0300 DUTIES AND RESPONSIBILITIES OF BOARD MEMBERS

0310 General Responsibilities

0310.1 Statement of Ethical Conduct for Members of the Board of Trustees

1. Introduction: Mission and Values of the College

MISSION: The College exists to provide a comprehensive curriculum and activities which support transfer and occupational programs, development of skills essential for academic success, and general credit and noncredit programs appropriate to the needs of the South Coast community, the state and the nation.

VALUES: In developing strategies for institutional improvement, the College emphasizes the fundamental values of Santa Barbara City College.

- To provide open and affirmative access to postsecondary education for all who can benefit from it.

- To provide excellence in all programs of the College.

- To create and maintain a physical and psychological environment that enhances student success, emphasizes teaching and learning, supports staff enrichment activities, and encourages the open discussion of ideas and issues.

- To develop and sustain College governance processes that emphasize cooperative and collegial approaches in carrying out the work of the College.

- To assure that the needs of students are the primary reference for College decision making regarding College policies and programs.

- To establish and maintain a mutually supportive relationship between the College and all elements of the local community.

2. Standards of Conduct Code of Ethics**

Each member of the Board of Trustees will:

- Hold the educational welfare of the students of the District as his/her primary concern. Insofar as possible, show concern and interest for student accomplishments by attending student ceremonies and events.

- Respect the office of Trustee and in no way misuse the power inherent in the office.

* Revised: 07/16/92

Item 1.8a
Page 1 of 3
1/26/06
• Ensure that the District maintains equality of opportunity for all students regardless of race, creed, sex, age, disability, or national origin.

• Protect, advance and promote the interest of the community as a whole. Exercise independent judgment without bias in favor of private interests or partisan political groups.

• Uphold, implement, and enforce all laws and codes applying to the District.

• Act as an instigator and promoter of change through legal and ethical procedures.

• Recognize and actively communicate that authority rests with the Board in its legally constituted meetings and not with individual members or committees.

• Attend and participate in all meetings, insofar as possible, having prepared for discussion and decision by reviewing all agenda materials.

• Conduct all business of the Board in open public meetings, unless, in the judgment of the Board and for purposes permitted by law, it is more appropriate to hold a closed session.

• Maintain confidentiality of Board discussions held in closed meetings of the Board.

• Avoid any situation that may constitute a conflict of interest. Inform the Board or the Board President when a matter under consideration might involve or appear to involve such a conflict.

• Abstain from participation in discussion and voting on any issue where such a conflict of interest or appearance of such conflict might arise.

• Enhance his/her effectiveness as a Trustee through study of contemporary educational issues and attendance at professional workshops and conferences designed to improve Board member effectiveness.

• Promote and maintain good relations with other Board members by:
  ◆ Keeping an open mind and listening to other facts and points of view which may be presented at meetings of the Board.
  ◆ Respecting the opinions of others and abiding by majority rule.
  ◆ Working with other Board members in a spirit of harmony and cooperation, and giving courteous consideration to others' opinions.
• Promote a healthy work relationship with the Superintendent/President and the staff by:

♦ Appointing and nurturing an effective Superintendent/President and supporting his/her administrative recommendations by maintaining a climate of "no surprises."

♦ Supporting District personnel in the appropriate performance of their duties and assuring that they have the needed responsibility, authority and, within fiscal limitations, the resources to perform effectively.

♦ Referring complaints, criticisms, and grievances through appropriate channels as previously agreed upon and reflected in Board policies.

• Be an advocate for the District in the community by encouraging support for and interest in the College.

0310.2 The functions of the Board of Trustees shall be legislative, and it shall act as a policy-forming body. It shall consider questions of general educational policy and shall place the responsibility for the implementation of Board-adopted policies directly in the hands of the District Superintendent as executive officer of the Board.

0310.3 The Board of Trustees shall give due consideration to legal requirements and limitations, to sound educational procedures, and to the interest of the public it represents.

0310.4 The Board of Trustees shall strive to maintain a sound and superior college program with respect to range and scope, breadth and quality, school plant and equipment, and personnel; and to adapt the educational program as far as possible to the needs, interests, aptitudes, abilities and capabilities of all youth and adults within the College District.
College Plan 2005-08
January 5, 2006

“Committed to the Success of Each Student”

SBCC Guiding Principles

• There is in each individual an intrinsic dignity and worth.
• A democratic society functions best when its members are educated and participating citizens.
• Individuals have the capacity to learn to direct their destiny and the responsibility to participate effectively in the affairs of society.
• The opportunity to learn should be accessible to all who can profit from it and who wish to avail themselves of it.
• Each person should be encouraged and helped to realize his/her fullest potential regardless of economic, educational, or physical disadvantages, and/or cultural differences.
• The community and the individual are best served when people can find satisfying and productive vocations and can learn to make rewarding use of leisure time.
• It is important that all people learn about cultural heritages and how to work together to create a better society.
• As a community college, Santa Barbara City College must be responsive to the needs of the community it serves.
• A commitment to the ideal and tradition of academic freedom is basic to an intellectual environment which encourages serious scholarship and critical, independent thinking.
• Education is a lifelong process—not solely preparation for adult life.

Fundamental Purposes
The fundamental purposes of Santa Barbara City College are:

• To provide uncompromisingly excellent quality of instruction in all programs of the college, and to create and maintain an environment which emphasizes teaching and learning, and encourages free discussion of ideas, interests and issues.
• To maintain a comprehensive curriculum which supports a viable transfer program, a diverse occupational program, and general credit and noncredit educational opportunities appropriate to the needs of the South Coast community.
• To provide equal opportunity to postsecondary education at minimum cost to all who wish to avail themselves of it, or who can benefit from it, through programs of outreach, counseling, placement and developmental education, and through a policy of non-discrimination and affirmative action.
• To be particularly responsive to the needs of the local community and the citizens who come to the college as students, and to be sensitive to changes
in these needs.
• To be responsive to the needs of the region, state and the nation for persons trained in particular skills.

In pursuit of these purposes, the college will provide programs and services in the most cost-effective manner possible, and, at all times, will practice fiscal responsibility.

Student Learning, Achievement and Development

Goal 1. Develop, implement and evaluate the college’s Student Success Initiative Plan.

Objective 1. By the end of the 3-year plan period, the college will be ranked in the top 25% among comparison institutions on the state AB1417 accountability measures that pertain to student achievement and progress rates, vocational and basic skills course success rates, ESL improvement rates, basic skills improvement rate, and persistence rates (see Appendix 1 for a description of the AB1417 measures).

Objective 2. By the end of the three-year plan period, the number of students that transfer annually to a UC or a CSU campus will increase by a minimum of 6% and the number of students that transfer to other post-secondary education institutions included in the National Student Clearinghouse will increase by a minimum of 6%.

Objective 3. By June 2008, increase by 20% the number of students that move to academic good standing from academic probation or disqualification.

Objective 4. Establish systems to ensure that the college provides comparable support services to students taking off campus and online courses to those available to on-campus students.

Objective 5. Increase student participation in college out-of-classroom learning, social and cultural activities.

Goal 2. Incorporate student learning outcomes (SLOs) into courses, programs and services and use them for continuous student learning improvement.

Objective 6. Incorporate SLOs and procedures for promoting and assessing their attainment into 50% of the credit class sections; 50% of non-credit sections; and in other units of the college, as appropriate.

Objective 7. Identify institutional SLOs and develop, field test and evaluate strategies for their attainment.
Outreach, Access, and Responsiveness to the Community

Goal 3. Provide programs and services consistent with the mission of California Community Colleges that are responsive to student and community educational needs within available resources.

Objective 8. Increase by 2% per year the number of students who are enrolled in noncredit ESL, GED, basic skills and short term vocational programs and subsequently enroll in SBCC credit courses the following year.

Objective 9. Develop a systematic approach to identify whether there are population segments in the community which are underserved by the college and, where appropriate, implement strategies to address the educational needs of individuals in the identified segments.

Objective 10. Identify and implement strategies to achieve the FTES targets needed to maintain the vitality of the college’s programs and address the changes in the populations we serve. Implement the Enrollment Management Plan to meet the college’s state funded FTES targets as well as its out of state and international student enrollment targets.

Faculty, Staff and Management

Goal 4. Increase the college’s competitiveness in attracting, employing, and retaining highly qualified faculty, staff and management who reflect the diversity of our students and community.

Objective 11. Identify and support housing and transportation options that will increase the employment and retention of faculty, staff and management.

Objective 12. Complete a comprehensive work environment assessment to include job satisfaction, communications issues and work priorities.

Goal 5. Continuously improve the work environment for employees and provide ways to encourage employee creativity and empowerment.

Objective 13. Develop a system that provides opportunities for career advancement and incentives for classified staff and management.

Objective 14. Develop a human resources plan that will address the staffing needed to enable the institution to respond to changing demands, including expected large number of retirements over the next three years.

Goal 6. Enhance performance and satisfaction of faculty, staff and management.
Objective 15. Identify and provide the resources required by department chairs, adjunct faculty, and classified staff, respectively, to perform their jobs effectively.

Objective 16. Make progress towards the 75/25 ratio of full-time to part-time faculty.

Objective 17. Establish the SBCC Management Institute and other professional growth opportunities for management that will provide core management skills.

Objective 18. Complete the revision of faculty job descriptions both in instructional and non-instructional areas. Revise the evaluation processes and align them with the responsibilities specified in the job descriptions.

Objective 19. Establish and implement a process to maintain the currency of the job classification system.

Governance, Management and Decision Support

Goal 7. By June 2008, implement a state of the art integrated Enterprise Resource Planning system to conduct the operations of the college.

Objective 20. By June 2008, complete the implementation of all SCT Banner modules (e.g., Student System, Financial Aid, Human Resources, Finance) and related third party applications.

Objective 21. Complete an evaluation of selected business processes affected by the Banner implementation and, where needed, make appropriate changes.

Objective 22. Develop and implement a new registration system for continuing education students in conjunction with the implementation of SCT Banner.

Goal 8. Implement agreed upon strategies identified through the Consultative Planning Process (CPP) conducted in 2004-05, which will result in improved effectiveness and efficiencies.

Objective 23. Implement the items identified through the Consultative Planning Process (CPP) as “not needing analysis,” that can be implement quickly and yield cost savings or lead to revenue generation (Tier 1 items).

Objective 24. Complete the evaluation of items identified through CPP as “having potential for cost reductions, revenue generation or improved operations” (Tier 2) and implement those that are deemed appropriate and feasible.
Objective 25. Incorporate the use of departmental CPP information in the annual review of educational program units as well as in the systematic review of other college units.

Objective 26. Conduct a comprehensive programmatic analysis of priorities used for allocation of new resources.

Objective 27. Develop a cost of education projection model to allocate resources required to support the attainment of the college's enrollment targets.

Goal 9. Increase the college's use of technology to enhance internal communication and decision-making.

Objective 28. Develop and implement a comprehensive college Intranet.

Objective 29. Identify new mechanisms to facilitate college-wide communications.

Goal 10. Achieve greater effectiveness in carrying out the shared decision-making processes at the college.

Objective 30. Complete a comprehensive evaluation and plan for improved effectiveness of the college consultation bodies and their role in shared decision making.

Objective 31. Expand the role of classified staff in shared governance.

**Technologies, Facilities and Fiscal Support**

Goal 11. Establish a process for more systematic long- and short-term planning in the use of technologies.

Objective 32. Implement the three-year District Technology Plan.

Goal 12. Achieve a comprehensive evaluation of facility needs.

Objective 33. Complete and communicate the updated long-range development plan.

Objective 34. Implement short- and long-term transportation and parking mitigation strategies needed to achieve the objectives in the Traffic Demand Management Plan.

Objective 35. Develop and implement a plan to address the short- and long-term facility needs of the college.

Objective 36. Reduce the use of non-renewable resources in the operations of the college.
Goal 13. Identify, provide incentives for, and implement strategies to generate additional revenue to support existing programs, services, and operations as well as accomplish new objectives of the college plan.

Objective 37. Conduct a capital campaign for the School of Media Arts (SoMA).

Objective 38. Complete the analysis of the current and projected programmatic and related facilities needs. Identify and implement strategies to secure internal and external funding to finance the projects in the long-range development plan.

Objective 39. Establish a grant development and management office.

Objective 40. Identify strategies to achieve an annual fund raising level of $8M by the SBCC Foundation.

Objective 41. Identify entrepreneurial revenue generating opportunities in program and facilities use.

Objective 42. Establish a fund for innovation to encourage entrepreneurial initiatives.
Appendix 1
AB1417 Performance Framework for the California Community Colleges

The major categories of indicators are:
- Student Progress and Achievement: Degree/Certificate/Transfer
- Student Progress and Achievement: Vocational/Occupational/Workforce Development
- Pre-collegiate Improvement/Basic Skills/ESL
- Participation

There are two types of indicators:
- District Indicators – required and reported for all districts; calculated by the Chancellor’s Office
- System Indicators – reported on a system wide aggregate basis only; calculated by the Chancellor’s Office

<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Definition</th>
<th>District or System Indicators</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT PROGRESS AND ACHIEVEMENT: Degree/Certificate/Transfer</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Student Achievement and Progress Rate (for “Cohort A” students) | Percentage of cohort of first-time students with minimum of 12 units earned who attempt degree/certificate/transfer threshold course within 6 years of entry (“Cohort A”) who are shown to have achieved ANY of the following outcomes or value-added measures of progress within 6 years of entry:  
  - earned AA/AS or Certificate (earned a Chancellor’s Office approved award – AA/AS/Certificate)  
  - actual transfer to a four-year institution (student shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)  
  - achieved “Transfer Directed” (student successfully completed both transfer-level Math AND English courses)  
  - achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA >=2.0 in those transferable courses)  
  - earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive affect on future earnings)  | District | Uses “Cohort A” as denominator.  
“Cohort A” attempts to measure students who have crossed the same threshold equally at each District, regardless of institutional mission or size.  
The indicator measures what percentage of the cohort achieves any type of the aforementioned measures of success or progress.  
It is proposed that the “earned 30 units” portion of this rate be examined at implementation and possibly reported separately. |
| Persistence Rate of “Cohort A” students, first year to second year | Percentage of cohort of first-time students with minimum of 12 units earned who attempt degree/certificate/transfer threshold course within 6 years of entry who return and enroll at any time in their second year anywhere in the system. | District | Uses “Cohort A” as denominator.  
Standard year-to-year persistence rate calculation for outcomes-oriented students. |
<p>| Annual Volume of Transfers to Four-year institutions | Volume of most current full-year transfer counts from CCC to other four-year institutions of higher education. | System | Commonly used transfer volume metric; shows how State and receiving institution admittance policies affect current |</p>
<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Definition</th>
<th>District or System Indicators</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Rate to Four year institutions for Community College system</td>
<td>Transfer rate based on first-time freshman cohort analysis of student behavioral intent to transfer.</td>
<td>System</td>
<td>System level transfer rate, to be broken out by segment of transfer destination and student demographic. Based on current transfer rate methodology.</td>
</tr>
<tr>
<td>Annual Percentage of Baccalaureate students graduating UC and CSU who attended a community college</td>
<td>Percentage of all graduating students from any CSU or UC campus that has enrolled in one or more of the community colleges prior to graduation.</td>
<td>System</td>
<td>This system metric will provide the state with a full picture of the extent to which baccalaureates students utilize the California community colleges to achieve their baccalaureate educational goals.</td>
</tr>
</tbody>
</table>

### STUDENT PROGRESS AND ACHIEVEMENT: Vocational Occupational Workforce Development

<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Definition</th>
<th>District or System Indicators</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Successful Course Completion Rate (VOCATIONAL COURSES)</td>
<td>Most recent annual rate of successful course completion in VOCATIONAL courses. Successful is defined as having been retained to end of term with a final course grade of A, B, C, or CR. SAM A, B and C ONLY.</td>
<td>District</td>
<td>Specifically for Vocational Courses, as these are a priority area for the State.</td>
</tr>
<tr>
<td>Annual Volume of Degrees/Certificates conferred by Program</td>
<td>Volume of most current full year of AA/AS/Certificates conferred, broken down by degree type and program (major TOP code).</td>
<td>System</td>
<td>Commonly used degree/certificate volume metric; shows annual system production of award recipients by program subject area (nursing, accounting, auto mechanics, etc.) Not useful to measure at a district level because of volume incomparability between districts, not all districts offer all types of programs.</td>
</tr>
<tr>
<td>Increase in total personal income as a result of receiving degree/certificate</td>
<td>Statewide increase of median personal income of AA/AS/Certificate students taken at some point after award conferral. Students shown to be still enrolled will be taken out of the calculation.</td>
<td>System</td>
<td>System level degree and certificate attainment rate. Methodology of devising &quot;behavioral intent to earn degree/certificate&quot; would need to be developed.</td>
</tr>
</tbody>
</table>

### PRE-COLLEGIATE IMPROVEMENT - BASIC SKILLS - ESL

<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Definition</th>
<th>District or System Indicators</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Successful Course Completion Rate (Basic Skills Courses)</td>
<td>Most recent annual rate of successful course completion in Basic Skills courses. Successful is defined as having been retained to end of term with a final course grade of A, B, C, or CR.</td>
<td>District</td>
<td>Specifically for Basic Skills Courses, as these are a priority area for the State. Evaluation issues are similar to other Successful Course Completion rates shown above.</td>
</tr>
<tr>
<td>ESL Improvement Rate</td>
<td>Percent of students who attempted/completed at least one credit ESL course in a term who attempted/completed a higher level ESL course or a college level course within two years of taking the ESL course (a two-year cohort examination). The various combinations of attempted-attempted, completed-attempted, or completed-completed will be determined at a later date. Only students starting at 2 or more levels below college/transfer level will be counted.</td>
<td>District</td>
<td>Shows progress through basic skills curriculum. Disadvantages districts whose students do not need multiple basic skills courses or transfer-level math/English courses. Districts without ESL programs would be waived from this indicator.</td>
</tr>
<tr>
<td>Basic Skills Improvement Rate</td>
<td>Percent of students who attempted/completed at least one basic skills course in a term who attempted/completed a higher level basic skills course in the same discipline (reading, writing, math, respectively) or a college level course within two years of taking the first basic skills course (a two-year cohort examination). The various combinations of attempted-attempted, completed-attempted, or completed-completed will be determined at a later date. Only students starting at 2</td>
<td>District</td>
<td>Shows progress through basic skills curriculum. Disadvantages districts whose students do not need multiple basic skills courses or transfer-level math/English courses.</td>
</tr>
</tbody>
</table>

Item 1.8b
Page 8 of 9
1/26/06
<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Definition</th>
<th>District or System Indicators</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Successful ESL Completion Rate</td>
<td>Most recent annual rate of successful course completion in ESL courses. Successful is defined as having been retained to end of term with a final course grade of A, B, C, or CR.</td>
<td>District</td>
<td>Specifically for ESL courses. Evaluation issues are similar to other Successful Course Completion rates shown above.</td>
</tr>
<tr>
<td>Annual Volume of basic skills improvements</td>
<td>The annual volume of students completing coursework at least one level above their prior basic skills enrollment.</td>
<td>System</td>
<td>Same methodology as PFE Metric #5.</td>
</tr>
<tr>
<td>Statewide Participation Rate (by selected demographics)</td>
<td>Statewide aggregated participation rates by various demographic elements, including ethnicity, age group, and gender. Participation rates determined by unduplicated annual headcount attending divided by adult population (18-65) in California, as per census and DOF estimates.</td>
<td>System</td>
<td>Measures what percentage of students (by demographic) attends CCC’s statewide. This metric is best measured at a statewide level due to inability to centrally define district/service area boundaries and because of students attending across district boundaries.</td>
</tr>
<tr>
<td>Name</td>
<td>Name</td>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Abney, Richard</td>
<td>Burkard, Patricia</td>
<td>Davis, Cynthia</td>
<td></td>
</tr>
<tr>
<td>Aguilar, Peter</td>
<td>Burkholder, Steven</td>
<td>Davis, Rebecca</td>
<td></td>
</tr>
<tr>
<td>Aguirre-Fuentes, Lydia</td>
<td>Burnett, Kristi</td>
<td>Deacon, Susan</td>
<td></td>
</tr>
<tr>
<td>Ahlman, John</td>
<td>Burnettette, Donald</td>
<td>DeAlba, Coral</td>
<td></td>
</tr>
<tr>
<td>Ahmadizadeh, Ilya</td>
<td>Burr, Norman</td>
<td>Decker, Beverly</td>
<td></td>
</tr>
<tr>
<td>Alexander, Deborah</td>
<td>Burr, Susan</td>
<td>Decker, Thomas</td>
<td></td>
</tr>
<tr>
<td>Aling, Ann</td>
<td>Butcher, Carolyn</td>
<td>DeClerck, Tania</td>
<td></td>
</tr>
<tr>
<td>Allain, Sandra</td>
<td>Buzick, Molly</td>
<td>Deems, Lydia</td>
<td></td>
</tr>
<tr>
<td>Alsheimer-Barthel, Cornelia</td>
<td>Caballero, Jose</td>
<td>Del Valle, Margarita</td>
<td></td>
</tr>
<tr>
<td>Amidon, Elizabeth</td>
<td>Camardevilla, Dominic</td>
<td>Dempsey, Wendy</td>
<td></td>
</tr>
<tr>
<td>Anderson, Ellen</td>
<td>Camiel, Sylvia</td>
<td>Dent, John</td>
<td></td>
</tr>
<tr>
<td>Antolin, Jozef</td>
<td>Campbell, Darcie</td>
<td>Derbyshire, Glen</td>
<td></td>
</tr>
<tr>
<td>Arany, Eva</td>
<td>Campos, David</td>
<td>DeSouza, Marcela</td>
<td></td>
</tr>
<tr>
<td>Arnold, Thomas</td>
<td>Cantrell, Valerie</td>
<td>Dewey, Kathleen</td>
<td></td>
</tr>
<tr>
<td>Ary, Daniel</td>
<td>Caputo, Sara</td>
<td>Dhirajial, Nimita</td>
<td></td>
</tr>
<tr>
<td>Atassi, Ahmad</td>
<td>Caputo, Steven</td>
<td>Dicks, Brett</td>
<td></td>
</tr>
<tr>
<td>Atkinson, Terry</td>
<td>Cardillo French, Gerri</td>
<td>Dickson, Marcia</td>
<td></td>
</tr>
<tr>
<td>Atwater, Regine</td>
<td>Carl, Katrina</td>
<td>Dinkins, Elizabeth Vail</td>
<td></td>
</tr>
<tr>
<td>Auchincloss, Elizabeth</td>
<td>Carman, Colin</td>
<td>DiVito, Monica</td>
<td></td>
</tr>
<tr>
<td>Avila, John</td>
<td>Carr, Bernie</td>
<td>Dodge, Jackson</td>
<td></td>
</tr>
<tr>
<td>Avitzur, Tal</td>
<td>Carson, John</td>
<td>Dolas, Theodore</td>
<td></td>
</tr>
<tr>
<td>Bailey, Erik</td>
<td>Carubia, Agatha</td>
<td>Donnelly, Nathan</td>
<td></td>
</tr>
<tr>
<td>Baker, Jill Marie</td>
<td>Castro, Laura</td>
<td>Dorfhuber, Rosabeth</td>
<td></td>
</tr>
<tr>
<td>Balderman, Barbara</td>
<td>Catalini, John</td>
<td>Downey, Michael</td>
<td></td>
</tr>
<tr>
<td>Balish, MaryAnn</td>
<td>Chaves, Mirta Lorena</td>
<td>Drobny, Dana</td>
<td></td>
</tr>
<tr>
<td>Banyal, Michelle</td>
<td>Chiles, Jr, Ted</td>
<td>Dryden, Patrick</td>
<td></td>
</tr>
<tr>
<td>Barber, Celeste</td>
<td>Clark-Ruiz, Juliet</td>
<td>Ducharme, Margaret</td>
<td></td>
</tr>
<tr>
<td>Barber, Eileen</td>
<td>Cleyet, Francesca</td>
<td>Dugan, III, Charles</td>
<td></td>
</tr>
<tr>
<td>Barroca, Loren</td>
<td>Clifford, Craig</td>
<td>Durham, William</td>
<td></td>
</tr>
<tr>
<td>Baum, Richard</td>
<td>Clouser, Gerald</td>
<td>Egbert, George</td>
<td></td>
</tr>
<tr>
<td>Bell, Jenny</td>
<td>Coady, Angela</td>
<td>Ekola, Deborah</td>
<td></td>
</tr>
<tr>
<td>Bellaart, K. Samantha</td>
<td>Coburn, Gordon</td>
<td>Ekstrom, Linda</td>
<td></td>
</tr>
<tr>
<td>Belluzzi, Lisa</td>
<td>Coiner, Linnae</td>
<td>Elias, Alan</td>
<td></td>
</tr>
<tr>
<td>Bertino, Josephine</td>
<td>Cole, Cynthia</td>
<td>Elias, Frederick</td>
<td></td>
</tr>
<tr>
<td>Biely, Erica</td>
<td>Cole-Broughton, Margaret</td>
<td>Ensign, Dawn</td>
<td></td>
</tr>
<tr>
<td>Blackwell, Robert</td>
<td>Collins, Edward</td>
<td>Erdman, Duane</td>
<td></td>
</tr>
<tr>
<td>Borely, Christophe</td>
<td>Coloura, Vanessa</td>
<td>Erskine, Richard</td>
<td></td>
</tr>
<tr>
<td>Bowman, Ingrid</td>
<td>Cook, Alexandra</td>
<td>Esquivel, Renee</td>
<td></td>
</tr>
<tr>
<td>Bowman, Jr., Raymond</td>
<td>Cook, Steve</td>
<td>Ester, Joyce</td>
<td></td>
</tr>
<tr>
<td>Brassard, Sherry</td>
<td>Cook, Terri</td>
<td>Evans, Nancy</td>
<td></td>
</tr>
<tr>
<td>Breeden, III, Lindsey</td>
<td>Cooper, Helen</td>
<td>Faciana-Noffsinger, Erika</td>
<td></td>
</tr>
<tr>
<td>Brennand, Scott</td>
<td>Cooper, Jennifer</td>
<td>Farzaneh, Mateo</td>
<td></td>
</tr>
<tr>
<td>Brewer, Kenneth</td>
<td>Corman, Bonnie</td>
<td>Faulders, Theodore</td>
<td></td>
</tr>
<tr>
<td>Brinkman, Debra</td>
<td>Cota, Marisol</td>
<td>Fenelon, Gail</td>
<td></td>
</tr>
<tr>
<td>Brittian, Skona</td>
<td>Cox, Bonnie</td>
<td>Ferry, Michelle</td>
<td></td>
</tr>
<tr>
<td>Brown, Jamece</td>
<td>Cronkite, Robert</td>
<td>Fincher-Ranger, Beverly</td>
<td></td>
</tr>
<tr>
<td>Brown, Jehanne</td>
<td>Cross, Erin</td>
<td>Fittipaldi, Brian</td>
<td></td>
</tr>
<tr>
<td>Brummel, Josephine</td>
<td>Danhi, Lisa</td>
<td>Flores, Carol</td>
<td></td>
</tr>
<tr>
<td>Bryant, Susan</td>
<td>Davidson-Alen, Kathleen</td>
<td>Flores, Cesar</td>
<td></td>
</tr>
<tr>
<td>Buckelew, Pablo</td>
<td>Davies Ward, Lisette</td>
<td>Flores, Eric</td>
<td></td>
</tr>
</tbody>
</table>
SPRING 2006 PART-TIME FACULTY

Folan, Virginia
Folguera, Alejandra
Ford, Jan
Ford, Suzanne
Forsell, Stephen
Forte, Christine
Fortner, Steve
Foss, Tina
Foster, Linda
Fowle, Jason
Frank, Patricia
Franklin, John
Freeman, Lisa
Fritz, April
Frost, William
Galindo, Miguel
Gallery, Mary
Galoustian, Patrick
Garard, Mikako
Garber, Neil
Gardella, Dennis
Gaynor, M. Helena
Gessert, Susan
Gilmore, Timothy
Giovine, Cosimo
Giloger, Maxwell Ted
Godar, Ronald
Godey, Amber
Goldberg, Gary
Goldfam, Tamar
Gordon, Deborah
Gottwald, Michelle
Gottwald, Thomas
Graham, JoAnn
Greene, Phillip
Gross, Marilyn
Gutierrez, Charlotte
Gutmann, Barbara
Haas, Jane
Hagerman, Michelle
Haines, Robert
Hampton, Lynda
Handley, Elizabeth
Hans, Suzanne Stina
Harlow, Laura Jeanmarie
Hartley, Donald
Head, Ingrid
Hearon, Sarah
Hermes, Elizabeth
Herrera, Evangeline
Herring, David
Hobbs, Matthew
Hobbs, Willard
Hofmann, Fred
Holdman, Annette
Holland, Linda
Hollems, M. Diane
Holmes, James
Honey, William
Horn, Maureen
Horwitz, Alexander
Houghton, Bobbi
Houlihan-Davis, Susan
Hughes, Kevin
Hughes, Steven
Huk, Peter
Humboldt, Michele
Ingram, Jared
Ion, Donald
Irwin, Eric
Jackson, Anthony
Jackson, Susan
Jacoby, Harold
Jerome, Lawrence
Johnson, Arian
Johnson, Robert
Jones, Katherine
Joy, Ford
Judd, William
Kao, Calvin
Karlson, Lynn
Katz, Amy
Katz, Jill
Keturi, Hannah
Kilgore, Julia
Kinneavy, James
Kipp, Susan
Kloos, David
Knodel, Lee Ann
Koenig, Vicki
Krasich, Andre
Kreisel, Neil
Kretschmer, Paul
Krouse, Bryan
Kunz, Joy
Kwong, Anna
Laanaoui, Noureddine
Labgaa, Rachid
Lafferty, Anna
Lansing, Melanie
Larson, Neona
Laskowski-Caujolle, Elvira
Lasswell, Steven
Latham, Marcus
Lavine, Stephanie
Le May, Jennifer
Lear, Kathleen
Leelahatorn, Mayuree
Leland, Nicholas
Leventhall, Meryl
Lewis, Daniel
Lewis, Evin Bonnie
Li, Chen-Chuan
Lockard, Jr, Kenneth
Lopez-Corales, Francisca
Lorenzen, Matthew
Lowry, Donald
Lozano Ibanez, Maria
Lukomsik, Wendy
Mackey, Eve
Maddigan, Emily
Madison, Joanne
Mahapatra, Mhir
Maltes, Christopher
Malakoff, Laura
Mallen, Mary
Malvinni, David
Marks, Kim
Martin Del Campo, Margarita
Marton, Katherine
Martorana, Joseph
Mason, Il, Monty
Masoomian, Behzad
Masse, Nancy
McCann, Scott
McCann, Stephanie
McDowell, Paul
McGarry, Claudia
McGoey, Peter
McGrath, Jay
McGraw, Donal
McIntire, Mark
McKee, Nicole
McNulty, Katherine
Melendez, Cecilia
Meloy, Helen
Merek, Joyce
Mertz, Philip
Miller, Jeffrey
Mills, Edward
Taylor, Catherine
Taylor, Muriel
Teitelbaum, Jeremy
Tejada, Susanne
Terry, Carolyn
Thomas, Lucy
Thomas, William
Thompson, A. Veronica
Thomson, Susan
Thornell, Jason
Torf, Victoria
Torres, Magdalena
Tribulski, Jeffrey
Trimble, Robert
Tucker, Sharri
Turner-Howe, Vicky
Umar Ghazaleh, Ivone
Unzueta, Manuel
Van Prooyen, Eva
Vance, Katheryne
Vanhecke, Vincent
Vergeer, Michael
Vilander, Barbara
Villanueva, Elias
Villegas, Jonathan
Volpe, Erik
Von Alvensleben, Michael
Von Bernuth, Debra
Voss, Leslie
Wade, Evelyn
Wakita, Takako
Walker, Cynthia
Warrecker, Theodore
Watkins, Daniel
Watkins, Sue
Webber, Jeannette
Weger, Anne
Weiss, Elizabeth
Wellman, Ann
Wesolowski, Daniel
Wetzork, Laurel
Whitehorse, Marilyn
Wiessner, Curtis
Wilkinson, Mary
Wilkinson, Stephanie
Willner, Arthur
Wilson, Anne
Wolf, Richard
Wong, Vince
Wood, Ill, Charles
Wopat, Kathryn
Yokubaitis, Dan
Zaharias, Tony
Zapata, Julianna
Ziegler, Karen
# Educational Programs
## Minimum Qualification Equivalency

<table>
<thead>
<tr>
<th>NAME</th>
<th>DISCIPLINE</th>
<th>BACKGROUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAINES, Robert</td>
<td>Biology</td>
<td><strong>EDUCATION:</strong>&lt;br&gt;B.A., College of Creative Studies, University of California, Santa Barbara (2002)&lt;br&gt;Advanced to Ph.D. Candidacy in March 2004 (128 units). Department of Molecular, Cellular and Development Biology, University of California, Santa Barbara (UCSB)</td>
</tr>
<tr>
<td>PATE, Roxane</td>
<td>Child Development</td>
<td><strong>EDUCATION:</strong>&lt;br&gt;B.A., Liberal Studies, Antioch University&lt;br&gt;M.A., Clinical Psychology, Antioch University, Santa Barbara (2005)</td>
</tr>
</tbody>
</table>

**EXPERIENCE:**

HAINES, Robert

- **1999-Present:** Teaching Assistant, Department of Molecular, Cellular and Developmental Biology, UCSB; Physiology, Microbiology and Biology classes at Santa Barbara City College (SBCC)
- **1999-Present:** Guest speaker, UCSB and SBCC
- **Current quarter:** Invited Lecturer in Biology, Microbiology and Physiology at UCSB
- **1998-2000:** Assistant to Lab Tech, Biological Sciences, SBCC

LOWRY, Don

- **1992-1998:** Head Tennis Professional, Montecito Country Club
- **1998:** Head Tennis Professional, Valley Club of Montecito
- **1989-1999:** Head Men’s Tennis Coach, UCSB

PATE, Roxane

- **2004-Present:** Case manager intern/marriage and family therapist trainee, Aurora Vista Del Mar Hospital
- **Dec. 2002-Present:** Mental health caseworker, Santa Barbara County Alcohol Drug and Mental Health Services access team
- **2003 (6 months):** Child development specialist, Sojourn Services Incorporated
- **2001-2002:** Infant-Toddler Specialist, First Presbyterian Infant and Children’s Center
- **Nov. 1998-2000:** Teen Education Specialist and Director of Teen Programs, Girls Incorporated of Greater Santa
SHANNON, Russell  Multimedia

Barbara

EDUCATION:
Brooks Institute of Photography with a concentration in Large Format Photography/Motion Pictures. No degree acquired (1987-89)
Continuing Education: Various professional seminars and trainings, especially production management, digital post production and TV-Internet convergence

EXPERIENCE:
1991-Present: Production Coordinator, Education Coordinator, Director of Operations, Santa Barbara Community Access Television
1990-Present: Freelance Director and Editor for educational video and commercial television advertising clients. Over 250 commercial spots completed for broadcast.
<table>
<thead>
<tr>
<th>NAME</th>
<th>Department/Position</th>
<th>Begin/End Date</th>
<th>Days/Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABDEL KADER, Ahlam</td>
<td>Modern Language OIA</td>
<td>1/09/06-6/30/06</td>
<td>M-Th 6pm-7pm</td>
</tr>
<tr>
<td>ALFARO, Cyndi</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>ALVARENGA, Nancy</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>APODACA, Carolyn</td>
<td>Payroll Acct. Clerk, Sr.</td>
<td>12/01/05-1/31/06</td>
<td>M-F 8am-4:30pm</td>
</tr>
<tr>
<td>(substitute emp)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARREOLA, Raquel</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>ASKIN, Melinda</td>
<td>RHORC CNA Actor</td>
<td>1/27/06-6/30/06</td>
<td>Sat. 8am-5pm</td>
</tr>
<tr>
<td>BAKER, Terri</td>
<td>RHORC ahc CNA actor</td>
<td>12/15/05-12/24/05</td>
<td>Sat. 8am-5pm</td>
</tr>
<tr>
<td>BARBER, Rick</td>
<td>BC Lab LTA</td>
<td>1/09/06-2/28/06</td>
<td>Sat 8am-4pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W 8am-11am</td>
</tr>
<tr>
<td>BATCHULUUN, Altanzaya</td>
<td>English Skills OIA</td>
<td>1/09/06-5/20/06</td>
<td>MWF 12pm-1pm</td>
</tr>
<tr>
<td>BERNSON, Rachel</td>
<td>DSPS Auxiliary Aide</td>
<td>1/23/06-6/30/06</td>
<td>M-F 9am-1pm</td>
</tr>
<tr>
<td></td>
<td>OIA</td>
<td></td>
<td>as needed</td>
</tr>
<tr>
<td>BIRKELO, Catherine</td>
<td>Theatre Arts Theatre Technician</td>
<td>1/03/06-6/30/06</td>
<td>M-F 9am-5pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>As Needed</td>
</tr>
<tr>
<td>BORRAYO, Patricia</td>
<td>COMAP OIA</td>
<td>1/09/06-6/30/06</td>
<td>MWF 1pm-2pm</td>
</tr>
<tr>
<td>BOYKIW, Damon</td>
<td>Art Model</td>
<td>1/23/06-5/26/06</td>
<td>MWF 10am-4pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6/19/06-6/30/06</td>
<td></td>
</tr>
<tr>
<td>BROOMELL, Sarah</td>
<td>Music Accompanist</td>
<td>9/03/05 - 6/30/06</td>
<td>M&amp;W 10am-2pm</td>
</tr>
<tr>
<td>BURKE, Ashley</td>
<td>Counseling Typist Clerk, Int.</td>
<td>12/20/05-12/23/05</td>
<td>M&amp;F 9am-4pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/03/06-6/30/06</td>
<td>W 10am-4pm</td>
</tr>
<tr>
<td>BURNS, Melissa</td>
<td>History Reader</td>
<td>1/23/06-5/26/06</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6/19/06-6/30/06</td>
<td></td>
</tr>
<tr>
<td>CHAIDEZ, Jeaninne</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>CHAMPANY, Dan</td>
<td>DSPS Auxiliary Aide</td>
<td>1/23/06-6/30/06</td>
<td>M-F 9am-5pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>as needed</td>
</tr>
<tr>
<td>CHIOFOLO, Joanne</td>
<td>Athletics Athletic Helper II</td>
<td>11/01/05-12/31/05</td>
<td>MWF 9:30am-1:30pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/20/06-6/30/06</td>
<td></td>
</tr>
<tr>
<td>CLOSSON, Derek</td>
<td>Computer Science Reader</td>
<td>1/23/06-5/26/06</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6/19/06-6/30/06</td>
<td></td>
</tr>
<tr>
<td>COADY, Angela</td>
<td>International Students SPA</td>
<td>1/03/06-6/30/06</td>
<td>M 8am-11am</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TTh-F 8am-1pm</td>
</tr>
<tr>
<td>COMEAUX, Rachelle</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
</tbody>
</table>
### Classified Short-Term Hourly

All short-term appointments are limited to 19-1/2 hrs. per week and 175 days per year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Position</th>
<th>Begin/End Date</th>
<th>Days/Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONNELL, Peter</td>
<td>Marine Tech, Custodial Maint Tech</td>
<td>1/12/06 - 6/30/06</td>
<td>M&amp;Th 1pm-5pm, T 7am-11am, F 7am-9am</td>
</tr>
<tr>
<td>CONNER, Malarie</td>
<td>Cal-SOAP, CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>CORTICHIATO, Tracy</td>
<td>Cal-SOAP, CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>DEMPSEY, Wendy</td>
<td>GDP, OIA</td>
<td>1/9/06-6/30/06</td>
<td>M-F 12pm-1pm</td>
</tr>
<tr>
<td>DURR, Chris</td>
<td>Cal-SOAP, CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>ESPARZA, Laura</td>
<td>Cal-SOAP, CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>ESTRADA, Marcela</td>
<td>Cal-SOAP, CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>FERNANDEZ, Maria</td>
<td>Cal-SOAP, CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>FORD, Amy</td>
<td>Film Studies Reader</td>
<td>1/23/06-5/26/06</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td>FOWLE, Jason</td>
<td>Athletics Event Coord.</td>
<td>12/01/05-12/31/05</td>
<td>Th-S 5pm-9pm</td>
</tr>
<tr>
<td>GARAVITO, Andrea</td>
<td>Cal-SOAP, CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>GARCIA, Adrian</td>
<td>Cal-SOAP, CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>GARCIA, Erica</td>
<td>Cal-SOAP, CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>GARCIA, Luis</td>
<td>Cal-SOAP, CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>GARCIA, Ramon</td>
<td>Cal-SOAP, CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>GLIDDEN, Nancy</td>
<td>Bio. Sci. LTA</td>
<td>1/10/06-6/30/06</td>
<td>W&amp;F 10am-4pm</td>
</tr>
<tr>
<td>GONCE, Carly</td>
<td>Theatre Arts Scenic Aide</td>
<td>12/01/05-12/22/05</td>
<td>M-F 9am-5pm as needed</td>
</tr>
<tr>
<td>GONZALEZ, Ana</td>
<td>Cal-SOAP, CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>GONZALEZ, Cindy</td>
<td>Cal-SOAP, CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>GOWANS, Jr., Arnold</td>
<td>Media Services A/V Tech</td>
<td>12/19/06-6/30/06</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td>GRAYBILL, Danny</td>
<td>Food Service FSW II</td>
<td>11/14/05-12/23/05</td>
<td>M-Th 5-9pm</td>
</tr>
<tr>
<td>GUTIERREZ, Cynthia</td>
<td>Bio Sci LTA</td>
<td>12/21/05-6/30/06</td>
<td>T-Th 9am-1pm</td>
</tr>
<tr>
<td>NAME</td>
<td>Department/Position</td>
<td>Begin/End Date</td>
<td>Days/Hours</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>GUTIERREZ, Mario</td>
<td>Transfer Center SPA</td>
<td>1/3/2006 - 6/30/06</td>
<td>T-Th 10am-5pm</td>
</tr>
<tr>
<td>HAN, Sook-Young</td>
<td>COMAP OIA</td>
<td>1/09/06-6/30/06</td>
<td>MWF 2pm-3pm</td>
</tr>
<tr>
<td>HARO, Rosa</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06 - 6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>HERRON, Ronnie</td>
<td>History Reader</td>
<td>1/23/06 - 5/26/06</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6/19/06 - 6/30/06</td>
<td></td>
</tr>
<tr>
<td>HOOIKAIKA, Ahlea</td>
<td>DSPS Auxiliary Aide</td>
<td>1/23/06-6/30/06</td>
<td>T&amp;TH 2pm-6pm</td>
</tr>
<tr>
<td>IRAHETA, Cendy</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>JENUINE, Tiere</td>
<td>DSPS Auxiliary Aide</td>
<td>1/23/06-6/30/06</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td>JOHNSON, Alayna</td>
<td>GDP OIA</td>
<td>1/09/06-6/30/06</td>
<td>MWF 9am-10am</td>
</tr>
<tr>
<td>KINGSTON, Blake</td>
<td>Math Reader</td>
<td>12/19/05 - 1/02/06</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/23/06 - 5/26/06</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6/19/06 - 6/30/06</td>
<td></td>
</tr>
<tr>
<td>KOPCINSKI, Frank</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>KORNER, Christina</td>
<td>Art Model</td>
<td>11/30/05-12/15/05</td>
<td>MWF 11am-5pm as needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/23/06-5/26/06</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6/19/06-6/30/06</td>
<td></td>
</tr>
<tr>
<td>LAFUZE, Meghan</td>
<td>DSPS Auxiliary Aide</td>
<td>1/23/06-6/30/06</td>
<td>M-F 9am-12pm as needed</td>
</tr>
<tr>
<td>LANG, Xenia</td>
<td>Allied Health LTA</td>
<td>1/20/06-5/20/06</td>
<td>MWF 8am-2pm as needed</td>
</tr>
<tr>
<td>LAW, Stuart</td>
<td>Tutorial LTA</td>
<td>1/23/06 - 5/20/06</td>
<td>T&amp;W 9am-1pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6/19/06 - 6/30/06</td>
<td></td>
</tr>
<tr>
<td>LING, Pui-yu</td>
<td>Math Reader</td>
<td>1/23/06-5/26/06</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td>LOMELI, Elizabeth</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>LOPEZ, Ana</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>LOPEZ, Gabriela</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>LOPEZ, Ilian</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>LOPEZ, Victor</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>LOUIE, Agatha</td>
<td>BC Lab ICLC</td>
<td>1/09/06-6/15/06</td>
<td>M 8am-11am, T 8am-2pm W 5pm-10 pm</td>
</tr>
<tr>
<td>NAME</td>
<td>Department/Position</td>
<td>Begin/End Date</td>
<td>Days/Hours</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------</td>
<td>-------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>LYON, Colleen</td>
<td>History IA gateway</td>
<td>1/23/06 – 5/26/06</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td>MACKENZIE, Pamela</td>
<td>BC Lab LTA</td>
<td>1/09/06-6/15/06</td>
<td>M-Th 5:30pm-10pm</td>
</tr>
<tr>
<td>MARKEY, Lorna</td>
<td>RHORC ven C.N.A. Rater</td>
<td>1/27/06 – 6/30/06</td>
<td>S 8am-5pm</td>
</tr>
<tr>
<td>MASON, Monty</td>
<td>Automotive Reader</td>
<td>1/23/06-5/26/06,</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6/19/06-6/30/06</td>
<td></td>
</tr>
<tr>
<td>MATA, Cindy</td>
<td>Facilities Typist Clerk, Int.</td>
<td>1/01/06-6/30/06</td>
<td>Th-F 9:30am-4pm as needed</td>
</tr>
<tr>
<td>MATHIOT, Joelle</td>
<td>COMAP OIA</td>
<td>1/09/06-6/30/06</td>
<td>MWF 2pm-3pm</td>
</tr>
<tr>
<td>MATHIOT, Joelle</td>
<td>GDP OIA</td>
<td>1/09/06-6/30/06</td>
<td>MWF 4pm-5pm</td>
</tr>
<tr>
<td>MATHIOT, Joelle</td>
<td>Comm OIA</td>
<td>1/09/06-6/30/06</td>
<td>MWF 12pm-1pm</td>
</tr>
<tr>
<td>MCNICHOL, Maria</td>
<td>School of Modern Lang. OIA</td>
<td>12/02/05-6/30/06</td>
<td>M-F 9am-10am</td>
</tr>
<tr>
<td>MILLER, Mary</td>
<td>RHORC ven C.N.A. Rater</td>
<td>1/27/06 – 6/30/06</td>
<td>S 8am-5pm</td>
</tr>
<tr>
<td>MOALIKYAR, Rahi</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>MONCAYO, Monique</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>MYERS, Heather</td>
<td>ECE OIA (2)</td>
<td>1/09/06-6/30/06</td>
<td>MWF 12pm-1pm</td>
</tr>
<tr>
<td>NGUYEN, Khiem</td>
<td>Math Reader (2)</td>
<td>1/23/06-5/26/06, 6/19/06-6/30/06</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td>NGUYEN, Tan</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>OLGUIN, Maria</td>
<td>Transfer Center SPA</td>
<td>1/3/2006 – 6/30/06</td>
<td>T&amp;W 9am-4pm</td>
</tr>
<tr>
<td>ORDAZ, Jessica</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>PALLADINO, David</td>
<td>Film Studies Reader</td>
<td>10/01/05 – 12/20/05, 1/23/06 – 5/26/06, 6/19/06 – 6/30/06</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td>PONCE, ANA</td>
<td>COMAP IA</td>
<td>1/03/06-6/30/06</td>
<td>M-F 8:30am-12:30pm</td>
</tr>
<tr>
<td>RAMIREZ, Ursulina</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/09/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>RAMOS, David</td>
<td>SOMA Dept. Aide</td>
<td>8/22/05-12/17/05</td>
<td>M-F 8am-10 pm As Needed</td>
</tr>
<tr>
<td>REYES, Jesse</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
</tbody>
</table>
# CLASSIFIED SHORT-TERM HOURLY

All short-term appointments are limited to 19-1/2 hrs. per week and 175 days per year.

<table>
<thead>
<tr>
<th>NAME</th>
<th>Department/Position</th>
<th>Begin/End Date</th>
<th>Days/Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RICE, William</td>
<td>EU Lab LTA</td>
<td>1/02/06-6/25/06</td>
<td>M 4:30pm-10pm, Th 5:30pm-10pm</td>
</tr>
<tr>
<td>RITTERSTEIN, Lucila</td>
<td>Modern Language OIA</td>
<td>1/09/06-6/30/06</td>
<td>M-TH 6pm-8pm</td>
</tr>
<tr>
<td>RIVERA MALDONADO, Javier</td>
<td>Tutorial LTA</td>
<td>1/23/06-5/20/06</td>
<td>M-W 11am-3pm</td>
</tr>
<tr>
<td></td>
<td>Math Gateway IA</td>
<td>6/19/06-6/30/06</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td>RIVERA, Luvia</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>8/29/05-1/03/06</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/23/06-5/26/06</td>
<td></td>
</tr>
<tr>
<td>RIVETTI, Irene</td>
<td>Assessment Testing Tech</td>
<td>1/01/06-2/15/06</td>
<td>M-Sat 9am-10pm as needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4/01/06-6/30/06</td>
<td></td>
</tr>
<tr>
<td>ROBERSON, Phyllis</td>
<td>EU Lab LTA</td>
<td>1/02/06-6/25/06</td>
<td>T&amp;W 4:30pm-10pm, Th 8am-1pm, F 9am-1pm</td>
</tr>
<tr>
<td>RODRIGUEZ, Otilia</td>
<td>Counseling Typist Clerk, Int.</td>
<td>12/20/05-12/23/05</td>
<td>M 10am-2:30pm, T 9am-1pm, Th 9am-4:30pm, F 12:30pm-4:30pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/03/06-6/30/06</td>
<td></td>
</tr>
<tr>
<td>RODRIGUEZ, Sabrina</td>
<td>Transfer Center SPA</td>
<td>1/3/2006-6/30/06</td>
<td>M&amp;T 8am-4:30, W 8am-11:30am</td>
</tr>
<tr>
<td>ROJAS, Lorena</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>RUIZ, Cindy</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>SANCHEZ, Sandra</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>SANDOVAL, Shirley</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>SANTACRUZ OCHOA, Luz</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>SICKERT, Magnus</td>
<td>Allied Health LTA</td>
<td>12/19/05-5/20/06</td>
<td>MWF 9am-3pm, S 9am-10:30am</td>
</tr>
<tr>
<td>SIMON, Dana</td>
<td>DPS Auxiliary Aide</td>
<td>1/23/06-6/30/06</td>
<td>M-F 9am-1pm as needed</td>
</tr>
<tr>
<td>STEWART, Kaitlyn</td>
<td>Psychology Reader</td>
<td>1/23/06-6/26/06</td>
<td>M-F 8am-11:30am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6/19/06-6/30/06</td>
<td></td>
</tr>
<tr>
<td>TARRATS, Keith</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>TORRES, Evelyn</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>TRAPPS, Erica</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
</tbody>
</table>
# CLASSIFIED SHORT-TERM HOURLY

All short-term appointments are limited to 19-1/2 hrs. per week and 175 days per year.

<table>
<thead>
<tr>
<th>NAME</th>
<th>Department/Position</th>
<th>Begin/End Date</th>
<th>Days/Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUHTAN, Lela</td>
<td>DSPS DSPS Tutor</td>
<td>1/19/06-5/20/06</td>
<td>MWF 9:30am-12:30pm/1:30pm-4:30pm</td>
</tr>
<tr>
<td>TURNER, Rolanda</td>
<td>RHORC ven C.N.A. Rater</td>
<td>1/27/06 – 6/30/06</td>
<td>S 8am-5pm</td>
</tr>
<tr>
<td>VARGAS, Alejandra</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>VELAZQUEZ, Griselda</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>VERMEULEN, Clark</td>
<td>Security Officer</td>
<td>1/03/06 – 1/06/06</td>
<td>M-Th 5:30pm-10:30pm</td>
</tr>
<tr>
<td>VILLALOBOS, Carolina</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>VILLALOBOS, Julieta</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>VIVEROS, Jennifer</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>WANNER, Z'leste</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>YANG, Vilai</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>YOUNG, Leah</td>
<td>Music OIA</td>
<td>1/09/06-6/30/06</td>
<td>MWF 2pm-3pm</td>
</tr>
<tr>
<td>ZAMBRANO, Karen</td>
<td>Cal-SOAP CS Tutor/PA</td>
<td>1/03/06-6/16/06</td>
<td>MWF 8am-2pm</td>
</tr>
<tr>
<td>ZULUAGA, Paola</td>
<td>SOML OIA</td>
<td>1/09/06-5/20/06</td>
<td>MWF 12pm-1pm</td>
</tr>
</tbody>
</table>
2006 NOON PERFORMERS LIST

THE LIST BELOW IS OF PERFORMERS THAT COULD BE HIRED TO PERFORM ON
THE SBCC CAMPUS

Chris Martin  
7104 Franklin Av. #12  
Hollywood, CA 90046

Shakeh Herbekian  
P.O. Box 5154  
Sherman Oaks, CA 91413

Michael Mann  
P.O. Box 924  
Santa Barbara, CA 93120

Gabe Orozco  
8551 Links Rd.  
Buena Park, CA 90621

Dena D'Alessandro  
13541 Chandler Blvd.  
Sherman Oaks, CA 91401

Dave Osti  
434 W. Linwood #B  
Monrovia, CA 91016

David Zink  
4118 ½ Toluca Lake Av.  
Burbank, CA 91505

Darren Pynn  
455 Woodland Dr.  
Sierra Madre, CA 91024

Rich McCulley  
2414 Alvarado St  
Los Angeles, CA 90036

Ben Valenzuela  
P.O. Box 252  
Santa Barbara, CA 93120

Duff Ferguson  
400 S. Main #407  
Los Angeles, CA 90013

Todd Herfindal  
1422 Hipoint St. #101  
Los Angeles, CA 90035

Alexandro Flores  
776 Camino de Sur  
Goleta, CA 931107

Andrew Kurtz  
490 Morningside Wy.  
Boise, ID 83712

Disc Dogs in Southern California  
409 Mercedes Ave.  
Pasadena, CA 91107

Doug Giordani  
7465 Hollister #337  
Goleta, CA 93117

Nick Hoffman  
2866 Verde Vista  
Santa Barbara, CA 93105

Goleta Valley Drill Team  
6100 Stow Canyon Rd.  
Goleta, CA 93117

Daniel Peterson  
308 ½ W. Cota  
Santa Barbara, CA 93101

Mike Barnet  
P.O. Box 5201  
Fullerton, CA 92838

Mark CollierP.O. Box 41413  
Santa Barbara, CA 93140

Harold Payne  
4150 Tivoli Av.  
Los Angeles, CA 90066

Tim Buley  
2384 Lexington Dr.  
Ventura, CA 93003

Mollie Matristiano  
182 Lower Lake Rd.  
Westlake Village, CA 91361

Brian Williams  
330 S. Kellogg Av  
Goleta, CA 93117

Debbie Olivas  
P.O. Box 42134  
Santa Barbara, CA 93140

Sharareh Afshar  
6507 Ocean Crest Dr. #206  
Rancho Palos Verdes, CA 90275

Marion Hood  
821 E. Figueroa St. #c  
Santa Barbara, CA 93103

S.B. Jazz Dance Academy  
1 W. Calle Cesar Chavez #100  
Santa Barbara, CA 93103

Tim Fagan  
1745 N. Frederic  
Burbank, CA 91505

Item 2.1d  
1/26/06
Checkoff Roster of Officials  
Women's Softball Officials  
2005-2006

Aguillio, Chris  
Aguillio, Rudy  
Aguirre, Tim  
Allen, C W  
Allen, Mike  
Allen, Steven  
Altheide, Timothy  
Anderson, Gary  
Areias, Jim  
ARELLANO, Chon  
Arnold, Steve  
Austria, Lynn  
Avila, Rudy  
Baca, Jerry  
Banda, Michael  
Barker, Fred  
Barnes, Edward  
"Eddie"  
Barsotti, Dennis (LA)  
Bartling, Mike  
Beaton, Sean  
Bell, Bruce  
Bennett, John  
Bergeron, Joe  
Bermudez, Joe  
Bertuzzi, Jim  
Bish, Lori  
Boehm, Mike  
Boitos, Gerry  
Bracy, Sherrick  
Branche, Jim  
Braxton, Kevin  
Brewster, T.J.  
Brown, Dan  
Buchmiller, Kenny  
Burns, Kasey  
Burns, Ray  
BUSSIERE, Jim  
Cabang, Mel  
Campanella, Joe  
Carr, Les  
Carroll, Alex  
Carson, Dani  
Carter, Dave  
Carvajal, Bruce  
Carver, Mike  
Cerri, Michael  
Chasey, Dan  
Cheney, Robert  
Ching, Terry  
Chow, Warren  
Clark, David  
Clark, Stephen  
Clayton, Ellis  
Cole, James  
Cole, jr, Harrison  
Cooper, Ed  
Cooper, Tim  
Cooper, Tony  
Cornwell, Christie  
Corral, Burt  
Constantinidis, Patty  
Cowan, Rick  
Crittie, Sr., Norman  
Crosat, Bob  
Davis, Clarence  
Davis, Karl  
Denny, Roger  
Diaz, John  
Dimberger, Don  
Draper, Herb CY  
Drval, Ron  
Duclos, Dan  
Dugar, Ron  
Eady, James  
Edds, Smokey  
Edwards, Mark  
Edwards, Ron  
Ellis, Nick  
Farmer, Dave  
FAWMER, Mike  
Farran, Maureen  
Fayson, Levon  
Ferguson, James  
Fleischer, Brad (CY)  
Foote, Dick  
Funk, Dan  
Fusco, Robert  
Garcia, Henry  
Garig, Tanya  
Gates Jr, Walter  
Germansky, Greg  
Giroard, Mike  
Goudy, Randy  
Guerrero, Frank  
Habhab, Sam  
Hamelin, Shannon  
Hardage, David  
Haro, Antonio  
Harvey, Danny  
Hatch, Dan  
Hausvik, Rick  
Head, Laura  
Hileman, Sean  
Hobart, Dennis  
Hoffman, Michael  
Holliday, Ken  
Hopkins, Henry C  
Hughes, Susan  
Hughey, Dan  
Huit, Herb  
Inouye, Harvey  
Ippolito, Mary  
Jacobsen, Kent  
Jocson, Vergil  
Johnson, Jim  
Jolly, Richard  
Jung, Henry  
Kane, Jim  
Kearnan, Mike  
Kershaw, Katrina  
Keyes, James A.  
Killinger, Aubrey  
Kinard, Gary  
Kinsella, Bill  
Kollen, Rich  
Krause, Gary  
Launderback, Debbi  
Lazer, Doug  
Leak, Sandy  
Levine, Beth  
Lilly, Sr, Earl  
Limberg, John  
Long, Dave  
Lorton, Richard  
Macneil, Dale  
Magwire, Gari  
Mannara, Tony  
Marcialis, Robert  
Marquardt, Charles  
Mason, Frank  
Matthews, Scott  
Maudsley, Dave  
Mazur, Mark  
McBride, CLAIR  
McDonald, Cleveland  
Meibos, Ray  
Monteverde Jr., Anthony  
Moreno, Frank  
Morrisroe, John  
Nassraway, Tom  
Neubecker, Louis  
Newman, Willie  
Norris, Frank  
O'logue, Bert  
O'Neil, Terry  
Ongais, Kalani  
Ontiveros, Jerry  

Item 2.1-e  
Page 1 of 2  
1/26/06
<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ornelas, Raymond</td>
<td>Shepherd, John</td>
</tr>
<tr>
<td>Orozco, Larry (LA)</td>
<td>Shoemake, Cherie</td>
</tr>
<tr>
<td>Parent, Keith</td>
<td>Simental, Greg</td>
</tr>
<tr>
<td>Patterson, Larry</td>
<td>Smith, Jennifer</td>
</tr>
<tr>
<td>Patton, Mike</td>
<td>Solorio, Andre</td>
</tr>
<tr>
<td>Peck, Ralph</td>
<td>Sorenson, Steve</td>
</tr>
<tr>
<td>Peinado, Juan</td>
<td>Stevens, Frank</td>
</tr>
<tr>
<td>Peterson, David</td>
<td>Stierstorfer, Bob</td>
</tr>
<tr>
<td>Pfeifer, Matthew</td>
<td>Stocker, Dave</td>
</tr>
<tr>
<td>Plante, Bill</td>
<td>Stone, Frank</td>
</tr>
<tr>
<td>Pogue, Van</td>
<td>Strange, Ronnie</td>
</tr>
<tr>
<td>Polk, Christopher</td>
<td>Sturgis, Kelie</td>
</tr>
<tr>
<td>Price II, Vincent</td>
<td>Sweeney, Glen</td>
</tr>
<tr>
<td>Pylman, David</td>
<td>Swelnis, Mike</td>
</tr>
<tr>
<td>Quevedo, Louis</td>
<td>Terpstra, Brenda</td>
</tr>
<tr>
<td>Quilter, Evan</td>
<td>Terrell, William</td>
</tr>
<tr>
<td>Rauf, Fred</td>
<td>Trabucco, Ernest</td>
</tr>
<tr>
<td>Raymond, Jennifer</td>
<td>Van Beek, Iwina</td>
</tr>
<tr>
<td>Raymond, Rich</td>
<td>Van Werden, Christi</td>
</tr>
<tr>
<td>Reed, George E</td>
<td>Vanaman, Gerry</td>
</tr>
<tr>
<td>Reed, Shelia (W)</td>
<td>Vasquez, Ralph</td>
</tr>
<tr>
<td>Regopoulos, George</td>
<td>Venarde, Mike</td>
</tr>
<tr>
<td>Reid, Mike</td>
<td>Venditto, Joanne</td>
</tr>
<tr>
<td>Renrick, Jim</td>
<td>Vietti, Rick</td>
</tr>
<tr>
<td>Resendez, Dimas</td>
<td>Vinovich Jr., Billy</td>
</tr>
<tr>
<td>Rios, Frank</td>
<td>Waggoner Jr, Glenn</td>
</tr>
<tr>
<td>Robuck, Ken</td>
<td>Walker, Bernard</td>
</tr>
<tr>
<td>Rose, Arnie</td>
<td>Walker, Calvin</td>
</tr>
<tr>
<td>Ross, Danny</td>
<td>Walker III, James (NT)</td>
</tr>
<tr>
<td>Russell, Jim</td>
<td>Ward, Chris</td>
</tr>
<tr>
<td>Russell, John</td>
<td>Wilcox, Rick</td>
</tr>
<tr>
<td>Salter, John</td>
<td>Wilcox, Susan</td>
</tr>
<tr>
<td>Sanderson, Jim</td>
<td>Williams, Andy</td>
</tr>
<tr>
<td>Sawyer, Mark</td>
<td>Williamson, Bryon</td>
</tr>
<tr>
<td>Sawyer, Sue</td>
<td>Wilson, Dale</td>
</tr>
<tr>
<td>Schimmel, Fred</td>
<td>Wilson, Dan</td>
</tr>
<tr>
<td>Schmidt, Greg</td>
<td>Wren, Dennis</td>
</tr>
<tr>
<td>Schulman, Marc</td>
<td>Wrezinski, Rick</td>
</tr>
<tr>
<td>Segura, Oscar</td>
<td>Wyman, Roger C.</td>
</tr>
<tr>
<td>Senchy, Bob</td>
<td>Yesenski, Bob</td>
</tr>
<tr>
<td>Serrano, Ricky</td>
<td>Yesenski, Sea</td>
</tr>
<tr>
<td>Sharp, Mary</td>
<td></td>
</tr>
<tr>
<td>Shelton, Bobby</td>
<td></td>
</tr>
</tbody>
</table>
Checkoff Roster of Officials
2005-2006
Women's Basketball

Alvarado, Ramon
Anderson, David
Ariosto, Don
Arroyo, Enrique
Banai, Melissa
Blocker, Laurence
Blue, Cheryl
Bracy, Sherrick
Burgess, Lynn
Carter, Michael
Chan, Ken
Cohen, Paul
Cornell, Chris
Daclan, Jennifer
Dembekjian, Hagop
Dias, Mike
Dowell, Fred
Dunomes, Victor
Edwards, Karen
Fierro, John
Finley, Dwayne
Flores, Cheryl
Flores, Rich
Gaxiola, Stan
Germansky, Greg
Hay, Mike
Hernandez, Danielle
Hickman, Deon
Jackson, Stoney

Jenkins, Johnna
Jojola, Gina
Kirkorian, Ed
Knight, Kathleen
Kon, Michael M.
Kotani, Debbie
Kunzman, Mark
Lewis, Deon
Lewis, Herman
Lopez, Sylvia
Manalastas, Aimee
Matthews, Scott
McDermott, David
McGee, Penny-Jane
Mitchell, Liz
Moncree, Willie
Moya, Henry
Nassraway, Tom
Nelson, Burt
Norris, Paul
Nugent, Michael
Ogle, Terry
Oster, Damaris
Panoo, Dennis
Parzych, Kenny
Peel, Heidi
Petropulos, David
Plante, Theresa
Ponce, Thelma
Prado, Victor
Reedus, Terrell
Rivera, Michelle
Rivera, Pedro
Roberson, Larry
Robles, Frank
Ruffin, Spider
Salas, Mike
Sasada, Cliff
Savage, Veronica (Ronni)
Sawyer, Mark
Scott, Lisa
Shea, Dan
Sparks, Tracey
Spitzer, Rick
Stokes, Thomas
Taylor Sr., Jeffrey
Thenarose, La Verne
Thomas, Andre' "Ace"
Turner, Edward
Vallejo, Alfred
Velasquez, Adrienne
Walker, Charles
Waters, Richard
Wilson, Bryan
Wolf, Andy
Woo, Susan
Yamakawa, David
Zylstra, Jennifer
Checkoff Roster of Officials
2005-2006
Men’s Basketball

Alegria, Dave
Anderson, Anders
Anderson, David
Arredondo, Jeff
Atkins, Patrick
Bennett, Matt
Briscoe, Victor
Brue, Sampson
Caldwell, Pete
Cerda, Danny
Cichocki, Martin
Clark, Darryl
Cohn, Andy
Cole, Rich
Cooper, Keith
Davis, Michael R.
Denton, Bill
Duren, Bart
EASLEY, Lance
Easterday, Mark
Endrissat, Klaus
Espinoza, Steven
Estes, Mike
Faille, Brian
Farmer, Jim
Gaeta, Billy
Gathright, Harlan
Gatson, Mel
Gayler, William
Gelinas, Daryl
Gerdine, Frank
Greenleaf, Ken
Grier Jr., Robert
Guerrero, John Paul
Hackett, Tony
Hall, Howard
Hall, Marty
Hanley, Joe
Hawkins, Ronald L.
Healy, Owen
Henderson, John
Hooper, Floyd
Johnson, Jeffery
Kelley III, Earnest
Kollen, Rich
Kordak, Steven
Kotani, Dan
Kutas, Eric
Lockyer, Dennis
Mallory, Bill
Martinez, Rich
McClung, Nate
McKinney, Kendall
Melancon, Bryce
Minnoy, Terrance
Molina, Erwin
Murray, Monte
Nansel, Brett
Obregon, Frank
Orr, Chris
Orr, JT
Painter, Tyler
Peters, Frank
Philyaw, Luther
Pultz, Bobby
Rapp, Michael
Reynolds, Shane
Rivera, Pedro
Roberson, Jeff
Ruiz, Chris
Sarratt, Jeff
Smith, Kevin
Starkins, John
Stephens, John
Stokes, Otis
Suffren, Hughes
Tackett, Matt
Teola, Dan
Terzian, Todd
Thompson, John
Triplett, Tim
Van Duyne, Justin
Wade, Ron
Wellons, Dhon
White, Bill
White, David
White, Phil
Williams, Bob
Wilson, Rick
Wilson, Sylvester
Yee, Danny
Yoshitake, James
Zakarian, Levon

Item 2.1-g
1/26/06
Men's and Women's Basketball
Table Officials
2006

Rick Walrath - Announcer
Christy Edson - Shot Clock
Amy Tate - Scoreboard
FEDERAL AND GENERAL WORKSTUDY STUDENTS

FWS
Christesen, Cynthia
Deetze, Nicole
Dodge, David
Gonzalez, Nicolas

General
Peralta, Cesar
Salazar, Cindy

CalWORKs WORKSTUDY STUDENTS

None

TUTORIAL CENTER

Lee, Arthur A.
Montoya, Selene J.
Schultz, Kristi A.
Smart, Jessica
Szilvassy, Istvan P.
BASIC FUNCTION:

Under the direction of the Dean-Educational Programs, plan, organize, control and direct College library operations, activities, programs and services; coordinate and direct communications, library materials, personnel and information to meet the information needs of students and faculty and assure smooth and efficient library activities; supervise and evaluate the performance of assigned personnel.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
Plan, organize, control and direct College library operations, activities, programs and services; monitor, evaluate and adjust library activities and materials in response to student and faculty needs; establish and maintain library time lines and priorities; assure library activities comply with established standards, requirements, laws, codes, rules, regulations, policies and procedures.

Coordinate and direct communications, library materials, circulation functions, personnel and information to meet the information needs of students and faculty and assure smooth and efficient activities; project future library needs; oversee the development and implementation of library programs, services, processes, projects, plans, strategies, goals and objectives.

Supervise and evaluate the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work to assure accuracy, completeness and compliance with established standards, requirements and procedures; evaluate and adjust work assignments in response to library needs.

Research, evaluate, select and order new books, periodicals, microforms, database accesses, electronic titles and other library materials in accordance with student and faculty information needs; receive and respond to staff, faculty, student and administrative recommendations concerning library material needs; read, evaluate and circulate book reviews and publisher announcements to faculty.

Responsibilities will include serving as the Library's Technology Officer and maintaining currency in the use of a variety of existing technology systems; evaluating and making recommendations on the acquisition and use of emerging technology related to library functions; maintaining and improving the Library's web site; and serving as the designated service contact for the Dynix HORIZON system.

Coordinate library communications, services, materials and information between students, staff, faculty, administrators, units, departments, the Learning Resource Center, outside organizations, the public and various local, State and federal agencies; assure proper and timely resolution of library issues, complaints and conflicts.

Provide consultation to students, staff, faculty, administrators and others concerning library services, materials, systems and activities; supervise and participate in providing reference desk assistance services; respond to inquiries and provide detailed and technical information concerning related
catalogs, tools, computers, standards, requirements, practices, techniques, policies and procedures.

Direct activities to assure proper development and maintenance of the library collection; coordinate and oversee the processing and cataloging of new materials; oversee and participate in the preparation of materials for introduction into the library collection; prepare labels; affix identification and bar-code labels to materials; assure proper purging of obsolete materials.

Assure adequate library materials, personnel and resources to meet student and faculty needs; initiate personnel transactions such as recruitment activities as appropriate; coordinate the acquisition, purchase and receipt of library materials, equipment and services as necessary; assure proper maintenance and repair of library equipment and facilities; direct library inventory functions.

Oversee and participate in the processing of interlibrary loans; utilize designated computer systems to process incoming and outgoing requests; input and update related data and information; locate requested books and duplicate articles and other materials as needed; receive incoming loan materials and prepare outgoing materials for distribution.

Coordinate, direct and participate in the circulation of library materials; assure proper checking of materials in and out of the library using appropriate computerized system; oversee and participate in the input of a variety of library material data; establish and maintain automated records and files; assure accuracy and completeness of input and output data.

Develop and prepare the annual preliminary budget for College library operations, activities and materials; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.

Compile information and statistics and direct and participate in the preparation and maintenance of a variety of records, reports and files related to library materials, circulation, cataloging, library use, inventory, students, interlibrary loans, systems, personnel, financial activity and assigned duties.

Provide technical information and assistance to the Dean-Educational Programs concerning library activities, materials, needs and issues; assist in the formulation and development of policies, procedures and programs.

Communicate with students, staff, faculty, administrators and outside organizations to exchange information, coordinate activities and programs and resolve issues or concerns.

Operate a variety of office equipment including a computer and assigned software; drive a vehicle to conduct work; oversee the operation of the automated library systems.

Attend and conduct various meetings as assigned; serve on various committees as required.

OTHER DUTIES:
Perform related duties as assigned.
KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Planning, organization and direction of College library operations, activities, programs and services.
Principles, practices, procedures and techniques involved in the research, evaluation and selection of books, periodicals and other college library materials.
Modern library services, materials and equipment.
Dewey Decimal system of classification, Library of Congress subject headings and standard library cataloging practices.
Terminology, concepts, methods and procedures involved in the management of college libraries.
Library organization, operations, policies and objectives.
Record retrieval and storage systems.
Principles and practices of administration, supervision and training.
Budget preparation and control.
Oral and written communication skills.
Applicable laws, codes, regulations, policies and procedures.
Interpersonal skills using tact, patience and courtesy.
Operation of a computer and assigned software.

ABILITY TO:
Plan, organize, control and direct College library operations, activities, programs and services.
Coordinate and direct communications, library materials, personnel and information to meet the information needs of students and faculty and assure smooth and efficient library activities.
Supervise and evaluate the performance of assigned personnel.
Research, evaluate, select and order new books, periodicals, microforms, database accesses, electronic titles and other library materials in accordance with student and faculty information needs.
Coordinate, oversee and participate in the processing and cataloging of new library materials.
Provide consultation concerning library services, materials, systems and activities.
Oversee and participate in the processing of interlibrary loans.
Assure adequate library materials, personnel and resources to meet student and faculty needs.
Oversee the development and implementation of library programs, services, processes, projects, plans, strategies, goals and objectives.
Communicate effectively both orally and in writing.
Interpret, apply and explain laws, codes, regulations, policies and procedures.
Establish and maintain cooperative and effective working relationships with others.
Operate a computer and assigned office equipment.
Analyze situations accurately and adopt an effective course of action.
Meet schedules and time lines.
Work independently with little direction.
Plan and organize work.
Prepare comprehensive narrative and statistical reports.
Direct the maintenance of a variety of reports, records and files related to assigned activities.
EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree in library science or related field and three years increasingly responsible library experience including work in a community college or closely related library.

WORKING CONDITIONS:

ENVIRONMENT:
Library and office environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:
Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.
Sitting for extended periods of time.
Hearing and speaking to exchange information.
Walking to assist student and inspect library facilities.
CLASS TITLE: MULTICULTURAL/STUDENT SERVICES OFFICER

BASIC FUNCTION:

Under the direction of the Associate Dean-Educational Programs (Student Life/Student Services), plan and implement college-wide student life activities including activities for international students; plan, organize, coordinate and direct international student housing; plan, organize, coordinate and direct the social, cultural and educational programs and events related to multicultural event information, resources, meetings and calendars.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
Develop, coordinate and implement an expanded college-wide student life program in cooperation with other local universities (UCSB), SBCC academic departments, and SBCC student support services departments. These activities will include but not be limited to club sports, “open gym and open field”, new student welcome activities, film series, etc. Special emphasis will be made to include international students in all college-wide activities.

Develop and coordinate Student Life Program for international students including field trips, social events, recreational activities on campus, and campus tours for local language schools. Coordinate International Student Life activities with Study Abroad, Global Studies, and local language schools.

Develop and coordinate housing options including the development of an SBCC Homestay program with SBCC staff, and temporary stay program with SBCC staff. Coordinate international student needs with Housing Office and housing providers that offer housing to international students.

Implement International Student Services operations and activities including housing, student life, and student support functions; establish and maintain related time lines and priorities; assure Program activities comply with established standards, requirements and related local, State and federal laws, codes, regulations, policies and procedures.

Assist in developing, planning and presenting campus-wide, multi-cultural programs. Develop strategies for engaging and involving all segments of the campus community. Work with established faculty multicultural events committee to decide on programs/events that are pertinent to certain times of the year (e.g., Black history month, Dia de los Muertos). Facilitate interaction between artists, speakers, poets or panelists with faculty, staff, students and community. Monitor, establish and adjust program services in response to student needs; provide cultural and educational support activities and materials.

Establish cost-effective management and programmatic goals for cultural events. Act as primary staff representative for performances. Manage the events and front of house operations to ensure the effectiveness of the event and safety of artists, staff and audience. Assist and respond to programming needs of faculty, staff and student organizations. Acquire and keep fiscal resources.

Cultivate productive relationships with other college departments; sustain existing collaborations and establish new relationships with individuals and organizations off campus.

January 2006
Ewing Consulting Services
Coordinate the multicultural calendar of events. Provide specific event information for posting on the campus calendar of events.

Attend programming meetings. Meet with multicultural faculty event committee and administrative liaison as needed. Involvement in special projects and committees as needed, including participation at specified Board of Trustee meetings. Attend, conduct and participate in various meetings and committees as assigned; create and distribute faculty multicultural events committee meeting agendas and minutes.

Develop the marketing goals of the multicultural program; devise and implement strategies for achieving these goals. In consultation with the faculty multicultural event Committee and Educational Programs administrative liaison, establish methods of presenting to the campus and community a highly visible, consistent and favorable image of our multicultural events.

Oversee the production, preparation and distribution/placement of brochures, print and broadcast ads, posters and flyers, event programs, press releases, interviews and feature articles and other efforts intended to ensure that multicultural events are well known and well attended. Utilize technology for effective publicity. Develop community connections to publicize events.

Coordinate and conduct training sessions concerning Program policies and procedures as directed.

Operate a variety of office equipment including a computer and assigned software; drive a vehicle to conduct work.

OTHER DUTIES:
Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Planning, organization and direction of international student services including student activities and housing.
Planning, organization and direction of social, multicultural and educational programs.
Practices, procedures and techniques involved in the planning, scheduling, development and implementation of special events and activities.
Facilitating activities involved in enhancing the quality of life in a higher educational setting.
Marketing and promotional practices, procedures and techniques.
Organization, operations, policies and objectives of faculty multicultural activities.
Principles and practices of administration and training.
Budget preparation and control.
Oral and written communication skills.

January 2006
Ewing Consulting Services
MULTICULTURAL/STUDENT SERVICES OFFICER – Continued

Interpersonal skills using tact, patience and courtesy.
Public speaking techniques.
Operation of a computer and assigned software.
Public relations techniques.

ABILITY TO:
Plan, organize, control and implement the social, multicultural and educational programs and events related to faculty multicultural events.
Coordinate and direct communications, information, resources, meetings and calendars to assure smooth and efficient activities.
Oversee the preparation and distribution of promotional and informational materials concerning faculty multicultural events.
Communicate effectively both orally and in writing.
Establish and maintain cooperative and effective working relationships with faculty and staff.
Work with individuals from diverse cultural, ethnic, socioeconomic, academic and disability backgrounds.
Operate a computer and assigned office equipment.
Meet schedules and time lines.
Work independently with little direction.
Plan and organize work.
Develop and implement program projects, functions, services, plans, strategies, goals, objectives and activities.
Analyze situations accurately and adopt an effective course of action.
Prepare comprehensive narrative and statistical reports.
Prepare a variety of reports, records and files related to assigned activities.

WORKING CONDITIONS:

ENVIRONMENT:
Indoor and outdoor work environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS;
Hearing and speaking to exchange information and make presentations.
Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.
Sitting or standing for extended periods of time.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: bachelor's degree in psychology, sociology, business administration

January 2006
Ewing Consulting Services
MULTICULTURAL/ STUDENT SERVICES OFFICER – Continued

or related field and two years increasingly responsible experience providing support services to students in a college or similar environment including work with international programs. Experience with extensive traveling or living abroad.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.
RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

WHEREAS, Arthur N. Rupe has been a steadfast supporter of Santa Barbara City College through gifts to the Foundation for SBCC since 2000:

WHEREAS, his gift of $500,000 to the campus in 2005 given by him personally, the Certified Nursing and Home Health Aide Program supports individuals entering this program for the next five years and promotes education in the field of Certified Nursing Assistants and Home Health Care Aides and promotes academic achievement and success:

WHEREAS, his generosity to Santa Barbara City College has continued and includes gifts totaling in excess of $1,037,590 which has bolstered the Certified Nursing and Home Health Aide Program, and also has provided continuing education in the field of Certified Nursing Assistant and Home Health Aide to provide current and future financial resources to promote innovative programs to improve teaching and learning in the Certified Nursing Assistant and Home Health Aide fields:

WHEREAS, his giving to the campus now totals more than $1,037,590 is motivated by a genuine regard and commitment to equal access to educational opportunity for all individuals, and because his generosity and thoughtfulness have inspired students, faculty, staff and community leaders at the campus and the Foundation for Santa Barbara City College:

THEREFORE, it is resolved, the Board of Trustees of the Santa Barbara City College District recognizes Arthur N. Rupe personally as well as his Foundation for outstanding generosity and commitment to Santa Barbara City College and its students, faculty and staff: expresses its deepest appreciation and affection for his kindness: and now authorizes the naming of the Santa Barbara City College CNA and HHA Program as the “Dorothy D. Rupe Certified Nursing Assistant and Home Health Aide Program” for the following five years, January 26, 2006 to January 26, 2011.

PASSED AND ADOPTED by the Board of Trustees of the SANTA BARBARA COMMUNITY COLLEGE DISTRICT this 26th day of January, 2006

Dr. Kathryn O. Alexander

Dr. Joe W. Dobbs

Mr. Morrie M. Jurkowitz

Ms. Joan M. Livingston

Mr. Desmond O'Neill

Mrs. Joyce H. Rowell

Mr. Luis A. Villegas

Mr. John B. Romo, Secretary/Clerk

Item 3.1
1/26/06
Abstract

Literature and Medicine: Development of a Theme-based Curriculum for English 111
Spring 2007
Jane Brody

I am requesting a one-semester sabbatical leave to develop an English 111 curriculum centered on the theme of literature and medicine which will fulfill the goals of the existing English 111, Critical Thinking & Composition through Literature.

A curriculum based on literature and medicine could be interdisciplinary, taught in conjunction with any of our courses offered to students interested in a career in health. The field of literature and medicine has much to offer, including topics such as cultural/social contexts of illness and medicine, medicine and gender/age issues, medical ethics, death and dying, mental illness, plagues and epidemics in literature and history, and changing attitudes towards illness and treatment throughout history. Instructors and counselors from Biological Sciences and Nursing with whom I have spoken would happily refer their students to this Critical Thinking course (required for a B.A. Degree and recommended for an A. A. Degree).

My sabbatical time will be spent researching and studying (1) primary sources—fiction, poems, plays, memoirs, narratives, visual art, films—that treat the theme of literature and medicine, (2) secondary sources--non-fiction books and academic journals on the interrelatedness of literature and medicine, and (3) literature/medicine course syllabi at other colleges/universities at the undergraduate and graduate levels and medical schools. I will compile a bibliography of sources for other instructors who may wish to teach a part of the class or the class in its entirety.

I will then design a curriculum for SBCC students, integrating English 111 process and goals with explorations of the many topics under the broad theme of literature and medicine.
Abstract

NAME: Jody Millward

PROJECT TITLE: Bridging Digital and Cultural Divides through Multimodal Pedagogy: Developing Literacies in the Composition Classroom

TERM OF PROPOSED LEAVE: One year

"On Composing with Nonprint Media" (NCTE 2003) reminds us that "students are living in a world that is increasingly non-printcentric." Their compositions include visual art, video and film, graphics, text and sound. The principles of making meaning in print and in media are related. NCTE concludes, "Teachers need both the theoretical and pedagogical base to guide their students in the best educational uses of multimedia composition." Kathleen Yancey notes that students are writing more now than they did a decade ago (with blogs, instant text messaging, email, web links, podcasting, etc.) and that out-of-classroom uses of digital tools often include nonprint to illustrate or support an idea. She encourages us to build on the literacies students bring to the classroom and argues that by so doing teachers are preparing them for academic writing across disciplines and "real world writing activities" (e.g., workplace presentations and reports, client service, collaborative teams, and problem-solving) which increasing rely on non-static and/or multimodal texts.

Scholarship and practice in this field are primarily centered in four-year universities which serve a very different population than two-year colleges. Community colleges enroll a higher percentage of students of color, as well as international, working class, high risk, and nontraditional students. Although computer access has increased for these groups in the past five years, their uses of technology tend to be somewhat limited. The term "digital generation" applies primarily to those with the means to secure access to a variety of technological and digital tools and who are more likely to enroll in four-year schools. SBCC, a designated Hispanic-Serving Institution with a substantial percentage of mainstream (local and out-of-district) students seeking UC transfer, reflects this divide. Yet both populations bring literacies to the classroom critical to academic and workplace success. Our nontraditional students bring knowledge of diverse languages, cultures, and nations; our traditional students bring knowledge of the private and public uses of digital tools. Pedagogy that honors both sets of literacies would provide students with limited access to technology entry into the digital culture and the digital-savvy with avenues for crossing cultural and national boundaries. The Multicultural English Transfer Program (M.E.T.) is the ideal forum for this scholarship and practice.

My focus will be on developing curriculum and pedagogy for the composition sequence in the Multicultural English Transfer Program (M.E.T.). I will perform a literature review, conduct interviews with those who have established effective practices, and create guidelines and materials for my English 111 M.E.T. I will provide recommendations on how to adapt this pedagogy throughout the English sequence in both M.E.T. and mainstream classes.
ABSTRACT

Name: Mohammad El-Soussi
Project Title: Online Course Development and Upgrading & Acquiring New Skills
Term of Proposed Leave: 2006-2007

Over the past two years, the Computer Network Engineering & Electronics Department has expanded its course offerings and program to include new subjects such as Wireless Technologies, Network Security, Ethical Hacking, IP Telephony, and Advanced Cisco Networking Technologies. In addition, the department has acquired the latest technologies for its labs, and in the process of upgrading additional ones.

Many of these new cutting-edge classes and laboratories require that faculty members acquire new skills and be industry-certified in order to teach the new subjects and to be able to continue to upgrade their skills.

I propose that I upgrade my skills in existing technology, and learn new ones to become industry-certified. As a result, I will be able to provide up-to-date instruction on the latest technological developments in our ever-changing programs, and I will be able to give our students an opportunity to apply new skills learned to their current and/or future employment in our community. I will also develop an online version of a newly developed course to provide students with an alternative method of instructional delivery.

The online development I am proposing, directly corresponds to one of the major goal listed in the 2002-2005 College Plan which targets current and future needs of the students. Goal 3 states: “Increase student access and success by developing and expanding curriculum initiatives in both traditional and alternative instructional delivery formats (i.e. online, weekend, and short courses) that respond to changes in community, workforce, technology, and student needs and that increase student access and success.”

The alternative method of delivering instruction will increase student access to courses and information needed to succeed and would potentially increase enrollment in our program by going beyond the confines of the traditional classroom.

Elements of my proposal consist of acquiring additional skills and knowledge in new and emerging technologies. These elements relate to Goals 6 and 9. Goal 6 states: “Increase educational opportunities for students by establishing mutually beneficial partnerships with the business sector, government agencies, community organizations, and other institutions of higher education.” Goal 9 states: “Enhance performance and satisfaction of faculty and staff by expanding college’s professional development plan.” As a result of acquiring new knowledge, I will be able to transfer that knowledge into the classrooms and provide up-to-date instruction on current trends and technology. These new skills and information will be useful tools when forecasting future trends as they relate to jobs and instructional aids for the classroom. In addition, I will be able to use new technologies in the classroom to enhance students’ active involvement in the learning process. The skills they will acquire in these courses will directly increase their marketability for competitive technology jobs.
Peter Rojas  
Enabling the Learning of Mathematics  
FY 2006-2007  

ABSTRACT

During my fifteen-tenure, I have experienced a growing concern at a lack of time to fully explore and learn how to better assist an identifiable group of students who enroll in my remedial mathematics courses but are not completing them with the evidence of success they or I expect, despite their very best intention and effort to pass these courses with a minimum passing grade.

Among the students to whom I refer are those who are diagnosed with a learning disability. Learning-disabled students often come to the postsecondary setting under prepared in the area of mathematics. My dilemma stems from not fully understanding their learning needs which impacts my ability to intervene effectively by providing the kind of individualized attention better suited for them.

The majority of learning-disabled students enroll in those courses where most students embark for their math track—prealgebra and elementary algebra. The content for these courses are embedded in remedial and high-school level mathematics. Since these courses are below college level, the enrolled students are those who are either starting or returning to college after a lapse in their academic itinerary, or those who have been historically hindered from succeeding in previous mathematics courses. My role as an instructor becomes complex; not only must the needs of remedial students be addressed, but learning-disabled students face obstacles that make it difficult for them to access and process content through the current remedial strategies I offer. Might there exist a dimension of instruction that allows me to mediate the needs of learning-disabled students with the needs of remedial students?

I view my project as one that will afford me the time to become familiar with the specific learning-disabilities that primarily interfere with students’ learning of mathematics, explore the services that our college’s DSPS and auxiliary resources provide for learning-disabled students, and increase my understanding of cognitive approaches so I can develop strategies to work with different modes of learning and processing that ultimately enhance the mathematics learning for remedial students of all abilities.
ABSTRACT

Patricia D. Stark
*Updating Desktop Publishing Processes, Learning Outcomes and Instructional Materials for The Channels* Proposed for 2006-07

**The Need**
While most content areas in journalism instruction have evolved dramatically in the last decade, none has moved faster than the myriad operations we combine under the title "Desktop Publishing." Desktop publishing refers to everything that happens to the raw content—text, photos, graphics, etc.—after it is submitted and before it goes to press. These processes include electronic preparation of text and images; packaging the elements on the page, using the traditions and the trends of newspaper design; paginating using the latest design software; collecting the final pages into an enormous electronic file (PDF); then posting this PDF on the Web site of the press vendor.

For my sabbatical, I propose to update my skills in the two programs most critical in desktop publishing and to prepare instructional materials appropriate for two-year journalism. The first semester I will tackle Adobe InDesign, the pagination software. The second semester, I will work with Adobe Photoshop, used in image preparation.

**Satisfying the Need**
In truth, this sabbatical will not fully satisfy the need, but it will be a start. I have fallen so far behind in these areas that I’m overly dependent on The Channels lab teaching assistant to teach them—and to ensure the paper gets out every week. (That LTA position has turned over three times in the past seven years, so it’s irresponsible allow the current situation to continue.)

Both software programs are complex, and I’ve been advised that Channels operations require at least 30 percent of each’s capabilities. Taking a full semester to focus on each is appropriate to ensure the level of mastery I require. A year is also required to plan and update The Channels operations and create effective instructional materials for students, who put these skills to work within the first two weeks of the semester to publish newspapers.

**How I Will Proceed**
With the committee’s approval, I will delay stating exactly where I will get my training. I want to decide closer to the actual time I start, as classes change as fast as the technology. The offerings are plentiful, however, both at the professional and academic level. Professional courses are shorter and more newspaper-focused; academic classes a longer and more comprehensive. I will choose one or more of the following:

- American Copy Editors Association professional workshops
- California Newspaper Publishers Association workshops
- USC Annenberg School of Communication extension courses
- UCSB Extension
- SBCC graphic design Classes
For my one year Sabbatical Leave Project, I am proposing to address three needs of the Drafting/CAD Department:

1.) Students in the Architectural Drafting II class are required to design a 1000 square foot house in the Cape Cod, Spanish Villa or Craftsman style, yet most of the students do not know the history, building materials, design characteristic, or construction techniques of any of these styles of residences. During my sabbatical leave I propose to study the history, materials, design characteristics, and construction techniques of all three of these styles of homes and prepare written and visual material for the Architectural Drafting II students to study prior to designing the residence.

2.) The Drafting/CAD Department utilizes the AutoCAD program to teach computer aided drafting and design. This year the program is encompassing the most drastic changes ever in the 16 years that I have taught the AutoCAD program. Incorporated into the new release are new ways to draft, publish and share drawings. Although we are using the new software this semester, we are teaching the previous two dimensional drafting, publishing and sharing methods in the CAD I class as we received the new software the day before the semester started and I am continuing to use the same workbook for my CAD I class. During my sabbatical leave I propose to learn the new systems and procedures for drafting, publishing and sharing two-dimensional drawings. I will confer with the other CAD instructors to learn what changes they would like me to make to my existing CAD I Workbook.

3.) Five years ago the Drafting/CAD Department brought the Interior Design program back from Adult Education and into the department. We designed it as a vocational program because the goal of most of the existing students was to become employed in the industry upon receiving their Certificate or Associates Degree. This demographic has been changing, and now approximately half of our students wish to transfer to a University and earn a Bachelor's Degree in Interior Design. Therefore, during my sabbatical leave I propose to investigate if and how SBCC can incorporate a transfer Interior Design program into its curriculum.
Abstract

Needs the project attempts to satisfy:
(I have separated my answers into headings that refer to each area of the proposal).

Television / Film Project
- I need to update my knowledge, through first hand experience, of the responsibilities and demands placed on actors as they pertain to the film and television industry. Areas of concentration will include the casting process used in a film or television show, and the specific skills and techniques needed for the actor who has been hired to perform in a film or TV show.
- The Theatre Arts Department, along with SoMA, would like to expand our TV / Film Acting program. We currently offer only one section of acting for the Camera (TA 218), in part because we do not have enough qualified instructors to develop and teach additional classes.

Textbook Project
- I need to create a textbook that organizes and consolidates all the information used in lectures, handouts and demonstrations for TA 213 (Intermediate Acting B) into a document of about 50 pages that can then be used as the text for that class.

How the project will satisfy those needs:

Television/ Film project
- By gaining first hand experience interning on a film or television project, I will be better able to instruct students in the skills required for a good film actor.
- I will be qualified to teach TA 218 (Acting for the Camera).
- I will be qualified to evaluate and develop curriculum for Acting for the Camera.
- I will have more direct contacts in the film and TV industry that can help SBCC actors as they begin their careers.

Textbook Project
- Intermediate Acting B (TA 213) will have a textbook that will cover in detail all the topics in the class and provide both exercises and examples to which a student may refer during the semester.

The Process

Film/ Television Project
I will serve as an unpaid intern on a major film and/or television project, focusing on casting and shooting the scene. I have sufficient contacts in Hollywood that I am confident that I can secure an unpaid position that allows me to observe casting directors and film directors at work. I have already begun making inquiries and I am confident that I can have the television internships arranged by April or May of 2006. I will keep the committee updated on my progress in that regard. Travel will be at my own expense.

Textbook Project
I will assemble material from handouts and lectures as well as examine various acting textbooks for both form and content. I will edit and expand the material into a detailed document of about 50 pages that can then be given to the SBCC Bookstore and sold as a textbook for the class.
3320* Disabled Student Programs and Services

3321* Educational Programs and Services for Students with Disabilities

3321.1* Educational programs and services for students with disabilities at the community college level are governed by the following legislation:


3. *Assembly Bill 746, sections 67310-67313

4. Title 5 Regulations of the California Administration Code.

5. *Assembly Bill 746, sections 67310-67313

6. *Assembly concurrent resolution 3

7. *Assembly concurrent resolution 201

3321.2 Significant provisions relating to these laws and regulations include the following:

1. **Definition** – A student with a disability is a person enrolled at a community college who has a verified impairment that limits one or more major life activities and that imposes a functional limitation in the educational setting.

2. **Support Services & Programs** – Support services and programs for students with disabilities are in addition to the regular services and programs provided to all students; are directly related to the educational limitations of the verified disabilities of the students to be served; are directly related to the students’ participation in the educational process; promote the maximum independence and integration of students with disabilities; and support participation of students with disabilities in educational activities consistent with the mission of the community colleges as set forth in Educational Code Section 66701.

Support Services enable students with disabilities to participate in regular activities, programs and classes offered by the college. They may include, but need not be limited to, access to adaptive educational equipment, job development, job placement, liaison with campus and community agencies, registration assistance, special parking, test-taking accommodations, assessment to verify specific disabilities, specific disability-related counseling, interpreters, on-campus mobility assistance, note-takers, readers, and transcription.

Support Programs comprise specialized instruction and tutoring designed to teach strategies that compensate for the educational limitation of students with disabilities in regular college classes.

3. **Participation** – Participation by students with disabilities in the Disabled Student Programs and Services (DSPS) Department shall be entirely voluntary

Participation in any support services or programs shall not preclude a student with a disability from also participating in any other course, program, or activity offered by the college.

Students with disabilities participating in any support service or program shall comply with the student code of conduct adopted by the College; be responsible in their use of services and adhere to written service provision policies adopted by the College; and meet academic standards established by the College.
4. **Student Records** – All records maintained by College personnel pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other College requirements for handling of student records.

The DSPS department keeps records on each student enrolled in DSPS. These records include medical or psychological verification of disability; assessment results; and Student Educational Contracts (SEC). The SEC specifies those disability-related services and programs, identified and agreed upon by both the student and DSPS professional staff, that meet the student’s specific educational needs, and support the Student Educational Plan (SEP). Student records developed by the College will measure the student’s progress toward his/her stated educational goal. These records include transcripts, semester grade reports, progress probation records, disqualification records, instructors’ progress reports, or counseling records.

3321.3. The following policy shall be adhered to in order to determine accommodation requirements and academic adjustments for students with disabilities (§ 104.44 of 34 Code of Federal Regulations implementing Section 504 of 1973 Rehabilitation Act):

1. Students with verified disabilities who wish to use academic adjustments or accommodations including auxiliary aides or personal service aides are responsible for identifying themselves to the appropriate instructors or program providers.

2. Instructors and program providers will be encouraged to refer students with disabilities to meet with a DSPS Specialist for verification of disabilities and help in determining reasonable accommodations. If the student declines to participate in DSPS, he or she will be encouraged to meet with the SBCC ADA/504 Coordinator. If the student declines to follow the procedure of meeting with a Disabilities Specialist or the ADA Coordinator, the instructor may provide, but is not required to provide the requested accommodations. The student and instructor or program provider will make a reasonable effort to find an informal, timely resolution.

3. The DSPS Specialists, ADA/504 Coordinator, instructor, or program provider will require the student to provide documentation verifying disability, if the disability is not physically observable. If the student refuses to provide requested documentation of disability, the instructor may provide, but is not required to provide the requested accommodation. The student and instructor or program provider will make a reasonable effort to find an informal, timely resolution.

4. When no informal resolution is found within ten (10) instructional days and the accommodation is not allowed, the student may seek resolution by using the College Student Grievance Policy (3234).

3321.4. The following policy shall be adhered to in order to provide aides for students with disabilities:

1. Instructors and program providers will refer all aides working with students with disabilities to meet with a DSPS Specialist or the ADA/504 Coordinator in order to become board authorized (auxiliary aides funded through DSPS, or personal service aides funded through other organizations or private funding sources). Only aides who are recommended for board approval will be allowed in the classroom.

2. All personal service aides and auxiliary aides working with students with disabilities must receive an orientation from a DSPS specialist or the ADA/504 Coordinator. The orientation will include an explanation of the aide’s role and responsibilities in the classroom, such as a review of the College Code of Conduct policies, the Academic Honesty policies, and strategies for conducting himself or herself in such a way that allows the instructor to be sure that the student and not the aide is doing the work. Only aides who receive an SBCC orientation will be allowed in the classroom.

3. SBCC will allow in-class personal service aides and auxiliary aides who have been recommended for board approval by SBCC. SBCC does not pay for personal service aides for students. SBCC will pay for auxiliary aides for students.

3321.5. The following policy shall be adhered to in order to provide test-taking accommodations for students with disabilities:
1. During test taking the student must be the one whose knowledge and skills are being tested. DSPS Specialists or the ADA/504 Coordinator will assist with determining which test-taking accommodations might be reasonable.

2. Faculty will be informed that they may refer students with disabilities to DSPS for all test-taking accommodations. The DSPS test proctor is available to provide accommodations such as extended time, alternative text, or any other reasonable accommodations that do not result in a fundamental alteration of the test.
3320. Disabled Student Programs and Services

Edit notes: updated numbering and changed title to be more comprehensive

3321. Educational Programs and Services for Students with Disabilities

Edit notes: updated and summarized legislation

3321.1. Educational programs and services for students with disabilities at the community college level are governed by the following legislation:

3. Assembly Bill 746, sections 67310-67313
4. Title 5 Regulations of the California Administration Code.
5. Assembly Bill 746, sections 67310-67313
6. Assembly concurrent resolution 3
7. Assembly concurrent resolution 201

Edit notes: No need to repeat language of laws and regulations

3321.2. Significant provisions relating to these laws and regulations include the following:

1. Definition—A student with a disability is a person enrolled at a community college who has a verified impairment that limits one or more major life activities and that imposes a functional limitation in the educational setting.

2. Support Services & Programs—Support services and programs for students with disabilities are in addition to the regular services and programs provided to all students; are directly related to the educational limitations of the verified disabilities of the students to be served; are directly related to the students’ participation in the educational process; promote the maximum independence and integration of students with disabilities; and support participation of students with disabilities in educational activities consistent with the mission of the community colleges as set forth in Educational Code Section 66701.

Support Services enable students with disabilities to participate in regular activities, programs and classes offered by the college. They may include, but need not be limited to, access to adaptive educational equipment, job development, job placement, liaison with campus and community agencies, registration assistance, special parking, test-taking
accommodations, assessment to verify specific disabilities, specific disability-related counseling, interpreters, on-campus mobility assistance, note-takers, readers, and transcription.

Support Programs comprise specialized instruction and tutoring designed to teach strategies that compensate for the educational limitation of students with disabilities in regular college classes.

3. Participation—Participation by students with disabilities in the Disabled Student Programs and Services (DSPS) Department shall be entirely voluntary.

Participation in any support services or programs shall not preclude a student with a disability from also participating in any other course, program, or activity offered by the college.

Students with disabilities participating in any support service or program shall comply with the student code of conduct adopted by the College; be responsible in their use of services and adhere to written service provision policies adopted by the College; and meet academic standards established by the College.

4. Student Records—All records maintained by College personnel pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other College requirements for handling of student records.

The DSPS department keeps records on each student enrolled in DSPS. These records include medical or psychological verification of disability, assessment results; and Student Educational Contracts (SEC). The SEC specifies those disability-related services and programs, identified and agreed upon by both the student and DSPS professional staff, that meet the student's specific educational needs, and support the Student Educational Plan (SEP). Student records developed by the College will measure the student’s progress toward his/her stated educational goal. These records include transcripts, semester grade reports, progress probation records, disqualification records, instructors' progress reports, or counseling records.

Edit notes: 3321.3 and 3321.4 reference administrative procedures which have been rewritten as AP5140 5140.2 Access.

3321.3. Participation The following policy shall be adhered to in order to determine accommodation requirements and academic adjustments for students with disabilities (§104.44 of 34 Code of Federal Regulations implementing Section 504 of 1973 Rehabilitation Act):

1. Students with verified disabilities who wish to use academic adjustments or accommodations including auxiliary aides or personal service aides are responsible for identifying themselves to the appropriate instructors or program providers.
2. Instructors and program providers will be encouraged to refer students with disabilities to meet with a DSPS Specialist for verification of disabilities and help in determining reasonable accommodations. If the student declines to participate in DSPS, he or she will be encouraged to meet with the SBCC-ADA/504 Coordinator. If the student declines to follow the procedure of meeting with a Disabilities Specialist or the ADA Coordinator, the instructor may provide, but is not required to provide the requested accommodations. The student and instructor or program provider will make a reasonable effort to find an informal, timely resolutions.

3. The DSPS Specialist, ADA/504 Coordinator, instructor, or program provider will require the student to provide documentation verifying disability, if the disability is not physically observable. If the student refuses to provide requested documentation of disability, the instructor may provide, but is not required to provide the requested accommodation. The student and instructor or program provider will make a reasonable effort to find an informal, timely resolution.

4. When no informal resolution is found within ten (10) instructional days and the accommodation is not allowed, the student may seek resolution by using the College Student Grievance Policy (3234).

3321.4  The following policy shall be adhered to in order to provide aides for students with disabilities:

1. Instructors and program providers will refer all aides working with students with disabilities to meet with a DSPS Specialist or the ADA/504 Coordinator in order to become board authorized (auxiliary aides funded through DSPS, or personal service aides funded through other organizations or private funding sources). Only aides who are recommended for board approval will be allowed in the classroom.

2. All personal service aides and auxiliary aides working with students with disabilities must receive an orientation from a DSPS specialist or the ADA/504 Coordinator. The orientation will include an explanation of the aide’s role and responsibilities in the classroom, such as a review of the College Code of Conduct policies, the Academic Honesty policies, and strategies for conducting himself or herself in such a way that allows the instructor to be sure that the student and not the aide is doing the work. Only aides who receive an SBCC orientation will be allowed in the classroom.

3. SBCC will allow in-class personal service aides and auxiliary aides who have been recommended for board approval by SBCC. SBCC does not pay for personal service aides for students. SBCC will pay for auxiliary aides for students.

3321.5  The following policy shall be adhered to in order to provide test-taking accommodations for students with disabilities:
1. During test taking the student must be the one whose knowledge and skills are being tested. DSPS Specialists or the ADA/504 Coordinator will assist with determining which test-taking accommodations might be reasonable.

2. Faculty will be informed that they may refer students with disabilities to DSPS for all test-taking accommodations. The DSPS test proctor is available to provide accommodations such as extended time, alternative text, or any other reasonable accommodations that do not result in a fundamental alteration of the test.
<table>
<thead>
<tr>
<th>Account #</th>
<th>Student Finance Account Name</th>
<th>Source of Funds</th>
<th>Signatories</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIAL TRUST ACCOUNTS #79-01-9165</td>
<td>CHILE - FALL 2006</td>
<td>STUDENTS TRAVEL CONTRACTORS</td>
<td>CAROLA SMITH NAOMI SULLWOLD PATRICIA CHEVEZ NUNEZ</td>
<td>To Deposit Payments and Issue Checks for the Study abroad program</td>
</tr>
<tr>
<td>SPECIAL TRUST ACCOUNTS #79-01-9177</td>
<td>CHINA - FALL 2006</td>
<td>STUDENTS TRAVEL CONTRACTORS</td>
<td>CAROLA SMITH NAOMI SULLWOLD PATRICIA CHEVEZ NUNEZ</td>
<td>To Deposit Payments and Issue Checks for the Study abroad program</td>
</tr>
<tr>
<td>SPECIAL TRUST ACCOUNTS #79-01-9381</td>
<td>SKI &amp; SNOWBOARDING CLASS</td>
<td>STUDENT FEES</td>
<td>KATHY OCONNOR MICHELE RASCH RON BAKER</td>
<td>Depository for Fees Collected and Dispersed for Class</td>
</tr>
<tr>
<td>SPECIAL TRUST ACCOUNTS #79-01-9413</td>
<td>THAILAND - SUMMER 2006</td>
<td>STUDENTS TRAVEL CONTRACTORS</td>
<td>CAROLA SMITH NAOMI SULLWOLD PATRICIA CHEVEZ NUNEZ</td>
<td>To Deposit Payments and Issue Checks for the Study abroad program</td>
</tr>
<tr>
<td>SPECIAL TRUST ACCOUNTS #79-01-9441</td>
<td>VIAGGIO - SUMMER 2006</td>
<td>STUDENTS TRAVEL CONTRACTORS</td>
<td>CAROLA SMITH NAOMI SULLWOLD PATRICIA CHEVEZ NUNEZ</td>
<td>To Deposit Payments and Issue Checks for the Study abroad program</td>
</tr>
<tr>
<td>CLUB ACCOUNTS #81-00-9930</td>
<td>THEMIS CLUB</td>
<td>DONATIONS FUNDRAISING</td>
<td>STACY JANSEN ERIC DUNCAN GABRIELLE VIGNONE ANN REDDING ANN FRYSIE</td>
<td>To Support Club Activities</td>
</tr>
<tr>
<td>CLUB ACCOUNTS #81-00-9934</td>
<td>VIDEO GAME CLUB</td>
<td>DONATIONS FUNDRAISING</td>
<td>JOHN MEHAN SHILOH JONG NATHAN COMETI MIKE YOUNG ANN FRYSIE</td>
<td>To Support Club Activities</td>
</tr>
</tbody>
</table>
Debbie Shaw Landscape  
2835 Glendessary Ln.  
Santa Barbara, CA 93105  
Phone #  805 687-1530  
Fax #  805 687-1530  

Estimate/Contract  

<table>
<thead>
<tr>
<th>Date</th>
<th>Estimate #</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/11/2005</td>
<td>221</td>
</tr>
</tbody>
</table>

E-mail  shawbooth@cox.net  

SANTA BARBARA  
CITY COLLEGE  

NOV 14 2005  
BUSINESS SERVICES  

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
</table>
| Provide all labor, transportation, supervision, and materials for the maintenance of Pershing Park Creek Restoration Area from 11/8/2005 to 11/7/2006. Maintenance to include:  
Weekly maintenance of plantings and irrigation system, trash clean-up of banks, trash to be dumped on-site at SBCC dumpster on campus, once yearly creek vegetation removal and trash clean-up, including dump fees. | 11,295.00 |

Signature  

Total  $11,295.00
## Summary of Bids for Schedule of Classes Publications

<table>
<thead>
<tr>
<th></th>
<th>American/Foothill Publishing</th>
<th>Trend Offset Printing Services</th>
<th>VQS Enterprises, Inc.</th>
<th>Western Web Printing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL 2006</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsprint 30#</td>
<td>$21,793.00</td>
<td>$26,910.00</td>
<td>$24,915.00</td>
<td>$30,467.00</td>
</tr>
<tr>
<td>Electrobrite 34#</td>
<td>24,929.00</td>
<td>29,301.00</td>
<td>27,605.00</td>
<td>34,461.00</td>
</tr>
<tr>
<td>Cover</td>
<td>$550.00</td>
<td>$510.00</td>
<td>$250.00</td>
<td>$504.00</td>
</tr>
<tr>
<td><strong>SPRING 2007</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsprint</td>
<td>$23,093.00</td>
<td>$27,940.00</td>
<td>$24,915.00</td>
<td>$30,467.00</td>
</tr>
<tr>
<td>Electrobrite</td>
<td>26,414.00</td>
<td>30,489.00</td>
<td>27,605.00</td>
<td>34,461.00</td>
</tr>
<tr>
<td>Cover</td>
<td>$550.00</td>
<td>$510.00</td>
<td>$250.00</td>
<td>$504.00</td>
</tr>
<tr>
<td><strong>FALL 2007</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsprint</td>
<td>$23,093.00</td>
<td>$27,940.00</td>
<td>$24,915.00</td>
<td>$30,467.00</td>
</tr>
<tr>
<td>Electrobrite</td>
<td>26,414.00</td>
<td>30,489.00</td>
<td>27,605.00</td>
<td>34,461.00</td>
</tr>
<tr>
<td>Cover</td>
<td>$550.00</td>
<td>$510.00</td>
<td>$250.00</td>
<td>$504.00</td>
</tr>
<tr>
<td><strong>SUMMER 2008</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsprint</td>
<td>$10,684.00</td>
<td>$15,075.00</td>
<td>$11,600.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Electrobrite</td>
<td>11,675.00</td>
<td>15,841.00</td>
<td>12,400.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Cover</td>
<td>$550.00</td>
<td>$510.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td><strong>SUMMER 2009</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsprint</td>
<td>$11,325.00</td>
<td>$15,476.00</td>
<td>$11,600.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Electrobrite</td>
<td>12,375.00</td>
<td>16,291.00</td>
<td>12,400.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Cover</td>
<td>$550.00</td>
<td>$510.00</td>
<td>$250.00</td>
<td></td>
</tr>
<tr>
<td><strong>SPRING 2009</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsprint</td>
<td>$24,478.00</td>
<td>$28,382.00</td>
<td>$24,915.00</td>
<td>$30,467.00</td>
</tr>
<tr>
<td>Electrobrite</td>
<td>27,999.00</td>
<td>30,999.00</td>
<td>27,605.00</td>
<td>34,461.00</td>
</tr>
<tr>
<td>Cover</td>
<td>$550.00</td>
<td>$510.00</td>
<td>$250.00</td>
<td>$504.00</td>
</tr>
</tbody>
</table>
PROFESSIONAL SERVICES AGREEMENT

This Agreement is made between Santa Barbara City College (hereinafter referred to as the College), 721 Cliff Drive, Santa Barbara, CA, 93109-2394, and Strata Information Group (hereinafter referred to as SIG), 3935 Harney Street, Suite 203, San Diego, California 92110.

1. Services

SIG will provide services as directed in the completion of the tasks set forth in Exhibit A, attached to and made a part of this Agreement. SIG agrees to keep the College regularly informed of the progress of work performed under this Agreement.

2. Compensation

The College will pay SIG $150.00 per hour plus reasonable travel expenses to provide the services specified in Exhibit A not to exceed $40,000 including reasonable travel expenses. SIG will invoice monthly for labor and travel expenses. No increase in amount or scope of services is authorized without formal amendment to this Agreement.

3. Cancellation of Scheduled Services

The parties agree that once the College and SIG have scheduled a specific time during which SIG will provide services under the terms of this Agreement, the College will be obligated to pay SIG for such services as if SIG had performed such services on the date scheduled, unless the College has notified SIG that the College would like to reschedule or cancel the provision of such services at least ten (10) business days prior to the date which SIG is scheduled to perform such services.

4. Term

This Agreement is effective December 14, 2005 and will continue in effect until June 30, 2006. The agreement may be extended if agreed to in writing by both parties. Either party may cancel this agreement with 90 day written notice to the other party.

5. Reports

Any and all files, notes, reports, manuscripts and any other work produced, prepared or developed by SIG as a part of the work under this Agreement are the property of the College and shall be provided to the College upon the termination of this Agreement.

6. Independent Contractor

SIG will control the means and manner in which work is performed under this agreement and, in all respects: SIG's relationship to the College will be that of an independent contractor, not an employee.

7. Force Majeure

Neither party to this Agreement will be liable to the other for any failure or delay in performance under this Agreement due to circumstances beyond its reasonable control including without limitation, Acts of God, accident, labor disruption, acts, omissions and defaults of third parties, and official, governmental and judicial action not the fault of the party failing or delaying in performance.
PROFESSIONAL SERVICES AGREEMENT

8. Warranty

No warranty is stated or implied regarding the services provided under this Agreement.

9. Indemnification

SIG agrees to and shall indemnify, defend and hold harmless the College, its officers, agents and employees free and harmless from, against and in respect of all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries and deficiencies, including interest penalties and reasonable attorneys fees that the College shall incur or suffer, which arise, result from, or relate to the legality and/or enforceability of the Agreement, or actions brought by employees of the College relating to claims arising out of the services rendered by SIG for the College. SIG shall only be liable for those losses, claims, or damages that arise as a result of performance under the terms, conditions, and period of this Agreement which solely and directly result from the negligence of SIG, and shall in no circumstance exceed the amount of this Agreement in aggregate.

10. Limitation of Liability

SIG and the College acknowledge and agree that in no event will SIG’s liability in connection with the services provided by SIG under this agreement exceed the amount actually paid to SIG by the College under this agreement and SIG will not be liable for any special, incidental, or consequential damages, including without limitation loss of profits, loss of data, and loss of revenues, even if informed of the possibility thereof in advance. These limitations apply to all causes of action in the aggregate, including without limitation breach of contract, SIG’s negligence, strict liability, misrepresentation, and other causes of action based on similar legal theories. SIG and College further acknowledge and agree that they are entering into this agreement on the understanding that the fees for the services provided by SIG under this agreement have been set to reflect the fact that the College remedies, and SIG’s liability, shall be limited as expressly set forth in this agreement, and if not so limited, the fees for the same services would have been substantially higher.

11. Entire Agreement

This agreement contains the entire agreement between the parties hereto, as to the matter expressly set forth herein and does not replace the agreement dated September 1, 2005 between the College and SIG.

12. Ownership of Works for Hire

All matters produced under this Agreement shall be works for hire and shall become the sole property of the College. Said works cannot be used for any other client or purposes without the College’s expressed written permission. College shall have all right, title and interest in said matters, including the right to obtain and maintain the copyright, trademark, and/or patent of said matters in the name of the College.

13. Worker’s Compensation Insurance

SIG agrees to procure and maintain in full force and effect worker’s compensation insurance covering its partners, employees and agents while said persons are performing services pursuant to this Agreement. In the event that an employee of SIG performing this Agreement files a worker’s compensation claim against the College, SIG agrees to defend and hold the College harmless from such claim.
PROFESSIONAL SERVICES AGREEMENT

14. Nondiscrimination in Employment

SIG agrees that it will not engage in unlawful discrimination in employment because of race, color, religious creed, national origin, ancestry, physical handicap, marital status, or sex.

For the College: ____________________________

Joseph E. Sullivan
Vice President, Business Services

Date: ________________

For SIG: ________________________

Henry A. Eimstad, Partner

Date: 12-16-05
PROFESSIONAL SERVICES AGREEMENT

EXHIBIT A

Statement of Work

Under the terms of this Agreement, SIG will provide consulting services to the staff of the College, as directed, to perform the following work:

**Assist in Researching ID Card/Key Tag Solutions for Tracking and Registering Student for Continuing Education – Approximately 120 hours.**

SIG’s Consultants will be responsible for assisting SBCC’s Continuing Education staff with identifying if applications exist which will provide for the capturing and tracking of student data via the use of ID cards/Key Tags.

If solutions do exist the SIG consultant will work with SBCC staff to develop a “Request for Information” document to be distributed to potential solution providers. In addition SIG will assist SBCC in the evaluation of the responses to this RFI.

Steps to be taken to accomplish this task will be:

- Meeting with Continuing Education to clearly define the solution
- Researching with ID Card companies the availability of existing solutions to meet the need as defined by SBCC.

To accomplish this SIG recommends that the SIG consultant and a representative from SBCC attend the National Association of Campus Card Users (NACCU) conference scheduled in San Diego, March 29 - April 1, 2006. This is a conference is the leading conference for College and Universities to meet with the vendors in the marketplace to review and share solutions related to ID Card Systems. It is felt that a solution exists in the market that this would be the best place to research those solutions.

- Once confirmation of a solution is determined. Develop the RFI to request responses from potential vendors.
- Assist in the evaluation of the RFI responses for the best solution that will also provide for integration with the Banner Systems.

**Note:** If it is determined that a solution does not currently exist in the marketplace. SIG will meet with SBCC staff to discuss possible alternative solutions and next steps.

**Assess the potential integration with Banner (Assumes solutions exist): Approximately 120 hours**

SIG consultants will work with SBCC and any identified potential vendor of a solution to determine how integration with Banner could be achieved. This would result in a specification for additional work to be done by the selected vendor and a combination of SIG and SBCC resources.

A separate Professional Services Agreement would then be defined to complete the integration work.
PERSONAL SERVICES - INDEPENDENT CONTRACTOR
AGREEMENT

THIS AGREEMENT, entered into by and between Santa Barbara Neighborhood Clinic, hereinafter referred to as INDEPENDENT CONTRACTOR, AND SANTA BARBARA CITY COLLEGE DISTRICT, hereinafter referred to as DISTRICT.

WITNESSETH

WHEREAS the DISTRICT is authorized by Section 78022 of the California Education Code to contract with and employ an INDEPENDENT CONTRACTOR specially trained to perform special services; and

WHEREAS the DISTRICT and INDEPENDENT CONTRACTOR mutually agree that the INDEPENDENT CONTRACTOR is specially qualified for and shall provide special services to the DISTRICT that no employee of the DISTRICT is qualified to perform. INDEPENDENT CONTRACTOR shall provide the following services:

To provide licensed physicians care, including medical diagnosis and treatment for minor acute care needs of students through the Student Health Services & Wellness Program; review and approve standing independent nursing orders and DEA (Drug Enforcement Administration) registration number required requisitions; provide staff consultation, in-service training and staff development as needed; and

Said services shall be provided according to the following terms and conditions:

1. The INDEPENDENT CONTRACTOR shall assume all other expenses incurred in connection with the performance of this contract, and the DISTRICT shall not be responsible for payment of any other expenses. The fees specified, unless otherwise indicated and agreed to, shall be the only obligation of the DISTRICT. While engaged in carrying out and complying with any of the terms and conditions of this agreement, the INDEPENDENT CONTRACTOR is not an officer, agent or employee of the DISTRICT.

2. The INDEPENDENT CONTRACTOR shall provide workers' compensation insurance or self-insure his/her services. The INDEPENDENT CONTRACTOR shall also indemnify and hold harmless the DISTRICT and all officers, employees and agents thereof from damages, cost or expenses in law or equity that may at any time arise or be set up because of injuries to persons or property arising by reason of, or in the course of, the performance of this agreement. The DISTRICT shall not be liable or responsible for any accident, loss or damage.
3. The INDEPENDENT CONTRACTOR at his/her own expense, cost, or risk shall defend any and all actions, suits, or other legal proceedings that may be brought or instituted against the DISTRICT or officers or employees or agents thereof on any claim or demand regarding medical services rendered, and pay or satisfy any judgment that may be rendered against the DISTRICT or officers or employees or agents thereof in any action suit or legal proceedings; and shall provide written proof of Medical Malpractice Liability Insurance to the DISTRICT prior to contract service date.

4. The DISTRICT agrees that the INDEPENDENT CONTRACTOR will be the exclusive provider of all primary care medical care and family planning services contracted by the DISTRICT and/or provided at Student Health Services as long as this contract is in effect.

5. Either party for any reason may terminate this agreement if done so in writing with 120 days notice.

NOW THEREFORE BE IT AGREED that the DISTRICT under the terms of this agreement shall pay the INDEPENDENT CONTRACTOR for his/her services at $65.00 per hour as identified in the clinic schedule agreed upon by both Student Health Services and the INDEPENDENT CONTRACTOR, payments upon monthly invoice. The contracted services are to commence on or about January 1, 2006 and be completed on or about, but not later than June 30, 2006. If the INDEPENDENT CONTRACTOR does not provide all sessions of services, the total contract amount will be reduced according to the amount of sessions provided.

IN WITNESS WHEREOF, said parties have executed this agreement as of the date written below.

INDEPENDENT CONTRACTOR:

By: ______________________________ Date: ________________
Cynthia Bowers, Executive Director
Santa Barbara Neighborhood Clinics
970 Embarcadero Del Mar
Isla Vista, CA 93117 Tax ID # 77-0496382

SANTA BARBARA COMMUNITY COLLEGE DISTRICT:

BY: ______________________________ Date: ________________
Joe Sullivan, Vice President, Business Services
SANTA BARBARA COMMUNITY COLLEGE
721 Cliff drive
Santa Barbara, CA 93109

Contract Budget Number : 10-12-4842-516000-124-0000

___________
cindy/contracts/hbce
16 January 2006

Guy Smith
Santa Barbara City College
School of Media Arts
721 Cliff Drive
Santa Barbara CA 93109

RE: SUPPORTING LEVEL SPONSORSHIP/2006 SANTA BARBARA INTERNATIONAL FILM FESTIVAL

Dear Guy,

Per our conversation, this letter agreement shall confirm the essential terms and conditions agreed upon as of January 16, 2006 between Santa Barbara City College (SBCC) and the Santa Barbara International Film Festival (SBIFF) for sponsorship of the SBIFF in the year 2006. Please find enclosed two signed copies; please retain one for your records and return one original to us.

Ads and logo have been received by SBIFF as of 1-16-06.

A. Sponsorship
SBCC shall be recognized as a Supporting Level Sponsor of the SBIFF for the year 2006
- SBIFF may add sponsors at its discretion
- Should event locations change in connection with this sponsorship, SBCC will be provided comparable benefits in terms of marketing and exposure.

B. Name and Logo
SBCC hereby grants SBIFF the right to use the SBCC name, trademark, logo and materials provided by SBCC solely in connection with the SBIFF for the year 2006, and for all advertising, marketing and promotion thereof, in all media, pursuant to this Agreement.

SBIFF hereby grants to SBCC the right to use the SBIFF name, trademark, logo and materials provided by SBIFF solely in connection with the purpose set forth in this Agreement.

Each party agrees to indemnify, defend, and hold harmless the other party from and against any and all claims, damages, or judgments (including reasonable attorney's fees and costs) incurred or sustained by that party arising out of the permitted use of the proprietary marks, except if caused by the negligence or wrongful conduct of the party seeking indemnification.

C. Deliverables
SBCC will be provided the following “deliverables” in connection with its sponsorship of the SBIFF in 2006:

Visual Display and Promotion
- Recognition as a Supporting Level Sponsor of SBIFF 2006
- Options to activate sponsorship as negotiated
- Full page color ad in the Official Festival Program Guide – approximately six to eight thousand (6,000-8,000) copies printed (ad upgraded from black and white)
- Name recognition on a shared card at the Supporting Sponsor Level on the following:
  - Official Festival Trailer, designed and produced by SBIFF, the trailer will play before every screening for the duration of the Festival – approximate audience of forty thousand plus (40,000+)
• SBCC Logo will be placed at the Supporting Sponsor Level on the following SBIFF materials:
  - Official Festival Program Guide - approximately six to eight thousand (6,000-8,000) copies printed
  - Official Festival Website (www.sbfilmfestival.org) with direct link
• SBCC Logo will be placed on:
  - Official Pocket Guide – approximately fifty thousand (50,000) copies printed and distributed throughout the Santa Barbara and Southern California communities
  - DVD loop to run continuously throughout the Festival on plasma screen TVs in the Official Festival Hub, includes Welcome Center and Hospitality Lounge: Hotel Santa Barbara, 533 State St. – as well as selected Gala Event After-parties
• Display materials in Hospitality Lounge
• Include materials in the Festival Passholder Bag – approximately seven hundred fifty (750)

Passes/Festival Access
- Twenty (20) additional tickets to the Naomi Watts Tribute and After-party, Saturday February 4, 2006, 7:30p.m. at the Marjorie Luke Theatre, 721 East Cota Street, Santa Barbara, CA. After-party to follow at Santa Barbara City College from 10:00p.m.-1:00a.m.

Special Option: Provision of Venue and Catering for Naomi Watts Tribute After-party
• Full page black and white ad in Naomi Watts Tribute Book
• SBIFF will provide bars and bartending staff to serve wine
• Special thanks within "Thank You" page of Naomi Watts Tribute Book

D. Payment
In consideration of SBCC becoming one of the Sponsors of the SBIFF and in return for the "deliverables" provided in Section C of this Agreement, SBCC will provide SBIFF on a timely basis with the following:

• Cafeteria, catering and staff for approximately four hundred (400) attendees at the Naomi Watts Tribute After-Party, Saturday, February 4, 2006, from 10:00p.m.-1:00a.m at Santa Barbara City College
• Catering Menu to include heavy appetizers - mutually agreed upon with SBIFF Special Events Coordinator, Merideth Flading Merideth@sbfilmfestival.org, 805-963-0023 ext. 227
• Parking attendants at SBCC kiosk and lots to direct attendees to designated parking areas on SBCC campus, to be mutually agreed upon with SBIFF Special Events Coordinator, Merideth Flading Merideth@sbfilmfestival.org, 805-963-0023 ext. 227
• Upper parking lot (1-A) to be reserved as VIP parking only
• Campus security to assist and direct attendees to party venue
• Live Jazz music for the Naomi Watts Tribute After-Party provided by the SBCC Jazz Band to be mutually agreed upon with SBIFF Special Events Coordinator, Merideth Flading Merideth@sbfilmfestival.org, 805-963-0023 ext. 227
• SBCC to provide media area and set up materials to showcase the new SOMA building within the After-party venue, set up to be mutually agreed upon with Special Events Coordinator, Merideth Flading
• Set-up access to SBCC Cafeteria, for party décor, as early as 9a.m. on Saturday, February 4th, 2006
• Party décor to be removed by 12p.m. on Sunday, February 5th, 2006
• SBCC Campus housekeeping to provide clean up after décor strike on Sunday, February 5th, 2006
• Placement of Festival poster or Festival promotional postcards in sponsor's place(s) of business or their representatives, if applicable - two weeks prior to Opening Night
• Placement of SBFF logo on SBCC website with direct link

E. Term
This agreement is effective as of the date hereof and continuing through the 2006 Festival.

F. Representations and Warranties
SBFF and SBCC each represent and warrant the following:

• They have the full power, authority and legal right to execute, deliver and fully perform this Agreement and grant the rights granted hereunder without restriction
• This agreement has been duly authorized by all necessary action on the part of both parties and does not require any approval or consent of any person or entity, which either party has not obtained
• Neither party has knowledge of any adverse claim pending or threatened by any party, which may affect the rights granted hereunder
• Each party agrees to the terms set forth in this Agreement
• SBCC and SBFF each agree to, and hereby do, indemnify and hold harmless the other from any loss, damages, costs, claims, causes of action resulting from breach of any warranty, representation or agreement hereunder

G. Miscellaneous
Any claim, controversy or dispute arising hereunder shall first be submitted to voluntary mediation for a period of thirty (30) days; provided, however, that if the parties can not settle any such claim, controversy or dispute by voluntary mediation, then it may be settled by non-binding arbitration before a single arbitrator in accordance with the rules of the American Arbitration Association held in Santa Barbara, California. The prevailing party shall be entitled to all arbitration costs and reasonable attorneys' fees.

PLEASE SIGNIFY YOUR AGREEMENT TO THE FOREGOING BY SIGNING THIS LETTER IN THE SPACE PROVIDED BELOW

SANTA BARBARA CITY COLLEGE

By: Joseph E. Sullivan Title: Vice President, Business Services

Signature: ___________________________ Date: ___________________________

SANTA BARBARA INTERNATIONAL FILM FESTIVAL

By: Roger Durling Title: Executive Director

Signature: ___________________________ Date: ___________________________
RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

RE: ESTABLISHING A 2006-07 FISCAL YEAR NON-RESIDENT TUITION FEE
PURSUANT TO EDUCATION CODE SECTIONS 76140 AND 76141

WHEREAS, Education Code Section 76140 states that a non-resident fee shall be set by the governing board of each community college district not later than February first of each year; and

WHEREAS, Education Code Section 76141 now authorizes the Board of Trustees to establish a separate non-resident fee for non-resident students who are both citizens and residents of a foreign country; and

WHEREAS, it is the intent of the Board of Trustees of the Santa Barbara Community College District’s Board of Trustees to require payment of the prescribed fee for all non-resident students except those who are full-time employees of the Santa Barbara Community College District and for the spouses and children of full-time employees of the District;

NOW, THEREFORE, BE IT RESOLVED that the Santa Barbara Community College District’s Board of Trustees, pursuant to Education Code Sections 76140 and 76141, hereby establishes for the 2006-07 fiscal year a per-unit non-resident tuition fee of $160.00 and a per-unit non-resident fee of $166.00 for non-resident students who are both citizens and residents of a foreign country.

PASSED AND ADOPTED by the Board of Trustees of the Santa Barbara Community College District this 26th day of January 2006 by the following vote:

Ayes: Dr. Alexander, Dr. Dobbs, Mr. Jurkowitz, Ms. Livingston, Mr. O’Neill, Mrs. Powell, Mr. Villegas

Noes: None

Absent: None

Concur: Ms. Chatcuff (Student Trustee)

John Romo, Superintendent/President and Secretary/Clerk to the Board of Trustees
RESOLUTION OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

RE: PAYMENT OF OUTDATED WARRANTS

WHEREAS on September 25, 1997, the Santa Barbara Community College District Board of Trustees did hire Laurel A. Fryer, hereinafter called Employee, as an hourly instructor; and

WHEREAS on September 30, 2002, said Employee did complete for said District all or part of said services; and

WHEREAS said District did on September 30, 2002, accept as complete and in good order those services for which claim for payment is being made by said Employee; and

WHEREAS this obligation has not been paid within the limit of time set forth by law due to the following circumstance: warrant (09/30/02 - $420.38) was misplaced; and

WHEREAS the District recognizes that inasmuch as said obligation has not been paid within the limit as time set forth by law, there is no legal requirement that said obligation be paid;

NOW THEREFORE BE IT RESOLVED that since the Santa Barbara Community College District acknowledges a moral obligation to pay said Employee for said services, those provisions of law that remove the legal requirement to pay are not being invoked by the District, and the obligation is hereby ordered paid by a formal vote as shown below.

PASSED AND ADOPTED by the Board of Trustees of the Santa Barbara Community College District this 26th day of January 2006 by the following vote:

Ayes: Dr. Alexander, Dr. Dobbs, Mr. Jurkowitz, Ms. Livingston, Mr. O'Neill, Mrs. Powell, Mr. Villegas

Noes: None

Absent: None

Concur: Ms. Chatcuff (Student Trustee)

I hereby certify that the foregoing is a full, true and correct transcript of a resolution duly adopted and affirmed by the Board of Trustees of the Santa Barbara Community College District at a fully constituted regular meeting of said Board, held on January 26, 2006, as it appears upon the minutes of said meeting.

John E. Romo, Superintendent/President and
Secretary/Clerk to the Board of Trustees
LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: SANTA BARBARA COMMUNITY COLLEGE DISTRICT

By signing this agreement and returning it to the State, you are agreeing to use the funds identified below for the purchase of instructional materials and supplies for the Child Development Program. These funds shall not be used for any purpose considered nonreimbursable pursuant to the 2005/2006 Funding Terms and Conditions (FT&C) and Title 5, California Code of Regulations. The contractor's signature also certifies compliance with "Standard Provisions for State Contracts" (Exhibit A), which are attached hereto and by this reference incorporated herein.

This contract is funded through a grant from the federal Department of Health and Human Services and subject to Code of Federal Regulations (CFR) 45, Parts 98 and 99, the Child Care and Development Block Grant Act of 1990, as amended, and Public Law 104-193, the Personal Responsibility and Work Opportunity Reconciliation Act 9 (PRWORA) of 1996, 42 USC 9858. If the Catalogue of Federal Domestic Assistance (CFDA) number in 93596 (shown as FC# in the funding block), the fund title is Child Care Mandatory and Matching Funds of the Child Care and Development Fund. If the CFDA number in 93575, the fund title is Child Care and Development Block Grant subject to the Child Care and Development Block Grant Act of 1990, the Omnibus Budget Reconciliation Act of 1990, Section 5082, Public Law 101-508, as amended, Section 658J and 658S, and Public Law 102-586.

Funding of this contract is contingent upon appropriation and availability of funds. The period for which expenditures may be made with these funds shall be from July 01, 2005 through June 30, 2006.

Expenditure of these funds shall be reported to Child Development Fiscal Services (CDFS) on form CDFS-9529 no later than July 20, 2006. For non-local educational agencies, expenditures made through June 30, 2006 shall be included in your 2005/2006 audit due in accordance with Section VI., I. of the Funding Terms and Conditions. The audits for School Districts and County Offices shall be submitted in accordance with Education Code Section 41020.

The total amount payable pursuant to this agreement shall not exceed $596.00.

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract. Exhibit A, Standard Provisions for State Contracts attached.

STATE OF CALIFORNIA

BY (AUTHORIZED SIGNATURE)

Printed Name of Person Signing
Sharon Taylor

TITLE
Manager-Contracts CD+NS Fiscal Svcs

CONTRACTOR

BY (AUTHORIZED SIGNATURE)

Printed Name and Title of Person Signing
Joseph E. Sullivan, Vice Pres., Business Svcs

Department of General Services

AMOUNT ENCUMBERED BY THIS DOCUMENT $ 596
PROR AMOUNT ENCUMBERED FOR THIS CONTRACT $ 0
TOTAL AMOUNT ENCUMBERED TO DATE $ 596

PROGRAM/CATEGORY (CODE AND TITLE)
Child Development Programs

FUND TITLE
Federal

OPTIONAL USE)

Item 30: 10.020.901
14130-6929

FC# 93.575

PC# 000326

SACS: Res-5035 Rev-8290

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

SIGNATURE OF ACCOUNTING OFFICER

T.B.A. NO.

DATE

B.A. NO.

1/26/06
RESOLUTION

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for fiscal year 2005-06.

RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

Re: Child Development Services – Contract No. CIMS-5630
Instructional Materials Project No. 42-6929-00-5

BE IT RESOLVED that the Board of Trustees of the Santa Barbara Community College District authorizes entering into local Contract No. CIMS-5630 with the California Department of Education for Child Development Services, and that the person listed below is authorized to sign the transaction for the Board of Trustees.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph E. Sullivan, Vice President, Business Services</td>
<td>[Signature]</td>
<td></td>
</tr>
</tbody>
</table>

PASSED AND ADOPTED this 26th day of January 2006, by the Board of Trustees of the Santa Barbara Community College District of Santa Barbara County, California.

I, John Romo, Clerk of the Board of Trustees of the Santa Barbara Community College District, of Santa Barbara County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board of Trustees at a regular meeting thereof held at a regular public place of meeting, and the resolution is on file in the office of said Board.

[Signature]

January 27, 2006

John Romo, Superintendent/President and Secretary/Clerk to the Board of Trustees
RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

Re: INTERNAL BUDGET TRANSFERS - FISCAL YEAR 05-06

WHEREAS, the Santa Barbara City College District Board of Trustees on June 16, 2005, adopted its budget for the fiscal year; and
WHEREAS, routine budget transfers between major objects have been requested by department chairs to better meet changing fiscal needs;
NOW, THEREFORE, BE IT RESOLVED that budget transfers be made resulting in the net effect as shown:

<table>
<thead>
<tr>
<th>Description</th>
<th>Fund</th>
<th>Subfund</th>
<th>Object</th>
<th>Increase</th>
<th>Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund - Unrestricted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Degree Nursing Memberships</td>
<td>10</td>
<td>11</td>
<td>400000-Supplies and Materials</td>
<td>$186.00</td>
<td></td>
</tr>
<tr>
<td>Drafting/CAD Hrly Classified Instructional Aid/Readers</td>
<td>10</td>
<td>11</td>
<td>500000-Other Operating Expense</td>
<td>$186.00</td>
<td></td>
</tr>
<tr>
<td>Media Services Repair By Vendor</td>
<td>10</td>
<td>11</td>
<td>100000-Academic Salaries</td>
<td>$3,500.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>200000-Classified Salaries</td>
<td>$3,500.00</td>
<td></td>
</tr>
<tr>
<td>Salary Budgeted Twice In Error</td>
<td>10</td>
<td>11</td>
<td>400000-Supplies and Materials</td>
<td></td>
<td>$895.00</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>500000-Other Operating Expense</td>
<td></td>
<td>$895.00</td>
</tr>
<tr>
<td>Security Support Supplies</td>
<td>10</td>
<td>11</td>
<td>200000-Classified Salaries</td>
<td>$109,802.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>790000-Contingencies</td>
<td>$109,802.00</td>
<td></td>
</tr>
<tr>
<td>To Distribute Negotiated Salary Changes 05/06</td>
<td>10</td>
<td>11</td>
<td>400000-Supplies and Materials</td>
<td></td>
<td>$58.38</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>500000-Other Operating Expense</td>
<td></td>
<td>$58.38</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>100000-Academic Salaries</td>
<td>$35,035.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>200000-Classified Salaries</td>
<td>$1,286.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>300000-Employee Benefits</td>
<td>$6,028.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>790000-Contingencies</td>
<td>$42,349.00</td>
<td></td>
</tr>
<tr>
<td>To Set Up Return to Title IV Budget in Financial Aid</td>
<td>10</td>
<td>11</td>
<td>300000-Employee Benefits</td>
<td></td>
<td>$13,200.00</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>750000-Student Financial Aid</td>
<td></td>
<td>$13,200.00</td>
</tr>
<tr>
<td>Description</td>
<td>Fund</td>
<td>Subfund</td>
<td>Object</td>
<td>Increase</td>
<td>Decrease</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------</td>
<td>---------</td>
<td>-------------------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>General Fund - Restricted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BFAAP Hourly Students Non Instructional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>200000-Classified Salaries</td>
<td>$7,000.00</td>
<td>$7,000.00</td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>500000-Other Operating Expense</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BFAAP Printing &amp; Duplicating</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>100000-Academic Salaries</td>
<td>$6,000.00</td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>400000-Supplies and Materials</td>
<td>$9,000.00</td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>500000-Other Operating Expense</td>
<td>$3,000.00</td>
<td></td>
</tr>
<tr>
<td><strong>BFAAP Support Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>400000-Supplies and Materials</td>
<td>$11,000.00</td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>500000-Other Operating Expense</td>
<td></td>
<td>$11,000.00</td>
</tr>
<tr>
<td><strong>Dougan Fund Benefits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>300000-Employee Benefits</td>
<td>$375.00</td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>400000-Supplies and Materials</td>
<td>$375.00</td>
<td></td>
</tr>
<tr>
<td><strong>Economic Development RHORC Regular Classified Non Instructional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>100000-Academic Salaries</td>
<td>$130.00</td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>200000-Classified Salaries</td>
<td>$21,738.00</td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>300000-Employee Benefits</td>
<td>$3,669.00</td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>400000-Supplies and Materials</td>
<td>$4,037.51</td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>500000-Other Operating Expense</td>
<td>$12,052.49</td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>600000-Capital Outlay</td>
<td>$1,849.00</td>
<td></td>
</tr>
<tr>
<td><strong>Economic Development Sonography Benefits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>300000-Employee Benefits</td>
<td>$417.00</td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>500000-Other Operating Expense</td>
<td></td>
<td>$417.00</td>
</tr>
<tr>
<td><strong>Economic Development Sonography Capital Outlay</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>500000-Other Operating Expense</td>
<td></td>
<td>$20,830.00</td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>600000-Capital Outlay</td>
<td>$20,830.00</td>
<td></td>
</tr>
<tr>
<td><strong>Economic Development Sonography Hourly Teaching</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>100000-Academic Salaries</td>
<td>$10,123.00</td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>500000-Other Operating Expense</td>
<td></td>
<td>$10,123.00</td>
</tr>
<tr>
<td><strong>Economic Development Sonography Instructional Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>400000-Supplies and Materials</td>
<td>$1,450.00</td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>500000-Other Operating Expense</td>
<td></td>
<td>$1,450.00</td>
</tr>
<tr>
<td><strong>Economic Development Sonography Support Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>400000-Supplies and Materials</td>
<td></td>
<td>$500.00</td>
</tr>
<tr>
<td>10 12</td>
<td></td>
<td></td>
<td>500000-Other Operating Expense</td>
<td></td>
<td>$500.00</td>
</tr>
<tr>
<td>Description</td>
<td>Fund</td>
<td>Subfund</td>
<td>Object</td>
<td>Increase</td>
<td>Decrease</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------</td>
<td>---------</td>
<td>---------------------------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Economic Development: Sonography Printing &amp; Duplicating</td>
<td>10</td>
<td>12</td>
<td>400000-Supplies and Materials</td>
<td>$500.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>500000-Other Operating Expense</td>
<td></td>
<td>$500.00</td>
</tr>
<tr>
<td>EOPS Book Grants</td>
<td>10</td>
<td>12</td>
<td>200000-Classified Salaries</td>
<td></td>
<td>$13,289.00</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>300000-Employee Benefits</td>
<td></td>
<td>$3,331.00</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>700000-Other Outgo</td>
<td>$16,620.00</td>
<td></td>
</tr>
<tr>
<td>Health Care Interpreter Program CE Cert Non Teaching Hourly</td>
<td>10</td>
<td>12</td>
<td>100000-Academic Salaries</td>
<td></td>
<td>$1,574.90</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>600000-Capital Outlay</td>
<td></td>
<td>$1,574.90</td>
</tr>
<tr>
<td>Health Fees Capital Outlay</td>
<td>10</td>
<td>12</td>
<td>600000-Capital Outlay</td>
<td>$821.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>700000-Other Outgo</td>
<td>$821.00</td>
<td></td>
</tr>
<tr>
<td>Health Fees Hourly Students Non-Instructional</td>
<td>10</td>
<td>12</td>
<td>200000-Classified Salaries</td>
<td></td>
<td>$2,207.22</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>700000-Other Outgo</td>
<td></td>
<td>$2,207.22</td>
</tr>
<tr>
<td>Health Fees Overtime Classified Non-Instructional</td>
<td>10</td>
<td>12</td>
<td>200000-Classified Salaries</td>
<td>$11.48</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>700000-Other Outgo</td>
<td>$11.48</td>
<td></td>
</tr>
<tr>
<td>Non Credit Matriculation Benefits</td>
<td>10</td>
<td>12</td>
<td>300000-Employee Benefits</td>
<td>$16,754.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>500000-Other Operating Expense</td>
<td>$7,503.83</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>600000-Capital Outlay</td>
<td>$9,250.17</td>
<td></td>
</tr>
<tr>
<td>Non Credit Matriculation Regular Non-Teaching</td>
<td>10</td>
<td>12</td>
<td>100000-Academic Salaries</td>
<td>$41,703.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>200000-Classified Salaries</td>
<td>$20,418.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>400000-Supplies and Materials</td>
<td>$5,877.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>500000-Other Operating Expense</td>
<td>$15,408.00</td>
<td></td>
</tr>
<tr>
<td>Parking Program Benefits</td>
<td>10</td>
<td>12</td>
<td>300000-Employee Benefits</td>
<td>$929.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>500000-Other Operating Expense</td>
<td>$929.00</td>
<td></td>
</tr>
<tr>
<td>Parking Program Regular Classified Non Instructional</td>
<td>10</td>
<td>12</td>
<td>200000-Classified Salaries</td>
<td>$6,721.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>500000-Other Operating Expense</td>
<td>$6,721.00</td>
<td></td>
</tr>
<tr>
<td>Tech Prep VATEA Meeting Expense</td>
<td>10</td>
<td>12</td>
<td>200000-Classified Salaries</td>
<td>$1,250.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>500000-Other Operating Expense</td>
<td>$1,250.00</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Fund</td>
<td>Subfund</td>
<td>Object</td>
<td>Increase</td>
<td>Decrease</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------</td>
<td>---------</td>
<td>-------------------------------------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Tech Prep VATEA Support Supplies</strong></td>
<td>10</td>
<td>12</td>
<td>200000-Classified Salaries</td>
<td>$450.88</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>300000-Employee Benefits</td>
<td>$149.12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>400000-Supplies and Materials</td>
<td>$600.00</td>
<td></td>
</tr>
<tr>
<td><strong>VTEA Benefits</strong></td>
<td>10</td>
<td>12</td>
<td>300000-Employee Benefits</td>
<td>$65.10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>500000-Other Operating Expense</td>
<td>$65.10</td>
<td></td>
</tr>
<tr>
<td><strong>VTEA Hourly Classified Instructional Aid</strong></td>
<td>10</td>
<td>12</td>
<td>200000-Classified Salaries</td>
<td>$658.05</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>500000-Other Operating Expense</td>
<td>$658.05</td>
<td></td>
</tr>
<tr>
<td><strong>Workforce Investment Act CE Hourly Classified Non Instructional</strong></td>
<td>10</td>
<td>12</td>
<td>100000-Academic Salaries</td>
<td>$5,609.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>200000-Classified Salaries</td>
<td>$26,279.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>400000-Supplies and Materials</td>
<td>$16,462.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>12</td>
<td>500000-Other Operating Expense</td>
<td>$4,208.00</td>
<td></td>
</tr>
<tr>
<td><strong>Children's Center Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>To Distribute Negotiated Salary Changes 05/06</em></td>
<td>33</td>
<td>00</td>
<td>100000-Academic Salaries</td>
<td>$1,822.36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>00</td>
<td>300000-Employee Benefits</td>
<td>$1,822.36</td>
<td></td>
</tr>
</tbody>
</table>

**PASSED AND ADOPTED** by the Board of Trustees of the Santa Barbara Community College

District this 26th of January 2006, by the following vote:

**Ayes:** Dr. Alexander, Dr. Dobbs, Mr. Jurkowitz, Ms. Livingston, Mr. O'Neill, Mrs. Powell, Mr. Villegas

**Nees:** None

**Absent:** None

Concur: Ms. Chatcuff (Student Trustee)

John B. Roma
Superintendent/President and Secretary/
Clerk to the Board of Trustees
RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

RE: Additional Revenue 2005-2006

WHEREAS, additional revenue not included in the 2005-2006 Adopted Budget has been received and needs to be 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 budgeted expenditures as shown below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Fund</th>
<th>Revenue Object</th>
<th>Amount</th>
<th>Budget Object</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund - Restricted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dougan Fund Grant</td>
<td>10</td>
<td>882000</td>
<td>$6,109</td>
<td>10</td>
<td>$3,973</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>200000</td>
<td>$2,213</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>300000</td>
<td>$323</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>500000</td>
<td>$500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$6,109</td>
<td></td>
<td>$6,109</td>
</tr>
<tr>
<td>Workforce Investment Act - Continuing Education</td>
<td>10</td>
<td>813025</td>
<td>$102,659</td>
<td>10</td>
<td>$91,151</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>200000</td>
<td>$11,508</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>300000</td>
<td>$102,659</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$102,659</td>
<td></td>
<td>$102,659</td>
</tr>
<tr>
<td>CalSap Membership Contributions</td>
<td>10</td>
<td>889000</td>
<td>$573</td>
<td>10</td>
<td>$573</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$573</td>
<td></td>
<td>$573</td>
</tr>
<tr>
<td>CalWorks Contract 21,669</td>
<td>10</td>
<td>889000</td>
<td>$11,250</td>
<td>10</td>
<td>$11,250</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$11,250</td>
<td></td>
<td>$11,250</td>
</tr>
<tr>
<td>Cooperative Agencies Resources for Education</td>
<td>10</td>
<td>862125</td>
<td>$8,135</td>
<td>10</td>
<td>$4,123</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100000</td>
<td>$1,751</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>200000</td>
<td>$287</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>300000</td>
<td>$1,200</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>400000</td>
<td>$774</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>700000</td>
<td>$8,135</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$8,135</td>
<td></td>
<td>$8,135</td>
</tr>
<tr>
<td>Extended Opportunity Programs &amp; Services</td>
<td>10</td>
<td>862125</td>
<td>$196,351</td>
<td>10</td>
<td>$2,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100000</td>
<td>$194,351</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$196,351</td>
<td></td>
<td>$196,351</td>
</tr>
<tr>
<td>Independent Living Program Incentives for Youth</td>
<td>10</td>
<td>889000</td>
<td>$650</td>
<td>10</td>
<td>$650</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$650</td>
<td></td>
<td>$650</td>
</tr>
<tr>
<td>Category</td>
<td>Code</td>
<td>Amount</td>
<td>Quantity</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------</td>
<td>--------</td>
<td>----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Matriculation</td>
<td>86200</td>
<td>$67,904</td>
<td>10</td>
<td>$679,040</td>
<td></td>
</tr>
<tr>
<td></td>
<td>862001</td>
<td>$17,670</td>
<td>10</td>
<td>$176,700</td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Funding From State</td>
<td>869000</td>
<td>$1,518,000</td>
<td>10</td>
<td>$1,518,000</td>
<td></td>
</tr>
</tbody>
</table>

**Total New Money**

$1,929,301

**PASSED AND ADOPTED BY THE Board of Trustees of the Santa Barbara Community College District on the 26th day of January 2006, by the following vote:**

**Ayes:** Dr. Alexander, Dr. Dobbs, Mr. Jurkowitz, Ms. Livingston, Mr. O'Neill, Mrs. Powell, Mr. Villegas

**Noes:** None

**Absent:** None

**Concur:** Ms. Chatcuff (Student Trustee)

John B. Komo
Superintendent/President and Secretary/
Clerk to the Board of Trustees
BP 6800 Safety

The Superintendent/President shall establish administrative procedures to ensure the safety of employees and students on District sites, including the following:

- Compliance with the United States Department of Transportation regulations implementing the Federal Omnibus Transportation Testing Act of 1991. Specifically, the District shall comply with the regulations of the Federal Highway Administration (FHWA) and, if applicable, the Federal Transit Administration (FTA). Compliance with these policies and procedures may be a condition of employment.

- Establishment of an Injury and Illness Prevention Program in compliance with applicable OSHA regulations and state law. These procedures shall promote and active and aggressive program to reduce and/or control safety and health risks.

- Establishment of a Hazardous Material Communications Program, which shall include review of all chemicals or materials, received by the District for hazardous properties, instruction for employees and students on the safe handling of such materials, and proper disposal methods for hazardous materials.

- Compliance with applicable Federal, state and local standards for handling materials containing asbestos.

- Prohibition of the use of tobacco in all public buildings.

Adopted September 26, 2002 SBCCD Board of Trustees