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<td>Paz, Miguel</td>
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ADMINISTRATION OF JUSTICE
Kimberly A. Lewis

ANTHROPOLOGY
Connie Ducker

ART
Pamela Anderson
Mia Marie Shalhoob
Dacia Lynn Waller

BIOLOGICAL SCIENCES
Susan Carol Carter
Crissy Victoria Slaughter
Reyna Maria Talanian
Deborah Goddard Wilkes
Eric Joseph Wray

BUSINESS ADMINISTRATION
Wendy Rene Allard
Pamela Jane Brinks
Steven Anton Brem
Miwa M. Cannon
Cary Scott Christensen
Michele Stefan Cuomo
Donald Cordell Cutler
Brenda Sue Delianedis
Michael Joseph Donohoe
David Thomas Edmonson
Kathryn Greene
Travis Michael Kissinger
Shaun G. Lether
Christine Yvonne Medina
Lesley Jeanne Paarmann
Thomas Neal Palmer

COMMUNICATION
Christopher Featherstone Gorman
Allison Denise McKee

ECONOMICS
Daniel Walter Arlt
Stephen John Bellandi

ECONOMICS (Cont.)
Gary C. Fukumoto
Gricelda E. Torres
Jesus Jose Vargas-Flores
Julia Manuela Hayes
Henry Jon Krabbenschmidt
Elio Anselme Morinini
Andrea Murdock
Kent Rullman
Makiko Tsuzuki

ENGINEERING
Michael D. Bailey
Kwan Chu
Randall E. Ford
Richard Ned Mullins

ENGLISH
Natalia Costea
Christine Marie DiBerardino
David Paul Gonzales

ENVIRONMENTAL STUDIES
David Allen Schneider

GEOGRAPHY
David Myers Ryder

GRAPHIC COMMUNICATIONS
Scot Emerson Gorbet

HISTORY
Charles Thomas Burns
Susan J. Schmidhauser
Michael Martin Travis

HOTEL, RESTAURANT & CULINARY
Mark Jeffrey Armstrong
Tom V. K. Lassila
Glenn Roy Montag
Gloria Orozco Reyes
INTERNATIONAL STUDIES

Brandy Dene Card

LIBERAL STUDIES

Stephanie Ann Allen
Heather Alise Ayala
Kim L. Barrier
Craig Steven Bilderback
Tammy Elaine Billings
Neil McClelland Blanchard
Stephanie Lynn Bock
Ann Margaret Breuyspraak
Rosella D. Briley
Sabrina Marie Britschgi
Marla Jean Bube
Janet Leah Burns
Gary William Bursek
Aaron A. Bush
Chris David Calvin
Kathleen Cameron
Joseph Robert Cardelli
Matthew Michael Carpenter
Julie Francine Carroll
Michelle Dar Chase
Carole Long Clarke
Frederick Douglas Cockrell
Carol T. Cole
Romeo Calip Coleman
Amber Kim Connelley
Lani B. Cordero
Clare LaPuma Corre
David Paul Cruz
Virginia Marie Deegan
Aliçia Diaz
Leticia M. Duarte
John Eric Dunbar
Becky Lynn Earnshaw
James Doran Easterbrook
Kari Ann Eiler
Koreen Ann English
Karl B. Engquist
Virginia Anne Escamilla
Ericka Bethony Evans
Marilee Ann Gadler
Lynette Gaona
Lia Elena García
Jennifer Louise Gehring
Jason Alexander George
Renate Helene Gilkyson
Gwen Crystal Gilliland
G. Vince Giovannoni
Ivana Maria Gjurasic

LIBERAL STUDIES (Cont.)

Antonio Gomez, III
Daniel K. Gonzalez
Manuela Guerrero
Carolina Gutierrez
Jesus Dorantes Guzman
Christopher J. Hall
Carolyn Mary Halmi
Heather Ann Halsey
Aleah Red Handschuh
Rachel Maura Harvey
David Elias Hegeman
Mireille Luise Henreid
Heather Mandy Hoffacker
Jill Louise Holley
Donna Dorothy Holmes
Scott L. Hooper
Laurie Shannon Horgan
Donna Carolyn Huebner
Ray Ken Ichino
Robert F. Ivers
Wendy Victoria Jackson
Jenica Jantzen
Gary M. Jennison
Wendy Ellen Johnson
Yoshitaka Kawakami
Richard Dale Kelty
Sharon Nancy Kischkka
Kelley Anne Koelsch
Tamara Karen Kubes
Cecil Bond Kyte
John Leo Lane
Suzanne Renee Lawson
Robert Michael Lea
Sean Augustus Lemoine
Ann Michelle Levin
Karen Elizabeth Lockwood
Christian C. Lorenz
Daryl Wayne Lowe
Kimberly Ann Lynch
Melinda Adina Marshall
Robin Noreen Martin
Margaret M. McCord
Robin Anne Melnyk
Rene Mireles
Shelley E. Monahan
Christine R. Montalvo
Mary Ann Montano
Lisa Kay Morss
Kimberly Joyce Murphy
Jennifer Louise Nance
Augustine Rodrigo Nevarez
Tammy Ngoc Nguo
LIBERAL STUDIES (Cont.)

Kris T. O'Connell
Linda Dianne Oppen
Fernando Orozco
David Ospina
Anke Ostermann
Cassandra Jean Parent
Heather Elise Pearson
Sandra J. Pennington
Bertha Perez
Janet Gayle Pickett
Leslie Ann Poli
Francisco Polito, Jr.
Lance Clinton Putnam
Jeffrey Allen Reese
Virleen I. Reginatto
Jennifer Anne Reich
Michelle Marie Renaud
Raylene Marie Rios
Stephen Crane Risser
Luis A. Rodriguez
Mitchell Thomas Rowan
James L. Saad
Maria Socorro Sanchez
Nicole Mari Santiago
Stephanie Ann Sarkin
Richard W. Schultz
Sydney Elizabeth Sedillos
Paula Renee Sheffer
Vik Sidhu
Stephen Carl Simon
Stephen Michael Slater
Dedra Joan Smith
Michele Marie Stepp
Roxanna Barbara Stern
Lori Ann Stocker
Trevor James Sumter
Scott G. Tank
Troy Neil Thompson
Ward Scott Thompson
Heidi Maria Tornquist
Corey Michael Toth
Joseph Christopher Vacarro
Debra D. Valenzuela
Ricardo V. Valenzuela, Jr.
Steven Charles Vascik
John S. Velasco
Timothy Preston Ward
Philip Michael Watt
Celia Marie Webb
James Andrew Wheeler
Darlene M. Wotruba
John Paul Zanini
Lola T. Zaragoza
Rebecca Louise Zuniga

MATHMATICS

Lee A. Carlson

MARKETING TECHNOLOGY

Ted Meyer

MUSIC

David Jacob Braverman
Steven C. Jones-Brown
Nancy Ruth Russell

PHILOSOPHY

Alan D. Pence
Thomas Richard Smith

PHYSICAL EDUCATION

Troy Alan Langlo

POLITICAL SCIENCE

Rebeckah Leah Boyland
William Sasscer Dodson
Hiromi Nunokawa
Tracey R. Rangel

PSYCHOLOGY

Christy Lynne Holmes
Kaori Kojima
Martin R. Paola
Amber Diane Spiering
Craig E. West

SOCIOLGY

Andrea Michelle La Prevotte

SPANISH

Karen Elizabeth Behrndt
Constance Bridges Dobbs
Patricia Espinosa

THEATER ARTS (ACTING/DIRECTING)

Gladys Jean Busick

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Page 3 of 5
05/23/91
ASSOCIATE IN SCIENCE
JUNE 1991

ADMINISTRATION OF JUSTICE
Janet Leslie Pearce
Erin Marie Sweetman

ADMIN. ASSISTANT, LEVEL 4
Barbara Ann Anderson

BANKING AND FINANCE
Kelly Jean Hargreaves

BUSINESS ADMINISTRATION
Mary T. Woyak

BUSINESS MANAGEMENT
Stephanie Melin Haakenson
Gordon Simon Hawley

COMPUTER INFO. SYSTEMS
Kamaran Ramanan
Shanta Sarkar

COMPUTER SCIENCE
Aquila Chase
Elizabeth Evelyn Denison
Jeffrey Albert Hammel
Susan Gail Hughes

DRAFTING/CADD
Timothy David Abate
Barbara Jean Cloonan
Simon Lam
Mark Allen Mansfield
Dennis Patrick Morris
Ray Norman Rautio, Jr.
David Shawn Starkey
Donald R. Yaeger

EARLY CHILDHOOD EDUCATION
Sara B. Bautista
Kech Alexis Masuret Collins
Teresa DeVoy Cowan
Christine Ann Johnson
Irene Karpunin
Kristin Lee Lawrence

ELECTRONICS/COMPUTER TECH.
Hassan M. Ahmadian
James Frederick Everson
Rodger Daniel Johnson, Jr.
Joan C. Robertson
Ky Sam
Jason Spencer Thornell
Michael J. Tully
James Joseph Ward

ENGINEERING
Hasan Abdull Alharbi

GRAPHIC COMMUNICATIONS
Maureen Ann Armstrong

HOTEL/RESTAURANT/CULINARY
Jill Eden Bigman
Luis Manuel Ruiz

MARINE DIVING TECHNOLOGY
Glenn Joseph Barr
Monica Zea Bauer
Todd T. Booth
Kenny Sikwai Chu
James Todd Dinning
Mark Patrick Felton
Corey Richard Gutzmann
David Lindley Littrell
Kenneth Andrew Miller
Michael E. Otte
Kent L. Paulsen
Steve M. Serbanich

MARKETING TECHNOLOGY
Lisa Kaye

NURSING (ADN)
Helen Madeline Aanstooos
Sonia V. Alcott
Silvia Almanza
Sharon Allene Day
Kerri Lynn Fitzpatrick
Roberta L. Gilbert
Patricia Gonzalez
Nancy V.S. Gordon
NURSING (ADN)

Dorothy Ashu Hicks
Lynn Marie Lavayen
Renee M. Lewis
Susan J. McElroy
Sherri Hall McPhatter
Kelly Jacquelin McWaid
Therese Ann Melfi
Mary Meredith
Julie Shaw Mershon
Wendy Ann Mooklar
Mary Nell Muench
Kimberly Cochrane Noakes
Michelle Anne Renner
Elaine Whitman Robbins
John Randolph Saad
Victoria Lynn Schellman
Kimberly Louise Schiefen
Diane M. Simpkins
Jocelyn Yvette Simpson
Diane Foley Stevenson
Gina Lee Stewart
Gail Yvonne TuckerCarlisle
Melinda Louise Wellman
Socorro Lomeli Williams
Donna Alicia Yanasaki
Dorothy J. Zaida

RADIOLOGY

Rosalind Salas Avila
Emil M. Belko
Barbara Berenguer
Francine Helene Bezerra
Cassandra Dee Boelsterli
Michael David Brainerd
Frances Maria Brantingham
Blake D. Cloud
Denny Nestor Diaz
Lisa Michelle Enke
Paula Gray
Lisa Anne Hobson
Ralli Cabacungan Laguna
Grace Elizabeth Lathrop
Sabrina Marie Meng
Michelle Marie Moore
Aine M. Phelan
Jane Marie Ray
Kristin R. Reif
Luz M. Rocha
Brian William Salmon
Pamela Rose Scarfo
Shar Sharafieh
Karen Johanna Sherman

RADIOGRAPHY (Cont.)

Oscar R. Shi
Tracy Taylor
Holly Lynne Voll-Jenkins
Kelli Jeanne Whitscarver

RECREATIONAL DIVING

Richard Joseph Becker

SUPERVISION AND MANAGEMENT

Pablo E. Maldonado
Kathy Ann Van Slyke
APPLICATION FOR FEDERAL ASSISTANCE

1. TYPE OF SUBMISSION:  
   □ Construction  □ Non-Construction
   □ Application  □ Non-Construction

2. DATE SUBMITTED: 5/3/91

3. DATE RECEIVED BY STATE
   State Application Identifier

4. DATE RECEIVED BY FEDERAL AGENCY
   Federal Identifier 1956000940 A2

5. APPLICANT INFORMATION

   Legal Name: KEITH C. MC LEYLAN, M.A.
   Address: 721 Cliff Drive  
   Santa Barbara, CA 93109  
   Santa Barbara County

   Organizational Unit: SANTA BARBARA CITY COLLEGE
   Name and telephone number of the person to be contacted:  
   Magdalena Torres  
   (805) 965-0581 ext. 203

6. EMPLOYER IDENTIFICATION NUMBER (EIN)
   1 9 5 6 0 0 0 9 4 0 A 2

7. TYPE OF APPLICATION:
   □ New  □ Continuation  □ Revision
   □ A: Increase Award  □ B: Decrease Award  □ C: Increase Duration  
   □ D: Decrease Duration  □ Other (specify)

8. CATALOG OF FEDERAL DOMESTIC ASSISTANCE, NUMBER:
   Closing date 05/10/91
   Title: VETERANS EDUCATION OUTREACH PROGRAM

9. AREAS AFFICTED BY PROJECT (cities, counties, states, etc.)

10. PROPOSED PROJECT

    Start Date 7/1/91  Ending Date 6/30/93

11. CONGRESSIONAL DISTRICTS OF

12. ESTIMATED FUNDING

   a. Federal
   b. Applicant
   c. State
   d. Local
   e. Other
   f. Program Income
   g. TOTAL

   NOT APPLICABLE

13. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?
   □ YES  □ NO
   □ Program is not covered by E.O. 12372
   □ OR Program has not been selected by state for review

14. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
   □ Yes  □ No  □ Yes, attach an explanation

15. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DUTY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED

   a. Typed Name of Authorized Representative
      PETER R. Mac DOUGALL
   b. Title
      PRESIDENT
   c. Telephone number
      (805) 965-0581
   d. Signature of Authorized Representative

Previous Editions Not Usable

Authorized for Local Reproduction Item 3.2  Page 1 of 5  05/23/91

Authorized: 5/6/91
PART II. NARRATIVE

Include a brief explanation on this page of how the applicant proposes to expend funds received under the Veterans Education Outreach Program. (See the regulations, Section 629.5 for supportable activities, Section 629.30 for allowable costs, Section 629.31 for matching requirements, and Section 629.10 for application requirements and assurances.)

If you are requesting a waiver, as described in Section 629.30 (b)(1) and (2), describe what conditions exist at your institution that would assist the Secretary in making his decision and attach the waiver to this form.

REMARKS:
The VEOl award monies will be used to supplement the Veteran's Affairs Program at Santa Barbara City College. At present the office coordinates outreach and recruitment, plus provides records management, VEOl liaison, student orientation, assessment test interpretation, academic, career and personal counseling, and course progress tracking for over 500 veterans. The activities of the Veteran's Affairs Program, in cooperation with other student support services, also includes daily correspondence, records audits, job search support, academic progress follow-up, tutoring, and transfer support services. The office is staffed with a coordinator/clerk, student assistant and counselor under the supervision of the Dean of Student Development.

With VEOl monies, the office will be able to provide newsletters, workshops, seminars and counseling services that meet the needs of the area's eligible veterans. These activities, coupled with an improved computer-based degree progress system which should result in increased veteran awareness and utilization of support services and improved student success rates, particularly for disadvantaged and disabled veterans.

There are many veterans in the college's tri-county area that can profit from these VEOl funds and Santa Barbara City College, with continued VEOl support, is committed to providing quality services to eligible veterans enrolled and those considering enrolling.
PART III
VETERANS EDUCATION OUTREACH PROGRAM

VETERAN, ENROLLMENT, AND INSTITUTIONAL DATA

1. Head count of eligible undergraduate veteran students:

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<tr>
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<td>63</td>
<td>6</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>C</td>
<td>255</td>
<td>92</td>
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Note: A veteran can only be counted once.

2. Enter the total undergraduate eligible veteran students enrolled (head count):

(a) As of April 16, 1991 (current year)------------------ 603
(This number should equal the totals of Rows A, B, and C.)

(b) As of April 16, 1990 (previous year)------------------ 599

3. Enter the total number of undergraduate students enrolled at the applicant institution (head count) as of April 16, 1991 (current year)------------------ 11743

4. Enter the average for the last three academic years of the total instructional expenditures or of the per student instructional expenditures------------------ 1788

5. Enter the total planned instructional expenditures or the per student instructional expenditures for the next academic year------------------ 2020
(Must use comparable data for Items 4 and 5.)

6. Indicate by checking below, the years the applicant institution was funded under the former Veterans Cost-of-Instruction Program.

1982   X   1983   X   1984   X
1985   X   1986   X

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INSTRUCTIONS IF APPLYING AS A CONSORTIUM

Institutions seeking assistance through a consortium agreement must complete the individual application and, in addition, submit a joint narrative statement which is to be attached to each of the submitted copies of the application.

The statement is to be prepared in the following format:

Section A. JUSTIFICATION -- Briefly explain why the institution cannot feasibly provide the veterans' services required by the Law and the Regulations on an individual basis, and indicate the facts upon which it may be concluded that the institutions are located within a reasonable commuting distance of each other.

Section B. JOINT FUNCTIONS -- Briefly specify the role of each institution and any other parties with respect to the veterans' services required by the Law and the Regulations, indicating how much services will be readily accessible to veterans attending, and to veterans in the community served by each of the institutions.

Section C. DESIGNATION OF AGENTS -- Include a statement indicating that the consortium representative shall be the agent of each of the institutions with respect to funds administered by the consortium pursuant to this application.

CERTIFICATION -- The chief administrative officer of each institution which is party to the consortium must sign.

INFORMATION REGARDING THE BUDGET WORKSHEET

The Budget Worksheet form is to be completed and submitted within 90 days of receipt of the notice of the award (see the Regulations, Section 629.32). The Office of Veterans Affairs (OVA) Coordinator and telephone number (Item 2) are essential to update VEOP mailing address files. In completing the Budget Worksheet, refer to the following sections in the VEOP Regulations found in this application package:

629.5 What activities may a grantee support with VEOP funds?
629.30 How must a grantee use its award?
629.31 What are the matching requirements?

Two signed copies of the proposed budget will then be sent to:

Veterans Education Outreach Program
Division of Higher Education Incentive Programs
ROB-3, Room 3022
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5339
INSTRUCTIONS FOR COMPLETING PART III

VETERAN, ENROLLMENT, and INSTITUTIONAL DATA

The Part III form must be completed to provide necessary data to
determine eligibility and help determine the payment to which an
institution is entitled. (See the regulations, Section 629.20, on
how the Secretary calculates the amount of the award, and Section
629.2, on who is eligible.)

By head count, give the number of full-time, three-fourths time,
one-half time, and one-quarter time eligible undergraduate
veteran students for each of the three categories listed below
that were enrolled as of April 16, 1991. A veteran can only be
counted once.

A. In Row A, show the head count of eligible veteran students
currently receiving vocational rehabilitation under Chapter 31 of
Title 38, U.S.C., or is currently a veteran receiving educational
assistance under Chapter 34 of Title 38. A veteran counted in Row
A cannot be counted in Rows B or C.

B. In Row B, show the number of undergraduate veteran students
currently enrolled who have been recipients of educational
assistance under Subchapter V of Chapter 34 of Title 38
(assistance to the educationally disadvantaged), or who has a
service connected disability as defined in section 101 (16) of
Title 38, or is disabled.

C. In Row C, show the number of currently enrolled eligible
undergraduate veteran students, other than those listed for Rows
A and B, who received an honorable discharge from military
service. It includes any veteran with an honorable discharge
regardless of his or her eligibility for G.I. benefits or the
length of time that has elapsed since discharge.

(The VEOEP law does not permit counting non-veterans, such as
dependents of veterans or those currently in the military
services or in the reserves unless they have been honorably
discharged from the military services.)
REVISION 3/15/91
For Your Information & Guidance.

The SBCC Standard
Of Student Conduct

ALL SANTA BARBARA City College students are encouraged to familiarize themselves with, as well as conform to, college rules and regulations governing personal conduct on all campuses of the institution.

VIOLATIONS of such rules and regulations, for which students are subject to disciplinary action include, but are not limited to, the following...

1. Dishonesty, including, but not limited to, cheating, plagiarism, or knowingly furnishing false information to Santa Barbara City College

2. Forgery, alteration, or misuse of college documents, records, or identification

3. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other college activities, including, but not limited to, its community service functions, or of other authorized activities on or off college premises

4. Physical abuse of any person on district-owned or controlled property or at college-sponsored or supervised functions or conduct which threatens or endangers the health or safety of any such person

5. Theft of, or damage to, property of the college or a member of the college community or campus visitor

6. Unauthorized entry to, or use of, college supplies, equipment and/or facilities

7. Violation of college regulations concerning student organizations, the use of college facilities, gambling and hazing, or the time, place and manner of public expression

8. The use, sale, or possession on campus of, or presence on campus under the influence of, narcotics, other hallucinogenic drugs or substances, or any poison classified as such by Schedule D in Section 4160 of the Business and Professions Code

9. Disorderly, disruptive, lewd, indecent, or obscenity conduct or expression on college-owned or controlled property or at college-sponsored or supervised functions

10. Failure to comply with directions of college officials acting in the performance of their duties; or failure to identify oneself for just cause when requested to do so by
college officials acting in the performance of their duties

11. Possession or use of alcoholic beverages on district-owned or controlled property, or at college-sponsored events, or appearances on campus or at college-sponsored events while under the influence of alcohol

12. Possession or use of unauthorized firearms or other dangerous weapons on district-owned or controlled property

13. Continued willful and disruptive behavior, habitual profanity or vulgarity, or open and persistent defiance of the authority of, or persistent abuse of, college personnel

14. Assault or battery upon a student, upon college premises or while under the authority of college personnel, or continued abuse of college personnel, assault or battery upon college personnel, or any threat of force or violence directed toward college personnel

15. Willful misconduct which results in injury or death to a student or college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the district

16. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the governing board

17. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct

18. Sexual assault, acquaintance/date rape; sexual activity without mutual and expressed consent

19. Discriminatory harassment in the exercise of First Amendment Rights on the basis of color, handicap, sexual orientation, national and ethnic origin, directed to a member or members of the campus community with the intention to insult or stigmatize through the use of violence, the threat of violence, or personal vilification

20. Persistent disruptions including inordinate demands for time and attention in the classroom, administrative or campus activity
POLICIES CONCERNING
STUDENT RIGHTS and RESPONSIBILITIES
at SANTA BARBARA CITY COLLEGE

The Santa Barbara Community College District exists in order to foster knowledge, the pursuit of truth, the development of students, and the general well-being of society.

This can only be achieved in an environment where there are appropriate educational opportunities and academic freedom including the freedom to teach and the freedom to learn in an environment where students are encouraged to develop their critical judgment and to engage in a sustained and free search for truth.

To achieve the environment and conditions essential to the pursuit of these goals, the following policy regarding student rights and responsibilities has been developed.

STUDENT RIGHTS

General

I. Students shall have the right of protection against prejudiced or capricious academic evaluation. Students have the right to impartial, objective evaluation of their academic performance and to receive in writing, at the beginning of each course, information outlining the method of evaluating student progress toward, and achievement of, course goals and objectives, including the method by which the final grade is determined.

II. Students shall be assured that all college programs and activities are available to all persons without regard to ethnic group identification, sexual orientation, religion, age, gender, color or physical or mental disability. The Santa Barbara Community College District subscribes to the principles and implementation of Equal Opportunity and Affirmative Action and to the provision of Assembly Bill 803. (Further information may be obtained from the district’s Affirmative Action Officer, Vice President of Human Resources.

III. Students shall be free from acts or threats of intimidation, harassment, mockery, insult or physical aggression. The Santa Barbara City College expressly prohibits sexual harassment by all faculty, staff and students. The college is committed to creating and maintaining an educational environment which is free of objectionable and disrespectful conduct, and communication of a sexual nature that interferes with an individual’s work or classroom performance or creates an intimidating, hostile or offensive working or learning environment.

IV. Students shall have the right to free assembly and to exercise free expression. This includes the right to hear and to present speakers on any subject. The right to free assembly is
subject only to regulations that ensure the regular functioning of the college; these regulations shall include reasonable provisions for the time, place and manner of conducting these activities. The exercise of free expression includes, but is not limited to, the use of bulletin boards and the distribution of buttons, badges and other insignia. The right of free expression does not include discriminatory harassment, speech or other expressions which insult or stigmatize individuals or groups on the basis of gender, race, color, disability, religion, sexual orientation or national and ethnic origin.

V. Students shall have the right to form an organization around any particular interest and to join student organizations, subject to published district policy.

VI. Students shall have the right to be informed on all campus matters that can be shown to be directly relevant to them and to have a voice in decision making that affects their academic future. Students are to have an active role in campus governance by having student members on all faculty and administrative committees as well as groups which deal with matters related to student concerns (with the exception of staff appointment, termination and tenure or confidentiality where other students are concerned). In case of conflict, the determination of what campus matters are relevant to students will be determined by a campus-designated student/faculty/administrative committee.

VII. Students have the right to have student publications which are free from censorship and advance copy approval, except as provided by published district regulations which adhere to the guidelines for responsible journalism.

Academic Records

I. Students shall have the right to have their academic records treated in a confidential and responsible manner as required by the Family Educational Rights and Privacy Act of 1974 and outlined in SBCC District policy which stipulates that any release of student educational records be made with the students' written consent except where specified.

II. Students have a right to inspect and review the content of their educational records and to request copies of these records.

Matriculation

I. Each student has the right to develop an individual written student education plan with a counselor, within 90 days after a specific, individual educational goal has been declared.

II. Students have the right to have their educational plan reviewed as needed by a counselor/academic advisor to ensure that it continues to accurately reflect the needs and goals of the student.
Financial Aid

I. Students have the right as an applicant for/or recipient of financial aid to information about procedures, deadlines, refund policies, eligibility requirements and the appeal process.

II. Students have the right to have their financial aid file treated confidentially.

Grievance

I. Students have the right to be free from the imposition of disciplinary sanctions without proper regard for due process.

II. Students have a right to file a grievance, in the event of an alleged breach of their rights, as outlined in the student grievance policy.

III. Students have a right to be informed in writing of the issues and charges, and be given the opportunity to refute the charges, in any conflict relating to student discipline.

STUDENT RESPONSIBILITIES

General

It is the responsibility of each student at Santa Barbara City College to be a responsible member of the college community by:

I. obeying the laws of the college community

II. reading and complying with the published rules and regulations of the college, as outlined in the catalog, schedule and other official printed material

College Records

It is the responsibility of each student to:

I. inform the office of admissions and records of changes in personal data

II. withdraw officially from the college or drop classes when he or she stops attending, and to observe established deadlines

III. submit legal, not fraudulent, documents

IV. repay any money, received or owed as a result of the submission of fraudulent documentation or any other reason

Matriculation

It is the responsibility of the matriculated student to:
I. identify a broad educational intent upon admission, and a specific educational goal after completing 15 semester units of degree applicable coursework

II. cooperate with the college in the development of an Individual Educational Plan within the prescribed time period and to abide by the terms of that plan

Financial Aid

It is the responsibility of an applicant for/and recipient of financial aid to:

I. provide complete and accurate information regarding financial aid enrollment status, and any changes which may occur knowing that he/she is responsible for any consequences which may result from misreporting information

II. understand the college’s refund policy

III. understand the college’s academic standards policy

IV. repay all student loans and notify the lender of any changes in name, address or enrollment status of the student

V. perform the work that is agreed upon acceptance of a college work study (CWS) award

VI. submit verifiable legal documents
POLICIES CONCERNING
STUDENT PARTICIPATION IN COLLEGE GOVERNANCE
AT
SANTA BARBARA CITY COLLEGE

In meeting the new minimum standards outlined by the Board of
Governors of the California Community Colleges to ensure that
registered students in good standing at Santa Barbara City
College have

(1) the right to participate effectively in district and college
governance

(2) the opportunity to express their opinions concerning
appropriate aspects of campus governance and

(3) the assurance that their opinions are given every reasonable
consideration.

The following recommendations made by the State Legislature in
Assembly Bill 1725 (Chapter 973, Statues of 1988) enacting a new
structure for community college governance and strengthening the
role of students in governance, have been implemented at Santa
Barbara City College.

Enhancing Access to Governance Mechanisms

I. To foster student participation in local governance, students
at Santa Barbara City College have been accorded membership on
district and college governance committees, task forces and
similar groups which are appropriate and deemed to have or will
have a significant effect on students. While the extent of
student membership is determined by each committee or group, it
should ensure the opportunity for students to influence the
deliberative process and to participate effectively in the
development of district and college policies and procedures in
appropriate areas of concern. These committees and groups are
those which deal with or are named:

  Student Grievance
  Faculty/Student Grievance
  Due Process (Academic Discipline) Advisory Committee
  Curriculum Advisory Committee
  College Planning Council
  Matriculation Committee
  Student Services Advisory Committee
  Scholastic Standards Committee
  Representative Council
  College Board of Trustees
  College Board of Trustees Subcommittees: Educational and
  Facilities
  EOPS and Financial Advisory Committee
  Affirmative Action Committee
  Recruitment and Outreach Committee
Honors Program Advisory Committee
Co-Curricular Resources Committee
Facilities Committee
Safety, Security and Health Services Committee

II. As a means of fostering student participation and communication, the Board of Trustees shall not take action on a matter having a significant effect on students, with the exception of items eligible to be handled in executive session, until it has provided students with an opportunity to participate in the formulation of those matters in accordance with the provisions of this policy except in unforeseeable, emergency situations. The designated student member of the Santa Barbara City College Board of Trustees has the right to have his or her advisory opinion on motions before the Board of Trustees reflected in the minutes.

III. To provide opportunity to influence the deliberative process and encourage improved policies and recommendations, student members of the various Santa Barbara City College district and college governance bodies (excluding the Board of Trustees and the College Representative Council) have the right to vote and to make and second motions.

IV. In order to maximize the opportunity for student participation in governance through reasonable accommodation of time and resources, every effort is made in the various Santa Barbara City College governance bodies and groups on which students are represented to facilitate student attendance by giving equal consideration to the prior commitments of students in scheduling meetings as to other members of the committee and giving student governance body members ready access to resources (i.e., use of telephones and office equipment, printing and distribution of pertinent materials) on the Santa Barbara campus which are needed to carry out committee responsibilities.

Improving Accountability

I. Santa Barbara City College has formally recognized the Associated Student Body as the official body representing the college's enrolled student population to make recommendations to the administration of the college and the Board of Trustees.

II. Student representatives serving on Santa Barbara City College governance bodies and committees are selected and appointed by the Associated Student Body (as provided by Education Code, Section 76060) and are fully accountable to that body. Student representatives are selected either by election in an official student election of the Santa Barbara City College student body at large or are appointed by the student senate.

Student equity and diversity in the membership of the various college governance committees is a significant factor in student appointments and nominations. Every effort will be made to achieve equality and diversity in the college governance committees on which students serve.
III. In order to maintain the scholastic standards of Santa Barbara City College, student representatives serving on district and college governance committees must, prior to and during their term of office, keep a minimum 2.0 grade point average and be enrolled in a minimum of 9 units of college credit.

IV. Student Senate members and Executive Board Officers are required to enroll in the college’s Student Leadership Development course, Personal Development 30A and B, which offers ongoing practical training and discussion regarding committee activities, responsibilities and expectations. The course is instructed by the college’s Coordinator of Student Activities, who also is the Faculty Advisor to the Student Senate.

Improving the Quality and Effectiveness of Representation

In order to support student responsibility for involvement in student governance, the Santa Barbara City College District has instituted several specific actions.

I. Pertinent documents and materials related to the understanding of the background and activities of each committee upon which student representatives serve, are made available to the student representatives in a timely manner to be useful to them. These resources include background materials such as copies of past minutes, meeting agendas and other similar committee documents.

II. In order to strengthen student knowledge and understanding of college governance issues (and thereby fostering greater self confidence in student representative’s roles and enhance their credibility), Santa Barbara City College provides ongoing training and orientation as well as consultative services in student governance for those students appointed to serve on committees as well as for those students interested in student governance. This course, Student Leadership Development, covers basic leadership skills and practical experience in program planning, organization, implementation and evaluation. The course consists of lab and lecture on such concepts as introductory parliamentary law and procedures; leadership development and techniques; communication and college committee participation and budget development and analysis.

VI. Material support is given by the college to student governance activities by the provision, among other things, of office and meeting space. Located in a central area on campus in the Santa Barbara Community College Campus Center, the offices and meeting rooms designated for students to gather informally and formally and for organized student programs will facilitate student representatives in their expected tasks.

Special Note:

Nothing in this policy shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards.
The Santa Barbara City College Children's Center received accreditation by the National Association for the Education of Young Children in May 1990. This was the first time the Center had sought and received accreditation by this Association, which serves as a measure of quality for any program involved in the education of young children. In preparation for the accreditation visit, Children's Center staff spent the 1989-90 school year preparing a self-study report. The self-study report was prepared based on classroom observations and questionnaires completed by staff, parents and administrators covering the 10 program components listed below.

The program was determined to be in compliance with the accreditation criteria in all areas except staffing.

Program Components

1. Interactions Among Staff and Children
2. Curriculum
3. Staff-Parent Interaction
4. Staff Qualifications and Development
5. Administration
6. Staffing
7. Physical Environment
8. Health and Safety
9. Nutrition and Food Service
10. Evaluation

DS:nnm
5/20/91
3400 REMEDIAL COURSE LIMITS

3400  No student shall receive more than 30 semester units of credit for remedial course work. This policy will take effect September 1, 1991.

3400.1 Exemptions to this policy include (1) English as a Second Language (ESL) courses and (2) Students identified by the district as having a verified learning disability.

3400.2 Remedial courses at SBCC are Basic Math, Math for Industry, Pre-Algebra, Basic Skills - Reading, Basic Skills - Writing, Effective Reading Techniques, and Effective Writing Techniques.

3401  Students who have completed 30 remedial units and wish to continue enrollment in the credit program shall be referred to a Progress Committee.

3401.1 The members of the Progress committee shall include an instructor from Essential Skills or Basic Mathematics/Pre-Algebra, a specialist from Disabled Students Programs and Services, a counselor, and a representative from any special program in which the student is enrolled (e.g. EOPS). The Assistant Dean of Admissions will convene the Progress Committee and serve as a non-voting member.

3401.2 The Progress Committee will determine whether the student has shown significant measurable progress toward the development of skills appropriate to his or her enrollment in college-level courses.

3401.3 The Progress Committee will decide whether to waive the 30-unit limit and let the student continue in a limited number of units in the credit program until the end of the next academic year or to refer the student to the Adult Education basic skills program. The decision will be based on one or more of the following factors:

(1) Reading test scores and evaluation by instructor
(2) Writing evaluation from two writing instructors
(3) Math progress in Basic Mathematics/Pre-Algebra modules and evaluation by instructor

3401.4 The recommendation of the committee will be sent in writing to the admissions office, where the computer record will be updated with a "W" for waiver or "R" for referred. The student will be notified in writing of the decision.

3402  A student who does not attain full eligibility status for college-level work within the 30-unit limit, unless provided with a waiver, shall be referred to Adult Education non-credit basic skills courses. One of the faculty members of the Progress Committee and the Dean of Continuing Education or designee will meet with the student to assure the student of an appropriate referral.
3403 A student may request reinstatement into the credit program.

3403.1 Requests for reinstatement may follow demonstration of skills levels which will reasonably assure success in college-level courses, including Preparatory College Composition, Improvement of College Reading Skills and Elementary Algebra.

3403.2 Requests for reinstatement will be made to the Assistant Dean of Admissions of the credit program.

REMPOLCY
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<th>Amount</th>
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<td><strong>Summer, 1991 (Cuernavaca):</strong></td>
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<td>Georgia Duran</td>
<td>&quot;Spanish Program: Cuernavaca&quot;</td>
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<td>Keith Level</td>
<td>&quot;Spanish Program: Cuernavaca&quot;</td>
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<tr>
<td>Greg Cain</td>
<td>&quot;Physics 22 Study Guides&quot;</td>
<td>$1,129.95</td>
</tr>
<tr>
<td>Georgia Duran/Janice Peterson</td>
<td>&quot;Development &amp; Improvement of Plus-One Hour for Comm. 23&quot;</td>
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<td>Sylvie Rebel</td>
<td>&quot;Development of French 1 Video Materials&quot;</td>
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<td>Bunny Jennings/Diane Handloser</td>
<td>&quot;Revision of Art 103/104 Study Materials&quot;</td>
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<td>Brooks Larson</td>
<td>&quot;Course Development for Biomedical Electronics&quot;</td>
<td>$1,624.16</td>
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<td>(Stipulation of curricula approval)</td>
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FEC Funds Available: $12,000.00  Funds Recommended: $11,869.31
Summer, 1991 (Cuernavaca):

NAME: Georgia Duran

DEPT: Communication

TITLE: "Spanish Program, Cuernavaca"

ABSTRACT: One member of the Communication Department will participate in the Spanish Language Program sponsored by SBCC in Cuernavaca, Mexico in order to learn Spanish as a Second Language. This faculty member teaches a course in intercultural communication as well as an oral communication skills course for students learning English as a second language. Participation in this program will allow the instructor to gain first-hand experience in intercultural communication, as well as learn how another program teaches second language skills. A paper will be written on the development of oral communication skill acquisition and submitted for publication in the "Faculty Voice." A bibliography of resource materials will be developed. This, as well as resource material gathered, will be housed in the library as well as the communication laboratory. After participating in this program, two communication skills assignments and evaluations will be developed for the Communication 100 course (Oral Communication for ESL students).

END RESULT: At the end of the project an article will be written for the "Faculty Voice." Two new assignments for the Communication 100 class will be written as well as written evaluation sheets for these assignments. A bibliography of materials will be developed on oral communication acquisition of second language skills.

REQUESTED FUNDING:
- Duplicating: $50.00
- Tuition & Program Cost: $1,165.00
- Travel Costs: $400.00
- Total Requested: $1,615.00

RECOMMENDED FUNDING: Stipend covering 2/3 of cost ($1,000.00) $1,000.00
Summer/Fall, 1991 Faculty Enrichment Grant Application Abstracts - #2

Summer, 1991 (Cuernavaca):

NAME: Keith Level
DEPT: Physics/Engineering
TITLE: "Spanish Program, Cuernavaca"
ABSTRACT: I hope to attend the Summer Language Program in Cuernavaca, Mexico.
END RESULT: Improved communication skills in speaking and writing Spanish.

REQUESTED FUNDING: Stipend covering 1/3 of cost ($500.00) $ 500.00
Total Requested: 500.00

RECOMMENDED FUNDING: Stipend covering 1/3 of cost ($500.00) $ 500.00

*******************************************************************************
NAME: Greg Cain
DEPT: Physics/Engineering
TITLE: "Physics 22 Study Guides"

ABSTRACT: I am proposing to develop a series of study guides to be used in Physics 22. Study guides will be developed for each of the 15 chapters covered in Physics 22. The study guides will outline the key concepts presented in the chapter, will group the material into several organizing categories, will provide worked sample problems in each category, and will provide additional practice problems for the student. The study guides are based on a model developed as part of the Physics "Excellence in Mathematics, Science, and Engineering" (EMSE) program.

END RESULT: Upon completion of this project, study guides will be available for use in Physics 22.

REQUESTED FUNDING: 3 hours/week @ $25/hour X 15 weeks $1,125.00
Total Requested: $1,125.00

RECOMMENDED FUNDING: Fund Cain @ hrly. lab rate of $25.11 X 3 hours
per week X 15 weeks for Summer, 1991 $1,129.95
Total Recommended Funding: $1,129.95
NAME: Georgia Duran/Janice Peterson/Catherine Weissenberg

DEPT: Communication

TITLE: "Development & Improvement of Plus-One Hour for Communication 23"

END RESULT: At the end of the project current tapes which have worn, will be replaced, two new tapes will have been produced, and the plus-one hour workbook will be revised.

REQUESTED FUNDING:

3 TLUs @ $700 each/instructor ($2,100/instructor)  
X 3 instructors  
$ 6,300.00

Materials/Supplies (including videotapes)  
250.00

Supplies (sample videotapes)  
675.00

Duplicating  
125.00

Total Requested:  
$ 7,350.00

RECOMMENDED FUNDING:

Fund Duran @ hrly. lab rate of $22.60 X 54 hours  
(equivalent of 1 TLU)  
$ 1,220.40

Fund Peterson @ hrly. lab rate of $25.11 X 54 hours  
(equivalent of 1 TLU)  
1,355.94

Delete Weissenberg per dept. chair okay

Materials/Supplies (including videotapes)  
250.00

Delete sample videotapes  

Duplicating  
100.00

Total Recommended Funding:  
$ 2,951.34
NAME: Sylvie Rebel

DEPT: European & Asian Languages

TITLE: "Development of French 1 Video Materials"

ABSTRACT: With the implementation of the new language laboratory scheduled to be operative in Fall, 1991, it is essential that we preview and evaluate the existing instructional software in order to incorporate it into our French 1 levels, in a first stage, and extend it to the intermediate and more advanced levels in a second stage. Therefore, I would to apply for a grant of 3 TLUs for the Summer. This grant would enable me to preview and assess the existing software. Moreover, I would like for this grant to be extended into 3 weekly hours in Fall, 1991 since I will be implementing this new methodology into my two elementary French 1 classes. Lastly, I would also need funding for the videodisks I will be previewing.

END RESULT: Such a project would dramatically increase our interactive teaching approach and we would, thereby, more closely adhere to the goal of language proficiency propounded by ACTFL (The American Council for the Teaching of Foreign Languages).

REQUESTED FUNDING:
3 TLUs @ $700 each X 1 instructor (Summer) $2,100.00
3 hours/week X$25/hr. X 17.5 wks (Fall) 1,313.00
Supplies (Videos) 500.00
Supplies 2,000.00
Total Requested: $5,913.00

RECOMMENDED FUNDING:
Fund Rebel @ hrly. lab rate of $25.11 X 54 hours for Summer, 1991 (equivalent of 1 TLU) $1,355.94
Delete Fall funding
Supplies (Videos) 500.00
Supplies (Manufactured Videotapes) (cut by 1/2) 1,000.00
Total Recommended Funding: $2,855.94

*****************************************************************************
NAME: Charlotte Jennings/Diane Handloser

DEPT: Art

TITLE: "Revision of Art 103/104 Study Modules"

ABSTRACT: This project is to revise the Art 103 and Art 104 study modules, primarily the written study questions, with changes in a portion of the study slides. The study module revisions are necessitated by the revision of the two course texts. The new texts will be adopted beginning in Fall, 1991.

END RESULT: Up-to-date modules will be available in the LAC for the 400-plus students who take these courses each year, and who are required to spend an additional 18 hours in the LAC.

REQUESTED FUNDING:
- 54 hours X $26/hour for Jennings (Summer)  
  $1,404.00
- 18 hours X $26/hour for Handloser (Fall)  
  $468.00

Total Requested: $1,872.00

RECOMMENDED FUNDING:
- Fund Jennings @ hrly. lab rate of $25.11 X  
  54 hours for Summer, 1991  
  $1,355.94

- Fund Handloser @ hrly. lab rate of $25.11 X  
  18 hours for Fall, 1991  
  $451.98

Total Recommended Funding: $1,807.92

***************************************************************************
NAME: Brooks Larson
DEPT: Electronics/Computer Technology
TITLE: "Course Development for Biomedical Electronics"
ABSTRACT: The field of Biomedical Electronics represents a specialized yet vital area of the overall field of Electronics. Biomedical Electronic technicians (BMETs) are employed by virtually all major hospitals and medical equipment manufacturers to properly maintain, repair, and calibrate critical life support equipment. The purpose of the following grant application is to request funding to properly develop courses in basic and advanced Biomedical Electronics for SBCC which will prepare the student for future employment in this vital area.
END RESULT: The end result of proposed project will be the following:
1. Development of curriculum and course outlines for courses in basic and advanced Biomedical Electronics.
2. Secure an agreement with private industry to provide for the loan or donation of equipment to be used as teaching aids during lab sessions.
REQUESTED FUNDING:
3 hours/week X $23/hour X 17.5 weeks $1,208.00
Supplies 250.00
Duplicating 100.00
Brochures 1,000.00
Total Requested: $2,558.00

RECOMMENDED FUNDING:
With stipulation of affirmative institutional curricula endorsement prior to issuance of funding for Fall, 1991:
Fund Larson @ corrected hrly. lab rate of $24.27
@ 3 hours/week X 17.5 weeks for Fall, 1991 $1,274.16
Supplies 250.00
Duplicating 100.00
Delete brochures
Total Recommended Funding: $1,624.16

Total of Recommended Funding: $11,869.31

FEC:SF91APPS (3/19/91) (3/27/91) (4/1/91) (4/12/91) (4/16/91)
(5/3/91) /A:5391APP

Item 4.4
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05/23/91
ESTIMATED SALARIES

DIRECTOR - L. BLACKBURN  
80 hrs. @ $14.10 + Benefits $1128.00

HEAD TEACHER - HELEN COOPER  
180 hrs. @ $9.50 + Benefits $1710.00

Total: $2838.00

TEACHER ASSISTANTS: 3

180 hrs @ $7.25 $1305.00
180 hrs @ $6.30 $1248.00
180 hrs @ $6.30 $1248.00

Total: $3915.00

FOOD COSTS

SBCC CAFETERIA  
20 CHILDREN FOR 29 DAYS AT .75 $435.00

TOTAL ESTIMATED EXPENSES

$7188.00

INCOME ESTIMATES

$60.00 PER WEEK PER CHILD X 6 WEEKS = $360.00

24 CHILDREN X $360.00 $8640.00

Item 4.5
05/23/91
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And those Purchase Orders meeting definition of routine orders (per Board policy) numbers 912774 to 912878.
Proposal Abstract

The State and Nation are in an increasing educational crisis. It has been evident for many years, but the results are now clearly hurting the economy, the competitiveness of the workforce, and the prosperity possible for largely undereducated groups of the population. The Community College System is crucial to the education of those preparing for the new job market and as the launching point for those attempting to transfer to four year colleges and universities. These two functions perform a critical service to the State and its citizenry. Too few students, however, transfer from community colleges to four year schools. Even more troubling is that proportionally still fewer African American, Latino, Chicano, Filipino and Native American students make that move, leaving these new majority citizens with far fewer educational and employment options than their white counterparts. The need is for a skilled, diverse workforce and educated populace. Employment and success depend more and more on analytical, information processing, and computer skills.

Computer-based instruction has proven itself more effective than conventional methods in helping most students, particularly students whose scores on standard assessment tests place them in basic and essential skills courses, to improve their writing, critical reading and thinking skills (See CUNY three year study, The National Project on Computers and College Writing). To take advantage of interactive, self-paced, computer-assisted instructional materials and techniques requires that the faculty first be trained on the equipment and then be assisted in their efforts to develop courseware to help students make the academic progress they desire. The campus has already made a considerable investment in computer equipment, set aside space and resources to support it, hired faculty expert in its use and appointed a Director for Educational Technologies and Microcomputer Services. They are now ready to school a core of teachers in Computer Assisted Instruction (CAI). This proposal addresses these needs directly.

We are seeking FII support for an intensive faculty training and courseware development project costing $43,800. This grant will directly benefit underrepresented students in their efforts to transfer and to improve their marketable language skills. We are proposing a series of related training and development projects directed toward increasing computer literacy among faculty and students. The project will result in the CAI training of faculty in ESL, Communications, Disabled Student Services, Essential Skills, and English, and will produce stand-alone, computer-based course materials designed for use by participants in their Fall classes. It will set in place a training mechanism for faculty and students, construct a broad base for computer-supported instruction, and produce the computer-based course materials to sustain it.

This proposal meets four of the five conditions laid out by the legislature (Appendix A), any one of which would qualify it for consideration as an FII grant request. This project proposes the creation of alternative instructional programs, offers ways to help students improve their problem solving abilities, and places greater responsibility with them in defining their individual learning objectives. It provides an institutional package designed to retrain teachers so that they can better meet the academic needs of nontraditional students. The project offers the most direct and practical way to begin to move a committed but as yet unpracticed faculty toward an interactive, individualized, computer-supported base of instruction in writing, critical reading and thinking, so that they can better provide underrepresented students the skills and intellectual, academic development necessary for their successful transfer.

In short, to assure our students a competitive edge, first we must make educational computer technology available to teachers and train them to use it.
Fund for Instructional Improvement Projects (FII)

**REVISED BUDGET**

**GRANTEE:** Santa Barbara City College, Santa Barbara Community College District

When entering dollar amounts, round off to nearest dollar.

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Provide breakdown of all planned FII expenditures by categories on a separate page.

Item 5.1-c (1)

Page 2 of 2

05/23/91
APPENDIX E-2
PROPOSAL ABSTRACT SHEET

A growing number of college students find themselves unprepared to meet the standards expected of them in their writing classes. Some students lack one or more of the fundamental writing skills such as writing complete sentences, using modifiers appropriately, using correct verb tenses, using the right pronouns, effectively connecting phrases and clauses, paragraphing, and using proper punctuation. Unfortunately, this lack of preparation places an inordinate burden not only on the individual student but also on the writing teacher, who must try to provide remedial instruction in basic writing skills instead of teaching the usual college writing areas, which include topic development, rhetorical approaches, clarity of expression, and stylistic improvement. Most teachers are unable to meet this challenge adequately, especially when numbers of classmembers demonstrate differing levels of preparation and critical needs in various writing areas. As a result, teachers are unable to complete all their instructional objectives, and too many students fail to achieve competence in writing or they drop out of school in frustration.

This project proposes to create, field test, and implement a series of computer modules which will serve as a supplement to regular classroom instruction in basic writing skills, and which may be used by students as tutorials that are easily accessible in the college's computers. Recent research confirms the efficacy of computerized tutorials for supplementing classroom instruction, and the outcomes of this proposed project will add to these findings. Based on recommendations in the literature of composition and on the results of local needs surveys, the following seven interactive modules will be produced:

- Basic Sentence Types
- Verb Forms and Predication
- Connectives: Prepositions and Conjunctions
- Modifiers: Adjectives and Adverbs
- Punctuation
- Pronouns
- Paragraph Development

Four Santa Barbara City College faculty members will produce the modules using the very latest programming language, and the development phase—the actual writing of the program code into interactive tutorials—will take place in the state-of-the-art Center for Learning Media at Intellimation, Inc., of Santa Barbara, which will contribute its facilities, equipment, and expertise to the project. This project addresses these FII funding priorities: nontraditional forms of instruction, improvement of teaching abilities, improvement of the traditional instructional program, and cooperative programs involving local non-college institutions. A total of $11,520 is being requested from the Fund for Instructional Improvement to complete this eleven-month project. Matching District and other contributed funds total $13,295.
Fund for Instructional Improvement Projects (FII)

**REVISED BUDGET**

**GRANTEE:** Santa Barbara Community College District

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Item 5.1-c (2)
Page 2 of 2
05/23/91
This contract agreement is between Santa Barbara City College Student Senate, Student Activities, hereinafter referred to as "College," and Videos Etc. Company, hereinafter referred to as "Vendor."

**TERMS OF CONTRACT**

1. This contract is for a period year beginning June 1, 1991, and ending May 31, 1992.

2. This contract is non-assignable.

3. This contract may be canceled with a 30-day written notice by either party after the 12-month trial period, for any reason.

4. College shall have the right to terminate this agreement with seven (7) days' notice in the event Vendor fails to comply with the terms of the contract.

5. Vendor and College shall split the gross sales from a minimum of four video games; 55 percent College, 45 percent Vendor the second year and thereafter.

6. Cost for game plays will be decided by the mutual agreement of College and Vendor.

**REVENUE COLLECTION**

1. A representative of Vendor and a representative of College shall be present when money is collected from video amusement games.

2. Money from video amusement games shall be counted by the Vendor representative in the presence of the College representative.

3. Vendor shall have a key to the video amusement games. Accessibility to coin boxes will require key of College representative and key of Vendor.

4. All monies from the sales shall be deposited in Student Finance in the Student Senate account the same day of the collection, and the Vendor shall provide a written accounting of all monies collected and the percentage split.

5. The Vendor's share of revenue shall be taken the same day of collection and accounting.

6. Vendor shall provide tokens to College at no charge upon the College's request. Tokens to be used in games only, remain property of the Vendor.
EQUIPMENT

1. Vendor has the right to rotate the bulk of games when school is closed for prolonged breaks (i.e., Winter, Spring). Vendor agrees to place video amusement games on College property.

2. The number of games is to be between four (4) and six (6).

3. College shall reserve the right to place said video amusement games in an area referred to as the Student Lounge, or in a location of the College's choice if it becomes necessary. Movement or relocation of games must be by Vendor with adequate notice (48 hours).

4. College shall have the right to control the sound system of each machine.

5. Vendor shall provide College with quality amusement games.

6. Vendor shall also supply College with token one-dollar-bill changer, if needed.

7. Vendor shall rotate said video equipment games to provide better sales.

8. Any video amusement game that becomes damaged or is unsightly, shall be replaced or repaired by Vendor within three (3) working days, upon written notification (working days being Monday-Friday).

9. College may need to disconnect the video amusement games periodically to allow for specific College functions.

10. Vendor will make all reasonable attempts to have metering devices installed by Vendor at no charge to College to help in the monitoring of plays per machine. College retains unilateral right to determine "reasonable attempts" by the Vendor.

MAINTENANCE AND SERVICE

1. Vendor shall install, maintain and service all video amusement games at no cost to College. The equipment shall be serviced by a representative from Vendor on a weekly basis, or as needed.

2. Vendor shall provide repair service as stated above ("Equipment" #8).

3. Malfunctioning video amusement games shall be repaired or replaced within 72 hours of notification of Vendor.

4. Vendor shall install, maintain and service all video amusement games at no cost to College. The equipment shall be serviced by a representative from Vendor on a weekly basis, or as needed.

LIABILITY

Vendor shall be insured by a $100,000 liability insurance policy which shall cover Santa Barbara Community College District and its Board of Trustees, all employees of Santa Barbara City College, and the Associated Students. Insured shall be protected against any and all claims against the video amusement games.
PROMOTIONAL ACTIVITY

Vendor shall provide promotional materials for a supervised competitive program to be held once each semester upon request of College with 100 percent of the day's receipts going to the Associated Students.

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

Associated Students: President

Date

District: Vice President, Business Services

Date

VIDEOS ETC. COMPANY

Date
SANTA BARBARA COMMUNITY COLLEGE DISTRICT
BUSINESS SERVICES
BID TABULATION FORM

PROJECT: Computer Network System - Wake

DATE: 4-30-91 NUMBER: 377

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<th>CONTRACTOR</th>
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BIDS OPENED BY Ellen Fritz

BID OPENING WITNESSED BY Rita Harrington, Sheri Ray

ATTENDING BID OPENING Richard Bonati-Computerland, Bill Lewis-Channel Data Systems

COPY SENT Dr. Hanson, Ellen Fritz, Accounting Department, Bill Cordero - Wake Center Educational Technologies

corrected bid form 5/2/91

Item 5.2-a
05/23/91
RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

Whereas, the Santa Barbara Community College District Board of Trustees adopted on August 16, 1990, its budget for the fiscal year,

Whereas, modifications of estimated expenditures for cost centers are required during the fiscal year, and

Whereas, an amount of $73,512 budgeted in certain other classifications will not be needed for expenditures in those classifications.

Now, THEREFORE, BE IT RESOLVED that budget transfer No. B91-108 thru B91-134 be made resulting in net effect as follows:

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<th>FUND</th>
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PASSED AND ADOPTED BY THE Board of Trustees of the Santa Barbara Community College District this 23rd day of May, 1991, by the following vote:

Ayes: Mr. Frank, Mr. Jarrott, Mr. Santodomingo, Mr. Luria

Noes: None

Absent: Dr. Alexander, Dr. Dobbs, Mrs. Powell

[Signature]
Dr. Peter R. MacDougall
Superintendent/President and
Secretary/Clerk to the Board of Trustees
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<tr>
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Item 5.2-b
Page 2 of 2
05/23/91
RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

RE: TRANSFER TO CONSTRUCTION, REPLACEMENT OF EQUIPMENT, AND SELF-INSURANCE FUNDS

WHEREAS, it is deemed appropriate to reserve funds for the long-range development of academic and administrative computing resources and supplement the current Self-Insurance Fund reserve; and

WHEREAS, unanticipated General Fund revenue and appropriations budgeted in certain account classifications are available for redistribution;

NOW, THEREFORE, BE IT RESOLVED that $800,000 be transferred from the Santa Barbara Community College District General Fund to the funds indicated.

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PASSED AND ADOPTED by the Board of Trustees of the Santa Barbara Community College District this 23rd day of May, 1991, by the following vote:

Ayes: Mr. Frank, Mr. Jarrott, Mr. Santodomingo, Mr. Luria

Noes: None

Absent: Dr. Alexander, Dr. Dobbs, Mrs. Powell

Dr. Peter R. MacDougall
Superintendent/President and Secretary/Clerk to the Board of Trustees

Item 5.2-c
5/23/91