I. BACKGROUND/INTRODUCTION

In late 1994, the U.S. Department of Energy (Nevada Operations Office) made a $199,708 grant (through the Mathematics, Science, and Technology Education Program), to the UNFINISHED JOURNEY Project.

The Project began in April, 1994, to develop and implement an innovative model of student outreach by San Jose State University (SJSU) to underserved, underrepresented student populations of the East Side Union High School District (ESUHSD). The Project was formed by a consortium involving SJSU, ESUHSD, some 20 private sector organizations (foundations/corporations), numerous local community/professional organizations, and approximately 100 private funders. This proposal to the U.S. Department of Energy was to have the Department join this unique partnership to focus University outreach to underserved student populations to pursue careers in mathematics, science, and technology.

The ESUHSD is the largest single-entity high school district in California (student population almost 23,000), serving the seven feeder elementary school districts of the East Side of San Jose. The district’s student population is approximately 84% ethnic/racial minority (36% Hispanic, 29% Asian, 9% Filipino, 7% African-American, and 3% Others).

As larger numbers of ethnic/racial minority students (and other underserved students) are in preparation programs for entry into higher education, the doors of higher education are beginning to close. The very extensive funding cutbacks in California’s system of higher education, coupled with substantial student fee increases and system-imposed enrollment caps, have begun to "close the door" for these students, many of whom come from families with limited incomes and in which the traditional middle-class family support/expectations for higher education have not been present.

With the rapidly changing demographics of the state and nation, it is critical that larger numbers of underrepresented students have the opportunity for post-secondary education. The number of underrepresented students from emerging populations in higher education has clearly not kept pace with the rapid increases in their populations. If this problem is not substantially addressed, we may develop an "information superhighway" without "on-ramps for emerging student populations".

The UNFINISHED JOURNEY Project was developed as one answer to this challenge. The purposes of the Project are to:

1. Encourage underserved students (primarily Seniors) in ESUHSD to take one or two regular SJSU undergraduate courses, taught by some of the best SJSU instructors, on ESUHSD campuses; and,

2. Implement a more flexible and personalized model of SJSU admissions, conducted on ESUHSD campuses, utilizing the human resources of both ESUHSD and SJSU.

The Project’s private sector and community partners provide financial assistance to encourage and facilitate larger numbers of under-represented students to pursue the goal of higher education. The costs of 3, 4, and 5 unit courses (through SJSU Continuing Education) has been reduced to $350. The Project is contributing $300 toward the cost of course fees. Thus, a student can take a 3-5 unit, regular University course, for $50. The University has also waived the regular University admissions fees for students involved in the Project.
DISCLAIMER

This report was prepared as an account of work sponsored by an agency of the United States Government. Neither the United States Government nor any agency thereof, nor any of their employees, makes any warranty, express or implied, or assumes any legal liability or responsibility for the accuracy, completeness, or usefulness of any information, apparatus, product, or process disclosed, or represents that its use would not infringe privately owned rights. Reference herein to any specific commercial product, process, or service by trade name, trademark, manufacturer, or otherwise does not necessarily constitute or imply its endorsement, recommendation, or favoring by the United States Government or any agency thereof. The views and opinions of authors expressed herein do not necessarily state or reflect those of the United States Government or any agency thereof.
DISCLAIMER

Portions of this document may be illegible electronic image products. Images are produced from the best available original document.
The Project began implementation of courses in the Fall Semester (September, 1994), with over 300 ESUHSD students taking one of nineteen regular SJSU undergraduate courses. The range of courses included Advanced Science and Advanced Foreign Language courses, as well as other University General Education required courses (i.e., English, History, Sociology, etc.). The courses are offered in the late afternoon, allowing students to participate in courses offered at the ten comprehensive high school sites.

The grant from the Department of Energy provided the Project with financial assistance in higher education outreach, counseling, instruction and support for increasing the number of ethnic/racial minority and female students in Mathematics, Science, and Technology. We were very pleased that the Department of Energy became a partner in The UNFINISHED JOURNEY Project.

The Department of Energy grant was critical to the expansion of the Project and gave the Project some focus on increasing the number of ethnic/racial minority and female students in the areas of mathematics, science, and technology. There is a severe shortage of under-represented students pursuing careers that require strong backgrounds in math, science and technology. In partnership with the ESUHSD's Magnet Schools, which emphasize careers which require strong backgrounds in math, science and technology, the DOE grant facilitated a greater focus in these critical areas of preparation.

The Department of Energy grant also helped solve a serious problem facing the Project in the offering of Advanced Math and Science courses. The costs of offering these courses are substantially higher than other 3-unit University courses, for the following reasons:

1. Most of these courses are 4 and 5 unit courses, costing more to compensate instructor time.
2. Advanced Science courses require more costs for disposable materials.
3. Advanced Science courses require compensation for Laboratory Technicians/Graduate Assistants to assist in the course labs.

The Department of Energy grant also provided funding for extra hours of a designated counselor at each school to provide outreach/recruitment/counseling services for the Project during the Spring Semester, 1994, to prepare for the Fall Semester, 1995 course offerings. (The Hewlett Foundation provided a grant to provide extra counseling/outreach services during 1994 - 1997).

The Department of Energy grant also provided some funding for transportation costs for University orientation sessions and field trips to local high technology corporations in Silicon Valley.

II. SUMMARY OF PROPOSED DOE GRANT OBJECTIVES/PLAN OF IMPLEMENTATION

The proposal sought funding from the DOE, Mathematics, Science, and Technology (MST) Education Program for the DOE to join the consortium of private sector and local, community-based/professional organizations to develop and implement an innovative partnership with SJSU/ESUHSD, by which to target a higher education outreach program to underserved student populations of the ESUHSD.

Specifically, the proposal's objectives were to:

1. Implement a targeted/outreach program whereby approximately 300-400 underserved students (emerging populations) in ESUHSD would take 1-2 regular SJSU undergraduate courses (through Continuing Education), each semester, taught by the "best" SJSU instructors, at 10 ESUHSD sites;
2. Develop a special focus outreach program to attract and recruit under-represented students for careers in mathematics, science, and technology.
3. Develop and implement an innovative, more flexible and more personalized model of SJSU admissions, on all 10 high school sites, utilizing the human resources of the ESUHSD, under the supervision of "role model" SJSU Admissions Officials, to facilitate outreach/admissions to underserved students;

4. Develop a successful model of outreach to selected underserved populations, utilizing the flexibility of Continuing Education, but which can become more institutionalized over the years, with regular SJSU/ESUHSD budget resources; and,

5. Demonstrate, nationally, the effectiveness of a higher education outreach model involving a community partnership of Universities, School Districts, Corporations/Foundations, Local-Community-Based Organizations/Professional Groups, and Individuals, which can be replicated in other parts of the nation.

The Project proposed the following implementation plan for the DOE Request:

1. Utilizing the flexibility of the SJSU Continuing Education Program, approximately 300-400 students, in 10 ESUHSD sites, would have the opportunity to take 1-2 regular University undergraduate courses during the Fall/Spring Semesters 1994-95; students can utilize up to 24 units in non-matriculated status for a B.A. Degree. Utilizing the very best available instructors at SJSU (Continuing Education overloads, rather than general-fund), it would serve as a magnet to attract and keep potential new higher education students.

2. For this pilot program, SJSU reduced the Continuing Education course fees to $350 for one, 3, 4, or 5 unit course, and to $700 for two, 3, 4, or 5 unit courses (a SJSU contribution of over $75,000). The student/families would pay only $50 toward fees for one course (and books), and $100 for two courses. The remaining fees ($300 and $600, respectively), would be contributed by public/private sector/community groups. It is one thing to say to underserved students, "We have a tremendous opportunity for you, and it will only cost you $350-$700 for course fees, plus books, supplies, and University admission fees"; we needed a community partnership to establish this exciting pilot program.

3. The students would join the regular, campus program in the Spring/Fall, 1995-96, since they would participate in the SJSU admission process as part of this program.

4. The ESUHSD would provide (at no cost) the classroom facilities and its human resources to assist in the marketing/recruiting/counseling/outreach efforts.

5. The less-personalized system of University admissions would be replaced with a more flexible/personalized/on-high school-site admissions process, with support from the administrators, counselors, teachers and staff members of ESUHSD, under the supervision of "role model" SJSU Admissions Officials. For this pilot, demonstration program, SJSU would waive all University admission cost/fees for up to 500 students (a SJSU contribution of over $34,000).

6. It would provide an opportunity to target the following types of Senior (and, some Juniors) students especially in categories c and d below:

   a. Students already involved in Advanced Placement Programs on high school campuses. The combination of Advanced Placement credits and two additional University courses, taught on site through this program,
can cut the traditional four-year (now 5-6 years) University life of students by approximately one-half year, or more.

b. Students who meet the University requirements for admission, but may not be recipients of large grants/scholarships; this program would provide them a head-start on the journey into higher education.

c. Students who meet the University requirements for admission, but because of family economic circumstances -- or lack of specific home/school support systems (expectations) -- may not have thought seriously about higher education; this program, through more personalized/on-site counseling could encourage these students to "take a risk in one class".

d. Selected students (by special/probationary admission) whose grade point average does not meet regular University admission requirements, because they didn't begin to "catch fire" until their Junior/Senior year.

e. Some students in need of remedial classes to qualify for regular admission into the University.

7. The Project would be a very effective way to have a special focus on the higher education recruitment/training of underserved students pursuing careers in mathematics, science, and technology, by linking the Project courses to the 15 excellent Magnet Schools of ESUHSD (i.e., Pre-Engineering Magnet, Aerospace Science Magnet, Space Science and Technology Magnet, Pacific Rim International Studies Magnet, Medical/Health Professions Magnet, Manufacturing Industrial Technology Magnet, Teaching Academy Magnet, Business Occupations Magnet, Public Service Academy Magnet, Mega Tech Magnet, etc., etc.). This also provides an excellent, targeted vehicle for private sector partnership assistance to specific students (i.e., Kaiser Family Foundation with Health Professions Magnet; Tandem/Intel/Advanced Materials/IBM, etc., etc., for math, science related Magnets).

8. The Project would have the potential of replication as a model for SJSU outreach with other districts in the SJSU service area (i.e., San Jose USD, South County Districts), as well as in other institutions/regions of the state and the nation.

9. The Project would be ideal for the involvement of small civic/professional/community groups-organizations to sponsor/fund 1-3 students (costs of $300 per student), well within the funding range of small community/professional organizations, which would also provide a stronger base of community support. Additionally, the Project would gain the commitment of individuals within these groups to serve as active student mentors and tutors.

10. The Project would help link to existing SJSU marketing/outreach/minority group recruitment efforts.

11. The undergraduate courses to be provided would be primarily "generic" courses required of most undergraduate degrees; therefore, students seeking entrance to any institution of higher education will be able to transfer the completed units.

III. PROPOSED DOE GRANT EVALUATION/DISSEMINATION PLAN

The original, proposed evaluation plan called for both internal and external evaluation. The internal evaluation was to be done by the Project Advisory Committee, and was accomplished. The Project had hoped that a $3,400 grant from a local foundation would have paid for an external evaluation by Spectrum Economics; but, the Project was unable to
secure funds for an external evaluation. The goals of the Project evaluation plan are to access and improve the following: (1) the implementation strategies of the Project; (2) the quality of the overall Project; and, (3) the quality of achievement of the Project’s specific objectives.

A brief annual narrative summary and update has been submitted to key officials at SJSU/ESUHSD, and all funding groups associated with the partnership.

In addition, the Project Director has presented the findings and strategies of this unique higher education outreach model to several state/regional associations and to numerous California school districts.

The Project’s fiscal agent is the SJSU Foundation. The Foundation has been very supportive of the Project. The Foundation will submit and attach a final financial report on the DOE grant.

IV. **Narrative Summary of Specific DOE Grant Line Item Requests**

**Introduction**

The total funding request to the DOE, for September 30, 1994 to June 15, 1995 was for $199,708.

The specific requests were divided into the following two categories: (1) A modest request for $13,648 to augment the California Commission on Extended University (CEU) grant to develop a more realistic Project developmental costs budget; and, (2) A request for $186,060, to pay for Special Project Assistance, for the Fall and Spring Semesters, 1994-1995, with a focus on the additional costs associated with a special Project emphasis on higher education outreach/recruiting/counseling/instruction/support systems for minority/female students in Mathematics, Science, and Technology.

**Specific DOE Line Item Requests**

1. **Request for $13,648 to Augment the Project Developmental/Administrative Budget.**

   The request helped augment the California Commission on External University (CEU) grant for administration/developmental costs (i.e., Director and Secretary part-time salaries, supplies, communications and travel).

2. **Request for $186,060 for Special Project Assistance for 1994-95**

   a. **Counselor/Recruiter Support**

   The request to DOE of $5,060 was to augment the hours of the designated Project Counselors at the ten high school sites. A grant from the California Commission on External University (CEU), and the W. & F. Hewlett Foundation has provided some resources for extra counseling hours, in 1994-95. The Hewlett Foundation grant was renewed for 1995-97. The counseling component is vital for the personalized recruitment of underrepresented students.
b. **Student Support for Course Fees**
   The request from DOE was for $45,000 for the Fall Semester, 1994, and for $45,000 for the Spring Semester, 1995, to assist and support students ($300 each) taking mathematics, science/technology courses through the Project. The Project funding consortium provided the additional student course fee support.

c. **Stipend for Part-Time Coordinator/Recruiter of Volunteer Student Mentors/Tutors**
   The Project requested $4,500, for each of the two semesters, to employ a part-time individual, for 60 hours per month, for six months, at $25 per hour, to coordinate the volunteer student mentors/tutors.

d. **Extra Costs of Advanced Science and Math Courses**
   The Project requested $15,000 to pay for the additional costs associated with advanced science and math courses (i.e., Graduate Assistants/Graduate Lab Assistants/Travel/expendable laboratory supplies, etc.).

e. **Extra Costs of Duplication of Necessary Course Materials**
   The Project requested $1,500, for each of two semesters, to assist in duplication of instructor materials (i.e., course readers).

f. **Student Study Skills Workshops**
   The request to the DOE was for $900 (consultant/materials) to provide a full-day Student Study Skills Workshop, at the start of each semester.

g. **Student Bus Transportation**
   The request was for $4,400 for each of the two semesters to: (1) Have all Project students participate in a full day orientation session at SJSU, each semester; (2) to transport students, once-a-week, to SJSU College of Science, for advanced science labs; and, (3) to expose Project students to promising careers in science and technology.

V. **SUMMARY OF ACCOMPLISHMENTS OF PROJECT/DOE GRANT OBJECTIVES AND PROJECT UPDATE**

1. **Develop and Implement a Targeted/Outreach Program, Whereby Approximately 300-400 Underserved Students (Emerging Populations) in ESUHSD would take 1-2 Regular SJSU Undergraduate Courses (through Continuing Education). Each Semester. Taught by the "Best SJSU Instructors. at 10 ESUHSD sites.**

   In the Fall Semester, 1994, the Project was able to offer 19 regular SJSU courses (319 students), on eight of the comprehensive high schools of the ESUHSD. In the Spring Semester, 1995, the Project enrolled 375 students, in 23 regular SJSU courses, on all ten comprehensive high schools.

   While no student wishing to participate was denied, the Project attempted to target two groups of underrepresented students:

   a. Students who may meet the entrance requirements of four-year higher education institutions, but, because of family finance/circumstances (home expectations), or lack of home/school support systems, may not have thought seriously about pursuing the goal of higher education; and,

   b. Students with clear potential, but whose grade point average is below normal admission requirements, because they did not "catch fire" until their Junior or Senior year in high school. (The latter group of students can take a Project course, and if successful, can be admitted to SJSU, for one year, on a probationary status, regardless of the lower grade-point average).
In both semesters, the ethnic/racial diversity of the school district population was reflected in the diversity of students enrolled in Project courses; the only exception was the larger proportion of Asians enrolled in certain math/science courses.

While the report focuses on the CEU grant-year 1994-95, it is important to note that the Project offered 28 regular SJSU courses during the Fall Semester, 1995, and 30 courses during the Spring Semester, 1996. Because of budget limitations to support student course fees ($300 per student/course) there were only 22 courses offered in the Fall Semester, 1997, and 20 courses offered in the Spring Semester, 1997. (Attached are sample copies of Project schedules of SJSU courses).

During the last 3 semesters of the Project (Spring, 1996 - Spring, 1997), the percentage of Hispanics and African-Americans has slightly dropped, and more intensive recruitment for these underrepresented students must be undertaken.

The SJSU instructors report that most of the students are doing well in their classes, with very few exceptions. They report that the majority of the Project students actually do better than most students on the SJSU campus, because of the Project's smaller class sizes.

2. To pilot a model for a more creative, personalized, on-high school-site recruitment/admissions process for regular entry to SJSU, utilizing the combined human/financial resources of SJSU and ESUHSD.

During 1994-95 (and, again in 1995-96), the Hewlett Foundation provided a special grant to increase (by 50-100 hours per semester/per school) the number of counseling hours for each of the ten Unfinished Journey Counselors. The purpose of these additional hours was to enable these counselors to work evenings/weekends/summers in the recruitment and counseling of underrepresented students to participate in Project courses, at 3:30 p.m., on their own high school campuses. These additional hours also allowed the Project Counselors to work closely with SJSU instructors concerning facilities/equipment utilization, and the special needs for counseling/tutoring. The linkage between high school counselors and SJSU Admissions and Student Outreach Officials has been substantially strengthened, with more direct communication among these resources.

The success of the Project has been very dependent on the quality and commitment of the 10 Project Counselors. In eight of the schools, the Counselors has been very effective in their recruitment and support of students and University instructors. We will need to make some improvements in two of the schools.

The unofficial reports of the ESUHSD Counselors indicate that there was an overall increase of 27% more students continuing their educational journey to higher education, after the first three semesters of the Project.

3. To develop and pilot an innovative model of higher education outreach to underserved student populations which demonstrates the benefits of effective partnership (for both human and financial resources) among SJSU, ESUHSD, and the Funding Consortium—private sector groups (corporations/foundations), public sector groups (Federal/State/Municipal Governments), local community-based organizations, and individuals. Additionally, to develop a model which can be modified/replicated in other parts of the SJSU service area, as well as other regions of the state.

The initial success of the Unfinished Journey Project is based on the unique community partnership of SJSU, ESUHSD, and the Funding Consortium. SJSU and ESUHSD provide both cash and in-kind contributions. The Funding Consortium provides the majority of the funding (for student course fee support) and human resources for student tutoring.
The uniqueness of the broad-based Project Funding Consortium is that the Project is not dependent on any one large grant; if some organizations cannot provide assistance during one semester, others provide assistance.

The Project has enjoyed the support of the unique Funding Consortium. The Project has received funds to provide $300 of support for each student for course fees from numerous corporations/foundations, local community-based organizations/professional groups, and almost 300 individuals. A brief sampling includes: Intel Corp., Shea Homes, Lockheed, Adobe Systems, IBM, the Community Foundation of Santa Clara County, the Valley Foundation, Altera Corp., Sun Microsystems Foundation, Selectron Corp., Abbott Laboratories, Cisco Systems Corp., Sega Foundation, Sony Corp., San Jose Sharks Foundation, Luke Hancock Foundation, State Farm Foundation, Applied Materials, Pacific Gas & Electric, Fujitsu America, Bank of America, Home Savings, Apple Computers, Xerox, Pacific Bell, San Jose Mercury/News, Touché Manufacturing, AT&T, Pueblo Downtown and East Side Kiwanis, Joseph George Family, San Jose Hispanic Chamber, Chicanos En Accion, California State Employees Credit Union, National Conference of Christians and Jews, SJSU Hispanic Faculty & Staff Association, East Side Association of Latino Educators, Congregation Shir Hadash, Agrupacion de Comeriantes, San Jose State University College of Education Faculty, Santa Clara County Deputy Sheriffs Association, MAPA of San Jose, etc. In addition, almost 300 individuals have made smaller contributions to fully or partially fund a student. The San Jose State University Foundation serves as the fiscal agent for the Project.

In order for the Project to continue to expand and to serve more underrepresented students, the Project needs to develop more regular community financial support and to become less dependent on private/public sector funding. The Project has proposed to establish an **ANNUAL UNFINISHED JOURNEY PROJECT COMMUNITY FUND-RAISING EVENT**.

In late 1996, the Knight Foundation provided the Project with a $164,000 grant to develop and implement an annual community fund-raising event for the Project. The Project will host a major community cultural/musical event, featuring the Mariachi Cobre, Vikki Carr, and the San Jose Symphony, in joint concert, to benefit the **UNFINISHED JOURNEY** Project in the East Side Union High School District, and to secure funds to possibly expand to high schools in the San Jose Unified School District.

The Knight Foundation grant of $164,000 "capitalization funds" is to pay for the major cash costs of implementing the unique cultural/musical event. A unique feature of the grant is that the "capitalization funds" will remain in the revolving fund to serve as seed money for annual **JOINT CONCERT** Events for the Project.

As a major demonstration of community support for this event and the Project, the City of San Jose and the San Jose Arena Authority have agreed to provide the facilities of the San Jose Arena as a "community function," waving the normal 17.5 percent rental fees. The San Jose Symphony, local areas hotels, and regional airlines are also providing significant in-kind support to the event. (Attached, in the Appendix, are pages 5-9 of the funded proposal to the Knight Foundation, providing information on **JOINT CONCERT** Event goals, artists, and proposed expenditures and projected annual income.)

Unfortunately, due to a scheduling conflict involving singer Vikki Carr, the event, originally scheduled for April 9, 1997, has been postponed to late 1997/early 1998. The Project is presently awaiting firm confirmation by all parties on the tentative dates.

However, with the "capitalization funding" assured from the Knight Foundation, and from organizations in the Greater San Jose Area, the Project will be assured of annual increased community support and less dependence on private sector/public sector grants to continue and expand the Project.
The Project has proven very successful, but there are some operational and funding strategies which need to be improved or modified for future Project expansion and possible modification/replication in other areas of the state.

The 1994-95 DOE grant was a key component of the early success of the Project. The Project has been instrumental in assisting more underrepresented students to continue their *Unfinished Journey* into higher education.
THE UNFINISHED JOURNEY

(Abbreviated, Two-Page Summary of Project Background, Purposes, Status)

Project Background Summary — The UNFINISHED JOURNEY Project is an innovative community partnership (San Jose State University, East Side Union High School District, numerous corporations/foundations, local community-based organizations/professional groups, and individuals), for the purpose of providing higher education outreach, support and encouragement to enable more underrepresented student populations to pursue the goal of higher education. This state demonstration program is very unique in that Seniors and Juniors in the ESUHSD are provided the opportunity to take regular SJSU courses, taught by "the best" SJSU instructors, for University credit, on the campuses of the ten comprehensive high schools.

The ESUHSD is the largest, single-entity high school district in California (student population approximately 22,000), serving the seven feeder elementary school districts of the East Side of San Jose. The district's student population is approximately 84% ethnic/racial minority (36% Hispanic, 30% Asian, 9% Filipino, 7% African-American, and 3% Others).

SJSU has reduced fees for 3, 4, or 5 unit courses to $350. The Project provides financial support for each student with $300 towards the course fees. Thus, the students can take a 3, 4, or 5 unit course for only $50, plus providing their own textbooks. While taking Project courses, the students are able to go through the regular SJSU admission process, in the smaller, more personalized settings of their own campuses. They also spend a unique "Day-at-San Jose State University." The "General Education" courses offered can be transferred to most institutions of higher education.

The Project attempts to target students who may meet higher education entrance requirements, but, because of family finance/circumstances (expectations), or lack of home/school support systems, may not have thought seriously about pursuing the goal of higher education. Also targeted are students with clear potential, but whose grade point average is below normal admission requirements, because they did not "catch fire" until their junior or Senior year. (The latter group of students can take a Project course, and, if successful, can be admitted to SJSU, for one year, on a probationary basis, regardless of the lower grade-point average).

During the pilot semester (Fall, 1994), there were 19 regular San Jose State University courses offered on eight of the comprehensive high school campuses. In the Spring Semester, 1994, there were 23 regular San Jose State University courses offered on all ten of the comprehensive high school campuses. In the Fall Semester, 1995, there were 28 courses offered, and in the present Spring Semester, 1996, the Project is offering 30 courses. (Attached is the Spring, 1996 Project Schedule of San Jose State University Courses). The number of projected students for the Spring Semester, 1996 is approximately 450.

Why the UNFINISHED JOURNEY Project

Just as larger numbers of ethnic/racial minority students (and other underrepresented students) are in high school preparation programs which provide the option of pursuing the goal of higher education, the doors of higher education are beginning to close. The very extensive funding cut-backs in California's system of higher education, coupled with very substantial student fee increases and system-imposed enrollment caps, have begun to "close the door" for these students, many of whom come from families with
very limited incomes and in which the traditional family support/expectations for higher education have not been present.

- The number of minority students in higher education has not kept pace with the rapid increases in their populations. The percentage of Whites with a college degree is 26.4%, as compared to only 11.6% of Hispanics.
- A new "information superhighway" is being developed (centered in San Jose's Silicon Valley), but, especially with the economic disparity in the utilization of technology in schools/homes, we may develop an information superhighway without on-ramps for emerging student populations.
- Very soon, there will only be three individuals working for every one person retired, and, two of those three working will be minority; and, very soon, four states — California, Texas, New York, and Florida — will have 50% or more of the nation's student growth in population, and more than 50% of these will be ethnic/racial minority.
- The technological/communications revolution will require more highly trained individuals to maintain California and the United States in a competitive edge in the global economy.
- State-wide, less than 5% of Hispanics in California Community Colleges transfer to four-year institutions of higher education.
- In California, more the 80% of those entering the work-place by the year 2000 will be ethnic/racial minority or women.

EXAMPLES OF MEMBERS OF THE PROJECT FUNDING CONSORTIUM (1994-95)

Major Developmental Grants
The California Commission on Extended University provided a one-year developmental/administrative costs (June, 1994). The Hewlett Foundation has provided two grants ($30,000 and $15,000) for additional hours of designated counselors/recruiters at each of the 11 high schools. The U.S. Department of Energy provided a major grant of $199,000, specifically to expand the number of math/science/technology courses and for other expenses to expand awareness of careers in math, science, and technology (October, 1994).

Sampling of Present, Key Local Members of Project Funding Consortium 1994-95
The Project has received funds to provide $300 of support for each student for course fees from numerous corporations/foundations, local community-based organizations/ professional groups, and almost 300 individuals. A brief sampling includes: Intel Corp., Shea Homes, Lockheed, Adobe Systems, IBM Corporation, San Jose Sharks Foundation, Luke Hancock Foundation, State Farm Foundation, Applied Materials, Pacific Gas & Electric, Fujitsu America, Bank of America, Home Savings, Apple Computers, Xerox Corp., Pacific Bell, San Jose Mercury/News, Touche Manufacturing, AT&T, Pueblo Downtown and East Side Kiwanis, Chicanos En Accion, California State Employees Credit Union, National Conference of Christians and Jews, SJSU Hispanic Faculty & Staff Association, Congregation Shir Hadash, East Side Association of Latino Educators, San Jose Camara de Comercio, San Jose State University College of Education Faculty, Santa Clara County Deputy Sheriffs Association, MAPA of San Jose, etc. In addition, almost 300 individuals have made smaller contributions to fully or partially fund a student. The SanJose State University Foundation serves as the fiscal agent for the Project.

The UNFINISHED JOURNEY Project welcomes additional organizations/individuals which wish to provide human or financial resources to continue and expand the Project. To facilitate your contribution, please consider the following range of student course fee support: 1-3 students ($300 to $900); 4-10 students ($1,200 to $3,000); 11-20 students ($3,300 to $6,000); 21-30 students ($6,300 to $9,000); and, 31-50 students ($9,300 to $15,000).

Those interested in assisting in this exciting community partnership should contact: Dr. Tony S. Carrillo, Director, the UNFINISHED JOURNEY Project, P.O. Box 3000 I, San Jose CA 95156, (408) 926-4905. Tax-deductible contributions can be sent to: The SJSU Foundation (ID#94-601-7638), the UNFINISHED JOURNEY Project (Acct.#67-2500-0694), SJSU, One Washington Square, San Jose, CA 95192.
A COMMUNITY PROJECT: San Jose State University (SJSU); East Side Union High School District (ESUHSD); Corporations and Foundations; Local Community-Based Organizations and Professional Organizations, and Individuals.

AN EXCITING OPPORTUNITY:
ESUHSD Students Can Take SJSU Courses On Ten ESUHSD School Sites, for University Credit.
THE EXCITING OPPORTUNITY

The California Commission on Extended University has provided SJSU and ESUHSD a developmental grant to pilot a state demonstration program to encourage higher education outreach to underserved student populations of the ESUHSD, by providing the students with the opportunity to take regular, SJSU courses, on the high school sites, for University credit.

During the pilot semester (Fall, 1994), approximately 320 ESUHSD students participated in taking one of 19 SJSU courses, offered at 8 of the comprehensive high schools.

For the Spring Semester, 1995, (January 30), 27 SJSU courses will be offered at the 10 comprehensive high schools.

The courses are taught by “the best” SJSU instructors, through SJSU Continuing Education. (Students can utilize up to 24 units toward a B.A. Degree, in a non-matriculated status). These courses cannot be taken for ESUHSD credit, but only for higher education credit. The courses meet General Education requirements at SJSU and should be transferable to other institutions of higher education.

COURSE FEES

SJSU has reduced the course fees for 3, 4, and 5 unit courses to $350. A funding consortium, involving SJSU, ESUHSD, numerous corporations/private foundations, local community-based groups/professional organizations, and generous individuals, have contributed funds to pay $300 of each student’s course fees. In addition, a special grant from the U.S. Department of Energy has provided funds to assist students with fee costs and the extra instructional expenses of advanced math and science courses. Thus, the cost of a 3, 4 or 5 unit course for the student/family is $50. Students taking two courses will pay only $100, with the consortium of organizations contributing $600 toward the cost of course fees. In most courses, the student/family will be responsible for the cost of textbooks.
REGULAR UNIVERSITY ADMISSIONS

Students participating in this program will have the opportunity to apply and go through the regular SJSU admissions process, on their own high school sites, while they are taking these University courses. The University will fully admit these students, subject to the completion of all of their high school graduation requirements for admission to the University. Thus, upon high school graduation, they will be able to immediately transfer to the University, and to begin their campus classes.

For this pilot, state demonstration program, SJSU has agreed to waive all University admissions fees for the students.

The regular University admissions process will be more personalized and will be facilitated, on each high school campus, by ESUHSD personnel, with the assistance of University Admissions Officers.

Students who do not plan to attend SJSU will be able to transfer the University credits to other institutions of higher education.

ELIGIBLE STUDENTS

The program is available to the following students:
(1) All ESUHSD Seniors and some Juniors who meet or will meet the regular entrance requirements of SJSU.
(2) ESUHSD students whose grade point average may not presently meet the regular entrance requirements, may participate in the program (for up to six units), by probationary admission.

GENERAL COURSE OFFERING INFORMATION

SJSU and ESUHSD officials have made arrangements to offer 2-3 courses on each of the 10 comprehensive high school campuses for the Spring Semester, 1995. More offerings will be available for the Fall Semester, 1995.

All of the courses are regular, undergraduate courses (General Education), which are required in most University B.A. Degree Programs. In addition, some of the courses are “special” courses,
Comm. 20—Public Speaking Thrs. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

Oak Grove High School

Engl. 10—Intro. to Literature Thrs. 3:30 p.m.-6:10 p.m. 3 units
Appreciate different literary forms, including fiction, drama and poetry. This course is designed for non-English majors.

Hist. 50—Historical Process: Understanding Historical Reasoning Tues/Thrs. 3:30 p.m.-4:50 p.m. 3 units
This course fulfills the CSU General Education requirements for critical thinking and qualitative reasoning. You are not expected to memorize specific dates and facts; instead, you will learn to develop analytical skills needed to dissect the arguments and concepts contained in any historical perspective. You will be able to use the skills learned in this class to evaluate more effectively what you read, see on television and hear on radio, and to judge more critically what you are told of the past, present, and future.

Chem. 1A—General Chemistry Tues/Wed/Thrs. (Lect.) 3:30 p.m.-4:20 p.m.; (Lab) 4:30 p.m.-6:20 p.m. 5 units
Basic principles of chemistry: atomic structure, chemical bonding, oxidation-reduction, solutions, and organic chemistry. Lab emphasizes descriptive chemistry and includes a systematic study of qualitative inorganic analysis. Prerequisites: a year of high school chemistry. NOTE: This course will be offered by San Jose City College. Both the lectures and labs will be conducted at Oak Grove High School.
**Overfelt High School**

Math 32—Calculus III  Mon/Wed.  3:30 p.m.-5:10 p.m.  4 units
Patrical derivatives, multiple integrals, infinite series, and vector calculus. Prerequisites: Math 31 or equivalent.

French 25B—Intermediate French  Mon/Wed.  3:30 p.m.-6:00 p.m.  5 units
If you have two years of French completed, continue your study of the French language by learning it within the setting of the French culture. Prerequisites: French 25A or equivalent.

Comm. 20—Public Speaking  Thrs.  3:30 p.m.-6:10 p.m.  3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

**Piedmont Hills High School**

Comm. 20—Public Speaking  Tues.  3:30 p.m.-6:10 p.m.  3 units
(See course description - Overfelt).

Math 32—Calculus III  Tues/Thrs.  3:30 p.m.-5:10 p.m.  4 units
Patrical derivatives, multiple integrals, infinite series, and vector calculus. Prerequisites: Math 31 or equivalent.

CP10—Intro. to Cultural Pluralism  Wed.  3:30 p.m.-6:10 p.m.  3 units
Find out about America's cultural richness as you study various ethnic and cultural groups, how they developed, what they contribute to the whole society, and different aspects of life today with our country's multicultural society.
Santa Teresa High School

Soci. 80—Social Problems  Tues. 3:30 p.m.-6:10 p.m.  3 units
Help find solutions for current problems in our society: housing, homeless, employment, environment, family problems and solutions, crime and drugs, politics and the media, issues of difference, including race and gender, issues of wealth and poverty, as well as war and peace.

Comm. 20—Public Speaking  Mon. 3:30 p.m.-6:10 p.m.  3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

Math 31—Calculus II  Mon/Wed. 3:30 p.m.-4:45 p.m.  3 units
If you have had some calculus, continue your studies with these topics: differentiation and integration of transcendental functions, as well as applications of the derivative and integral. Prerequisites: Math 30 or equivalent.

Silver Creek High School

Psych. 1—General Psychology  Tues 3:30 p.m.-6:10 p.m.  3 units

Math 30—Calculus I  Mon/Wed. 3:30 p.m.-4:45 p.m.  3 units
Introduction to calculus. Includes limits, continuity, differentiation, integration, applications. Prerequisites: Math 29 or equivalent.
Chem. 1A—General Chemistry Mon/Wed. (Lect.) 3:30 p.m.-4:45 p.m. at Silver Creek; Sat. (Lab) 9:00 a.m.-3:00 p.m. at College of Science, SJSU 5 units

Basic principles of chemistry: atomic structure, chemical bonding, oxidation-reduction, solutions, and organic chemistry. Lab emphasizes descriptive chemistry and includes a systematic study of qualitative inorganic analysis. Prerequisites: year of high school chemistry and satisfactory score on the Chem. Placement Exam (The one-hour exam will be administered on Wednesday, January 25, 1995, 3:30 p.m., in the Theatre, at Silver Creek High School; please make arrangements with your counselor).

Yerba Buena High School

Span. 25B—Intermediate Spanish Mon/Wed/Fri. 3:30 p.m.-5:00 p.m. 5 units

If you have had two years of high school Spanish, this course will prepare you for more advanced courses in Spanish. Prerequisites: Spanish 25A or equivalent.

Soci. 80—Social Problems Tues. 3:30 p.m.-6:10 p.m. 3 units

Help find solutions for current problems in our society: housing, homeless, employment, environment, family problems and solutions, crime and drugs, politics and the media, issues of difference, including race and gender, issues of wealth and poverty, as well as war and peace.

Biol. 54—Basic Human Anatomy and Physiology Wed. (Lect.) 3:30 p.m.-6:30 p.m. at Yerba Buena; Mon. (Lab) 4:00 p.m.-6:50 p.m. at College of Science, SJSU 4 units

Structure and function of the human body and general biological principles. Prerequisites: year of either high school biological or physical science. Written parent or guardian permission required for students under 18 to work with cadavers.
This unique, innovative community partnership program to motivate and assist more ESUHSD students to commence the journey into higher education is made possible by the human and financial resources of the following individuals and organizations:

San Jose State University
Intel Corporation
Pacific Gas & Electric
Fujitsu America, Inc.
Bank of America
Noyce Foundation
Pueblo Downtown Kiwanis
W. & F. Hewlett Foundation
Maria Elena Chavez Family
Apple Computers
SJSU, Continuing Education
Congresswoman Zoe Lofgren
Edwin McCauley Family
Chicanos En Accion
SJSU, Coll. of Educ. Faculty
Supervisor Michael Honda
DRC Associates, Inc.
IBM Corporation
Cal. State Employees Cr. Union
D. & L. Packard Foundation

East Side Union High School District
Pacific Bell Corporation
San Jose Mercury/News
Service Emp. Int'l. Union, CIO-AFL
Touche Manufacturing Co.
San Jose State University Foundation
N.C. of Christians and Jews
Xerox Corporation
Tony S. Carrillo Family
San Jose Comm. College District
George Shirakawa, Sr.
AT&T Corporation
Trustee Jan Becerra
SJSU Hispanic Fac. & Staff Assoc.
Councilman Frank Fiscalini
3 Commm Corporation
Home Savings of America
MAPA of San Jose
Kaiser Permanente Corp.
Selectron Corporation

MAJOR DEVELOPMENTAL GRANTS:

The U.S. Dept. of Energy (Mathematics, Science, Technology Program)
The California Commission on Extended University

AND

Over 200, smaller, individual contributions.

Individuals and organizations interested in assisting in this exciting community partnership, please contact: Dr. Tony S. Carrillo, Director, the UNFINISHED JOURNEY Project, P.O. Box 3000 I, San Jose, CA 95156, (408) 926-4905. Tax-deductible contributions can be sent to: The SJSU Foundation (ID#94-601-7638), the UNFINISHED JOURNEY Project (Acct. #67-2500-0694), SJSU, One Washington Square, San Jose, CA 95192.
FOR ADDITIONAL STUDENT INFORMATION/ASSISTANCE

The following designated counselors/advisors can provide additional information/assistance to interested students:

<table>
<thead>
<tr>
<th>School</th>
<th>Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Hill</td>
<td>Terry Maxie</td>
<td>227-8800 (4861)</td>
</tr>
<tr>
<td></td>
<td>Joe Ortega</td>
<td>227-8800 (4827)</td>
</tr>
<tr>
<td>Foothill</td>
<td>Wilma Hooper</td>
<td>259-4464</td>
</tr>
<tr>
<td>Independence</td>
<td>Linda Kinnard</td>
<td>729-3911 (2343)</td>
</tr>
<tr>
<td></td>
<td>Jim McWilliam</td>
<td>729-3930</td>
</tr>
<tr>
<td>James Lick</td>
<td>Ed Vierra</td>
<td>729-3580 (3789)</td>
</tr>
<tr>
<td>Mount Pleasant</td>
<td>Catherine Sweat</td>
<td>251-7820</td>
</tr>
<tr>
<td>Oak Grove</td>
<td>Bonnie Nill</td>
<td>225-9332</td>
</tr>
<tr>
<td>W. Overfelt</td>
<td>Dino Certa</td>
<td>259-0540</td>
</tr>
<tr>
<td>Piedmont Hills</td>
<td>Cathy Broussard</td>
<td>729-3950</td>
</tr>
<tr>
<td>Santa Teresa</td>
<td>Gordon Chapman</td>
<td>578-9100</td>
</tr>
<tr>
<td>Silver Creek</td>
<td>Delia Flores</td>
<td>274-1700</td>
</tr>
<tr>
<td>Yerba Buena</td>
<td>Francisco Garcia</td>
<td>279-1500 (2914)</td>
</tr>
</tbody>
</table>

The extra hours of the designated counselors/advisors are made possible through grants from the Hewlett Foundation and the U.S. Department of Energy.

The Director of The Unfinished Journey Project is Dr. Tony S. Carrillo. After consulting with the appropriate school counselor/advisor, you may contact him for additional information/assistance at his Home Office: (408) 926-4905.
THE UNFINISHED JOURNEY PROJECT

A COMMUNITY PROJECT: San Jose State University (SJSU); East Side Union High School District (ESUHSD); Corporations and Foundations; and, Local Community-Based Organizations and Professional Organizations.

AN EXCITING OPPORTUNITY: ESUHSD Students Can Take SJSU Courses On Eight ESUHSD School Sites, for University Credit.

DISTRIBUTION OF THIS DOCUMENT IS UNLIMITED

MASTER
THE EXCITING OPPORTUNITY

The California Commission on Extended University has provided SJSU and ESUHSD a developmental grant to pilot a state demonstration project to encourage higher education outreach to underserved student populations of the ESUHSD.

This Fall (September, 1994), up to 500 ESUHSD students will have the opportunity to take 1-2 SJSU undergraduate courses, on eight ESUHSD school sites, for University credit.

The courses will be taught by “the best” SJSU instructors, through SJSU Continuing Education. (Students can utilize up to 24 units toward a B.A. Degree, in a non-matriculated status).

REGULAR UNIVERSITY ADMISSIONS

Students participating in this program will have the opportunity to apply and go through the regular University admissions process, on their own high school sites, while they are taking these University courses. The University will fully admit these students, subject to the completion of all of their high school graduation requirements for admission to the University. Thus, upon high school graduation, they will be able to immediately transfer to the University, and to begin their campus classes.

For this pilot, state demonstration program, SJSU has agreed to waive all University admissions fees for the students.

The regular University admissions process will be more personalized and will be facilitated, on each high school campus, by ESUHSD personnel, with the assistance of University Admissions Officers.

Students who do not plan to attend SJSU will be able to transfer the University credits to other institutions of higher education.
ELIGIBLE STUDENTS

The program will be available to the following students:
(1) All ESUHSD Seniors and some Juniors who meet or will meet the regular entrance requirements of SJSU.
(2) ESUHSD students whose grade point average may not presently meet the regular entrance requirements, may participate in the program (for up to six units), by probationary admission.

GENERAL COURSE OFFERING INFORMATION

SJSU officials have made arrangements to offer 2-3 courses on each of the eight selected high school campuses for the Fall Semester, 1994. More offerings will be available for the Spring Semester, 1995.

It is impossible to offer courses at each high school site. For the Fall Semester, 1994, the eight high school sites selected are: Andrew Hill, Independence, Mount Pleasant, Overfelt, Piedmont Hills, Santa Teresa, Silver Creek, and Yerba Buena.

All of the courses are regular, undergraduate courses which are required in most University B.A. Degree Programs. In addition, some of the courses are “special” courses, designed to also meet the unique needs of students at given schools, i.e.: Calculus B/C, Chemistry, advanced science courses, etc.

Students will be able to take courses at any of the eight campuses. To facilitate the possible travel to other school sites, most courses will be offered at 3:00 p.m. Most 3-unit University courses meet once a week, for sixteen weeks, for 2 hours and 45 minutes. The schedule of the University course offerings will be adapted to conform to the ESUHSD calendar; but, for the information of prospective students, the SJSU Fall Semester, 1994 is from August 29 to December 19, 1994, and, the Spring Semester, 1995, is from approximately January 25 to May 20, 1995.
FALL SEMESTER, 1994 COURSE OFFERINGS

Andrew Hill High School

Anth IL-Cultural Anthropology Mon. 3:00 p.m.-6:00 p.m. 3 units
Study the basic concepts, theories and methods used to compare different socio-economic systems, including: what cultures are like and how they change; the aspects of political, economic and kinship systems within groups of people; aspects of language, art and religion; and, cultural perspectives on today's issues and problems.

Span. 25-Intermed. Spanish T/Th/F 3:30 p.m.-5:00 p.m. 5 units
If you have had two years of high school Spanish, this course will prepare you for more advanced courses in Spanish.

Biol 001-Plant Biology T/Th 3:00 p.m.-6:00 p.m. 4 units
General cell and plant structure, function and reproduction, Mendelian genetics and prokaryote biology. First of Biology 001, 002, 003 sequence. Field trip required. Prerequisites: 3 years of science, 3 years of mathematics, 3 years of English. Lecture 2 hours/lab 6 hours.

Independence High School (James Lick)

CP 10-Intro. to Cultural Pluralism Wed. 3:00 p.m.-6:00 p.m. 3 units
Find out about America's cultural richness as you study various ethnic and cultural groups, how they developed, what they contribute to the whole society, and different aspects of life today with our country's multicultural society.

Hist 50-Historical Process T/Th 3:30 p.m.-4:45 p.m. 3 units
Understanding historical reasoning: learn about the modes and skills of practical logic and reasoning by studying the historical method. Examine problems throughout history using practical logic and reasoning.
Study the history and analyze the among minorities in our country. The class will focus on the response of Euro Americans to the following groups: American Indians, Asian Americans, African Americans, and Mexican Americans. Learn about the experience of minority groups in the United States and what they have brought to American culture.

Comm 20—Public Speaking Wed. 3:00 p.m.-6:00 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

Math 31—Calculus II Mon/Wed 3:30 p.m.-4:45 p.m. 3 units
If you have had some calculus, continue your studies with these topics: differentiation and integration of transcendental functions, as well as applications of the derivative and integral.

French 25A—Intermediate French M/W/F 3:00 p.m.-4:30 p.m. 5 units
If you have two years of French completed, continue your study of the French language by learning it within the setting of the French culture.

Comm 20—Public Speaking Tues. 3:00 p.m.-6:00 p.m. 3 units
(See course description - Mount Pleasant)

**Piedmont Hills High School**

Psych 1—General Psychology Tues. 3:00 p.m.-6:00 p.m. 3 units

Jpn 1A—Elementary Japanese M/W/F 3:00 p.m.-4:30 p.m. 5 units
For beginners—learn the basic skills and structure of the Japanese language by studying it within the context of the Japanese culture.

Math 31—Calculus II T/Th 3:30 p.m.-4:45 p.m. 3 units
(See course description - Overfelt)

**Santa Teresa (Oak Grove High School)**

Soci 80—Social Problems Mon. 3:00 p.m.-6:00 p.m. 3 units
Help find solutions for current problems in our society: housing, homeless, employment, environment, family problems and solutions, crime and drugs, politics and the media, issues of difference, including race and gender, issues of wealth and poverty, as well as war and peace.

Engl 10—Intro. to Literature Tues. 3:00 p.m.-6:00 p.m. 3 units
Appreciate different literary forms, including fiction, drama and poetry. This course is designed for non-English majors.
Silver Creek High School

AAS/AFAM/MAS 25—The Changing Majority Tues 3:00 p.m.-6:00 p.m. 3 units
(See course description - Mount Pleasant)

Math 29—Analytic Geometry M/W 3:30 p.m.-4:45 p.m. 3 units
Before you take calculus, this is the course to take. Coordinate systems, the straight line and conic sections; higher plane curves, parametric equations, vector algebra, and solid analytic geometry. Prerequisites: 3 years of math.

Chem 1A—General Chemistry M/T 3:00 p.m.-4:00 p.m. 5 units
W (Lab) 3:00 p.m.-6:00 p.m.
(See course description - Independence)

Yerba Buena High School

CP10—Intro. to Cultural Pluralism Tues. 3:00 p.m.-6:00 p.m. 3 units
(See course description - Independence)

Spanish 25A—Intermed. Spanish M/W/F 3:30 p.m.-5:00 p.m. 5 units
(See course description - Andrew Hill)

COURSE FEES
SJSU has reduced the course fees of 3, 4, and 5 unit courses to $350. A funding consortium, involving SJSU, ESUHSD, numerous corporations/private foundations, and local community-based groups/professional organizations have contributed funds to pay $300 of the course fees. The cost of a 3, 4 or 5 unit course for the student/family is $50. Students taking two courses will pay only $100, with the consortium of organizations contributing $600 toward the cost of course fees.
FOR ADDITIONAL INFORMATION/ASSISTANCE

There are designated counselors at each school site who will provide additional information/assistance to interested students during the Summer months. Please consult with the following individuals:

**Andrew Hill**
- Joe Ortega 227-8800

**Foothill**
- Wilma Hooper 259-4464

**Independence**
- Jim McWilliam 729-3911
- Yvonne Montes
- Debra Watkins

**James Lick**
- Ed Vierra 729-3580

**Mount Pleasant**
- Catherine Sweat 251-7820

**Oak Grove**
- Bonnie Nill 225-9332

**Overfelt**
- Dino Certa 259-0540

**Piedmont Hills**
- Cathy Broussard 729-5950

**Santa Teresa**
- Bob Gil 578-9100

**Silver Creek**
- David Cadena 274-1700

**Yerba Buena**
- Francisco Garcia 279-1500

The Director of The Unfinished Journey Project is Dr. Tony S. Carrillo. After consulting with the appropriate school counselor/advisor, you may contact him for additional information/assistance at his Home Office: (408) 926-4905.
THE UNFINISHED JOURNEY PROJECT

A COMMUNITY PROJECT: San Jose State University (SJSU); East Side Union High School District (ESUHSD); Corporations and Foundations; Local Community-Based Organizations and Professional Organizations, and Individuals.

AN EXCITING OPPORTUNITY: ESUHSD Students Can Take SJSU Courses On Ten ESUHSD School Sites, for University Credit.
THE EXCITING OPPORTUNITY

The California Commission on Extended University has provided SJSU and ESUHSD a developmental grant to pilot a state demonstration program to encourage higher education outreach to underserved student populations of the ESUHSD, by providing the students with the opportunity to take regular, SJSU courses, on the high school sites, for University credit.

During the pilot semester (Fall, 1994), approximately 320 ESUHSD students participated in taking one of 19 SJSU courses, offered at 8 of the comprehensive high schools.

For the Spring Semester, 1995, (January 30), 27 SJSU courses will be offered at the 10 comprehensive high schools.

The courses are taught by “the best” SJSU instructors, through SJSU Continuing Education. (Students can utilize up to 24 units toward a B.A. Degree, in a non-matriculated status). These courses cannot be taken for ESUHSD credit, but only for higher education credit. The courses meet General Education requirements at SJSU and should be transferable to other institutions of higher education.

COURSE FEES

SJSU has reduced the course fees for 3, 4, and 5 unit courses to $350. A funding consortium, involving SJSU, ESUHSD, numerous corporations/private foundations, local community-based groups/professional organizations, and generous individuals, have contributed funds to pay $300 of each student’s course fees. In addition, a special grant from the U.S. Department of Energy has provided funds to assist students with fee costs and the extra instructional expenses of advanced math and science courses. Thus, the cost of a 3, 4 or 5 unit course for the student/family is $50. Students taking two courses will pay only $100, with the consortium of organizations contributing $600 toward the cost of course fees. In most courses, the student/family will be responsible for the cost of textbooks.
REGULAR UNIVERSITY ADMISSIONS

Students participating in this program will have the opportunity to apply and go through the regular SJSU admissions process, on their own high school sites, while they are taking these University courses. The University will fully admit these students, subject to the completion of all of their high school graduation requirements for admission to the University. Thus, upon high school graduation, they will be able to immediately transfer to the University, and to begin their campus classes.

For this pilot, state demonstration program, SJSU has agreed to waive all University admissions fees for the students.

The regular University admissions process will be more personalized and will be facilitated, on each high school campus, by ESUHSD personnel, with the assistance of University Admissions Officers.

Students who do not plan to attend SJSU will be able to transfer the University credits to other institutions of higher education.

ELIGIBLE STUDENTS

The program is available to the following students:
(1) All ESUHSD Seniors and some Juniors who meet or will meet the regular entrance requirements of SJSU.
(2) ESUHSD students whose grade point average may not presently meet the regular entrance requirements, may participate in the program (for up to six units), by probationary admission.

GENERAL COURSE OFFERING INFORMATION

SJSU and ESUHSD officials have made arrangements to offer 2-3 courses on each of the 10 comprehensive high school campuses for the Spring Semester, 1995. More offerings will be available for the Fall Semester, 1995.

All of the courses are regular, undergraduate courses (General Education), which are required in most University B.A. Degree Programs. In addition, some of the courses are “special” courses,
designed to also meet the unique needs of students at given schools (i.e.: advanced science and math courses, etc.).

Students will be able to take courses at any of the ten campuses. To facilitate the travel to other school sites, most courses are offered at 3:30 p.m. Most 3-unit University courses meet once a week, for sixteen weeks, for 2 hours and 45 minutes. The schedule of the University course offerings has been adapted to conform to the ESUHSD calendar. For the Spring Semester, 1995, SJSU courses on ESUHSD campuses will begin during the week of January 30, 1995 and end during the week of May 22, 1995.

SPRING SEMESTER, 1995 COURSE OFFERINGS

Andrew Hill High School

Anth. II-Cultural Anthropology Mon. 3:30 p.m.-6:10 p.m. 3 units
Study the basic concepts, theories and methods used to compare different socio-economic systems, including: what cultures are like and how they change; the aspects of political, economic and kinship systems within groups of people; aspects of language, art and religion; and, cultural perspectives on today's issues and problems.

Span. 25B—Intermed. Spanish Mon/Wed. 3:30 p.m.-5:50 p.m. 5 units
If you have had two years of high school Spanish, this course will prepare you for more advanced courses in Spanish. Prerequisite: Spanish 25A or equivalent.

Biol. 54—Basic Human Anatomy and Physiology Tues. (Lect./Lab) 4:30 p.m.-8:00 p.m., SJSU; Thrs. (Lect.) 3:30 p.m.-5:30 p.m., Andrew Hill. 4 units
Structure and function of the human body and general biological principles. Prerequisites: year of either high school biological or physical science. Written parent or guardian permission required for students under 18 to work with cadavers.
**Independence High School**

Comm. 20—Public Speaking Wed. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

CP10—Intro. to Cultural Pluralism Mon. 3:30 p.m.-6:10 p.m. 3 units
Find out about America's cultural richness as you study various ethnic and cultural groups, how they developed, what they contribute to the whole society, and different aspects of life today with our country's multicultural society.

**James Lick High School**

Anth. II—Cultural Anthropology Wed. 3:30 p.m.-6:10 p.m. 3 units
Study the basic concepts, theories and methods used to compare different socio-economic systems, including: what cultures are like and how they change; the aspects of political, economic and kinship systems within groups of people; aspects of language, art and religion; and, cultural perspectives on today's issues and problems.

Math 29—Anal. Geometry Mon/Wed. 3:30 p.m.-5:10 p.m. 4 units
Before you take calculus, this is the course to take. Coordinate systems, the straight line and conic sections, higher plan curves, parametric equations, vector algebra, and solid analytic geometry. Prereq.: Algebra II and semester of Trigonometry.

**Mount Pleasant High School**

Psych. 1—General Psychology Tues. 3:30 p.m.-6:10 p.m. 3 units
Comm. 20—Public Speaking Thrs. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

Oak Grove High School

Engl. 10—Intro. to Literature Thrs. 3:30 p.m.-6:10 p.m. 3 units
Appreciate different literary forms, including fiction, drama and poetry. This course is designed for non-English majors.

Hist. 50—Historical Process: Understanding Historical Reasoning Tues/Thrs. 3:30 p.m.-4:50 p.m. 3 units
This course fulfills the CSU General Education requirements for critical thinking and qualitative reasoning. You are not expected to memorize specific dates and facts; instead, you will learn to develop analytical skills needed to dissect the arguments and concepts contained in any historical perspective. You will be able to use the skills learned in this class to evaluate more effectively what you read, see on television and hear on radio, and to judge more critically what you are told of the past, present, and future.

Chem. 1A—General Chemistry Tues/Wed/Thrs. (Lect.) 3:30 p.m.-4:20 p.m.; (Lab) 4:30 p.m.-6:20 p.m. 5 units
Basic principles of chemistry: atomic structure, chemical bonding, oxidation-reduction, solutions, and organic chemistry. Lab emphasizes descriptive chemistry and includes a systematic study of qualitative inorganic analysis. Prerequisites: a year of high school chemistry. NOTE: This course will be offered by San Jose City College. Both the lectures and labs will be conducted at Oak Grove High School.
**Overfelt High School**

**Math 32—Calculus III** Mon/Wed. 3:30 p.m.-5:10 p.m. 4 units

Partial derivatives, multiple integrals, infinite series, and vector calculus. Prerequisites: Math 31 or equivalent.

**French 25B—Intermediate French** Mon/Wed. 3:30 p.m.-6:00 p.m. 5 units

If you have two years of French completed, continue your study of the French language by learning it within the setting of the French culture. Prerequisites: French 25A or equivalent.

**Comm. 20—Public Speaking** Thrs. 3:30 p.m.-6:10 p.m. 3 units

If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

**Piedmont Hills High School**

**Comm. 20—Public Speaking** Tues. 3:30 p.m.-6:10 p.m. 3 units

(See course description - Overfelt).

**Math 32—Calculus III** Tues/Thrs. 3:30 p.m.-5:10 p.m. 4 units

Partial derivatives, multiple integrals, infinite series, and vector calculus. Prerequisites: Math 31 or equivalent.

**CP10—Intro. to Cultural Pluralism** Wed. 3:30 p.m.-6:10 p.m. 3 units

Find out about America's cultural richness as you study various ethnic and cultural groups, how they developed, what they contribute to the whole society, and different aspects of life today with our country's multicultural society.
**Santa Teresa High School**

**Soci 80—Social Problems** Tues. 3:30 p.m.-6:10 p.m. 3 units
Help find solutions for current problems in our society: housing, homeless, employment, environment, family problems and solutions, crime and drugs, politics and the media, issues of difference, including race and gender, issues of wealth and poverty, as well as war and peace.

**Comm. 20—Public Speaking** Mon. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

**Math 31—Calculus I** Mon/Wed. 3:30 p.m.-4:45 p.m. 3 units
If you have had some calculus, continue your studies with these topics: differentiation and integration of transcendental functions, as well as applications of the derivative and integral. Prerequisites: Math 30 or equivalent.

---

**Silver Creek High School**

**Psych 1—General Psychology** Tues 3:30 p.m.-6:10 p.m. 3 units

**Math 30—Calculus I** Mon/Wed. 3:30 p.m.-4:45 p.m. 3 units
Introduction to calculus. Includes limits, continuity, differentiation, integration, applications. Prerequisites: Math 29 or equivalent.
Chem. 1A—General Chemistry Mon/Wed. (Lect.) 3:30 p.m.-4:45 p.m. at Silver Creek; Sat. (Lab) 9:00 a.m.-3:00 p.m. at College of Science, SJSU 5 units
Basic principles of chemistry: atomic structure, chemical bonding, oxidation-reduction, solutions, and organic chemistry. Lab emphasizes descriptive chemistry and includes a systematic study of qualitative inorganic analysis. Prerequisites: year of high school chemistry and satisfactory score on the Chem. Placement Exam (The one-hour exam will be administered on Wednesday, January 25, 1995, 3:30 p.m., in the Theatre, at Silver Creek High School; please make arrangements with your counselor).

Soci. 80—Social Problems Tues. 3:30 p.m.-6:10 p.m. 3 units
Help find solutions for current problems in our society: housing, homeless, employment, environment, family problems and solutions, crime and drugs, politics and the media, issues of difference, including race and gender, issues of wealth and poverty, as well as war and peace.

Biol. 54—Basic Human Anatomy and Physiology Wed. (Lect.) 3:30 p.m.-6:30 p.m. at Yerba Buena; Mon. (Lab) 4:00 p.m.-6:50 p.m. at College of Science, SJSU 4 units
Structure and function of the human body and general biological principles. Prerequisites: year of either high school biological or physical science. Written parent or guardian permission required for students under 18 to work with cadavers.
East Side Union High School District
Districtwide Map
This unique, innovative community partnership program to motivate and assist more ESUHSD students to commence the journey into higher education is made possible by the human and financial resources of the following individuals and organizations:

San Jose State University
Intel Corporation
Pacific Gas & Electric
Fujitsu America, Inc.
Bank of America
Noyce Foundation
Pueblo Downtown Kiwanis
W. & F. Hewlett Foundation
Maria Elena Chavez Family
Apple Computers
SJSU, Continuing Education
Congresswoman Zoe Lofgren
Edwin McCauley Family
Chicanos En Accion
SJSU, Coll. of Educ. Faculty
Supervisor Michael HonQ
DRC Associates, Inc.
IBM Corporation
Cal. State Employees Cr. Union
D. & L. Packard Foundation

East Side Union High School District
Pacific Bell Corporation
San Jose Mercury/News
Service Emp. Int'l. Union, CIO-AFL
Touché Manufacturing Co.
San Jose State University Foundation
N.C. of Christians and Jews
Xerox Corporation
Tony S. Carrillo Family
San Jose Comm. College District
George Shirakawa, Sr.
AT&T Corporation
Trustee Jan Becerra
SJSU Hispanic Fac. & Staff Assoc.
Councilman Frank Fiscalini
3 Comm Corporation
Home Savings of America
MAPA of San Jose
Kaiser Permanente Corp.
Selectron Corporation

MAJOR DEVELOPMENTAL GRANTS:

The U.S. Dept. of Energy (Mathematics, Science, Technology Program)
The California Commission on Extended University

AND

Over 200, smaller, individual contributions.

Individuals and organizations interested in assisting in this exciting community partnership, please contact: Dr. Tony S. Carrillo, Director, the UNFINISHED JOURNEY Project, P.O. Box 3000 I, San Jose, CA 95156, (408) 926-4905. Tax-deductible contributions can be sent to: The SJSU Foundation (ID#94-601-7638), the UNFINISHED JOURNEY Project (Acct. #67-2500-0694), SJSU, One Washington Square, San Jose, CA 95192.
FOR ADDITIONAL STUDENT INFORMATION/ASSISTANCE

The following designated counselors/advisors can provide additional information/assistance to interested students:

- **Andrew Hill**
  - Terry Maxie 227-8800 (4861)
  - Joe Ortega 227-8800 (4827)

- **Foothill**
  - Wilma Hooper 259-4464

- **Independence**
  - Linda Kinnard 729-3911 (2343)
  - Jim McWilliam 729-3930

- **James Lick**
  - Ed Vierra 729-3580 (3789)

- **Mount Pleasant**
  - Catherine Sweat 251-7820

- **Oak Grove**
  - Bonnie Nill 225-9332

- **W. Overfelt**
  - Dino Certa 259-0540

- **Piedmont Hills**
  - Cathy Broussard 729-3950

- **Santa Teresa**
  - Gordon Chapman 578-9100

- **Silver Creek**
  - Delia Flores 274-1700

- **Yerba Buena**
  - Francisco Garcia 279-1500 (2914)

The extra hours of the designated counselors/advisors are made possible through grants from the Hewlett Foundation and the U.S. Department of Energy.

The Director of The *Unfinished Journey* Project is Dr. Tony S. Carrillo. After consulting with the appropriate school counselor/advisor, you may contact him for additional information/assistance at his Home Office: (408) 926-4905.
THE UNFINISHED JOURNEY PROJECT

A COMMUNITY PROJECT: San Jose State University (SJSU); East Side Union High School District (ESUHSD); Corporations and Foundations; Local Community-Based Organizations and Professional Organizations, and Individual Contributors.

AN EXCITING OPPORTUNITY:
ESUHSD Students Can Take SJSU Courses On Ten ESUHSD School Campuses, for University Credit.

SCHEDULE OF COURSES, FALL SEMESTER, 1996

DISTRIBUTION OF THIS DOCUMENT IS UNLIMITED

MASTER
THE EXCITING OPPORTUNITY

The *UNFINISHED JOURNEY* Project is a community partnership involving San Jose State University (SJSU) and East Side Union High School District (ESUHSD), in partnership with a funding consortium (numerous corporations/foundations, local community-based groups/professional organizations, and generous individuals), to develop a state demonstration program to encourage higher education outreach to underserved student populations of the ESUHSD. The Project provides ESUHSD students with the opportunity to take regular, SJSU courses, on the high school campuses, for University credit.

The Fall Semester, 1996 will be the fifth semester of the very successful Project. For the Fall Semester, 1996 (commencing the week of September 9, 1996), approximately 25 SJSU courses will be offered on the campuses of the 10 comprehensive high schools.

The courses are taught by "the best" SJSU instructors, through SJSU Continuing Education. (Students can utilize up to 24 units toward a B.A. Degree, in a non-matriculated status). These courses cannot be taken for ESUHSD credit, but only for higher education credit. The courses meet General Education requirements at SJSU and should be transferable to other institutions of higher education.

COURSE FEES

For students involved in the *UNFINISHED JOURNEY* Project, SJSU has reduced the course fees for 3, 4, and 5 unit courses to $350. Through the Project's funding consortium, funds have been provided to pay $300 of each student's course fees. Thus, the cost of a 3, 4 or 5 unit course for the student/family is $50. In most courses, the student/family will be responsible for the cost of textbooks.

In addition, special grants provide some funding for additional counseling hours for a designated *UNFINISHED JOURNEY* Project Counselor at each of the 10 comprehensive high schools.
REGULAR UNIVERSITY ADMISSIONS

Students participating in this program will have the opportunity to apply and go through the regular SJSU admissions process, on their own high school sites, while they are taking these University courses. The University will fully admit these students, subject to the completion of all of their high school graduation requirements for admission to the University. Thus, upon high school graduation, they will be able to immediately transfer to the University, and to begin their campus classes.

For this pilot, state demonstration program, SJSU has agreed to waive all University admissions fees for the students.

The regular University admissions process will be more personalized and will be facilitated, on each high school campus, by ESUHSD personnel, with the assistance of University Admissions Officers.

Students who do not plan to attend SJSU will be able to transfer the University credits to other institutions of higher education.

ELIGIBLE STUDENTS

The program is available to the following students:

1. All ESUHSD Seniors and some Juniors who meet or will meet the regular entrance requirements of SJSU.
2. ESUHSD students whose grade point average may not presently meet SJSU entrance requirements, may take Project courses, and if successful, may be admitted to SJSU, on a probationary basis.
GENERAL COURSE OFFERING INFORMATION

The Project will offer 2-3 courses on each of the 10 comprehensive high school campuses for the Fall Semester, 1996.

All of the courses are regular, undergraduate courses (General Education), which are required in most University B.A. Degree Programs. In addition, some of the courses are “special” courses, designed to also meet the unique needs of students at given schools (ie.: advanced science and math courses, etc.).

Students will be able to take courses at any of the ten campuses. To facilitate the travel to other school sites, most courses are offered at 3:30 p.m. Most 3-unit SJSU courses meet once a week, for sixteen weeks, for 2 hours and 45 minutes. The schedule of the University course offerings has been adapted to conform to the ESUHSD calendar. For the Fall Semester, 1996, SJSU courses offered on the ESUHSD campuses will begin during the week of September 9, 1996, and end during the week of December 19, 1996.

FALL SEMESTER, 1996 COURSE OFFERINGS

Andrew Hill High School

Biol. 54—Basic Human Anatomy and Physiology Mon. (Lect./Lab) 4:30 p.m.-8:00 p.m., SJSU College of Science; Wed. (Lecture) 3:30 p.m.-5:30 p.m., Andrew Hill. 4 units
Structure and function of the human body and general biological principles. Prerequisites: year of either high school biological or physical science. Written parent or guardian permission required for students under 18 to work with cadavers. Project provides semester parking pass for SJSU.

CP10—Intro. to Cultural Pluralism Mon. 3:30 p.m.-6:10 p.m. 3 units
Find out about America's cultural richness as you study various ethnic and cultural groups, how they developed, what they contribute to the whole society, and different aspects of life today with our country's multicultural society.
HIST. 30—Modern Latin American Civilization Wed. 3:30 p.m.-6:10 p.m. 3 units
The history of society and culture in Spanish America and Brazil from the nineteenth century to the present.

Independence High School

Comm. 20—Public Speaking Mon. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

Hist. 50—Historical Process: Understanding Historical Reasoning Tues. 3:30 p.m.-6:10 p.m. 3 units
This course fulfills the CSU General Education requirements for critical thinking. You are not expected to memorize specific dates and facts; instead, you will learn to use the skills learned in this class to evaluate more effectively what you read, see on television and hear on radio, and to judge more critically what you are told of the past, present, and future.

James Lick High School

Psych. 1—General Psychology Mon. 3:30 p.m.-6:10 p.m.
3 units

Comm. 20—Public Speaking Tues. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.
**Mount Pleasant High School**

Biol. 54—Basic Human Anatomy and Physiology  Tues. (Lect./Lab) 4:30 p.m.-8:00 p.m., SJSU College of Science; Thurs. (Lecture) 3:30 p.m.-5:30 p.m., Mount Pleasant. 4 units
(See course description - Andrew Hill).

Psych. 1—General Psychology Tues. 3:30 p.m.-6:10 p.m. 3 units
(See course description - James Lick).

Comm. 20—Public Speaking Wed. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

**Oak Grove High School**

Metr. 10—Weather and Climate Mon. 3:30 p.m.-6:10 p.m. 3 units
Descriptive non-mathematical introduction to the atmosphere, with applications to air pollution, climate change, and forecasting.

Soci. 80—Social Problems Tues. 3:30 p.m.-6:10 p.m. 3 units
Help find solutions for current problems in our society: housing, homeless, employment, environment, family problems and solutions, crime and drugs, politics and the media, issues of difference, including race and gender, issues of wealth and poverty, as well as war and peace.
**Overfelt High School**

Soci. 80--Social Problems Tues. 3:30 p.m.-6:10 p.m. 3 units
Help find solutions for current problems in our society: housing, homeless, employment, environment, family problems and solutions, crime and drugs, politics and the media, issues of difference, including race and gender, issues of wealth and poverty, as well as war and peace.

Comm. 20--Public Speaking Thrs. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

**Piedmont Hills High School**

Metr. 10--Weather and Climate Mon. 3:30 p.m.-6:10 p.m.
3 units
Descriptive non-mathematical introduction to the atmosphere, with applications to air pollution, climate change, and forecasting.

CP10--Intro. to Cultural Pluralism Tues. 3:30 p.m.-6:10 p.m.
3 units
Find out about America's cultural richness as you study various ethnic and cultural groups, how they developed, what they contribute to the whole society, and different aspects of life today with our country's multicultural society.
Santa Teresa High School

Comm. 20--Public Speaking Mon. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

Soci. 80--Social Problems Wed. 3:30 p.m.-6:10 p.m. 3 units
Help find solutions for current problems in our society: housing, homeless, employment, environment, family problems and solutions, crime and drugs, politics and the media, issues of difference, including race and gender, issues of wealth and poverty, as well as war and peace.

Silver Creek High School

Comm. 20--Public Speaking Tues. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

Psych. 1--General Psychology Wed. 3:30 p.m.-6:10 p.m. 3 units
Psych. 1--General Psychology Tues. 3:30 p.m.-6:10 p.m. 3 units

Soci. 80--Social Problems Wed. 3:30 p.m.-6:10 p.m. 3 units
Help find solutions for current problems in our society: housing, homeless, employment, environment, family problems and solutions, crime and drugs, politics and the media, issues of difference, including race and gender, issues of wealth and poverty, as well as war and peace.
PAST and PRESENT LIST OF THE UNFINISHED JOURNEY PROJECT FUNDING CONSORTIUM

This unique, innovative community partnership program to motivate and assist ESUHSD students to commence their journey into higher education is made possible by financial resources of the following individuals and organizations:

San Jose State University  East Side Union High School District
Intel Corporation  Pacific Bell Corporation
Green Team of San Jose  W.R. Griffin Family
Pacific Gas & Electric  San Jose Mercury/News
Community Fdn. of S.C. County  ServiceEmp. Int'l. Union, CIO-AFL
Bank of America  Touché Manufacturing Co.
James C. Pfaff Insurance  San Jose State University Foundation
Pueblo Downtown Kiwanis  N.C. of Christians and Jews
Flores & Barrios, Inc.  Lockheed Missiles and Space Co.
W. & F. Hewlett Foundation  Xerox Corporation
Adobe Systems Corporation  Keeling, Northcross & Nobriga, Inc.
Apple Computers  Abbott Laboratories
Sun Microsystems Foundation  Applied Materials, Inc.
SJSU, Continuing Education  George Shirakawa, Sr. Family
Congresswoman Zoe Lofgren  AT&T Corporation
Solectron Corporation  Cisco Systems Corporation
Chicanos En Accion  SJSU Hispanic Fac. & Staff Assoc.
David Cortese Family  Lomanaco Jewelers
SJSU, Coll. of Educ. Faculty  Councilman Frank Fiscalini
Supervisor Michael Honda  Xochitl Mejica-n Club
San Jose Sharks Foundation  Home Savings of America
Luke Hancock Foundation  Sega Foundation
East Side Assoc. of Latino Educ.  Joseph George Family
Cal. State Employees Cr. Union  Shea Homes
D. & L. Packard Foundation  State Farm Foundation

MAJOR DEVELOPMENTAL GRANTS:
The U.S. Dept. of Energy (Mathematics, Science, Technology Program)
The California Commission on Extended University

AND Over 300, smaller, individual contributions.

Individuals and organizations interested in assisting in this exciting community partnership, please contact: Dr. Tony S. Carrillo, Director, the UNFINISHED JOURNEY Project, P.O. Box 3000 I, San Jose, CA 95156, (408) 926-4905. Tax-deductible contributions can be sent to: The SJSU Foundation (ID#94-601-7638), the UNFINISHED JOURNEY Project (Acct. #26-1201-5423), SJSU, One Washington Square, San Jose, CA 95192.
FOR ADDITIONAL STUDENT INFORMATION/ASSISTANCE

The following designated counselors/advisors can provide additional information/assistance to interested students:

<table>
<thead>
<tr>
<th>School</th>
<th>Counselor</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Hill</td>
<td>Terry Maxie</td>
<td>227-8800 (4861)</td>
</tr>
<tr>
<td>Foothill</td>
<td>Wilma Hooper</td>
<td>259-4464</td>
</tr>
<tr>
<td>Independence</td>
<td>Karen Mathis</td>
<td>729-3911 (2311)</td>
</tr>
<tr>
<td></td>
<td>Jim McWilliam</td>
<td>729-3911 (2342)</td>
</tr>
<tr>
<td>James Lick</td>
<td>Ed Vierra</td>
<td>729-3580 (3789)</td>
</tr>
<tr>
<td>Mount Pleasant</td>
<td>Catherine Sweat</td>
<td>251-7820</td>
</tr>
<tr>
<td>Oak Grove</td>
<td>Pam Darin</td>
<td>225-9332</td>
</tr>
<tr>
<td>W. Overfelt</td>
<td>Cindy Dwyer</td>
<td>259-0540 (3111)</td>
</tr>
<tr>
<td>Piedmont Hills</td>
<td>Cathy Broussard</td>
<td>729-3950</td>
</tr>
<tr>
<td>Santa Teresa</td>
<td>Gordon Chapman</td>
<td>578-9100</td>
</tr>
<tr>
<td>Silver Creek</td>
<td>Delia Flores</td>
<td>274-1700</td>
</tr>
<tr>
<td>Yerba Buena</td>
<td>Dora Amesquita</td>
<td>279-1500 (2915)</td>
</tr>
</tbody>
</table>

The extra hours of the designated counselors/advisors have been made possible through grants from the U.S. Department of Energy and the W. & F. Hewlett Foundation.

The Director of The Unfinished Journey Project is Dr. Tony S. Carrillo (408) 926-4905. The ESUHSD Project Coordinator is Alicia Mendeko (408) 272-6501. After consulting with the appropriate school counselor/advisor, you may contact them for additional information/assistance.
THE UNFINISHED JOURNEY

A Community Partnership: San Jose State University/East Side Union High School District/Corporations/Foundations/Local Community and Professional Organizations

THE UNFINISHED JOURNEY PROJECT
(Abbreviated, Two-Page Summary of Project Background, Purposes, Status)

Project Background
The UNFINISHED JOURNEY Project is an innovative community partnership (San Jose State University, East Side Union High School District, numerous corporations/ foundations, local community-based organizations/professional groups, and individuals), for the purpose of providing higher education outreach, support, and encouragement to enable more under-represented student populations to pursue the goal of higher education. This state demonstration program is very unique in that Seniors and Juniors in the ESUHSD are provided the opportunity to take regular SJSU courses, taught by "the best" SJSU instructors, for University credit, on the campuses of the ten comprehensive high schools.

The ESUHSD is the largest, single-entity high school district in California (student population approximately 22,000), serving the seven feeder elementary school districts of the East Side of San Jose. The district's student population is approximately 84% ethnic/racial minority (35% Hispanic, 30% Asian, 9% Filipino, 7% African-American, and 3% Others).

SJSU has reduced fees for 3, 4, or 5 unit courses to $350. The Project partners provide financial support for each student with $300 towards the course fees. Thus, a student can take a 3, 4, or 5 unit course for only $50. While taking Project courses, the students are able to go through the regular SJSU admission process, in the smaller, more personalized settings of their own campuses. The "General Education" courses offered can be transferred to any institution of higher education.

The Project attempts to target students who may meet higher education entrance requirements, but, because of family finances/circumstances (expectations), or lack of home/school support systems, may not have thought seriously about pursuing the goal of higher education. Also targeted are students with clear potential, but whose grade point average is below normal admission requirements, because they did not "catch fire" until their Junior or Senior year. (The latter group of students can take a Project course, and, if successful, can be admitted to SJSU, for one year, on a probationary basis, regardless of the lower grade-point average).

During the pilot semester (Fall, 1994), there were 19 regular SJSU courses offered on eight of the comprehensive high school campuses. The ethnic/racial distribution of the 320 students who participated in these courses was fairly close to the District's student composition: 32% Hispanic, 31% Asian, 10% African-American, 10% Filipino, 13% White, and 4% Others; approximately 55% of the student participants were female.

The Spring Semester, 1995 Project courses on ESUHSD campuses began during the week of January 30, 1995. There were 27 courses offered at the 10 comprehensive high schools; as of the third week of the semester, only two courses have had to be cancelled as a result of low enrollments. Attached is the Spring Semester, 1995 Project Schedule of SJSU Courses.

Why the UNFINISHED JOURNEY Project?
Just as larger numbers of ethnic/racial minority students (and other underrepresented students) are in high school preparation programs which provide the option of pursuing the goal of higher education, the doors of higher education are beginning to close. The very extensive funding cutbacks in California's system of higher education, coupled with very substantial student fee increases and system-imposed enrollment caps, have begun to "close the door" for these students, many of whom came from families with very limited incomes and in which the traditional family support/expectations for higher education have not been present.
THE UNFINISHED JOURNEY PROJECT

A COMMUNITY PROJECT: San Jose State University (SJSU); East Side Union High School District (ESUHSD); Corporations and Foundations; Local Community-Based Organizations and Professional Organizations, and Individual Contributors.

AN EXCITING OPPORTUNITY:
ESUHSD Students Can Take SJSU Courses On Ten ESUHSD School Campuses, for University Credit.

SCHEDULE OF COURSES, SPRING SEMESTER, 1997

DISTRIBUTION OF THIS DOCUMENT IS UNLIMITED

MASTER
THE EXCITING OPPORTUNITY

The UNFINISHED JOURNEY Project is a community partnership involving San Jose State University (SJSU) and East Side Union High School District (ESUHSD), in partnership with a funding consortium (numerous corporations/foundations, local community-based groups/professional organizations, and generous individuals), to encourage higher education outreach to underserved student populations of the ESUHSD. The Project provides ESUHSD students with the opportunity to take regular SJSU courses, on the high school campuses, for University credit.

The Spring Semester, 1997 will be the sixth semester of the very successful Project. For the Spring Semester, 1997 (commencing the week of January 27, 1997), approximately 23 SJSU courses will be offered on the campuses of the 10 comprehensive high schools.

The courses are taught by “the best” SJSU instructors, through SJSU Continuing Education. (Students can utilize up to 24 units toward a B.A. Degree, in a non-matriculated status). These courses cannot be taken for ESUHSD credit, but only for higher education credit. The courses meet General Education requirements at SJSU and should be transferable to other institutions of higher education.

COURSE FEES

For students involved in the UNFINISHED JOURNEY Project, SJSU has reduced the course fees for 3, 4, and 5 unit courses to $350. Through the Project's funding consortium, funds have been provided to pay $300 of each student's course fees. Thus, the cost of a 3, 4 or 5 unit course for the student/family is $50. The student/family will be responsible for the cost of textbooks.

In addition, special grants provide some funding for additional counseling hours for a designated UNFINISHED JOURNEY Project Counselor at each of the 10 comprehensive high schools.
REGULAR UNIVERSITY ADMISSIONS

Project students will have the opportunity to participate in a full-day orientation session at SJSU, in late February, 1997. The regular University admissions process will be more personalized and will be facilitated, on each high school campus, by ESUHSD personnel, with the assistance of University Admissions Officers. The University will fully admit these students, subject to the completion of all of their high school graduation requirements for admission to the University. Thus, upon high school graduation, they will be able to immediately transfer to the University, and to begin their campus classes.

For this demonstration program, SJSU has agreed to waive all University admissions fees for the students.

Students who do not plan to attend SJSU will be able to transfer the University credits to other institutions of higher education.

ELIGIBLE STUDENTS

The program is available to the following students:
(1) All ESUHSD Seniors and some Juniors who meet or will meet the regular entrance requirements of SJSU.
(2) ESUHSD students whose grade point average may not presently meet SJSU entrance requirements, may take Project courses, and if successful, may seek special admission to SJSU.

GENERAL COURSE OFFERING INFORMATION

The Project will offer 2-3 courses on each of the 10 comprehensive high school campuses for the Spring Semester, 1997.

All of the courses are regular, undergraduate courses (General Education), which are required in most University B.A. Degree Programs. In addition, some of the courses are “special” courses, designed to also meet the unique needs of students at given schools (ie.: advanced science and math courses, etc.).
Students will be able to take courses at any of the ten campuses. To facilitate the travel to other school sites, most courses are offered at 3:30 p.m. Most 3-unit SJSU courses meet once a week, for sixteen weeks, for 2 hours and 45 minutes. The schedule of the University course offerings has been adapted to conform to the ESUHSD calendar. For the Spring Semester, 1997, SJSU courses offered on the ESUHSD campuses will begin during the week of January 27, 1997, and end during the week of May 26, 1997.

**SPRING SEMESTER, 1997 COURSE OFFERINGS**

**Andrew Hill High School**

**Biol. 54--Basic Human Anatomy and Physiology**  Mon. (Lect./Lab)  4:30 p.m.-8:00 p.m., SJSU College of Science; Wed. (Lecture) 3:30 p.m.-5:30 p.m., Andrew Hill.  **4 units**

Structure and function of the human body and general biological principles. Prerequisites: year of either high school biological or physical science. Written parent or guardian permission required for students under 18 to work with cadavers. Project provides semester parking pass for SJSU. (Students will have two lecture classes, 3:30 p.m., on the high school campus -- no lab session -- during the first week of instruction, January 27, 1997).

**Psych. 1--General Psychology**  Tues. 3:30 p.m.-6:10 p.m.  **3 units**


**Hist. 50--Historical Process: Understanding Historical Reasoning**  Thurs. 3:30 p.m.-6:10 p.m.  **3 units**

This course fulfills the CSU General Education requirements for critical thinking. You are not expected to memorize specific dates and facts; instead, you will learn to use the skills learned in this class to evaluate more effectively what you read, see on television and hear on radio, and to judge more critically what you are told of the past, present, and future.
**Independence High School**

**Comm. 20--Public Speaking**  
Mon. 3:30 p.m.-6:10 p.m.  
3 units  
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

**Hist. 50--Historical Process: Understanding Historical Reasoning**  
Tues. 3:30 p.m.-6:10 p.m.  
3 units  
This course fulfills the CSU General Education requirements for critical thinking. You are not expected to memorize specific dates and facts; instead, you will learn to use the skills learned in this class to evaluate more effectively what you read, see on television and hear on radio, and to judge more critically what you are told of the past, present, and future.

**Astr. 1--Descriptive Astronomy**  
Wed. 3:30 p.m.-6:10 p.m.  
(Independence Planetarium) 3 units  
A general non-mathematical examination of principles, facts, and logic of astronomy, emphasizing arrangement, origin, and evolution of the Solar System. Prerequisite: A course in physical science. The course will utilize the facilities of the Planetarium at Independence High School.

**James Lick High School**

**Comm. 20--Public Speaking**  
Tues. 3:30 p.m.-6:10 p.m.  
3 units  
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

**Psych. 1--General Psychology**  
Wed. 3:30 p.m.-6:10 p.m.  
3 units  
Mount Pleasant High School

**Course Description:**

- **Course:** Basic Human Anatomy and Physiology  
  - **Days:** Tues. (Lect./Lab)  
  - **Times:** 4:30 p.m.-8:00 p.m., SJSU College of Science; Thurs. (Lecture) 3:30 p.m.-5:30 p.m., Mount Pleasant.  
  - **Units:** 4 units
  - **Prerequisites:** Structure and function of the human body and general biological principles.  
  - **Restrictions:** Year of either high school biological or physical science. Written parent or guardian permission required for students under 18 to work with cadavers. Project provides semester parking pass for SJSU. (Students will have two lecture classes, 3:30 p.m., on the high school campus -- no lab session -- during the first week of instruction, January 27, 1997).

- **Psych 1--General Psychology**  
  - **Days:** Wed.  
  - **Times:** 3:30 p.m.-6:10 p.m.  
  - **Units:**  
  - **Description:** Why do you do what you do? Why do others do what they do? Discover the basic concepts of perception, attention, learning, remembering, thinking, personal development, intelligence, aptitudes, emotions, motivation, adjustment, and conflict.

Oak Grove High School

- **Weather and Climate**  
  - **Days:** Wed.  
  - **Times:** 3:30 p.m.-6:10 p.m.  
  - **Units:**  
  - **Description:** Descriptive non-mathematical introduction to the atmosphere, with applications to air pollution, climate change, and forecasting.

- **Psych 1--General Psychology**  
  - **Days:** Thurs.  
  - **Times:** 3:30 p.m.-6:10 p.m.  
  - **Units:**  
  - **Description:** Why do you do what you do? Why do others do what they do? Discover the basic concepts of perception, attention, learning, remembering, thinking, personal development, intelligence, aptitudes, emotions, motivation, adjustment, and conflict.
**Overfelt High School**

**CI 80—Social Problems** Wed. 3:30 p.m.-6:10 p.m. 3 units
Help find solutions for current problems in our society: housing, homeless, employment, environment, family problems and solutions, crime and drugs, politics and the media, issues of difference, including race and gender, issues of wealth and poverty, as well as war and peace.

**COMM 20—Public Speaking** Thurs. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

---

**Piedmont Hills High School**

**P10—Intro. to Cultural Pluralism** Mon. 3:30 p.m.-6:10 p.m. 3 units
Find out about America's cultural richness as you study various ethnic and cultural groups, how they developed, what they contribute to the whole society, and different aspects of life today with our country's multicultural society.

**Psych. 1—General Psychology** Tues. 3:30 p.m.-6:10 p.m. 3 units

**Comm. 20—Public Speaking** Wed. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.
**Santa Teresa High School**

**Soci. 80—Social Problems** Wed. 3:30 p.m.-6:10 p.m. 3 units
Help find solutions for current problems in our society: housing, homeless, employment, environment, family problems and solutions, crime and drugs, politics and the media, issues of difference, including race and gender, issues of wealth and poverty, as well as war and peace.

**Comm. 20—Public Speaking** Thurs. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

---

**Silver Creek High School**

**Psych. 1—General Psychology** Tues. 3:30 p.m.-6:10 p.m. 3 units

**Comm. 20—Public Speaking** Wed. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problems. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.
WomS 10—Perspectives on Sex and Gender Roles Tues. 3:30 p.m.-6:10 p.m. 3 units
Discussion of research on contemporary and traditional sex roles, male and female stereotypes, ethnic differences, sexual discrimination, and human rights.

Comm. 20—Public Speaking Thurs. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.
PAST and PRESENT LIST OF THE UNFINISHED JOURNEY PROJECT FUNDING CONSORTIUM

This unique, innovative community partnership program to motivate and assist ESUHSD students to commence their journey into higher education is made possible by financial resources of the following individuals and organizations:

San Jose State University
Intel Corporation
Green Team of San Jose
Pacific Gas & Electric
Community Fdn. of S.C. County
Bank of America
James C. Pfaff Insurance
Pueblo Downtown Kiwanis
Flores & Barrios, Inc.
W. & F. Hewlett Foundation
Adobe Systems Corporation
Apple Computers
Sun Microsystems Foundation
SJSU, Continuing Education
Congresswoman Zoe Lofgren
Solectron Corporation
Chicanos En Accion
David Cortese Family
SJSU, Coll. of Educ. Faculty
Supervisor Michael Honda
San Jose Sharks Foundation
Luke Hancock Foundation
East Side Assoc. of Latino Educ.
Cal. State Employees Cr. Union
Building & Constr. Trades Council

East Side Union High School District
Pacific Bell Corporation
Sony Corporation
San Jose Mercury/News
Service Emp. Int'l. Union, CIO-AFL
Touché Manufacturing Co.
San Jose State University Foundation
N.C. of Christians and Jews
Lockheed Missiles and Space Co.
Xerox Corporation
Keeling, Northcross & Nobriga, Inc.
Abbott Laboratories
Applied Materials, Inc.
George Shirakawa, Sr. Family
AT&T Corporation
Cisco Systems Corporation
SJSU Hispanic Fac. & Staff Assoc.
Lomanaco Jewelers
Councilman Frank Fiscalini
Xochitl Mejica-n Club
Home Savings of America
Sega Foundation
Joseph George Family
Shea Homes
State Farm Foundation

MAJOR DEVELOPMENTAL GRANTS:
The U.S. Dept. of Energy (Mathematics, Science, Technology Program)
The California Commission on Extended University
The John S. and James L. Knight Foundation

AND Over 300, smaller, individual contributions.

Individuals and organizations interested in assisting in this exciting community partnership, please contact: Dr. Tony S. Carrillo, Director, the UNFINISHED JOURNEY Project, P.O. Box 3000 I, San Jose, CA 95156, (408) 926-4905. Tax-deductible contributions can be sent to: The SJSU Foundation (ID#94-601-7638), the UNFINISHED JOURNEY Project (Acct. #26-1201-5423), SJSU, One Washington Square, San Jose, CA 95192.
FOR ADDITIONAL STUDENT INFORMATION/ASSISTANCE

The following designated counselors/advisors can provide additional information/assistance to interested students:

- **Andrew Hill** (to be announced) 227-8800 (4861)
- **Foothill** Wilma Hooper 259-4464
- **Independence** Karen Mathis 729-3911 (2311) Jim McWilliam 729-3911 (2342)
- **James Lick** Ed Vierra 729-3580 (3789)
- **Mount Pleasant** Catherine Sweat 251-7820
- **Oak Grove** Pam Darin 225-9332
- **W. Overfelt** Cindy Dwyer 259-0540 (3111)
- **Piedmont Hills** Cathy Broussard 729-3950
- **Santa Teresa** Gordon Chapman 578-9100
- **Silver Creek** Delia Flores 274-1700
- **Yerba Buena** Dora Amesquita 279-1500 (2915)

The extra hours of the designated counselors/advisors have been made possible through grants from the U.S. Department of Energy and the W. & F. Hewlett Foundation.

The Director of The Unfinished Journey Project is Dr. Tony S. Carrillo (408) 926-4905. The ESUHSD Project Coordinator is Alicia Mendeke (408) 272-6501. After consulting with the appropriate school counselor/advisor, you may contact them for additional information/assistance.