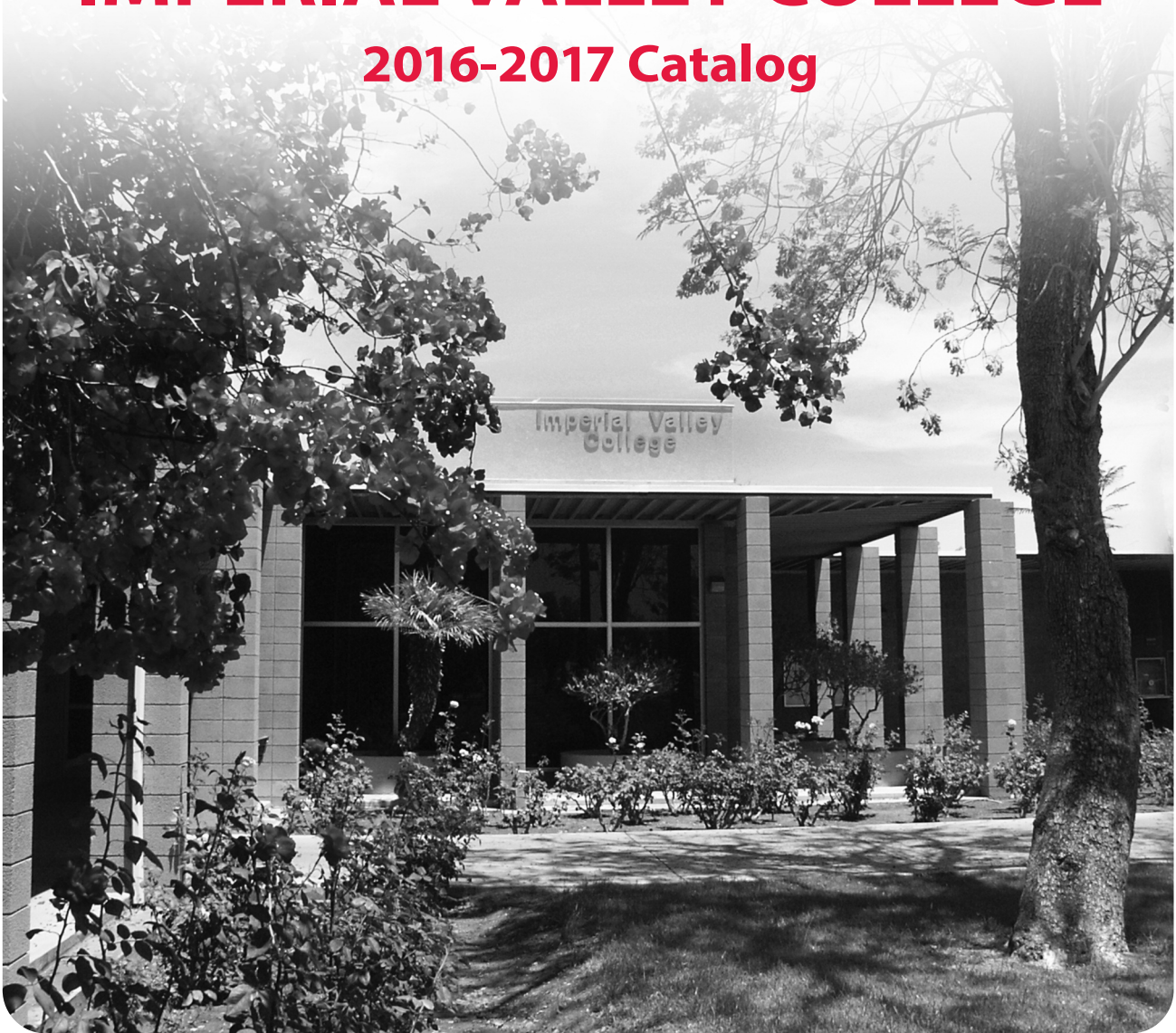


# IMPERIAL VALLEY COLLEGE

## 2016-2017 Catalog



Imperial Valley College welcomes you and wishes to take this opportunity to congratulate you on your decision to accept the challenge of further education. This catalog is your guide to and through this college and the many educational programs which it offers. You will find the information which you must have to succeed and those rules and regulations which govern the college and each student. It is your obligation to become thoroughly familiar with the content of the catalog. It has been prepared with your success in mind!

### IMPERIAL COMMUNITY COLLEGE DISTRICT

380 E. Aten Road • Imperial, CA 92251-0158 • (760) 352-8320 • [www.imperial.edu](http://www.imperial.edu)

### Accredited by

#### Accrediting Commission for Community and Junior Colleges (ACCJC) Of the Western Association of Schools and Colleges (WASC)

10 Commercial Boulevard, Ste. 204, Novato, CA 94949  
(415) 506-0234. [www.accjc.org](http://www.accjc.org)

ACCJC is an accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education (USDE)  
For the policy and process for filing formal complaints please visit the ACCJC website at: [www.accjc.org/complaint-process](http://www.accjc.org/complaint-process)

### Program Accreditations

#### Commission on Accreditation of Allied Health Education Programs (CAAHEP),

Upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).  
25400 U.S. Highway 19 North, Suite 158, FL 33763. Ph: (727) 210-2350. [www.caahep.org](http://www.caahep.org)

#### California Association of Alcohol and Drug Educators (CAADE)

P.O. Box 7297, Ventura, CA 93006. Ph: (805) 641-1677. [www.caade.org](http://www.caade.org)

#### California Board of Registered Nursing

P.O. Box 944210, Sacramento, CA 94244-2100. Ph: (916) 322-3350. [www.rn.ca.gov](http://www.rn.ca.gov)

#### California Board of Vocational Nurse and Psychiatric Examiners

2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833. Ph: (916) 263-7800. [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)

#### California State Fire Marshal/State Board of Fire Services

P.O. Box 94246, Sacramento, CA 94244-2460. Ph: (916) 445-8444. [www.fire.ca.gov](http://www.fire.ca.gov)

#### National Automotive Technicians Education Foundation, Inc. (ASE Certified NATEF)

101 Blue Seal Drive, S.E., Suite 101, Leesburg, VA 20175. Ph: (703) 669-6650. [www.natef.org](http://www.natef.org)

### Certified/Approved Academic Programs

#### California Commission on Peace Officers Standards and Training

1601 Alhambra Blvd., Sacramento, CA 95816-7086. Ph: (916) 227-3909. [www.post.ca.gov](http://www.post.ca.gov)

#### American Welding Society

8669 Doral Boulevard, Suite 130, Doral FL 33166. Ph: (305) 443-9353 ext.259. [www.aws.org/membership](http://www.aws.org/membership)

#### North American Board of Certified Energy Practitioners (NABCEP)

56 Clifton Road, Suite 102, Clifton Park, NY 12065. Ph: (800) 654-0021. [www.nabcep.org](http://www.nabcep.org)

### A member of

Accrediting Commission for Community and Junior Colleges (ACCJC)

American Association of Community Colleges (AACC)

Association of Community College Trustees

California Community Colleges Academic Senate

Community College League of California (CCLC)

Hispanic Association of Colleges and Universities (HACU)

Imperial County School Boards' Association

Imperial Valley Economic Development Corporation (IVEDC)

Inland Valley Trustee and CEO Association

League for Innovation in the Community Colleges

National Academy of Early Childhood Programs

San Diego and Imperial Counties Community Colleges Association (SDICCCA)

### Licensed Program

#### Community Care Licensing Department of Social Services

8765 Aero Drive, Suite 300, San Diego, CA 92123. Ph: (858) 467-4388

### Approved for

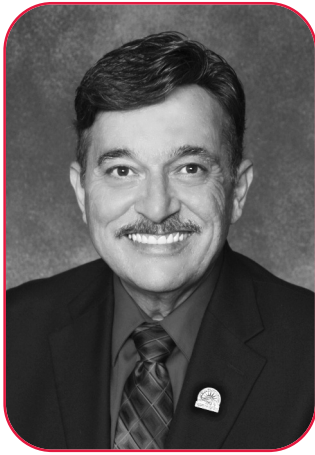
The Veterans Administration

## Disclaimer

Imperial Valley College is committed to providing students with the most accurate, current information available regarding the College's programs, courses, regulations, and policies. However, there may be times when course changes concerning prerequisites, content hours, or units of credit are determined after publication of the catalog or when district policy or state regulations dictate a change in current practice. When such a circumstance arises, every effort will be made through the college website ([www.imperial.edu](http://www.imperial.edu)), class schedules, public media, and at the time of registration to notify students of any changes in the course descriptions or college policies, as presented herein. Students with questions or concerns about a specific course need to contact a counselor at (760) 355-6543. Questions or concerns regarding standard practice and process can be directed to the Office of Admissions and Records at (760) 355-6101.

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## Imperial Valley College President's Message

Congratulations on joining us at Imperial Valley College. You are becoming a member of a very large and special group of people who have benefitted from an IVC education. In fact, I am proud to say that I am also a part of that group.

The imprint that Imperial Valley College has on our Valley can be found in all industries here, from agriculture to business and banking, from government and education, to the news industry and utilities companies.

We pride ourselves on not only the quality of our instruction, but more importantly, the quality of our graduates. As an institution with a strong educational tradition, IVC is simply the best place to get a start on your future.

This catalog is your roadmap to success here. It has a wealth of information that will guide you in your educational journey. It also contains information that will assist you with college finances, registration and admission, academic advising, career and personal counseling and other services we offer to help you succeed here.

Our people, our faculty and staff are top notch and are dedicated to your success. Our programs span the spectrum of transfer preparation, career and technical education. We have an unwavering commitment to your educational goals and dreams and we work fervently to ensure that you achieve that. IVC is an environment that enriches the intellectual discovery and fuels the mind.

So I encourage you to take advantage of our wonderful services. And have a great first semester!

A handwritten signature in black ink, reading "Victor M. Jaime, Ed.D.". The signature is written in a cursive style with a large, stylized initial "V".

**Victor M. Jaime, Ed.D.**  
Superintendent/President

## Board of Trustees

Imperial Valley College is part of the Imperial Community College District.

The Imperial Community College District's Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions. A seven-member Board of Trustees is elected by trustee area.

It is the responsibility of each Board member to represent the interests of his or her respective area. Board members take seriously their obligation to represent the overall public interest and to maintain continuity in the leadership of the Imperial Community College District.



**Louis Wong**  
Area 1



**Karla A. Sigmond**  
*Clerk*  
Area 2



**Jerry D. Hart**  
*Board President*  
Area 3



**Rudy Cardenas, Jr.**  
Area 4



**Juanita Salas**  
Area 5



**Romualdo J. Medina**  
Area 6



**Steven M. Taylor**  
Area 7

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## District Administration

Superintendent/President  
Vice President for Academic Services  
Vice President for Student Services  
Vice President for Administrative Services  
Dean of Student Affairs and Enrollment Services

Dr. Victor M. Jaime  
Dr. Nicholas Akinkuoye  
Dr. Martha Garcia  
John Lau  
Everardo Martinez-Inzunza

Dean of Arts, Letters and Learning Services  
Dean of Economic and Workforce Development  
Dean of Health and Public Safety  
Interim Dean of Math & Sciences  
Chief Technology Officer

David Zielinski  
Efrain Silva  
Tina Aguirre  
David Drury  
Jeffrey Enz

# IMPERIAL VALLEY COLLEGE

## 2016-2017 ACADEMIC CALENDAR

### Fall Semester 2016

|           |       |                   |   |
|-----------|-------|-------------------|---|
| August    | 12    | Friday            | Orientation (Service Day – All Faculty and Staff) |
|           | 15    | Monday            | Fall 2016 Semester Begins                         |
|           | 20    | Saturday          | First Day of Fall 2015 Saturday Classes           |
| September | 5     | Monday            | Holiday (Labor Day) – Campus Closed               |
| November  | 11    | Friday            | Holiday (Veterans Day) – Campus Closed            |
|           | 21-23 | Monday-Wednesday  | No Classes – Campus Open                          |
|           | 24-26 | Thursday-Saturday | Holiday (Thanksgiving) – Campus Closed            |
| December  | 9     | Friday            | Fall 2016 Semester Ends                           |
|           | 12-16 | Monday-Friday     | No Classes – Campus Open                          |
|           | 19-31 | Monday-Saturday   | Winter Recess – Campus Closed                     |

### Winter Session 2017

|          |    |         |   |
|----------|----|---------|---|
| January  | 2  | Monday  | Campus Closed   |
|          | 3  | Tuesday | Winter Session 2017 Begins                              |
|          | 16 | Monday  | Holiday (Martin Luther King’s Birthday) – Campus Closed |
| February | 3  | Friday  | Winter Session 2017 Ends                                |

### Spring Semester 2017

|          |       |               |   |
|----------|-------|---------------|---|
| February | 13    | Monday        | Spring 2017 Semester Begins                     |
|          | 17    | Friday        | Holiday (Lincoln’s Birthday) – Campus Closed    |
|          | 20    | Monday        | Holiday (Washington’s Birthday) – Campus Closed |
| April    | 17-22 | Monday-Friday | Spring Recess – Campus Closed                   |
| May      | 29    | Monday        | Holiday (Memorial Day) – Campus Closed          |
| June     | 9     | Friday        | Spring 2017 Semester Ends                       |
|          | 10    | Saturday      | Commencement                                    |

### Summer Session 2017

|      |    |          |  |
|------|----|----------|--|
| June | 19 | Monday   | Summer Session 2017 Begins                 |
| July | 4  | Tuesday  | Holiday (Independence Day) – Campus Closed |
|      | 27 | Thursday | Summer Session 2017 Ends                   |

## HISTORY OF THE COLLEGE

Imperial Valley College celebrated the 50th anniversary of its Aten Road campus in 2012. The opening of the IVC campus in September of 1962 was the culmination of years of hard work by visionary citizens to finance and build a freestanding community college in Imperial County.

Work to establish what today is the Imperial Community College District had originated three years before the opening of the IVC campus. The State Department of Education approved a recommendation on July 10, 1959, to establish a community college district in Imperial County. The Imperial County Superintendent of Schools then set a date for an election at which all qualified voters residing within the boundaries of the seven high school and unified school districts were eligible to vote. The election was held on October 6, 1959; and by an overwhelming vote, the Imperial Valley Junior College District was established. This was followed by the election of the first Board of Trustees, one from each of the seven high school or unified school districts served by the Imperial Junior College District. Approval for construction of a campus followed in 1960 when District residents set an all-time state record, voting by a ratio of thirteen to one in favor of bonds to finance a new IVC campus on Aten Road.

### IVC Roots Run Deep

But even though the grand opening of the main campus in 1962 signaled a new era for higher education in the Imperial County, IVC's roots run even deeper into the county's heritage. Exactly 40 years before the opening of the new campus, classes of Central Junior College began on the grounds of Central Union High School in El Centro—in September 1922. Two years later, in the fall of 1924, instruction began on a second college, Brawley Junior College, on the grounds of Brawley Union High School.

Under the administration of the Central Union High School District, IVC gained recognition as an accredited institution of higher education. As the institution grew with the community, this growth was reflected in the steady rise in enrollment and in the diversity of courses and curricula.

Central Junior College first conferred the Associate in Arts degree in 1934. Enrollment increased in both schools until World War II, when attendance dropped sharply. Brawley Junior College was forced, by lack of attendance, to discontinue classes at the close of the 1947 school year.

In the fall of 1951, Central Junior College students petitioned the Central Union High School Board of Trustees for a more representative name for the college because it was now serving students from all of the Imperial Valley. The Board agreed to change the college's name to Imperial Valley College.

The IVC and the new college district finally received its own campus in 1962. The facility consisted of a library, science laboratories, fine arts rooms, a student activities building, academic classrooms, administration and faculty offices, social science rooms, physical education shower and locker rooms, and agricultural education classrooms and a shop. Over the next two decades, additional buildings were funded from various sources.

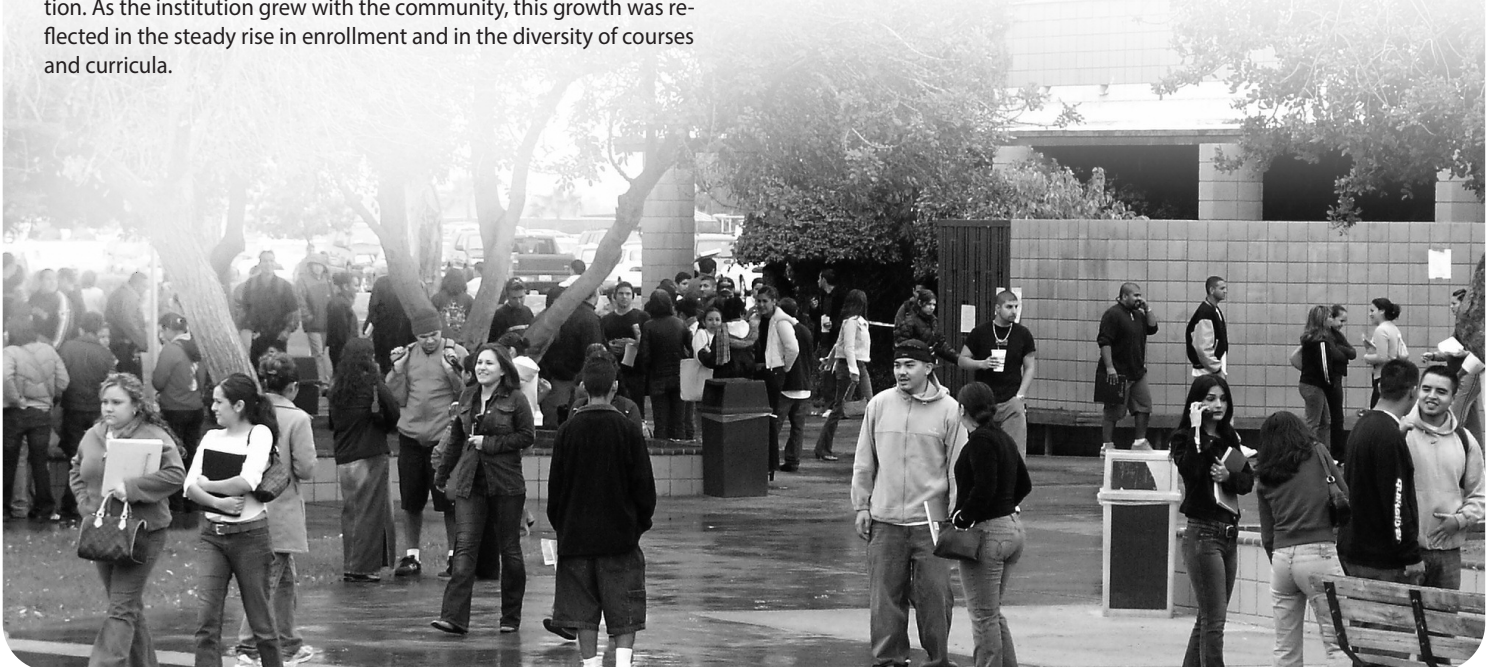
### Campus Expansion

A steady growth pattern began in April 1967 with the addition of a gymnasium that was designed to house sporting and theater events. It was dedicated on May 26, 1966, as the John A. "Buck" DePaoli Sports Complex in honor of the late John A. "Buck" DePaoli who served IVC for 30 years, of which 14 years were as Superintendent/President. The Meyer Center for Business and Commerce was dedicated February 20, 1972 in what is now the 900 building.

Other major building projects that followed included:

- The Associated Students Activities Building, 1971;
- The Spencer Library Media Center, in 1975, named in honor of the late Terrel Spencer, President Emeritus and IVC's second President.
- The Swimming Pool Complex, 1975;
- The Preschool, 1981.

In November 1986, Imperial Valley College began construction of a 17,500 square foot fully state funded building that now houses Health



Technologies programs as well as the Disabled Students Program and Services. The \$2.2 million project was completed at the end of 1987. IVC passed its second General Obligation bond in 1987: A \$2.5 million measure that allowed the college to do major campus refurbishing and other general improvements including the opening of an extended-campus center in El Centro, rejuvenating classrooms, the library, the college center, the counseling center, the print shop; doubling the size of the Meyer Center for Business and Commerce; and computerizing the energy control system.

In May 1999, the Spencer Library Media Center opened a 4,200 square foot addition that houses the Learning Center and Tutoring Center. The \$1,000,000 project included a complete renovation of the existing library.

In April 2002, the Jean Raulston Reading/Writing Lab was relocated to the newly constructed 2600 building, sharing space there with the Pauline Benoit Rice Language Lab. The Childhood Education Center celebrated its grand opening on October 28, 1991, and the Infant Care Center was built and opened for service in June of 1999.

## Campus Redefined

Thanks to the passage of two additional board measures (in 2004 and 2010), the IVC campus marked its 50th Anniversary with a dramatic transformation, adding facilities as it redefines itself as an institution committed to both sustainability and mobility for future generations.

This milestone was recognized in 2010 when Imperial Valley College received a regional planning award for design, development and implementation of its campus expansion project.

The Compass Blueprint Excellence Award for Visionary Planning for Prosperity was presented by the Southern California Association of Governments. IVC was one of four projects in Southern California to receive a 2010 Excellence Award and was the only Community College to receive one.

This award winning expansion plan includes Xeriscape landscaping and people-scaled features have not only altered the aesthetics of this campus, but have redefined the pivotal role integrated uses can play with the incorporation of expanded public transit facilities. Funding has come through a variety of sources including the \$58.6 million Measure L bond issue passed in 2004 and the \$80 million Measure J measure approved in 2010.

Transportation improvements have been funded in partnership with the U.S. Department of Transportation and the Imperial County Transportation Commission (ICTC).

IVC and the ICTC have partnered to develop new transit centers on campus which have improved the safety and security of transit riders. Other circulation improvements have included two new entrances to the campus.

The most significant new building in this expansion is the 2700 building. It is a 70,000 square foot, two-story, classroom and laboratory building that opened to students in January 2010. This building became the first LEED certified science building (silver) in Southern California and the first publicly-owned LEED certified building in Imperial County.

Measure J provided the funding for two new Career Technical Education (CTE) buildings which opened for classes in the Fall 2014. These CTE buildings are home to classrooms that train our residents for the careers of the future, including alternative energy development as well as law enforcement, emergency medical technician, and automotive technology. The buildings are also built to LEED standards. Amid all of this expansion, IVC also will be losing a historic part of the campus in 2014 when the 500 buildings were demolished. These "tin" buildings were once situated on the Imperial High School grounds and housed the IVC campus when it first became a district in 1960. They were later moved to Aten Road and housed the Imperial Valley campus of San Diego State University for some time as well as other IVC offices. The demolition was part of an agreement with the State of California when it provided matching funds for renovation of other classrooms on campus.

The following Superintendent/Presidents have served the District and College since its formation:

The following Superintendent/Presidents have served the District and College since its formation:

|                                 |                     |
|---------------------------------|---------------------|
| <b>Milo P. Johnson</b>          | <b>1960-1963</b>    |
| <b>Dr. Terrel Spencer</b>       | <b>1963-1978</b>    |
| <b>Dr. Dan Angel</b>            | <b>1978-1981</b>    |
| <b>Dr. John A. DePaoli</b>      | <b>1981-1995</b>    |
| <b>Dr. Gilbert M. Dominguez</b> | <b>1996-2002</b>    |
| <b>Dr. Paul Pai</b>             | <b>2003-2007</b>    |
| <b>Dr. Ed Gould</b>             | <b>2008-2011</b>    |
| <b>Dr. Victor M. Jaime</b>      | <b>2012-Present</b> |

## Strategic Educational Master Plan

The Strategic Educational Master Plan (SEMP) for 2015-2021 was developed by the Strategic Educational Master Plan Committee which includes representatives from all campus constituencies including faculty, classified staff, students, and administration. The SEMP combines the components of the Strategic Plan and the Educational Master Plan into one comprehensive planning document. Developed in collaboration with campus constituencies and including members of the Imperial Community College District Board of Trustees and the Imperial County community through the visioning process and a county wide survey, the plan provides a sense of vision and a guide for multi-year planning. A comprehensive analysis of both internal and external factors influencing future development of the College, and an examination of the present and anticipated development of instructional and support services, as well as technology, facilities, staffing, marketing, and professional development is included in the plan.

This all inclusive framework enabled the college to identify the most critical and campus-wide priorities and strategic goals for the college as follows:

- Student Success
- Teaching and Learning Effectiveness
- Access and Growth
- Community, Economic & Workforce Development
- Organizational Effectiveness

The Strategic Educational Master Plan addresses how the college can best implement planned improvements based on the institutional resources, required and desired timeframes, and final recommendations and strategies, all in line with IVC's mission, vision, and values. Specific objectives were also identified under each of the five goals listed above. The plan may be found on our website at [www.imperial.edu](http://www.imperial.edu) or the contacting the President's office at (760) 355-6219.



## College Mission

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

## Types of Courses and Programs

In order that Imperial Valley College may achieve its goal of serving all students who desire to learn, a variety of courses are offered. Some equip a student with job entry-level skills, and other courses provide a general education for all students to assist them in living meaningful and productive lives in a complex society. Still other types of courses provide the basis for professional training offered by four year colleges and universities. Regardless of the interests of the students, the first two years of college work normally can be completed at Imperial Valley College. Thus, students have an opportunity to begin their advanced education while still residing at home. Not only can this opportunity be of great financial assistance, but it offers an excellent transition between the high school campus and the large, often impersonal, four-year college campus. The intimate, though scholarly, atmosphere of the college, the opportunity for each student to know instructors personally, and the chance to participate in the counseling program, all offer invaluable opportunities to the student. Not only can the student receive excellent personal assistance with work, but the opportunities for leadership in student affairs are increased.

Through the counseling program, a close scrutiny is given to the courses in which a student enrolls. The student plans ahead, sets up goals and systematically includes those courses of study that will be of the greatest benefit.

Many of the needs of the student who seeks employment at the end of the sophomore year can be met by a variety of occupational courses. In addition to offering a breadth of education, these courses meet specific needs in the shortest possible time to prepare the student for a field of employment.

These courses also offer a well-organized general education program to meet the needs of the individual who has only two years to devote to post-high school education. The community college program also includes courses of study which may be taken by adults who can demonstrate their ability to do college work but who have not had the opportunity to complete high school. Evidence of success in classes of college level will permit these adults to continue their educational endeavors.

Coordinated with the general divisions of courses at the college are programs designed with specific types of students in mind: students who can devote only evenings to school; students who cannot fully participate in regular classes on the main campus; students who can coordinate their college study with a program of employment; the outstanding high school 11th and 12th grade students who can profit by special work at the college level; and students with disabilities.

## Degrees

The Board of Trustees, on recommendation of the Superintendent/President and faculty of the college, is authorized in accordance with Article 12, Section 102, of the State Administrative Code, Title 5, to confer the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Arts for Transfer (A.A.-T), and the Associate in Science for Transfer (A.S.-T.) degrees. Conditions under which the degrees are granted are outlined in the section on graduation requirements.

The community college degree is awarded to a student who fulfills a two-year organized program of work, either occupational-vocational-technical or lower-division four-year college. A student who wishes to transfer to the upper division of a four-year college must satisfy the course, unit, and grade requirements of the college he/she wishes to enter.

## Institutional Student Learning Outcomes

The graduates of Imperial Valley College will demonstrate communication skills, critical thinking skills, personal responsibility, information literacy, and global awareness as a result of their educational experience at this institution.

### 1. Communication Skills

**Definition:** Communication is the activity of conveying information through the exchange of ideas and information through speech, visuals, signals/symbols, writing, or behavior. It's the meaningful exchange of information from one person to another. Communication may be intentional or unintentional and may take linguistic or nonlinguistic forms.

**Goal:** Students will develop effective communication skills for diverse situations.

#### **Students will be able to:**

- Recognize that communication and expression may be written or oral, verbal or nonverbal, informational or artistic.
- Develop analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research.
- Create substantially error-free writing using appropriate vocabulary.
- Convey ideas clearly, accurately and logically.
- Recognize cultural differences in communication and nonverbal cues. Speak effectively to deliver focused and coherent presentations.
- Apply interpersonal communication skills to work in a team structure.

### 2. Critical Thinking

**Definition:** Critical thinking is the disciplined process of actively analyzing, synthesizing, and evaluating information gathered from observation, reasoning, and communication, used to draw conclusions and take action.

**Goal:** Students will be able to gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions.

#### **Students will be able to:**

- Define and analyze problems clearly.
- Think independently, creatively, logically, and effectively.
- Apply appropriate problem-solving methods.
- Analyze and synthesize information from multiple perspectives.
- Identify purpose and bias in communication.
- Identify further problems for study.

### 3. Personal Responsibility

**Definition:** Personal responsibility is the development of one's personal character and skills designing a life that honors values and purpose. It includes recognizing that the choices and obligations we make in life impact us and others mentally, physically, and emotionally. Personal responsibility includes learning how to respond wisely to opportunities and challenges. It can also involve learning how to recognize and correct mistakes; monitor and judge our own actions and motivations; and develop respect for ourselves and others.

**Goal:** Students will become independent learners who understand and demonstrate the lifelong skills necessary for physical, social, economic, mental, and emotional health.

#### **Students will be able to:**

- Set clear personal, educational, and career goals. Identify and implement lifestyle choices that promote self-reliance, financial literacy, and physical, mental/emotional, and social health.

- Develop a strong work ethic consciously doing one's very best. This includes the practice of honesty and ethical behavior in the academic environment and effective time management that honors the self and others.
- Recognize and act on the obligation to form one's own judgment and engage diverse perspectives as a resource for learning, citizenship, and work.
- Develop and demonstrate reasoning in ways that incorporates ethics, goals, and priorities.
- Demonstrate intellectual exploration skills to include the use of all available resources.
- Develop and use a clear set of values and an ethical framework in their personal, educational, and professional endeavors.
- Demonstrate an understanding of the diversity of human perspectives, along with the causes and effects of individual decisions and actions.

### 4. Information Literacy

**Definition:** Information literacy is the ability to identify an information need, and locate, analyze, evaluate, and effectively use that information. Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education.

**Goal:** Students will know when information is needed and have the ability to locate, analyze, evaluate, and effectively use it.

#### **Students will be able to:**

- Determine the nature and extent of information needed.
- Access print and electronic information technologies.
- Use appropriate search strategies to access information.
- Critically evaluate the accuracy, credibility and relevance of sources and information.
- Coherently, ethically and legally incorporate information into projects and assignments.
- Effectively utilize libraries as a multiplatform information resource.

### 5. Global Awareness

**Definition:** Global awareness is the acknowledgement that we live and work with people with diverse backgrounds. It includes an understanding of how the individual fits within evolving social, cultural, and economic contexts at global, national, and local levels.

**Goal:** Students will define and understand their role and responsibilities as global citizens.

#### **Students will be able to:**

- Compare and contrast groups of different backgrounds, beliefs, appearances, and lifestyles.
- Analyze and synthesize cultural products (e.g., art, literature, newspaper articles, and cinema).
- Communicate, interact, and work with individuals from other cultural and ethnic groups.