THE FOLLOWING STUDENT TUTORS HAVE BEEN HIRED FOR THE 1993-94 SCHOOL YEAR AT THE RATE OF $5.58 PER HOUR:

Davidson, Jason, W.
Heppner, Carrie
Swerdlow, Nicole, R.
Whitaker, Teresa, J.
Williford, Emily, S.
Znovenia, Juliet, A.
Marie Foley

CURRICULUM DEVELOPMENT FOR AMERICAN LITERATURE
Fall/Spring 1994-5

ABSTRACT

I am applying for a two-semester sabbatical leave for the 1994-5 academic year. I propose to carry out three projects relating to the two courses of American Literature which I regularly teach, English 225 (American Literature to the Civil War) and English 226 (American Literature after the Civil War):

1. To help students master the assigned readings in English 225 and English 226, I plan to create study guides; these will consist primarily of study questions for each of the readings on the syllabi plus background materials such as maps, charts and timelines. The study guides will be printed by the duplicating office and purchased by students through the bookstore. These study questions will allow my students to approach the difficult readings, often in unfamiliar genres and writing styles, with clearer direction. The questions will not only enhance student understanding of the readings, but improve students' motivation since their reading experience will be less frustrating. Ensuring class discussion will center on these questions, and they will serve as preparation questions for midterm and final exams.

2. To expand my ability to teach multicultural literature in the two American Literature courses, I plan to read primary and secondary sources in Hispanic/Latino literature and to create an annotated bibliography of these sources. While I have already expanded my syllabi to include literature by Native American and Black writers, I have not yet included Hispanic literature (except writings by Columbus and Cabeza de Vaca) because these materials have only recently become accessible for teaching. The new textbook, the Heath Anthology of American Literature, which I have adopted, includes newly collected writings from the Spanish colonial period, oral literature (legends, myths and corridos) from the Southwest, as well as a rich collection of contemporary Latino fiction and poetry.

Because I have many more Hispanic students in these classes than any other minority group, it is imperative that I engage in a "crash course" to study this literature and add selections of it to both English 225 and 226. The annotated bibliography which will result from my reading will be a helpful tool for my colleagues who teach these courses as well as those teaching freshman composition courses.

3. To increase my background in literary theory for these two American Literature courses, I plan to read selected material on two current literary theories—deconstruction and new historicism—and to create an annotated bibliography of my reading. Both of these literary theories came into prominence after my years of graduate study; while I have acquired some understanding of them, this sabbatical will allow me to become knowledgeable enough to incorporate them into my teaching. As a result of my research, I will be better able to help students understand the way that literary theory has shaped the canon of American Literature. Based on my sketchy knowledge of deconstruction I believe that it will also impact my teaching of composition; my bibliography (Appendix I) lists a number of articles about how deconstruction has affected composition pedagogy. The annotated bibliography which I propose to compile will be a time-saver to any of my colleagues who want to increase their knowledge of these two literary theories.
SUMMARY OF OUTCOMES

1. The two tangible outcomes of my sabbatical will be the study guides for my two American Literature courses. These will contain study questions for each of the readings the students are assigned, approximately 76 readings for English 225 and 58 for English 226. Students will consult these questions before beginning to read a selection, and the questions will give direction to their reading. The questions will call attention to key themes, to character development, to important imagery patterns, to symbolism, to connections with historical events, to major critical questions and to comparisons with other literary works and will elicit their personal responses to the literature. Of course, not all of these questions will be covered for every work; my goal is not to overwhelm students but to help them engage in active, thoughtful reading.

   In the classroom, I will be able to use these study questions in a variety of ways: for free writing, small group discussions, general class discussions and essay exams. The questions, in other words, will serve to focus our classroom discussion on the important issues surrounding each literary work. Since I usually give extra credit for keeping a reading log, these study questions will also be a boon to those who take advantage of this option. Ultimately, these questions will provide students with helpful strategies for approaching any literature they read, whether in future courses or in life.

2. Following my research into Hispanic literature from the colonial period to the present, I will incorporate selections from the Heath Anthologies and other sources into my syllabi for English 225 and 226. The benefits to students will be a broader understanding of our diverse American heritage. For example, in English 225, the emphasis given to English colonial literature (writings of William Bradford, John Winthrop, Roger Williams and Ann Bradstreet) will be counterbalanced by Spanish colonial literature. Students will thus become aware of the culture that flourished in the southwest at the same time that Boston’s culture flourished. And they will be able to compare the genre of salvation history as written by the Puritans with that of the Spanish colonizers and to compare both with Native American versions of history.

   The other specific outcome of my research into this field will be an annotated bibliography geared to the needs of my colleagues in the English, Essential Skills and ESL departments. This will save time for anyone who plans to add Hispanic writers to his or her syllabus, either in American Literature courses or in any composition course. It will also provide a headstart to any colleague embarking on a similar crash course in Hispanic literature.

3. As to my research into deconstruction and new historicism, one specific outcome will be a professor with a stronger command of the vocabulary and concepts of two major literary theories of the present time. Beyond that, I cannot say at this time how dramatically my teaching and indeed my entire approach to literature may be changed by this research. Of course, as any professional would, I will be open to whatever changes come about. I do expect that this research will dovetail with my creation of the study guides (Project #1); that is, some of my questions will probably require a “deconstruction” of a text and others will question the “literariness” of a literary work. As I bring my research into the classroom, the benefit to students will be an enhanced understanding of the various ways critics approach literature and of how these critical theories have shaped the very concept of American literature.

   A secondary outcome will be the annotated bibliography of the books and articles I have read, which will be geared to my colleagues in the English and Essential Skills departments. The annotations will be useful to teachers of composition and literature who, like me, yearn to keep abreast of the profession, but lack the time to undertake a search through the literature.
Abstract of Sabbatical Leave Proposal

Name          Keith Level
Project Title  Strengthening the Engineering Curriculum
Term of Proposed Leave  Fall semester, 1994

The list of courses which are currently offered by the engineering department at Santa Barbara City College are listed below, with the semesters that each course is offered:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
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<tr>
<td>Engineering 101:</td>
<td>Engineering and Society</td>
<td>Fall and Spring</td>
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<tr>
<td>Engineering 103:</td>
<td>Problem Solving and Design</td>
<td>Fall only</td>
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<tr>
<td>Engineering 105:</td>
<td>Engineering Graphics</td>
<td>Fall and Spring</td>
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<tr>
<td>Engineering 115:</td>
<td>Statics and Strength of Materials</td>
<td>Fall only</td>
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<tr>
<td>Engineering 117:</td>
<td>Electronic Circuits &amp; Devices</td>
<td>Spring only</td>
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<tr>
<td>Engineering 117L:</td>
<td>Electronic Circuits &amp; Devices Laboratory</td>
<td>Spring only</td>
</tr>
<tr>
<td>Engineering 128:</td>
<td>Surveying &amp; Mapping</td>
<td>not offered currently</td>
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The challenge involved to teach such a wide variety of subjects is increased by the fact that all of the courses are engineering courses, which are by nature dynamic and constantly changing in both content and emphasis. To improve my ability to teach all of these courses, plus developing necessary skills to teach another course, my sabbatical leave proposal includes 4 different aspects.

Firstly, I propose to develop materials necessary to teach geometric tolerancing to students in Engineering Graphics (Engineering 105). I currently do not cover geometric tolerancing in this course and need extra time to both learn the subject myself in addition to preparing materials to teach this as part of the course. In addition, I will provide the materials which I develop to the teacher of the Mechanical Drafting (Drafting 110) course.

Secondly, I propose to both learn the subject matter and develop course materials to become skilled to teach the second semester Computer-Aided-Drafting course, Computer-Aided-Drafting II (Engineering 131/Drafting 131). I have discussed this with Margaret Eejima, director of SBCC’s CAD program, and she has agreed to provide me with course materials and the opportunity to audit the CAD II course at SBCC.

Thirdly, I propose to develop 4 booklets to be used in 4 separate Engineering courses. These booklets will solidify my ability to teach specific concepts in each course and will assist students in each of these courses to comprehend and understand the material.

Finally, I intend on working with and communicating with the Department of Engineering at UC Santa Barbara to develop a stronger, more fluid articulation between Engineering Department courses at SBCC and UC Santa Barbara. This will include, but not be limited to, an effective articulation of both the Engineering 117 and Engineering 117L courses at SBCC with a 2-quarter equivalent at UC Santa Barbara. This will also include working with Drs. Roger Wood and Jacqueline Hynes of UCSB’s Department of Engineering to establish procedures by which future changes can take place.
Summary of Outcomes

Name: Keith Level

Project Title: Strengthening the Engineering Curriculum

Term of Proposed Leave: Fall semester, 1994

The specific outcomes for my sabbatical leave proposal are:

1. For Engineering Graphics (Engineering 105) and Mechanical Drafting (Drafting 110), I plan on developing course materials (lecture notes, handouts, drawings) necessary to teach geometric tolerancing in both courses.

2. The ability to teach Engineering 131 (Computer-Aided-Drafting II), the second semester CAD course (I currently am only capable of teaching the first semester course).

3. Developing 4 booklets to be used in 4 different Engineering courses at SBCC:
   
   a. An Engineering Graphics workbook, to be used by all students who enroll in Engineering 105.
   
   b. A lesson/workbook to be used in Statics (Engineering 115) to assist students in the teaching of vectors.
   
   c. A reader for the Engineering and Society (Engineering 101) course, which will supplement other required reading assigned to the class. This reader will provide fundamental information about the engineering career, including information about types of engineering degrees, engineering societies, and the engineering licensing process.
   
   d. A booklet for the Computer-Aided-Drafting I (Engineering 130/Drafting 130) course, which will supplement assigned reading and will focus on EDIT commands, a main emphasis of this first semester course.

4. For Electrical Circuits & Devices courses, an established articulation between Electrical Circuits & Devices (Engineering 117) and Circuits & Devices Laboratory (Engineering 117L) and UC Santa Barbara, which grants two quarters of credit at UC Santa Barbara for one semester of work at SBCC.
NAME    Barbara Lindemann

PROJECT TITLE    Reading in immigrant history and women's history; preparation of multimedia material for classroom presentations

TERM OF PROPOSED LEAVE    1 year

A. THE NEEDS THE PROJECT ATTEMPTS TO SATISFY.
Members of our department have long used projected images (slides, overhead projectors, videotapes) to enhance student learning. We have been acquiring the equipment to make use of such new technology as videodisks, computers with CD-ROM, and computer programs like Persuasion and Hypergasp. I need the time to learn how to use these tools and to prepare materials.

Since Community College faculty are not usually engaged in research and publication in their discipline, and since we teach in several very broad fields, periodically we need the equivalent of a graduate seminar to broaden our knowledge. Without the opportunity to do this kind of reading I do not feel equipped to teach courses that count as University level courses.

B. HOW THE PROJECT WILL SATISFY THOSE NEEDS
The year's leave will give me time to learn how to produce materials on a computer and time to read widely in my fields of specialty.

C. THE RESULTS THAT WILL BE ACHIEVED.
I will prepare new lecture materials on immigrant women for two classes (History of American Women and History of Immigration), and update other lectures as a result of the reading program I have described.

I plan to prepare for classroom use Persuasion outlines for 10 classes (History of American Civilization and History of American Women); record approximately 12 short segments onto videotape from videodisks (about an hour's total); and prepare still and "quick-time" images (using Hypergasp) for 5 lectures.
SUMMARY OF OUTCOMES

NAME  Barbara Lindemann

PROJECT TITLE  Reading in immigrant history and women's history; preparation of multimedia material for classroom presentations

TERM OF PROPOSED LEAVE  1 year

SPECIFIC OUTCOMES

• new lectures on immigrant women in two courses (History of American Women and History of Immigration). The material will be integrated into each course somewhat differently as appropriate to the course.
  
  My other lecture material will be revised as I read recent work in these fields.

• multimedia presentations:
  a. Persuasion outlines for 10 classes (History of American Civilization and History of American Women);
  b. approximately 12 short segments recorded on videotape from videodisks (about an hour's total) to be used in each of my classes (some of these can be used in more than one course);
  c. illustrative material coordinated with the lecture notes and Persuasion outlines for 5 lectures, prepared with the Hypermast program and using related technology.
Abstract

NAME: Claudia L. Mitchell

PROJECT TITLE: Identification of Satellite Clinical Facilities for Associate Degree Nursing Clinical Experience

TERM OF PROPOSED LEAVE: Spring 1995

The focus of Health Care in the United States, and in Santa Barbara is changing. Fewer patients are in the acute-care hospital, and they are there for shorter periods of time.

Fewer registered nurses are working in the acute-care hospital and more are working in long-term care, ambulatory care, home care and other areas.

The Santa Barbara City College Associate Degree Nursing Program has very little clinical experience in non-hospital settings. Thus, Associate Degree Nursing graduates are not aware of, nor prepared for nursing positions outside of the acute-care hospital.

In my one-semester sabbatical leave I will contact other ADN programs to ascertain their experience in using the non-acute clinical setting, benefits, and drawbacks. Then, with ADN faculty assistance, I will identify at least six non-acute satellite clinical learning experiences for students in Santa Barbara, formulate specific learning objectives, and prepare evaluation tools for students and the facility. I will identify a liaison person in each satellite experience facility.

I will prepare written materials for the Board of Registered Nursing to approve the identified satellite experience as a clinical experience for ADN students.

The ADN faculty has approved of my project. Following this project, students will have a more broad learning experience, recognize specific nursing interventions used in non-acute care, and be better prepared for employment outside of the hospital setting.
Summary of Outcomes

NAME  
Claudia L. Mitchell

PROJECT TITLE  
Identification of Satellite Clinical Facilities for Associate Degree Nursing Clinical Experience

TERM OF PROPOSED LEAVE  
Spring 1995

At the completion of my one-semester sabbatical leave I will have been able to:

1. Identify six satellite clinical settings in non-acute care areas.
2. Evaluate each setting and identify specific learning experiences that will be available in these settings.
3. Correlate specific ADN course objectives with available learning experiences.
4. Write specific clinical objectives which a student will be able to meet in each clinical setting.
5. Identify a liaison person for students in each clinical setting.
6. Meet with the ADN faculty two times during my sabbatical leave to update them and to receive additional input regarding clinical instruction needs.
7. Prepare evaluation forms for input:
   a) for students to evaluate the clinical experiences
   b) for the facility to evaluate student performance
8. Prepare clinical guidelines to assist students in meeting objectives.
9. Request approval of Satellite Clinical Facilities by the Board of Registered Nursing.
SABBATICAL LEAVE ABSTRACT

Winford C. Naylor

Curriculum Development & Lecturing in Business Administration at the University of Namibia, Windhoek, Namibia

I am requesting a sabbatical for Spring of 1995 and Fall of 1995. My purpose is to affiliate with the newly organized University of Namibia in Windhoek, Namibia, South West Africa. That institution has requested a visiting business education scholar to assist in organization of business education and curriculum development, including some instruction of undergraduate business majors. Their calendar is January - December because of the seasons in the Southern Hemisphere. Actually, this is helpful to us at SBCC in maintaining the continuity of our program here.

My work in Namibia would be supported by a Fulbright grant which is currently under review. I would reside in Windhoek from January through December 1995. Travel and educational expenses would be included in the Fulbright grant, but salary compensation is very modest. My wife would take a leave of absence from her job as an architect and our four-year old would accompany us.

In addition to the contribution to education in Namibia and the experiences which I will be able to share with colleagues and students at SBCC, I intend to pursue the opportunity to design a semester abroad program in Africa for SBCC, develop a proposal for continuing exchanges between SBCC and the University of Namibia, and establish long-term opportunities for SBCC faculty to provide technical assistance to this country.

At SBCC we have an active international education program, including a growing population of international students and a number of study abroad opportunities. Among our goals are the integration of international issues throughout our curriculum and the development of new programs outside of the OECD area.

Although I studied and researched African issues in college and graduate school, I have not studied or worked abroad in fifteen years and I feel the deficiency. I would like to be able to include more current and diverse topics in my classes in business and economics in order to broaden the perspectives of my students. In addition, we have discussed developing a semester abroad program for SBCC students in Africa with a social studies/vocational theme. Our existing programs, with the exceptions of those in Russia and China, have been Euro-centric and humanities based. We want to broaden the program to include a wider variety of students, regions, and disciplines.
SABBATICAL LEAVE SUMMARY OF OUTCOMES
Winford C. Naylor

Curriculum Development & Lecturing in Business Administration at the University of Namibia, Windhoek, Namibia

The major outcomes of my sabbatical leave are summarized below.

1. I will integrate international and multicultural material into the following courses that I teach: Economics 101: Micro Economics; Economics 102: Macro Economics; Economics 106: International Economics; Finance 101: Financial Institutions; Finance 202: Managerial Finance; and Business 101: Introduction to Business.

Central to our new "Statement of Institutional Directions" is the integration of international and multicultural material in our curriculum, both within existing courses and in new courses. I found during my studies in Egypt that I gained insight into a wide variety of initiatives in business and economics and in techniques for addressing management issues. One objective of my sabbatical would be to identify similar examples in Namibia and to share those with my colleagues and students in colloquia and in courses at SBCC.

2. I will develop a proposal for a faculty and student exchange program between SBCC and the University of Namibia.

A second objective, related to the first, is to establish a continuing relationship between the University of Namibia and Santa Barbara City College. We are interested in student and teacher exchanges. Several African scholars have expressed interest in learning more about our community college system as a cost effective way of expanding opportunities for the black African population. Certainly integration of all citizens into the market economy is a goal which we share. In addition, we need to broaden the perspective of our students to embrace the opportunities in Africa and to learn from their experiments in education, economics, and environmental policy.

3. I will develop a proposal for an SBCC study abroad program in Africa.

If we can develop a semester abroad program in Africa, substantial numbers of community college students will be able to gain directly or share via returning students, an important experience in international living and learning. Our offerings in African history and literature will be enriched and the students and faculty will gain new respect for the remarkable economic and social initiatives underway in Africa. Namibia is well suited for this experience because it is remote from the distractions of a tourist destination or a major international capital.

4. I will disseminate the knowledge I acquired from this sabbatical to students, faculty in the Business Division, members of the International Education Committee, and faculty and staff involved in the college's Small Business Assistance Center.

Recently several faculty members in the Business Division participated in a California in-service training program in vocational education. We visited companies in our areas of responsibility to learn of current issues, management techniques and technological innovations. Drawing from these experiences, we have revised our curricula and established continuing relationships with the personnel with whom we worked which will help us to remain current in our fields, build community support, and identify career opportunities for our students. My work was with a local bank, a regional real estate firm, and a national securities firm. My experience in Namibia would have similar benefits.
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RASCHKE, Peter
RASKIN, Bonnie
RAULTON, John
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REEG, Thomas
REID, Daniel
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SCHWEIGERT, Joan
SCUDELLARI, Charles
SERECI, Robert
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SHERMAN, Spencer
SHIELDS, Sheryl
SIMS, Jr., James
SJOLLEMA, Michael
SKYLAR, Peter
SLONIKER, William
SMITH, Libby
SMITH, Micheale
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STEVENS, Judith
STOECKLY, Beth
STRASSBURG, Steven
STREIFF, Jane
TARQUINIO, Amadio
THIELMANN, Janice
TODD, Gary
TRENT, Paul
TUCKER, Janice
UNZUETA, Manuel
VALERIO, Marcos
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WAKITA, Takako
WANIUK, Emily
WEAVER, David
WEAVER, John
WEISSENBERG, Catherine
WHITE, Sabina
WHITLOW, Jeffrey
WIESSNER, Curtis
WOLF, Margie
YOUNG, Marlene
ZAHARIAS, TONY
ZEIHER, Thomas
ZIMMERMAN-Bostwick, Alyson
ZONEN, Ronald

*Not to exceed 9 TLU's including
Continuing Education assignments.

SP94FC2
11/18/93; 11/24/93; 12/3/93; 12/6/93; 12/7/93;
12/8/93

Item 4.2
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12/16/93
SANTA BARBARA CITY COLLEGE
Faculty Computer Policies

The College Computer Coordinating Committee has set aside 12% of the annual computer equipment replacement budget to be used specifically for faculty computers. The following policies apply to computers purchased for faculty from that allocation.

1. **Ownership**

   Ownership of the computer is vested with the College. A computer assigned to a faculty member does not become the property of the faculty member, the department, or the division. On-going assignment of the computer is conditional on its satisfactory utilization in conformity with these computer policies.

2. **Utilization**

   Faculty computers are provided by the College for use on college business. A computer assigned to a faculty member should not be used for other than college business unless prior authorization is obtained from the college administration. College business includes activities associated with being an active professional in the field in which the faculty member teaches.

3. **Location**

   Faculty members who wish to take a faculty computer home for the summer or for an extended period may, if approved by their Dean, make arrangements for this with the Purchasing Department. The faculty member will be financially responsible for the computer when it is off campus.

4. **Software licensing**

   With only a few exceptions, software is provided subject to a license that prohibits it from being copied for use on a different computer. The College has a firm policy of adhering to software licensing requirements, which was enacted by the Board of Trustees in 1991. Copyrighted software may be used on college equipment only if the user or the College owns a valid software license agreement and only within the provisions of that agreement. Faculty should be aware that the District policy on software copyright includes provisions for a full range of disciplinary action.

5. **Software utilization**

   Only software purchased or provided by the College should be installed or run on the faculty computers, with the exception of demonstration software, public domain software, or software for evaluation (including shareware) which is directly relevant to legitimate college business. Normally, software for evaluation must either be deleted or purchased within a time period specified in the evaluation agreement. Privately owned software generally should not be installed on college computers because of the complications that this introduces for the support of these computers.
Faculty who elect to install non-standard software on a faculty computer must be aware that support staff who are called in to deal with a software malfunction may be forced to return the software configuration on a faculty computer to the standard set of software that is supported on it. If this becomes necessary, any other software that may have been installed by the faculty member is deleted. It is assumed that recovery of other software can be made from backups made as part of a regular backup procedure. However, it may be unwise to reinstall if there is reason to believe that one of these non-standard software products or a combination of them is the source of the problem.

6. Training
Training in the features and capabilities of the faculty computers, the supplied software, and the services available on the college computer network will be provided. The purpose of the training is to develop competence in several areas. Faculty who already have competence in particular areas can be exempt from that training, but should avail themselves of training in areas where they lack the requisite skills. It is expected that the faculty will take advantage of the training that has been designed by faculty colleagues to maximize the value of this tool. Completing sufficient training to be able to demonstrate a minimum level of competence is a condition of receiving a faculty computer.

7. Security and Confidentiality
Faculty who are assigned computers will gain access to, and in some cases, become custodians of a great deal of important college information. Much of this information is sensitive, including some that must remain confidential by law. It will be the responsibility of the faculty member to guard the confidentiality of college information and to prevent it from being compromised. All copies of college data need to be kept secure, including printed copies, diskettes, and backups. Files with college information should not be copied other than for authorized and legitimate uses on college business. No college information should be given in either printed or electronic form to any outside individual or organization or made available on a network unless authorization has been obtained from the college administration.

Faculty will be responsible for following recommended procedures for guarding the security of access to college information, to their computer, and to the college computer networks.

Approved by Academic Senate, November 17, 1993
(nov93\facpol17.doc)
## SANTA BARBARA COMMUNITY COLLEGE DISTRICT

### PURCHASE ORDER REPORT - DECEMBER 16, 1993

<table>
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And those Purchase Orders meeting definition of routine orders (Per Board Policy) numbers 941569-941695.
GENERAL FUND
---------
Amount Due on Purchase Orders $108,919.63
Amount for Approval and/or Ratification

ADVERTISING
----------
Santa Barbara News Press $429.30
Star - Free Press 113.40

CITATION FEE
------------
Susan Ewing 12.00
Santa Barbara Municipal Court 1,395.00

CONSULTANT
-----------
Lisa Aldaz 300.00
Josephine Black 380.00
Susan Burky 75.00
Carrillo Community Medical Clinic 810.00
Janice Cloud 50.00
Joseph Gambone 500.00
Mary Heebner 25.00
Margaret Kemeny 1,200.00
Lainia Long 25.00
Douglas James Lynch 1,500.00
Carole Paul 50.00
Toni Pineau 160.00
Scott Rutledge 2,590.56
Suzanne Simon 2,200.00
Karen Sinsheimer 25.00
Ross Skidmore 50.00
Randy Sommer 25.00
David Spiegel 1,500.00
Statewide Association of Community Colleges JPA 6,630.00
Sandra Strickland 50.00
Kathryn Voice 170.00
Don F. Williams 112.50

CONTRACTS
---------
Gold Coast Education Inc. 1,012.32
Kristofer's School of Beauty 1,997.28
Volt 431.00

EMPLOYEE WELLNESS
-------------------
Sheila Cull 83.51 Item 5.1b
12/16/93
Page 1 of 7
SANTA BARBARA COMMUNITY COLLEGE DISTRICT
PAYMENT OF GENERAL CLAIMS
DECEMBER 16, 1993

ENROLLMENT FEE
------------------
Student Refund $5,065.00

FEES
-----
Postmaster 75.00

FINGERPRINTING
-----------------
Chris Bilderback 33.98
Chryystal Carlson 46.00
Jean Hovinghoff 42.75
Shawn Lammer 33.98
Martha Seagoe 42.75

LEGAL
-----
Thomas Anderle 1,607.50

MEMBERSHIP FEE
-----------------
Channel City Club 100.00

MILEAGE
-------
Ana Lorraine Alcayde 11.48
Karolyn Hanna 169.12
Alan McKenzie 64.40
Dru Preston 14.56
Kent Richards 57.96
Rosita Tower 25.48

PHYSICALS
---------
Goleta Valley Occupational Center 408.00

REIMBURSEMENT
--------------
S.B.C.C Revolving Fund #1 2,142.50

RENTALS
-------
Coast MobiPhone 20.00
Culligan 170.00
Liquid Air 222.25
Mountain Spring Water 40.60

Item 5.1b
12/16/93
Page 2 of 7
### SUPPLIES

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### TRAVEL & CONFERENCE

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<td>Jack Friedlander</td>
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<td>Tom Garcia</td>
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<td>Richard Hoffman</td>
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<td>Robin Martines</td>
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<td>John Morrisohn</td>
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<td>John Romo</td>
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### UTILITIES

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**TOTAL GENERAL FUND**

**$198,754.71**
SANTA BARBARA COMMUNITY COLLEGE DISTRICT
PAYMENT OF GENERAL CLAIMS
DECEMBER 16, 1993

CHILD DEVELOPMENT FUND

FIRE INSPECTION FEE

City of Santa Barbara $20.00

REIMBURSEMENT

Children’s Center Summer Fund 457.65
Helen Cooper 67.91
Santa Barbara Community College 60.31

SUPPLIES

Luckys Stores Inc. 19.31
Willow Tree Publications 24.00

TOTAL CHILD DEVELOPMENT FUND $649.18

Item 5.1b
12/16/93
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CONSTRUCTION FUND

ART / SCULPTURE SAFETY RENOVATION

California Electric Supply $146.55
The Gutter Company 240.00

BOOKSTORE LANDSCAPE / HARDSCAPE

Geo W. Girvin Associates Inc. 592.50

CAMPUS CENTER REMODEL

BNS Electronics Inc. 60.00
BTC Laboratories Inc. 320.00
California Electric Supply 95.91
George Longstreth 140.00
Rudolph Puentes 2,675.00
Santa Barbara Locksmiths 163.88
Sergent Mechanical Systems 26,402.40

CLASSROOM IMPROVEMENTS

Architects West 1,361.35
Decratrend Paints 98.29
Ruben Gomez 1,865.00
Sierra School Equipment 186.41

CONSTRUCTION INSPECTION

Alexander Pittmon 2,166.50

GOURMET DINING ROOM

Abe Nursery 636.32
Grant Pedersen Phillips Architect 726.13
Rounds Construction 24,658.73
Santa Barbara Locksmiths 101.16
Smarden - Hatcher Co. 576.29
Voss Equipment Company 3,385.42

HUMANITIES MECHANICAL

Coast Village Engineering Corp. 908.00

IDC & LURIA LIBRARY

Geo W. Girvin Associates 490.00
**WAKE CENTER LOADING DOCK**

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**WAKE CENTER PARKING**

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**TOTAL CONSTRUCTION FUND**

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*Item 5.1b*

*12/16/93*
SANTA BARBARA COMMUNITY COLLEGE DISTRICT
PAYMENT OF GENERAL CLAIMS
DECEMBER 16, 1993

EQUIPMENT REPLACEMENT FUND

<table>
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<tr>
<th>Company</th>
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<td>Wordperfect Corporation</td>
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TOTAL EQUIPMENT REPLACEMENT FUND: $46,735.73
THIS AGREEMENT is made and entered into this 3rd day of November 1993, by and between SANTA BARBARA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES, as the governing board of Santa Barbara City College, Santa Barbara County, California, hereinafter sometimes referred to as "the College," and College of the Canyons, hereinafter sometimes referred to as "test site".

WITNESSETH

WHEREAS it is agreed by the aforesaid parties to be of mutual interest and advantage that nurses aides in the region who are prepared to take their state certification test be given the opportunity and benefit of the test site:

NOW, THEREFORE, it is agreed:

1. The test site will:
   a. Follow testing procedure as specified by CTB Macmillian/McGraw-Hill.
   b. Provide appropriate test site facilities, equipment, and supplies as specified by CTB Macmillian/McGraw-Hill.
   c. Submit an invoice to the College within one week after each test for reimbursement as per attached Reimbursement Schedule for the number of students tested at their site.
   d. Submit along with the invoice, a monthly report of manual skills evaluators, proctors, center assistants, and actor residents used at the site to administer the test as per the attached Personnel Report.
   e. Provide testing according to an annual schedule jointly developed with the College.
   f. Assume responsibility for hiring and payment of qualified testing staff.
   g. Hold harmless, defend and indemnify the College from any and all claims, liability or damage arising or alleged to arise from the operation of the program covered by this Agreement from the acts or omission of the test site, its officers, employees, students, or agents. The test site shall provide the legal defense in any matter arising from its own actions.

2. Santa Barbara City College, acting as fiscal agent for the Regional Health Occupations Resource Center (California Community Colleges), agrees to the following:
   a. To provide the required training for manual skills evaluators, proctors, center assistants, and actor residents.
   b. To reimburse the test site a fee of $30 per testee through an invoice initiated by the test site.
   c. To provide the test site with $100 start-up costs for the purchase of supplies and equipment.
   d. To hold harmless, defend, and indemnify the test site from any and all claims, liability or damage arising or alleged to arise from the operation of the program covered by this Agreement from the acts or omission of the RHORC, its officers, employees, students, or agents.

3. Both contracting parties agree to the following:
   a. Testing dates, numbers to be tested and test sites will be jointly developed.
   b. The terms of this agreement shall be for a period of two (2) years and shall be automatically renewed subject to termination provisions below. The agreement may be revised at the request of either partner and with the agreement of both parties.
   c. Either party of the agreement may terminate this agreement by proper notice thereof in writing, delivered to the proper legal representative of the other party at least two (2) months prior to the proposed termination.

By
Dr. Charles Hanson
Title Vice President, Business, Santa Barbara City College

By
Dr. Diana Sloane
Title Dean of Academic Affairs, Santa Barbara City College

By
Dr. Kathleen Welch
Title Interim Director of Nursing, College of the Canyons

BY
Title Business Director, College of the Canyons

Item 5.1-d
12/16/93
This contract by and between the County of Santa Barbara, Department of Social Services, GAIN Employment Services Division hereinafter called COUNTY and Santa Barbara City College, Continuing Education Division, 310 W. Padre Street, Santa Barbara, California hereinafter called CONTRACTOR, is for the purpose of purchasing Basic Education for GAIN eligible participants residing within the southern portion of Santa Barbara County.

COUNTY AND CONTRACTOR AGREE AS FOLLOWS:

I. The term of this contract shall be November 1, 1993 to June 30, 1994.

II. PROGRAM DESCRIPTION AND AUTHORITY AND OBJECTIVES

A. The State Department of Social Services' Manual of Policies and Procedures Section 42-730 includes the provision of education services to GAIN participants.

B. The purpose of this contract is to ensure delivery of Basic Education for GAIN participants in reading, writing and arithmetic, preparation to obtain a GED Certificate or an Adult High School Diploma and English-as-a-second language (ESL). CONTRACTOR will also provide assistance to GAIN students participating in Vocational Training and Other Training and Education.

C. The instruction will include current techniques and all applicable testing where necessary; also included are academic supports required for successful achievement of Basic Education goals.

D. Participants will be referred to the CONTRACTOR after an initial screening by COUNTY staff.

E. Basic Education will be provided at CONTRACTOR'S facilities to GAIN eligible participants residing in southern Santa Barbara County.

F. Monitoring will be conducted by the CONTRACTOR to ensure participants' successful mastery of skills during each unit of instruction.
G. Monitoring will be done by the COUNTY’s GAIN Program Assistant to ensure CONTRACTOR’S compliance with all the terms of this contract.

H. Each participant will be required to achieve the CONTRACTOR’S established level of proficiency/competency for each unit of instruction as identified by testing and evaluation documents to certify successful achievement of basic education goals.

III. DEFINITIONS

For the purpose of this contract the following words, phrases and letters are defined to mean the following:

A. ABE – Adult Basic Education: Classes in reading, writing and/or basic math skills necessary for employment or job training.

B. GED – General Educational Development: Classes to assist participants functioning at a high school level but lacking a diploma/equivalent to prepare to obtain a GED certificate.

C. ESL – English-as-a-second language: Classes providing English language skills for non-English speaking participants.

D. Vocational Training; Other Training and Education: Certificate and Associate degree programs approved for specific GAIN participants by the COUNTY.

E. CASAS – Comprehensive Adult Student Assessment System: An assessment tool to determine an individual’s ability to enter employment or vocational training.

F. SDSS – State Department of Social Services
IV. CONTRACTOR'S RESPONSIBILITIES

A. Basic Ed

1. Develop a GAIN Education Plan for the participant after enrollment in class in order to identify the specific instruction component(s) necessary for the participant to achieve goals.

2. Utilize written assessment standards for determining if the participant is making satisfactory progress during the course of instruction, and for determining the participant's attainment of educational competency for exit certification testing.

   a. Assessment standards shall contain quantitative and qualitative measures.

      1.) Quantitative measures shall define reasonable time limits for completing an activity.

      2.) Qualitative measures shall assess the participant's level of achievement, and may include competency or proficiency attainment or grade point average.

   b. Assessment methods shall include multiple measures which shall consist of the following:

      1.) The CASAS achievement tests shall be used to assess progress of participants in ABE and ESL unless the use of alternate progress determination methods has been given prior SDSS approval.

      2.) Instructor evaluation, which may include observation of the participant's competency attainment related to employability, quality of work completed in class, and grades on work in progress.

   c. At the beginning of the educational activity CONTRACTOR shall inform each participant of the criteria for measuring progress.

   d. Assessments shall be administered at specific intervals.

      1.) When the participant begins the educational component.
2.) For ABE and ESL, once every three months of regularly attended instruction, or once every term if term is less than four months in duration.

3.) More frequently if determined appropriate by CONTRACTOR.

4.) Progress of participants preparing for a GED certificate or a high school diploma shall be measured at least once a year.

5.) Results of assessments, including instructor evaluation, shall determine the participant’s readiness to take the exit certification test.

6.) Exit certification for participants preparing for a GED certificate or high school diploma shall occur when the participant passes the GED test at the level specified by the California Department of Education to receive a GED certificate, or when the participant completes the requirements for a high school diploma.

3. Ensure that basic education is conducted by persons qualified by education or experience with a certified teacher’s credential and who are also sensitive to participant needs.

4. Maintain a file for each participant which includes but is not limited to:

   a. Pretest (CASAS)/assessment determination that the participant needs specific education skills.

   b. All post test/assessment documentation to substantiate achievement of basic education skills.

5. Maintain time and attendance records, reporting promptly to the COUNTY any instances of non-participation or three consecutive absences.

6. Provide to the COUNTY quarterly, or more frequently as requested by the COUNTY, reports of the academic progress and attendance of each GAIN participant and the estimated time needed for each participant to successfully complete the program in which currently enrolled.
B. Vocational Training and Other Training and Education

1. Provide to the COUNTY quarterly, or more frequently as requested by the COUNTY, progress and attendance reports for GAIN participants enrolled in Vocational Training and Other Training and Education.

C. Assist the participant with job placement activities when the educational unit is completed. Such assistance may include facilitating a search through job listings in newspapers and informing the participant of the services of the Employment Development Department.

V. COUNTY RESPONSIBILITIES

A. Determine the eligibility of GAIN participants

B. Develop a referral process and provide referrals to CONTRACTOR. The referrals shall contain, but are not limited to the following:

1. GAIN Program Referral which will identify participant’s component as SIP, post assessment vocational training or education, ABE, GED or ESL.

2. Results of the CASAS test, where applicable.

C. Approve and pay for supportive services, such as child care, transportation, books, GED Testing Fees, and other ancillary expenses needed for program participation. SIPs whose programs were approved after January 1, 1991 are not eligible for ancillary expenses for their Self Initiated Program.

D. Provide participants with a Grievance Procedure.

E. Notify CONTRACTOR on a flow basis if the participant is dropped or deferred from the education component, or if participant’s component assignment is changed.

F. Ensure that services specified in this contract are provided.

G. Provide CONTRACTOR quarterly, or at a time mutually agreed upon by COUNTY and CONTRACTOR a list of enrolled participants.
SCHEDULE A
TO
LOAN AGREEMENT NO. S-699-78097-98097
between
UNITED STATES of AMERICA
and
BOARD of TRUSTEES
SANTA BARBARA COMMUNITY COLLEGE DISTRICT
SANTA BARBARA, CALIFORNIA

<table>
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<tr>
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<th>SERIAL NUMBER</th>
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TOTAL ITEMS: 6
TOTAL ACQUISITION COST: $23,959.00

EQUIPMENT INCLUDED WITH THE BASIC MACHINE

The basic machines, itemized in this Schedule A, are more fully described in the Accountability and Receiving Reports, prepared by the Lender, on file in the Defense Industrial Machinery Loan Office (DGSC-OEC) of the Defense General Supply Center, Richmond, Virginia. These reports are hereby incorporated in and made a part of this Schedule A by reference.

The reports may be revised by Lender as appropriate to amend, to add to, or to correct the description. Such revised reports shall, upon verification by the parties hereto, be incorporated in and made a part of this Schedule A by the reference and shall supersede all previous reports for the items whose description is revised.

Each item, enumerated in this Schedule A, consists of the basic machine and the equipment accompanying such machine listed on the report or any revision thereof.

The acquisition cost of the basic machine, set forth above, includes the acquisition cost of the equipment accompanying the machines.

Attachments, Accessories and Technical Data as received with each of the listed items are accountable with the basic machine and must accompany the machine upon transfer from the school. Any Technical Data furnished to Borrower, after initial receipt, will also become accountable with the basic item.
SCHEDULE B
TO
LOAN AGREEMENT NO. S-699-78097-98097
between
UNITED STATES of AMERICA
and
BOARD of TRUSTEES
SANTA BARBARA COMMUNITY COLLEGE DISTRICT
SANTA BARBARA, CALIFORNIA

A. Borrower represents and agrees that:

1. Santa Barbara Community College is a public, non-profit institution approved by the California Board of Governors operating under the guidelines of the California Community Colleges. The district is part of a county with two population centers, and has a seven-member Board of Trustees elected from the district. Vocational programs meet standards of the California State Plan for Vocational Education which is approved by the United States Office of Education. Vocational programs are initiated with the help of local lay advisory committees and are approved by the Board of Trustees of the college and by the California Community Colleges office.

2. Purposes for which the Defense Industrial equipment is used are as follows:

(a) Occupational preparatory for those seeking careers as machinists and welders, and all students enrolled in the college's one-year Metal Manufacturing program.

(b) Occupational supplementary for those already employed in the metals and related trades who are seeking to upgrade and expand their skills.

(c) Apprentices who are taking related training courses in the metals and related trades.

3. Sufficient funds are available to the Borrower for the entire term of the Loan Agreement for carrying out the program, including, but not limited to, the cost of maintenance of equipment; salaries of instructors; shipping, handling, marking, installation, and insurance of the facilities; procurement of the necessary miscellaneous accessories; and power, heat, light, supplies and janitorial services.

4. Funds are available for purchase of auxiliary equipment as needed and not presently owned by the college. This equipment includes such items as micrometers, squares, height gauges, calipers, cutting tools, and selected small tools.
E. **Certification of Completion of Training:**

Students graduating from the one-year program will be awarded a Certificate of Completion.

F. **Visitations:**

The summer vacation period is from approximately June 15 - September 1 each year. Although a summer session is offered, only a minimal number of courses are in operation. Hence, visitation by government inspectors is especially convenient during the summer months. Nevertheless, visitations during the academic year will always be most welcome.
TO: K-12 School Districts  
Community Colleges  
Santa Barbara County SELPA  
County Education Office - Fiscal Services

ATTENTION: Chief Business Officials

FROM: Susan Hasler Pachter, Assistant Coordinator Payroll, Retirement, and School Claims

SUBJECT: Authorized Signature Forms

As new board members take office, it is necessary to update the authorized signature forms and informational sheets on file with School Business Advisory Services. This packet is being sent now so that you may take it to your board’s annual organizational meeting, if desired.

This department uses the attached forms to verify information and validate signatures on the various documents we audit and for documents we release from this office. The attached page describes the use of each form.

Please complete the attached forms, if changes need to be made, and return to me by January 28, 1994. If you have any questions regarding the use or completion of these forms, please call me at extension 268.

jab

attachments
A. AUTHORIZED SIGNATURES - BOARD MEMBERS

This form shows the valid signatures of all board members. Complete page 1 if your district has 6 or less members. Complete pages 1 and 2 if your district has more than 6 members.

B. AUTHORIZED SIGNATURES - CERTIFY OR ATTEST TO GOVERNING BOARD ACTION

This form shows the valid signatures of individuals who the board delegates to certify or attest to governing board action.

C. AUTHORIZED SIGNATURES - DISTRICT PERSONNEL APPROVED BY THE BOARD TO ACT AS DISTRICT AGENTS

This form shows the district personnel who the board approves to act as agents of the board. These individuals may sign various documents on behalf of the board. The documents include:

1. Payroll warrants, including payroll orders, final prelists, and payroll manual and cancel warrant requests.

2. Commercial warrants, including final prelists, and all forms certifying legal school district purchases or expenditures.

3. Contracts.

Complete pages 1 through 3 depending on the number of district agents.

D. DISTRICT AUTHORIZED PERSONNEL - RELEASE OF WARRANTS

This form shows the district personnel, authorized by the board, to whom the County Education Office may release commercial or payroll warrants to.

E. INFORMATION SHEET

This form shows the district personnel that the County Education Office may contact in three areas of responsibility. The form also provides travel reimbursement information that the County Education Office uses to audit commercial warrants.

F. DISTRICT CONTACT PERSON(S) FOR BUDGET OR CASH OVERDRAFT NOTIFICATION

This form shows the district personnel that the County Education Office may contact whenever a budget or cash overdraft occurs.
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 26, 1993 its budget for the fiscal year, and

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

Whereas, an amount of $30,600 budgeted in certain other classifications will not be needed for expenditures in those classifications.

NOW, THEREFORE, BE IT RESOLVED that budget transfer Nos. B94-059 through B94-062 be made resulting in net effect as follows:

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PASSED AND ADOPTED BY THE Board of Trustees of the Santa Barbara Community College District this 16th day of December, 1993 by the following vote:

Ayes: Dr. Alexander, Dr. Dobbs, Mr. Luria, Mrs. Powell, Mr. Villegas, Mr. Jarrott

Noes: None

Absent: None

Concur: Mr. Brunello

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

BTBOARD WP
Resolution dollar amounts are less than the total of this list since only the net effect of transfers from one major object to another are shown.

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RESOLUTION

OF THE GOVERNING BOARD OF THE

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

RE: APPROPRIATION TRANSFERS B94-063 through B94-064

WHEREAS, additional revenue has been received which is not reflected in the 1993-1994 Adopted Budget, and

WHEREAS, existing budgeted funds need to be redistributed and additional unbudgeted revenue appropriated, and

WHEREAS, under the provisions of Education Code Sections 85200 and 85210 such action may be taken by written resolution of the governing board;

NOW, THEREFORE, BE IT RESOLVED that the County Superintendent of Schools and County Auditor be authorized and directed to increase the revenue and budget as shown on the attached lists.

PASSED AND ADOPTED by the Board of Trustees of the Santa Barbara Community College District this 16th day of December, 1993 by the following vote:

AYES: Dr. Alexander, Dr. Dobbs, Mr. Luria, Mrs. Powell, Mr. Villegas, Mr. Jarrott

NOES: None

ABSENT: None

CONCUR: Mr. Brunello

Dr. Peter R. MacDougall
Superintendent/President
and Secretary/Clerk to the Board of Trustees
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**BUDADJ**
CHANGE ORDER
AIA DOCUMENT G701

PROJECT: SANTA BARBARA CITY COLLEGE BUSINESS/COMMUNICATION CENTER
721 CLIFF DRIVE
SANTA BARBARA, CA 93109

TO CONTRACTOR: DILLINGHAM CONSTRUCTION
P.O. BOX 1610
GOLETA, CA 93116

CHANGE ORDER NUMBER: 12
DATE: 6 DECEMBER 1993
ARCHITECT’S PROJECT NO: 88-59
CONTRACT DATE: 1 AUGUST 1993
CONTRACT FOR: 540 CALENDAR DAYS

The Contract is changed as follows:
1. ADD 8" HIGH CAST ALUMINUM LETTERS AT THE SOUTH ELEVATION ABOVE EXTERIOR TERRACES OF ROOMS NO. 301 AND 302 PER ATTACHED DRAWING AR-36. $2,475.00
2. REVISE CAST ALUMINUM LETTERS AT WEST ELEVATION PER ATTACHED DRAWING AR-41. THIS ADDS THE FOLLOWING: RIDLEY/TREE BUSINESS CENTER. $1,403.00
3. ADD 4" HIGH BRONZE LETTERING OVER ENTRANCE DOOR 104 AT COMMUNICATION DEPARTMENT TO READ: COMMUNICATION (PER ATTACHED DRAWING AR-42). $668.00

Not valid until signed by the Owner, Architect and Contractor.

The original (Contract Sum) $5,699,000.00
Net change by previously authorized Change Orders $214,274.00
The (Contract Sum) $5,913,274.00 prior to this Change Order will be (increased) (decreased) $4,546.00
The (Contract Sum) $5,917,820.00 by this Change Order in the amount of $5,917,820.00
The new (Contract Sum) $5,917,820.00 including this Change Order will be $5,917,820.00

The Contract Time will be ZERO (0-- days, unchanged by)
The date of Substantial Completion as of the date of this Change Order therefore is MARCH 16, 1994

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

KRUGER BENSEN ZIEMER ARCH.
ARCHITECT
30 WEST ARRELLAGA STREET
SANTA BARBARA, CA 93101

DILLINGHAM CONSTRUCTION
CONTRACTOR
P.O. BOX 1610
GOLETA, CA 93116

SANTA BARBARA CITY COLLEGE
OWNER
721 CLIFF DRIVE
SANTA BARBARA, CA 93109

BY
Dated
DATE DEC. 6, 1993

CAUTION: You should sign an original AIA document which has this caution printed in red. An original assures that changes will not be obscured as may occur when documents are reproduced.

AIA DOCUMENT G701 • CHANGE ORDER • 1987 EDITION • AIA® • ©1987 • THE AMERICAN INSTITUTE OF ARCHITECTS, 1735 NEW YORK AVE., N.W., WASHINGTON, D.C. 20006

Item 5.2-c
Page 1 of 3
12/16/93
CHANGE ORDER REQUEST

To: Kruger, Bensen, Ziemer Architects, Inc.
30 W. Arrellaga Street
Santa Barbara, CA 93101

Attention: Don Ziemer

Reference Project: Santa Barbara City College
Business/Communication Center
Project No.: 30-053
Change Request No.: 1-068

Date: 9/22/93
Job No.: 30-053
Reference Data:
Owner/Arch. No.: PR#66
Drawings: AR-36
Specifications

Gentlemen:

Submitted herewith is our formal Change Order Request for the change in work as described below:

Add Cast Aluminum Exterior Building Letters per Proposal Request #66.

Amount: $2,475.00

Contract Time Extension Required: 0 Working Days Due to Schedule Affect

NOTE: If the above contract extension is not provided in the change order and you require Dillingham and our subcontractor(s) to provide this work within the current contract time, then the Owner assumes liability for any additional costs or penalties due to acceleration.

This Change Order Request quotation may be voided and requoted if not accepted within 14 calendar days of receipt.

Your acceptance of this quotation by return of one signed copy will constitute our authority to proceed with the changes in the work. Such changes to be incorporated into a change order to the contract.

Very truly yours,

DILLINGHAM CONSTRUCTION, N.A., INC.
Commercial/Industrial Division

By Brian C. Hardebeck
Title: Project Manager

cc:

Item 5.2-c
Page 3 of 3
12/16/93
CHANGE ORDER NO. 6

Project: Santa Barbara City College
HRC Addition
OSA #59275
GPP #921900

Date: 24 November 1993

The scope of work will be modified only as herein specifically set forth and in all other respects remains unaltered.

Item #1: Additional labor to refit casework to floor drain.

Reason: Required by Health Department.


Change in Contract Sum for this item: Increased $177.73
Change in Contract Time for this item: Unchanged

Original Contract Sum: $112,600.00
Contract Sum prior to this Change Order: $135,265.59
Contract Sum is increased by this Change Order by: $177.73
New Contract Sum will be: $135,443.32

Original Substantial Completion Date: 1 September 1993
Substantial Completion Date prior to this Change Order: 8 September 1993
New Substantial Completion Date will be: 8 September 1993
Contractor and Owner acknowledge that the change in Contract Sum and Contract Time set forth above constitute the complete compensation and time extension for this change in the work including, but not limited to, Contractor's field and office overhead, profit and supervision and Owner's project expenses, inspection and administration costs.

Accepted by:
ROUNDS CONSTRUCTION CO.

Authorized by:
SANTA BARBARA COMMUNITY COLLEGE

Agreed to by:
GRANT PEDERSEN PHILLIPS
METSCH Sweeney Architects

Agreed to by:
DIVISION OF THE STATE ARCHITECT

Item 5.2-d
Page 2 of 4
12/16/93
November 17, 1993

Mr. Steve Metsch, Project Architect  
Grant Pedersen Phillips Architects  
1435 Anacapa Street  
Santa Barbara, CA 93101

Dear Mr. Metsch:

The following reflects two cost requests received from subcontractors. We discussed the one from Architectural Millwork in September and the bill from Donovan came about ten days ago. There will be no others.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Fire alarm check:</td>
<td>$123.40</td>
</tr>
<tr>
<td></td>
<td>Subcontractor:</td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td>Cabinet modification:</td>
<td>150.00</td>
</tr>
<tr>
<td></td>
<td>Subcontractor:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subtotal:</td>
<td>273.40</td>
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<tr>
<td></td>
<td>Contractor P &amp; O (15%):</td>
<td>41.01</td>
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<tr>
<td></td>
<td>Total:</td>
<td>$314.01</td>
</tr>
<tr>
<td></td>
<td>Including Bonds (3.03%):</td>
<td>$323.94</td>
</tr>
</tbody>
</table>

Thank you.

Sincerely,

Gerald T. Rounds

P.S. Address and street are: 4045 East Oak Trail, all else is as above.
STATEMENT

DATE     September 10, 1993

NUMBER   A 10911

SANTA BARBARA CITY COLLEGE
- GOURMET ****Extra

ROUND CONSTRUCTION
4040 Timms Rd.
SANTA YNEZ, CA 93460

TERMS:

PLEASE DETACH AND RETURN WITH YOUR REMITTANCE

$150.00

BALANCE FORWARD

SEPTEMBER 1993

A 10911 Labor to cut out around floor sink. 150.00

COPY ATTACHED

Thank you.