastic achievement, the reputation of the school from which you graduate, as well as, the type of company or industry. Any experience you can get is helpful. Internships while still in school are helpful and sometimes help you get that first job. Part-time work in bookkeeping jobs will help you gain experience.

HOW TO SURVIVE COLLEGE

Choosing the right college or university can be a tough decision, especially when there are so many factors to consider. But don’t take it lightly, this decision will be one of the most important in your life.

Before you make a decision, ask questions. And when you get the answers to these questions—Ask more question. You cannot make an intelligent evaluation or Decision if you don’t have the facts and other necessary information. Your parents, school counselors and teachers are the best sources for guidance. Your decision should be based on your needs, your goals and objectives, and your expectations. Here are ten questions you should ask when you start your search for the right college or university.

(1) Is the school fully accredited? Make sure that the school has attained the proper credentials from both state and national associations which authorize it to confer academic degrees.

(2) What is the reputation of the school? Investigate the department in the field of study in which you are pursuing a degree.

(3) Can I get In? Check out the admissions policies. Some schools require certain scores on the SAT & ACT exams; while some schools have an open door policy and only require a High School diploma, G.E.D., or 56 transferable units.

(4) Can you afford the school? Prepare a budget to include tuition, books, fees, and supplies, meals, personal items, cleaning & laundry, beauty shop and extra curricular activities. Add transportation and telephone calls and you’ll have a glance of what it will cost for one year of college.
Plan for four years, adding 10% per year to get a clearer picture of the total cost of your undergraduate degree.

(5) What type of financial aids are available?
Will the school assist you in applying for the various state and federal grants and loans? Check for private academic scholarships and grants through organizations and professional associations.

(6) What is the school’s record in career placement?
Ask questions about the percentage and number of students placed in positions of their chosen field. With what companies or agencies were they placed? Also, talk to a few Alumni.

(7) Is the school small or large?
Some state universities have enrollments of over 40,000 while some private colleges have only 500 or 600 students. Determine how you feel about numbers.

(8) Where is the school located?
Are you a big city lover or the small town type? Cities offer a larger variety of activities for college students.

(9) What facilities are available?
Thoroughly check out the dormitories for cleanliness and security. Ask about the policies regarding on campus housing. Is there a school cafeteria, or will you need to eat and pay for meals elsewhere? Also, check out the Laboratories and Libraries make sure they are up-to-date.

(10) What extra curricular activities are sponsored or sanctioned by the school?
Fraternities and sororities are excellent organization for academic, professional and social enhancement. Investigating the qualification for participating in sports activities, science or math clubs, drama club, debate team, pep squads and student government.

HOW TO CRAM
Even Though You Shouldn’t !!!

Know the limits of cramming. If you haven’t cracked a book in any of your courses and have daydreamed through all the lectures, cramming will not help.

It might help raise a grade if you have been reasonably attentive in class, taken fair notes, and have read or skimmed most of the material for the course. It will not work if you try to cram for several courses.

Also recognize that cramming is not really the same as learning. When you rely on cramming, you cheat yourself of true education because you won’t remember what you cram. This point is important to know when you cram for mid-term exams. Some students think they have then learned this material and will be able to recall it on the final. They will be unpleasantly surprised. Material learned in cramming sessions is generally unavailable to recall after one or two days.

Cramming is also more work. It takes longer to learn material when you do it under pressure. You can’t save time by cramming.

The purpose of cramming, therefore, is only to make the best of a bad situation. Cram to get by in a course so that you can do better next time.

Having been warned of the limitations and costs of cramming, you still might use this four-step cramming process:

1. Make choices. Don’t try to learn it all when you cram. You can’t. Instead, pick out a few of the most important elements of the course and learn those backwards, forwards, and upside down. Sometimes these choices will be difficult. You may be tempted to go over everything lightly. Resist this temptation. If you cover a lot of material lightly, chances are you
will recall none of it during the exam. Be courageous and choose a few important items. A good rule is to spend 25% of cramming time learning new material and 75% of cramming time drilling yourself on that material.

2. Use mind map review sheets and flashcards. Condense the material you have chosen to learn into mind maps. Choose several elements of the mind maps to put on 3x5 flashcards. Practice recreating the mind maps, complete with illustrations. Drill yourself with the flashcards.

3. Recite ad nauseam. The key to cramming is recitation. Recitation will burn facts into your brain like no other study method. Go over your material again and again and again.

4. Relax. Since material studied while cramming is not learned well, you are more likely to freeze or forget it under pressure. Use relaxation techniques to reduce test anxiety.

During the test, don’t beat yourself up about being unprepared. Give yourself permission to do the best that you can.

WHAT TO DO DURING TESTS

AS YOU BEGIN

Prepare yourself for the test by arriving early so you have time to do a breathing or relaxation exercise.

Pay particular attention to verbal directions given as the test is distributed. Ask about the general rules of the exam room, such as the procedure for asking questions, materials allowed in the room, etc. Knowing the rules will ensure that you don’t create the impression of cheating.

Scan the whole test immediately. Evaluate the importance of each section. Notice how many points each part of the test is worth and estimate how much time you will need for each section; use its point value as your guide. For example, don’t budget 20% of your time for a section that is worth only 10% of the points. Then jot down a short time plan to keep you on track during the test.

Read the directions slowly. Then reread them. Nothing is more agonizing than to discover you have lost points on a test not because you didn’t know the material, but because you failed to follow the directions. If the directions call for short answers, give short answers. Sometimes you will be asked to answer two out of three questions. Oh, the frustration of finding that out as you finish your third answer!

Jot down memory aids, formulas, equations, facts, or other material you know you’ll need and might forget. Do this in the margins.

Now you are ready to begin.

IN GENERAL

Answer easiest, shortest questions first. This gives you the experience of success and stimulates associations, thus preparing your mind for more difficult questions.

Next answer multiple-choice, true-false, and fill-in-the-blank questions. Proceed to short-answer questions and finally the essay questions.

Use memory techniques when you’re stuck. If your recall on a certain point is blocked, remember something else that’s related. Start from the general and go to the specific. Use a small mind map in the test margin to stimulate your memory.
Pace yourself. Watch the time; if you are stuck, move on. Follow your time plan.

Leave plenty of space between answers. The space makes it easier on the person who grades your test, and you can use the extra space if there’s time for additional information.

Look for answers in other test questions. A term, name, date, or other fact that escapes you might appear in the test itself. You can also use other questions to stimulate your memory.

In quick-answer questions (multiple-choice, true-false), your first instinct is usually best. Don’t change your answer unless you are sure the second choice is correct. If you think your first answer is wrong because you misread the question, do change your answer.

**Multiple-choice questions**

Check the directions to see if the questions call for more than one answer.

Answer each question in your head before you look at the possible answers. If you can come up with the answer before you look at the choices, you eliminate the possibility of being confused by those choices.

Mark questions you can’t answer immediately and come back to them if you have time.

If you have no clue as to what the answer is, and if incorrect answers are not deducted from your score, use the following guidelines to guess:

1. If two answers are similar, except for one or two words, choose one of these answers.

2. If two answers have similar sounding or looking words (intermediate-intermittent), choose one of these answers.

3. If the answer calls for a sentence completion, eliminate the answers that would not form grammatically correct sentences.

4. If two quantities are almost the same, choose one.

5. If answers cover a wide range (4.5, 66.7, 88.7, 90.1, 500.11), choose one in the middle.

6. If there is no penalty for guessing and none of the above techniques work, close your eyes and go for it.

**True-false questions**

Answer true-false questions quickly. Generally, these questions will not be worth many points individually. Don’t invest a lot of time to get two points on a 100-point exam.

If any part of the true-false statement is false, the statement is false.

Look for qualifiers like “all,” “most,” “sometimes,” “never,” or “rarely.” These are the key words upon which the question depends. Absolute qualifiers such as “always” or “never” generally indicate a false statement.

**Machine-graded tests**

You must be certain the answer you mark corresponds to the question you are answering. Check the test booklet against the answer sheet whenever you switch sections and again at the top of each column. Watch for stray marks. These can look like answers.

**Open-book tests**

When studying for the test, write down any formulas you will need on a separate sheet. Tape tabs onto important pages of the book (tables, for instance) so you don’t have to waste time flipping through the pages. (You could also use paper clips.)

If you plan to use your notes, number them and write a short table of contents.

Prepare thoroughly for open-book exams. They are almost always the most difficult tests.
Short-answer/fill-in-the-blank questions
These questions often ask for definitions or short descriptions. Pick up points fast when you work the fill-in-the-blank section of a test. Concentrate on key words and facts. Be brief.

Essay questions
When you set out to answer an essay question, your first task is to find out what the question is asking—precisely. If a question asks that you compare Gestalt and Reichian therapies, no matter how eloquently you explain them, you are on a one-way trip to No Credit City.

Before you begin to write, make a quick outline. There are three reasons for doing this. First, you will be able to write faster. Second, you will be less likely to leave out important facts. Third, if you don't have time to finish your answer, your outline might win you some points.

When you start to write, get to the point. Forget introductions. Sentences such as, “There are many interesting facets to this difficult question,” cause acute pain in teachers grading tests. One way to get to the point is to include part of the question in your answer. For example, if the question asks, “Discuss how increasing the city police budget may or may not contribute to a decrease in street crime,” your first sentence might read, “An increase in police expenditures will not have a significant effect on street crime for the following reasons.” Your position is clear. You are on your way to the answer.

When you expand your answer with supporting ideas and facts, bring out your big guns immediately. Don’t try for drama by saving the best for last.

Some final points in regard to style:

1. **Write clearly.** Grading essay questions is in large part a subjective process. Sloppy, difficult to read handwriting might actually lower your grade.

2. **Be brief.** Avoid filler sentences that say nothing. (“The question certainly bears careful deliberation in order to take into account all the many interesting facts pertaining to this important period in the history of our great nation.”) Write as if you expect the person grading your test to be tired, bored, and overworked. This might not be the case; but even a well-rested instructor doesn’t like to wade through a swamp of murky writing in order to trap an occasional lonely fact.

3. **Use a pen.** Many instructors will require this because pencil is difficult to read.

4. **When possible, write on one side of the page only.** Writing will show through and obscure writing on the other side. If necessary, you can use the blank side to add points you missed. Leave a generous left-hand margin with plenty of space between your answers, in case you need to add to them later.

   Finally, if you have time, review your answers for grammatical errors. Clarity, and legibility.

**IMPORTANT NOTICE !!!!**
If you have lost a gold watch on campus, check with Student Life. There has been one turned in and to claim it all you need to do is describe it.
APPENDIX D
<table>
<thead>
<tr>
<th>Project Coordinator</th>
<th>DIRECT FUNDS (STATE)</th>
<th>INDIRECT FUNDS (STATE)</th>
<th>DISTRICT FUNDS (IN-KIND)</th>
<th>PROGRAM IMPRVT. ED. (IN-KIND)</th>
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SUBTOTAL STATE CONTRIBUTION = $29,916

SUBTOTAL IN-DIRECT CONTRIBUTION = $26,973 * Includes Benefits

TOTAL PROJECT COSTS = $56,889
Imperial Valley College District

EXTRA DUTY SERVICES

EMPLOYMENT AGREEMENT

This Agreement made and entered in this ____ day of ____________
by and between the IMPERIAL COMMUNITY COLLEGE DISTRICT, Imperial
County, California hereinafter referred to as the “District” and
______________________ hereinafter referred to as the “Extra Duty
Employee.”

WITNESSETH:

WHEREAS, extra duty assignments rendered by certificated
employees of the District consist of services other than classroom
teaching services;

WHEREAS, Extra Duty Employee is employed by the District in a
certificated position as set forth in that certain Notice of Employment
dated ____________;

WHEREAS, Extra Duty Employee desires to render extra duty
services to the District in addition to those duties set forth in the Notice
of Employment hereinafore referred to; and,

WHEREAS, the parties desire to contract subject to the following
terms and conditions, NOW THEREFORE BE IT AGREED AS FOLLOWS:
1. **SCOPE OF SERVICES**: Extra Duty Employee will provide extra duty services in accordance with his/her proposal which is attached hereto as Exhibit "A" and incorporated by reference herein.

2. **TIME FOR COMPLETION**: Extra Duty Employee will commence extra duty services on __________ and complete said service no later than __________.

3. **COMPENSATION**: Extra Duty Employee will be paid for services performed pursuant to this contract of employment in a total amount of __________. Such amount is to be paid in ______ payments on the following dates: ________________________

4. **TERMINATION**: This agreement may be terminated without cause by the District giving the Extra Duty Employee seven ______ written notice.

Entered into at Imperial, California on the date first above written.

By ____________________________  By ____________________________

Employee  

Appropriate Dean and/or Vice President

______________________________  _____________________________

Account Number  

Vice President, Business Services
Imperial Valley College District

DUTY SERVICES

EMPLOYMENT AGREEMENT

This Agreement made and entered in this _____ day of __________
by and between the IMPERIAL COMMUNITY COLLEGE DISTRICT, Imperial
County, California hereinafter referred to as the "District" and
____________________ hereinafter referred to as the "Duty Employee."

WITNESSETH:

WHEREAS, duty assignments rendered by employees of the District
consist of services other than classroom teaching services;

WHEREAS, Duty Employee will be employed by the District in a position
as set forth dated __________;

WHEREAS, Duty Employee desires to render duty services to the District;

WHEREAS, the parties desire to contract subject to the following
terms and conditions, NOW THEREFORE BE IT AGREED AS FOLLOWS:

1. SCOPE OF SERVICES: Duty Employee will provide duty services in
accordance with his/her proposal which is attached hereto as Exhibit "A"
and incorporated by reference herein.
2. TIME FOR COMPLETION: Duty Employee will commence duty services on___________ and complete said service no later than ________.

3. COMPENSATION: Duty Employee will be paid for services performed pursuant to this contract of employment in a total amount of _______. Such amount is to be paid in ______ payments on the following dates:

4. TERMINATION: This agreement may be terminated without cause by the District giving the Duty Employee seven days written notice.

Entered into at Imperial, California on the date first above written.

By__________________________  By__________________________

Employee  Appropriate Dean and/or

By__________________________

Vice President

Account Number

By__________________________

Vice President,
Business Services
Mr. Greg Ponce will serve as an Articulation Consultant for the Imperial Valley College 2 + 2 + 2 Project. His specific assignments will be as follows:

- will serve as a liaison between the Imperial Valley College Math Department and the 2 + 2 + 2 Intersegmental Working Committee
- will work with intersegmental faculty representatives in relation to the project goals
- will participate in select articulation development meetings between Imperial Valley College, local high schools, ROP, and San Diego State University – Imperial Valley Campus representatives; discussion topics will include, but will not be limited to: advanced placement (college credit for high school courses), concurrent enrollment, and review & evaluation of high school math curriculum
- will review all recommended articulation policies and procedures relating to the Math Department prior to submission to the Imperial Valley College Academic Senate, Curriculum and Instruction Committee, Executive Cabinet, and Board of Trustees for final approval
- will submit a monthly task sheet (December – May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.
- will participate in the end-of-year project evaluation
- this employment agreement is for 30 hours renumerated at the rate of $15 per hour
EXHIBIT A

Ms. Carol Hann will serve as an Articulation Consultant for the Imperial Valley College 2 + 2 + 2 Project. Her specific assignments will be as follows:

- will serve as a liaison between the Imperial Valley College English Division and the 2 + 2 + 2 Intersegmental Working Committee

- will work with intersegmental faculty representatives in relation to the project goals

- will participate in select articulation development meetings between Imperial Valley College, local high schools, ROP, and San Diego State University - Imperial Valley Campus representatives; discussion topics will include, but will not be limited to: advanced placement (college credit for high school courses), concurrent enrollment, and review & evaluation of high school English curriculum.

- will review all recommended articulation policies and procedures relating to the English Division prior to submission to the Imperial Valley College Academic Senate, Curriculum and Instruction Committee, Executive Cabinet, and Board of Trustees for final approval

- will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 25 hours renumerated at the rate of $15 per hour
Mrs. Mary Kay Borchard will serve as a Faculty Consultant to the Imperial Valley College 2+2+2 Project. Her specific assignments will be as follows:

- will attend all in-service and planning meetings
- will work with intersegmental faculty representatives in relation to the project goals
- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice between Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus
- will assist in developing a tri-segmental faculty working committee which will address the issues of a) advanced placement (college credit for high school courses), b) concurrent enrollment, and c) high school curriculum review and evaluation
- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities
- will develop a list of recommendations with the local law enforcement community that will promote competency-based curricula
- will assist in developing a plan to involve the local law enforcement community in in-service training and student work experience
- will assist in developing a plan to institutionalize and publicize the program
- will conduct outreach presentations at Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools and at ROC/P
- will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.
- will participate in the end-of-year program review and evaluation
- this employment agreement is for 25 hours remunerated at the rate of $15 per hour
EXHIBIT A

Ms. Marisa Gates will serve as a High School Counselor Consultant to the Imperial Valley College 2+2+2 Project and will perform the following tasks over a 30 hour period:

- will attend all scheduled in-service, planning, and articulation development meetings
- will help identify project participants and provide preliminary academic advisement; assist with program documentation (e.g., student intake forms)
- will assist in publicizing the program at Calipatria High School
- will coordinate distribution of publicity materials and brochures to Calipatria High School
- will assist the Project Coordinator in supervising and delegating tasks to any Peer Advisor(s) that may be assigned to Calipatria High School
- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice and Business between Calipatria High School, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus
- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities
- will assist in developing a plan to involve the local law enforcement and business community in in-service training and student work experience
- will assist project instructors to conduct outreach presentations at Calipatria High School
- will document all contacts, services provided, and tasks accomplished; will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 30 hours renumerated at the rate of $15 per hour
Ms. Esther Granados will serve as a Faculty Consultant to the Imperial Valley College 2+2+2 Project. Her specific assignments will be as follows:

- will attend all in-service and planning meetings
- will work with intersegmental faculty representatives in relation to the project goals
- will work with intersegmental representatives to develop articulation agreements and programs of study in Business between Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus
- will assist in developing a tri-segmental faculty working committee which will address the issues of a) advanced placement (college credit for high school courses), b) concurrent enrollment, and c) high school curriculum review and evaluation
- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities
- will develop a list of recommendations with the local business community that will promote competency-based curricula
- will assist in developing a plan to involve the local business community in in-service training and student work experience
- will assist in developing a plan to institutionalize and publicize the program
- will conduct outreach presentations at Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools and at ROC/P
- will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.
- will participate in the end-of-year program review and evaluation

This employment agreement is for 25 hours renumerated at the rate of $15 per hour.
EXHIBIT A

Ms. Janet McConnell will serve as a High School Counselor Consultant to the Imperial Valley College 2+2+2 Project. Her specific assignments will be as follows:

- will attend all scheduled in-service, planning, and articulation development meetings
- will help identify project participants and provide preliminary academic advisement; assist with program documentation (e.g., student intake forms)
- will assist in publicizing the program at Imperial Union High School
- will coordinate distribution of publicity materials and brochures to Imperial High School
- will assist the Project Coordinator in supervising and delegating tasks to any Peer Advisor(s) that may be assigned to Imperial High School
- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice and Business between Imperial High School, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus
- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities
- will assist in developing a plan to involve the local law enforcement and business community in in-service training and student work experience
- will assist project instructors to conduct outreach presentations at Imperial High School
- will document all contacts, services provided, and tasks accomplished; will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 30 hours renumerated at the rate of $15 an hour
EXHIBIT A

Mr. Tony Munguia will serve as the Data Processing Consultant for the Imperial Valley College 2+2+2 Project. His specific assignments will be as follows:

- will complete the computerized articulation and database tracking system relevant to the project goals
- will assist the Project Coordinator in monitoring the progress of Project participants via the database tracking system
- will set-up budget accounts on a computerized database
- will assist with set-up of computer equipment; research necessary software; and assist in preparation of statistical charts and tables for annual reports, with graphics as needed
- will participate in required planning meetings
- will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.
- will participate in end-of-year evaluation
- this employment agreement will be for 20 hours renumerated at the rate of $15 per hour
EXHIBIT A

Mr. Rene Rendon will serve as a High School Counselor Consultant to the Imperial Valley College 2+2+2 Project. His specific assignments will be as follows:

- will attend all scheduled in-service, planning, and articulation development meetings

- will help identify project participants and provide preliminary academic advisement; assist with program documentation (e.g., student intake forms)

- will assist in publicizing the program at Calexico High School

- will coordinate distribution of publicity materials and brochures to Calexico High School

- will assist the Project Coordinator in supervising and delegating tasks to any Peer Advisor(s) that may be assigned to Calexico High School

- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice and Business between Calexico High School, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus

- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities

- will assist in developing a plan to involve the local law enforcement and business community in in-service training and student work experience

- will assist project instructors to conduct outreach presentations at Calexico High School
- will document all contacts, services provided, and tasks accomplished;
  will submit a monthly task sheet (December - May) to the Project
  Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 30 hours renumerated at the rate of
  $15 per hour
EXHIBIT A

Ms. Mary Zavala Robledo will serve as a High School Counselor Consultant to the Imperial Valley College 2+2+2 Project. Her specific assignments will be as follows:

- will attend all scheduled in-service, planning, and articulation development meetings

- will help identify project participants and provide preliminary academic advisement, assist with program documentation (e.g., student intake forms)

- will assist in publicizing the program at Central Union High School

- will coordinate distribution of publicity materials and brochures to Central Union High School

- will assist the Project Coordinator in supervising and delegating tasks to any Peer Advisor(s) that may be assigned to Central Union High School

- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice and Business between Central Union High School, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus

- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities

- will assist in developing a plan to involve the local law enforcement and business community in in-service training and student work experience

- will assist project instructors to conduct outreach presentations at Central Union High School
- will document all contacts, services provided, and tasks accomplished; will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 30 hours renumerated at the rate of $15 per hour
Mr. Gary Rodgers will serve as a Faculty Consultant to the Imperial Valley College 2+2+2 Project. His specific assignments will be as follows:

- will attend all in-service and planning meetings

- will work with intersegmental faculty representatives in relation to the project goals

- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice between Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus

- will assist in developing a tri-segmental faculty working committee which will address the issues of a) advanced placement (college credit for high school courses), b) concurrent enrollment, and c) high school curriculum review and evaluation

- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities

- will develop a list of recommendations with the local law enforcement community that will promote competency-based curricula

- will assist in developing a plan to involve the local law enforcement community in in-service training and student work experience

- will assist in developing a plan to institutionalize and publicize the program

- will conduct outreach presentations at Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools and at ROC/P

- will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year program review and evaluation

- this employment agreement is for 25 hours remunerated at the rate of $15 per hour
EXHIBIT A

Mrs. Valerie Rodgers will serve as a Faculty Consultant to the Imperial Valley College 2+2+2 Project. Her specific assignments will be as follows:

- will attend all in-service and planning meetings

- will work with intersegmental faculty representatives in relation to the project goals

- will work with intersegmental representatives to develop articulation agreements and programs of study in Business between Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus

- will assist in developing a tri-segmental faculty working committee which will address the issues of a) advanced placement (college credit for high school courses), b) concurrent enrollment, and c) high school curriculum review and evaluation

- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities

- will develop a list of recommendations with the local business community that will promote competency-based curricula

- will assist in developing a plan to involve the local business community in in-service training and student work experience

- will assist in developing a plan to institutionalize and publicize the program

- will conduct outreach presentations at Brawley, Calexico, Calipatria, Central, Holtville, and Imperial High Schools and at ROC/P

- will submit a monthly task sheet (December – May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year program review and evaluation

- this employment agreement is for 25 hours renumerated at the rate of $15 per hour
EXHIBIT A

Mrs. Diane Rodriguez Romero will serve as a High School Counselor Consultant to the Imperial Valley College 2+2+2 Project. Her specific assignments will be as follows:

- will attend all scheduled in-service, planning, and articulation development meetings
- will help identify project participants and provide preliminary academic advisement; assist with program documentation (e.g., student intake forms)
- will assist in publicizing the program at Brawley Union High School
- will coordinate distribution of publicity materials and brochures to Brawley Union High School
- will assist the Project Coordinator in supervising and delegating tasks to any Peer Advisor(s) that may be assigned to Brawley Union High School
- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice and Business between Brawley Union High School, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus
- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities
- will assist in developing a plan to involve the local law enforcement and business community in in-service training and student work experience
- will assist project instructors to conduct outreach presentations at Brawley Union High School
- will document all contacts, services provided, and tasks accomplished; will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 30 hours renumerated at the rate of $15 an hour
EXHIBIT A

Ms. Donna Schoneman will serve as a High School Counselor Consultant to the Imperial Valley College 2+2+2 Project. Her specific assignments will be as follows:

- will attend all scheduled in-service, planning, and articulation development meetings

- will help identify project participants and provide preliminary academic advisement; assist with program documentation (e.g., student intake forms)

- will assist in publicizing the program at Holtville High School

- will coordinate distribution of publicity materials and brochures to Holtville High School

- will assist the Project Coordinator in supervising and delegating tasks to any Peer Advisor(s) that may be assigned to Holtville High School

- will work with intersegmental representatives to develop articulation agreements and programs of study in Administration of Justice and Business between Holtville High School, ROC/P, Imperial Valley College, and San Diego State University, Imperial Valley Campus

- will assist in the development of project brochures which outline articulation agreements, general education requirements, preparation for the major, required courses at the high school, community college, and university, and work experience and employment opportunities

- will assist in developing a plan to involve the local law enforcement and business community in in-service training and student work experience

- will assist project instructors to conduct outreach presentations at Holtville High School
- will document all contacts, services provided, and tasks accomplished; will submit a monthly task sheet (December - May) to the Project Coordinator stating tasks accomplished to date, hours worked, etc.

- will participate in the end-of-year project evaluation

- this employment agreement is for 30 hours renumerated at the rate of $15 per hour