Appendix A

Title 5 Department of Education Grant

U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

APPLICATION FOR GRANTS UNDER THE DEVELOPING HISPANIC-SERVING INSTITUTIONS PROGRAM
CFDA # 84.031S

OMB No. 1840-0745, Expiration Date: 10/31/2006

Closing Date: MAR 21, 2005

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Application for Federal Education Assistance

U.S. Department of Education
Form Approved
OMB No. 1890-0017
Exp. 02/28/2005

Applicant Information

1. Name and Address
Legal Name: N/A
Address: 380 E. Aten Rd.

Imperial (City) CA (State)

2. Applicant's D-U-N-S Number: 078745197

3. Applicant's T-I-N: 956006350

4. Catalog of Federal Domestic Assistance #: 84 031S
Title: Application for Grants Under the Developing Hispanic-Serving Institutions Progra...

5. Project Director: Dr. Lianna Zhao
Address: 380 E. Aten Rd.

Imperial (City) CA (State) 92251 - 9653 (ZIP Code + 4)

Tel. #: (760) 355-6476 Fax #: (760) 355-6172

E-Mail Address: LIANNA.ZHAO@IMPERIAL.EDU

Organizational Unit

Imperial (County) - (ZIP Code + 4)

6. Novice Applicant: N/A

7. Is the applicant delinquent on any Federal debt? No
(if "Yes," attach an explanation.)

8. Type of Applicant *(Enter appropriate letter in the box.)* G

A State
B Local
C Special District
D Indian Tribe
E Individual
F Independent School District
G Public College or University
H Non-Profit College or University
I Non-Profit Organization
J Private, Profit-Making Organization
K Other *(Specify):*

9. State Application Identifier:
-

Application Information

10. Type of Submission:
--Application
Non-Construction

11. Is application subject to review by Executive Order 12372 process?
No - Program has not been selected by State for review.

13. Are any research activities involving human subjects planned at any time during the proposed project period? No (Go to item 14.)

13a. Are **all** the research activities proposed designated to be exempt from the regulations? No

Yes (Provide Exemption(s)#):
-

No (Provide Assurance #, if available):

12. Proposed Project Dates:

Start Date:	End Date:
10/01/2005	09/30/2010

14. Descriptive Title of Applicant's Project:
Expanding Career Opportunities for Rural Hispanics: New 2+2 (Associate's to Bachelor's) Degree Programs in Imperial County, California

Estimated Funding

15a. Federal	$	698,490	.00
b. Applicant	$	0	.00
c. State	$	0	.00
d. Local	$	0	.00
e. Other	$	0	.00
f. Program Income	$	0	.00
g. **TOTAL**	$	698,490	.00

Authorized Representative Information

16. To the best of my knowledge and belief, all data in this preapplication/ application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Typed Name of Authorized Representative
Paul Pai

b. Title
Superintent/President

c. Tel. #: (760) 355-6219 Fax #: (760) 355-6172

d. E-Mail Address: PAUL.PAI@IMPERIAL.EDU

e. Signature of Authorized Representative

_____

REV. 11/12/99 ED 424

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
N/A

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 363476	$ 402981	$ 430127	$ 442999	$ 403488	$ 2043071
2. Fringe Benefits	$ 122472	$ 135031	$ 148561	$ 161225	$ 144621	$ 711910
3. Travel	$ 16000	$ 7650	$ 5650	$ 4000	$ 4000	$ 37300
4. Equipment	$ 124000	$ 0	$ 100492	$ 55000	$ 109888	$ 389380
5. Supplies	$ 2400	$ 2400	$ 2400	$ 1500	$ 1500	$ 10200
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 70142	$ 135185	$ 10702	$ 34842	$ 35800	$ 286671
9. Total Direct Costs (lines 1-8)	$ 698490	$ 683247	$ 697932	$ 699566	$ 699297	$ 3478532
10. Indirect Costs*	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 698490	$ 683247	$ 697932	$ 699566	$ 699297	$ 3478532

***Indirect Cost Information *(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [ ] Yes [X] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: __/__/____ To: __/__/____ (mm/dd/yyyy)
Approving Federal agency: [ ] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
N/A

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 22951	$ 89049	$ 158553	$ 166482	$ 437035
2. Fringe Benefits	$ 0	$ 9180	$ 30090	$ 54094	$ 56800	$ 150164
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 7200	$ 0	$ 0	$ 7200
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 32131	$ 126339	$ 212647	$ 223282	$ 594399
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 32131	$ 126339	$ 212647	$ 223282	$ 594399

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. '' 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) '' 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. '' 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. ''1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. ''469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. ''2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. ''4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Dr. Paul Pai
Title: Superintendent/President
Date Submitted: 03/04/2005

Approved by OMB 0348-0046 Exp. 10/31/2004

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action:	**2. Status of Federal Action:**	**3. Report Type:**
[ ] Contract [X] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[ ] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	[ ] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [ ] Prime [ ] Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - **Congressional District, if known:**	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency:	**7. Federal Program Name/Description:** CFDA Number, if applicable:	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Dr. Paul Pai Title: Superintendent/President Applicant: N/A Date: 03/10/2005	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

OMB No.1840-0745 Exp.10/31/2006

CERTIFICATION REGARDING COLLABORATIVE ARRANGEMENT

This certification is required by the legislation implementing Section 511(d) of Title V of the Higher Education Act of 1965, as amended. The Secretary requests this information to use in establishing priorities for funding. The certification shall be treated as a material representation of fact upon which the Department of Education will rely in making a determination to award a grant.

PRIORITY - The Secretary shall give priority to an application that contains satisfactory evidence that the Hispanic-serving institution has entered into or will enter into a collaborative arrangement with at least one local education agency or community-based organization to provide such agency or organization with assistance (from funds other than funds provided under this title) in reducing dropout rates, improving rates of academic achievement for students, and increasing the rate at which Hispanic secondary school graduates enroll in higher education.

1. Describe the terms of the agreement:

Imperial Valley College, as a member of the consortium of the College-Going Initiative, provides partial funding for countywide support of it on a three-year renewable term basis. Imperial Valley College also agrees to participate in the P-16 Council, through its President, to determine the scope and direction of this consortium.

2. Describe the role of the applicant institution:

Imperial Valley College participates in appropriate activities such as Higher Education Weeks, Family Trips of Campus, and High School Orientations. It also hosts the annual College and Career Day event. Imperial Valley College provides input to and supports the decisions of P-16 Council that directs the College-Going Initiative.

3. Describe the objectives of the agreement:

The College-Going Initiative is a collaborative and comprehensive regional approach to promote a college going culture to increase eligibility, admittance, and attendance at post-secondary institutions for Imperial County students.

Authorized IHE Representative

*Name :	Dr. Paul Pai
*Title :	Superintenden/President
Signature:	*Date: 2/9/2005

As duly authorized representative of the LEA, I certify that the LEA has entered into a collaborative arrangement with the applicant institution.

Authorized LEA or Community Based Organization Representative

*Name:	Gloria Carmona
*Title:	Cooridinator,Imperial Cnty Office of Ed.
Signature:	*Date: 2/1/2005

ED FORM 851S-8

OMB No.1840-0745 Exp.10/31/2006

Endowment Fund Assurance

The institution of higher education proposes to use no more than twenty percent (20%) of the Developing Hispanic-Serving Institutions Program development grant award, made under the authority of Title V, of the Higher Education Act of 1965, as amended to establish or increase the institution's endowment fund.

The institution agrees to abide by the Department of Education's regulations governing the Endowment Challenge Grant Program, 34 CFR Part 628, the program statute, and the program regulations, 34 CFR Part 607.

The institution further agrees to raise the required matching funds.

Name of Institution of Higher Education N/A

Signature of President or Chief Executive	*Date:	3/17/2005
*Name : Dr. Paul Pai	*Title :	Superintendent/President
Signature of Treasurer or Chief Financial Officer	*Date:	3/17/2005
*Name : N/A N/A	*Title :	N/A

ED FORM 851S-9

ED 80-0014

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms covered transaction,debarred, suspended,ineligible, lower tier covered transaction, participant,person, primary covered transaction,principal, proposal, and voluntarily excluded, as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Explanation for Statement (2)

Attachment:
Title :
File :

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Project Title: **Expanding Career Opportunities for Rural Hispanics: New 2+2 (Associate's to Bachelor's) Degree Programs in Imperial County, California**
PR Award Number: **P031S050070**

Name of Authorized Certifying Representative:	Dr. Paul Pai
Title:	President/Superintendent
Applicant:	N/A
Signature:	_____
Date:	03/17/2005

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Organization N/A	
Name of Authorized Representative Dr. Paul Pai	Title Superintendent/President
Signature _____	Date 03/01/2005

ED 80-0013 03/04

OMB No.1840-0745 Exp.10/31/2006

Hispanic-Serving Institutions Assurance Signature Page

Institutional Statistics

Name of Institution:	N/A
Total Undergraduate FTE Enrollment Count:	5659
Hispanic Undergraduate FTE Enrollment Count:	4998
Hispanic Enrollment Count:	7127
Hispanic Low-Income Student Count	5967
Undergraduate FTE Hispanic Percent:	88.3194910761619
Low-Income Hispanic Percent:	83.723866984706

*Name of President of the Institution: Dr. Paul Pai
*Title of President of the Institution: President/Superintendent
Signature: *Date: 3/10/2005

ED FORM 851S-7

OMB No.1840-0745 Exp.10/31/2006

Tie-Breaker Information:

Directions:

1. Enter the full-time equivalent (FTE) enrollment for Fall, 2002. Calculate FTE enrollment as follows:

* Total the number of full-time students in Fall 2002. This number is the FTE of full-time students. A "full-time student" is, for undergraduates, one whose academic load (course work and other required activity) is at least 75% of the normal full-time load at the institution. For graduate students, one FTE is one whose academic load, course work, and other required activities, totals at least 9 credit hours.
* Total the FTE of part-time students. Add the total number of credit hours of all part-time undergraduate students enrolled in Fall 2002, then divide that number by 12. The result is the FTE of part-time undergraduate students. Do the same for graduate students but divide the total by 9. Then add the two numbers to get the total FTE of part-time students.
* Add the FTE of full-time students and the FTE of part-time students. The result is the FTE enrollment for Fall 2002.

1.a) Enter the total market value of the institution's endowment at the end of the college's base fiscal year (2002-03).

1.b) Enter the total expenditures for library materials during the base year (2002-03).

NOTE: Failure to provide information requested in items 1.a) and 1.b) above may result in the Department not considering the application under a tie-breaking situation.

1. Total **FALL 2002 FULL-TIME EQUIVALENT (FTE)** students =	5263
a) Total market value of endowment fund for 2002-03	**$** 0.00
b) Total expenditures for library material during 2002-03	**$** 95,618.00

2. If contact person is different from person named in Item 5 on ED FORM 424, please identify by name and phone number in this space.

First Name: _____ **Middle Initial:** __ **Last Name:** _____

Phone: _____ **Extn:** _____

email: _____

3. Provide a project abstract with your application if you are applying for an Individual or Cooperative Arrangement Development Grant following strictly the fictitious sample.

GRANT APPLICATION FOR THE
HISPANIC-SERVING INSTITUTIONS PROGRAM
Title V, Higher Education Act, as amended

PARTICIPATING INSTITUTIONS IN A COOPERATIVE ARRANGEMENT

1. Name of Applicant Institution: N/A

2a. Participating Institution	2b. DUNS Number	2c. Location (City and State)	2d. Funds Requested
San Diego State University, Imperial Valley	159495365	Calexico CA	1,718,015.00
Imperial Valley College	078745197	Imperial CA	1,760,517.00

ED FORM 851S-1

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V, Higher Education Act, as amended

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS FORM

NAME OF APPLICANT INSTITUTION:	**ACTIVITY TITLE:**
N/A	Expanding Career Opportunities for Rural Hispanics: New 2+2 Bachelor's Degree Programs in Imperial County, California -- IVC

Title : Objectives and Performance Indicator Form
File : C:\Documents and Settings\Lianna.Zhao\My Documents\Division\Grant\SDSU Joint\Application\PI forms egdownload.doc

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V, Higher Education Act, as amended	FORM APPROVED OMB No.: 1840-0745 EXP. DATE: 10/31/06
Activity Objectives and Performance Indicators	
NAME OF APPLICANT INSTITUTION: Imperial Valley College	**ACTIVITY TITLE:** Expanding Career Opportunities for Rural Hispanics: New 2+2 Bachelor's Degree Programs in Imperial County, California
MAJOR OBJECTIVES IN MEASURABLE TERMS	**PERFORMANCE INDICATORS**
Year 1: 2005-2006	
Objective 1: Create a seamless 2+2 (associate's to bachelor's) degree program in computer science that increases employment opportunities for Hispanic and other low-income students.	1.1A IVC's Computer Science and Supplemental Instruction curricula will be approved by the IVC Board of Trustees. 1.1B IVC will gain approval of computer science curricula from the California State University, University of California, and other entities.
Objective 2: Create a seamless 2+2 (associate's to bachelor's) degree program in nursing (BSN) that expands employment opportunities for Hispanics and other low-income students, while improving healthcare in Imperial County.	2.1A IVC's curricula for the BSN pathway and Supplemental Instruction will be approved by the IVC Board of Trustees. 2.1B IVC will gain approval of nursing curricula for the BSN pathway from the California State University.
Objective 3: Save both institutions money through the joint use of laboratories and other facilities, while increasing the institutions' income through increased FTES and private donations.	3.1A By 9/30/06, agreements will have been written between the two institutions regarding joint use of laboratories and other facilities.
Year 2: 2006-2007	
Objective 1: Enroll IVC students in the 2+2 (associate's to bachelor's) degree program in computer science that increases employment opportunities for Hispanic and other low-income students, while improving regional economic development.	1.2A At least twenty students will enroll in IVC's pilot courses for the 2+2 degree program in computer science.
Objective 2: Enroll IVC students in the 2+2 (associate's to bachelor's) degree	2.2A At least thirty-five students will enroll in IVC's pilot courses for the 2+2 degree

program in nursing that expands employment opportunities for Hispanics and other low-income students, while improving healthcare in Imperial County.	program in nursing. 2.2B By 9/30/07, a partnership with a local hospital/health agency will be formed to help to defray the costs of training nurses. 2.2C SDSU-IV's degree plan and Supplemental Instruction curricula for Nursing will be approved by SDSU administrators, creating an accredited program in the Imperial Valley.
Year 3: 2007-2008	
Objective 1: Increase IVC enrollment in the 2+2 (associate's to bachelor's) computer science degree program, and gain administrative approval of SDSU-IV's computer science B.S. program that increases employment opportunities for Hispanic and other low-income students.	1.3A At least twenty new students will enroll in IVC's courses for the 2+2 degree program in computer science. 1.3B At least fifteen students will continue taking pilot courses in IVC's degree program in computer science. 1.3C SDSU-IV's degree plan for Computer Science and Supplemental Instruction curricula will be approved by SDSU administrators, creating an accredited program in the Imperial Valley.
Objective 2: Enroll SDSU-IV students in the 2+2 (associate's to bachelor's) degree program in nursing, and institutionalize funding for the new nursing faculty at IVC.	2.3A SDSU-IV will enroll at least thirty new students in pilot courses for the B.S. in nursing. 2.3B By 10/1/007, IVC will institutionalize the funding for the new nursing instructor. 2.3C IVC will enroll at least thirty-five new students and thirty continuing students in the 2+2 nursing degree program.
Objective 3: Save both institutions money through the joint use of laboratories and other facilities, while increasing the institutions' income through increased FTES and private donations.	3.3A By 9/30/08, SDSU-IV will use IVC nursing laboratories to serve the new R.N. to B.S.N. program.
Year 4: 2008-2009	
Objective 1: Enroll SDSU-IV students in the 2+2 (associate's to bachelor's) degree program in computer science that has been institutionalized at IVC.	1.4A SDSU-IV will enroll at least fifteen students in pilot courses in computer science. 1.4B By 10/1/08, IVC will institutionalize the funding for the computer science instructor. 1.4C IVC will enroll at least twenty new students and fifteen continuing students in the 2+2 degree program in computer science.

Objective 2: Improve Imperial Valley nurses' pediatric care education through the new 2+2 (associate's to bachelor's) degree program in nursing.	2.4A By 9/30/09, a training rotation for pediatric nursing will have been set up at a San Diego hospital in order to improve the education of nurses in the Imperial Valley. 2.4B SDSU-IV will enroll at least thirty new students and thirty continuing students in the B.S. program in nursing. 2.4C IVC will enroll at least thirty-five new students in the R.N. to B.S.N. program in nursing.
Objective 3: Save both institutions money through the joint use of laboratories and other facilities.	3.4A SDSU-IV will continue to use IVC laboratories to serve the BSN program.
Year 5: 2009-2010	
Objective 1: Hispanic and low-income students will graduate from the institutionalized 2+2 (associate's to bachelor's) degree program in computer science that increases their employment opportunities.	1.5A SDSU-IV will graduate at least fifteen Hispanic students with a bachelor's degree in computer science by 9/30/10. 1.5B SDSU-IV will institutionalize funding for the new computer science faculty by 9/30/10. 1.5C SDSU-IV will enroll at least fifteen new students and fifteen continuing students in the B.S. in computer science program. 1.5D IVC will enroll at least twenty new students and fifteen continuing students in the 2+2 degree program in computer science.
Objective 2: Hispanic and low-income students will graduate from the institutionalized 2+2 (associate's to bachelor's) degree program in nursing (BSN), improving healthcare in Imperial County.	2.5A By 9/30/10, SDSU-IV will graduate at least 40 Hispanics, many of them bilingual, with a BSN. 2.5B At least twenty nursing students will complete a training rotation in pediatric care at a San Diego hospital by 9/30/10. 2.5C By 10/1/09, SDSU-IV will institutionalize funding for one of the two full-time nursing faculty, and for the other by 9/30/10. 2.5D By 9/30/10, a partnership with a second local hospital/health care agency will be set up to further defray the costs of educating nurses. 2.5E SDSU-IV will enroll at least thirty new students and thirty continuing students in the B.S. degree program in nursing. 2.5F IVC will enroll at least thirty-five new

	students and thirty continuing students in the 2+2 R.N. to B.S.N. program.
Objective 3: Save both institutions money through the joint use of laboratories and other facilities, while increasing the institutions' income through increased FTES and private donations.	3.5A By 9/30/10, IVC and SDSU-IV will have increased FTES by 20% compared to 9/30/05. 3.5B By 9/30/10, IVC and SDSU-IV will have increased private donations by at least 10% compared to 9/30/05. 3.5C The new 2+2 degree programs at IVC and SDSU-IV will have become self-sufficient through FTES generation by 9/30/10.
Objective 4: Due to the new 2+2 (associate's to bachelor's) degree programs in computer science and nursing, the total number of IVC students who transfer to four-year universities will increase.	4.5A Of the IVC students who started the new 2+2 programs in fall of 2006 and 2007, 75% will have completed all requirements for transfer to a four-year university by 8/2010. 4.5B By 9/30/10, the total number of IVC students who transfer to four-year universities will have increased by 13% compared to 2001-02. 4.5C By 9/30/10, the total number of IVC students who transfer to SDSU-IV will have increased by 25% compared to 2001-02.

ED FORM 851S-2

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V, Higher Education Act, as amended

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS FORM

NAME OF APPLICANT INSTITUTION:	**ACTIVITY TITLE:**
N/A	SDSU

Title :
File :

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V, Higher Education Act, as amended

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS FORM

NAME OF APPLICANT INSTITUTION:	**ACTIVITY TITLE:**
N/A	Management

Title :
File :

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM
Title V, Higher Education Act, as amended

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT INSTITUTION:	**2. ACTIVITY TITLE:**
N/A	Expanding Career Opportunities for Rural Hispanics: New 2+2 Bachelor's Degree Programs in Imperial County, California -- IVC

Title : Implementation Strategy and Timetable Form
File : C:\Documents and Settings\Lianna.Zhao\My Documents\Division\Grant\SDSU Joint\Application\Activity Part 2 egdownload.doc

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM TITLE V, HIGHER EDUCATION ACT, AS AMENDED				FORM APPROVED: OMB No.: 1840 – 0745 Exp. Date: 10/31/2006	
IMPLEMENTATION STRATEGY AND TIMETABLE FORM					
1. NAME OF APPLICANT: Imperial Valley College		**2. ACTIVITY TITLE: Expanding Career Opportunities: New 2+2 Bachelor's Degree Programs in Imperial County, California**			
3. SPECIFIC TASKS TO BE COMPLETED	**4. PRIMARY PARTICIPANTS**	**5. METHODS INVOLVED**	**6. TANGIBLE RESULTS**	**7. TIMEFRAME FROM/TO**	
YEAR 1: 2005-2006					
Create an Internal Monitoring Team (IMT) of administrators, faculty, staff, and students from each college; meet once or twice per semester throughout the project.	IVC & SDSU-IV Chief Executive Officers, Project Director, Activity Co-Directors	Appointment letters, phone calls, meetings, agenda, discussion, handouts.	IMT formed and meetings with IMT yield valuable feedback about implementation of Activity.	10/2005	5/2006
Create a Community Leaders Advisory Board (CLAB) of business, industry, & healthcare leaders; meet once or twice per semester throughout the project.	IVC & SDSU-IV Chief Executive Officers, Project Director, Activity Co-Directors	Appointment letters, phone calls, meetings, agenda, discussion, handouts.	CLAB formed and meetings with CLAB yield real-word input into the project	10/2005	5/2006
Hire: 1. Computer science, & nursing professors at IVC 2. Program Specialist 3. Part-time Administrative Assistant	HR Director, Project Director, Activity Co-Director, Program Coordinators, Selection Committee	Create job description, use standard institutional recruiting and hiring practices.	Positions filled with qualified people; new staff fully oriented to their roles and responsibilities.	10/2005	12/2005
Hire external evaluator.	Project Director, IVC President, SDSU-IV Campus Dean	Follow hiring procedures for external consultants.	Expert evaluation and suggestions for improvement of project.	10/2005	12/2005

Hire computer science & nursing consultants at IVC.	IVC President, Vice President of Academic Services, Project Director	Follow hiring procedures for external consultant.	Expert advice on planning new programs, conduct searches & preparing labs.	10/2005	12/2005
Hire computer science & nursing consultants at SDSU-IV.	SDSU-IV Campus Dean, Activity Co-Director	Follow hiring procedures for external consultant.	Expert advice on planning new programs, conduct searches & preparing labs.	10/2005	12/2005
Establish a Student Services Team designed to improve academic success of the students in computer science and RN to BSN programs at IVC.	IVC Vice President of Student Services, Activity Co-Director	Identify counselors to serve on the team, meetings.	Team is formed and members are oriented to their tasks and responsibilities.	10/2005	12/2005
Establish a Student Services Team designed to improve academic success of the students in computer science and nursing programs at SDSU-IV.	SDSU-IV Asst. Dean, Activity Co-Director	Identify counselors to serve on the team, meetings.	Team is formed and members are oriented to their tasks and responsibilities.	10/2005	12/2005
Execute joint use of facilities agreement between two partner institutions.	IVC & SDSU-IV Chief Executive Officers, Chief Business Officers, Project Director	Phone calls, meetings, site visits, discussion, agreement drafting.	Agreement is signed by the Chief Executive Officers of partner institutions.	10/2005	9/2006
Develop web page linked to IVC & SDSU-IV homepages & newsletter publicizing Title V activities and achievements; update regularly, and publicize the new degree programs at IVC College/University Days YEAR 1-5.	Title V Program Specialist	Web page development, interviewing, writing, photographing, editing, dissemination of newsletters in county	Community awareness of the institutions' effort in meeting the local need for employment growth and professional education.	10/2006	9/2006

Establish a joint Program Development Team who will develop lower-division degree plans for computer science and RN to BSN programs.	IVC and SDSU-IV Activity Co-Directors, Student Service Teams, Program Coordinators, IVC Title V computer science & nursing instructors, VP Academic Services	On-line searching, meeting, discussion.	Major courses and elective courses are determined for each major.	1/2006	3/2006
Conduct first three-month evaluation.	External Evaluator, all Title V staff	Collect and analyze data, evaluate objective attainment, draft reports, brainstorm, modify process as needed.	First three-month evaluation completed, better strategies generated.	1/2006	2/2006
Evaluate & revise, if necessary, lower-division curricula in other existing disciplines to align to requirements of the new 2+2 (associate's to bachelor's) degree programs.	IVC Activity Co-Director, Program Coordinators, Title V computer science & nursing professors, district faculty & division chairs in related disciplines.	Release time for faculty, who search comparable courses offered at other colleges, write course outlines & syllabi, and fill out all necessary forms.	Course outlines, syllabi & all necessary forms are completed.	1/2006	3/2006
Develop lower-division curricula for computer science and RN to BSN nursing majors and develop supplemental instruction courses.	Program Coordinators, IVC Title V computer science and nursing professors.	Search comparable curricula at other colleges; write course outlines, syllabi, fill all necessary forms.	Course outlines, syllabi & all necessary forms are completed.	1/2006	3/2006
IVC authorities approve new lower-division computer science & RN to BSN major curricula and supplemental instruction courses.	IVC Division Chair of Science/Math/Engineering Division, Nursing director, Dean of Learning Services, C & I Committee, Academic	Use standard institutional approval practices.	New lower-division computer science & RN to BSN major course outlines and forms are approved	3/2006	5/2006

	Senate, Vice President of Academic Services, College Council		for academic instruction piloting.		
IVC authorities approve new & revised courses in other existing disciplines.	IVC Division Chairs, Dean of Learning Services, C & I Committee, Academic Senate, Vice President of Academic Services, College Council	Use standard institutional approval practices.	New & revised course outlines & forms in other existing disciplines are approved for academic instruction.	3/2006	5/2006
Articulate new lower-division computer science & RN to BSN curricula, & revised courses in other existing disciplines with four-year institutions, including SDSU-IV.	IVC Transfer Center Director, Title V Student Service Team, Program Coordinators	Use standard institutional articulation practice.	Articulation agreement is reached with CSU and UC for lower-division courses.	3/2006	8/2006
Identify, advise & counsel cohort students for RN to BSN program, and advise & counsel computer science major students for transfer requirement.	IVC Student Service Team, Program Coordinators	Workshops, college career fairs meetings, individual counseling	Cohort of students are identified; students are ready to take the prerequisite courses for transferring.	3/2006	9/2006
Obtain lab equipment and instructional materials and software for instruction of first two-years of computer science & RN to BSN courses at IVC, YEAR 1-3.	IVC Program Coordinators, Program Specialist, Title V computer science and nursing instructors, Purchasing/Warehouse Director	Work with vendor and staff to purchase the necessary equipment, use Title V & IVC standard procedures.	New equipment and appropriate software are purchased, installed and training completed to support first two years of computer science & RN to BSN courses.	3/2006	9/2006
IVC purchases library books, periodicals, & other educational materials to support student	IVC Program Coordinators, Dean of Learning Services, Title V Program Specialist	Work with publishers and vendors to purchase	New library books, periodicals, & other education materials	3/2006	9/2006

leaning in two new programs.		necessary library books, periodicals, & other education materials.	will support the learning of students.		
SDSU-IV Purchases instructional and lab equipment to support the two new 2+2 (associate's to bachelor's degree) programs, YEAR 1-5.	SDSU-IV Title V Professors, Activity Co-Director, Nursing Program Coordinator	Use Title V and SDSU-IV procedures.	New equipment improves course quality.	3/2006	9/2006
YEAR 2: 2006-2007					
Conduct YEAR 1 evaluation.	External Evaluator, all Title V staff	Collect and analyze data, evaluate objective attainment, draft reports, brainstorm, modify process as needed.	YEAR 1 evaluation completed, better strategies generated for YEAR 2.	10//2006	12/2006
Form a partnership with a local hospital/health agency.	Title V nursing faculty at IVC, Activity Co-Directors & Nursing Program Coordinators at IVC & SDSU-IV	Letters, phone calls, emails, meetings, agenda, handouts, visits.	A partnership is formed with a local hospital/health care agency to defray the costs of training nurses.	10/2006	9/2007
Pilot and revise new computer science & RN to BSN major lower-division curricula and supplemental instruction courses developed and approved in YEAR 1.	IVC Title V computer science & nursing professors, Program Directors, Division Chair, Nursing Director, Director of Admission	Schedule classes, enroll students, pilot instruction, evaluate results, modify as needed.	New major computer science & RN to BSN courses developed & approved in YEAR 1 are piloted.	10/2006	5/2007
Develop remaining lower-division curricula for computer science major.	IVC Title V computer science professor, Computer Science Program Coordinator	Search comparable curricula at other colleges; write course outlines,	Course outlines, syllabi & all necessary forms are completed.	10/2006	12/2006

		syllabi, fill out all necessary forms.			
IVC authorities approve remaining lower-division computer science major curricula.	IVC Division Chair of Science/Math/Engineering Division, Dean of Learning Services, Vice President of Academic Services, C & I Committee, Academic Senate	Use standard institutional approval practices.	Remaining lower-division computer science major course outlines and forms are approved for academic instruction piloting.	1/2007	3/2007
Articulate remaining lower-division computer science major courses with four-year institutions, including SDSU-IV.	IVC Transfer Center Director, Title V Student Service Team	Use standard institutional articulation practice.	Articulation agreement is reached with CSU and UC for remaining lower-division computer science major courses.	3/2007	8/2007
Hire full-time nursing faculty 1 at SDSU-IV.	SDSU-IV HR Director, Activity Co-Director, Nursing Program Coordinator, Selection Committee	Create job description, use standard institutional recruiting and hiring practices.	Position filled with qualified faculty fully oriented to his/her roles and responsibilities.	10/2006	12/2006
Establish a Program Development Team who will develop a two-year upper-division degree plan for the BSN program.	SDSU-IV Activity Co-Director, Nursing Program Coordinator, Title V nursing professor 1, Student Services Team, Division Chair of Arts & Science	On-line searching, meeting, discussion.	Major courses and elective courses are determined for BSN degree.	1/2007	3/2007
Develop the upper-division curricula for BSN program and supplemental instruction courses.	SDSU-IV Title V nursing professor 1, Nursing Program Coordinator	Search comparable curricula at other institutions; write course outlines,	Course outlines, syllabi & all necessary forms are completed.	1/2007	3/2007

		syllabi; fill out all necessary forms.			
SDSU authorities approve upper-division BSN program curricula and supplemental instruction courses.	SDSU-IV Chair of Arts & Sciences, SDSU-IV Dean, SDSU Nursing Dept., Curriculum Committee, Senate, & President	Use standard institutional approval practices.	Upper-division BSN major course outlines and forms are approved for academic instruction piloting.	3/2007	5/2007
Orient SDSU-IV Title V nursing professor 1 for utilizing IVC nursing lab and equipment.	IVC Activity Co-Director, IVC & SDSU-IV Nursing Program Coordinators, SDSU-IV Title V nursing professor 1	Tours, training, meetings	SDSU-IV Title V nursing professor 1 is familiar, oriented and trained to use the lab equipment and to follow safety regulations.	3/2007	5/2007
YEAR 3 2007-2008					
Conduct YEAR 2 evaluation.	External Evaluator, All Title V staff	Collect and analyze data, evaluate objective attainment, draft reports, brainstorm, modify process as needed.	YEAR 2 evaluation completed, better strategies generated for YEAR 3.	10//2007	12/2007
Pilot and revise remaining new lower-division computer science major curricula developed and approved in YEAR 2.	IVC Title V computer science professor, Division Chair, Director of Admission	Schedule classes, enroll students, pilot instruction, evaluate results, modify as needed.	Remaining new computer science major courses are piloted.	10/2007	5/2008
Pilot and revise new upper-division BSN major curricula and supplemental instruction courses developed and approved	SDSU-IV Title V nursing professor 1, Nursing Program Coordinator, Activity Co-Director,	Schedule classes, enroll students, pilot instruction, evaluate results,	New BSN upper-division courses are piloted.	10/2007	5/2008

in YEAR 2.	Division Chair	modify as needed.			
Hire full-time computer science faculty 1, & full-time nursing faculty 2 & part-time nursing faculty 3 at SDSU-IV.	SDSU-IV HR Director, Activity Co-Director, Selection Committee	Create job description, use standard institutional recruiting and hiring practices.	Position filled with qualified people; new faculty fully oriented to their roles and responsibilities.	10/2007	12/2007
Establish a Program Development Team who will develop degree plans for computer science program.	SDSU-IV Activity Co-Director, Student Service Team, Computer Science Program Coordinator, Title V computer science professor 1	On-line searching, meeting, discussion.	Required and elective courses are determined for each major.	1/2008	3/2008
Evaluate & revise, if necessary, upper-division curricula in other existing disciplines to align to requirements of BSN program.	SDSU-IV Activity Co-Director, Program Coordinators, Title V nursing professors & faculty and division chairs in related disciplines	Search SDSU requirements, write course outlines & syllabi, and fill out all necessary forms.	Course outlines, syllabi & all necessary forms are completed.	1/2008	3/2008
Develop new upper-division curricula for computer science major and supplemental instruction courses at SDSU-IV.	SDSU-IV Title V computer science professor 1, Activity Co-Director	Search comparable curricula at other institutions; write course outlines, syllabi; fill out all necessary forms.	Course outlines, syllabi & all necessary forms are completed.	1/2008	3/2008
Develop remaining upper-division curricula for the nursing major at SDSU-IV.	SDSU-IV nursing professors, Nursing Program Coordinator	Search comparable curricula at other institutions; write course outlines, syllabi; fill all	Course outlines, syllabi & all necessary forms are completed.	1/2008	3/2008

		necessary forms.			
SDSU authorities approve new & revised upper-division curricula, if any, in other existing disciplines.	SDSU-IV Division Chairs, SDSU-IV Dean, SDSU Curriculum Committee, Senate, President	Use standard institutional approval practices.	New & revised course outlines and forms in other existing disciplines are approved for academic instruction.	3/2008	5/2008
SDSU authorities approve new upper-division computer science major curricula and supplemental instruction courses.	SDSU-IV Division Chair, SDSU-IV Dean, SDSU Biology Dept., Curriculum Committee, Senate, President	Use standard institutional approval practices.	Upper-division computer science major course outlines and forms are approved for academic instruction piloting.	3/2008	5/2008
SDSU authorities approve remaining upper-division nursing major curricula.	SDSU-IV Division Chair, SDSU-IV Dean, SDSU Nursing Dept., Curriculum Committee, Senate, President	Use standard institutional approval practices.	Remaining upper-division BSN major course outlines and forms are approved for academic instruction piloting.	3/2008	5/2008
Orient SDSU-IV Title V nursing faculty 2 & 3 for utilizing IVC nursing lab and equipment.	IVC Activity Co-Director, SDSU-IV Title V nursing faculty 2 & 3, IVC & SDSU-IV Nursing Program Coordinators	Tours, training, meetings.	SDSU-IV Title V nursing faculty 2 & 3 are familiar, oriented and trained to use the lab equipment and to follow safety regulations.	3/2008	5/2008
YEAR 4: 2008-2009					
Conduct YEAR 3 evaluation.	External Evaluator, All Title V staff	Collect and analyze data, evaluate objective	YEAR 3 evaluation completed, better strategies generated	10//2008	12/2008

		attainment, draft reports, brainstorm, modify process as needed.	for YEAR 4.		
SDSU purchases library books, periodicals, & other educational materials to support student leaning in two new programs.	SDSU Activity Co-Director, Program Coordinators, Librarian, Title V Program Specialist	Work with publishers and vendors to purchase necessary library books, periodicals, & other education materials.	New library books, periodicals, & other education materials will support the learning of students.	10/2008	9/2009
Set up a training rotation at a San Diego hospital for nursing pediatric care.	Nursing directors, Title V Nursing Program Coordinators, Title V nursing professors of IVC & SDSU-IV	Phone calls, emails, discussions, meetings, visits, handouts.	Training rotation improves county pediatric nursing care	10/2008	9/2009
Advise and counsel computer science & nursing students about graduation requirements.	SDSU Title V Student Service Team	Workshops, college career fairs meetings, individual counseling.	More students are aware of the graduation requirements.	10/2008	9/2009
Hire computer science faculty 2 at SDSU-IV.	SDSU-IV HR Director, Activity Co-Director, Selection Committee	Create job description, use standard institutional recruiting and hiring practices.	Position filled with qualified faculty; orient faculty to roles and responsibilities.	10/2008	12/2009
Pilot and revise upper-division computer science & nursing major curricula and supplemental instruction courses developed and approved in YEAR 3.	SDSU-IV Title V computer science & nursing professors, Activity Co-Director, Division Chair	Schedule classes, enroll students, pilot instruction, evaluate results, modify as needed.	New computer science & nursing upper-division major courses are piloted.	10/2008	5/2009

Develop remaining upper-division curricula for computer science major.	SDSU-IV computer science professors, Activity Co-Director	Search comparable curricula at other institutions; write course outlines, syllabi, fill out all necessary forms.	Course outlines, syllabi & all necessary forms are completed.	10/2008	12/2008
SDSU authorities approve remaining upper-division computer science major curricula.	SDSU-IV Division Chair, SDSU, IV Dean, SDSU biology & computer science Depts., Curriculum Committee, Senate, President	Use standard institutional approval practices.	Remaining upper-division computer science major course outlines and forms are approved for academic instruction piloting.	1/2009	3/2009
YEAR 5: 2009-2010					
Conduct YEAR 4 evaluation.	External Evaluator, All Title V staff	Collect and analyze data, evaluate objective. attainment, draft reports, brainstorm, modify process as needed.	YEAR 4 evaluation completed, better strategies generated. for YEAR 5.	10//2009	12/2009
Form a 2nd partnership with a local hospital/health agency.	SDSU-IV Title V nursing professor 2 & 3, IVC & SDSU-IV Activity Co-Directors and Title V Nursing Program Coordinators	Letters, phone calls, emails, meetings, agenda, handouts, visits.	A 2nd partnership is formed with a local hospital/health care agency to further defray the costs of training nurses.	10/2009	9/2010
Pilot and revise remaining new upper-division computer science major curricula developed and approved in YEAR 4.	SDSU-IV Title V computer science professors, Activity Co-Director, Division Chair	Schedule classes, enroll students, pilot instruction, evaluate results, modify as needed.	Remaining new upper-division computer science major courses are piloted.	10/2009	5/2010

Assess progress towards meeting objectives at IMT meeting with faculty, project staff & External Evaluator & prepare for YEAR 5 Final Evaluation.	All Title V staff, External Evaluator	Discussion, handouts, draft reports, brainstorm.	Progress towards objectives ascertained.	4/2010	9/2010

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM
Title V, Higher Education Act, as amended

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT INSTITUTION:	2. ACTIVITY TITLE:
N/A	SDSU

Title :
File :

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM
Title V, Higher Education Act, as amended

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT INSTITUTION:	2. ACTIVITY TITLE:
N/A	Management

Title :
File :

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V, Higher Education Act, as amended

ACTIVITY BUDGET FORM (To be completed for every major activity for which funding is requested)

ACTIVITY NUMBER

1. Name of the Applicant Institution:
N/A

2. Activity Title:
Expanding Career Opportunities for Rural Hispanics: New 2+2 Bachelor's Degree Programs in Imperial County, California -- IVC

Budget Categories By Year	**First Year**		**Second Year**		**Third Year**		**Fourth Year**		**Fifth Year**		**Total Funds Requested**
Object Class	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	
a. Personnel (Position Title) Program Specialist, IVC	33	20000	33	21000	33	22050	33	23153	33	24310	$ 110,513
Activity Co-Director, IVC	40	17314	40	18180	40	19089	5	2505	5	2631	$ 59,719
Computer Science Program Coordiantor, IVC	20	11369	20	11937	0	0	0	0	0	0	$ 23,306
Nursing Program Coordinator, IVC	20	13000	20	13650	5	3583	5	3762	5	3950	$ 37,945
Tenure-track Computer Science instructor, IVC	100	65000	100	68250	100	71663	0	0	0	0	$ 204,913
Tenure-track Nursing Instructor, IVC	100	65000	100	68250	0	0	0	0	0	0	$ 133,250
Program Counselor, IVC	60	31500	60	33075	60	34729	0	0	0	0	$ 99,304
Faculty Stipends	0	18000		0		0		0		0	$ 18,000
SUB-TOTAL		$ 241,183		$ 234,342		$ 151,114		$ 29,420		$ 30,891	$ 686,950
b. Fringe Benefits %		79590		77333		49867		9709		10194	$ 226,693
c. Travel		14000		3650		3650		0		0	$ 21,300
d. Equipment		124000		0		100492		0		0	$ 224,492
e. Supplies		900		900		900		0		0	$ 2,700
f. Contractual		0		0		0		0		0	$ 0
g. Construction		0		0		0		0		0	$ 0

h. Other		35509		100636		0		0		0	$ 136,145
i. TOTAL DIRECT CHARGES		$ 495,182		$ 416,861		$ 306,023		$ 39,129		$ 41,085	$ 1,298,280

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V, Higher Education Act, as amended

ACTIVITY BUDGET FORM (To be completed for every major activity for which funding is requested)

ACTIVITY NUMBER

1. Name of the Applicant Institution:
N/A

2. Activity Title:
SDSU

Budget Categories By Year	**First Year**		**Second Year**		**Third Year**		**Fourth Year**		**Fifth Year**		**Total Funds Requested**
Object Class	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	
a. Personnel (Position Title) Program Specialist, SDSU	33	20000	33	21000	33	22050	33	23153	33	24310	$ 110,513
Activity Co-Director, SDSU	25	21858	25	30682	25	32216	25	33827	25	35519	$ 154,102
Computer Science Pro, SDSUgram Coordinator, SDSU	25	12000	25	12600	5	2548	5	2675	5	2809	$ 32,632
Nursing Program Coordinator, SDSU	15	11321	15	11887	15	12481	20	15095	20	15850	$ 66,634
Full-time Computer Science faculty, SDSU	0	0	0	0	100	30000	100	63000	100	66150	$ 159,150
Full-time Cmputer Science faculty, SDSU	0	0	0	0	0	0	100	30000	100	63000	$ 93,000
Full-time Nursing Faculty, SDSU	0	0	50	32500	100	68250	100	71663	0	0	$ 172,413
Full-time Nursing Faculty, SDSU	0	0	0	0	50	32500	100	68250	75	53747	$ 154,497
Part-Time Nursing Lecturer, SDSU	0	0	0	0	0	16000	0	16800	0	17640	$ 50,440
Academic Adviser	0	0	0	0	0	0	0	23000	0	24150	$ 47,150
SUB-TOTAL		$ 65,179		$ 108,669		$ 216,045		$ 347,463		$ 303,175	$ 1,040,531
b. Fringe Benefits %		24034		37908		77914		129697		111518	$ 381,071
c. Travel		0		2000		0		2000		2000	$ 6,000
d. Equipment		0		0		e40 0		55000		109888	$ 164,888

e. Supplies		600		600		600		600		600	$ 3,000
f. Contractual		0		0		0		0		0	$ 0
g. Construction		0		0		0		0		0	$ 0
h. Other		26633		29549		5702		29842		30800	$ 122,526
i. TOTAL DIRECT CHARGES		$ 116,446		$ 178,726		$ 300,261		$ 564,602		$ 557,981	$ 1,718,016

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V, Higher Education Act, as amended

ACTIVITY BUDGET FORM (To be completed for every major activity for which funding is requested)

ACTIVITY NUMBER

1. Name of the Applicant Institution:
N/A

2. Activity Title:
Management

Budget Categories By Year	**First Year**		**Second Year**		**Third Year**		**Fourth Year**		**Fifth Year**		**Total Funds Requested**
Object Class	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	
a. Personnel (Position Title) Project Director, IVC/SDSU	50	48114	50	50520	50	53045	50	55698	50	58482	$ 265,859
Adminstrative Assistant, IVC/SDSU	25	9000	25	9450	25	9923	25	10419	25	10940	$ 49,732
SUB-TOTAL		$ 57,114		$ 59,970		$ 62,968		$ 66,117		$ 69,422	$ 315,591
b. Fringe Benefits %		18848		19790		20780		21818		22909	$ 104,145
c. Travel		2000		2000		2000		2000		2000	$ 10,000
d. Equipment		0		0		0		0		0	$ 0
e. Supplies		900		900		900		900		900	$ 4,500
f. Contractual		0		0		0		0		0	$ 0
g. Construction		0		0		0		0		0	$ 0
h. Other		8000		5000		5000		5000		5000	$ 28,000
i. TOTAL DIRECT CHARGES		$ 86,862		$ 87,660		$ 91,648		$ 95,835		$ 100,231	$ 462,236

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM
Title V, Higher Education Act, as amended
INDIVIDUAL ACTIVITY BUDGET NARRATIVE FORM

Provide detailed narrative for each budget line item for the current year.

1. Name of Applicant Institution: N/A	**2. Activity Title:** Expanding Career Opportunities for Rural Hispanics: New 2+2 Bachelor's Degree Programs in Imperial County, California -- IVC
3. List of Personnel (use position title)	**4. Salary Amount for Each Position**
IVC Program Specialist	20000
IVC Activity Co-Director	17314
IVC Computer Science Program Coordinator	11369
IVC Nursing Program Coordinator	13000
Computer Science full-time tenure-track Title V instructor	65000
Nursing full-time tenure-track Title V instructor	65000
IVC Program Counselor	31500
Faculty stipends	18000
5. SUB-TOTAL	
6. Fringe Benefits	
The following are first year figures. For details and years 2-5, please see Project Narrative -(g) Budget. $79,590	
7. Travel	
The following are first year figures. For details and years 2-5, please see Project Narrative -(g) Budget. $3,650	
8. Equipment	
The following are first year figures. For details and years 2-5, please see Project Narrative -(g) Budget. $124,000	
9. Supplies	
The following are first year figures. For details and years 2-5, please see Project Narrative -(g) Budget. $900	
10. Contractual	
11. Construction	
12. Other	

The following are first year figures. For details and years 2-5, please see Project Narrative -(g) Budget. $35,509
TOTAL DIRECT CHARGES
1298281

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM
Title V, Higher Education Act, as amended
INDIVIDUAL ACTIVITY BUDGET NARRATIVE FORM

Provide detailed narrative for each budget line item for the current year.

1. Name of Applicant Institution: N/A	**2. Activity Title:** SDSU
3. List of Personnel (use position title)	**4. Salary Amount for Each Position**
SDSU Program Specialist	20000
SDSU Activity Co-Director	21858
Computer Science Program Coordinator	12000
Nursing Program Coordinator, beginning year three.	11321
Full-time Computer Science Faculty, beginning in the middle of year three.	30000
Full-time Computer Science faculty, beginning in the middle of year four.	30000
Full-time Nursing Faculty, beginning in the middle of year two.	32500
Full-time Nursing Faculty, beginning in the middle of year three.	32500
Part-time Nursing Lecturer, beginning year three.	16000
Academic Adviser, beginning year four.	23000
5. SUB-TOTAL	
6. Fringe Benefits	
The following are first year figures. For details and years 2-5, please see Project Narrative -(g) Budget. $24,0343	
7. Travel	
The following are second year figures. For details and years 3-5, please see Project Narrative -(g) Budget. $2,000	
8. Equipment	
The following is the year four figure. For year five and the total please see Project Narrative -(g) Budget. $55,000	
9. Supplies	
The following are first year figures. For details and years 2-5, please see Project Narrative -(g) Budget. $600	
10. Contractual	

11. Construction
12. Other
The following are first year figures. For details and years 2-5, please see Project Narrative -(g) Budget. $26,633
TOTAL DIRECT CHARGES
1718015

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM
Title V, Higher Education Act, as amended
INDIVIDUAL ACTIVITY BUDGET NARRATIVE FORM

Provide detailed narrative for each budget line item for the current year.

1. Name of Applicant Institution: N/A	**2. Activity Title:** Management
3. List of Personnel (use position title)	**4. Salary Amount for Each Position**
Project Director from IVC, including summer.	48114
Administrative Assistant	9000
5. SUB-TOTAL	
6. Fringe Benefits	
The following are first year figures. For details and years 2-5, please see Project Narrative -(g) Budget. $18,848	
7. Travel	
The following are first year figures. For details and years 2-5, please see Project Narrative -(g) Budget. $2000	
8. Equipment	
9. Supplies	
The following are first year figures. For details and years 2-5, please see Project Narrative -(g) Budget. $900	
10. Contractual	
11. Construction	
12. Other	
The following are first year figures. For details and years 2-5, please see Project Narrative -(g) Budget. $8000	
TOTAL DIRECT CHARGES	
46236	

GRANT APPLICATION FOR THE
HISPANIC-SERVING INSTITUTIONS PROGRAM
Title V, Higher Education Act, as amended

Form Approved:
OMB No. 1840-0745
Ex. Date: 10/31/2006

OTHER BUDGET INFORMATION FOR SUMMARY BUDGET

1. Name of Applicant Institution: N/A

2. Activity Title: Expanding Career Opportunities for Rural Hispanics: New 2+2 (Associate's to Bachelor's) Degree Programs

3. Remarks:

Summary Budget Information:

The salaries for full-time professional staff noted in this application are based upon an assumed 5% annual increment for the subsequent years of the Project.

The fringe benefits rate at Imperial Valley College is standardized at 33% and at San Diego State University-Imperial Valley at 22% for overlaod and 40% for regular load and release time for all full-time employees to be compensated for Title V work. This figure includes FICA, retirement, medical insurance premium, life insurance, unemployment insurance, and Workmen's Compensation.

Institutional policies for grant-related travel are to be followed for all Title V travel, within California and out-of-state. Imperial Valley College's travel policies require the purchase of economy/coach tickets for all airline travel, and sets specific limits for mileage and per diem reimbursements. Lodging is reimbursed at actual cost, based on lowest available rates. At San Diego State, all travel will be consistent with SDSU Foundation policy, which similarly limits mileage, per diem, air fare and lodging expenses. Both institutions, for instance, allow employees $35 per diem. All expenditures listed in this application are in accordance with these policies.

Both institutions adhere to local and state policies governing procurement procedures for the purchase of equipment and supplies, which are more restrictive than those requirements set forth in EDGAR. None of the expenditures listed reach the threshold required for competitive bidding.

The grantee will also abide by all applicable local and state policies and procedures governing the selection and payment of consultants, which required competitive bids for any contract beyond $15,000.

ED FORM 851S-6

OMB No.1840-0745 Exp.10/31/2006

Dual Submission Certification

If an institution applies for a grant under more than one program it must indicate that fact in each application and further indicate which grant it wishes to receive if it is selected to receive a grant under more than one program.

My institution has submitted applications under: (check all submissions that apply to your institution)

- [ ] Strengthening Institutions Program
- [ ] American Indian Tribally Controlled Colleges and Universities Program
- [ ] Native Hawaiian-Serving Institutions Program
- [ ] Alaska Native-Serving Institutions Program
- [ ] Title V Hispanic-Serving Institutions Program

If my institution should be selected to receive a grant under more than one program; I will accept the grant for _____(insert the name of the program).

Typed name of Institution:	N/A
Signature of President of the Institution:	_____
Typed name of the signatory:	Paul Pai
Date:	03/18/2005

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3). Washington, DC 20202-4248.

Applicants should use this section to address the GEPA provision.

Attachment:
Title : GEPA Statement
File : C:\Documents and Settings\Lianna.Zhao\My Documents\Division\Grant\SDSU Joint\Application\GEPA egdownload.doc

GEPA Narrative (Section 427)

IVC and SDSU-IV's Title V project will ensure equitable access to, and participation in, its federally assisted programs for students, instructors, and other program beneficiaries with special needs. The new 2+2 (associate's to bachelor's) degree programs will be open to all interested students, no matter their gender, race, national origin, color, disability, or age. Some of the Title V funded laboratory equipment will be installed so that it is accessible to disabled students in wheelchairs. Both institutions are ADA compliant.

The RN to BSN program will encourage students to strengthen their Spanish skills to better serve Imperial County residents, who are over 70% Hispanic. In addition, the nursing program will welcome ADNs who may be older than traditional students. The program will schedule courses to complement working ADNs' and RNs' schedules.

Since the average age of students at both IVC and SDSU-IV is 27, scheduling courses to meet the work demands of nontraditional students will also be pursued in the associate's to bachelor's degree program in computer science.

Also, since both IV and SDSU-IV serve a primarily Latina student body, courses in the bachelor's degree program in computer science will be taught in a non-patriarchal way that helps to end the under-representation of women, and especially of minority women, in science careers. The project director and the IVC computer science program coordinator are women scientists who can serve as models for female success in math and science.

Project Narrative

Project Abstract (see General Instructions document for additional instructions).

ABSTRACT

Expanding Career Opportunities for Rural Hispanics: New 2+2 (Associate's to Bachelor's) Degree Programs in Imperial County, California

Imperial Valley College (IVC) is the only community college in rural Imperial County, the poorest county in California. Its partner in this collaboration is San Diego State University-Imperial Valley (SDSU-IV), the only other postsecondary institution in Imperial County. Hispanics comprise 84% of the students at IVC and SDSU-IV. Contact person: Dr. Lianna Zhao, Chair, Science, Mathematics and Engineering Division, Imperial Valley College, 380 E. Aten Rd., P. O. Box 158, Imperial, CA 92251, (760)355-6476 office, (760)355-6143 fax, lianna.zhao@imperial.edu

This project permanently expands the pipeline to educational attainment and professional careers for Hispanic and low-income students through creating 2+2 (associate's to bachelor's) degree programs in computer science and nursing. These new programs will also meet desperate county needs for computer professionals and BSN nurses. As a result, economic development and healthcare will improve in this border county, with its rates of childhood asthma and tuberculosis that are twice California's rates. Project outcomes include: at least 55 Hispanics with a bachelor's degree in either computer science or nursing by 9/30/10; at least 275 students enrolled in the new programs at IVC and SDSU-IV by 9/30/10; 75% of IVC students in the new programs in fall 2006/2007 ready to transfer to a university by 9/30/10; 13% increase in total number of IVC students who transfer to the four-year institutions compared to 2001-2002; 25% increase in total number of IVC students who transfer to SDSU-IV compared to 2001-2002; FTE 20% higher than in 2004-05 at IVC and SDSU-IV.

The Activity request totals $3,016,296 over five years, with $1,298,281 (43%) to be spent on IVC activities and $1,718,015 (57%) at SDSU-IV. Across the colleges, 79.6% of the request ($2,400,245) will be spent on new faculty, project staff, and consultants, and 19.7% ($594,851) on laboratory equipment, instructional and other supplies, computers, and software. About 1.2% ($37,300) will be spent on travel. IVC requests $462,236 for the management and evaluation component, with 90.8% of that expended on personnel costs and the remainder on operating costs and external evaluation.

Project Narrative

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Project Narrative

Institutional Narrative (See General Instructions for further information).

INSTITUTIONAL NARRATIVE

Characteristics of Partner Institutions

Imperial Valley College (IVC) and San Diego State University-Imperial Valley Campus (SDSU-IV) are Hispanic Serving Institutions and members of the Hispanic Association of Colleges and Universities (HACU). IVC and SDSU-IV are the only postsecondary institutions serving Imperial County, California, a rural area of reclaimed desert about the size of Connecticut. California's southern-most county has the highest percentage of Hispanics (72%) and is the poorest of the state's 58 counties (*Imperial Valley Press*, January 27, 2002).

Imperial Valley residents complete their lower-division coursework at IVC, and transfer to SDSU-IV to continue their education. Students who completed their lower-division coursework at IVC constitute over 90% of SDSU-IV students. Both IVC and SDSU-IV are committed to meeting our mission of providing access to quality educational opportunities for residents of Imperial County.

College Mission Statements	
IVC	SDSU-IV
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.	The mission of SDSU-IV is to provide well-balanced, high-quality education for undergraduate and graduate students and to contribute to knowledge and the solution of problems through excellence and distinction in teaching, research, and service. The university serves to impart an appreciation and broad understanding of human experience through the world and the ages. This education extends to diverse cultural legacies.

Source: IVC and SDSU-IV Catalogues, 2004-2005.

Each of the partner institutions has distinguishing features. **Imperial Valley College**, the lead partner in the cooperative project, is a public, two-year comprehensive community college. IVC was established as the El Centro Junior College in 1921. The main campus is located in the

city of Imperial. Extended centers have been developed in El Centro, Brawley and Calexico. Accredited by the Western Association of Schools and Colleges (WASC), IVC offers Associate Degrees and Certificate Programs in 57 areas of study shown below.

IVC - Area of Study		
Administration of Justice	Correction Science	Life Science
Agriculture	Early Childhood ED	Mathematics
Air Condi. /Refrigeration Tech.	Electronics	Medical Assistant
Alcohol and Drug Studies	Emergency Med Svc.	Med. Off. Assistant
Anthropology	Emergency Med. Tech.	Music
Art	English	Nursing
Auto. – Body Repair & Paint	Field Archaeology	Patient Svc. Admin.
Automotive – Technology	Fire Technology	Pharmacy Tech.
Basic Computer Skills	French	PE
Behavioral Science	General Major	Physical Science
Business Administration	General Science	Pre-Engineering
Business Financial Services	Health Assistant	Psychology
Business Management	Home Health Aide	Rehabilitation Tech.
Business Marketing	Human Relations	Social Science
Bus. Off. Tech – Acct. Tech	Humanities	Spanish
Bus. Off. Tech – Admin. Assist.	Journalism	Transfer Studies
Bus. Off. Tech – Office Tech.	Legal Assistant	Waste Water Tech.
Business Retailing	Library Studies	Water Treatment Tech.
Computer Info. Systems	Library Tech.	Welding Tech.

Source: IVC Catalogue, 2004-2005.

In the 2001-2002 Academic year, 311 students transferred to four-year universities, among which, 225 went to California State University Campuses around the state, including 174 to San Diego State University.

San Diego State University – Imperial Valley Campus is a public, four-year free-standing branch of San Diego State University (SDSU), located 120 miles east of it. Established in 1959 and accredited by WASC, SDSU-IV expanded into two sites last year. The Calexico location is six blocks from Mexicali, the capital of Baja California, Mexico. The Brawley location is 24 miles north of the Calexico site. SDSU-IV provides bachelor's degrees, some master's programs, and teaching credentials.

SDSU-IV Programs	
Bachelor's Degree	Criminal Justice Administration, English, International Business, Agribusiness, Latin American Studies, Liberal Studies, Spanish, History, Mathematics Education, Public Administration, Psychology, and Social Science.
Master's Degree	Educational Leadership, Business Administration with emphasis in International Business, and Public Administration.
Professional Curricula	Credentials for Teachers, rotating SDSU Master's Programs in Education, Public Administration and Social Work.

Source: SDSU – IV Campus Institutional Research, 2004.

SDSU-IV awarded 139 bachelor's degrees in 2003, and Hispanics were 87% of all B.A. recipients. The graduation rate for the fall 2000 cohort of students who transferred from a community college to SDSU-IV was 68.7% when measured through Spring 2004.

Economic and Geographic Information about the Service Area

Imperial County is bordered by Mexico to the south, Arizona to the east, Riverside County to the north and San Diego County to the west. With 4,597 sq. miles of arid desert, where temperatures often exceed 110^0F, approximately 50% of the county's land mass is underdeveloped (www.co.imperial.ca.us). Nevertheless, "[t]his nearly half million acres of fields now grow much of the produce in the United States" (*National Geographic*, Feb. 2005, p. 94).

According to the 2000 Census, the county population is 142,361, of which 72.2% is Hispanic, the highest percentage in California. Imperial County is home to two of five major ports of entry from Mexico along the California border. About one third of the county's population is foreign born, and 31.5% of its foreign-born population immigrated to the US since 1990 (US Census, 2000). The county's population grew more than 30% between 1990 and 2000.

Over twenty-two percent of county residents live below the poverty level, almost twice that of the statewide rate (US Census, 2000). The county's per capita income is only $13,239 annually, almost 42% below the correspondent statewide level. Unemployment has averaged 20% or more every year for at least the past fifteen years, almost four times the statewide rate

(California Labor Market Department, www.calmis.ca.gov). Bachelor's degree recipients exist at less than 40% of the state rate.

Baccalaureate Attainment 25 years and older		
	All Residents with Bachelors' Degrees	Hispanic Residents with Bachelors' Degrees
Imperial County	10.3%	6.4%
California	27%	7.7%

Source: U.S. Census Bureau 2000

Student Body Characteristics

Hispanics comprise at least 80% of the students at both institutions.

Combined Student Ethnic Composition, Fall 2004			
	IVC	SDSU-IV	Overall
Hispanic	**87.6%**	**80%**	**83.8%**
African-American	1.3%	0.3%	0.8%
Asian	1.9%	1.2%	1.6%
American Native	0.4%	0.3%	0.4%
White	8.5%	9.9%	9.2%
Other/unknown	0.2%	6.6%	3.4%
Total Minority Population	**91.2%**	**82%**	**86.6%**

Source: IVC and SDSU-IV Institutional Research, 2004.

The average age among students of both institutions is 27. Women account for more than 62% of all students. More than 97% of students reside in Imperial County.

Combined Student Profile, Fall 2004		
	IVC	SDSU-IV
Headcount Enrollment	8132	921
Average Age of Students	27	27
Female Students	62%	69%
Part Time Students	62%	38%
Low-Income Students	54% (2002-2003)	42% (2003-04)
Residents of Imperial County	98%	96.5%

Source: IVC and SDSU-IV Institutional Research.

In the 2002-2003 Academic Year, 81.2% of all students enrolled at IVC received financial assistance. For the lastseven years (since reporting began), IVC has led the state in the

percentage of community college students receiving Federal Pell Grants. The state average in 2001-2002 was 8.75%, while IVC had 27.25%. This represents almost 3,000 low-income students at IVC. Similarly, in Fall 2004, 42% of SDSU-IV students were Pell grantees, and 89% of those grantees were Hispanics.

Additionally, 62% of IVC students are part-time students, while 38% of SDSU-IV students are part-time; many at both colleges work full time.

Enrollment increased almost 9% in Fall 2004 compared to Fall 2003 at IVC. The FTE at SDSU-IV increased over 10% between spring 2004 and spring 2005, from 530 to 612.

Enrollment Trend	
IVC	SDSU-IV
Fall 2003 Headcount: 7,480	Spring 2004 FTE: 530
Fall 2004 Headcount: 8,132	Spring 2005 FTE: 612

Source: IVC and SDSU-IV Institutional Research, 2005

Faculty Characteristics

The student to faculty ratio averages 23:1 at both colleges. The ethnic composition of the faculty at IVC and SDSU-IV is incongruent with that of student populations. Among the combined faculty at the two institutions, Hispanics account for approximately 21.5% of the total, and overall minority faculty comprise 24.7%.

Faculty Profile			
	IVC, Fall 2004	SDSU-IV, Fall 2004	Overall
Full-time	148	29	177
Part-time	203	55	258
Hispanic	16.8%	26.2%	21.5%
Minority	20.8%	28.6%	24.7
Female	47.3%	40.5%	43.9%
Master's Degree	73%	100%	86.5%
Doctorate	17%	93% of f.t., 9% of p.t.	50%
Faculty : Student Ratio	1:23	1:22	1:23

Source: IVC and SDSU-IV HR Office and Institutional Research, 2004

Project Narrative

Justification for Funding Under a Cooperative Arrangement (For cooperative arrangement proposals only. See General Instructions for further information).

JUSTIFICATION FOR FUNDING UNDER A COOPERATIVE AGREEMENT

The proposed Cooperative Title V Project represents a carefully planned, focused attempt by Imperial Valley College (IVC) and San Diego State University-Imperial Valley (SDSU-IV) to address the shared problem of limited higher education opportunities for local Hispanics. Our cooperative arrangement involves institutional partners from more than one university or college system, as described in Invitational Priority 4. IVC is a two-year, public, California community college. SDSU-IV is a four-year, public, free-standing branch campus of San Diego State University, which is part of the California State University system.

This cooperative agreement between a two-year (IVC) and a four-year (SDSU-IV) Hispanic-Serving Institution also meets Invitational Priority 1, for it is designed to increase the transfer and retention of Hispanic students by expanding access to higher education through creating two 2+2 (associate's to bachelor's) degree programs that are in high demand—computer science and nursing. The foundation of this cooperative arrangement is the shared mission, student clientele, and communities of the two institutions. In fact, the major goals of the Project can only be accomplished through the collaboration of the two institutions. As a junior college, IVC incorporates as part of its mission the transfer of its students to baccalaureate-level institutions. As the only California bachelor's and master's degree offering institution within a 120-mile radius, SDSU-IV provides the last two years of undergraduate education.

The proposed Project also has distinct geographic and economic effectiveness mentioned in the general invitation. Geographically, IVC and SDSU-IV are eleven miles apart and are the only public post-secondary institutions in the county they both serve. The county's demographics are detailed in the Institutional Narrative; in summary, the area has an Hispanic population of 72.2% with high levels of poverty and unemployment and low levels of educational

achievement. Students are place-bound by not only poverty but also ties to their cultures and families. Therefore, it makes sense to offer much needed bachelor's degree programs to Hispanic and low-income people at the colleges in their "backyard" in a reliable, efficient format.

Economically, we are taking advantage of the collaborative arrangement to develop cost-effective activities. SDSU-IV has a small number of faculty and no nursing laboratory; IVC has a 17 year old nursing building with classrooms, wet labs, a computer lab and a tutoring center. SDSU-IV does have seven "smart" classrooms, three computer classrooms, and an interactive TV distance-learning classroom that could benefit IVC. The two new 2+2 (associate's to bachelor's) degree programs will allow both institutions to share each other's technological resources as described in Invitational Priority 1, as well as sharing faculty, lab space, staff, and equipment without the duplicated effort of offering the same first two-year curricula for new degree programs. Together, we will achieve an economic scale that enhances each institution's ability to serve the needs of Hispanic and low-income communities more efficiently and effectively.

Both IVC and SDSU-IV participate in the College Bound Initiative, a consortium of educational institutions working to improve local high school graduates' rates of college enrollment, organized by the Imperial County Office of Education, an LEA. Our work within this consortium meets the general invitational priority of using non-Title V funds to increase Hispanics' access to higher education, since Hispanics comprise over 70% of local K-12 students.

The effectiveness of our partnership is based upon a long history of working relationships between IVC and SDSU-IV. For instance, we have worked collaboratively to create a mathematics teaching Baccalaureate degree. Also, IVC publishes the SDSU-IV class schedule

inside IVC's class schedule, and SDSU-IV financial aid and transfer center counselors work at IVC one day each week.

Through combining resources, IVC and SDSU-IV can provide educational opportunities to Hispanic and other low-income individuals who have, for too long, been denied access to higher education. With strong, shared 2+2 degree programs, Hispanics' under-representation in the healthcare and computer science professions can be overcome. By capitalizing on each institution's strengths and by sharing the extensive costs of the facilities and equipment used by the two new degree programs, both institutions can better achieve their goals and more effectively reach out to help rural Hispanic and other low-income students to succeed.

Project Narrative

(a) Quality of the applicant's comprehensive development plan. (total 30 points)The extent to which--
(1) The strengths, weaknesses, and significant problems of the institution's academic programs, institutional management, and fiscal stability are clearly and comprehensively analyzed and result from a process that involved major constituencies of the institution. (12 points);
(2) The goals for the institution's academic programs, institutional management, and fiscal stability are realistic and based on comprehensive analysis. (5 points);
(3) The objectives stated in the plan are measurable, related to institutional goals, and, if achieved, will contribute to the growth and self-sufficiency of the institution (5 points);
(4) The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practice and improvements developed under the proposed project, including, in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources (8 points).

COMPREHENSIVE DEVELOPMENT PLAN

The Comprehensive Development Plan (CDP) for Imperial Valley College (IVC) and San Diego State University, Imperial Valley (SDSU-IV) addresses the lack of professional educational opportunities for Hispanic and low-income students in our isolated rural county. To expand our educational pipeline, increasing the capacity of our institutions to serve a growing number of students, we propose to create 2+2 (associate's to bachelor's) degree programs that are badly needed locally—in computer science and nursing. Our CDP analyzes common strengths and weaknesses in our academic programs, institutional management, and fiscal stability.

Analysis of Institutional Strengths, Weaknesses, and Significant Problems; Description of Analysis Process, and Major Institutional Constituencies Involved

The Title V Planning Process

This CDP and Activity Narrative arose out of nine meetings over ten months. The working group consisted of ten faculty, staff and administrators from Imperial Valley College (IVC) and five faculty, staff and administrators from San Diego State University, Imperial Valley (SDSU-IV).

IVC's President and SDSU-IV's Dean talked with county business leaders and K-12 administrators about their needs for hiring and retaining qualified professionals. IVC faculty surveyed community business leaders about their needs for personnel with advanced degrees. IVC's Director of Nursing gathered input from the county's hospitals and health agencies about the need for B.S. degrees in nursing. IVC faculty surveyed nearly two hundred students about their level of interest in possible programs in biology, computer science, nursing, and engineering. SDSU-IV's Dean talked with San Diego Campus departments about their level of

support for possible new bachelor's degree programs. A faculty member from San Diego Campus' Computer Science Department visited SDSU-IV on several occasions to assess its instructional computing facilities.

The working group discussed various strategies for addressing unemployment, county healthcare concerns, and the shortage of professionals in the Imperial Valley. During our committee's meetings, institutional research and planning documents from both institutions were discussed. IVC's goal in its 2000-2003 master plan of increasing its transfer rate is served by our collaborative project. IVC's 2004-2014 Long-Range Facilities Planning Report includes the goal of developing joint academic programs with SDSU-IV that is met through our project, as well. SDSU-IV's 2002-2007 master plan goal of expanding its academic programs is also served by our project.

The Title V committee identified and analyzed common institutional strengths and weaknesses. Various new bachelor's degree programs were suggested in response to the discussion of weaknesses; two programs were chosen. Implementation strategies, activity goals and objectives, project management, and evaluation plans were discussed. By joining forces to strengthen both institutions cooperatively, we will remove some of the barriers that Hispanics and other low-income residents face as they attempt to gain access to science and health professional careers. In doing so, we also address critical county shortfalls in the numbers of qualified health and computer science professionals.

Common Strengths of Academic Programs:

1) **Faculty at IVC and SDSU-IV are dedicated to serving the predominantly Hispanic, first-generation, rural student population**. Informal mentoring of students is common. Small to moderate class sizes (generally of 15-40) enable meaningful personal relationships between

faculty and students that inspire student success. IVC's TRIO Programs--Upward Bound, Talent Search, and Student Support Services--provide extensive outreach to Hispanic and low-income youth throughout Imperial County. At SDSU-IV, the Faculty-Student Mentoring Program assists 30-40 at-risk students annually. Each year psychology faculty drive students 120 miles to SDSU in San Diego to learn about the master's programs there. Every year, SDSU-IV faculty take students to professional conferences, using student body association funds. SDSU-IV's four-year graduation rate for students enrolled from 2000-2004 was 68.7%.

2) **Both H.S.I.s offer services that help Hispanic, low-income, and disabled students succeed in their academic pursuits**. Free tutoring is available for both IVC and SDSU-IV students. IVC operates a center that provides free childcare to students who meet the low-income requirements. In addition, Extended Opportunity Programs and Services (EOP) assists over 1,100 low-income students. Both colleges offer assistance to disabled students, and SDSU-IV has teaching assistants in developmental writing and math courses. IVC's Transfer Center provides full advising services. Each week, SDSU-IV sends their Transfer Counselor and Financial Aid Officer to IVC to assist students.

3) **Both colleges have created programs that serve county needs**. IVC offers nursing and early childhood development programs that meet local needs for associate degree nurses, LVNs, and licensed childcare workers; over 700 nurses have graduated since 1975—and most stayed in the local job market, according to surveys. SDSU-IV recently established a master's program in educational leadership to meet the area's need for qualified K-12 administrators, and an agribusiness major to train agricultural managers for our rural valley.

<u>Common Strengths of Institutional Management</u>:

1) **Faculty, staff, students, and administrators at IVC and SDSU-IV have high morale** due to the respect they hold for their energetic, capable top administrators, as well as for their hardworking department chairs. Strong leadership and harmonious professional relationships help maintain our focus on achieving excellence.

2) As the result of county population growth, offering courses at multiple locations, and innovative class scheduling, **both colleges' enrollments are growing**—IVC headcounts at the rate of 10% per year, and SDSU-IV FTE by 10% since spring 2004. IVC offers classes in local high schools as well as in three established centers in Brawley, Calexico, and El Centro; SDSU-IV recently opened a second campus in Brawley.

3) **Both institutions collaborate with outside educational agencies to promote educational access for Hispanic and low-income K-12 students**. IVC and SDSU-IV are active participants in the College Bound Initiative started by the Imperial County Office of Education. This local consortium of K-16 institutions aims to raise county high schoolers' low rates of qualification for California State University and University of California admission by addressing such barriers as the lack of required college preparatory physical science laboratory courses in many Imperial County high schools.

4) **Continuous analysis and planning occur at both colleges through the participation of all constituents**. In 2004 IVC underwent a Shared Vision process that included faculty, staff, students, administrators, and community leaders. SDSU completed such a process in 2002.

Common Strengths of Fiscal Stability:

1) **To meet drastic budget cuts from public sources, IVC and SDSU-IV have improved their funding strategies in recent years**. Both colleges have garnered major grants from the U.S. Department of Education for bringing technology into the classroom, and, in IVC's case, to fund

a distance learning program. IVC convinced Imperial County voters at the November 2004 election to pass a $58.6 million GO bond issue for the construction of a new Science and Technology Center and other facilities. In 1999-2000, SDSU-IV received $527,872 in grant awards. By January of 2004, an additional $10,234,201 had been awarded. SDSU-IV also increased its endowment from less than $100,000 to over $1.5 million over the past seven years. Also, 200 acres were donated for an SDSU-IV second campus in Brawley that opened in 2004 to serve the north end of Imperial County.

2) **IVC and SDSU-IV observe fiscally responsible budgeting practices**. Despite years of legislative cuts, conservative fiscal policies have kept IVC and SDSU-IV from laying off full-time staff.

3) **Both institutions have maintained low tuition costs** to ease access for their largely low-income populations. Although tuition was increased from $18 to $26 per credit hour this semester at IVC, and from $781 per semester in 2000 to $1,234 per semester in 2005 for full-time undergraduates at SDSU-IV, tuition at California's public institutions of higher education is still a good deal when compared to other states.

Weaknesses/ Significant Problems of the Academic Programs:

Due to inadequate numbers of faculty, a small range of academic programs, and insufficient laboratory facilities, IVC and SDSU-IV are ill-equipped to handle the enrollment surge predicted by the College Going Initiative, a K-16 consortium of local schools, IVC, and SDSU-IV. The projected enrollment surge is based on current enrollment trends and county population growth. IVC predicts enrollment growth of 39% by 2014 (IVC 2004-14 Long-Range Facilities Planning Report, p. 5).

1) **A shortage of faculty (especially Hispanic faculty) exists at both colleges**. A fall 2004 Western Association of Schools and Colleges (WASC) draft report complains of there being too few tenure-track faculty to adequately serve each major at SDSU-IV. WASC reports from the last decade make similar complaints about the "thinness" of faculty serving programs at SDSU-IV. IVC has a similar, but more extreme problem. The shortage of full-time tenure-track faculty at IVC is so great that many faculty teach overloads of up to 100% in order to cover needed course sections. Both institutions find it difficult to locate and retain qualified part- time faculty in the Imperial Valley. Also, both colleges find it hard to recruit Hispanic faculty at anywhere near the 83% rate of Hispanic student enrollment; as a result, Hispanic students lack role models who might inspire them to pursue undergraduate and graduate degrees.

2) **Inadequate laboratory facilities** also impede the development of academic programs. Despite student demand for science courses at IVC in spring 2005, no additional course sections could be offered due to a lack of laboratories and faculty. IVC's 2004-14 Long-Range Facilities Planning Report's analysis of student waiting lists indicates that 35 additional science course sections are needed each semester (p. 5). The county bond issue passed in 2004 will contribute $24 million to improve laboratory facilities at IVC (but not at SDSU-IV). SDSU-IV's only laboratory is a simply equipped physical science classroom that seats 25 students.

3) **The local community perceives the two colleges as offering limited access to degree programs in high-demand fields.** IVC is known primarily for ESL and vocational training. SDSU-IV is known primarily for teacher training. Though other programs are offered at both colleges, the criticism that there are relatively few academic programs is valid. For example, IVC offers computer repair and information courses but no computer science degree. SDSU-IV offers no degree programs in science or healthcare fields.

Common Institutional Management Weaknesses/ Significant Problems:

1) Both colleges are understaffed; as a result, staff wear too many hats, resulting in limited services, and a lack of time and opportunities for professional advancement for staff.

2) The opportunity for IVC and SDSU-IV to collaborate has not been fully exploited until recently. Since IVC provides over 90% of SDSU-IV's students as transfers, and since the two colleges are the only ones in the county, and located only 25 minutes apart, it makes sense for the two colleges to work together, saving money by sharing facilities and staff, and boosting transfer rates of Hispanic students.

3) IVC's rate of transfer to four-year universities, especially SDSU-IV, is not as high as the leadership of either institution would desire, particularly given IVC's 86% Hispanic headcount. In 2001-02, out of a headcount well over 6,000, just 311 students transferred from IVC to four-year universities, including 174 to SDSU.

Common Fiscal Weaknesses:

1) A lack of resources to develop new degree programs, upgrade science labs (SDSU-IV), and improve services hampers the colleges' attempts to serve their Hispanic and other low-income students. In 2001-02, IVC spent an average of $4,241 per FTE student whereas the average community college nationally spent $8,738; SDSU-IV spent an average of $5,492 per FTE student whereas public universities nationally spent $21,037.

In part, the lack of resources at SDSU-IV is due to California's economic problems, as well as Imperial County's problems that have caused a 14% reduction for SDSU-IV since 2002. Over the past 25 years, California's public support of higher education has decreased by 26% (Post Secondary Opportunity, #126, Dec. 2002). Also, the community is reluctant to donate large

sums of money to the two colleges because it views them as not fully serving business, K-12, and healthcare needs for professional training.

Major Problem to be Addressed through the Title V Cooperative Arrangement:

With a population that is over 70% Hispanic, Imperial County has the lowest per capita income and the highest percentage of Hispanics of California counties, suffering from an unemployment rate of over 24%. The lack of a stable population of professionals hampers healthcare and industry, preventing desperately needed economic development.

Causes of the Problem**:**

The causes of the dearth of professionals include poverty, second language barriers, the lack of a college-going culture, and the already mentioned poorly funded schools and narrowness of academic offerings at IVC and SDSU-IV.

According to the California Dept. of Education, over 66% of county high school students are low-income, and 27% come from migrant farm families. The California Postsecondary Education Commission reports that in 2000, 31.5% of Imperial County Latino children lived in poverty, whereas the statewide rate for Latino children was 27.2%. The poverty of the unskilled employed, as well as of the unemployed, makes it likely that many will regard college as too costly to attend. To make matters worse, due to the shortfalls from state funding in recent years, IVC has raised its fees by over 60%, and SDSU-IV by 76%. The cost of textbooks continues to rise.

While the costs of attending college locally may seem difficult to many potential students, the cost of attending college outside the Imperial Valley may seem impossible. Also moving far away from parents and the extended family is unacceptable to many local Hispanics. As a result of economic and cultural factors, the majority of potential students are place-bound,

relying solely on the program options offered by IVC and SDSU-IV, their neighborhood institutions.

The rate of high school graduates' admissibility to the California State University (CSU) or University of California (UC) is 20% locally vs. 35% statewide (California Postsecondary Education Commission). One cause for this low rate of college readiness is the lack of a college-going culture. Less than 11% of Imperial County residents are college graduates, and only 6.4% of Latinos; by contrast, in 2000, according to the US Census Bureau, the California college graduate rate for whites aged 25 and over was 27%, with a 7.7% rate for Latinos. Between 1999 and 2002, only 11% of county high school graduates entered the California State University or University of California systems, vs. 18% statewide (California Postsecondary Education Commission, www.cpec.ca.gov). Most local K-12 students lack familial role models for attending college.

According to the California Postsecondary Education Commission, in 2000 11.3% of local children spoke English "not well" or not at all, whereas the state average is 5.8%. Fifteen percent of IVC's students are Limited English Proficient (LEP). LEP barriers can mire students in years of ESL coursework before they can begin to earn college credits at IVC, adding greatly to the cost of earning a degree.

Consequences, for Academic Programs, of Not Addressing the Problem:

If the two postsecondary institutions in the county fail to enlarge the stable population of professionals in the area, the consequences will be damaging. The professional positions in such high-demand fields as nursing and computer science will continue to go unfilled or to people from outside of the region because the range of professional training programs offered here is limited, with no academic programs to train the critically needed above-mentioned personnel.

The consequences for our students are dire. In 2003, Pedro Rodriguez (name changed) completed IVC's associate's degree nursing program, then became an RN. (Eight percent of IVC's nursing students are men, according to IVC's Director of Nursing.) In 2004, Pedro, with his wife and children, moved 120 miles to San Diego so he could complete the BSN at SDSU. When his wife's mother's Parkinson's disease became severe, Pedro's wife returned to live in the Imperial Valley to care for her mother, bringing the children. Now Pedro can only see his family once a week, spending four hours driving to and from the Imperial Valley, in addition to his RN job and many hours spent working towards the BSN. How long can Pedro's marriage survive the strain of having husband and wife live 120 miles apart? How much are Pedro's children suffering due to their father's absence?

Norma Esparza (name changed) is a single mother who would like to become a computer professional. Because she depends on her extended family for childcare, and due to her restricted income, Norma cannot leave Imperial County to study elsewhere. There is no way for her to become a computer science professional unless the only higher education institutions in the county, IVC and SDSU-IV, offer a 2+2 program leading to a bachelor's degree in computer science. Without this option, Norma will continue to work as a low-paid data-entry clerk.

Consequences of the Problem for Institutional Management:

Both colleges continue to struggle to recruit and retain qualified full-time and part-time faculty and professional staff, particularly Hispanic professionals, in part due to a lack of a local pool. Each year IVC and SDSU-IV spend considerable time and money on searches (some of which fail), and on orienting new faculty and professional staff.

Consequences of the Problem for Fiscal Stability:

The lack of adequate numbers of course sections due to a shortage of part-time faculty delays students' completion of their IVC education, discourages students psychologically, adds to the cost of their education, and impedes their ability to transfer to four-year institutions. Course sections that would have filled but weren't offered also reduce IVC's FTES revenues. Growth in FTES is also restricted by the narrowness of course offerings.

More generally, the lack of professionals retards the county's economic growth; in turn, the lack of local economic growth stunts potential FTES generating enrollments, as well as donations from industry and alumni at both colleges.

Consequences of the Problem for Imperial County:

Though the local unemployment rate is high, industry and healthcare employers import professionals from out of the county because of the lack of a local pool. In turn, these professionals from elsewhere tend to leave the Imperial Valley as soon as they can to avoid its extremely hot summers, and remoteness from urban amenities. A 2003 survey of 170 Imperial County businesses conducted by the Imperial County Community and Economic Development Department reports that 50% of respondents "expressed that hiring trained staff is an obstacle and training is too costly." Because there are relatively few professional training programs offered at IVC and SDSU-IV, local talent often departs after high school. As a result, there is a chronic shortage of professionals such as nurses and computer specialists.

IVC's fall 2004 survey of Imperial Irrigation District (IID) leaders indicates a need for advanced degree programs in computer science. More specifically, as just one of the agencies in Imperial County, IID currently needs ten computer science personnel with bachelor's degrees. IID has difficulty hiring qualified people to fill professional positions; they also have difficulty retaining the ones hired from outside the county. It is time for our two colleges to take positive

steps towards creating high-level employment opportunities for local Hispanics. Nationally, between now and 2012, four of the ten fastest growing occupations are expected to be in high tech (Bureau of Labor Statistics, Feb. 2004). IVC and SDSU-IV need to prepare local Latinos to take advantage of this trend.

Wayne Schell, president of the California Association for Local Economic Development, said of Imperial County's "sky-high unemployment" rate, "By God, if any place needs help, it's Imperial" (*Los Angeles Times*, "2 Far-Flung Counties" March 23, 2003). *L.A. Times* reporter, Lee Romney, adds that Imperial County has "scraped the bottom of California's statistical barrel for years . . . So desperate for jobs was Imperial County a few years back that it competed to host a state hospital for violent sexual predators. It lost." Whereas 12% of the U.S. population lived below the poverty level in 2000, 22% of Imperial County residents did (U.S. Census Bureau). The county's per capita income has dropped dramatically compared to the state average during the past three decades, according to the Bureau of Economic Analysis; in 1975, Imperial County per capita income was at 85% of the state average, but in 2000, it had decreased dramatically to 57% of the state average--$18,469 locally vs. $32,149 statewide. Each year Imperial County Hispanics fall deeper into the hole of low educational attainment with consequent low earning power.

To gain a college degree means more to Hispanics' earning power than to whites': "A study conducted by the US Commission on Civil Rights revealed that the unemployment rates of whites dropped progressively with increasingly higher levels of education; however, among African Americans and Hispanics, this inverse relationship between level of education and unemployment did not emerge until the baccalaureate level was completed." This pattern will

become more destructive between now and 2012, for ten of the twenty fastest-growing occupations require a degree (Bureau of Labor Statistics, February 2004).

Healthcare is also problematic in Imperial County. Our border area has poor air quality due to agricultural pesticides and burning, plus smog from Mexicali, Mexico; and in 1986, *60 Minutes* rated the New River, which flows into the county from Mexicali, as the most polluted river in the world (*National Geographic*, February 2005, p. 99). Dr. Alfonso Rodriguez of Imperial County Public Health Services reports that the rate of tuberculosis is "regularly at least twice as high as for other counties in California" since 1988. Dr. Rodriguez likewise states that childhood asthma hospitalizations in our county have been at twice the state rate since 1983; while the California rate decreased during the 1990s, it increased here during the late 1990s (California Center for Border Regional and Economic Studies, www.ccbres.sdsu.edu). The percentage of adults taking asthma medications—58%--is also the highest of any county in the state (UCLA Center for Health Policy Research cited in *CCBRES Bulletin*, February 2005, v.6.2, p. 3).

The percentage of adults who have been diagnosed with diabetes is the highest of any county in California, as well—9% locally vs. 6% statewide; a contributing factor to the explosion of diabetes here may be that Imperial County adults have the highest Body Mass Index (BMI) in the state; 66% are considered overweight, vs. 54% statewide (UCLA Center for Health Policy Research cited in *CCBRES Bulletin*, February 2005, p. 3). In addition, Imperial County has the highest percentage of any county in the state of residents covered by Medicare—25% here vs. 10% statewide (*CCBRES Bulletin*, February 2005, p. 2). Our county's high rate of Medicare coverage suggests that an unusually large number of residents are elderly; as these residents further age, additional health problems will be likely to arise.

According to the California Department of Health Services, Birth Records, the percentage of Imperial County live births with late or no prenatal care was 8.4% in 2003; Los Angeles' County's rate was 1.6% (*CCBRES Bulletin*, January 2005, p. 2).

The availability and quality of local healthcare are hampered by the lack of nurses who have bachelor's degrees. Imperial County has fewer than 400 Registered Nurses per 100,000 residents, making it one of the least served counties in California (*Nursing in California: a Workforce Crisis*, California Workforce Initiative 1/2001, p. 11). The Board of Nursing noted that in-patient pediatric care was at best uneven in the Imperial Valley. IVC's Associate's Degree Nursing Program graduates about 30-40 RNs annually; they are bed-side practitioners who, because of the lack of nurses with Bachelor's degrees, often end up getting promoted by local hospitals into management and leadership roles their education has not prepared them for, according to IVC's Director of Nursing, Kathy Berry.

Alternate Solutions to the Problem:

One approach would be to leave the problem unsolved. The consequences of this would be that Imperial County would remain in a mode of remediation, constantly trying to import professionals faster than they depart, while the local Hispanic population remains overwhelmingly poor. Meanwhile, the population of Imperial County is projected to increase, according to the California Department of Finance, to 221,585 in 2010, and 298,700 in 2020; this growth will continue the trend of extreme (30%) population growth during the 1990s. As the county's population increases, the shortage of professionals will most likely get worse, while county residents' per capita income remains low, unless local Hispanics' access to higher education options increases.

The Imperial County Office of Education reports that county K-12 enrollment increased from 33,004 in 1999 to 35,115 in 2004. IVC and SDSU IV need to expand their degree options for a growing population of college-age students. The National Center for Education Statistics (NCES) reports that those who stop with high-school degrees earn low incomes--about 150% of an amount equal to the poverty level. Those with bachelor's degrees earn two to three times as much as those who did not complete high school (NCES 2002). According to the California Center for Border Regional and Economic Studies (CCBRES) in Calexico, "The economy will remain poor, specifically, per capita income will remain at about 60% of the state average, until the educational attainment of individuals in the region is enhanced to a significant degree" (www.ccbres.sdsu.edu). This data indicates that without expanded access to higher education, the people who live in Imperial County will simply relive the despair of their impoverished and undereducated forbearers.

What the two Imperial County colleges decided that we can do about this problem, through our current proposal, is to start 2+2 (associate's to bachelor's) degree programs that train computer science and healthcare professionals who grew up here and might remain. This would permanently expand the pipeline of educational and economic opportunity for local Hispanics who are place-bound. It would also end, or at least reduce, the vicious cycle of importing professionals while exporting talented eighteen year olds to professional training programs elsewhere.

IVC has nineteen full-time Hispanic faculty and SDSU-IV has five full-time Hispanic faculty who grew up in the Imperial Valley and were delighted to return here to settle among their extended families. All of SDSU-IV's academic advisers are Hispanics who are happy to live in their home county. This suggests that recruitment at the two colleges of faculty and

professional staff, and especially of Hispanics, would improve if IVC and SDSU-IV expanded their pipelines by offering additional bachelor's degree programs.

Twenty of the 22 students in SDSU-IV's new mathematic major are Hispanics who transferred from IVC; this implies that Hispanics enroll in rigorous new academic programs when the two local colleges offer them. The question then becomes which programs are most needed to alleviate the shortage of professionals—and particularly of Hispanic professionals--in Imperial County. The Title V working group debated the selection of possible programs during several meetings. In fall 2004 IVC faculty polled nearly two hundred students about the demand for bachelor's degree programs in biology, nursing, engineering, and computer science. IVC also surveyed local companies and health centers. IVC's President and SDSU-IV's Dean discussed various possible programs with industrial leaders, K-12 administrators, and SDSU-San Diego Campus departments and administrators.

Biology, civil and electrical engineers are needed to meet the demands of local industry, according to industry leaders. However, the SDSU-IV Dean feels that supporting two different engineering B.S. degrees or a biology degree would be prohibitively expensive at this point in its institutional evolution. A computer science degree would be more realistic to support and would similarly address local needs for growth of the business sector; hence, a bachelor's degree program in computer science is proposed.

The proposed bachelor's degree program in nursing would attack a county shortage of qualified lead nurses that has dire consequences for the health of local residents. Given the largely Spanish-speaking student population of IVC and SDSU-IV, it would also enable the training of bilingual nurses who would be invaluable to county residents, many of whom speak only Spanish.

The proposed programs in computer science and nursing will not only add valuable educational and economic opportunities for Hispanic and low-income students; meet county needs for health professionals and computer scientists; and improve the local economy and healthcare, but will also increase the number of Imperial Valley Hispanics who pursue a bachelor's degree that leads them to a rewarding career. The number of students who transfer from IVC to a four-year university will substantially increase as a result—including an increase in the number of IVC students who transfer to SDSU-IV.

Nationally, the low rate of minority students' transfer from community colleges to four-year universities is discouraging, especially given the fact that the majority of Hispanic students use community colleges as their entry into higher education ("Clearing the Pathway: Improving Opportunities for Minority Students to Transfer," L. Rendon and A. Nora, American Council on Education). To support the success of the students in IVC and SDSU-IV's new 2+2 (associate's to bachelor's) degree programs, our Title V project will give three units of assigned time every semester to each of the new faculty in the proposed programs at IVC and SDSU-IV to allow them to offer supplemental instruction courses. These supplemental courses will help make up for local students' lack of academic preparation, building their study skills and comprehension of course material. Studies have shown that the relatively low rate of minority transfer to universities stems in part from community college faculty's lack of involvement in "a close working relationship with students and that faculty/student interactions were minimal" ("Clearing the Pathway: Improving Opportunities for Minority Students to Transfer," L. Rendon and A. Nora, American Council on Education). Our supplemental courses will foster mentoring of students at both IVC and SDSU-IV.

In fact, given that the students in each new 2+2 program will take all their courses in their major together, these students will benefit from the intimacy of being in a Learning Community, with consequent daring to risk exploring new ideas in order to grow intellectually. The concept of Learning Communities "in the late 1970s and '80s produced a pedagogy and structure that has led, among other things, to students' increased grade point averages, retention, and intellectual development" (Miami University FIPSE Project http://www.units.muohio.edu/flc/what.shtml)

In addition, IVC and SDSU-IV faculty in the new 2+2 programs will collaborate to make their curriculum and pedagogy consistent. Ford Foundation projects to encourage successful transfer of community college students to universities found that one useful strategy was "to strengthen similarities among courses and programs so that students experienced some intellectual continuity as they moved between institutions" ("The Transfer Function," A. Bernstein and J. Eaton, American Council on Education). Since IVC will hire one full-time faculty member in each new 2+2 degree program and SDSU-IV will hire two, and since these faculty will be among a circumscribed group of local professionals with whom they can talk about their fields, it will be easy for such small groups of faculty to collaborate to make their courses intellectually consistent. The joint use of laboratories and other facilities will make pedagogical cooperation across institutions convenient and natural, as well.

Beyond IVC and SDSU-IVC faculty's cooperation, academic and student services staff and administrators will work together to ensure that all courses in the new 2+2 degree programs are smoothly articulated. To bolster students' prospects of completing the baccalaureate, our Title V project will fund part-time academic advisers at IVC and SDSU-IV who will assist students with timely completion of the 2+2 (associate's to bachelor's) degree program requirements. Students who enter IVC having met the high school course and SAT requirements

for California State University admission will also benefit from "Fast Track," which guarantees enrollment in all IVC courses needed for university transfer within eighteen months. These efforts to assure students' success fall under the Ford Foundation transfer projects' suggestions: "Faculty and administrators are willing, under certain circumstances, to work together across institutions to build a roadway of academic programs and services to aid students who attend two institutions" ("The Transfer Function," A. Bernstein and J. Eaton, American Council on Education). What could better encourage widening the academic pathway between institutions than a five-year Title V cooperative project in which joint academic programs are the focus?

The proposed 2+2 programs will help IVC and SDSU-IV to grow, enhancing each H.S.I.'s fiscal stability. In the current California climate of reduced public funding for colleges, the two institutions will be unable to support the cost of starting new programs, particularly those that involve laboratories and equipment, without grant support.

Institutional Goals and Objectives (Unified)

As stated earlier in the CDP, the Title V Planning Committee, IVC and SDSU-IV Administrators, and the local community were all involved in connecting the grant project's goals to institutional objectives.

The following tables present the two institutions' common goals and objectives for Academic Programs, Institutional Management, and Fiscal Stability:

Academic Goals	Academic Objectives
#1: Meet the workforce needs of the private and public sector, and create economic opportunities for local Hispanics, through providing local residents with bachelor's degrees in needed fields such as computer science. **#2**: Address critical county health problems, especially those of Hispanics, through providing local residents with a bachelor's degree in nursing and training healthcare professionals.	1.1: By the end of the project, 9/30/10, 15 Hispanics will graduate with bachelor's degrees from the new computer science 2+2 bachelor's degree program. 2.1: By the end of the project, 9/30/10, 40 Hispanics, many of them bilingual, will graduate with bachelor's degrees from the new nursing 2+2 program. 2.2: By 9/30/09, a training rotation for pediatric nursing will have been set up at a San Diego hospital, involving at least 20 nursing students annually; the rotation will help to improve the quality of pediatric care in Imperial Valley hospitals.
Institutional Management Goals	Institutional Management Objectives
#3: Improve the cooperation between IVC and SDSU-IV, creating seamless, institutionalized 2+2 (associate's to bachelor's) degree programs that enhance educational choices for Hispanic and low-income students, and increase the number of IVC students who transfer to four-year universities.	3.1: By the end of the first year of the project, the joint task force of IVC and SDSU-IV will have worked with the academic advisers at each institution to identify the courses needed for each program. IVC administrators will have approved a degree plan for each program by 9/30/06. 3.2: By the end of the project's third year, 9/30/8, IVC faculty will have been hired, and the curricula for the first two years of the seamless new 2+2 (associate's to bachelor's) degree programs in computer science and nursing will have been developed, piloted, and revised. SDSU administrators will have approved the programs' degree plans. 3.3: By the end of the five-year project, 9/30/10, SDSU-IV faculty will have been hired, and the curricula for the last two years of the 2+2 bachelor's degree programs in computer science and nursing will have been developed, piloted, and revised. 3.4: By fall of 2008, IVC will have

	institutionalized the two new faculty in the new programs. SDSU-IV will institutionalize all four new faculty in the two new programs by 9/30/10. 3.5: By 9/30/10, 75% of the students who started the two new programs at IVC in fall 2006 and 2007 will have met all requirements for transfer to a four-year university. 3.6: By 9/30/10, the total number of IVC students who transfer to four-year universities will have increased by 13% compared to 2001-02. 3.7: By 9/30/10, the total number of IVC students who transfer to SDSU-IV will have increased by 25% compared to 2001-02.
Fiscal Stability Goals	Fiscal Stability Objectives
#4: Save money at both colleges by sharing laboratories and smart classrooms. **#5**: Partner with local hospitals to help defray the cost of training ADN to BSN nurses. **#6:**Generate new FTES and private financial support at both colleges through better serving the community's needs for professional training, healthcare, and economic development.	4.1: By 9/30/06, agreements will have been reached between IVC and SDSU-IV regarding the joint use of laboratories, smart classrooms, and other facilities. 5.1: By 9/30/07, a partnership will have been established with a county hospital to bear part of the cost of training bachelor's degree nurses; by 9/30/10, a second partnership with a hospital or agency will have been created. 6.1: By the end of the project, 9/30/10, undergraduate FTES will have increased by 20% at both colleges, and private donations by at least 10%, so the two new associate's to bachelor's degree programs become self-supporting. 6.2: By 9/30/10, at least 275 students will be enrolled in the new 2+2 (associate's to bachelor's) degree programs at IVC and SDSU-IV.

Institutionalizing Practices and Improvements

The Title V planning committee discussed methods for institutionalizing the two new programs at both colleges. The attitude change entailed in collaborating closely to create seamless 2+2 (associate's to bachelor's) degree programs will have been ingrained in IVC and SDSU-IV faculty and staff through practice over the five years of the project. Since the new programs will build academic capacity and fiscal stability at the two H.S.I.'s, their institutionalization will be inevitable. That both institutions intend to hire full-time faculty for the new majors shows their determination to make computer science and nursing associate's to bachelor's degree programs permanent.

Funding for IVC's new, tenure-track nursing instructor will be institutionalized at the start of Year 3, at a salary/ benefits cost of about $272,534 to IVC over three years. The tenure-track computer science instructor will be institutionalized at the start of Year 4, at a salary/ benefits cost to IVC of $177,223 over two years.

IVC's Institutional Research Office reports that IVC gets $3,800 per new FTES (full-time equivalent student); it will take a total of about 24 FTES in the new programs to support the annual salaries/ benefits of the two new faculty. Twelve FTE in each of the programs is an easily achievable enrollment goal for funding self-sufficiency at IVC by fall of 2008.

SDSU-IV pays 100% of the salary and benefits for the first full-time nursing faculty starting in Year 5, 10/1/09, at $91,000, fully institutionalizing this position. On 10/1/09, 25% of the salary/ benefits of the second full-time nursing faculty are also taken over by SDSU-IV, at $22,750 which will fund the position 100% in subsequent years. The total SDSU-IV contribution to nursing is $113,750. SDSU-IV funding for the two full-time computer science faculty will be fully institutionalized (100%) at the end of the grant project, as of 9/30/10.

The Director of SDSU-IV Business Office, Irma Martinez, says it will take 92 additional FTES at $2,600 per new FTE to support the funding for the four new faculty members in the two new programs. That translates to just over 60 nursing students and about 30 computer science students spread over the junior and senior years by 9/30/10, a realistic goal. Note that some of the computer science classes will also serve SDSU-IV's applied mathematics majors, as well.

The duties of the Program Counselors at IVC will be taken over by the IVC Counselling Department by 10/1/08. The duties of the Academic Advisors at SDSU-IV will be taken over by the Counseling Department of SDSU-IV by 10/1/10 to continue serving our students.

Also, increased private financial support, due to the community's viewing the two colleges as meeting its needs, will help insure the new bachelor's degree programs' continuation. The bachelor's degree in nursing program, in particular, will benefit from partnerships with local hospitals and health agencies that will help cover its costs.

After the project ends, IVC plans to retain the Program Specialist as a grant specialist. The other developmental positions, such as Activity Co-directors and Program Coordinators, will no longer be needed after the work of establishing the new programs is completed at the end of the grant project. After 9/30/10, IVC and SDSU-IV will maintain the laboratories and smart classrooms, upgrading equipment as needed.

Project Narrative

(b) Quality of activity objectives. (Total: 10 points) The extent to which the objectives for each activity are--
(1) Realistic and defined in terms of measurable results (5 points); and
(2) Directly related to the problems to be solved and to the goals of the comprehensive development plan (5 points).

ACTIVITY DESCRIPTION: ACADEMIC PROGRAM DEVELOPMENT

Activity Objectives

IVC and SDSU-IV's cooperative Activity, "Expanding Career Opportunities for Rural Hispanics: New 2+2 (Associate's to Bachelor's) Degree Programs," will permanently improve the career pipeline for Hispanic and low-income students in economically depressed Imperial County, California. As the only postsecondary institutions in the county, we will expand Hispanic access to higher education through creating two new, seamless 2+2 bachelor's degree programs to meet pressing local needs for qualified professionals in computer science and nursing. Our Academic Program Development Activity will lead to the following outcomes:

1) Starting in 2010, at least 55 Hispanics will graduate every year from the bachelor's degree programs in computer science and nursing, meeting local needs for computer and healthcare professionals.
2) Healthcare in Imperial County will improve, especially for Hispanics, as a result of the new program that will annually produce BSN nurses, many of them bilingual, who have gotten excellent training in pediatrics at San Diego hospitals.
3) Economic development and business staff recruitment will be enhanced by the computer science professionals who will graduate from our 2 + 2 (associate's to bachelor's) programs each year.
4) The relationship between IVC and SDSU-IV will be strengthened by the practice of collaborating closely for years to create seamless 2+2 (associate's to bachelor's) degree programs; this enhanced aspect of institutional management will encourage the creation of other collaborative ventures that boost the transfer rate and benefit Hispanic and other low-income students.

5) The two institutions will benefit financially through joint use of laboratories and other facilities; through generating additional FTES as a result of the new 2+2 (associate's to bachelor's) degree programs; and through generating additional private donations as a result of better meeting community educational and employment needs.

6) More students willtransfer from IVC to four -year universities, especially SDSU-IV. This is an especially important objective, since high-paying jobs are generally reserved for possessors of bachelor's degrees or higher (California Employment Development Dept.).

Relationship of the Activity Objectives to Institutional Goals

Meeting our Activity Objectives and Performance Indicators will help solve the problem of the limited pipeline to professional career opportunities for Hispanics in impoverished Imperial County that is described in our Comprehensive Development Plan (CDP). Our Activity Objectives and Performance Indicators outline our two colleges' creation of bachelor's degree programs in computer science and nursing that will permanently expand educational access for Hispanic and low-income students who, being place-bound, are restricted to the choice of programs we offer as the only postsecondary institutions in the Valley. As such, we can only solve the problem of limited professional training opportunities for Hispanics jointly, as we do in this collaborative proposal. Through increasing educational access via our new bachelor's degree programs, we will simultaneously increase our institutions' responsiveness to the county's hiring and retention needs for professionals. At least 55 students with bachelor's degrees in the new programs will graduate by the end of the project, and at least 275 students will be enrolled in the two associate's to bachelor's degree programs. Hundreds or thousands more will graduate during the decades after the project ends.

All of the Activity Objectives and Performance Indicators reflect Institutional Goals in the CDP. **Goal 1** from the CDP is met through Objective 1 and its Performance Indicators. The 2+2 (associate's to bachelor's) degree program in computer science will graduate fifteen Hispanics by the project's end, and enroll at least 80 students at IVC and SDSU-IV. This will meet economic development and hiring needs here. Funding for the three computer science faculty at IVC and SDSU-IV will be institutionalized by the project's end in September of 2010, as well.

Goal 2 from the CDP and Objective 3 in the Activity Narrative involve developing an R.N. to B.S.N. program in nursing to improve healthcare for Hispanics in Imperial County; 40 Hispanic nurses, many of them bilingual, will graduate during Year 4 and 5 of the project, at least 140 students will be enrolled at RN to BSN program at IVC and SDSU-IV, and the three new full-time nursing faculty at both colleges will be institutionalized. Objective 2.2 in the CDP is met through Performance Indicators 2.4A and 2.5B that set up a nursing training rotation in a San Diego hospital to improve pediatric care in the Imperial Valley. **Goal 5** from the CDP is met through Activity Performance Indicators 2.2B and 2.5D that mandate partnerships with local hospitals and agencies to defray the costs of educating nurses.

Activity Objectives and Performance Indicators 2 also help solve the problem of inadequate healthcare in Imperial County described in the CDP. This problem stems from a shortage of well-trained healthcare professionals. The new bachelor's degree program in nursing will improve the healthcare of Hispanics in the Valley through meeting the need for BSN nurses, many them bilingual, who will have completed a pediatric training rotation at a San Diego hospital.

Goal 3 from the CDP is met through Activity P.I.s 3 each year, and by Activity Objective 4 in Year 5. This culminates in the institutionalization of funding for all new full-time faculty in the 2+2 programs at IVC by October 1, 2008; for all faculty at SDSU-IV by the end of the project, September 30, 2010; and in a substantial increase in the number of students who transfer from IVC to four-year universities, especially SDSU-IV. The total number of IVC students who transfer to four-year universities will increase by 13% overall, and by 25% when counting those IVC students who transfer to SDSU IV. These are important percentage increases that indicate IVC's improvement as an institution of higher education; having focused upon vocational education in the past, as did many community colleges, IVC now also emphasizes university preparation that will result in its graduates' gaining higher earning power.

Goal 4 from the CDP is reflected in Activity Objective 3 and its Performance Indicators; these describe the joint use of laboratories and other facilities to save money at both institutions. Another fiscal stability goal, **Goal 6** from the CDP, is met by Activity Performance Indicator 3.5A and 3.5B, which state that by the end of the project's five years, both colleges will have increased their FTES 20% over Year 1, and their private donations by at least 10%. Performance Indicator 3.5C also addresses CDP **Goal 6** in asserting that the new 2+2 (associate's to bachelor's) degree programs will have become self-sufficient through new FTES by 9/30/10.

Implementation Strategy and Time Table

Comprehensive Description of the Implementation Strategy

To help more local Hispanics become professionals, we will develop new 2+2 (associate's to bachelor's) degree programs that will permanently expand the educational pipeline for Imperial County residents. In Year 1, IVC will hire faculty in computer science and nursing; form a joint task force with SDSU-IV to develop degree plans; get curricula approved

for the new degree programs; work with SDSU-IV on articulation issues and planning of joint-use laboratories and equipment.

Faculty in the new programs at IVC will be released from three units of teaching each semester to offer supplemental help to their students. Students in the new programs will be required to enroll in a supplemental instruction course each semester. The reason for this supplemental instruction is to bridge the gap between students' preparation and the demands of the college curriculum, especially given that the majority of our students come from second-language backgrounds. This supplemental instruction process will continue at SDSU-IV, where full-time faculty in the new programs will be released for three units each semester to allow them to provide supplemental instruction to their students.

In Year 2 and 3, IVC will pilot and revise courses in the new programs, create a computer science "smart" classroom, and will form a partnership with a local hospital or health agency to help cover the costs of training nurses. Meanwhile, SDSU-IV will work on getting new bachelor's degree curricula approved for the programs.

In Year 2-5, SDSU-IV will develop, pilot, and revise nursingcourses; establish a pediatric training rotation at a San Diego hospital; and form the second partnership with a local hospital or health agency to help further defray the cost of training nurses. In Year 3-5, SDSU-IV will develop, pilot, and revise computer science courses, and create a computer science laboratory.

At IVC, by Year 4 and 5, faculty in the new programs will be fully funded by the institution. Enrollments in the new programs will continue to be tracked and reported to Title V. By the end of the project, SDSU-IV will also have institutionalized the funding for its four new full-time faculty positions. A total of at least 55 Hispanics will have graduated from the new

bachelor's degree programs at SDSU-IV by September of 2010, and at least 275 students will be enrolled in the 2+2 (associate's to bachelor's) degree programs at IVC and SDSU-IV.

Program Development and Student Services Teams will develop the new bachelor's degree programs with the assistance of computer science and nursing consultants and staff supported by Title V. The joint Program Development Team will be comprised of faculty, IVC's VP of Academic Services, SDSU-IV's Associate Dean, Division Chairs, Registrars, professional staff, Program Coordinators, and Activity Co-Directors. The Teams will organize searches for full-time faculty in computer science, and nursing; will complete the institutional processes for approving curriculum and degree programs; will settle articulation issues to create seamless 2+2 degree programs; and will plan laboratories, including assessing equipment needs.

The joint Program Development Team will collaborate with the joint Student Services Teams comprised of IVC's VP of Student Services, SDSU-IV's Assistant Dean, academic advisers, and transfer center counselors from both colleges to create smoothly articulated 2+2 programs served by well-trained transfer and academic advisers.

The Internal Monitoring Team, composed of administrators, faculty, staff, and students from both institutions, will provide valuable ideas for improving the implementation strategy when meeting with the Project Director and Activity Co-Directors once or twice each semester. At IVC, Dr. Kendra Jeffcoat, Vice President of Academic Services, and Dr. Victor Jaime, Vice President of Student Services, will work closely with the Project Director, as will Mr. Miguel Rahiotis, SDSU-IV Assistant Dean. In addition, the Community Leaders Advisory Board will meet with the Project Director and Activity Co-Directors once or twice a semester to provide real-world input into the project from business, industry, and healthcare leaders.

Project Narrative

(c) Quality of implementation strategy. (Total: 25 points) The extent to which--
(1) The implementation strategy for each activity is comprehensive (10 points); (2) The rationale for the implementation strategy for each activity is clearly described and is supported by the results of relevant studies or projects (10 points); and
(3) The timetable for each activity is realistic and likely to be attained (5 points).

Narrative of Implementation Strategy Rationale

Though from 1999-2002 only 5% of Imperial County high school graduates enrolled at one of the campuses of the California State University, compared to 10% of graduates enrolling statewide (California Postsecondary Education Commission), the percentage of local high school graduates enrolling at IVC is skyrocketing. According to the California Center for Border and Regional Economic Studies (CCBRES), between 2001 and 2002, enrollment of high school graduates at IVC increased from 63% to 76% in Calexico, 59% to 63% in Brawley, 53% to 65% in Holtville, 50% to 72% in El Centro, and 47% to 50% in Imperial (*CCBRES Bulletin*, Aug. 2004). The California Department of Finance, Demographic Research Unit projected that the number of high school graduates in Imperial County will increase 14% by 2010 compared to 2003. These dramatic increases in local high school graduates and IVC enrollment put the onus on the county's two postsecondary institutions to expand career pathways for place-bound students.

While county unemployment hovers around 24%, housing prices keep getting higher, reflecting California trends. The median home sales price rose from $112,000 in 2000 to $152,682 in 2003, a 35% increase (*CCBRES Bulletin*, Aug. 2004). The prospect that Hispanic youth will be able to purchase homes here is gloomy, unless we expand access to bachelor's degree programs that will lift them out of poverty and into professional careers. According to the California Employment Development Department, college graduates earn $17,560 more each year than high school graduates.

Faculty surveyed 160 IVC students to determine their level of interest in the proposed bachelor's degree programs in computer science and nursing.

2+2 (Associate's to Bachelor's) Degree Program in Computer Science

Out of 135 students surveyed in general-education mathematics courses at IVC during fall of 2004, 93% plan to earn a bachelor's degree. Forty-four percent of the students are interested in computer science, and fourteen of the students would be interested in pursuing a bachelor's degree in computer science if it becomes available locally. The reasons the fourteen students give for their interest in a 2+2 bachelor's degree program in computer science include "cheaper to live in the valley," "school is less expensive here," "family," "convenience," "my employment is here," and "save time."

Nationally, the Bureau of Labor Statistics (BLS) predicts that by 2012, 632,000 new jobs will have been created in the technical information sector alone, an 18.5% increase. In addition, technical service jobs will increase by 27.8%, and employment in computer systems design will expand by 55%. "Employment growth will be driven by the increasing reliance of businesses on information technology and the continuing importance of maintaining system and network security" (BLS 2003). Our new bachelor's degree program in computer science will prepare local Hispanics to enter this highly paid, growing field. IVC and SDSU-IV believe that our graduates should be prepared to enter the workforce with skills that make them desirable from the standpoint of employers. At SDSU-IV, every computer science major will be prepared to receive, before graduation, one or more of the following certifications: Cisco CCIE certification, Microsoft MCSE or MCSA certification, and/ or Microsoft SQL certification. Use of Geographic Information Systems (GIS) software will be incorporated into the upper-division computer science program, as well.

2+2 (Associate's to Bachelor's) Degree Program in Nursing

"The nursing shortage has reached crisis proportions in California" (California Strategic Planning Committee for Nursing, Phase III Final Report, Executive Summary, 2002, p. 3,

http://ucihs.uci.edu/cspcn). The California Strategic Planning Committee for Nursing (CSPC) also projects a demand for almost 40% more RNs in California between 2000 and 2010. According to the University of California, San Francisco, Center for the Health Professions, Imperial County faces one of the severest Registered Nursing shortages of California counties (*Nursing in California*, UC San Francisco, Jan. 2001). Each year, nurses with associate's degrees leave our county to pursue a bachelor's degree in nursing elsewhere; generally, such nurses don't return, according to IVC's Director of Nursing, Kathy Berry.

A 2004 survey of California RNs conducted by California State University, Chico, revealed that "18.7% of those with associate's degrees at the time of licensure later completed a baccalaureate or master's degree" (CSPC Executive Summary, p.1). In December 2004, IVC's Nursing Program Director polled 25 associate's degree students about their interest in our possible 2+2 degree program; 88% said that they planned to pursue a BSN during the next five years, and 100% said that they would pursue the BSN if SDSU-IV offered it.

Local hospitals that the IVC Nursing Program Director approached--El Centro Regional Medical Center and Pioneers Memorial Healthcare District--were enthusiastic about our proposed 2+2 program that creates a BSN pathway for associate's degree nurses. In creating this BSN pathway we respond to the California Strategic Planning Committee for Nursing's call for further work "on program articulation so that transitions are streamlined and predictable between L.V.N., A.D.N., and baccalaureate (B.S.N.) education programs" (CSPCN Final Report Executive Summary, 2002, p. 2). Our 2+2 (associate's to bachelor's) degree program in nursing will also help raise the percentage of Hispanic nurses in California from the deplorable 1999 level of 4% (*Nursing in California*, Jan. 2001, p. 14)—for 86% of IVC's students are Hispanic, along with 80% of SDSU-IV's students.

To target the need for better in-patient pediatric care in the county noted by the Board of Nursing, we will arrange clinical or practical rotations of our BSN students at top hospitals such as Children's Hospital of San Diego or the University of California, San Diego Hospital. Having well-trained pediatric nurses at the BSN level would improve health care in Imperial County; currently, severely ill Imperial County children must be transferred 120 miles to San Diego hospitals because of the deficits in local nursing care, according to IVC's Nursing Director.

Though public health rotations would take place through the Imperial County Public Health Department, it may also be possible to arrange to have our RN to BSN students gain hands-on public health experiences in nearby Mexicali, Mexico; such experiences would deepen our students' understanding of the culture of their local Hispanic patients and of common health problems, as well as enhancing students' bilingual skills.

Supplemental Instruction Courses

Studies have found that transfer and persistence rates of Hispanic community college students are among the lowest ("Minorities in Higher Education: Nineteenth Annual Status Report," W. Harvey, American Council on Education, 2002). Because we want our Hispanic students, who constitute 86% of IVC's and 80% of SDSU-IV's population, to successfully complete the new 2+2 (associate's to bachelor's) degree programs, we are requiring them to take supplemental instruction courses conducted by the new faculty in these programs at IVC and SDSU-IV. "Supplemental Instruction (SI) is an internationally renowned, student-centered, peer-facilitated program designed to increase academic performance and retention through outside-of-class collaborative learning sessions. These gatherings provide opportunities to discuss, develop, and process course concepts" (http://admin.sfcc.edu/~acres/supplement/). Studies have found that Hispanics, like Native Americans, prefer the participative, personalized learning style that

supplemental instruction courses utilize. “In comparison to white students, both Hispanic and Native American students exhibited a high propensity for participation in active, concrete learning experiences, cooperative situations, and elaborative processing” (“Minority Student Retention and Academic Achievement in Community Colleges,” K. Szelényi, *ERIC* EDO-JC-01-02 February, 2001).

Students in the new programs will take all of the courses in their major together, in classes that will not enroll more than thirty-five students, and will often be smaller. As a result, students in these new programs will be in Learning Communities that enable them to form meaningful relationships with peers and faculty, to feel comfortable about speaking during class discussions, and to discuss intellectual connections between courses outside of class. "Learning community students generally fare better academically, socially, and personally than those in comparison groups" (Miami University FIPSE Project http://www.units.muohio.edu/flc/what.shtml).

Studies show that a prime ingredient to insuring transfer students’ success is having academic support programs at the senior institution (“Trends and Issues in Transfer,” K. Kim, *ERIC* EDO-JC-01-06, July, 2001). Our supplemental instruction courses for students in the new programs at SDSU-IV will fulfill that function, in addition to the free tutoring and peer mentoring programs that SDSU-IV offers to all students.

Another strategy to facilitate our students’ achievement is hiring part-time advisers to serve the students in the new programs at IVC and SDSU-IV. “To increase the overall rate of transfer, enhanced counseling and advising services as well as faculty advising have been effective” (“Facilitating Transfer for First Generation Community College Students,” J. Striplin, *ERIC* EDO-JC-9905 June, 1999).

Scholarships

A 1987 study found that Hispanic transfer students who were given scholarships earned the baccalaureate degree more often and held higher GPAs than those without scholarships ("Clearing the Pathway," L. Rendon and A. Nora, American Council on Education). As an institutional contribution to the grant project, SDSU-IV will provide scholarships to encourage the most academically qualified IVC students in the new 2+2 (associate's to bachelor's) programs to transfer to SDSU IV; scholarship recipients must also demonstrate financial need.

In addition, local hospitals will be asked to provide financial support for RN to BSN students as part of the partnerships established to defray the costs of training nurses.

Project Narrative

(d) Quality of key personnel. (Total: 10 points) The extent to which--
(1) The past experience and training of key professional personnel are directly related to the stated activity objectives (7 points) (brief resumes should be inserted with this narrative heading); and
(2) The time commitment of key personnel is realistic (3 points).

Key Personnel

Project Director Position Description and Time Commitment

The Project Director, Dr. Lianna Zhao, is the Chair of the Science, Mathematics, and Engineering Division, and a full-time tenured faculty at IVC. One of the proposed degree programs, computer science, will be under her jurisdiction as Division Chair. Due to her educational background in medicine, Dr. Zhao will be qualified to oversee the RN to BSN program, as well. Dr. Zhao's duties as Division Chair have prepared her for the supervisory, evaluation, planning, and budgetary roles of a Project Director: she is responsible for a budget of more than two million dollars annually; for supervising over fifty faculty and staff; for reporting on the Division's activities directly to IVC's Vice president of Academic Services and President; and for planning and evaluating the Division's activities, which include the construction of a new Science and Technology Center with laboratories in the coming years due to the recent passage of IVC's 58.6 million dollar county GO bond issue.

Dr. Zhao's other leadership roles have also prepared her for the role of Project Director: as Vice-President of IVC's Academic Senate, she has the knowledge of institutional policies and the faculty relationships needed to develop new curricula; as a member of IVC's Curriculum and Instruction Committee, she knows how to get new curricula approved; as a member of the Planning and Budget Committee, she understands IVC's fiscal policies.

Dr. Zhao's commitment of 50% of her time during the five academic years of the Title V Project, plus 50% during the summers, will allow her to complete her duties as Project Director.

As the Title V Project Director, Dr. Lianna Zhao will have the following duties:

a. Coordinate and direct the implementation of all Title V activities;

b. Authorize grant expenditures in accordance with Title V regulations.

c. Ensure the appropriate utilization of Title V financial resources to create fiscal accountability;

d. Ensure development of a sound evaluation system to measure each Title V activity and the total project;

e. Prepare reports for the Department of Education in compliance with grant requirements , so that the project remains in full compliance through the funding period;

f. Assist in the recruitment of qualified personnel for the various project activities;

g. Arrange for the appropriate disposition and accounting for all equipment and materials acquired.

IVC Activity Co-Director Position Description and Time Commitment

Since our project is collaborative, Activity leadership roles will be shared between IVC and SDSU-IV, with an Activity Co-Director at each institution. The IVC Activity Co-Director, Celeste Armenta, will have the following duties:

a. Oversee project staff at IVC, except for the administrative assistant, who reports to the Project Director.

b. Ensure the full and punctual completion of all Activity Objectives.

c. Assist in the hiring of all project staff, and in the hiring of the IVC faculty in the new bachelor's degree programs.

d. Lead the efforts to develop, pilot, revise and augment curriculum and academic advising at IVC to serve the needs of the new bachelor's degree programs.

e. In conjunction with the Project Director, the SDSU-IV Activity Co-Director, and relevant IVC faculty, determines the equipment needs for the new programs.

f. Report monthly and quarterly, in writing, to the Project Director about progress on meeting Activity Objectives.

g. Meet monthly with the Title V staff; coordinate with SDSU-IV Activity Co-Director and report once or twice a semester to the Title V Monitoring Team, to gather ideas for improving the Activity's Implementation Strategy.

Holding an MSN, Celeste Armenta is a lecturer in nursing at IVC who has experience working at both of the Imperial Valley hospitals with which our Title V project plans to form partnerships to help defray the cost of training nurses.

Ms. Armenta will devote 40% of her time to the Title V Project during its first three years, when many of the Project's Activities will occur at IVC. During Years 4-5, when most of the Activities will be conducted at SDSU-IV, Ms. Armenta's time commitment will be reduced to 5%.

SDSU-IV Activity Co-Director Position Description and Time Commitment

The duties for the Activity Co-Director at SDSU-IV are the same as those listed above for the IVC Activity Co-Director, except Dr. Jeanette Shumaker will focus on development of the bachelor's degree programs at SDSU-IV. In addition, the SDSU-IVC Activity Co-Director has the following duties:

h. Authorize grant expenditures at SDSU-IV in accordance with Title V regulations and SDSU Foundation financial policies.

i. Make sure Title V expenditures at SDSU-IV are in line with the amounts budgeted.

j. Meet regularly with the Project Director and SDSU IV Dean to ascertain any needed budgetary changes.

Dr. Shumaker is the Director of the Title V Project currently in its fourth year at SDSU-IV, and wrote the proposal for that project, which includes the development of a new mathematics major. Her Title V experience will help her manage the spending of SDSU IV cooperative grant

monies in accord with federal guidelines. In all Title V matters, she reports directly to the Dean of SDSU-IV, ensuring her access to the campus C.E.O. for Title V questions.

From 1993-99, Shumaker was the Activity Director for the Title III Project at SDSU-IV, which successfully completed its Activity Objectives and institutionalized its staff and functions. In addition to her eight years of experience with federal grants, Shumaker has taught English at SDSU-IV for twelve years, and is a full professor who has won several teaching awards.

For four years, she also was the SDSU-IV Assistant Dean for Student Affairs, supervising staff. She served on the SDSU-IV-IVC Liaison Committee, becoming familiar with IVC issues, while meeting IVC faculty and staff. Finally, Shumaker's experience with chairing and serving on faculty and staff search committees will help her perform her Activity Director duty of participating in searches for faculty in the new B.S. programs.

Shumaker's time commitment of 25% during the first three semesters of the Project will increase to 50% during subsequent semesters, plus 25% in the summer. (Starting in the second semester of Year 2, half of her 50% time will be paid for by Title V and half by SDSU-IV as an in-kind contribution.) This pattern fits the increasing level of bachelor's program development activities at SDSU-IV as the project progresses.

Resumes of Key Personnel

Project Director: Lianna Zhao, MD

Education: Northeast Louisiana University, Monroe, LA, MS in Biology, 1988
Capital Institute of Medicine, Beijing, China, MD, 1982

Employment Experience:

- **Imperial Valley College**, Imperial, CA, 1997-Present
  - **Chair, Science, Math & Engineering Division,** 2003-Present
    *Planning, organizing, administering, developing, & evaluating the programs, projects, & activities of the Division.
    *Assessing divisional needs & developing and managing the Division budget of more than two million dollars annually.

*Supervising & evaluating the performance of > 50 personnel in terms of their contributions to student learning & success.

- **Vice President, Academic Senate,** 2004-2005.
- **Planning and Budget Committee member**, 2003-Present.
- **Curriculum and Instruction Committee member**, 2003-Present.
- Taught Biology, Chemistry, Anatomy, and Physiology, lecture and lab courses, 1997-Present.

IVC Activity Co-Director: Celeste L. Armenta, RN, MSN

EDUCATION: University of San Diego, Anticipated Completion Date: May 2005
Post Master Certificate: Family Nursing Practitioner
National University: Master of Science in Nursing. May 1999
National University: Bachelor Science in Nursing, October 1997
Imperial Valley College: Associate in Science Degree Nursing 1995

EXPERIENCE: **Imperial Valley College**: August 2000 - Present
Courses taught: Medical-Surgical Nursing, Fundamentals of Nursing Pharmacology, Health Education
Pioneers Memorial Healthcare District: 1997 – Present
Positions Held: House Supervisor, Per Diem 2001 - Present
Medical Surgical Nurse Manager 1999 – 2001
Medical Surgical Nurse Charge Nurse 1997 - 1999
Medical Surgical Nurse Staff Nurse 1995 – 1997
El Centro Regional Medical Center, April 1996 – December 1997
Position Held: Licensed Vocational Nurse

LICENSURE: California Registered Nurse, ACLS Certified, BLS Certified

AFFILIATION: Pioneers Memorial Diabetic Support Group Leader

SDSU-IV Activity Co-Director: Jeanette Shumaker, Ph.D.

Education: Claremont Graduate School, Ph.D. in English 1990; M.A. 1985
University of Redlands, B.A. in English, 1981
Employment: San Diego State University, Imperial Valley (SDSU-IV)
1992-present, Professor of English
Administrative Roles:
Project Director, Title V at SDSU-IV 2001-present.
Assistant Dean for Student Affairs, SDSU-IV 1995-99.
Activity Director, Title III Project at SDSU-IV 1993-99.

Project Narrative

(e) Quality of project management plan. (Total: 10 points) The extent to which--
(1) Procedures for managing the project are likely to ensure efficient and effective project implementation (5 points); and
(2) The project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer (5 points).

Project Management Plan Narrative

The management of this Cooperative Title V Project is designed to ensure: (1) the effective coordination and facilitation of this significant collaborative initiative; (2) a high level of connection with the chief executive officers and thereby the broader goals and aspirations of both institutions; and (3) the appropriate use of federal, community college and university resources.

a. Management and Monitoring Procedures

IVC President, Dr. Paul Pai, and SDSU IV Campus Dean, Dr. Stephen Roeder (working with the SDSU Foundation) will have fiscal oversight for the project and remain fully informed of its progress, primarily through participation in a Title V Internal Monitoring Team (IMT). The Internal Monitoring Team is comprised of administrators, faculty, classified employees, students from each institution, and community members. The Team will meet one or twice each semester to ensure appropriate and adequate access to information, input to managerial processes and decisions and participation in the central administrative function at both institutions. This will provide an effective means of ensuring consistent progress toward institutionalization. The Internal Monitoring Team will maintain regular communication with the Project Director by means of email.

The Title V Project Director will encourage Activity Co-Directors and staff to meet with her individually, frequently and informally. At such meetings, strategies for meeting Activity objectives will be discussed in an open and creative manner. In addition, each month, the Project Director will meet all Title V staff to discuss and solicit their input about the project's value and progress towards objectives. One or twice each semester, project staff will meet with the Internal

Monitoring Team to assess progress on meeting objectives and to gain ideas for improving implementation strategies.

All of the Title V staff will submit monthly individual reports to each Activity Co-Director, who will write monthly and quarterly Activity reports that summarize progress towards meeting objectives. The Project Director will discuss such reports with the staff, the Internal Monitoring Team, and the External Evaluator before writing the annual project report.

The Project Director and Activity Co-Directors will also meet with a Community Leaders Advisory Board once or twice each semester to collect suggestions from county business, industry, and healthcare leaders.

b. Authority

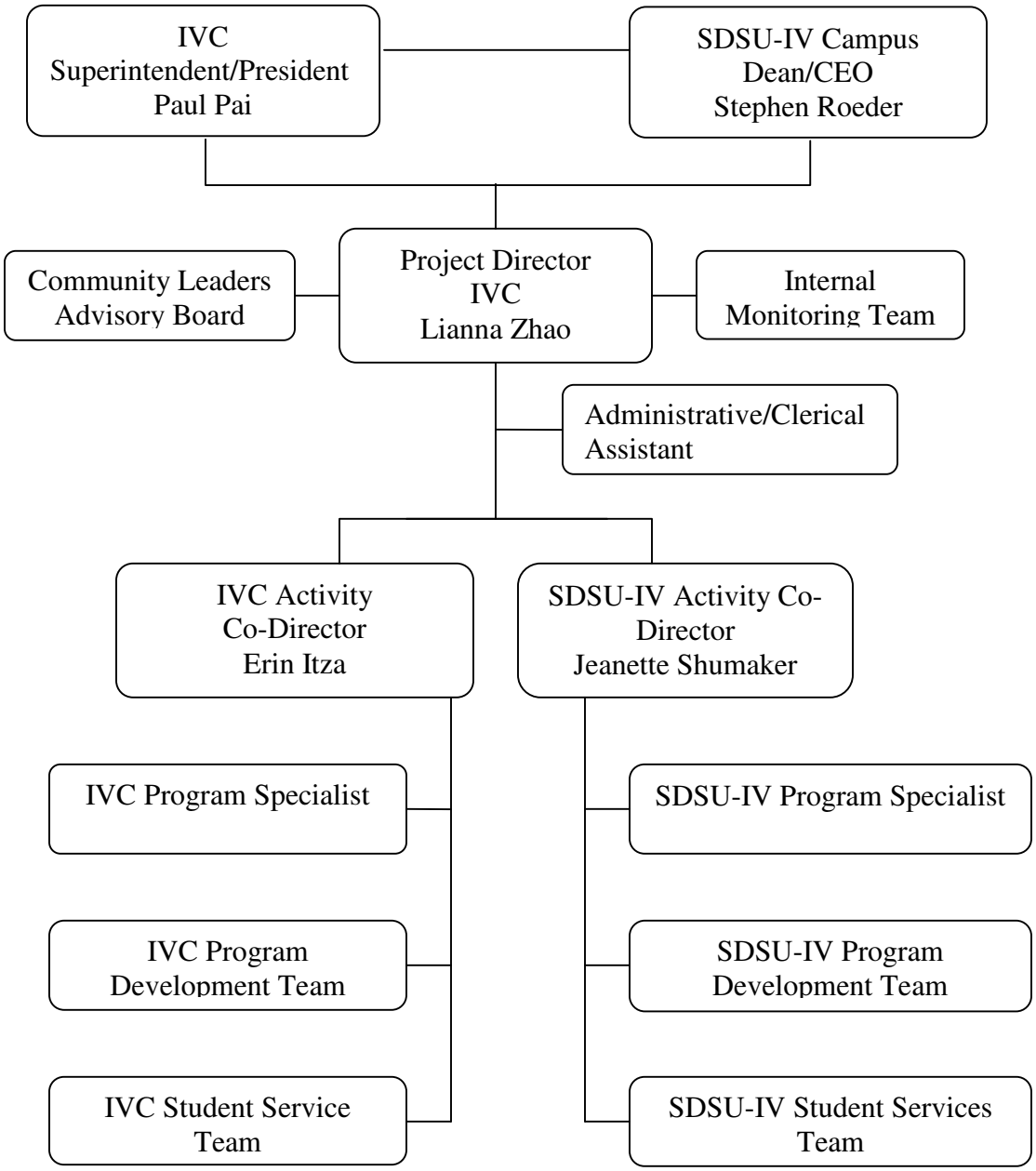
Dr. Paul Pai, President of Imperial Valley College, the lead institution, will have overall responsibility for the Title V Project. He will delegate authority for the management to the Project Director. The Project Director will be assisted by a 25% Administrative/Clerical Assistant, two part-time Activity Co-Directors (one from each institution), a Program Specialist, Program Development Teams, and Student Services Teams. To assure that the Project Director will have full authority and autonomy to administer the project according to the approved plan, the Project Director will report directly to the Internal Monitoring Team, IVC President and SDSU-IV Campus Dean, providing access to the entire upper-level administrations at both institutions that are central to the functioning of all Title V activities. As a result, the administrators of both institutions will help with ongoing evaluation and refinement of the project and help to integrate its activities with institutional ones. Institutionalization will come naturally as key administrators will be aware of the value of project activities.

The Activity Co-Directors will report directly to the Project Director with full access to the IVC President and SDSU-IV Campus Dean and will have sufficient authority to conduct the daily management of the activity effectively. The Activity Co-Directors will have primary responsibility for the completion of Activity's objectives, as well as providing task management and monitoring.

The project staff will report to the Activity Co-Directors except for the Administrative/Clerical Assistant, who will report to the Project Director.

The attached organizational chart depicts the Project's placement within the management matrix of both institutions. This project's administrative structure allows the Project Director sufficient authority such that all personnel working on the Title V project are accountable to the Project Director for the work they do in relation to the project.

IVC SDSU-IV TITLE V COOPERATIVE DEVELOPMENT GRANT



Project Narrative

(f) Quality of evaluation plan. (Total: 10 points) The extent to which--
(1) The data elements and the data collection procedures are clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan (5 points); and
(2) The data analysis procedures are clearly described and are likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan (5 points).

Evaluation Plan Narrative

Our evaluation plan contains ongoing, systematic methods for collection and analysis of both formative and summative data at IVC and SDSU-IV that will allow each partnering institution to assess and improve the project's implementation strategies and progress towards Activity Objectives and CDP Goals. Our Project Director will be able to adjust her management strategies based on evaluation results; reallocate resources if needed; and adjust project schedules and strategies in a timely fashion. As well as the internal analysis of project data conducted by the Project Director, Activity Co-Directors, and the Monitoring Team, a formal evaluation will be held annually by an expert external evaluator who is knowledgeable about Title V regulations.

Data Collection

Data elements for the assessment of CDP Goals, Activity Objectives, and Performance Indicators are comprised of the following: the number of IVC and SDSU-IV Hispanic enrollees and, at the end of the five-year project, of SDSU-IV Hispanic graduates in the bachelor's degree programs in computer science and nursing; the number of IVC transfer students by 2009-10 compared to 2001-02; the amount of new FTES generated at IVC and SDSU-IV by 2009-10 compared to 2004-05; the amount of private donations at IVC and SDSU-IV by 2009-10 compared to 2004-05; the date when joint-use laboratories at IVC begin to be used by SDSU-IV and the savings thereby created; the number of nursing students enrolled in a pediatric training rotation at a San Diego hospital; and the number of students benefited by partnerships between the bachelor's program in nursing and two local hospitals or health agencies to help defray nursing training costs.

Summary of Performance Indicators:
--IVC will institutionalize the funding for the new computer science and nursing instructors by 10/1/08.
--SDSU-IV will institutionalize funding for the two new full-time nursing faculty and

the two new computer science faculty by 9/30/10. --New FTES will make the new 2+2 (associate's to bachelor's degree) programs self-sufficient at IVC and SDSU-IV by 9/30/10. --By 9/30/10, IVC and SDSU-IV will have increased total FTES by 20% compared to 2004-05. --By 9/30/10, IVC and SDSU-IV will have increased private donations by at least 10% compared to 9/30/05. --- A total of 55 Hispanics will graduate from the two bachelor's degree programs at SDSU-IV by 9/30/10, as follows: --at least 15 Hispanics with a B.S. in Computer Science. --at least 40 Hispanics, many of them bilingual, with a BSN.
A total of at least 275 students will be enrolled in the new programs at IVC and SDSU-IV by 9/30/10, as follows: Computer Science: At least 100 students since the program started. Nursing: At least 175 students since the program started.
--At least 20 nursing students will complete a training rotation in pediatric care at a San Diego hospital by 9/30/10. --By 9/30/10, two partnerships with local hospitals/health care agencies will be set up to defray the costs of educating nurses.
--Of the IVC students who started in the new programs in the fall of 2006 and 2007, 75% will complete all requirements for transfer to a four-year university by 9/30/10. --By 9/30/10, the total number of IVC students who transfer to SDSU-IV will have increased by 25% compared to 2001-02. --By 9/30/10, the total number of IVC students who transfer to a four-year university will have increased by 13% compared to 2001-02.

Activity Co-Directors and staff will collect data at their respective institutions each month, analyzing and submitting the data to the Project Director in written monthly reports. Like all personnel supported through Title V funds, new faculty hired for the new 2+2 (associate's to bachelor's) degree programs will submit monthly reports to the Activity Co-Directors about their efforts to develop their programs. Activity Co-Directors and the Project Director will present project data and their analyses of it to the Title V Internal Monitoring Team--which includes the President of IVC and Dean of SDSU-IV, as well as faculty, staff, students and community members representing both institutions--at least once each semester. The monthly Activity reports to the Project Director as well as the discussions of the data with the Internal Monitoring

Team will allow ongoing reflection upon our progress towards Activity Objectives and the effectiveness of our implementation strategies. This will enable the Project Director to modify implementation schedules, budgets, and methods based on unexpected formative and summative data whose analysis suggests that different strategies are needed for the project to meet its objectives.

GPRS data on Academic Quality, Student Services and Outcomes, and Institutional Management and Fiscal Stability--including the number of new academic programs, joint use of laboratories, amount of private donations at each institution, and the number of faculty with terminal degrees--will be collected for the Project Director's annual report not only by project staff, but by the offices of institutional research, business, and development at the two institutions as needed.

Data Analysis

The baseline year for assessing the amount of private donations and FTES at each institution will be 2004-05, the year before the project begins. The baseline year for IVC transfer student data will be 2001-02, because that is the year for which data is currently available.

An external evaluator chosen by competitive bid will conduct an evaluation of our project each year. We will use an external evaluator to gain expert advice on our implementation strategies, our compliance with federal regulations and Title V procedures, and to ensure the evaluation's objectivity in telling us to what extent we are meeting our Activity Objectives and CDP Goals for Academic Programs, Institutional Management, and Fiscal Stability. Another benefit of retaining an external evaluator will be that the Project Director and Activity Co-Directors will improve their skills in program evaluation and management through the ongoing advice that the evaluator will provide via phone and email between site visits.

The external evaluator should have years of evaluation experience; leadership experience with Title V and other federal Department of Education grant programs that we can benefit from to annually improve our project's implementation strategies; a record of creating change and improvement at institutions of higher education; and experience with similar projects at institutions similar to ours.

The evaluator will conduct at least one site visit of both institutions each year to meet with the Project Director, Activity Co-Directors, and the Internal Monitoring Team to discuss the data elements collected to measure the project's progress towards meeting Activity Objectives and CDP Goals, and the problems experienced while trying to meet those targets; to talk with the Project Director about whether the budget has been sufficient for the implementation tasks and whether it has been appropriately distributed among those tasks; to talk with other members of the two institutions' communities to gather qualitative impressions regarding the perceived impact of the project at IVC and SDSU-IV; and to visit joint-use laboratories. The evaluator will also read the Project Director's annual report to Title V and the Activity reports on which the annual report is based; and will examine other documents from the project to ensure the project's compliance with Title V regulations before the annual report is submitted. After the site visit, the evaluator will write an annual report to the Project Director and Monitoring Team measuring the project's progress towards meeting CDP Goals and Activity Objectives; identifying problems or barriers that prevent the project from meeting its objectives; and suggesting ways to overcome such barriers through improved implementation strategies. At the end of the project's five years, the independent evaluator will submit a report on our project that the Project Director will both summarize within, and append to her final report to Title V that is due within 90 days of our project's completion.

As well as reporting upon the progress towards meeting Activity Objectives and CDP goals, the Project Director's final report will assess our project's impact upon the ability of SDSU-IV and IVC to collaborate--describing to what extent the institutional cultures have become cooperative, making future collaborations likely. Progress towards institutionalization will also be addressed.

As mentioned in the data collection section of this evaluation narrative, the Activity Co-Directors will analyze the data they have collected in their monthly written reports to the Project Director, and discuss these reports with her in monthly meetings. Reflection will occur about what works and what doesn't, as progress on meeting Activity Objectives and CDP goals is closely examined, and the reasons for success or failure analyzed.

The Activity Co-Directors and the Project Director will further discuss their analysis of the data with the Internal Monitoring Team (IMT) at least once each semester—more often if Activity Objectives and CDP goals are not being met. From meeting with the IMT the project's three managers will gain fresh perspectives upon their implementation strategies from the constituents of both institutions—ranging from students, to community members, and from faculty, to top administrators. The intent is that the IMT will provide institution-wide perspectives for the project to learn from. Brainstorming stronger implementation strategies will be an important part of each meeting with the IMT. Institutionalization will be another focus of discussion with the monitoring team, which will evaluate to what extent project activities have been incorporated by each institution, and what further steps need to be taken. The IMT will consider whether the institutions have been supportive of the project's activities, and what further support--in terms of facilities or services--might be needed. The IMT will also explore

the unforeseen benefits or problems that have resulted for students, faculty, and staff due to the project's activities.

In addition, the Project Director and Activity Co-Directors will meet with a Community Leaders Advisory Board once or twice a semester to hear business, industry, and healthcare leaders' ideas for improving the project—and to ascertain the project's impact on county employment development and healthcare.

The Project Director's annual report to Title V will provide another opportunity for insightful analysis of our Activity data to ascertain reasons for the project's level of progress towards meeting its Activity Objectives and CDP goals—our summative results—that will generate dynamic new approaches to improve implementation and management strategies for the coming year.

Project Narrative

(g) Budget. (Total: 5 points). The extent to which the proposed costs are necessary and reasonable in relation to the project's objectives and scope.

Budget Narrative

All activities and costs included in this Title V Cooperative Project are allowable according to the Title V regulations. All costs were carefully researched before inclusion and represent reasonable expenses in the current market. All costs are necessary to accomplish the activity objectives. There is one activity and two partner institutions in this project. A separate budget exists for each institution that includes costs for each year. In addition, there is a separate budget for the management and evaluation of the project that includes costs of each year. The percentage of overall project costs ($3,478,532) attributable to each institution and the management and evaluation, administered by IVC, are shown below.

Institution	Amount	Percentage of Overall Budget
IVC	$1,298,281	37.32%
SDSU-IV	$1,718,015	49.39%
Management & Evaluation	$462,236	13.29%

IVC Activity Budget

Because starting two new 2 + 2 (associates to bachelor's) degree programs requires much human effort, most of our Activity costs are in Personnel/ Fringe Benefits. IVC's costs are much heavier than SDSU-IV's during Years 1-2 because IVC will offer the first two years of courses in the two new associate's to bachelor's degree programs.

A. Personnel: Annual 5% raises are budgeted for all positions. Funds are requested based on current salary of the person identified. All personnel positions are budgeted on a 10-month basis excluding the Program Specialist, and Program Counselor whose positions are budgeted on a 12-month basis. Stipends for faculty in other fields are budgeted at a one-time basis.

IVC proposes to use Title V funds to support a 66% time ($40,000) Title V Program Specialist evenly split (33% time, $20,000) between the two institutions. This Title V Program Specialist will assist IVC and SDSU-IV Activity Co-Directors with the two new programs, Activity planning, data analysis, ordering items, budgets, and other paperwork. At the same time, IVC provides district funds in the amount of $20,000 to make this a full-time position with additional duties in resource development; after this grant expires, IVC will fully absorb the position.

Year 1	Year 2	Year 3	Year 4	Year 5
$20,000	$21,000	$22,050	$23,153	$24,310

The IVC Activity Co-Director, Celeste Armenta, will be released from her teaching responsibilities at 40% time in Year 1-3, and 5% time in Year 4-5, when most of the work of establishing the lower division of the two new associate's to bachelor's degree programs will have been completed. Title V funds are requested to pay the cost of her replacement. This position will not be needed after the grant expires.

Year 1	Year 2	Year 3	Year 4	Year 5
$17,314	$18,180	$19,089	$2,505	$2,631

The IVC Computer Science Program Coordinator, Sherry Zobell, will be released 20% time from her teaching duties to work for Title V during Year 1-2, helping the Activity Co-Director

with the computer science program, such as the search for and orientation of new computer science faculty, development of a two-year computer science associate's to bachelor's degree plan, the design of labs, assessment of equipment, and getting the new computer science courses approved and articulated. This position will not be needed from Year 3-5. Title V funds are requested to pay the cost of her replacement in Year 1-2.

Year 1	Year 2	Year 3	Year 4	Year 5
$11,369	$11,937	0	0	0

The IVC Nursing Program Coordinator, Kathy Berry, will work 20% time for Title V during Year 1-2, helping the Activity Co-Director search for and orient IVC new nursing faculty, developing the lower-division RN to BSN degree plan, designing nursing labs, assessing equipment, orienting SDSU-IV nursing professor 1 in utilizing the IVC nursing lab facilities and equipment, getting the new RN to BSN program approved, and forming the first nursing partnership with the local health organization/hospital. She will then work at 5% funded by Title V in Year 3-5, helping the Activity Co-Director form the second nursing partnership with a local health organization/hospital, setting up the training rotation center in San Diego, and orienting the SDSU-IV nursing professor 2 and 3 in utilizing the IVC nursing lab facilities and equipment. Title V funds are requested to pay the cost of the replacement during the grant period and the position will not be needed after the grant expires.

Year 1	Year 2	Year 3	Year 4	Year 5
$13,000	$13,650	$5,383	$3,762	$3,950

IVC intends to hire one computer science full-time tenure-track Title V instructor to develop, pilot, and revise computer science courses and supplementary instruction courses. The position is paid 100% by Title V in Year 1-3. Starting in Year 4, the cost of the position is totally absorbed by IVC to continue the program and serve our students.

Year 1	Year 2	Year 3	Year 4	Year 5
$65,000	$68,250	$71,663	0	0

IVC intends to hire one nursing full-time tenure-track Title V instructor to develop, pilot, and revise RN to BSN courses and supplementary instruction courses. This position is funded by Title V at100% in Year 1-2 to develop and pilot courses, and to assist the Nursing Program Coordinator in forming the first nursing partnership with a local health organization/hospital and in orienting SDSU-IV nursing professor 1 in utilizing IVC nursing lab and equipment and following the safety regulations. Starting in Year 3, the cost of this position is totally absorbed by IVC.

Year 1	Year 2	Year 3	Year 4	Year 5
$65,000	$68,250	0	0	0

The 60% time Program Counselor, Beatriz Avila, will work for Title V in Year 1-3, giving counseling assistance to students in the two new associate's to bachelor's degree programs in the matter of selecting courses, solving personal problems, facilitating transfer, planning a career, and administering tests for students with a documented disability. Starting in Year 4, the duties of this position are taken over by the Counseling Department of IVC as an in-kind contribution. The pay by Title V in Year 1-3 is calculated at $30 an hour x 21 hours per week x 50 weeks.

Year 1	Year 2	Year 3	Year 4	Year 5

$31,500	$33,075	$34,729	0	0

Faculty stipends totaling $18,000 are requested from Title V for Year 1, allowing instructors in fields other than computer science and nursing to develop or revise the curricula in their fields needed as part of the new computer science and nursing 2+2 degree program requirements (i.e. Biochemistry and Pathophysiology for RN to BSN major). The faculty are paid $1,500 for developing new curriculum and $500 for revising curriculum.

Year 1: $18,000				

B. Fringe Benefits

Benefits, totaling $226,694, are calculated at 33%, consistent with IVC policy.

Year 1	Year 2	Year 3	Year 4	Year 5
$79,590	$77,333	$49,867	$9,709	$10,194

C. Travel: Because of the institution's rural, isolated location, some off-campus travel is essential to the success of the activity. State and college policies regarding travel costs will be followed. A total of $21,300 is requested.

In YEAR 1-3, the IVC Activity Co-Director and IVC Title V Business Officer will accompany the Title V Project Director to the New Project Directors' meeting in Washington, D.C. $10,950 is requested.

	Year 1	Year 2	Year 3
Airfare (Imperial to Baltimore) @ $775 x 2	$1,550	$1,550	$1,550
Lodging @ $175/night x 4 nights x 2	$1,400	$1,400	$1,400
Transportation (Baltimore–DC) @ $300	$300	$300	$300
$35 per diem x 5 days x 2	$350	$350	$350
$10 parking x 5 days	$50	$50	$50
Total	$3,650	$3,650	$3,650

In YEAR 1, the project staff and Title V faculty in the two new programs will visit the "west campus" of San Diego State University at San Diego, California to review their Computer Science, and ADN to BSN programs and lab facilities. The "west campus" of San Diego State University is a model of computer science and ADN to BSN for a large Hispanic population. They will travel in two vans. Mileage is $.60/mile, lodging is $130/night and per diem is at $35/day. $2,200 is requested for this trip.

In YEAR 1, The Title V Program Coordinators, and computer science and nursing faculty will attend a conference in their respective disciplines. We have budgeted the two-day conferences at $775 for airfare, $300 for land travel, $130/night for hotel, and $35/day for per diem and conference registration at $450 for each person. $8,150 is requested for attending those conferences.

D. Equipment: We will apply the federal standard of $5,000 to the definition of equipment. A total of $224,492 is requested from Title V for the equipment in YEAR 1-3. The absolutely needed equipment accessories that cost less than $5,000 are listed under Other.

1. In YEAR 1, $124,000 is budgeted for converting two classrooms to a 20 station computer network lab facility with needed software and hardware sufficient to cover all of the computer science courses offered.

Computer workstations (pc, desks, chairs, etc) ea @ $10,000 x 2	$20,000
Video projectors, screen mount & cables ea @ $6,000 x 2	$12,000
Electrical, networking & projector cabling ea @ $7,000 x 2	$14,000
40 people Unix server (Sun or Nortel)	$10,000
Unix server license fee	$10,000
Domain controller (login service) ea @ $5,000 x 2	$10,000
Domain controller license fee	$10,000
Microsoft exchange server (student email system) ea @ $10,000 x 2	$20,000
Microsoft exchange server license fee	$10,000
Firewall	$8,000

2. In YEAR 3, $100,492 is budgeted for the 21st century equipment and software used in the new 2 + 2 RN to BSN program. The simulation manikin and Affinity training module will be jointly used by IVC and SDSU-IV nursing students at all levels for the mutual benefit of both institutions in a cost effective fashion.

METI simulation manikin, accessories and software ea @ $67,492	$67,492
Gateway laptop with DVD capacities for use with simulation manikin ea @ $5,000	$5,000
Smart board large audience ea @ $6,000	$6,000
Ultrasound dropper ea @ $5,000	$5,000
Video/computer/projector and computer in three nursing labs ea @ $7,000	$7,000
Affinity training module (patient care assessment and charting) ea @ $10,000	$10,000

IVC will pay for the regular maintenance and repair of the above equipment as an in-kind contribution during the grant and absorb all maintenance and repair expense, starting in Year 4.

E. Supplies: $900 is requested for supplies in Years 1-3, totaling $2,700, including copying, postage, printer cartridges, and other materials. IVC will pay for the cost of these items as an in-kind contribution in Year 4-5.

	Year 1	Year 2	Year 3	Year 4	Year 5
Copy & Print	$500	$500	$500		
Postage	$20	$20	$20		
Cartridges	$200	$200	$200		
Other Materials	$180	$180	$180		

F. Contractual: Nothing is requested.

G. Construction: Nothing is requested for construction.

H. Other: A total of $136,145 is requested.

1. In YEAR 1, a total of $35,509 is requested.

$13, 509 is budgeted for items less than $5,000 that are needed for converting two classrooms to a 20 station computer network lab facility and needed configuration services and software fees sufficient to cover all of the computer science courses offered.

Network Equipment ea @ $1,250 x 2	$2,500
misc. items (security cables, surge protectors, etc)	$1,009
Unix server configuration service at $200/hr x 10 hrs	$2,000
Domain controller configuration service at $200/hr x 10 hrs	$2,000
Microsoft exchange server configuration service at $200/hr x 10 hrs	$2,000
Firewall software fee	$2,000
Firewall configuration service at $200/hr x 10 hrs	$2,000

$11,000 is requested to purchase the computer system (computer, monitor, and printer) for the two Title V instructors, and the Program Specialist.

Computer system for computer science faculty	$5,000
Computer system for nursing faculty	$3,000
Computer system for Program Specialist	$3,000

$10,000 is requested in Year 1 for consultants to provide expert advice in the creation and planning of new curricula and laboratories, and for outside contractual services to install the equipment.
Library reference materials will be purchased at $1,000 in to support the student learning in the new programs.

2. In YEAR 2, a total of $100,636 is requested.
$68,550 is budgeted for the items less than $5,000 needed for a 40 station computer network lab facility sufficient to cover all of the computer science courses offered.

Computer system (to last the 5-year project) ea @ $1,600 x 40	$64,000
Network printers ea @ $2,275 x 2	$4,550

$5,686 is requested for Instructional Supplies for efficiently offering the new 2+2 RN to BSN program labs.

Printer for use with METI simulation manikin ea @ $2,000	$2,000
Document Camera ea @ $1,646	$1,646
Opthalascope with wide angle lenses ea @ $600 x 3	$1,800
Tuning forks ea @ $50 x 3	$150
Skin calipers ea @ $30 x 3	$90

$26,400 is budgeted for IVC to create one 30-seat new Smart Classroom with audio-visual capabilities and other equipment to support the new 2+2 (associate's to bachelor's) degree programs with 21st century technology.

Windows & Mac computer ea @ $5,000	$5,000
Video/data projector & spare lamps ea @ $7,000	$7,000
Document presenter ea @ $4,400	$4,400
Customer cabinet ea @ $4,500	$4,500
Electric screen ea @ $1,500	$1,500
Misc. (PDA, switcher, IR remote, etc.) ea @ $1,500	$1,500
Audio ea @ $500	$500

Installation fee	$2,000

IVC will pay for the consumable materials during the grant period as an in-kind contribution and replacement of other instructional supplies starting in Year 3.

Institutional Contribution

The nursing instructor will be institutionalized at the start of Year 3, at a salary/ benefits cost of about $272,543 as an in-kind contribution from IVC over three years. The computer science instructor will be institutionalized at the start of Year 4, at a salary/ benefits cost of about $177,223 over two years as an IVC in-kind contribution. We have used Year 1 salaries and benefits when calculating the above in-kind contribution. Even without considering the 5% yearly salary increase, IVC's total in-kind contribution to the project comes to about $449,766.

SDSU-IV Activity Budget Narrative

A total of $1,718,015 is requested for the SDSU-IV Activity. Because the focus of our project is starting two new 2+2 bachelor's degree programs in critically needed fields, personnel/ fringe benefit costs comprise most of our budget. SDSU-IV's share of the total budget is heavy during Years 4-5, as it offers the last two years of courses for the new bachelor's degree programs.

A. Personnel: Salaries over five years total $1,040,530.

The Title V Program Specialist will work 33% at SDSU-IV (and 33% at IVC), assisting the SDSU-IV Activity Co-Director with the establishment of the three new programs, Activity planning, data analysis, ordering items, budgets, and other paperwork. After this grant expires, IVC plans to totally absorb this position. (See IVC Activity Budget Narrative for details.)

Year 1	Year 2	Year 3	Year 4	Year 5
$20,000	$21,000	$22,050	$23,153	$24,310

The Activity Co-Director, Dr. Jeanette Shumaker, will work 25% time for Title V during the project's first three semesters and 50% time from the fourth semester through the end of Year 5. SDSU-IV only requests 25% time for all five years and is paying for 25% release time in-kind for her from the fourth semester through the end of the Year 5 spring semester, 5/2010. Dr. Shumaker will also work 25% time funded by Title V in the summers of Years 2-5. This position will not be needed after the grant expires.

	Year 1	Year 2	Year 3	Year 4	Year 5
Acad. Year	$21,858	$23,363	$24,531	$25,758	$27,046
Summer	0	$7,319	$7,685	$8,069	$8,473

The Computer Science Program Coordinator, Dr. Salomon Itza Ortiz, will work 25% time for Title V during the project's first four semesters, assisting the Activity Co-Director with developing biology and computer science degree plans, gaining approvals for the new bachelor's degree programs in biology and computer science, conducting biology and computer science faculty searches and orientation, assessing equipment, and planning science labs. During Years 3-5, Dr. Itza Ortiz will work at 5% time on laboratory development. The position will not be needed after the grant expires.

Year 1	Year 2	Year 3	Year 4	Year 5
$12,000	$12,600	$2,548	$2,675	$2,809

The Nursing Program Coordinator, Sue Nichols, will work at 15% time in Years 1-3, and 20% in Years 4 and 5, helping the Activity Co-Director search for and orient nursing faculty, develop a nursing degree plan, design nursing labs, assess equipment, orient SDSU-IV's two nursing professors in utilizing the IVC nursing lab facilities and equipment, get the new nursing programs approved, form two nursing partnerships with the local health organizations/hospitals, and set up the training rotation at a distinguished hospital in San Diego. The position will not be needed after the grant expires.

Year 1	Year 2	Year 3	Year 4	Year 5
$11,321	$11,887	$12,481	$15,095	$15,850

The full-time computer science faculty 1 will start work for Title V during the spring of Year 3, and be covered by Title V at 100% through the end of Year 5 to develop, pilot, and revise new courses.

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	$30,000	$63,000	$66,150

The second full-time computer science faculty will start work during the spring of Year 4 and be covered at 100% by Title V through the end of Year 5 to develop, pilot, and revise the remaining computer science courses. The bachelor's degree program in computer science will be institutionalized at the end of Year 5 and all the costs will be absorbed by SDSU-IV to continue the program.

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	0	$30,000	$63,000

The full-time nursing faculty 1 will start to work, funded by Title V, during the spring of Year 2 (50%, half of an academic year) to develop the major portion of nursing curricula and assist in formation of the first nursing partnership with a local health organization/hospital. He/she will be covered by Title V at 100% in Year 3 and Year 4 to pilot and revise the nursing courses he/she developed and to participate in setting up a training rotation at distinguished hospitals in San Diego. Starting in Year 5, the B.S. degree program in Nursing begins to be institutionalized as this position is totally absorbed by SDSU-IV.

Year 1	Year 2	Year 3	Year 4	Year 5
0	$32,500	$68,250	$71,663	0

The full-time nursing faculty 2 will start to work, funded by Title V, during the spring of Year 3 (50%, half of an academic year). In Year 3, he/she will develop the remaining nursing courses and in Year 4, pilot and revise those courses, and assist in setting up a training rotation at a hospital in San Diego in Year 4. This position will be covered at 100% by Title V in Year 4. In Year 5, 75% time is requested for nursing faculty 2, who will help form the second nursing partnership with a local health organization/hospital, and will revise the nursing curriculum. SDSU-IV will contribute 25% in Year 5 and absorb the salary and benefits for this position after Year 5 to continue the program.

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	$32,500	$68,250	$53,747

The part-time nursing lecturer 3 will work for and be funded by Title V in Year 3-5 to develop, pilot, and revise the remaining nursing courses; assist in setting up a training rotation at a hospital in San Diego; and help form the second nursing partnership with a local health organization/hospital. SDSU IV will absorb the salary for this position after Year 5 to continue the program.

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	$16,000	$16,800	$17,640

During Year 4 and 5, an academic adviser, who will advise students in the two new majors and work on transfer and articulation issues with IVC, is requested at 50%. After the grant expires, the duties of this position are taken over by the Counseling Department of SDSU-IV.

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	0	$23,000	$24,150

Annual 5% raises are budgeted for all positions. Personnel are budgeted on a 9-month basis except for the Activity Co-Director, Program Specialist, Nursing Program Coordinator, and Academic Adviser, who are budgeted on a 12-month basis.

B. Fringe Benefits: Benefits, totaling $381,071, are calculated at 40% for release time or University reimbursement, and 22% for overload. These percentages are consistent with SDSU Foundation and SDSU policy.

Year 1	Year 2	Year 3	Year 4	Year 5
$24,034	$37,908	$77,914	$129,697	$111,518

C. Travel

Travel to the Title V conference in Washington D.C. is requested for the Activity Co-Director in Year 2, 4 and 5, for a total of $6,000.

	Year 2	Year 4	Year 5
Airfare (Imperial to Baltimore)	$775	$775	$775
$175 lodging/night x 4 nights	$700	$700	$700
Transportation (Baltimore–DC)	$300	$300	$300
$35 per diem x 5 days	$175	$175	$175
$10 parking x 5 days	$50	$50	$50
Total	$2,000	$2,000	$2,000

D. Equipment: Applying the federal standard of $5,000 to the definition of equipment, a total of $164,888 is requested from Title V for equipment in YEAR 4-5; needed equipment accessories that cost less than $5,000 are listed under Other. SDSU-IV will pay for the regular maintenance and repair of the above equipment as an in-kind contribution during the grant and absorb subsequent maintenance and repair expense.

1. Computer Science classroom network: In support of the computer science major, SDSU-IV will create a 25-seat computer classroom with "smart" audio-visual capabilities, plus three servers, one switch, and one router. Switches interconnect the PCs in the classroom. Routers connect the classroom network to the campus backbone. One server acts as a fileserver for the

campus network; the other two model a typical enterprise hardware configuration when teaching Oracle or SQL classes. SDSU-IV intends to bear $130,000 of the cost of this classroom, including computers, printers, cabling, furniture, etc.

2. Computer Science lab equipment: In Year 4, $55,000 is requested to fund additional computer science laboratory equipment.

Compaq proliant ml3500 servers or equivalent (dell power serve, etc) @ $10,000 ea x 2	$20,000
Hardware necessary to support a CISCO first- and second-level certification program	$15,000
MATLAB Site license	$10,000
MAPLE site license	$10,000

3. Nursing equipment: In YEAR 5, $109,888 is requested for a human child patient stimulator. This computer driven child provides true life scenarios to improve student skills and competency in pediatric care and will be jointly used by IVC and SDSU-IV nursing students at all levels for the mutual benefit of both institutions in a cost effective fashion.

E. Supplies

$3,000 is requested for Activity supplies during Year 1-5.

	Year 1	Year 2	Year 3	Year 4	Year 5
Copy & Print	$200	$200	$200	$200	$200
Postage	$100	$100	$100	$100	$100
Cartridges	$100	$100	$100	$100	$100
Other Materials	$200	$200	$200	$200	$200
Total	$600	$600	$600	$600	$600

F. Contractual (Consultants are listed under Other.)

G. Construction: All renovation costs will be borne by SDSU-Imperial Valley.

H. Other: The total expenditure budgeted as Other is $122,526.

1. $63,193 is budgeted for the Computer Science program instructional materials: Computer science lab routers, switches, etc. are necessary for Cisco CCIE certification instruction of computer science program. This high-end "Cisco lab" will give students hands-on experience in designing, constructing, and administering networks that incorporate all kinds of Cisco hardware. These switches and routers are distinct from those listed above for the classroom network, because the Cisco networking classes will include exercises for "breaking" networks, disabling devices etc., and we don't want those exercises to compromise the classroom network. SDSU-IV Computer Science Department will enroll in the Microsoft MSANAA program at the cost of $800 per year. All of the computer science students and faculty can get free download of virtually all Microsoft products.

Year 1	Routers @ $1,500 ea x 3	$4,500

	Medium duty workgroup laser printer	$1,333
	Microsoft msdnaa program enrolment $800/yr	$800
Year 2	Switches @ $3,500 ea x 2	$7,000
	40+gb 7,200 rpm ata disk drives @ $100 ea x 100	$10,000
	Microsoft msdnaa program enrolment $800/yr	$800
Year 3	24-port gbe switch @ $1,000 ea x 2	$2,000
	SUSE Linux 9.2 professional or enterprise + carious references	$200
	Microsoft msdnaa program enrolment $800/yr	$800
Year 4	Removable hdd drawers @ 22 ea x 100	$2,200
	Misc. cabling and network hardware	$1,000
	Removable hdd drive bays @ $30 ea x 32	$960
	Microsoft msdnaa program enrolment $800/yr	$800
Year 5	Desktop pc 2+ghz 80 gb hdd + lcd monitor @ $1,200 ea x 24	$30,000
	Microsoft msdnaa program enrolment $800/yr	$800

SDSU-IV will pay for the annual subscription of Microsoft program and the replacement of other instructional supplies after the grant expires to support the program.

2. $23,636 is budgeted for BSN Program instructional materials:

Year 2	Consumables (chemicals, tubes, etc)	$1,749
Year 3	Consumables (chemicals, tubes, etc)	$2,702
Year 4	Consumables (chemicals, tubes, etc)	$2,000
	Ultrasound dropper ea @ $5,000	$5,000
	Video/computer/projector and computer in three nursing labs ea @ $7,000	$7,000
	Document Camera ea @ $1,500	$1,500
	Opthalascope with wide angle lenses ea @ $600 x 3	$1,800
	Otoscope ea @ $200 x 3	$600
	Tuning forks ea @ $50 x 3	$150
	Skin calipers ea @ $25 x 3	$75
	Percussion hammer ea @ $10 x 6	$60
	Pulse oximeter ea @ $1,000	$1,000

Starting Year 5, the nursing program is institutionalized in SDSU-IV and the on-going cost of the consumables and replacement of the instructional materials will be absorbed by SDSU-IV.

3. Library materials will be purchased at $5,697 in Year 4 to support the student learning in the new programs. Ten (10) titles will be purchased, ranging in cost from $16.20 to $86.11

4. During Year 1, $20,000 is requested for computer science and nursing consultants to provide expert advice on planning the three new programs, conducting searches, and preparing laboratories. During Year 2, $10,000 is requested for the same purpose.

Year 1	Year 2	Year 3	Year 4	Year 5
$20,000	$10,000	0	0	0

Institutional Contribution:

SDSU-IV is paying for 25% per academic year release time from teaching for the Activity Co-Director from the second semester of Year 2 through the end of Year 5, a total of $106,284 contribution to her salary and benefits.

100% of the salary/ benefits for the first tenure-track nursing professor are paid by SDSU-IV in Year 5, at about $91,000, fully institutionalizing this position. 25% of the salary/ benefits of the second nursing professor are taken over by SDSU-IV in Year 5, at about $22,750, mostly institutionalizing this position. The total in-kind contribution to nursing is about $113,750. SDSU-IV will purchase computers/ printers for the new tenure-track faculty members in the three programs at about $1,800 x 4 faculty = $7,200. The total SDSU IV contribution to the project is about $227,234, even without counting the renovation or computer lab cabling and equipment costs.

Project Management and Evaluation Budget

A. Personnel

The tasks noted in the Project Management and Evaluation narrative are complex and demanding. Funds are requested based on current salary of the person identified. In all years, the Project Director, Dr. Lianna Zhao, from IVC, will work 50% time for Title V during the academic years and 50% during the summers, managing and coordinating the project at both institutions. During all academic years, she will be released 25% time from her current teaching responsibilities and Title V funds are requested to pay the cost of replacement. She will also work above and beyond her regular teaching load to take on the responsibilities of project coordinator. Her additional 25% time during all academic years is paid by Title V at 25% of her salary as stipend. During all summers, the Project Director's pay by Title V is calculated at $50 an hour x 4 hours per day x 43 days as stipend.

	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Year	$39,514	$41,490	$43,564	$45,742	$48,030
Summer	$8,600	$,9030	$9,482	$9,5956	$10,453

A 25% time Administrative Assistant is requested. Besides having primary responsibility for administrative and clerical support to the Project Director, this assistant also supports liaison with administrative units at other partners and with the Title V office, as needed. Pay is calculated at $18 an hour x 10 hours per week x 50 weeks per year.

Year 1	Year 2	Year 3	Year 4	Year 5
$9,000	$9,450	$9, 923	$10,419	$10,940

Annual 5% raises are budgeted for all positions.

B. Fringe Benefits

Fringe benefits, total of $104,145, are calculated at 33% in accord with IVC policy.

Year 1	Year 2	Year 3	Year 4	Year 5
$18,848	$19,790	$20,780	$21,818	$22,909

C. Travel

$2,000 per year is requested for the Project Director to travel to the national Title V conference, totaling $10,000 over the grant period.

	Year 1	Year 2	Year 3	Year 4	Year 5

Airfare (Imperial to Baltimore)	$775	$775	$775	$775	$775
$175 lodging/night x 4 nights	$700	$700	$700	$700	$700
Transportation (Baltimore–DC)	$300	$300	$300	$300	$300
$35 per diem x 5 days	$175	$175	$175	$175	$175
$10 parking x 5 days	$50	$50	$50	$50	$50
Total	$2,000	$2,000	$2,000	$2,000	$2,000

D. Equipment
Nothing is requested.

E. Supplies
$900 per year is requested for supplies, including postage, copying, printer cartridges, and phone service, totaling $4,500 for five years.

	Year 1	Year 2	Year 3	Year 4	Year 5
Copy & Print	$700	$700	$700	$700	$700
Postage	$37	$37	$37	$37	$37
Cartridges	$100	$100	$100	$100	$100
Other Materials	$63	$63	$63	$63	$63
Total	$900	$900	$900	$900	$900

F. Construction
Nothing is requested.

G. Other
In Year 1, $3,000 is requested for a computer and printer for the Administrative/Clerical Assistant.

Year 1	Unit Price	Qty	Sub Total	Tax + S&H	Total
Computer	$2,540	1	$2,540	$240	$2,780
Printer	$200	1	$200	$20	$220
Total					$3,000

$5,000 per year is requested for the External Evaluator, totaling $25,000.

Year 1	Year 2	Year 3	Year 4	Year 5
$5,000	$5,000	$5,000	$5,000	$5,000

Project Narrative

Five Year Plan (See General Instructions for further information).

Five-Year Plan (2005-2010)

for Improving Assistance to Hispanic and Low-Income Students

As the only two institutions of higher education in Imperial County, IVC and SDSU-IV share a mission of providing high-quality education to rural first-generation, Hispanic, and low-income students. Adding up our student populations, our two colleges serve over 9,000 students, at least 80% of whom are Hispanic, and over half of whom receive financial aid. Individually, IVC and SDSU-IV pursue numerous efforts to assist at-risk Hispanic and low-income students, including tutoring centers, outreach programs, ESL and developmental writing and math courses, and fundraising for scholarships.

Together, we present the following strategies for improving our services to Hispanic and low-income students.

1. Secure and/ or maintain funding from Title V to support three new bachelor's degree programs in biology, computer science, and nursing. These programs will expand the pipeline of professional careers for Hispanic and low-income students who are place-bound.
2. Develop the joint use of smart classrooms and extension campuses to better serve place-bound Hispanic and low-income students (not just the joint laboratories planned for the Title V project).
3. Create dual admission policies for 2+2 degree programs.
4. Share faculty and professional staff when appropriate, to ease recruitment difficulties--particularly recruitment of minority faculty. Develop additional common strategies for the recruitment and retention of Hispanic faculty and professional staff.

Project Narrative

Ranking of Activities (See General Instructions for further information).

RANKING OF ACTIVITIES

This application contains a single activity.

Project Narrative

Prior HSI Program Support (See General Instructions for further information).

Prior H.S.I. Support

No Title V grant projects have been completed at IVC or SDSU-IV. However, both institutions are now running Title V individual grant projects.

Project Narrative

Letters of Commitment from Partner Institutions (For cooperative arrangement proposals only. If unable to upload documents, please send letters to the Application Control Center. See General Instructions for transmittal information).

March 10, 2005
Department of Education
Office of Postsecondary Education
Developing Hispanic-Serving Institutions Program

Dear Title V:

For several months I have been an active member of the Title V collaborative grant planning team and am happy to register my support for the proposal, "Expanding Career Opportunities for Rural Hispanics: New 2+2 Bachelor's Degree Programs in Imperial County, California," submitted on behalf of Imperial Valley College (IVC), the lead institution, and San Diego State University, Imperial Valley (SDSU-IV).

The application IVC submitted electronically accurately reflects the terms of the cooperative arrangement between IVC, the lead institution, and SDSU-IV. IVC will carry out its part of implementing the Title V project of starting 2+2 bachelor's degree programs in computer science and nursing. IVC will also comply with all assurances and Federal regulations applicable to Title V grantees. The application's budget correctly represents IVC's share of the overall project's funds.

Your considering of our application is very much appreciated.

Truly,

Paul Pai, PhD
Superintendent/President, Imperial Valley College
760-255-6219
paul.pai@imperial.edu

March 9, 2005
Department of Education
Office of Postsecondary Education
Developing Hispanic-Serving Institutions Program

Dear Title V:

Since September 2004, I have been an active member of the Title V collaborative grant planning team and am happy to register my support for the proposal, "Expanding Career Opportunities for Rural Hispanics: New 2+2 Bachelor's Degree Programs in Imperial County, California," submitted on behalf of Imperial Valley College (IVC), the lead institution, and San Diego State University, Imperial Valley (SDSU-IV).

The application IVC submitted electronically accurately reflects the terms of the cooperative arrangement between IVC, the lead institution, and SDSU-IV. SDSU-IV will carry out its part of implementing the Title V project of starting 2+2 bachelor's degree programs in computer science and nursing. SDSU-IV will also comply with all assurances and Federal regulations applicable to Title V grantees. The application's budget correctly represents SDSU-IV's share of the overall project's funds.

Thank you for considering our application.

Sincerely,

Stephen Roeder
Campus Dean and C.E.O., San Diego State University, Imperial Valley
760-768-5520
sroeder@mail.sdsu.edu

Appendix B

Computer Science Associate Degree
Major & Core Course Descriptions

ASSOCIATE DEGREE PROGRAM

COMPUTER SCIENCE MAJOR - A.S. DEGREE

ALL REQUIRED COURSES FOR THIS MAJOR MUST BE COMPLETED WITH A GRADE OF "C" OR BETTER.

Thirty-one (31) units required for the major

I. Required courses for the major

CS	230	Interm Object Oriented Programming Using Java	4.0
CS	280	Assembly Language and Machine Organization	4.0
MATH	119	Elementary Statistics	4.0
MATH	192	Calculus I	5.0
MATH	194	Calculus II	5.0
		Total:	**22.0**

II. Select a minimum of nine (9) units from the following courses to include at least one (1) mathematics course, and (1) science course.

BIOL	180	General Biology: Molecules, Cells, & Genetics	4.0
BIOL	182	General Biology: Principles of Organismal Biology	4.0
CHEM	200	General Inorganic Chemistry I	5.0
CHEM	202	General Inorganic Chemistry II	5.0
CS	170	Introduction to Unix/Linux	3.0
MATH	230	Introduction to Linear Algebra with Applications	3.0
MATH	240	Discrete Mathematics	3.0
PHYS	200	General Physics I	5.0
PHYS	202	General Physics II	5.0
PHYS	204	General Physics III	5.0

Students who intend to pursue a Computer Science bachelor's degree should see a counselor to determine any additional requirements necessary for transfer to their institution of choice.

CIS 212 (3.0 UNITS)
XHTML, CSS, and JavaScript
Term Hours: 54 Lec, 0 Lab
Letter Grade only
Recommended Preparation: CS 101.
This course introduces students to the Extensible Hypertext Markup Language (XHTML) and Cascading Style Sheets (CSS) languages used to create and style web pages. Topics include remote development using a web server, page construction using XHTML, page layout using CSS, selectors and the box model, creating accessible tables, getting user input using XHTML forms and other related topics. This course also includes adding interactivity to Web pages using JavaScript. (CSU)

CIS 214 (3.0 UNITS)
PHP and MySQL
Term Hours: 54 Lec, 0 Lab
Letter Grade only
Recommended Preparation: CIS 101, CIS 212
This course introduces students to the PHP programming language, the MySQL relational database system commonly used to create dynamic websites. Topics include PHP syntax, using phpMyAdmin, creating tables and queries using SQL, web application security, frameworks, and other related topics. It also includes basics of using content management systems for managing website content. (CSU)

COMPUTER SCIENCE

CS 170 (3.0 UNITS)
Introduction to Unix/Linux
Term Hours: 36 Lec, 54 Lab
Letter Grade only
Recommended Preparation: Familiarity with computers and at least one operating system: Windows, Mac OS, or Unix/Linux.
A hands on introduction to Unix operating systems including Linux, Solaris and Mac OS X Tiger. Topics include terminology, E-mail, utilities, file structure, and concepts of shell script programming, advanced utilities, file management, and alternative editors. Includes usage of sed (stream editor), AWK (a Unix scripting language), and graphical user interfaces. (CSU, UC)

CS 220 (4.0 UNITS)
Introduction to Object-Oriented Programming Using Java
Term Hours: 54 Lec, 54 Lab
Letter Grade only
Recommended Preparation: MATH 090 or equivalent, and CIS 202 or CIS 204 or CIS 208 or equivalent, with a grade of "C" or better.
This course provides an introduction to object-oriented programming using the Java programming language. Topics included (but not limited to) in this course are fundamentals of structured computer programming, primitive data types, expressions, control statements, methods, arrays, searching, sorting, and debugging. Emphasis is on learning through hands-on programming exercise. (CSU, UC)

CS 230 (4.0 UNITS)
Intermediate Object-Oriented Programming Using Java
Term Hours: 54 Lec, 54 Lab
Letter Grade only
Prerequisites: CS 210 or CS 220 or equivalent with a grade of "C" or better.
This course provides an intermediate treatment of object-oriented programming using the Java programming language. Topics included (but not limited to) in this course are abstract classes, inheritance, polymorphism, interfaces, graphical user interfaces (GUI), graphics, event-driven programming, exception handling, file input, file output, and applets. Emphasis is on learning through hands-on programming exercises. (CSU, UC)

CS 280 (4.0 UNITS)
Assembly Language and Machine Organization
Term Hours: 54 Lec, 54 Lab
Letter Grade only
Prerequisites: CS 210 or CS 220 or equivalent, and MATH 090 or equivalent, with grades of "C" or higher.
A course covering general concepts of internal organization of a computer, machine and assembly language. Topics include number system and data representation, primitive instructions and operations, program execution, addressing techniques, arrays, subroutines, macros, recursion, virtual memory, cache memory interrupt handling, and memory management. (CSU, UC)

CORRECTIONAL SCIENCE

CSI 100 (3.0 UNITS)
Introduction to Corrections
Term Hours: 54 Lec, 0 Lab
Letter Grade only
Recommended Preparation: Completion of ENGL 099 (Formerly ENGL 100) and ENGL 089 with a grade of "C" or better.
A study and survey of the history, philosophy and trends of adult and juvenile corrections processes. The relationship between corrections and other components of the judicial system will be examined. (CSU)

CSI 104 (3.0 UNITS)
Concepts of Probation and Parole
Term Hours: 54 Lec, 0 Lab
Letter Grade only
Recommended Preparation: Completion of ENGL 099 (Formerly ENGL 100) and ENGL 089 with a grade of "C" or better.
A survey of the historical development of probation and parole from early court procedures through modern practices with an emphasis on the operation of probation and parole agencies in California including such topics as probation and parole laws and procedures. (CSU)

Appendix C

Imperial Valley College 2011 Annual Performance Report

2011 Annual Performance Report

Submitted: 01/20/2012

Imperial Valley College
Name of College/University

P031S050070
PR Award Number

115861
Unit Identification

Primary contact information:

Name Dr. Lianna Zhao
Title Project Director
Phone (760) 355-6476
E-mail lianna.zhao@imperial.edu

Title V, Part A, Hispanic-Serving Institutions
Department of Education Grant Program

2-year Public
Type and Control of Institution

Extension
Grant Year

Branch Campus Reporting IPEDS Data for Individual Campus:
___ No ___ Yes _X_ Not applicable

Partnering institution(s) (if applicable)

San Diego State University Imperial Valley Campus
Dr. Jeanette Shumaker
(760)768-5524
jshumake@mail.sdsu.edu

Section 1: Executive Summary

The purpose of the legislation that established the Title V program is to "expand educational opportunities for, and improve the academic attainment of Hispanic students; and expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary education."

A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title V program.

1. The impact of the Title V grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

In the No Cost Extension (NCE) year, the Title V Cooperative Arrangement grant between Imperial Valley College (IVC) and San Diego State University Imperial Valley Campus (SDSU-IV) has expanded educational opportunities for, and improved the academic attainment of Hispanic students. The academic offerings, program quality, and institutional stability of colleges and university that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low–income individuals complete postsecondary education in rural Imperial County.

The RN to BSN program has enrolled 24 new and 15 non-duplicated count continuing students, for a total of 35 new and 37 non-duplicated count continuing students in the NCE year. During the course of the project, the program has produced 26 graduates with a BSN and 10 of them are Hispanic and bilingual. Clearly, there is a demand for the program by students and, as has been demonstrated throughout the Project, the health care facilities that employ the graduates. While SDSU-IV has absorbed the salary of one nursing faculty member, not two as intended, but, SDSU-IV has used adjunct faculty and differing modes of delivering instruction in attempts to make the program more cost-effective.

2. How has the grant helped to carry out the mission of the institution?

This grant has, without question, helped carry out the missions of both partner institutions. Imperial Valley College's mission 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." The College has established two high quality and sustainable programs. Forty-four students started the new 2+2 programs in Fall 2006 and Fall 2007. 26 or 59% of these students have transferred and/or are transfer ready to a four-year university by 8/2011. The addition of a 4-year program in the local community improves the marketability or viability of any 2-year programs.

SDSU-IV's mission is to prepare students for success in their professions and graduate school. Both the computer science and BS in nursing programs further SDSU-IV's mission by allowing our students to pursue professions that weren't available before the awarding of the Title V grant. In Spring 2011, 8 students graduated with a Bachelor's degree in Computer Science. Of the 26 RN to BSN graduates to date, 7 are in graduate school, showing that the graduate school piece of SDSU-IV's mission is being promoted by the grant project. These SDSU-IV alumni who will earn master's degrees in nursing will add valuable expertise to the small community, a definite contribution to the quality of local health care. The addition of the Computer Science program and the expansion of the Nursing program have both created additional options for local students, composed of diverse backgrounds and experiences, to continue their education and compete for jobs.

3. How did the cooperative arrangement aspect of the grant benefit the institutions involved?

The NCE year allowed the partner institutions to complete critical activities, fulfill most of the grant's approved objectives, and make the most effective use of the Title V investment. This point is illustrated by the original objectives specifying target percentages of transfer-ready students and increases in the actual numbers of transfer between IVC and SDSU-IV. The number of IVC students who transferred to SDSU-IV in the academic year of 2001-2002 was 201, which was used as the baseline data. The number of IVC students who transferred to SDSU-IV from Fall 2010 to Fall 2011 was 347. The total number of IVC students who transfer to SDSU-IV has increased by 72% compared to 2001-02.

While there is no statistically rigorous research design that can draw a clear correlation between Project activities and this outcome, it is reasonable to assume that these gains in transfer are a result of a combination of factors addressed and engendered by the Project. That is, by entering into the partnership and pursuing joint activities, by increasing communication and collaboration beyond what the Project specifically required, and by raising the awareness in the Valley of these activities, IVC and SDSU-IV had a diffuse but profound and systemic impact on access to higher education for Valley residents.

B. The following information documents the institution's experience with the grant as reported during the current reporting period.

Discuss the long-range impact Title V has had on your institution's capacity to fulfill the goals of the legislation.

Imperial Valley College benefited from the Title V grant support through the addition of a new 2-year computer science program that has created career and transfer opportunities for students, many of whom would not have been able to take such classes locally since computer science courses were not offered at IVC prior to the grant. IVC also expended its Associate of Science Degree in Nursing (AND) into the lower division course preparations for a new 4-year BSN program. Those 2+2

programs generated FTES for the College, increased public awareness of the quality of the institution, and had created a local awareness of the quality of healthcare. SDSU-IV nursing students have continued to use a computer simulation lab at IVC that was equipped with Title V money. This joint use lab saves money, creates efficiency, and offers an excellent educational experience for students. The 2+2 arrangement has also facilitated coordination and cooperation in advising during the transfer between institutions. The overall value of the grant lies more with the opportunities created by the partnership itself with the pathways to careers created by these two specific program areas. The Project raised the expectations of Valley residents about greater higher education opportunities, and demonstrated that there is very likely wider demand for 2+2 programs of this type.

In NCE year, besides the current cooperative grant project with SDSU-IV, IVC also was awarded an individual Title V grant: Access to Technology Leads to Advancement and Success (ATLAS). The grant has two primary areas of focus – an IT side and an academic side. The IT activities include enhancing our enterprise computing system which will include database training for Banner end users, installing a campus wide robust wireless system, providing students with email accounts and account space, implementing a debit card system for students that they can use campus wide, and hiring a systems engineer to implement the infrastructure necessary for the activities. The academic activities include providing instructional technology/smart podiums for high use classrooms, and providing additional computer lab workstations to improve access for students to technology. Conferences and workshops were held to train faculty who were selected through an application process. They received training in three areas: Improving learning through culturally responsive teaching; using collaboration, contextualized learning, and paired classes to improve student success; and using technology to improve student retention and success. The funding through the grant this year also provided for guest speakers to provide forums for all our staff. The train-the-trainers conferences were the basis for a viable professional development program at our college well into the future. To implement the infrastructure required for the systems listed above, a Director of Enterprise Systems has been hired. The grant will pay 100% of the salary and benefits the first two years. This grant funding provides certainty that we can move forward with professional development and with infrastructure that will improve the current situation for students, faculty, and staff. The Title V grant funding supported our mission of quality education for students.

A past individual Title V grant, the ACCESO project, has enabled IVC to start and expand distance education offerings, and through those offerings to reach a greater number of students that might have otherwise failed to complete their courses, or had a much more difficult time of it. By the end of ACCESSO project on 9-30-10, 53 on-line courses have been developed, 664 sections of hybrid or on-line courses have been offered, 15,129 students have enrolled in hybrid or on-line courses, and 156 faculty have received on-line teaching technology training.

A past individual Title V grant allowed SDSU-IV to develop a new mathematics major, a scholarship endowment and a natural science laboratory. The current cooperative grant builds on the success of the past SDSU-IV Title V grant in expanding educational opportunities for students in a county with high unemployment and no other 4-year institutions of higher learning.

The combined impact of those four Title V grants will provide more opportunities for local Hispanics and to increase both institutions' capacity to serve the community whose population is over 80% Hispanic. Hispanic students can continue their post-secondary education at or near home, any time, and beyond the community college.

If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

There was additional evidence of the program's quality. Many of the RN to BSN students were offered promotions by their current employers even before completing the program. The program has been recognized across the state as an innovative model for BSN education. The program has created or made possible numerous other opportunities for its students, such as the recently held 3rd annual Imperial Valley Nursing Conference; the Summer 2011 Mexicali Experience; extensive collaboration with SDSU's School of Public Health; and the involvement of RN to BSN students in a new $6 million Centers for Disease Control research grant to study childhood obesity in Imperial County. It is also clear that the Title V resources have greatly expanded the quality of the ADN program at IVC, which continues to provide a solid basis for two-year nursing students who want and need to pursue the BSN. Both IVC and SDSU-IV have attained broader, stronger levels of communication and collaboration than previously existed.

Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to meet these challenges.

The creation of new Computer Science program capacity at SDSU-IV has been consistently challenging since the inception of the Project. The goal of improving access seems to have run aground on issues of sustainability and the affordability is on the University side of this cooperative arrangement project. Some of this stems from the budgetary/economic environment in the State, and it is clearly expensive to develop baccalaureate level programs in the Imperial Valley. On the other hand, the Computer Science Program at IVC is viable and sustainable, and this is the case with the Nursing program, as well. In addition, clearly, there is great value for the students of both Computer Science programs (the student-driven creation of IVTech is powerful evidence of this), for potential employers, even for the prospect of entrepreneurial activities by graduates. Finally in the process, significant strides were made in the working relationship between the partners, thereby creating the potential for further collaborative activities in the future.

Section 2: Enrollment by Race and Ethnicity (2-Year Institutions)

Total number of full-time and part-time degree/certificate seeking students as of October 15, 2010. [Note: This information was obtained from Part A of the most recent IPEDS Fall Enrollment Survey.]

Enrollment by Race and Ethnicity as of October 15, 2010

Undergraduates	Total Number Enrolled			Students enrolled for credit who received Pell Grants
	Degree/certificate seeking students			
	Full-Time	Part-Time	Total	
Nonresident alien	3	3	6	0
Black, non-Hispanic	25	26	51	47
American Indian or Alaskan Native	0	6	6	4
Asian or Pacific Islander	182	221	403	29
Hispanic	3443	3133	6576	4278
White, non-Hispanic	186	274	460	138
Race/ethnicity unknown	103	142	245	114
Grand Total	**3942**	**3805**	**7747**	**4610**

Section 2: Enrollment by Age and Gender (2-Year Institutions)

Total number of undergraduate students, by age and gender, enrolled as of October 15, 2010. [Note: The information for this table was obtained from Part B of the IPEDS Fall Enrollment Survey for the most recent year available.] Because these data are taken from the IPEDS survey, the IPEDS definitions for full-time and part-time students is used.

Enrollment by Age and Gender as of October 15, 2010

Under-grads	Total Number Enrolled				Total Students		Grand Total
	Full time		Part time				
Age/Gender	Male	Female	Male	Female	Male	Female	
Under 18	3	2	4	9	7	11	**18**
18-19	639	787	337	352	976	1139	**2115**
20-21	671	666	496	480	1167	1146	**2313**
22-24	277	344	418	536	695	880	**1575**
25-29	144	200	353	442	497	642	**1139**
30-34	81	117	178	255	259	372	**631**
35-39	25	78	116	190	141	268	**409**
40-49	29	120	127	237	156	357	**513**
50-64	23	55	82	128	105	183	**288**
65 and over	1	1	6	6	7	7	**14**
Age Unknown	0	0	0	0	0	0	**0**
Grand Total	**1893**	**2370**	**2117**	**2635**	**4010**	**5005**	**9015**

Section 2: Awards and Degrees Conferred

The total number of awards and degrees conferred at the institution between July 1, 2010 and June 30, 2011. Note that categories for awards reflect definitions used in IPEDS.

Number of associate degrees conferred:	570
Number of awards conferred for programs of less than 1 year:	205
Number of awards conferred for programs of at least 1 year but less than 2 years:	0
Total number of awards/degrees your institution conferred:	775

Section 2: Accreditation

Institution's primary accrediting agency.

___ Southern Association of Colleges and Schools

___ The Higher Learning Commission of the North Central Association

___ New England Association of Schools and Colleges

___ Middle States Association of Colleges and Schools

_X_ Western Association of Schools and Colleges

___ Northwest Association of Schools and Colleges

___ Other (please specify)

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Expanding Career Opportunities for Rural Hispanics: New 2+2 Bachelor's Degree Programs in Imperial County, California.**

Total $ spent on this activity during the current reporting period: $368,161.50

Focus Area: *Academic Quality*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	**Dollars Spent**	**% of Dollars**
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	40,132.00	11%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	113,267.04	31%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	82,785.62	22%
Joint use of facilities, such as laboratories and libraries.	119,258.13	32%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	12,718.71	3%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	**368,161.50**	**100%**

Process Measures for "Expanding Career Opportunities for Rural Hispanics: New 2+2 Bachelor's Degree Programs in Imperial County, California."

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.*

Did the amount of scientific or laboratory educational equipment purchased increase?	Yes
If yes: Start $ spent on equipment 126018 End $ spent on equipment 166150 Application Objective $ 0	
Did the number of students with access to scientific or laboratory educational equipment purchased increase?	Yes
If yes: Start # students 432 End # students 473 Application Objective # 0	
Did the number of students with access to scientific or laboratory research equipment purchased increase?	Yes
If yes: Start # students 148 End # students 172 Application Objective # 0	

LAA Category: *Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.*

Did the number of faculty trained in educational technology increase?	Yes
If yes: Start # of faculty trained 15 End # of faculty trained 22 Application Objective # 0	
Did the number of faculty trained in new or alternative teaching techniques increase?	Yes
If yes: Start # of faculty trained 16 End # of faculty trained 21 Application Objective # 0	
Did the number of faculty developing new curriculum increase?	Yes
If yes: Start # of faculty 24 End # of faculty 25 Application Objective # 0	

Did the number of faculty developing new teaching techniques increase?	Yes
If yes: Start # of faculty 16 End # of faculty 22 Application Objective # 0	

LAA Category: *Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.*

Did you establish or enhance a course scheduling system?	Yes
No standardized data elements	
Did you establish or enhance an admissions or registration system?	Yes
No standardized data elements	
Did you establish or enhance a student tracking system?	Yes
No standardized data elements	

LAA Category: *Joint use of facilities, such as laboratories and libraries.*

Was there an improvement in the quality and utility of facilities available?	Yes
No standardized data elements	
Was there an increase in access (increased hours, access to more educational materials) to joint facilities for students?	Yes
No standardized data elements	
Did the number of students using joint laboratories increase?	Yes
If yes: Start # students 312 End # students 318 Application Objective # 0	
Was there an increase in access (increased hours, access to more educational materials) to joint facilities for faculty?	Yes
No standardized data elements	

LAA Category: *Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.*

Was a community outreach program to elementary and secondary students established?	Yes
No standardized data elements	

Did the number of schools reached increase?	Yes
If yes: Start # of schools 14 End # of schools 19 Application Objective # 0	
Did the number of teachers reached increase?	Yes
If yes: Start # of teachers 25 End # of teachers 30 Application Objective # 0	
Did the number of students reached increase?	Yes
If yes: Start # students 673 End # students 895 Application Objective # 0	
Did the number of undergraduate students involved in the outreach increase?	Yes
If yes: Start # of students 20 End # of students 42 Application Objective # 0	
Were student's attitudes and interests in postsecondary education improved?	Yes
If yes, methodology used: Class observation Interview	

Focus Area: Academic Quality Outcomes (2- and 4-Year Institutions)

This section depicts institutional outcomes that can be categorized in the Academic Quality focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Has the institution's library holdings increased?	Yes

If yes:
Initial holdings 51700
Final holdings 52000
Goal 0
I would like to provide a brief supporting statement: SDSU-IV Campus added 300 volumes (books) and 84 DVDs/videos to make
A total of 52,000 holdings. In addition, SDSU-IV Campus piggybacks into the San Diego Campus system and therefore gets all new San Diego holdings available as well through the online library system and inter-campus library loan. Title V funds supported purchase of teaching supplies for the health education library held within the SDSU-IV RN-BS Program office. The new holdings are largely used for teaching projects conducted throughout the NURS 415: Community Health class.

Have the institution's educational technology infrastructure improved?	Yes

If yes:
Start Fair
End Good
Goal 0
I would like to provide a brief supporting statement: SDSU-IV has better used our ITS and blackboard (online classroom systems). The interactive TV classroom is now being used by social work & special education majors.

Has the quality of the institution's classroom space improved?	Yes

If yes:
Start Good
End Excellent
Goal 0
I would like to provide a brief supporting statement: The quality of the classroom space has improved. In the nursing simulation labs new Headwalls were installed to replace those that had been donated to IVC in the late 1980's. The new Headwalls are similar to those found in the local hospitals. The nursing computer lab was also updated with new computers to replace the 10 year old computers.

The quality of the classroom has improved at SDSU-IV Campus. N102 received new videoconferencing equipment, microphones for lecturers and replaced the previous cooling system. Within the nursing lab at SDSU-IV Campus, the air conditioning unit was replaced.

Has the enrollment of *minority* students increased?	Yes

If yes:
Initial enrollment 193
Final enrollment 213
Goal 0
I would like to provide a brief supporting statement: Of the 24 new students admitted to the SDSU-IV RN-BS Program, 20 were minority, which was the largest enrollment since the program began.

Has the enrollment of *rural* students increased?	Yes

If yes:
Initial enrollment 256
Final enrollment 280
Goal 0

I would like to provide a brief supporting statement: 24 students were admitted to the SDSU-IV RN-BS Program. All were from Imperial County and designated rural. This was the largest number enrolled since program inception.

Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

ACTIVITY: Expanding Career Opportunities for Rural Hispanics: New 2+2 Bachelor's Degree Programs in Imperial County, California.

On-Schedule Activity Objectives

SDSU-IV will enroll at least thirty new students and thirty continuing students in the B.S. degree program in nursing.

Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
By 9/30/11, the total number of IVC students who transfer to SDSU-IV will have increased by 25% compared to 2001-02.	The number of IVC students who transferred to SDSU-IV in the academic year of 2001-2002 was 201 (125 for Fall 2001 and 76 for Spring 2002). The number of IVC students who transferred to SDSU-IV in the academic year of 2010-2011 was 218 (Fall 2010-168, Spring 2011-50), and in the Fall 2011 was 129, totaling 347. The total number of IVC students who transfer to SDSU-IV has increased by 72% ((347-201)/201)) compared to 2001-02.

Changes in Objective Schedule

Below are statements with data and references to goals stated in the grant application as appropriate to support and explain the need for objective schedule changes.

Activity Objective(s)	Reason(s) for Change	Expected Completion Date
By 9/30/11, SDSU-IV will graduate at least 40 Hispanics, many of them bilingual, with a BSN.	By 9/30/11 26 students graduated with a BSN (4 in Spring 2009, 3 in Summer 2009, 1 in Fall 2009, 6 in Spring 2010, 3 in Summer 2010, 1 in Fall 2010, 6 in Spring 2011, 2 in Summer 2011.) 10 are Hispanic and bilingual (3 in Spring 2009, 2 in Summer 2009, 4 in Spring 2010, 1 in Summer 2010, 1 in Fall 2010, 3 in Spring 2011, 1 in Summer 2011.) The reason for not reaching the goal is that the cohorts entering the program at SDSU-IV from Fall 2006 to Spring 2009 were less	N/A
By 10/1/10, SDSU-IV will institutionalize funding for one of the two full-time nursing faculty, and for the other by 9/30/11.	SDSU-IV hired the full-time Nursing faculty one but did not hire the full-time Nursing faculty two (two were planned in the proposal). SDSU-IV institutionalized funding for faculty one Hoyt starting October 2011.	N/A
Of the IVC students who started the new 2+2 programs in fall of 2006 and 2007, 75% will have completed all requirements for transfer to a four-year university by 8/2011.	Forty-four students started the new 2+2 programs in Fall 2006 and Fall 2007 (9 in Fall 2006 CS 210, 9 in Fall 2006 CS 210, and 26 in Fall 2007 Chem 140). 26 or 59% of these students (11 of the CS students and 15 Chem 140 students) have transferred and/or are transfer ready to a four-year university by 8/2011). The percentage of students who have completed all requirements for transfer to a four-year university is lower than projected. One of the reasons is that the CSU System has implemented a no admission policy	N/A

Section 4: Budget Summary

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Budget Categories	**Carryover Balance from Previous FY**	**Actual Budget**	**Expenditures**	**Non-Federal Expenditures**	**Carryover Balance**	**Next Year's Actual Budget**	**Changes (Y/N)**
Personnel	34660.59	161064.00	148477.06	0.00	12586.94	0.00	Yes
Fringe Benefits	25350.57	61376.00	52400.67	0.00	8975.33	0.00	Yes
Travel	6575.46	7500.00	6055.72	0.00	1444.28	0.00	Yes
Equipment	52963.88	0.00	40132.00	0.00	-40132.00	0.00	Yes
Supplies	67.27	1400.00	2417.72	0.00	-1017.72	0.00	Yes
Contractual	0.00	0.00	0.00	0.00	0.00	0.00	No
Construction	0.00	0.00	0.00	0.00	0.00	0.00	No
Other	257664.11	145941.88	118678.33	0.00	27263.55	0.00	Yes
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	No
Total	**377281.88**	**377281.88**	**368161.50**	**0.00**	**9120.38**	**0.00**	

Section 4: Line Item Budget Narrative

This section provides an explanation of how funds will be expended as a result of in each of the selected line item categories.

Personnel

A total of $148,477.06 was expended in salaries for personnel.

$57,025.40 was expended in support of Management and Evaluation activities performed by Zhao and Boyle at IVC.

SDSU-IV expended $91,451.66 in activities performed by Nursing Faculty Hoyt and Nursing Academic Advisor Dollente.

Fringe Benefits

A total of $52,400.67 was expended on benefits.

$13,044.79 was expended in support of Management and Evaluation activities.

SDSU-IV expended $39,355.88 in support of Nursing Faculty Hoyt and Nursing Academic Advisor Dollente.

Travel

A total of $6,055.72 was spent on travel.

A total of $5,818.97 was spent at IVC. This includes travel for the Project Director to attend the Project Director Annual Conference at Washington DC and the Title V Southwest Region Best Practices conference.

SDSU-IV spent $236.75 in travel funds including costs related to Hoyt's attendance at the Association of California Nurse Leaders in San Diego, CA. Travel included attending meetings, forums, and trainings.

Equipment

A total of $40,132.00 was spent on Equipment.

IVC spent at total of $40,143.00 on equipment for the nursing simulation lab that is shared between both IVC and SDSU-IV campuses. An adult mannequin and associated accessories were purchased.

Supplies

A total of $2,417.72 was spent for supplies.

Management and Evaluation spent $1,896.46 on supplies. These supplies were used for meeting preparation and communication with project staff as well as general office supplies used in the course of the project.

SDSU-IV spent $521.26 on postage/mailings, office supplies and photocopying expenses incurred for assisting in the Imperial Valley Nursing Council (IVNC) Conference.

Other

A total of $118,678.33 was expended.

IVC spent $118,267.04. $47,794.18 was spent on a variety of computer science and nursing instructional supplies. $65,472.86 was spent for computers and related supplies for the computer science and nursing lab used by students. The remaining $5,000 was expended for an external evaluator.

SDSU spent $411.29 on other direct costs related to the Imperial Valley Nursing Council conference. These costs including professional printing services and small tokens provided to conference presenters.

Section 4: Budget Summary Narrative

This section provides an explanation of budget changes, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to the budget including a description of any significant changes to the budget resulting from modifications of project activities.

This report is for our project's No Cost Extension (NCE) year or sixth year and there were no modifications of project activities in NCE year.

A total of $148,477 was expended on salary and benefits at SDSU-IV and at IVC Management and Evaluation activities, $6055.72 on travel for the project staff, $40,132.00 for project instructional equipment, $2,417.72 for office supplies, and $118,678.33 for instructional supplies and an External Evaluator.

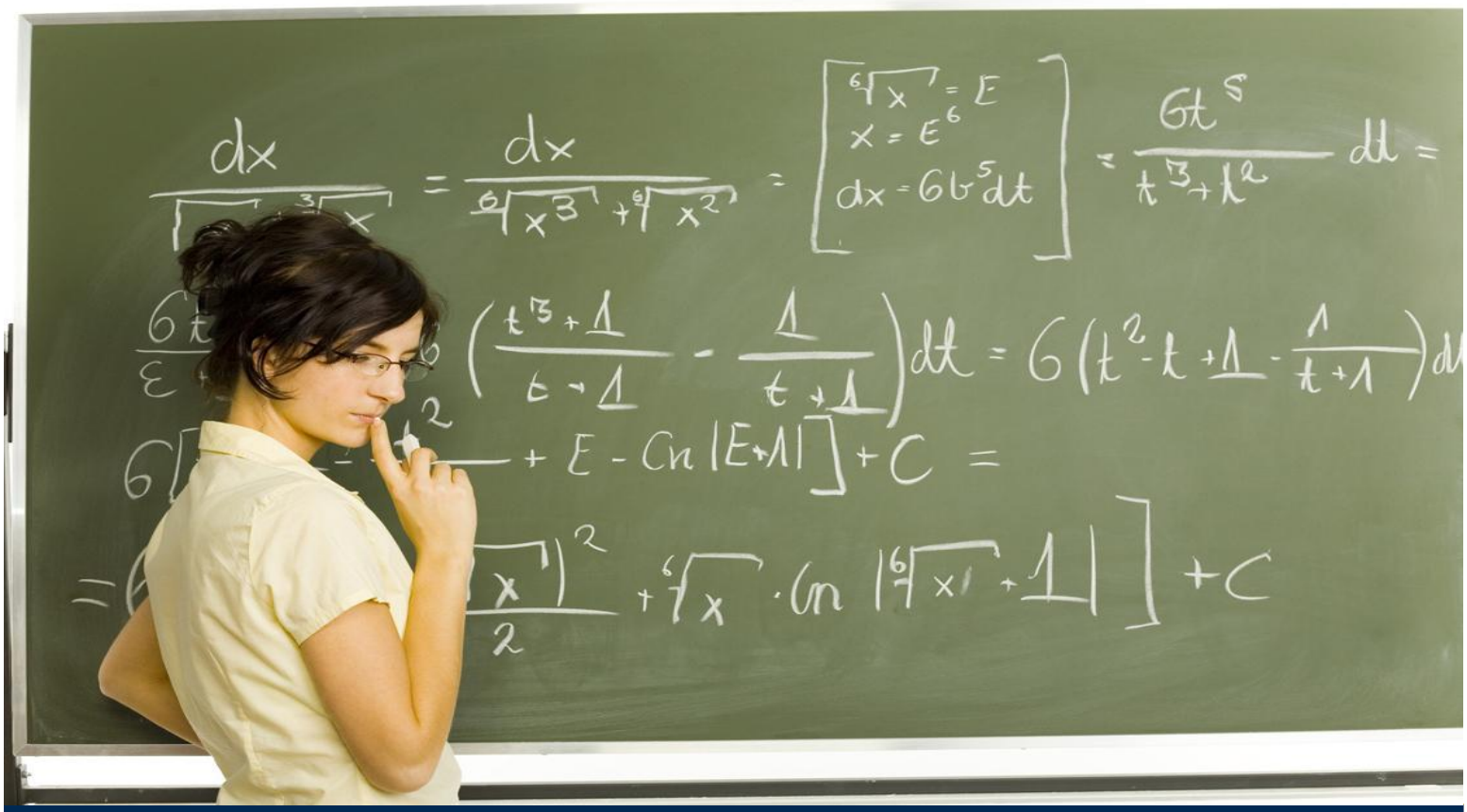
We have a total of $9,120.38 remaining funds at the end of the NCE year. The main reason for unexpended funds was that we had to cancel a couple of PO's because the items had not arrived at the end of NCE year.

IVC continues supporting, by paying out of College funds, RN to BSN and computer science programs, two tenure-track faculty positions, outreach effort, and some instructional supplies. SDSU-IV started to absorb RN to BSN program at the end of NCE year in a similar fashion. The nursing courses at SDSU-IV are still offered over interactive TV from SDSU-SD with live clinical labs in the Imperial Valley. This ITV strategy continues representing an effective long-term solution for SDSU-IV, since it is less expensive and therefore more sustainable.

The NCE allowed the partner institutions to complete critical activities, fulfilled most of the grant's approved objectives, and made the most effective use of the Title V investment.

Appendix D

Minimum Qualifications for Faculty and Administration in California Community Colleges



Minimum Qualifications for Faculty and Administrators in California Community Colleges

March 2010

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"Empowering Community Colleges through Leadership, Advocacy, and Support"

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INTRODUCTION

Overview of Minimum Qualifications and the Disciplines Lists

This eighth edition of *Minimum Qualifications for Faculty and Administrators in California Community Colleges* is an update of the disciplines lists including those adopted by the Board of Governors of the California Community Colleges at their regularly scheduled meeting on November 2, 2009. It incorporates changes that resulted from recommendations from the Academic Senate for California Community Colleges and its delegates, and a comprehensive review of regulations regarding the minimum qualifications and disciplines lists. This change amends the previous edition. It is intended to be effective immediately and should be employed as appropriate in each community college district. A summary of the changes to the *Master's List* and the new category of disciplines requiring a *Specific Bachelor's or Associate Degree List* are noted below:

ACTION	DISCIPLINE	DESCRIPTION
MODIFICATION (Master's Degree List)	Agriculture	Eliminated the option of combining a Bachelor's degree in an agricultural science and a Master's degree in another related agricultural field.
MODIFICATION (Master's Degree List)	Humanities	Eliminated interdisciplinary studies from the description of the discipline.
MODIFICATION (Master's Degree List)	Instructional Design / Technology	Added a Master's degree in educational technology.
MODIFICATION (Master's Degree List)	Political Science	Eliminated the option of a Master's degree in public administration and added the Master's in public administration may be used in conjunction with a Bachelor's degree in another defined area of political science.
NEW (Master's Degree List)	Speech Language Pathology	Master's in speech pathology, speech language pathology, speech language and hearing sciences, communicative disorders, communicative disorders and sciences, communication sciences and disorders, or education with a concentration in speech pathology, **OR** the equivalent.
NEW (Specific Bachelor's or Associate Degree List)	Biotechnology	Bachelor's degree in the biological sciences, chemistry, biochemistry, or engineering, and two years of full-time related work experience.

INTRODUCTION

History of Minimum Qualifications and the Disciplines Lists

The complete disciplines lists with revisions to that adopted by the Board of Governors of the California Community Colleges were designed to replace the system of credentials that was in force until June 30, 1990. The relevant sections of the *Education Code* were adopted by the Legislature in September 1988, as part of AB 1725, the community college reform bill.

Significant amendments were made by AB 2155 and SB 1590 of 1989, SB 2298 of 1990, and SB 343 of 1993. Faculty internship programs were authorized by SB 9 of 1991. The disciplines lists used to implement the minimum qualifications for credit instructors, counselors, and librarians are incorporated by reference into the Board's regulations.

These lists were prepared and reviewed primarily by the Academic Senate for California Community Colleges. They were first adopted in July 1989, underwent minor revisions in November 1990, May 1991, September 1993, September 1996, April 1999, November 2002, September 2005, November 2007, and November 2009.

Process to Initiate Changes to the Disciplines Lists

Users of this booklet are encouraged to forward recommendations for additions, changes, and/or suggestions through their local academic senates to the Academic Senate for California Community Colleges or to the Academic Affairs Division of the Chancellor's Office. The Academic Senate and Academic Affairs Division in the Chancellor's Office continually monitor issues and questions relating to minimum qualifications.

The Academic Senate regularly considers changes to these lists, and recommendations from the Senate to the Board of Governors are developed through active collaboration between the local senates, professional organizations within the state, and the Chancellor's Office. The resulting minimum qualifications serve as a statewide benchmark for promoting professionalism and rigor within the academic disciplines in the community colleges and a guideline for day-to-day decisions regarding suitability for employment in the system.

Districts may establish local qualifications beyond the minimum standards defined in the Disciplines Lists, and they have flexibility in how they organize courses within disciplines, how to apply equivalency, and how to develop criteria and employ processes to select administrators and instructors. Development of local processes for applying the minimum qualifications requires mutual agreement between the board of trustees and the academic senate.

INTRODUCTION

Guidelines for the Using Discipline Lists

These disciplines lists must be used in conjunction with the Board of Governors minimum qualifications regulations (title 5, sections 53400-53430). Applicable rules specified in title 5 include the following:

- Degrees and credits generally must be from accredited institutions (section 53406).
- An occupational license or certificate is required in certain instances (section 53417).
- A district may hire a person who possesses qualifications different from, but equivalent to, those listed on the disciplines list, according to criteria and procedures agreed upon by the governing board and the academic senate (section 53430).

Title 5 regulations also specify minimum qualifications for additional faculty members, including health services professionals, non-credit instructors, apprenticeship instructors, DSP&S personnel, EOPS personnel, learning assistance and tutoring coordinators, and work experience coordinators.

Further, these lists only reflect the statewide minimums for persons to be considered qualified to teach in a discipline. Each district may establish additional qualifications which are more rigorous than those listed herein.

Types of Discipline Lists Included in the Handbook

Since its inception, the Disciplines List had been divided into two parts to differentiate those disciplines for which a Master's degree is required as a precondition for employment, from those for which it is not. Generally, disciplines have been included on the Master's List if universities typically offer sufficient upper-division and graduate instruction in applicable subjects to permit their awarding advanced degrees in that discipline. On the other hand, disciplines for which there is no or limited graduate training, as found in some career and technical education fields, have been included on the non-Master's List. In those cases where a Master's degree is not generally expected or available, the minimum standard has been a Bachelor's degree in any subject, plus two years of work experience directly related to the teaching assignment or an Associate degree in any subject, plus six years of work experience directly related to the teaching assignment.

In May 2009, the California Community Colleges Board of Governors approved changes to title 5, sections 53407 and 53410 to allow the creation of a third option within the minimum qualifications to be defined requiring a Bachelor's or Associate degree in a specific discipline, plus requisite years of professional experience. There are four types of discipline lists contained in this handbook.

INTRODUCTION

List Type	Description	Starts on Page
Alphabetical listing of the disciplines	This is a list of all the disciplines from A to Z. This combined list contains all of the disciplines on one list: Disciplines requiring a Master's degree; Disciplines in Which a Master's Degree is Not Generally Expected or Available but Which Requires a Specific Bachelor's or Associate Degree and Commensurate Professional Experience; and Disciplines in Which a Master's Degree is not Generally Expected or Available, but which requires any Bachelor's or Associate Degree and commensurate professional experience.	4
Disciplines requiring a Master's degree	This is an alphabetical list of all of the disciplines that require a Master's degree or its equivalent. This category contains mostly academic and transfer disciplines. Whenever this list mentions a Master's degree, any degree in the discipline beyond the Master's would also satisfy that qualification. Under each of the disciplines in this list, the phrase 'OR the equivalent' refers to the possibility of hiring faculty who do not possess the exact degrees listed, under a local process developed and agreed upon by representatives of the governing board and the academic senate, as provided for in Education Code Section 87359 and title 5, section 53430.	40
Disciplines in which a Master's degree is not generally expected or available but which requires a specific Bachelor's or Associate degree and commensurate professional experience	The Academic Senate for California Community Colleges has recognized the growing gap between the structure for determining minimum qualifications and the evolving nature of teaching disciplines. As such, this is a new category created in May 2009. Disciplines on this list require a Bachelor's or Associate degree in a specific area, plus a specified number of years of experience. The first and only discipline on this list was approved by the Board of Governors of the California Community Colleges in November 2009. The first discipline is Biotechnology, which requires a Bachelor's degree in biological sciences or chemistry or biochemistry or engineering, and two years of full-time related work experience.	49

INTRODUCTION

List Type	Description	Starts on Page
Disciplines in Which a Master's Degree is not Generally Expected or Available	This is an alphabetical list of all of the disciplines in which a Master's degree is not generally expected or available. This category contains mostly career technical educational disciplines. The minimum qualifications for disciplines on this list are any Bachelor's degree and two years of experience, or any Associate degree and six years of experience, unless otherwise noted. The list of "areas also included in the discipline" is not exhaustive. Only those areas are included for which it might not be clear otherwise whether they were intended to be included in the discipline.	50

ALPHABETICAL LISTING OF ALL DISCIPLINES

This is a comprehensive list of all of the disciplines included in the handbook. The list contains four columns for: the discipline, the minimum qualifications for the discipline, if it requires a Master's degree and is therefore on the list for disciplines requiring a Master's degree, and if there is a specific statutory or regulation that applies to the discipline..

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Accounting	Master's in accountancy or business administration with accounting concentration **OR** Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis **AND** Master's in business, business administration, business education, taxation, or finance **OR** the equivalent.	Yes	(NOTE: A Bachelor's degree with a CPA license is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)
Addiction Paraprofessional Training	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Administration of Justice (Police science, corrections, law enforcement)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Aeronautics (Airframe and powerplant, aircraft mechanics, aeronautical engineering technician, avionics)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Agriculture	Master's in agriculture, agriculture science, education with a specialization in agriculture or other agricultural area (including: agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science) **OR** the equivalent.	Yes	
Agricultural Business and Related Services (Inspection, pest control, food processing/meat cutting)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Agricultural Engineering (Equipment and machinery, farm mechanics)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Agricultural Production (Animal science, plant science, beekeeping, aquaculture)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Air Conditioning, Refrigeration, Heating (Solar energy technician)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Animal Training and Management (Exotic animal training)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Anthropology	Master's in anthropology or archaeology **OR** Bachelor's in either of the above **AND** Master's in sociology, biological sciences, forensic sciences, genetics or paleontology **OR** the equivalent.	Yes	
Appliance Repair (Vending machines)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Archaeological Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Architecture	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Art	Master's in fine arts, art, or art history **OR** Bachelor's in any of the above **AND** Master's in humanities **OR** the equivalent. *Note: "Master's in fine arts" as used here refers to any Master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing, or other non-plastic arts.*	Yes	
Astronomy	See Physics/Astronomy	Yes	
Athletic Training	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. *Note: This discipline listing applies only to instructors teaching apportionment generating courses in the subject of athletic training. Non-apportionment-generating athletic training activity is not subject to minimum qualifications.*		
Auto Body Technology (Antique and classic auto restoration)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Automotive Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Aviation (Flight, navigation, ground school, air traffic control)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Banking and Finance	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Barbering	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Bicycle Repair	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Biological Sciences	Master's in any biological science **OR** Bachelor's in any biological science **AND** Master's in biochemistry, biophysics, or marine science **OR** the equivalent.	Yes	
Biotechnology	Bachelor's degree in biological sciences, chemistry, biochemistry, or engineering, and two years of full-time related work experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Bookbinding	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Broadcasting Technology (Film making/video, media production, radio/TV)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Building Codes and Regulations (Inspecting of construction, building codes, contractor training)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Building Maintenance	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Business	Master's in business, business management, business administration, accountancy, finance, marketing, or business education **OR** Bachelor's in any of the above **AND** Master's in economics, personnel management, public administration, or JD or LL.B. degree **OR** Bachelor's in economics with a business emphasis **AND** Master's in personnel management, public administration, or JD or LL.B. degree **OR** the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Business Education	Master's in business, business administration, or business education **OR** Bachelor's in any of the above **AND** Master's in vocational education **OR** the equivalent.	Yes	
Business Machine Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Cabinet Making	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Cardiovascular Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Carpentry	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Ceramic Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Chemistry	Master's in chemistry **OR** Bachelor's in chemistry or biochemistry **AND** Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry **OR** the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Child Development/ Early Childhood Education	Master's in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education **OR** Bachelor's in any of the above **AND** Master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies **OR** the equivalent.	Yes	
Coaching	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Commercial Art (Sign making, lettering, packaging, rendering)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Communication Studies (Speech Communications)	Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication **OR** Bachelor's in any of the above **AND** Master's in drama/ theater arts, mass communication, or English **OR** the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Computer Information Systems (Computer network installation, microcomputer technology, computer applications)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Computer Science	Master's in computer science or computer engineering **OR** Bachelor's in either of the above **AND** Master's in mathematics, cybernetics, business administration, accounting or engineering **OR** Bachelor's in engineering **AND** Master's in cybernetics, engineering mathematics, or business administration **OR** Bachelor's in mathematics **AND** Master's in cybernetics, engineering mathematics, or business administration **OR** Bachelor's degree in any of the above **AND** a Master's degree in information science, computer information systems, or information systems **OR** the equivalent. *Note: Courses in the use of computer programs for application to a particular discipline may be classified, for the minimum qualification purposes, under the discipline of the application.*	Yes	
Computer Service Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Construction Management	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Construction Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Cosmetology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling, **OR** the equivalent. *(NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)*	Yes	title 5, section 53410.1
Court Interpreting	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Court Reporting	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Culinary Arts/Food Technology (Food service, meat cutting, baking, waiter/waitressing, bartending)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Dance	Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, **OR** Bachelor's in any of the above **AND** Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music **OR** the equivalent.	Yes	
Dental Technology (Dental assisting, dental hygiene)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Diagnostic Medical Technology (Diagnostic medical sonography, neurodiagnostic technology, polysonographic technology)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Diesel Mechanics	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Dietetics See Nutritional Science/Dietetics			

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Dietetic Technician	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Drafting CADD (Computer Aided Drafting/Design), CAD (Computer Aided Design), CAD (Computer Aided Drafting)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Drama/Theater Arts	Master's in drama/theater arts/performance **OR** Bachelor's in drama/theater/performance **AND** Master's in comparative literature, English, speech, literature, or humanities **OR** the equivalent.	Yes	
Earth Science	Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology **OR** Bachelor's in geology **AND** Master's in geography, physics, or geochemistry **OR** the equivalent.	Yes	
Ecology	Master's in ecology or environmental studies **OR** the equivalent **OR** see interdisciplinary studies.	Yes	
Economics	Master's in economics **OR** Bachelor's in economics **AND** Master's in business, business administration, business management, business education, finance, or political science **OR** the equivalent.	Yes	
Education	Master's in education **OR** the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Electricity (Electrical power distribution)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Electromechanical Technology (Industrial mechanical technology)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Electromicroscopy	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Electronic Technology (Radio, television, computer repair, avionics)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Electronics	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Electroplating	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Emergency Medical Technologies	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Engineering	Master's in any field of engineering **OR** Bachelor's in any of the above **AND** Master's in mathematics, physics, computer science, chemistry, or geology **OR** the equivalent. *(NOTE: A Bachelor's in any field of engineering with a professional engineer's license is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)*	Yes	title 5, section 53410.1
Engineering Support (Surveying, engineering aides)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Engineering Technology	Master's in any field of engineering technology or engineering **OR** Bachelor's degree in either of the above **AND** Master's degree in physics, mathematics, computer science, biological science, or chemistry**, OR** Bachelor's degree in industrial technology, engineering technology or engineering **AND** a professional engineer's license **OR** the equivalent.	Yes	
English	Master's in English, literature, comparative literature, or composition **OR** Bachelor's in any of the above **AND** Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism **OR** the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Equine Science (Equine training, equitation, farrier science, pack horse management)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
ESL	Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis **OR** Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate **AND** Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language **OR** the equivalent.	Yes	
Estimating	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Ethnic Studies	Master's in the ethnic studies field **OR** the equivalent **OR** see interdisciplinary studies.	Yes	
Fabric Care (Laundry and dry cleaning)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Fashion and Related Technologies (Merchandising, design, production)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Family and Consumer and Studies/Home Economics:	Master's in family and consumer studies, life management/home economics, or home economics education **OR** Bachelor's in any of the above **AND** Master's in child development, early childhood education, human development, gerontology, fashion, clothing and textiles, housing/interior design, foods/nutrition, or dietetics and food administration **OR** the equivalent.	Yes	
Film Studies	Master's degree in film, drama/theater arts, or mass communication **OR** Bachelor's degree in any of the above **AND** Master's degree in media studies, English, or communication **OR** the equivalent.	Yes	
Fire Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Flight Attendant Training	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Fluid Mechanics Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Folk Dance	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Foreign Languages	Master's in the language being taught **OR** Bachelor's in the language being taught **AND** Master's in another language or linguistics **OR** the equivalent.	Yes	
Forestry/Natural Resources (Range management; soil, air and water resources; fish/wildlife management; parks and recreation)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Furniture Making	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Geography	Master's in geography **OR** Bachelor's in geography **AND** Master's in geology, history, meteorology, or oceanography **OR** the equivalent **OR** see interdisciplinary studies.	Yes	
Gerontology	Master's in gerontology **OR** the equivalent **OR** see interdisciplinary studies.	Yes	
Graphic Arts (Desktop publishing)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Gunsmithing	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Health	Master's in health science, health education, biology, nursing, physical education, dietetics, or nutrition **OR** Bachelor's in any of the above **AND** Master's in public health, or any biological science **OR** the equivalent.	Yes	
Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Health Information Technology (Medical record technology)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Heavy Duty Equipment Mechanics	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Health Services Director/ Health Services Coordinator/ College Nurse	Minimum Qualifications for these faculty members specified in title 5, section 53411.	Yes	title 5, section 53411

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
History	Master's in history **OR** Bachelor's in history **AND** Master's in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies **OR** the equivalent.	Yes	
Hotel and Motel Services	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Humanities	Master's in humanities **OR** the equivalent.	Yes	
Industrial Design	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Industrial Maintenance	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Industrial Relations	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Industrial Safety	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Industrial Technology (Foundry occupations)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Instructional Design/ Technology	Master's in instructional design/ technology or educational technology **OR** the equivalent.	Yes	
Insurance	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Interior Design	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Interdisciplinary Studies	Master's in the interdisciplinary area **OR** Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline. *Note: The Interdisciplinary Studies discipline is provided to allow for those cases where it is locally determined that a course must be taught by someone with qualifications that exceed a single discipline. The constituent disciplines can include any disciplines found in the Master's list.*	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Janitorial Services	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Jewelry	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Journalism	Master's in journalism or communication with a specialization in journalism **OR** Bachelor's in either of the above **AND** Master's in English history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography **OR** the equivalent.	Yes	
Labor Relations	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Law	JD or LL.B *NOTE: Courses in aspects of law for application to a particular discipline may be classified, for minimum qualifications purposes in the discipline of the application.*	Yes	
Learning Assistance Instructors	Minimum Qualifications for these faculty members are specified in title 5, section 53415.	Yes	title 5, section 53415.

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Legal Assisting (Paralegal)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Library Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Library Science	Master's in library science, or library and information science, **OR** the equivalent.	Yes	
Linguistics	Master's in linguistics or applied linguistics **OR** Bachelor's in linguistics **AND** Master's in TESOL, anthropology, psychology, sociology, English, or any foreign language **OR** the equivalent.	Yes	
Licensed Vocational Nursing	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Locksmithing	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Machine Tool Technology (Tool and die making)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Management	Master's in business administration, business management, business education, marketing, public administration, or finance **OR** Bachelor's in any of the above **AND** Master's in economics, accountancy, taxation, or law **OR** the equivalent.	Yes	
Manufacturing Technology (Quality control, process control)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Marine Diving Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Marine Engine Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Marketing	Master's in business administration, business management, business education, marketing, advertising, or finance **OR** Bachelor's in any of the above **AND** Master's in economics, accountancy, taxation, or law **OR** the equivalent.	Yes	
Martial Arts/Self-Defense	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Masonry (Concrete, cement work, bricklaying)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Mass Communication	Master's in radio, television, film, mass communication, or communication, journalism **OR** Bachelor's in any of the above **AND** Master's in drama/theater arts, communication, communication studies, business, telecommunications, or English **OR** the equivalent.	Yes	
Materials Testing Technology (Destructive testing or nondestructive examination)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Mathematics	Master's in mathematics or applied mathematics **OR** Bachelor's in either of the above **AND** Master's in statistics, physics, or mathematics education **OR** the equivalent.	Yes	
Media Production (Also see Broadcasting Technology)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Medical Instrument Repair	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Mining and Metallurgy (Oil field operations)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Mortuary Science	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Motorcycle Repair	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Multimedia	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Music	Master's in music **OR** Bachelor's in music **AND** Master's in humanities **OR** the equivalent.	Yes	
Music Management	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Musical Instrument Repair	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Music Merchandising	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Nursing	Master's in nursing **OR** Bachelor's in nursing **AND** Master's in health education or health science **OR** the equivalent **OR** the minimum qualifications as set by the Board of Registered Nursing, whichever is higher.	Yes	
Nursing Science/ Clinical Practice	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Nutritional Science/Dietetics	Master's in nutrition, dietetics, or dietetics and food administration **OR** Bachelor's in any of the above **AND** Master's in chemistry, public health, or family and consumer studies/home economics **OR** the equivalent. Note: A Bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietician, is an alternative qualification for this, pursuant to title 5, section 53410.1.	Yes	title 5, section 53410.1
Occupational Therapy Assisting	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Office Technologies (Secretarial skills, office systems, word processing, computer applications, automated office training)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Ornamental Horticulture (Landscape horticulture, design, maintenance, landscape architecture, floristry, floral design)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Pharmacy Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Philosophy	Master's in philosophy **OR** Bachelor's in philosophy **AND** Master's in humanities or religious studies, **OR** the equivalent.	Yes	
Photography	Master's in photography, fine arts, or art **OR** Bachelor's in any of the above **AND** Master's in art history or humanities **OR** the equivalent.	Yes	
Photographic Technology/ Commercial Photography	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Physical Education	Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education, **OR** Bachelor's in any of the above **AND** Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy **OR** the equivalent.	Yes	
Physical Sciences	See Interdisciplinary Studies	Yes	
Physical Therapy Assisting	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Physics/Astronomy	Master's in physics, astronomy, or astrophysics **OR** Bachelor's in physics or astronomy **AND** Master's in engineering, mathematics, meteorology, or geophysics **OR** the equivalent.	Yes	
Piano Tuning and Repair	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Plastics	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Plumbing	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Political Science	Master's in political science, government, or international relations **OR** Bachelor's in any of the above **AND** Master's in economics, history, public administration, social science, sociology, any ethnic studies, JD, or LL.B. **OR** the equivalent.	Yes	
Printing Technology (Typography, composition, printing)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Private Security (Security management, safety/accident control, hazardous substance management crime prevention)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Prosthetics and Orthotics	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Psychiatric Technician	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Psychology	Master's in psychology **OR** Bachelor's in psychology **AND** Master's in counseling, sociology, statistics, neuroscience, or social work **OR** the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Public Relations	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Radiological Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Radiation Therapy	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Reading	Master's in education with a specialization in reading or teaching reading **OR** Bachelor's in any academic discipline **AND** twelve semester units of course work in teaching reading **AND** Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology **OR** the equivalent.	Yes	
Real Estate	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Recreation Administration	Master's in recreation administration or physical education **OR** Bachelor's in either of the above **AND** Master's in dance, gerontology, or public administration, **OR** the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Registered Veterinary Technician	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Rehabilitation Technician	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Religious Studies	Master's in religious studies, theology, or philosophy **OR** Bachelor's in any of the above **AND** Master's in humanities **OR** the equivalent.	Yes	
Respiratory Technician	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Respiratory Technologies	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Restaurant Management	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Retailing (Purchasing, merchandising, sales)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Robotics (Computer integrated manufacturing)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Sanitation and Public Health Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Search and Rescue	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Sheet Metal	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Ship and Boat Building and Repair	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Shoe Rebuilding	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Sign Language, American	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Sign Language/ English Interpreting	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Small Business Development (Entrepreneurship)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Small Engine Mechanics	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Social Science	Master's in social science **OR** the equivalent **OR** see interdisciplinary studies.	Yes	
Sociology	Master's in sociology **OR** Bachelor's in sociology **AND** Master's in anthropology, any ethnic studies, social work, or psychology **OR** the equivalent.	Yes	
Special Education	Minimum Qualifications for these faculty members are specified in title 5, section 53414.	Yes	title 5, section 53414
Speech Communication	See Communication Studies	Yes	
Speech Language Pathology	Master's in speech pathology, speech language pathology, speech language and hearing sciences, communicative disorders, communicative disorders and sciences, communication sciences and disorders, or education with a concentration in speech pathology, **OR** the equivalent.	Yes	

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Stagecraft	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience,		
Steamfitting	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Surgical Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Telecommunication Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Theater Arts	See Drama/Theater Arts	Yes	
Transportation	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Travel Services (Dispatching)	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Upholstering	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		

ALPHABETICAL LISTING OF ALL DISCIPLINES

Discipline (other areas included in the discipline)	**Minimum Qualifications**	**Masters Degree Required**	**Statutory Law or Regulation apply**
Vision Care Technology	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Watch and Clock Repair	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Welding	The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience.		
Women's Studies	Master's in women's studies **OR** the equivalent **OR** see interdisciplinary studies.	Yes	

DISCIPLINES REQUIRING A MASTER'S DEGREE

This section of the handbook contains a list of the disciplines requiring a Master's degree. These disciplines lists must be used in conjunction with the Board of Governors minimum qualifications regulations (title 5, sections 53400-53430). Applicable rules specified in title 5 include the following:

- Degrees and credits generally must be from accredited institutions (section 53406).
- An occupational license or certificate is required in certain instances (section 53417).
- A district may hire a person who possesses qualifications different from, but equivalent to, those listed on the disciplines list, according to criteria and procedures agreed upon by the governing board and the academic senate (section 53430).

Whenever this list mentions a master's degree, any degree beyond the master's would also satisfy that qualification.

Under each of the disciplines below, the phrase 'OR the equivalent' refers to the possibility of hiring faculty who do not possess the exact degrees listed, under a local process developed and agreed upon by representatives of the governing board and the academic senate, as provided for in Education Code Section 87359 and title 5, section 53430.

Further, these lists only reflect the statewide minimums for persons to be considered qualified to teach in a discipline. Each district may establish additional qualifications which are more rigorous than those listed herein.

Discipline	Areas Included in the Discipline
Accounting	Master's in accountancy or business administration with accounting concentration **OR** Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis **AND** Master's in business, business administration, business education, taxation, or finance **OR** the equivalent. *(NOTE: A Bachelor's degree with a CPA license is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)*
Agriculture	Master's in agriculture, agriculture science, education with a specialization in agriculture or other agricultural area (including: agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science) **OR** the equivalent.

DISCIPLINES REQUIRING A MASTER'S DEGREE

Discipline	Areas Included in the Discipline
Anthropology	Master's in anthropology or archaeology **OR** Bachelor's in either of the above AND Master's in sociology, biological sciences, forensic sciences, genetics or paleontology **OR** the equivalent.
Art	Master's in fine arts, art, or art history **OR** Bachelor's in any of the above **AND** Master's in humanities **OR** the equivalent. *(NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing, or other non-plastic arts.)*
Astronomy	See Physics/Astronomy
Biological Sciences	Master's in any biological science **OR** Bachelor's in any biological science **AND** Master's in biochemistry, biophysics, or marine science **OR** the equivalent.
Business	Master's in business, business management, business administration, accountancy, finance, marketing, or business education **OR** Bachelor's in any of the above **AND** Master's in economics, personnel management, public administration, or JD or LL.B. degree **OR** Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree **OR** the equivalent.
Business Education	Master's in business, business administration, or business education **OR** Bachelor's in any of the above **AND** Master's in vocational education **OR** the equivalent.
Chemistry	Master's in chemistry **OR** Bachelor's in chemistry or biochemistry **AND** Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry **OR** the equivalent.

DISCIPLINES REQUIRING A MASTER'S DEGREE

Discipline	Areas Included in the Discipline
Child Development/ Early Childhood Education	Master's in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/ early childhood education **OR** Bachelor's in any of the above **AND** Master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies **OR** the equivalent.
Communication Studies (Speech Communication)	Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication **OR** Bachelor's in any of the above **AND** Master's in drama/theater arts, mass communication, or English **OR** the equivalent.
Computer Science	Master's in computer science or computer engineering **OR** Bachelor's in either of the above **AND** Master's in mathematics, cybernetics, business administration, accounting or engineering **OR** Bachelor's in engineering **AND** Master's in cybernetics, engineering, mathematics, or business administration **OR** Bachelor's in mathematics **AND** Master's in cybernetics, engineering mathematics, or business administration **OR** Bachelor's degree in any of the above **AND** a Master's degree in information science, computer information systems, or information systems **OR** the equivalent. *(NOTE: Courses in the use of computer programs for application to a particular discipline may be classified, for minimum qualifications purposes, under the discipline of the application.)*
Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling, **OR** the equivalent. *(NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)*
Dance	Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, **OR** Bachelor's in any of the above **AND** Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music **OR** the equivalent.

DISCIPLINES REQUIRING A MASTER'S DEGREE

Discipline	Areas Included in the Discipline
Dietetics	See Nutritional Science/Dietetics
Drama/Theater Arts	Master's in drama/theater arts/performance **OR** Bachelor's in drama/theater arts/performance **AND** Master's in comparative literature, English, speech, literature, or humanities **OR** the equivalent.
Earth Science	Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology **OR** Bachelor's in geology **AND** Master's in geography, physics, or geochemistry **OR** the equivalent.
Ecology	Master's in ecology or environmental studies **OR** the equivalent **OR** see interdisciplinary studies.
Economics	Master's in economics **OR** Bachelor's in economics **AND** Master's in business, business administration, business management, business education, finance, or political science **OR** the equivalent.
Education	Master's in education **OR** the equivalent.
Engineering	Master's in any field of engineering **OR** Bachelor's in any of the above **AND** Master's in mathematics, physics, computer science, chemistry, or geology **OR** the equivalent. *(NOTE: A Bachelor's in any field of engineering with a professional engineer's license is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)*
Engineering Technology	Master's in any field of engineering technology or engineering **OR** Bachelor's degree in either of the above **AND** Master's degree in physics, mathematics, computer science, biological science, or chemistry, **OR** Bachelor's degree in industrial technology, engineering technology or engineering **AND** a professional engineer's license **OR** the equivalent.
English	Master's in English, literature, comparative literature, or composition **OR** Bachelor's in any of the above **AND** Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism **OR** the equivalent.
ESL	Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis **OR** Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate **AND** Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language **OR** the equivalent.

DISCIPLINES REQUIRING A MASTER'S DEGREE

Discipline	Areas Included in the Discipline
Ethnic Studies	Master's in the ethnic studies field **OR** the equivalent **OR** see interdisciplinary studies.
Family/Consumer Studies and Home Economics	Master's in family and consumer studies, life management/home economics, or home economics education **OR** Bachelor's in any of the above **AND** Master's in child development, early childhood education, human development, gerontology, fashion, clothing and textiles, housing/interior design, foods/nutrition, or dietetics and food administration **OR** the equivalent.
Film Studies	Master's degree in film, drama/theater arts, or mass communication **OR** Bachelor's degree in any of the above **AND** Master's degree in media studies, English, or communication **OR** the equivalent.
Foreign Languages	Master's in the language being taught **OR** Bachelor's in the language being taught **AND** Master's in another language or linguistics **OR** the equivalent.
Geography	Master's in geography **OR** Bachelor's in geography **AND** Master's in geology, history, meteorology, or oceanography **OR** the equivalent **OR** see interdisciplinary studies.
Gerontology	Master's in gerontology **OR** the equivalent **OR** see interdisciplinary studies.
Health	Master's in health science, health education, biology, nursing, physical education, dietetics, or nutrition **OR** Bachelor's in any of the above **AND** Master's in public health, or any biological science **OR** the equivalent.
Health Services Director/ Health Services Coordinator/College Nurse	Minimum Qualifications for these faculty members specified in title 5, section 53411.
History	Master's in history **OR** Bachelor's in history **AND** Master's in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies **OR** the equivalent.
Humanities	Master's in humanities **OR** the equivalent.
Instructional Design/ Technology	Master's in instructional design/technology or educational technology **OR** the equivalent.

DISCIPLINES REQUIRING A MASTER'S DEGREE

Discipline	Areas Included in the Discipline
Interdisciplinary Studies	Master's in the interdisciplinary area **OR** Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline. *Note: The Interdisciplinary Studies discipline is provided to allow for those cases where it is locally determined that a course must be taught by someone with qualifications that exceed a single discipline. The constituent disciplines can include any disciplines found in the Master's list.*
Journalism	Master's in journalism or communication with a specialization in journalism **OR** Bachelor's in either of the above **AND** Master's in English history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography **OR** the equivalent.
Law	JD or LL.B. *(NOTE: Courses in aspects of law for application to a particular discipline may be classified, for minimum qualifications purposes in the discipline of the application.)*
Learning Assistance Instructors	Minimum Qualifications for these faculty members are specified in title 5, section 53415.
Library Science	Master's in library science, library and information science, **OR** the equivalent.
Linguistics	Master's in linguistics or applied linguistics **OR** Bachelor's in linguistics **AND** Master's in TESOL, anthropology, psychology, sociology, English, or any foreign language **OR** the equivalent.
Management	Master's in business administration, business management, business education, marketing, public administration, or finance **OR** Bachelor's in any of the above **AND** Master's in economics, accountancy, taxation, or law **OR** the equivalent.
Marketing	Master's in business administration, business management, business education, marketing, advertising, or finance **OR** Bachelor's in any of the above **AND** Master's in economics, accountancy, taxation, or law **OR** the equivalent.
Mass Communication	Master's in radio, television, film, mass communication, or communication, journalism **OR** Bachelor's in any of the above **AND** Master's in drama/theater arts, communication, communication studies, business, telecommunications, or English **OR** the equivalent.

DISCIPLINES REQUIRING A MASTER'S DEGREE

Discipline	Areas Included in the Discipline
Mathematics	Master's in mathematics or applied mathematics **OR** Bachelor's in either of the above **AND** Master's in statistics, physics, or mathematics education **OR** the equivalent.
Music	Master's in music **OR** Bachelor's in music **AND** Master's in humanities **OR** the equivalent.
Nursing	Master's in nursing **OR** Bachelor's in nursing **AND** Master's in health education or health science **OR** the equivalent **OR** The minimum qualifications as set by the Board of Registered Nursing, whichever is higher.
Nutritional Science/Dietetics	Master's in nutrition, dietetics, or dietetics and food administration **OR** Bachelor's in any of the above **AND** Master's in chemistry, public health, or family and consumer studies/home economics **OR** the equivalent. *(NOTE: A Bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative qualification for this discipline, pursuant to title 5, section 53410.1.)*
Philosophy	Master's in philosophy **OR** Bachelor's in philosophy **AND** Master's in humanities or religious studies, **OR** the equivalent.
Photography	Master's in photography, fine arts, or art **OR** Bachelor's in any of the above **AND** Master's in art history or humanities **OR** the equivalent.
Physical Education	Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education, **OR** Bachelor's in any of the above **AND** Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy **OR** the equivalent.
Physical Sciences	See Interdisciplinary Studies
Physics/Astronomy	Master's in physics, astronomy, or astrophysics **OR** Bachelor's in physics or astronomy **AND** Master's in engineering, mathematics, meteorology, or geophysics **OR** the equivalent.
Political Science	Master's in political science, government, or international relations **OR** Bachelor's in any of the above **AND** Master's in economics, history, public administration, social science, sociology, any ethnic studies, JD, or LL.B. **OR** the equivalent.
Psychology	Master's in psychology **OR** Bachelor's in psychology **AND** Master's in counseling, sociology, statistics, neuroscience, or social work **OR** the equivalent.

DISCIPLINES REQUIRING A MASTER'S DEGREE

Discipline	Areas Included in the Discipline
Reading	Master's in education with a specialization in reading or teaching reading **OR** Bachelor's in any academic discipline **AND** twelve semester units of course work in teaching reading **AND** Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology **OR** the equivalent.
Recreation Administration	Master's in recreation administration or physical education **OR** Bachelor's in either of the above **AND** Master's in dance, gerontology, or public administration, **OR** the equivalent.
Religious Studies	Master's in religious studies, theology, or philosophy **OR** Bachelor's in any of the above **AND** Master's in humanities **OR** the equivalent.
Social Science	Master's in social science **OR** the equivalent **OR** see interdisciplinary studies.
Sociology	Master's in sociology **OR** Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work, or psychology **OR** the equivalent.
Special Education	Minimum Qualifications for these faculty members are specified in title 5, section 53414.
Speech Communication	See Communication Studies.
Speech Language Pathology	Master's in speech pathology, speech language pathology, speech language and hearing sciences, communicative disorders, communicative disorders and sciences, communication sciences and disorders, or education with a concentration in speech pathology, **OR** the equivalent.
Theater Arts	See Drama/Theater Arts
Women's Studies	Master's in women's studies **OR** the equivalent **OR** see interdisciplinary studies.

DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY EXPECTED OR AVAILABLE

This section of the handbook contains a list of the disciplines in which a Master's degree is not generally available but which requires a specific Bachelor's or associate degree. The minimum qualifications for disciplines on this list are specifically named bachelor's degree(s) and two years of experience or specifically named associate degree(s) and six years of experience. This is a new category created in May 2009. The Board of Governors adopted the first and only discipline on this list in November 2009.

Discipline	Areas Included in the Discipline
Biotechnology	Bachelor's degree in the biological sciences, chemistry, biochemistry, or engineering, and two years of full-time related work experience.

DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY AVAILABLE

This section of the handbook contains a list of the disciplines in which a Master's degree is not generally available. The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. The list of "areas also included in the discipline" is not exhaustive. Only those areas are included for which it might not be clear otherwise whether they were intended to be included.

Discipline	Areas Included in the Discipline
Addiction Paraprofessional Training	
Administration of Justice	Police science, corrections, law enforcement
Aeronautics	Airframe and power plant, aircraft mechanics, aeronautical engineering technician, avionics
Agricultural Business and Related Services	Inspection, pest control, food processing/meat cutting
Agricultural Engineering	Equipment and machinery, farm mechanics
Agricultural Production	Animal science, plant science, beekeeping, aquaculture
Air Conditioning, Refrigeration, Heating	Solar energy technician
Animal Training and Management	Exotic animal training
Appliance Repair	Vending machines
Archaeological Technology	
Architecture	
Athletic Training	*(Note: This discipline listing applies only to instructors teaching apportionment generating courses in the subject of athletic training. Non-apportionment-generating athletic training activity is not subject to minimum qualifications.*
Auto Body Technology	Antique and classic auto restoration
Automotive Technology	
Aviation	Flight, navigation, ground school, air traffic control
Banking and Finance	
Barbering	
Bicycle Repair	
Bookbinding	
Broadcasting Technology	Film making/video, media production, radio/TV

DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY AVAILABLE

Discipline	Areas Included in the Discipline
Building Codes and Regulations	Inspecting of construction, building codes, contractor training
Building Maintenance	
Business Machine Technology	
Cabinet Making	
Cardiovascular Technology	
Carpentry	
Ceramic Technology	
Coaching	
Commercial Art	Sign making, lettering, packaging, rendering
Commercial Music	
Computer Information Systems	Computer network installation, microcomputer technology, computer applications
Computer Service Technology	
Construction Management	
Construction Technology	
Cosmetology	
Court Interpreting	
Court Reporting	
Culinary Arts/Food Technology	Food service, meat cutting, baking, waiter/waitressing, bartending
Dental Technology	Dental assisting, dental hygiene
Diagnostic Medical Technology	Diagnostic medical sonography, neurodiagnostic technology, polysonographic technology
Diesel Mechanics	
Dietetic Technician	
Drafting	CADD (Computer Aided Drafting/Design), CAD (Computer Aided Design), CAD (Computer Aided Drafting)
Electricity	Electrical power distribution

DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY AVAILABLE

Discipline	Areas Included in the Discipline
Electromechanical Technology	Industrial mechanical technology
Electromicroscopy	
Electronic Technology	Radio, television, computer repair, avionics
Electronics	
Electroplating	
Emergency Medical Technologies	
Engineering Support	Surveying, engineering aides
Environmental Technologies	Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment
Equine Science	Equine training, equitation, farrier science, pack horse management
Estimating	
Fabric Care	Laundry and dry cleaning
Fashion and Related Technologies	Merchandising, design, production
Fire Technology	
Flight Attendant Training	
Fluid Mechanics Technology	
Folk Dance	
Forestry/Natural Resources	Range management; soil, air and water resources; fish/wildlife management; parks and recreation
Furniture Making	
Graphic Arts	Desktop publishing
Gunsmithing	
Health Care Ancillaries	Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy
Health Information Technology	Medical record technology

DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY AVAILABLE

Discipline	Areas Included in the Discipline
Heavy Duty Equipment Mechanics	
Hotel and Motel Services	
Industrial Design	
Industrial Maintenance	
Industrial Relations	
Industrial Safety	
Industrial Technology	Foundry occupations
Insurance	
Interior Design	
Janitorial Services	
Jewelry	
Labor Relations	
Legal Assisting	Paralegal
Library Technology	
Licensed Vocational Nursing	
Locksmithing	
Machine Tool Technology	Tool and die making
Manufacturing Technology	Quality control, process control
Marine Diving Technology	
Marine Engine Technology	
Martial Arts/Self-Defense	
Masonry	Concrete, cement work, bricklaying
Materials Testing Technology	Destructive testing or nondestructive examination
Media Production	Also see Broadcasting Technology
Medical Instrument Repair	
Mining and Metallurgy	Oil field operations
Mortuary Science	
Motorcycle Repair	
Multimedia	
Music Management	
Music Merchandising	
Musical Instrument Repair	
Nursing Science/Clinical Practice	
Occupational Therapy Assisting	
Office Technologies	Secretarial skills, office systems, word processing, computer applications, automated office training

DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY AVAILABLE

Discipline	Areas Included in the Discipline
Ornamental Horticulture	Landscape horticulture, design, maintenance, landscape architecture, floristry, floral design
Pharmacy Technology	
Photographic Technology/ Commercial Photography	
Physical Therapy Assisting	
Piano Tuning and Repair	
Plastics	
Plumbing	
Printing Technology	Typography, composition, printing
Private Security	Security management, safety/accident control, hazardous substance management, crime prevention
Prosthetics and Orthotics	
Psychiatric Technician	
Public Relations	
Radiological Technology	
Radiation Therapy	
Real Estate	
Registered Veterinary Technician	
Rehabilitation Technician	
Respiratory Technician	
Respiratory Technologies	
Restaurant Management	
Retailing	Purchasing, merchandising, sales
Robotics	Computer integrated manufacturing
Sanitation and Public Health Technology	
Search and Rescue	
Sheet Metal	
Ship and Boat Building and Repair	
Shoe Rebuilding	
Sign Language, American	
Sign Language/English Interpreting	
Small Business Development	Entrepreneurship
Small Engine Mechanics	
Stagecraft	
Steamfitting	

DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY AVAILABLE

Discipline	Areas Included in the Discipline
Surgical Technology	
Telecommunication Technology	
Transportation	
Travel Services	Dispatching
Upholstering	
Vision Care Technology	
Watch and Clock Repair	
Welding	

CALIFORNIA EDUCATION CODE SECTIONS ON MINIMUM QUALIFICATIONS

CHAPTER 2.5 QUALIFICATIONS FOR COMMUNITY COLLEGE PERSONNEL
ARTICLE 1. GENERAL PROVISIONS

§87350. Plan for new mechanism of faculty qualifications; inclusions

The plan for a new mechanism of faculty qualifications being developed by the Chancellor of the California Community Colleges pursuant to Chapter 1465 of the Statutes of 1986 shall include all of the following:

(a) A transition provision, which would grandfather existing bargaining unit definitions.

(b) Consideration of projected California demographics.

(c) Consideration of affirmative action policies and programs.

§87351. Minimum qualifications for service, operative date

The minimum qualifications for service prescribed by this chapter shall become operative on July 1, 1990.

ARTICLE 2. MINIMUM QUALIFICATIONS AND HIRING CRITERIA

§87355. Persons authorized to serve under credential; possession of minimum qualifications; regulations

Notwithstanding Section 87356, every person authorized to serve as a community college instructor, librarian, counselor, student personnel worker, supervisor, administrator, or chief administrative officer under a credential shall retain the right to serve under the terms of that credential, and, for that purpose, shall be deemed to possess the minimum qualifications specified for every discipline or service covered by the credential until the expiration of that credential. The board of governors shall adopt regulations as necessary to implement this requirement.

§87536. Faculty members and specified employees; regulation adoption; state-mandated local program

(a) The board of governors shall adopt regulations to establish and maintain the minimum qualifications for service as a faculty member teaching credit instruction, a faculty member teaching noncredit instruction, a librarian, a counselor, an educational administrator, an extended opportunity programs and services worker, a disabled students programs and services worker, an apprenticeship instructor, and a supervisor of health.

(b) The Legislature finds and declares that this section does not create a state-mandated local program because compensation of faculty will continue to be determined through the collective bargaining process or meet and confer sessions.

§87357. Minimum qualifications; establishment and maintenance; "discipline"; definition and recommendations

In establishing and maintaining minimum qualifications pursuant to Section 87356, the board of governors shall do all of the following:

(1) With regard to minimum qualifications for faculty, the board of governors shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate. With regard to minimum qualifications for educational administrators, the board of governors shall consult with, and rely primarily on the advice and judgment of, an appropriate statewide organization of administrators. With regard to minimum qualifications for apprenticeship instructors, the board of governors shall consult with, and rely primarily on the advice and judgment of, appropriate apprenticeship teaching faculty and labor organization representatives. In each case, the board of governors shall provide a reasonable opportunity for comment by other statewide representative groups.

(2) The board of governors shall establish a process to review at least every three years the continued appropriateness of the minimum qualifications, and the adequacy of the means by which they are administered. The process shall provide for the appointment of a representative group of community college faculty, administrators, students, and trustees to conduct or otherwise assist in the review, including particularly, representatives of academic senates, collective bargaining organizations, and statewide faculty associations. In addition, the group shall be broadly representative of academic and vocational programs in the curriculum from both urban and rural districts, and representative of ethnic minority communities.

(b) The board of governors, relying primarily upon the advice and judgment of the statewide Academic Senate, shall prescribe by regulation a working definition of the term "discipline" and shall prepare and maintain a list of disciplines that are "reasonably related" to one another, as that phrase is used in the minimum qualifications The initial list shall be distributed to the community college districts by July 1, 1989, for their use in applying the minimum qualifications for hire.

In formulating advice and recommendations to the board of governors regarding the definition of the term "discipline," the statewide Academic Senate shall consult with appropriate statewide organizations representing administrators and faculty collective bargaining agents. The statewide Academic Senate shall incorporate the advice of those groups into its recommendations to the board of governors, particularly as it relates to the

practical ramifications of any proposed definition of the term "discipline" on issues of reassignment, transfer, and reduction in force. The board of governors, relying primarily upon the advice and judgment of the statewide Academic Senate, shall prepare and maintain a list of disciplines in which the master's degree is not generally expected or available. The initial list shall be distributed to the community college districts by July 1, 1989, for their use in applying the minimum qualifications for service.

§87358. Review of districts' application of minimum qualifications

The board of governors shall periodically designate a team of community college faculty, administrators, and trustees to review each community college district's application of minimum qualifications to faculty and administrators.

§87359. Employment of faculty and administrators not meeting applicable minimum qualifications; process

The board of governors shall adopt regulations setting forth a process authorizing local governing boards to employ faculty members and educational administrators who do not meet the applicable minimum qualifications specified in the regulations adopted by the board of governors pursuant to Section 87356. Unless and until amended pursuant to the process described in Section 87357, the regulations shall require all of the following:

(a) No one may be hired to serve as a community college faculty member or educational administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board of governors adopted pursuant to Section 87356. The criteria used by the governing board in making the determination shall be reflected in the governing board's action employing the individual.

(b) The process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty members, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination, and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to section 87358.

(c) Until a joint agreement is reached and approved pursuant to subdivision (b), the

district process in existence on January 1, 1989, shall remain in effect.

§87359.5. Review of job relevance requirements; time

By May 1, 1989, the board of governors shall have reviewed or contracted for review of, the job relevance of the requirements of Sections 87408, 87408.5, 87408.6, and any other physical fitness tests or examinations, and other conditions of employment, applicable to community college personnel.

ARTICLE 3. HIRING CRITERIA

§87360. Development of criteria; inclusions; agreement; process in effect prior to agreement; times

(a) In establishing hiring criteria for faculty and administrators, district governing boards shall, no later than July, 1990, develop criteria that include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

(b) No later than July 1, 1990, hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.

(c) Until a joint agreement is reached and approved pursuant to subdivision (b), the existing district process in existence on January 1, 1989, shall remain in effect.

CALIFORNIA CODE OF REGULATIONS, TITLE 5 SECTIONS ON MINIMUM QUALIFICATIONS

CHAPTER 4. EMPLOYEES
SUBCHAPTER 4. MINIMUM QUALIFICATIONS
ARTICLE 1. SCOPE AND DEFINITIONS

§53400. Scope.

This Subchapter implements should be read in conjunction with the requirements of Education Code Sections 87001, 87002, 87003, 87356 and 87359 concerning minimum qualifications for community college faculty and administrators. The provisions of this subchapter are effective July 1, 1990.

NOTE: Authority cited: Sections 66700, 70901, 87001, 87356 and 87359, Education Code. Reference: Sections 87001, 87002, 87003, 87356 and 87359, Education Code.

HISTORY

1. New section filed 6-5-90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7-5-90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).
2. Amendment filed 10-25-91; operative 11-24-91 (Register 92, No. 9).
3. Amendment filed 5-15-93; operative 6-4-93 (Register 93, No. 25).
4. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

§53401. Applicability to Community Services and Contract Classes.

Community service or contract classes which do not award college credit and are not supported by state apportionment are not subject to the provisions of this Subchapter. Contract classes which award college credit are subject to this Subchapter, even if they are not supported by state apportionment.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(1)(B) and 87356, Education Code.

HISTORY

1. New section filed 6-26-92; operative 7-27-92 (Register 92, No. 26).
2. Amendment of section and Note filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).
3. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

CALIFORNIA CODE OF REGULATIONS, TITLE 5 SECTIONS ON MINIMUM QUALIFICATIONS

§53402. Definitions.

(a) "Administrator" means any person employed by the governing board of a district in a supervisory or management position as defined in Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code.

(b) "Educational administrator" means an administrator who is employed in an academic position designated by the governing board of the district as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district. Educational administrators include, but are not limited to, chancellors, presidents, and other supervisory or management employees designated by the governing board as educational administrators.

(c) "Faculty" or "faculty member" means those employees of a district who are employed in academic positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code and for which minimum qualifications for service are specified in Section 53410-53414 or other provisions of this division. Faculty include, but are not limited to, instructors, librarians, counselors, community college health service professionals, disabled student programs and services professionals, extended opportunity programs and services professionals, and individuals employed to perform a service that, before July 1, 1990, required nonsupervisorial, nonmanagement community college certification qualifications.

NOTE: Authority cited: Sections 66700, 70901 and 87001, Education Code. Reference: Sections 87001, 87002 and 87003, Education Code.

HISTORY

1. New section filed 6-5-90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7-5-90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).

2. Amendment filed 10-25-91; operative 11-24-91 (Register 92, No. 9).

§53403. Applicability of Amendments.

Notwithstanding changes that may be made to the minimum qualifications established in this division, or to the implementing discipline lists adopted by the Board of Governors, the governing board of a community college district may continue to employ a person to teach in a discipline or render a service subject to minimum qualifications, if he or she, at the time of initial hire by the district, was qualified to teach in that discipline or render that service under the minimum qualifications or disciplines lists then in effect.

Every person authorized to serve under a credential shall retain the right to serve under the terms of that credential, and, for that purpose, shall be deemed to possess the minimum qualifications specified for every discipline or service covered by the credential until the expiration of that credential. However, a credential shall be invalid when the holder has been convicted of any crime that, under former law, would have been mandatory grounds for revocation, or when the Chancellor's Office has determined that the credential was obtained by fraud.

NOTE: Authority cited: Sections 70901, 87355 and 87356, Education Code. Reference: Sections 70901(b)(l)(B), 87355 and 87356, Education Code.

HISTORY

1. New section filed 6-26-92; operative 7-27-92 (Register 92, No. 26).
2. New second paragraph and amendment of Note filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).

§53404. Definition of Experience.

Where years of professional or occupational experience are referred to in this Subchapter, the requirement is for the stated number of years of full-time experience or the equivalent in part-time experience. Unpaid experience may be counted if it entailed responsibilities substantially similar to those of relevant paid positions in the field. Applicants bear the responsibility for verifying all experience by documentation satisfactory to the districts.

As used in this Subchapter, "professional experience" includes teaching experience. "Occupational experience" does not include teaching experience.

As used in this Section, "year' means that period of time which in that occupation is accepted by contract or general agreement as a regular work year for that occupation on a full-time basis.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 7090l(b)(l)(B) and 87356, Education Code.

HISTORY

1. New section filed 6-26-92; operative 7-27-92 (Register 92, No. 26).
2. Amendment of section and Note filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).
3. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

CALIFORNIA CODE OF REGULATIONS, TITLE 5 SECTIONS ON MINIMUM QUALIFICATIONS

§53405. Certificated Employees.

Whenever in this Division, reference is made to "certificated employees" or to employees in "positions with certification qualifications," where such references are to certificates or credentials issued by the Board of Governors, these references are deemed to also apply to persons employed by districts pursuant to minimum qualifications established pursuant to Subchapter 4 of this Division.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

New section filed 5-15-93; operative 6-4-93 (Register 93, No.25).

§53406. Requirement for Accredited Degrees and Units; Definition of Accredited Institution.

All degrees and units used to satisfy minimum qualifications shall be from accredited institutions, unless otherwise specified in this Article.

For purposes of this Subchapter, "accredited institution" shall mean a postsecondary institution accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary Accreditation. It shall not mean an institution "approved" by the California Department of Education or by the California Council for Private Postsecondary and Vocational Education.

Determination of equivalency of foreign degrees shall be according to district rule.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 7090l(b)(l)(B) and 87356, Education Code.

HISTORY

1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No.42).
2. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No.38).

§53407. Disciplines Lists.

The Board of Governors hereby adopts and incorporates by reference into this provision the two lists published by the Chancellor's Office, entitled 'Disciplines Requiring the Master's Degree" and "Disciplines in which the Master's Degree is not Generally Expected or Available," as revised September 1993, for the following purposes:

(1) to establish a working definition of the term "discipline" as used in Section 53410;

(2) to define which disciplines are "reasonably related" to one another, for purposes of Section 53410;

(3) to define disciplines in which the master's degree is not generally expected or available, as opposed to those for which the master's degree is required, for purposes of Section 53410.

NOTE: Authority cited: Sections 70901. 87356 and 87357. Education Code. Reference: Sections 7090l(b)(l)(B), 87356 and 87357, Education Code.

HISTORY

1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).

ARTICLE 2. QUALIFICATIONS AND EQUIVALENCIES

§53410. Minimum Qualifications for Instructors of Credit Courses, Counselors, and Librarians.
The minimum qualifications for service as a community college faculty member teaching any credit course, or as a counselor or librarian, shall be satisfied by meeting any one of the following requirements:

(a) Possession of a master's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment.

(b) Possession of master's degree, or equivalent foreign degree, in a discipline reasonably related to the faculty member's assignment and possession of a bachelor's degree, or equivalent foreign degree, in the discipline of the faculty member's discipline.

(c) For faculty assigned to teach courses in disciplines where the master's degree is not generally expected or available, but where a specific bachelor's or associate degree is available:

(1) Possession of a bachelor's degree, or equivalent foreign degree, plus two years of professional experience directly related to the faculty member's assignment; or

(2) Possession of an associate degree, or equivalent foreign degree, plus six years of professional experience directly related to the faculty member's assignment.

(d) For faculty assigned to teach courses in disciplines where the master's degree is not generally expected or available, which are, generally, disciplines in specialized technical, trade, or industrial fields, either of the following:

(1) Possession of a bachelor's degree, or equivalent foreign degree, plus two years of professional experience directly related to the faculty member's assignment; or

(2) Possession of an associate degree, or equivalent foreign degree, plus six years of professional experience directly related to the faculty member's assignment.

NOTE: Authority cited: Sections 66700, 70901 and 87356, Education Code. Reference: Sections 7090l(b)(l)(B), 87003, and 87356, Education Code.

HISTORY

1. New section filed 6-5-90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7-5-90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).
2. Amendment of first paragraph and subsections (a) and (b) filed 10-25-91; operative 11-24-91 (Register 92, No. 9).
3. Amendment filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).
4. Amendment of Note filed 11-10-93; operative 10-8-93 (Register 93, No.46).
5. Editorial correction of subsection (c)(2) (Register 96, No. 40).

§53410.1. Professional License As Alternative Qualification.

For disciplines specified in this section, a bachelor's degree in the discipline of the assignment plus a professional license or certification may be substituted for the minimum qualifications specified in Section 53410. The license or certification so substituted must be valid in California. The following professional licenses and certifications are acceptable:

Discipline	*License or Certification*
Accounting	Certified Public Accountant
Counseling	Marriage and Family Therapist
Engineering	Professional Engineer
Nutritional Science/Dietetics	Registered Dietitian

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(1)(B) and 87356, Education Code.

HISTORY

1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No.42).

§53411. Minimum Qualifications for Health Services Professionals.

(a) The minimum qualifications for a health services professional with overall responsibility for developing and directing student health services shall be a valid, current California license as a registered nurse, and either of the following:

(1) a master's degree in nursing and a California Public Health Nurse certificate; or

(2) a bachelor's degree in nursing, a California Public Health Nurse certificate, and a master's degree in health education, sociology, psychology, counseling, health care administration, public health, or community health.

(b) Other health services personnel shall not be subject to statewide minimum qualifications; however, all personnel shall possess appropriate valid, current licensure or certification to practice in California when required by law. Ancillary personnel shall work under appropriate supervision when required by their license laws.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(1)(B), 87003 and 87356, Education Code.

HISTORY

1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No.42).

§53412. Minimum Qualifications for Instructors of Noncredit Courses.

Except as provided elsewhere in this article, the minimum qualifications for service as a faculty member teaching a noncredit course shall be the same as the minimum qualifications for credit instruction in the appropriate discipline, or as follows:

(a) For an interdisciplinary noncredit basic skills course, a bachelor's in any social science, humanities, mathematics, or natural science discipline or in liberal studies, as appropriate for the course.

(b) For a noncredit basic skills course in mathematics, a bachelor's in mathematics.

(c) For a noncredit basic skills course in reading and/or writing, either: a bachelor's degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism; or a bachelor's degree in any discipline and twelve semester units of coursework in teaching reading.

(d) For a noncredit course in citizenship, a bachelor's degree in any discipline, and six semester units in American history and institutions.

(e) For a noncredit course in English as a second language (ESL), any one of the following:

(1) A bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages.

(2) A bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor.

(3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor.

(4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.

(f) For a noncredit course in health and safety, a bachelor's degree in health science, health education, biology, nursing, dietetics, or nutrition; or an associate degree in any of those subjects, and four years of professional experience related to the subject of the course taught.

(g) For a noncredit course in home economics, a bachelor's degree in home economics, life management, family and consumer studies, dietetics, food management interior design, or clothing and textiles; or an associated degree in any of those subjects, and four years of professional experience related to the subject of the course taught.

(h) For a noncredit course intended for older adults, either pattern (1) or pattern (2) following:

(1) A bachelor's degree with a major related to the subject of the course taught, and either (A) or (B) below:

(A) Thirty hours or two semester units of course work or class work in understanding the needs of the older adult taken at an accredited institution of higher education or approved by the district. This requirement may be completed concurrently during the first year of employment as a noncredit instructor.

(B) One year of professional experience working with older adults.

(2) An associate degree with a major related to the subject of the course taught; and two years of occupational experience related to the subject of the course taught; and sixty hours or four semester units of coursework or classwork in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This last requirement may be completed concurrently during

the first year of employment as a noncredit instructor.

(i) For a noncredit course in parent education, a bachelor's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or early childhood education, educational psychology with a specialization in child development, elementary education, psychology, or family life studies; and two years of professional experience in early childhood programs or parenting education.

(j) For a short-term noncredit vocational course, any one of the following:

(1) A bachelor's degree; and two years of occupational experience related to the subject of the course taught.

(2) An associate degree; and six years of occupational experience related to the subject of the course taught.

(3) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter.

(4) For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in Section 53413.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 7090l(b)(l)(B) and 87356, Education Code.

HISTORY

1. New section filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).
2. Amendment filed 6-19-91; operative 7-19-91. Submitted to OAl. for printing only pursuant to Education Code section 70901.5(b) (Register 91, No. 50).
3. Amendment of first paragraph and subsection (b) filed 10-25-91; operative 11-24-91 (Register 92, No. 9).
4. Repealed and new section filed 6-26-92; operative 7-27-92 (Register 92, No. 26).
5. Editorial correction of printing error in subsection (a) and inadvertent omission of subsection (h)(1) (Register 92, No. 45).
6. Amendment of section and Note filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).

§53413. Minimum Qualifications for Apprenticeship Instructors.

(a) Until July 1, 1995, the minimum qualifications for service as a community college faculty member teaching credit or noncredit apprenticeship courses shall be satisfied by meeting both of the following requirements:

(1) Six years of occupational experience in an apprenticeable trade, including at least two years at the journeyman level; and

(2) Sixty clock hours or four semester units of instruction in materials, methods, and evaluation of instruction. This requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor.

(b) On or after July 1, 1995, the minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following two requirements:

(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or

(2) Six years of occupational experience, a journeyman's certificate in the subject matter area to be taught, and completion of at least eighteen (18) semester units of degree applicable college level course work, in addition to apprenticeship credits.

(c) On or after July 1, 1995, the minimum qualifications for service as a community college faculty member teaching noncredit apprenticeship courses shall be either of the following:

(1) The minimum qualifications for credit apprenticeship instruction as set forth in this section, or

(2) A high school diploma; and six years of occupational experience in the occupation to be taught including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(1)(B), 87356 and 87357, Education Code.

HISTORY

1. New section filed 10-30-90 with Secretary of State by Board of Governors, California

Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).

2. Amendment of subsections (a), (b) and (b)(3) filed 10-25-91; operative 11-24-91 (Register 92, No. 9).

3. New subsections (c)-(c)(2) filed 6-26-92; operative 7-27-92 (Register 92, No. 26).

4. Amendment of section and Note filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).

§53414. Minimum Qualifications for Disabled Students Programs and Services Employees.

(a) The minimum qualifications for service as a community college counselor of students with disabilities shall be satisfied by meeting one of the following requirements;

(1) Possession of a master's degree, or equivalent foreign degree, in rehabilitation counseling, or

(2) Possession of a master's degree, or equivalent foreign degree, in special education, and twenty four or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work; or

(3) A master's degree in counseling, guidance, student personnel, psychology, career development, or social welfare; and either twelve or more semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following;

(A) Counseling or guidance for students with disabilities; or

(B) Counseling and/or guidance in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities.

(b) The minimum requirements for service as a community college faculty member teaching a credit course in adapted physical education shall be the minimum qualifications for an instructor of credit physical education, and fifteen semester units of upper division or graduate study in adapted physical education.

(c) The minimum requirements for service to work with students with speech and language disabilities shall be satisfied by meeting the following requirements:

(1) Possession of a master's degree, or equivalent foreign degree, in speech pathology and audiology, or in communication disorders; and

(2) Licensure or eligibility for licensure as a speech pathologist or audiologist by the Medical Board of California.

(d) Except as provided in Subsections (a) through (c) above, the minimum requirements for service as a community college faculty member to provide credit specialized instruction for students with disabilities shall be satisfied by meeting the following requirements:

(1) Possession of a master's degree, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; and

(2) Fifteen semester units of upper division or graduate study in the area of disability, to include, but not be limited to:

(A) Learning disabilities;

(B) Developmental disabilities;

(C) Deaf and hearing impaired;

(D) Physical disabilities; or

(E) Adapted computer technology.

(e) The minimum qualifications for service as a faculty member to provide noncredit specialized instruction for students with disabilities shall be any one of the following:

(1) The minimum qualifications for providing credit specialized instruction for students with disabilities as specified in this section.

(2) A bachelor's degree with any of the following majors: education of students with specific or multiple disabilities; special education; psychology; physical education with an emphasis in adaptive physical education; communicative disorders; rehabilitation; computer-based education; other computer-related majors which include course work on adapted or assistive computer technology for students with disabilities; other majors related to providing specialized instruction or services to persons with disabilities.

(3) An associate degree with one of the majors specified in subparagraph (2) above; and four years of experience providing specialized instruction or services to persons in the disability category or categories being served.

(4) For noncredit vocational courses, an associate degree or certificate of training; and four years of occupational experience related to the subject of the course taught; and two years of experience providing specialized instruction or services to persons in the disability category being served.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(l)(B) and 87356, Education Code.

HISTORY

1. New section filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).
2. Amendment filed 10-25-91; operative 11-24-91 (Register 92, No. 9).
3. Amendment of subsections (a)(3), (b), (c)(2) and (d), and new subsections (e)-(e)(4) filed 6-26-92; operative 7-27-92 (Register 92, No. 26).
4. Amendment of section and Note filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).

§53415. Minimum Qualifications for Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators.

The minimum qualifications for service as a learning assistance or learning skills coordinator or instructor, or tutoring coordinator, shall be either (a) or (b) below:

(a) the minimum qualifications to teach any master's level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; or

(b) a master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory.

Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901 and 87356, Education Code.

HISTORY

1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).

§53416. Minimum Qualifications for Work Experience Instructors or Coordinators.

The minimum qualifications for an instructor or coordinator of general or occupational work experience education, as defined in Section 55252, shall be the minimum qualifications in any discipline in which work experience may be provided at the college where the instructor or coordinator is employed.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901 and 87356, Education Code.

HISTORY

1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).

§53417. Licensed or Certificated Occupations.

In addition to other minimum qualifications specified in this article, the minimum qualifications for a faculty member teaching any credit or noncredit course shall include a current, valid certificate to work or a license to practice in California, whenever the instructor's possession of such a certificate or license is required for program or course approval, or when current occupational certification is essential for effective instruction, as determined through local hiring procedures.

NOTE: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901 and 87356, Education Code.

HISTORY

1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No.42).

§53420. Minimum Qualifications for Educational Administrators.

The minimum qualifications for service as an educational administrator shall be both of the following:

(a) Possession of a master's degree; and

(b) One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment

CALIFORNIA CODE OF REGULATIONS, TITLE 5 SECTIONS ON MINIMUM QUALIFICATIONS

NOTE: Authority cited: Sections 66700, 70901 and 87356, Education Code. Reference: Sections 87002 and 87356, Education Code.

HISTORY

1. New section filed 6-5-90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7-5-90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).
2. Amendment of section heading and first paragraph filed 10-25-91; operative 11-24-91 (Register 92, No. 9).
3. Amendment of section and Note filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No.42).

§53430. Equivalencies.

(a) No one may be hired to serve as a community college faculty or educational administrator unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in this Article or elsewhere in this Division. The criteria used by the governing board in making the determination shall be reflected in the governing board's action employing the individual.

(b) The process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty employed under the authority granted by this Section possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in this Division.

(c) The process shall further require that the academic senate be provided with an opportunity to present its views to the governing board before the governing board makes a determination; and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Education Code Section 87358.

(d) Until a joint agreement is reached and approved pursuant to Subdivision (b), the district shall be bound by the minimum qualifications set forth in this Subchapter.

NOTE: Authority cited: Sections 66700, 70901 and 87359, Education Code. Reference: Section 87359, Education Code.

HISTORY

1. New section filed 6-5-90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7-5-90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).
2. Amendment of subsections (a) and (b) filed 10-25-91; operative 11-24-91 (Register 92, No.9).
3. Amendment filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No.42).
4. Amendment of subsections (a), (b) and (d) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

SUBCHAPTER 5. FACULTY INTERNSHIP PROGRAMS

§53500. General Authority.

The governing board of any community college district may establish a faculty internship program pursuant to the provisions of this Subchapter and Section 87487 of the Education Code. In accordance therewith, governing boards may employ, as faculty interns within the program, graduate students enrolled in the California State University, the University of California, or any other accredited institution of higher education subject to Chapter 3 (commencing with Section 94300) of Part 59 of the Education Code or in vocational and technical fields where a master's degree is not generally expected or available, persons who are within one year of meeting the regular faculty minimum qualifications. Persons who meet the regular faculty minimum qualifications but who lack teaching experience may also be included in internship programs authorized by this Section to the extent authorized by the local governing board. A student employed as a faculty intern shall be employed as a temporary faculty member under Section 87482.5 of the Education Code, and shall meet the minimum qualifications specified in Section 53502.

For purposes of this Subchapter, the term "faculty intern" does not include any person, no matter how designated, who only assists in a class taught by a regularly qualified faculty member, and who has no independent responsibility for instruction or supervision of students. Such a person may be termed an "intern," and may serve as a volunteer or receive a stipend according to policies established by the district.

NOTE: Authority cited: Sections 70901 and 87487, Education Code. Reference: Section 87487, Education Code.

HISTORY

1. New section filed 4-3-92; operative 5-4-92 (Register 92, No. 15).
2. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
3. Amendment of first paragraph filed 9-3-96; operative 10-3-96. Submitted to OAL for printing only (Register 96, No. 40).

§53501. Purposes.

The purposes of the faculty internship shall include, but not be limited to, the following:

(a) To enhance the recruitment of qualified persons pursuing the master's or doctoral degrees, or both, into faculty positions in community colleges in California, particularly for disciplines for which recruitment is difficult and for disciplines in which a shortage of qualified faculty is anticipated. In order to accomplish this purpose, the internship program shall serve to introduce graduate students, before they approach the end of their graduate studies, to the community college environment and student population.

(b) To enhance the recruitment of qualified persons pursuing an associate degree into faculty positions in community colleges in California, particularly for disciplines for which current industry experience is important and disciplines for which recruitment is difficult and in which a shortage of faculty is anticipated. In order to accomplish these purposes, the internship program shall serve to introduce industry practitioners to the community college environment and student populations while encouraging them to complete their associate degree.

(c) To enhance community college efforts toward building a diverse and representative faculty. In order to accomplish this purpose, the internship program shall place special emphasis on locating and attracting qualified graduate students who are members of underrepresented groups.

NOTE: Authority cited: Sections 70901, 87105 and 87487, Education Code. Reference: Sections 87101 and 87487, Education Code.

HISTORY

1. New section filed 4-3-92; operative 5-4-92 (Register 92, No. 15).
2. New subsection (b) and subsection relettering filed 9-3-96; operative 10-3-96. Submitted to OAL for printing only (Register 96, No. 40).

CALIFORNIA CODE OF REGULATIONS, TITLE 5 SECTIONS ON MINIMUM QUALIFICATIONS

§53502. Minimum Qualifications.

A student employed as a faculty intern shall meet the following minimum qualifications:

(a) For those disciplines in which a master's degree is required, faculty interns shall be enrolled in a master's or doctoral program at the University of California, the California State University, or any other accredited institution of higher education subject to Chapter 3 (commencing with Section 94300) of Part 59 of the Education Code, and shall have completed at least one-half of the coursework, or the equivalent in that graduate program.

(b) For those disciplines for which a master's degree is not expected or required, the faculty intern shall possess any license or certificate required to do that work and (1) be within one year of completing the associate degree and have six years industry experience in the discipline, or (2) have completed the associate degree and have completed five years of industry experience in that discipline.

(c) Faculty interns shall only be assigned to teach or to serve in a discipline in which they would be legally qualified to teach or render service upon completion of their graduate studies or associate degree and six years of industry experience in that discipline. A faculty intern shall be limited to two years of participation in the program.

(d) Each faculty intern shall serve under the direct supervision of a mentor who is legally qualified to teach the course or render the service that the faculty intern is providing. The district governing board shall ensure that faculty mentors provide substantial direct in-class supervision and evaluation of interns' teaching capabilities. The mentor shall have no other assigned duties during the time that the faculty intern is teaching or rendering service. The mentor is responsible for providing direct monitoring and systematic contact with the faculty intern.

NOTE: Authority cited: Sections 70901 and 87487, Education Code. Reference: Sections 70901 and 87487, Education Code.

HISTORY

1. New section filed 4-3-92; operative 5-4-92 (Register 92, No. 15).
2. Amendment filed 9-3-96; operative 10-3-96. Submitted to OAL for printing only (Register 96, No. 40).

CHAPTER 7. SPECIAL PROGRAMS

SUBCHAPTER 2.5 EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

ARTICLE 5. STAFFING STANDARDS

§56260. Staff.

EOPS shall be provided by certificated director, instructors and counselors and other support staff employed by the governing board of the community college district. All staff funded by EOPS who are not supervised by the EOPS Director shall be accountable to the EOPS Director for the services rendered to EOPS students pursuant to the approved EOPS program plan.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020, Education Code. Reference: Sections 69640-69655, Education Code.

HISTORY

1. New section filed 9-24-87; operative 10-24-87 (Register 87, No.40).

§56262. Director Qualifications.

(a) The EOPS Director must meet the minimum qualifications for a student services administrator as specified in section 53420 of this part, or must possess a Community College Supervisor Credential.

(b) In addition, an EOPS Director hired after October 24, 1987, must have, within the last four years, two years of experience or the equivalent.

(1) In the management or administration of educational programs, community organizations, government programs, or private industry in which the applicant dealt predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages or,

(2) As a community college EOPS counselor or EOPS instructor, or have comparable experience in working with disadvantaged clientele.

(c) In addition, an EOPS director hired after October 24, 1987, shall have completed a minimum of six units of college-level course work predominantly relating to ethnic minorities or persons handicapped by educational, language, or social disadvantages.

NOTE: Authority cited: Sections 69648, 70901(b)(1)(B) and 87356, Education Code. Reference:

Sections 70901(b)(1)(B), 87356 and 87357, Education Code.

HISTORY

1. New section filed 9-24-87; operative 10-24-87 (Register 87, No. 40).

2. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

3. Editorial correction of printing error in subsection (a) (Register 91, No. 29).

§56264. Counselor Qualifications.

(a) EOPS "Counselors" are those persons designated by the community college to serve as certificated counselors in the EOPS program and must possess the Community College Counselor Credential or possess a master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, or the equivalent, and

(b) In addition, EOPS counselors hired after October 24, 1987, shall:

(1) Have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages or,

(2) Have completed six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social, or economic disadvantages and,

(c) In addition, an EOPS counselor hired after October 24, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020, Education Code. Reference: Sections 69640-69655, Education Code.

HISTORY

1. New section filed 9-24-87; operative 10-24-87 (Register 87, No.40).

2. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

Appendix E

Imperial Valley College Board of Trustees
March 19, 2008 Adopted Minutes

ADOPTED MINUTES

FOR THE REGULAR MEETING OF THE
IMPERIAL COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

Wednesday, March 19, 2008

CALL TO ORDER/ROLL CALL
On Wednesday, March 19, 2008, at 6:01 p.m., Board President Rebecca Ramirez called the regular meeting of the Imperial Community College District Board of Trustees to order in the Administration Building Board Room.

BOARD MEMBERS PRESENT:
Carlos R. Acuña
Norma Sierra Galindo
Jerry D. Hart
Romualdo Medina
Rebecca L. Ramirez

BOARD MEMBERS ABSENT:
Rudy Cardenas, Jr.
Louis Wong

REPRESENTATIVES PRESENT:
Dr. Bruce Seivertson, Academic Senate
David Lopez, Student Representative
Suzanne Gretz, CTA President [6:25 p.m.]

CONSULTANTS PRESENT:
Gary Rodgers, Interim Superintendent/President
Dr. Victor Jaime, Vice President for Student Services
Kathy Berry, Vice President for Academic Services
John Lau, Vice President for Business Services
Travis Gregory, Associate Dean of Human Resources
Frank Oswalt, Counsel [6:08 p.m.]

PLEDGE OF ALLEGIANCE
Interim Superintendent/President Rodgers led the Pledge of Allegiance to the Flag.

PUBLIC COMMENT
There was no public comment.

WRITTEN COMMUNICATIONS
Board President Ramirez announced that the Board received two written communications.

INFORMATION REPORTS

Employee of the Month (January and February)

VP for Academic Services Kathy Berry announced Tool Room/Auto Shop Technician Jesse Ruelas as the January Employee of the Month. She stated he is the tool room person and knows where every nut and bolt is located. She stated his nomination stated he is dedicated to students, mentors them, and has a great relationship with his colleagues. She stated IVC is lucky to have him.

VP Berry announced Staff Secretary II Lency Lucas as the February Employee of the Month. She stated Lency has an infectious laugh and cares deeply for the institution, child care, and is a wonderful team player. She stated she is proud to have her at IVC.

Interim Superintendent/President Rodgers spoke and stated that both of these employees epitomized the meaning of Student Learning Outcomes (SLOs) and noted that Jesse could step in to do a faculty job and Lency keeps everyone on their toes. He stated they were both well deserving of the recognition.

Board Member Reports

Trustee Hart reported the following:

- He stated he attended the SDICCCA meeting on March 3rd and the members' concerns were related to the increase in deficit. He stated the members proposed that the deficit be done across the board and not just for growth producing districts as it would affect all SDICCCA members' schools. SDICCCA members asked all colleges to write to the Chancellor's Office and request any reduction in funds be done across the board and not just for growth colleges. He suggested that a recommendation be made for the letter.

Interim Superintendent/President Rodgers spoke and stated he has communicated with the Chancellor's office via a letter.

Trustee Ramirez reported the following:

- Met with Senator Denise Ducheny regarding the budget crisis. She stated Senator Ducheny mentioned she heard testimony from former ASG President and current state representative Frank Fernandez as to the issues with the budget crisis. She stated Senator Ducheny stated she was impressed with Frank's testimony.

- Asked that gratitude be expressed to Frank Fernandez and the ASG for their continous support and involvement in IVC matters.

Associated Student Government Update

ASG President David Lopez reported the following:

- Wrapped up the March 18th and 19th ASG hosted IVC Health Fair in the College Center. He stated ASG raffled an iPod Nano.

- ASG senators are working on a new ASG brochure. ASG will be making presentations to local high schools and encourage involvement in student government.
- Announced he would be dressing as the Easter Bunny for the IVC preschoolers event on Thursday, March 20th.

Academic Senate Update
Dr. Bruce Seivertson reported the following:

- Academic Senate elections were held last week and announced he was elected president for another term.

Trustee Ramirez congratulated him on his appointment.

- Announced Toni Pfister is the new SLO Coordinator appointed by the Academic Senate.
- Announced two faculty members are being considered for the Basic Skills Coordinator position.
- Announced the new Title IX Officer as Russell Lavery.
- Announced he would not be attending the April Board meeting as he had a conference in Boston. He stated the vice president would be attending in his absence.

Monthly Financial Report
VP for Business Services John Lau reported the following:

- On the issue of the property tax, he reported the state determined there was a shortfall by over reporting some of the districts. He stated the issues are how to allocate and how to recover the money in growth or FTE size. He stated if they choose to fund full growth, IVC would receive the 4% anticipated growth.
- Reported a budget snapshot stating the budget tends to be worse than actual. He stated he wanted to look at the trend this year. He stated that there are some savings in the budget due to staff not being hired at the beginning of the fiscal year or other adjustments throughout the year. He stated some things are consistent with the budget on certain expenditures; however, there is no real clear revenue amount and IVC tends to take the middle of the road approach. He stated the concern was if IVC continues to use reserve monies to balance the budget, the third year reserves could be at 7% and then the year after reserves could potentially be gone.

Trustee Acuña stated it was prudent to budget for objectives.

- He has had meetings with most of the departments to explain the new budget perspective. He stated delaying the budget process will give the Business Office a better idea of where the district stands. He explained the Business Office does not create the budget rather it facilitates the budget and limits the revenue that can be spent. He stated the departments

need to create their budgets and work with the area vice president and assess revenue with benchmarks to achieve the departments' objectives.

- On the consent agenda, he discussed Resolution No. 14056. (Please see Resolution No. 14056 for the discussion).

President's Update

Interim Superintendent/President Gary Rodgers reported the following:

- In December there was a two-person team that came from ACCJC to discuss some nursing issues via a complaint. He stated the district received the final draft the first part of February. He stated he was pleased with the outcome and read the conclusion of the letter which stated:

> "Having reviewed the available information, and interviewed the College administrators and staff, the team concluded that the allegations contained in the anonymous complaint appear to be unsubstantiated. More importantly, the team concluded that the College has not violated ACCJC policies as these pertain specifically to program integrity and the requirement that institutions provide an internal process and procedure for students grievance and complaints. The team commends the College for its earnest efforts to ensure that the information as contained in the Nursing Student Program Handbook continues to be understood by every student. The team comments the College in its goal to clearly communicate with external constituencies about its programs and students."

- A second evaluation drill was conducted on Tuesday, March 11th. He stated the time from the alarm to the all clear signal took 11 minutes noting it was 10 minutes faster than the first drill last semester. He stated some concerns were presented such as the alarm not being heard throughout the entire campus. He stated the Board would receive a recommendation and cost for the alarm system to be brought to code at its next Board meeting.

- He discussed Resolution No. 14053 (Please see Resolution No. 14053 for the discussion).

- Announced Disability Awareness Day on Wednesday, April 9th, on campus.

Student Exchange Program Presentation
Interim Superintendent/President Rodgers introduced History/Political Science Professor Eric Jacobson.

Professor Jacobson presented a PowerPoint presentation on Syria. Some of the highlights included sharing the resolution passed by the Board last April concerning the student exchange program. He discussed some sample policy forms and informed the Board that a resolution regarding a student exchange with Syria would be presented for their approval at the April Board meeting.

Professor Jacobson stated the attraction for Syrian students to come to IVC is that schools in the U.S. are more challenging than those in the Middle East. He stated community colleges would prepare Syrian students for U.S. universities. He stated there was a real need for IVC offerings.

Interim Superintendent/President Rodgers stated the forthcoming resolution would be to establish a sister college in both institutions in Syria. He asked Trustees to give him a call with any questions.

Trustee Galindo thanked him for the work and enlightening presentation and stated she was hopeful in those who believe in the issues of peace stating that not everyone is the same. She stated her hope was that by these exchanges that IVC could accept the ideas and reduce the ungodly hatred that seems to perpetuate.

CONSENT AGENDA – BUSINESS

Trustee Ramirez pulled Resolution Nos. 14053, 14056, and 14057
Trustee Medina pulled Resolution No. 14058
Trustee Galindo pulled Resolution No. 14059

Approval of Minutes dated February 20, 2008, Regular Board Meeting
M/S/C Medina/Acuña and the Board approved the minutes as presented.

Approval of Minutes dated February 27, 2008, Special Board Meeting
M/S/C Medina/Acuña and the Board approved the minutes as presented.

M/S/C Medina/Acuña
Resolution No. 14047: Purchase Orders

BE IT RESOLVED that the Board approves the recommendation of the Interim Superintendent/President to approve the issuance of Purchase Orders in the amount of $641,483.69 and Direct Payments in the amount of $58,360.65 for the month of February, 2008.

M/S/C Medina/Acuña
Resolution No. 14048: Payroll Warrant Orders

BE IT RESOLVED that the Board approves the recommendation of the Superintendent/President to approve the issuance of the following Payroll Warrants for the month of February, 2008:

2007-08 Payroll Warrant	Fund 10 General Fund	Fund 45 Child Development	Fund 80 Bond Fund	Warrant Total
2/8/2008	150,986.40			150,986.40
2/29/2008	2,353,156.37	29,784.96	9,471.82	2,392,413.15
	2,504,142.77	29,784.96	9,471.82	2,543,399.55

M/S/C Medina/Acuña
Resolution No. 14049: Commercial Warrant Orders

BE IT RESOLVED that the Board approves the recommendation of the Interim Superintendent/President to approve the issuance of the following Commercial Warrants for the month of February, 2008:

Date	#	Fund 10 General Fund	Financial Aid	Fund 20 Building Fund	Fund 40 Lease Rev. Bond	Fund 45 Child Dev.	Fund 50 Cert. of Part.	Fund 80 Bond Fund	Warrant Total
2/7/08	30	108,813.28	13,854.18			417.90	12.80	399,415.01	522,513.17
2/14/08	31	454,410.32	37,008.15				30.54		491,449.01
2/21/08	32	113,265.45				388.28		1,235.20	114,888.93
2/28/08	33	107,379.99	11,042.70	450.00	7,428.46	863.86	1,280.25		128,445.26
		783,869.04	61,905.03	450.00	7,428.46	1,670.04	1,323.59	400,650.21	1,257,296.37

M/S/C Medina/Acuña
Resolution No. 14050: Budget Transfers

BE IT RESOLVED that the Board approves the following transfers between major object codes: J4056196, J4056197, J4056204, J4056225, J4056236, J4056269, J4056271, J4056274, J4056289 and J4056292.

M/S/C Medina/Acuña
Resolution No. 14051: Oracle License Agreement

BE IT RESOLVED that the Board authorizes the District to enter into an Oracle Campus-Wide License and Services agreement in the amount of $96,300.00, with annual maintenance fee in the amount of $26,006.40.

Fiscal Impact Statement: Revenue neutral. Funding will be secured in the following manner: $44,000 from Federal Title V ACCESO grant and $78,306 from redirected salary savings within the IT Department's unrestricted funds.

M/S/C Medina/Acuña
Resolution No. 14052: Change Order #1, Science Building Earthwork

BE IT RESOLVED that the Board accept Deductive Change Order #1 in the amount of $9,000.30 for the Science Building Earthwork Project:

Original Contract	$519,000.00
Change Order #1	(9,000.30)
Revised Contract	$509,999.70

Fiscal Impact Statement: Savings of $9,000.30 to the Bond Fund.

M/S/C Medina/Acuña
Resolution No. 14053: Accountability Report for the Community Colleges (ARCC) for 2008

Discussion
Trustee Medina made a motion to approve and accept the resolution. Trustee Acuña made the second motion.

Trustee Medina asked if the report would be placed on the website.

Interim Superintendent/President Rodgers stated that it would be placed on the website.

From the President's Report:
Interim Superintendent/President discussed Resolution No. 14053 dealing with the ARCC report. He stated the report had been reviewed last year for 2007 and this time a comparison from 2007 for the 2008 report would be reviewed as mandated by AB1417. He stated administrators have been discussing the report at their meetings and analyzed the data along with the assistance of Dr. Robin Ying and Dawn Chun. He stated the report is designed by the Chancellor's Office and the office has developed indicators. The report will then go to legislators. He stated the report would be posted on the website and set a standard of accountability. The report does not rank one college against another and it does not tie our performance with another one. He stated there are five indicators and include demographics. He reported the summary of this year's ARCC report shows that IVC is above average in its statistical indicator in two areas and below average in three areas. He stated that data collection is imperative to have and has worked with IVC's Research Analyst Dawn Chun. He stated that the Dean of Technology has been given specific duties in the area of information technology alone. He stated Dawn Chun has been the ACCESO Director for over three years and has had the responsibility for research and distance education. He stated that Dawn Chun will be relieved of her ACCESO duties to be the full time researcher and there will be changes in the data collection process to ensure clean data. He stated the 2008 report would probably change. He stated Basic Skills has two deficiencies noted and having a Basic Skills Coordinator will assist in correcting those issues. He stated the coordinator would be able to infuse the $600,000 plus VTEA funds to do basic skills and those will dovetail into the master planning. He stated the Board will have the newest information as soon as it is updated.

Trustee Galindo asked when he planned to get the information out to the individual school districts.

Interim Superintendent/President Rodgers stated the 2007 information is ready now.

Interim Superintendent/President Rodgers stated the with the researcher's change, the updated information could be done within the next 30 days.

Trustee Ramirez stated the school districts place the report on their websi te and IVC should do the same to allow for accessibil ity.

Trustee Galindo stated that in Trustee Ramirez's school district many students end up at Arizona Western College. Trustee Galindo noted that Niland and Calipatria have students attending College of the Desert. She stated this report would help IVC attract more students.

Resolution
BE IT RESOLVED that the Board accept the Accountability Report for the Community Colleges (ARCC) for 2008.

M/S/C Medina/Acuña
Resolution No. 14054: Ratification of Technology Services Agreement

BE IT RESOLVED that the Board ratify the Technology Services Agreement between the Imperial Community College District and California Community Colleges Technology Center for the purposes of obtaining the funding for installing the fiber optic cable from the Level 3 facility in El Centro to IVC.

BE IT FURTHER RESOLVED that Dr. Robin Ying is the designated agent for Imperial Community College District.

Fiscal Impact Statement: None.

M/S/C Medina/Acuña
Resolution No. 14055: Lease Agreement between Imperial Community College District and Calexico Hacienda Plaza, Inc.

BE IT RESOLVED that the Board approves the lease agreement between Imperial Community College District and Calexico Hacienda Plaza Inc. for classroom and office space located at 1501 Imperial Avenue, Calexico, CA for fiscal years 2008-09 and 2009-10.

Fiscal Impact Statement: 2008-2009 is $161,028 and $177,732 for 2009-2010.

M/S/C Acuña/Hart
Resolution No. 14056: Award of Bids, Science Building Construction

Discussion
During Open Session, the announcement was made that Trustee Acuña made a motion to approve and accept the resolution with the amendments. Trustee Hart made the second motion.

From the Monthly Financial Report:
He stated that Resolution No. 14056 had some changes due to two vendors withdrawing their bids due to clerical error. He stated there was a protest on one of the bids and would like to discuss that issue during closed session.

Architect Jimmy Sanders spoke and pointed out the positive things about the bid. He stated there is good coverage and there are several different contractors for each bid. He stated a positive element was that 53% of the bids awarded would go to local subcontractors. He stated he would be working with the contractors for the next 490 days.

Niel Pollock from Nielsen Construction stated the economy has pendulum swings and IVC is benefitting from that swing in terms of having a great turnout for bid packages. He stated the pad is ready to go and there will be some construction noise as soon as the bids are approved by the Board.

Legal Counsel Frank Oswalt spoke and stated he proposed to discuss the protest in closed session and asked that Resolution No. 14056 be pulled and approved after closed session.

Trustee Medina asked about some of the bid packets and budgets and received clarification on the aggregate amount which indicates it is under budget.

During Closed Session
There was discussion regarding Resolution No. 14056 and the following changes were noted on the resolution as follows (bid packages 12 and 20):

#	*Bid Package:*	*Contract Awarded to:*	*Contract Amount:*
3	Building Concrete	Dez Construction	$1,590,000.00
5	Masonry	Haxton Masonry	$2,388,000.00
6	Structural and Misc. Steel	Trademark Construction	$1,909,062.00
9	Sheet Metal and Skylights	Challenger Sheet Metal	$ 749,883.00
10	Doors and Frames	Johnson, Barnes and Finch	$ 423,000.00
11	Storefronts and Glazing	Roy Whitehead	$ 450,000.00
12	Framing and Finishes	Trademark Construction	$3,506,239.00
19	Elevators	Shelburne Services	$ 147,477.00
20	Plumbing	Interpipe Plumbing	$1,672,970.00
21	HVAC	R&K Air Conditioning	$2,621,007.00
22	Electrical	Neal Electric	$2,433,000.00
24	Fire Sprinklers	United Automatic Sprinklers	$ 290,500.00
		Total of contracts awarded:	$18,181,138.00

Bid package #12 will be awarded to Trademark Construction for $3,506,239 and bid package #20 would be awarded to Interpipe Plumbing for $1,672,970.

Trustee Acuña made a motion to award the bids with the amendments. Trustee Hart seconded the motion.

Resolution
WHEREAS, the District has advertised for bids for various packages relating to the construction of a Science Building, and a bid opening was held on March 12, 2008; and

WHEREAS, the District reserves the right to reject any or all bids or to waive any irregularities or informalities in any bids or in the bidding process; and

WHEREAS, the project is a multiple-prime contract with Nielsen Construction acting as the construction manager on behalf of the District; and

WHEREAS, the work consists generally of, but is not limited to, a Science Building with steel frame beam and column construction and lightweight concrete floors. The roof structure consists of a steel frame beam construction. The exterior walls are to be concrete masonry. The interior walls are to be concrete masonry and the non-bearing walls are to be light-gauge metal stud framing; and

WHEREAS, there will be one base bid on each bid package and all work in the base bid must be completed within four hundred and ninety (490) consecutive calendar days from the date specified on the Notice to Proceed issued by the District.

NOW, THEREFORE, BE IT RESOLVED, that the following contracts be awarded, per the plans and specifications:

#	***Bid Package:***	***Contract Awarded to:***	***Contract Amount:***
3	Building Concrete	Dez Construction	$1,590,000.00
5	Masonry	Haxton Masonry	$2,388,000.00
6	Structural and Misc. Steel	Trademark Construction	$1,909,062.00
9	Sheet Metal and Skylights	Challenger Sheet Metal	$ 749,883.00
10	Doors and Frames	Johnson, Barnes and Finch	$ 423,000.00
11	Storefronts and Glazing	Roy Whitehead	$ 450,000.00
12	Framing and Finishes	Trademark Construction	$3,506,239.00
19	Elevators	Shelburne Services	$ 147,477.00
20	Plumbing	Interpipe Plumbing	$1,672,970.00
21	HVAC	R&K Air Conditioning	$2,621,007.00
22	Electrical	Neal Electric	$2,433,000.00
24	Fire Sprinklers	United Automatic Sprinklers	$ 290,500.00
		Total of contracts awarded:	$18,181,138.00

BE IT FURTHER RESOLVED, that the Superintendent/President and/or the Vice President for Business Services be authorized to sign all notices, contracts, change-orders, and other necessary documents related to these contracts on behalf of the District.

Fiscal Impact Statement: Contracts in the amount of $18,181,138.00 to be paid from Measure L Bond Funds.

M/S/C Medina/Acuña (OPPOSED: Galindo)
Resolution No. 14057: California Community College Trustees (CCCT) Board Election – 2008

Discussion
Board President Ramirez announced that Resolution No. 14057 should note Carolyn Batiste, Mira Costa CCD as an incumbent. She stated that in the past, the Board had supported incumbents and any other recommendations.

Trustee Hart recommended Nancy Chadwick as a prospective CCCT candidate to the Board. Trustee Ramirez agreed with the recommendation by Trustee Hart, noting that Nancy Chadwick has been involved as a Trustee for a number of years.

Trustee Medina amended his motion to include all incumbents and add Nancy Chadwick. Trustee Acuña seconded the motion.

Trustee Galindo stated she opposed the resolution stating she did not know enough about the candidates to make a sound decision.

Resolution
BE IT RESOLVED that the Board nominates the following individuals to fill the ten two-year vacancies on the CCCT Board of Directors for 2008:

*Anita Grier, San Francisco CCD
~~John Rodgers, Kern CCD~~
*Edward Ortell, Citrus CCD
~~Bernard Jones, Allan Hancock Joint CCD~~
*Paul Fong, Foothill-DeAnza CCD
*Mary Figueroa, Riverside CCD
~~A. C. "Tony" Ubalde, Jr., Solano CCD~~
*Katherine "Kay" Albiani, Los Rios CCD
*Charles Meng, Napa Valley CCD
~~Bill McMillin, Ohlone CCD~~
~~Brian Conley, Rancho Santiago CCD~~
Nancy C. Chadwick, Palomar CCD
~~Janet Chaniot, Mendocino-Lake CCD~~
*Judi Beck, Shasta-Tehama-Trinity Joint CCD
*Isabel Barreras, State Center CCD
*Carolyn Batiste, Mira Costa CCD
~~Andrew Walzer, Santa Monica CCD~~
~~Eva Kinsman, Copper Mountain CCD~~
~~Bob Hughlett, Cerritos CCD~~
~~Donald Nelson, Victor Valley CCD~~

*Incumbent

M/S/C Medina/Acuña (ABSTAINED: Ramirez)
Resolution No. 14058: Memorandum of Understanding between the City of Calexico, County of Imperial, Calexico Unified School District, and Imperial Valley College to share the City's Revenue Sharing Payment to be Provided by the Manzanita Band of Kumeyaay Indians from a potential Tribal Casino in Calexico

Discussion
Trustee Medina asked if this was a typical arrangement as far as the percentages noted.

VP for Business Services Lau stated that agreement came about through partnerships with John Kennedy and meetings with IVC's legal counsel and the Calexico city manager. He stated the percentages were approximations of what IVC would receive.

Legal Counsel Frank Oswalt spoke and stated this agreement was used like a pass through. He stated the negotiated amount is for $2 million a year and IVC would get a certain percentage of that money. He stated IVC is a small entity and should consider itself grateful to get a percentage. He stated the casino would be paying that percentage over the life of the casino. He stated the casino will need to have trained employees and as he last recalled the casino would have about 2,400 employees. He stated an employer of that size would be a tremendous help for the valley.

VP Lau stated if the casino was successful and there would be discussion about other donations that could be provided to IVC. He stated the hearing for the casino is scheduled before the County Board of Supervisors on March 27th.

Trustee Medina asked if there were conditions to the agreement. VP Lau stated there were none.

Trustee Acuña questions the impact, if any, on the district's future budget allocation from the state.

Legal Counsel Oswalt stated that the state would require legislation to reduce allocations to IVC.

Legal Counsel Oswalt stated that IVC will remain optimistic until it becomes a reality noting there are substantial roadblocks including resistance from other tribes and the possible obstacles that could arise as this would be an off reservation casino.

Trustee Ramirez stated in the past the position of the local tribe in her community was "no comment" noting it was an interesting position considering the off reservation legalities.

Resolution
WHEREAS, the Manzanita Band of Kumeyaay Indians ("Tribe") will seek approval from the Bureau of Indian Affairs of an application pursuant to Section 5 of the Indian Reorganization Act, 25 U.S.C. § 465, the Indian Gaming Regulatory Act, 25 U.S.C. § 2701, *et seq.*, and the National Environmental Policy Act, 42 U.S.C. § 4321, *et seq.*, requesting that the United States accept trust title to a parcel in the City of Calexico ("City") to conduct Indian gaming on such parcel; and

WHEREAS, pursuant to a favorable vote by the citizens of the City of Calexico in June 2005, the City and the Tribe negotiated a Memorandum of Understanding ("City-Tribe MOU") to mitigate impacts that a casino could have on the City; and

WHEREAS, the City-Tribe MOU was approved at a public meeting held by the City of Calexico which was attended by representatives of several local entities, including the County of Imperial and the Calexico Unified School District in February of 2006; and

WHEREAS, the City-Tribe MOU contains provisions which require the Tribe to perform the appropriate level of environmental review and mitigation and also provides for various payments to the City of Calexico to off-set the impacts that the casino will have on the City; and

WHEREAS, the plain language of Section 3.2 of the City-Tribe MOU contains a provision that the Tribe will pay the City of Calexico an annual Revenue Sharing Payment ("RSP") into the General Fund of the City in the amount of $2,000,000.00 for the "unspecified impacts to the City"; and

WHEREAS, in the spirit of cooperation and to help off-set any potential impacts to the County of Imperial, Calexico Unified School District and IVC, the City of Calexico has proposed to share its Revenue Sharing Payment from the Tribe pursuant to the arrangement as specified in the MOU; and

WHEREAS, the City of Calexico agrees to share the Revenue Sharing Payment detailed in section 3.2 of the City-Tribe MOU according to the following arrangement: County of Imperial, 18.6%; Calexico Unified School District, 30%; and IVC 9.2%; and

WHEREAS, this MOU is intended solely as a funding arrangement between the local entities and is not a "project" as defined by the California Environmental Quality Act ("CEQA"); and

WHEREAS, this MOU is based on the estimated size and description of future development of an Indian gaming facility in the City of Calexico; and

WHEREAS, no specific timeline has been identified for construction of the gaming facility at this time and no federal or state approvals have been obtained by the Tribe yet; and

WHEREAS, this MOU is not intended and shall not alter any provision of the City-Tribe MOU and only addresses the arrangement to share a portion of the City of Calexico's RSP with the County of Imperial, Calexico Unified School District and IVC;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees approves the Memorandum of Understanding and provides authorization to the Interim Superintendent/President to execute this Memorandum of Understanding on behalf of the District.

M/S/C Hart/Acuña
Resolution No. 14059: Commendation for Gary Rodgers

Discussion
Trustee Galindo stated that she would have liked to have seen this resolution as a standalone as Gary deserves the recognition. She thanked him and appreciated him for his attentiveness to the questions she had and noted he was more than accommodating. She stated the short time he was interim was done well.

Trustee Medina commended Gary for the hard work and "keeping the ship afloat" and directing it in a positive direction.

Trustee Acuña thanked Gary for his work.

Trustee Hart thanked Gary for all the things that he had done and for letting him know his role in being a Trustee. He stated Gary's sincerity and belief in IVC is commendable.

Gary spoke and stated that while working with staff and administrators he has known students come first. He stated the Board has always been distant to him in the twenty some years. He stated this past year has taught him that is not the case and applauds the Trustees for their work, stating the bottom line is that it is everyone's responsibility to serve the students.

ASG President Lopez thanked Gary for being student oriented. He stated that in the beginning of his ASG presidency Gary would put him at ease by joking with him or speaking to him. He stated Gary made him feel comfortable. He stated when Gary asked him from which high school he had graduated he knew Gary was from Holtville (the rivals of Imperial)!

VP for Student Services Jaime spoke from administration side and stated Gary has been great as a colleague and has brought a real genuine atmosphere of trust, openness, and calm even with the tough issues. He stated Executive Council did not always agree; however the students were always in the forefront.

Board President Ramirez presented him with a succulent plant. She stated per Gary's request, she would not read the resolution and was glad to see he received the accolades he deserved and added her appreciation in assuming the duties of Interim President.

Resolution
WHEREAS, Gary Rodgers has provided superb leadership and dedicated service for Imperial Valley College as Interim Vice President of Academic Services from July 1, 2006 to June 30, 2007 and as Interim Superintendent/President from July 1, 2007 through April 14, 2008;

WHEREAS, Gary Rodgers' philosophy of leadership has contributed significantly to academic successes of Imperial Valley College students by setting a positive, caring and trusting atmosphere for successful shared governance;

WHEREAS, Gary Rodgers' leadership style has resulted in high campus morale and has fostered collaborative working relationships among faculty, staff and administrators.

WHEREAS, during a period of transition in campus administration that saw changes in top leadership positions as well as needs to deal with fiscal and academic change, Gary Rodgers brought fun to the job and instilled a sense of calm during what could have been a tumultuous time.

WHEREAS, during Gary Rodger's time as interim Vice President of Academic Services and then as Interim Superintendent/President the following was accomplished:

- Construction of the new science building commenced and a faster schedule was developed to provide for earlier construction of the Applied Sciences Building;
- Two new vice presidents were hired and mentored into their new positions by Gary Rodgers;
- IVC saw record-breaking enrollment;
- IVC provided leadership for development of a police academy and generated support of The Imperial County Police Chiefs which unanimously voted to support the academy;
- IVC nurtured partnerships with: SDSU-IV Campus, Imperial County Office of Education, local high school superintendents, the P-16 Council, San Diego/Imperial Counties Community Colleges Association as well as the Imperial Valley Economic Development Commission and city and county governments;
- The successful negotiations of the CSEA contract;
- Provided leadership that generated complete campus participation in generation of the Accreditation Self Study and during the Accreditation site visit on October 22 – 25, 2007;
- Provided leadership in addressing Accreditation site visit recommendations for the coming years;
- Actively participated in the IVC visioning process that included 13 community meetings throughout the county;
- Fostered a partnership with the Imperial County Centennial Committee that will culminate in the location of a centennial monument in the IVC Art Gallery;
- Encouraged linkages with international educational institutions to provide opportunities for IVC students and staff to study abroad; and
- Actively participated in IVC's public relations program and marketing efforts, including many public appearances, that has resulted in increased community respect for Imperial Valley College.

BE IT NOW RESOLVED that the Governing Board and staff of Imperial Valley College extends its sincere and heartfelt gratitude to Gary Rodgers for his service as the Interim Vice President of Academic Services from July 1, 2006 to June 30, 2007 and Interim Superintendent/President from July 1, 2007 through April 14, 2008.

CONSENT AGENDA – EDUCATIONAL SERVICES

M/S/C Acuña/Medina
Resolution No. 14060: Major, Certificate, Course Additions, Revisions, and Deletions

WHEREAS, programs and courses within the programs have been approved by the Curriculum and Instruction Committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations. All provisions of Title 5, Section 55130(b) have been considered. All factors, taken as a whole, support the establishment and maintenance of the proposed instructional program.

BE IT RESOLVED that the Board approves the recommendation of the Curriculum and Instruction Committee (11-01-07) and the Academic Senate (03-19-08), with the consent of the Superintendent/President, as follows:

Revised Credit Courses
AJ 144 – Reserve Officer Level II (13.5)
ENGL 060, Practical English for the Workplace (3.0)

New Credit Course
CHEM 160, Introduction to General, Organic and Biological Chemistry (5.0)

New Noncredit Course
BUS 835, Making Financial Decisions (36 seat hours)

Distance Education Courses
AJ 100, Introduction to Administration of Justice (3.0)
AMSL 100, American Sign Language 100 (4.0)
ART 104, History and Appreciation of Modern Art (3.0)
ENGL 098, Basic English Composition (3.0)
ENGL 100, Basic English Composition (3.0)
MATH 080, Beginning Algebra (3.0)
CFCS 106, Developmental Psychology of Children (3.0)

M/S/C Acuña/Medina
Resolution No. 14061: Major, Certificate, Course Additions, Revisions, and Deletions

WHEREAS, programs and courses within the programs have been approved by the Curriculum and Instruction Committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations. All provisions of Title 5, Section 55130(b) have been considered. All factors, taken as a whole, support the establishment and maintenance of the proposed instructional program.

BE IT RESOLVED that the Board approves the recommendation of the Curriculum and Instruction Committee (11-15-07) and the Academic Senate (02-20-08), with the consent of the Superintendent/President, as follows:

Deleted Credit Courses
CHEM 140, Integrated Chemistry (4.0)
CS 210, Object Oriented Programming Using Java (4.0)
CS 260, Data Structures Using Java (4.0)
MATH 120, Introductory Statistics With Applications (3.0)

Revised Credit Courses
AHP 060, Health Assistant (6.0)
AHP 074, Clinical Externship I (2.0)
BIOL 134, Field Ecology And Conservation Biology (3.0)
CS 280, Assembly Language And Machine Organization (4.0)
MATH 080, Beginning Algebra (3.0)
MATH 090, Intermediate Algebra (4.0)
MUS 176, Rehearsal And Performance (1.0)
NURS 110, Nursing Process I (4.5)
NURS 125, Nursing Process And Applications Ii (8.5)
NURS 231, Nursing Process And Applications Iii (8.5)
NURS 241, Nursing Process And Applications Iv (8.5)
VN 110, Introduction To Patient Care I (5.0)
VN 122, Common Health Problems I (5.5)
VN 130, Common Health Problems Ii (5.5)

New Credit Courses
AG 101, Agriculture In The Modern World (4.0)
CS 220, Introduction To Object-Oriented Programming Using Java (4.0)
CS 230, Intermediate Object-Oriented Programming Using Java (4.0)
JRN 108, Critical Reasoning And Writing (3.0)
MATH 119, Elementary Statistics (4.0)

New Noncredit Courses
BIOL 820, Anatomy And Physiology Review (54.0 Lecture Hours)

Distance Education Courses
PD 100, Personal And Career Development (3.0)

New Majors And Certificates
Computer Science Major

Revised Majors And Certificates
Agricultural Business Management Certificate
Agricultural Crop Science Certificate
Agricultural Science Major
General Science Major
Life Science Major

M/S/C Acuña/Medina
Resolution No. 14062: Major, Certificate, Course Additions, Revisions, and Deletions

WHEREAS, programs and courses within the programs have been approved by the Curriculum and Instruction Committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations. All provisions of Title 5, Section 55130(b) have been considered. All factors, taken as a whole, support the establishment and maintenance of the proposed instructional program.

BE IT RESOLVED that the Board approves the recommendation of the Curriculum and Instruction Committee (12-06-07 and 01-17-08) and the Academic Senate (03-05-08), with the consent of the Superintendent/President, as follows:

Deleted Credit Courses
LEGL 122, CIVIL PROCEDURES AND FAMILY LAW (3.0)
LEGL 123, CIVIL DISCOVERY AND TORTS (3.0
LEGL 124, CORPORATIONS AND BANKRUPTCY (3.0

Revised Credit Courses
AG 101, SURVEY OF AGRICULTURE IN THE MODERN WORLD (3.0)
AG 138, COMPUTER APPLICATIONS IN AGRICULTURE (3.0)
BIOL 202, HUMAN ANATOMY AND PHYSIOLOGY II (4.0)
BIOL 206, HUMAN PHYSIOLOGY (4.0)
LEGL 121, LEGAL RESEARCH (3.0)
LEGL 125, REAL ESTATE LAW FOR LEGAL ASSISTANTS (3.0)
LEGL 126, WILLS, TRUSTS, PROBATE & ESTATE ADMINISTRATION (3.0)

New Credit Courses
CHEM 160, INTRODUCTION TO GENERAL, ORGANIC AND BIOLOGICAL CHEMISTRY (5.0)
LEGL 115, LEGAL PROCEDURES (3.0)
LEGL 116, LAW OFFICE MANAGEMENT (3.0)
LEGL 117, CRIMINAL LITIGATION AND PROCEDURES (3.0)
LEGL 119, PROCEDURES AND DISCOVERY (3.0)
LEGL 120, CORPORATIONS (3.0)
LEGL 127, FAMILY LAW (3.0)
LEGL 128, BANKRUPTCY (3.0)
LEGL 129, TORTS (3.0)

New Noncredit Courses
ART 800, INTERIOR DESIGN (30 Seat Hours)
DSPS 800, SOCIAL SKILLS (64 Seat Hours)
DSPS 802, HORSEBACK RIDING FOR THE DISABLED (48 Seat Hours)
MATH 801, NURSING ASSESSMENT MATH REVIEW (16 Seat Hours)

Distance Education Courses
ART 100, HISTORY AND APPRECIATION OF ART I (3)

New Majors And Certificates
MULTIMEDIA MAJOR

Revised Majors and Certificates
JOURNALISM MAJOR
LEGAL ASSISTANT MAJOR AND CERTIFICATE
MULTIMEDIA CERTIFICATE

CLOSED SESSION
M/S/C Acuña/Hart to go into CLOSED SESSION at 7:20 p.m.

1. CONFERENCE WITH REAL PROPERTY NEGOTIATORS
   Property: Old Sears Shopping Center, Parcel # 064-470-029
   Agency Negotiators: Efrain Silva, Kathy Berry, John Lau, Gary Rodgers
   Negotiating Parties: Peter Ruiz of The Legaspi Group
   Negotiation: Instruction to negotiator will concern price and terms of lease

2. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION
   Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9: (Two potential cases)

OPEN SESSION
M/S/C Acuna/Hart to go into OPEN SESSION at 8:23 p.m.

Board President Ramirez reconvened the meeting and announced the final action:

1. Information was received by the Board.
2. Information was received by the Board.
3. Discussed Resolution No. 14056 and noted the changes on the resolution as follows:

#	*Bid Package:*	*Contract Awarded to:*	*Contract Amount:*
3	Building Concrete	Dez Construction	$1,590,000.00
5	Masonry	Haxton Masonry	$2,388,000.00
6	Structural and Misc. Steel	Trademark Construction	$1,909,062.00
9	Sheet Metal and Skylights	Challenger Sheet Metal	$ 749,883.00
10	Doors and Frames	Johnson, Barnes and Finch	$ 423,000.00
11	Storefronts and Glazing	Roy Whitehead	$ 450,000.00
12	Framing and Finishes	Trademark Construction	$3,506,239.00
19	Elevators	Shelburne Services	$ 147,477.00
20	Plumbing	Interpipe Plumbing	$1,672,970.00
21	HVAC	R&K Air Conditioning	$2,621,007.00
22	Electrical	Neal Electric	$2,433,000.00
24	Fire Sprinklers	United Automatic Sprinklers	$ 290,500.00
		Total of contracts awarded:	$18,181,138.00

Bid package #12 will be awarded to Trademark and bid package #20 would be awarded to Interpipe Plumbing.

Trustee Acuña made a motion to award the bids with the amendments. Trustee Hart seconded the motion.

CONSENT AGENDA – HUMAN RESOURCES

Trustee Medina pulled Resolution No. 14073

M/S/C Galindo/Acuña
Resolution No. 14063: Full-Time Temporary Faculty Employment

BE IT RESOLVED that the following full-time temporary academic personnel be employed effective Spring 2008, pending medical and background clearance:

Name	Classification/Step	Assignment
Sullivan, Terrie	Appropriate Classification And Step Contingent Upon Verification of Records	Nursing Instructor

M/S/C Galindo/Acuña
Resolution No. 14064: Transfer or Reassignment of Full-Time Faculty

BE IT RESOLVED that the Board approves the recommendation of the Interim Superintendent/President to transfer or reassign the following full time contract employee effective Fall 2008 pursuant to Article 8.4 of the CTA Agreement.

Name	Present Position	New Position
Castrapel, Rick	Mathematics Instructor	Computer Science/Mathematics Instructor
	District Funded	District Funded
Armenta, Celeste	Nursing Instructor	Nursing (Medical-Surgical With Pediatric Knowledge) Instructor
	Categorical Funded	District Funded

M/S/C Galindo/Acuña
Resolution No. 14065: Credit Adjunct Instructor Employment

BE IT RESOLVED that the Board approves the recommendation of the Interim Superintendent/President to employ the following personnel during the Spring 2008 Session, at the hourly rate provided for in Resolution No. 13829. Employment is contingent upon verification of records, credentials, finger printing clearance and sufficient enrollment, or whether the class is essential to a full-time instructor's load:

Name	**Possible Assignment**
Flores, Cynthia	Nursing
Goldsberry, Rick	Emergency Medical Services

M/S/C Galindo/Acuña
Resolution No. 14066: Non-Credit Adjunct Instructor Employment

BE IT RESOLVED that the Board approves the recommendation of the Interim Superintendent/President to employ the following personnel during the Spring 2008 Session, at the hourly rate provided for in Resolution No. 12945. Employment is contingent upon verification of records, credentials, finger printing clearance and sufficient enrollment:

Name	Possible Assignment
Bejarano, Eunice	English as a Second Language
Lemus, Sylvia	Business
Marquez, Rumaldo	American Citizenship
Martinez, Berenice	Business
Plancarte, Luis	Business
Vasquez, Gloria	American Citizenship

M/S/C Galindo/Acuña
Resolution No. 14067: Outreach Counseling Specialist Employment

BE IT RESOLVED that the Board approves the recommendation of the Interim Superintendent/President for the following part-time personnel to be employed during the Spring 2008 Session, at the hourly rate provided for in Resolution No. 13819. Employment is contingent upon verification of records, credentials, finger printing clearance and continued funding of the grant indicated, and approval of the program officer:

Name	Position	Funding
Felix, Roxanne	Counselor	Federal
Martin, Albert	Counselor	Federal

M/S/C Galindo/Acuña
Resolution No. 14068: Classified Service Employment

BE IT RESOLVED that the Board approve the recommendation of the Interim Superintendent/President to employ the following personnel.

Name	Position	Department	Funding	Range	Effective
Ramos, Omar	Webmaster	Information Systems	District	35-1	02/25/2008

M/S/C Galindo/Acuña
Resolution No. 14069: Classified Service Reclassification

BE IT RESOLVED that the Board approves the recommendation of the Interim Superintendent/President to reclassify the following classified employees effective July 1, 2008.

Name	Present Classification	New Classification
Georgina Madrid	Parking Control Technician -100% Range 10 – 12 mo. District funded	Student Services Technician - 100% Range 13 – 12 mo. District funded
Miriam Trejo	Office Assistant II - 50% Range 08 - 11 mo. District funded	Student Services Assistant – 100% Range 10 – 12 mo. District funded
Miguel Leon	Custodian - 38% Range 8 – 12 mo. District funded	Custodian – 50% Range 8 – 12 mo. District funded
Rebeca Solache	Microcomputer Lab Assistant – 100% Range 12 – 12 mo. State funded	Nursing Simulation & Computer Lab Technician – 100% Range 14 – 12 State funded

M/S/C Galindo/Acuña
Resolution No. 14070: Dean of Instruction Employment

Discussion
Interim Superintendent/President introduced Frank Rapp as the new Dean of Instruction.

Resolution
BE IT RESOLVED that upon the recommendation of the Hiring/Screening Committee for the position of Dean of Instruction and with the endorsement of the Interim Superintendent/President, that the following full-time administrative personnel be employed effective April 1, 2008.

BE IT FURTHER RESOLVED that Frank Rapp be approved to teach above the maximum 6 lecture hours for administrators so that he may continue his current assignment of 15 lecture hours a week on an overload assignment through the end of the semester.

Name	Assignment
Frank Rapp	Dean of Instruction

M/S/C Galindo/Acuña
Resolution No. 14071: Classified Manager Salary Schedule

WHEREAS Board resolution No. 13845 approved last June 20, 2007 states that a .5% be added to the existing 1.5% between steps 6 through 10 effective July 1, 2007, and

WHEREAS a 5% difference should be reflected between steps 1 through 5, and

WHEREAS a minor discrepancy has been discovered in the salary schedule causing the percentages to be slightly off from the intended 5% between steps 1 – 5 and the intended 2% between steps 6 – 10, and

WHEREAS it is the intention of the District to only adjust salaries upwards as a direct result these changes.

BE IT RESOLVED that the Board accepts the recommendation of the Interim Superintendent/President to approve a nominal modification to the classified management salary schedule (below) in order to meet with the provisions that were outlined in Board resolution No. 13845, and

BE IT FURTHER RESOLVED that these changes shall become effective retroactively to the date of the agreement - July 1, 2007.

Fiscal Impact Statement: Estimated at around $950.00.

M/S/C Galindo/Acuña
Resolution No. 14072: Volunteer Employment

BE IT RESOLVED that the following volunteer be approved and covered by Workman's Compensation Insurance March 12, 2008 through June 13, 2008.

BE IT FURTHER RESOLVED that thanks be hereby extended to Norma Barkle for her volunteering in the Human Resources Department and also for her contribution to Imperial Valley College.

M/S/C Medina/Acuña
Resolution No. 14073: Faculty Retirement

Discussion
Interim Superintendent/President Rodgers spoke and stated that Joe Archuleta does not want recognition. He stated that Joe is totally devoted to students and he is a tremendous asset to IVC and would not be forgotten.

Trustee Galindo suggested that perhaps his name could be considered for a building name.

VP for Student Services Jaime spoke and stated Joe was one of the instructors that had readily taken concurrent-enrolled students in freshman and sophomore grades.

Resolution
BE IT RESOLVED that the Board accepts, with sincere regret, the retirement of Joe Archuleta, Math and Physics Professor, effective June 9, 2008.

BE IT FURTHER RESOLVED that sincere appreciation be expressed for his 34 ½ years of service to Imperial Valley College.

ADJOURNMENT

M/S/C Acuña/Medina to ADJOURN the meeting at 8:30 p.m.

The next regular meeting of the Imperial Community College District Board of Trustees is scheduled for the **THIRD WEDNESDAY, APRIL 16, 2008, AT 6 P.M.** in the Administration Building Board Room.

Adopted this 16th day of April, 2008.

_____
ICCD Board President

_____
ICCD Board Secretary

Appendix F

Board Policy 1200

BP 1200 District Mission

Reference:
WASC/ACCJC Standard One

The Imperial Community College District Mission Statement was adopted by the Board on May 8, 2002, and reaffirmed in the Educational Master Plan 2009-2010 at the June 17, 2009 Board meeting as follows:

MISSION STATEMENT

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.

No AP

Appendix G

Board Policy 2710 and Administrative Procedure 2710

BP 2710 Conflict of Interest

Reference:
Government Code Sections 1090, et seq.; 1126; 87200, et seq.;
Title 2, Sections 18730 et seq.

Board members shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as Board members.

A Board member shall not be considered to be financially interested in a contract if his or her interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5.

A Board member who has a remote interest in any contract considered by the Board shall disclose his or her interest during a Board meeting and have the disclosure noted in the official Board minutes. The Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract.

A Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical (as defined in Government Code Section 1126) to his or her duties as an officer of the District.

In compliance with law and regulation, the CEO shall establish administrative procedures to provide for disclosure of assets of income of Board members who may be affected by their official actions, and prevent members from making or participating in the making of Board decisions which may foreseeably have a material effect on their financial interest.

Board members shall file statements of economic interest with the filing officer identified by the administrative procedures.

Board members are encouraged to seek counsel from the District's legal advisor in every case where any question arises.

See AP 2710

AP 2710 Conflict of Interest

Reference:
Government Code Sections 1090, et seq.; 1126; 87200, et seq.
Title 2, Sections 18730 et seq.

Incompatible Activities (Government Code Sections 1126 and 1099)
Board members and employees shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to the Board member's duties as an officer of the District. A Board member shall not simultaneously hold two public offices that are incompatible. When two offices are incompatible, a Board member shall be deemed to have forfeited the first office upon acceding to the second.

Financial Interest (Government Code Sections 1090 et seq.)
Board members and employees shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as members of the Board or as employees.

A Board member shall not be considered to be financially interested in a contract if his/her interest meets the definitions contained in applicable law (Government Code Section 1091.5).

A Board member shall not be deemed to be financially interested in a contract if he/she has only a remote interest in the contract and if the remote interest is disclosed during a Board meeting and noted in the official board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other member of the Board to enter into the contract. Remote interests are specified in Government Code Section 1091(b); they include, but are not limited to, the interest of a parent in the earnings of his or her minor child.

No Employment Allowed (Education Code Section 72103(b))
An employee of the District may not be sworn in as an elected or appointed member of the Governing Board unless and until he/she resigns as an employee. If the employee does not resign, the employment will automatically terminate upon being sworn into office. This provision does not apply to an individual who is usually employed in an occupation other than teaching and who also is, at the time of election to the Board, employed part time by the District to teach no more than one course per semester or quarter in the subject matter of that individual's occupation (Education Code Section 72103(b)).

Financial Interest in a Decision (Government Code Sections 87100 et seq.)

If a Board member or employee determines that he/she has a financial interest in a decision, as described in Government Code Section 87103, this determination shall be disclosed and made part of the Board's official minutes. In the case of an employee, this announcement shall be made in writing and submitted to the Board. A Board member, upon identifying a conflict of interest, or a potential conflict of interest, shall do all of the following prior to consideration of the matter.

- Publicly identify the financial interest in detail sufficient to be understood by the public;
- Recuse himself or herself from discussing and voting on the matter;
- Leave the room until after the discussion, vote, and any other disposition of the matter is concluded unless the matter is placed on the agenda reserved for uncontested matters. A Board member may, however, discuss the issue during the time the general public speaks on the issue.

Gifts (Government Code Section 89503)

Board members and any employees who manage public investments shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law.

Designated employees shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law if the employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests.

The above limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value.

Gifts of travel and related lodging and subsistence shall be subject to the above limitations except as described in Government Code Section 89506.

A gift of travel does not include travel provided by the District for Board members and designated employees.

Board members and any employees who manage public investments shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering (Government Code Sections 89501 and 89502).

Designated employees shall not accept any honorarium that is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, if the employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests. The term "honorarium" does not include:

- Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade or profession is making speeches.

- Any honorarium that is not used and, within 30 days after receipt, is either returned to the donor or delivered to the District for donation into the general fund without being claimed as a deduction from income tax purposes.

Representation (Government Code Section 87406.3)
Elected officials and the CEO shall not, for a period of one-year after leaving their position, act as an agent or attorney for, or otherwise represent for compensation, any person appearing before that local government agency.

See BP 2710

Appendix H

Board Policy 2430 and Administrative Procedure 2430

BP 2430 Delegation of Authority to Superintendent/President

Reference:
Education Code Sections 70902(d), 72400;
Accreditation Standard IV.B.1.j; IV.B.2

The Board delegates to the CEO the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The CEO may delegate any powers and duties entrusted to him or her by the Board, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The CEO is empowered to reasonably interpret Board policy. In situations where there is no Board policy direction, the CEO shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the CEO to inform the Board of such action and to recommend written Board policy if one is required.

The CEO is expected to perform the duties contained in the CEO job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description, and goals and objectives for performance shall be developed by the Board in consultation with the CEO.

The CEO shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The CEO shall make available any information or give any report requested by the Board as a whole. Individual trustee requests for information shall be met if, in the opinion of the CEO, they are not unduly burdensome or disruptive to District operations and/or violates the Brown Act. Information provided to any trustee shall be made available to all trustees.

The CEO shall act as the professional advisor to the Board in policy formation.

See AP 2430

AP 2430 Delegation of Authority

Reference:
Education Code Section 70902
Accreditation Standards IV.B.1.j and IV.B.2

The CEO may delegate any powers and duties entrusted to him or her by the Board (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The CEO shall be responsible interpretation of board policy. In situations where there is no board policy direction, the CEO shall have the power to act, but such decisions shall be subject to review by the board. It is the duty of the CEO to inform the Board of such action and to recommend written board policy if one is required.

The CEO is expected to perform the duties contained in the CEO job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions.

The CEO shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

See BP 2430

Appendix I

Board Policy 4030 and Administrative Procedure 4030

BP 4030 Academic Freedom

Reference:
Title 5 Section 50123; Accreditation Standard II.A.7

The CEO shall:

a. adopt policy statement on academic freedom which shall be made available to faculty and be filed with the Chancellor;

b. adopt administrative procedures which are consistent with the provisions of Sections 53200-53206, regarding the role of academic senates and faculty councils and are filed with the Chancellor;

c. substantially comply with District adopted policy and administrative procedures adopted pursuant to subsections (a) and (b).

See AP 4030

AP 4030 Academic Freedom

Reference:
Title 5, Section 51023;
Accreditation Standard II.A.7

The common good of society depends upon the search for knowledge and its free exposition. Academic freedom is essential to both these purposes and is the right of reasonable exercise of civil liberties and responsibilities in an academic setting. As such it protects each person's freedom to express opinions both inside and outside the classroom, to practice one's profession as teacher and scholar, librarian, or counselor, to carry out such scholarly and teaching activities as one believes will contribute to and disseminate knowledge, to express and disseminate the results of scholarly activities in a reasonable manner, and to select, acquire, disseminate and use documents in the exercise of one's professional responsibilities, all without interference and all with due and proper regard for the academic freedom of others.

Academic freedom does not require neutrality, but rather makes commitment possible. However, academic freedom does not confer legal immunity, nor does it diminish the obligations of practitioners to meet their duties, their responsibilities, and their scholarly obligations to base research and teaching on an honest search for knowledge.

Appendix J

Board and Administrative Procedure 2340 and Board and Administrative Procedure 2345

BP 2340 Agendas

Reference:
Government Code Sections 54954, et seq., 6250 et seq.;
Education Code Sections 72121, 72121.5

An agenda shall be posted adjacent to the place of meeting at least 72 hours prior to the meeting time for regular meetings. The agenda shall include a brief description of each item of business to be transacted or discussed at the meeting. If requested, the agenda shall be provided in appropriate alternative formats so as to be accessible to persons with a disability.

No business may be acted on or discussed which is not on the agenda, except when one or more of the following apply:

- a majority decides there is an "emergency situation" as defined for emergency meetings;
- two-thirds of the members (or all members if less than two-thirds are present) determine there is a need for immediate action and the need to take action came to the attention of the Board subsequent to the agenda being posted;
- an item appeared on the agenda of and was continued from a meeting held not more than five days earlier.

The order of business may be changed by consent of the Board.

The CEO shall establish administrative procedures that provide for public access to agenda information and reasonable annual fees for the service.

Members of the public may place matters directly related to the business of the District on an agenda for a Board meeting by submitting a written summary of the item to the CEO. The written summary must be signed by the initiator. The Board reserves the right to consider and take action in closed session on items submitted by members of the public as permitted or required by law.

Agendas shall be developed by the CEO in consultation with the President or Clerk of the Board.

The office of the CEO must receive agenda items submitted by members of the public at least two weeks prior to the regularly scheduled Board meeting.

Agenda items initiated by members of the public shall be placed on the Board's agenda following the items of business initiated by the Board and by staff. Any agenda item submitted by a member of the public and heard at a public meeting cannot be resubmitted before the expiration of a 90-day period following the initial submission.

See AP 2340

AP 2340 Agendas

Reference:
Education Code Section 72121

An agenda shall be posted adjacent to the place of meeting at least 72 hours prior to the meeting time for regular meetings. The agenda shall include a brief description of each item of business to be transacted or discussed at the meeting. If requested, the agenda shall be provided in appropriate alternative formats so as to be accessible to persons with disability.

No business may be acted on or discussed which is not on the agenda, except when one or more of the following apply:

- a majority decides there is an "emergency situation" as defined for emergency meetings;
- two-thirds of the members (or all members if less than two-thirds are present) determine there is a need for immediate action and the need to take action came to the attention of the Board subsequent to the agenda being posted;
- an item appeared on the agenda of and was continued from a meeting held not more than five days earlier.

The order of business may be changed by consent of the Board.

Members of the public may place matters directly related to the business of the District on an agenda for a Board meeting by submitting a written summary of the item to the CEO. The written summary must be signed by the initiator. The Board reserves the right to consider and take action in closed session on items submitted by members of the public as permitted or required by law.

Agendas shall be developed by the CEO in consultation with the President or Clerk of the Board.

The office of the CEO must receive agenda items submitted by members of the public at least two weeks prior to the regularly scheduled Board meeting.

Agenda items initiated by members of the public shall be placed on the Board's agenda following the items of business initiated by the Board and by staff. Any agenda item submitted by a member of the public and heard at a public meeting cannot be resubmitted before the expiration of a 90-day period following the initial submission.

See BP 2340

BP 2345 Public Participation at Board Meetings

Reference:
Government Code Section 54954.3; 54957.5; Education Code 72121.5

The Board shall provide opportunities for members of the general public to participate in the business of the Board.

Members of the public may bring matters directly related to the business of the District to the attention of the Board in one of two ways:

1. There will be a time at each regularly scheduled Board meeting for the general public to discuss items not on the agenda.

Members wishing to present such items shall submit a request at the beginning of the meeting to the CEO and President of the Board that summarizes the item and provides his or her name and organizational affiliation, if any. No action may be taken by the Board on such items.

2. Members of the public may place items on the prepared agenda in accordance with Board Policy 2340.

A written summary of the item must be submitted to the CEO at least two weeks prior to the Board meeting. The summary must be signed by the initiator, contain his or her residence or business address, and organizational affiliation, if any.

Members of the public also may submit written communications to the Board on items on the agenda and/or speak to agenda items at the Board meeting. Written communication regarding items on the Board's agenda should reach the office of the CEO not later than 48 hours prior to the meeting at which the matter concerned is to be before the Board. All such written communications shall be dated and signed by the author, and shall contain the residence or business address of the author and the author's organizational affiliation, if any.

Claims for damages are not considered communications to the Board under this rule, but shall be submitted to the District via the Business Office.

See AP 2345

AP 2345 Public Participation at Board Meetings

Reference:
Education Code Section 72121.5
Government Code Section 54854.2

The Board shall provide opportunities for members of the general public to participate in the business of the Board.

Members of the public may bring matters directly related to the business of the District to the attention of the Board in one of two ways:

1. There will be a time at each regularly scheduled Board meeting for the general public to discuss items not on the agenda.

   Members wishing to present such items shall submit a request at the beginning of the meeting to the CEO and President of the Board that summarizes the item and provides his or her name and organizational affiliation, if any. No action may be taken by the Board on such items.

2. Members of the public may place items on the prepared agenda in accordance with Board Policy 2340.

   A written summary of the item must be submitted to the CEO at least 72 hours to assure compliance with the Brown Act prior to the Board meeting. The summary must be signed by the initiator, contain his or her residence or business address, and organizational affiliation, if any.

Members of the public also may submit written communications to the Board on items on the agenda and/or speak to agenda items at the Board meeting. Written communication regarding items on the Board's agenda should reach the office of the CEO not later than 48 hours prior to the meeting at which the matter concerned is to be before the Board. All such written communications shall be dated and signed by the author, and shall contain the residence or business address of the author and the author's organizational affiliation, if any.

Claims for damages are not considered communications to the Board under this rule, but shall be submitted to the District.

See BP 2345

Appendix K

Board Policy 3200

BP 3200 Accreditation

Reference:
Accreditation Eligibility Requirement 20, Standard 10.A.7 (Old BP 5.10)

The District will comply with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges, Western Association of Schools and Colleges, and of other District programs that seek special accreditation.

The Superintendent/President shall keep the Board informed of approved accrediting organizations and the status of accreditations.

The Superintendent/President shall ensure that the Board is involved in any accreditation process in which Board participation is required.

The Superintendent/President shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendation in an accreditation report.

See AP 3200