



5055 Santa Teresa Blvd., Gilroy, CA 95020

www.gavilan.edu

(408) 848-4800

Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
REGULAR MEETING, BOARD OF TRUSTEES
Tuesday, May 9, 2017

CLOSED SESSION – 6:00 p.m. OPEN SESSION – 7:00 p.m.
Hollister City Hall, 375 Fifth Street, Hollister, CA 95023
City Council Chambers

AGENDA

I. CALL TO ORDER 6:00 p.m.

1. Roll Call
2. Comments from the Public – This is a time for the public to address the Board
3. Recess to Closed Session (a maximum of 3 minutes will be allotted to each speaker)

CLOSED SESSION 6:00 p.m.

Notice is hereby given that a closed session of the Board will be held under the general provisions listed as follows:

- 1) CONFERENCE WITH LABOR NEGOTIATORS - Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiators: Dr. Kathleen Rose/Eric Ramones
Employee Organization: GCFA
- 2) CONFERENCE WITH LABOR NEGOTIATORS - Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiators: Dr. Kathleen Rose, Dr. Eric Ramones, Kathleen Moberg, and Wade Ellis
Employee Organization: CSEA
- 3) CONFERENCE WITH LABOR NEGOTIATORS – Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiators: Dr. Kathleen Rose
Employee Organization: Unrepresented
- 4) CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION - Significant exposure to litigation pursuant to Section 54956.9(b);
One Case #16-CV-2493-NC

II. OPEN SESSION 7:00 p.m.

1. Call to Order
2. Roll Call
3. Pledge of Allegiance



Board of Trustees: Jonathan Brusco
Laura A. Perry, Esq.

Kent Child
Lois Locci, Ed.D.

Mark Dover
Rachel Perez

Walt Glines
Iris Cueto

4. Report of Any Action Taken in Closed Session
5. Approval of Agenda
6. Consent Agenda
 - (a) Regular Meeting of the Board of Trustees minutes, April 11, 2017, and Athletic Committee minutes, April 24, 2017
 - (b) Personnel Actions
 - (c) Warrants and electronic transfers drawn on District Funds
 - (d) Payroll Warrants drawn on District Funds
 - (e) Purchase Order Ratification
 - (f) Ratification of Agreements
 - (g) Budget Adjustments
 - (h) Monthly Financial Report
 - (i) Measure E Bond Quarterly Financial Status Report as of March 31,
 - (j) Retiree Health Benefit Trust Investment Portfolio Status as of March 31, 2017
7. Comments from the Public - This is a time for the public to address the Board
(a max. of 3 minutes allotted to each speaker)
8. Recognitions
 - (a) Recognition of the Employee of the Month
 - (b) Recognition of Student Trustee Iris Cueto
9. Officers' Reports
 - (a) Vice Presidents
 - (b) College President
 - (c) Academic Senate
 - (d) Professional Support Staff
 - (e) Student Representative
 - (f) Board Member Comments
 - (g) Board President
11. Board Committee Reports
12. Information/Staff Reports
 - (a) Sabbatical Leave Report
 - (b) Update on the TRIO Student Support Services Program and Mathematics Engineering Science Achievement Program (MESA)
 - (c) Academic Senate Reorganization Update

III. ACTION ITEMS

1. Old Business
 - (a) Curriculum - English 1A
2. New Business
 - * (a) Resolution 1020: Solar Contracts: Hold a Public Hearing per California Government Code Section 4217.10 et seq.; Authorize execution of certain contracts with SunPower Corporation, Systems ("SunPower") for the Procurement, Operation & Maintenance, Output Guarantee, and Warranty of Energy Equipment; and Authorize a CEQA Exemption
 - * (b) Resolution 1021: Solar Financing authorizing the sale of Clean Renewable Energy Bonds and the execution of legal documents relating to that sale
 - * (c) Resolution 1022: Debt Issuance and Management Policy authorizing the Board of Trustees of the Gavilan Joint Community College District to approve a Debt Issuance and Management Policy in Accordance with S.B. 1029
 - (d) Student Trustee Rights and Privileges
 - (e) Facilities Master Plan

- (f) Lease Lab Classrooms at Marguerite Maze Middle School in Hollister
- (g) Coyote Valley Educational Center Increment #1 Change Order #2
- (h) Gavilan Gym Roof Replacement, Change Order #4
- (i) Notice of Completion for the Gavilan College Gym Roof Replacement
- (j) Gavilan Swimming Pool Renovation, Change Order #1
- (k) Gavilan Swimming Pool Renovation, Change Order #2
- (l) Project Inspector Service Agreement with Irick Inspections, Inc.
- (m) Approval of an agreement with Enviro Science, Inc. for an Independent Contractor Services for Gavilan College Gym Bleacher & Flooring Project
- (n) Curriculum
- (o) Departmental name change from Disability Resource Center (DRC) to Accessible Education Center (AEC)
- (p) Quarterly Financial Status Report, CCFS 311Q at March 31, 2017

IV. CLOSING ITEMS

1. The next regularly scheduled Board meeting is June 13, 2017, **GECA Multipurpose Room**.
2. Adjournment

*Roll Call Vote

GAVILAN COLLEGE MISSION

Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental education, and support services prepare students for success in a dynamic and multicultural world.

PUBLIC COMMENTS – Individuals wishing to address the Board on a non-agenda item may do so during the Comments from the Public. However, no action may be taken on an item, which is not on the agenda. The public is welcomed to address the Board on particular agenda items and may do so at the time it is presented. Guidelines for Comments from the Public will be as follows:

A maximum of 3 minutes will be allotted to each speaker with a maximum of 20 minutes to a subject area. No disruptive conduct will be permitted at any Gavilan College Board of Trustees meeting.

AGENDA ITEMS – Individuals wishing to have an item appear on the agenda must submit the request in writing to the Superintendent/President two weeks prior to the regularly scheduled meeting. The Board President and Superintendent/President will determine what items will be included in the agendas. Regular meetings are held the second Tuesday of each month.

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees as one motion. There is no discussion of these items prior to Board vote unless a member of the Board, staff, or public requests that specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all consent items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact Nancy Bailey at 408-848-4711. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

Members of the public may inspect agenda documents distributed to the Board of Trustees at the President's Office, CDC123, during regular working hours, or at <http://www.gavilan.edu/board/agenda.php>

Please help keep Gavilan College a litter-free campus and preserve its park-like setting. Thank you.

CONSENT

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No. 6 (a)
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Office of the President

SUBJECT: Regular Meeting of the Board of Trustees Minutes, April 11, 2017, and Athletics Committee minutes, April 24, 2017

- Resolution: BE IT RESOLVED,
- Information Only
- Action Item

Proposal:

Regular Meeting of the Board of Trustees Minutes, April 11, 2017, and Athletics Committee minutes, April 24, 2017.

Background:

Budgetary Implications:

Follow Up/Outcome:

Recommended By: Dr. Kathleen A. Rose, Superintendent/President

Prepared By: Nancy Bailey, Executive Assistant
 Deborah Britt-Petty, Executive Assistant

Agenda Approval: 
 Dr. Kathleen A. Rose, Superintendent/President



GAVILAN COLLEGE

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Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
REGULAR MEETING, BOARD OF TRUSTEES
Tuesday, April 11, 2017

5055 Santa Teresa Boulevard, Gilroy, CA 95020
Gilroy Early College Academy, Multi-Purpose Building

MINUTES

I. CLOSED SESSION - CALL TO ORDER 6:00 p.m.

Trustee Laura Perry called the meeting to order at 6:04 p.m.

1. Roll Call

Trustees Present: Kent Child, Walt Glines, Rachel Perez, Lois Locci, and Laura Perry
Trustees Absent: Jonathan Brusco and Mark Dover

Dr. Kathleen Rose, Superintendent/President
Kathleen Moberg, Vice President, Student Services
Fred Harris, Vice President of Administrative Services
Wade Ellis, Associate Vice President of Business and Security Services
Nancy Bailey, Executive Assistant to the President

2. Comments from the Public

No comments.

3. Recess to Closed Session

The Board recessed to closed session at 6:06 p.m.

II. OPEN SESSION 7:00 p.m.

1. Call to Order

President Laura Perry called the meeting to order at 7:00 p.m.

2. Roll Call

Trustees Present: Kent Child, Walt Glines, Rachel Perez, Lois Locci, and Laura Perry
Trustees Absent: Jonathan Brusco, Mark Dover, and Iris Cueto (student trustee)

Dr. Kathleen Rose, Superintendent/President
Kathleen Moberg, Vice President, Student Services
Fred Harris Vice President of Administrative Services
Nancy Bailey, Executive Assistant to the President (Recorder)
Others in Attendance: Annette Gutierrez, Susan Sweeney, Ozzy Zamora, Carina Cisneros,
Tarianna Perez, Omar Lopez, Wade Ellis, Ken Wagman, Bobbi Jo Palmer, John Lawton Haehl,
Olga Rodriguez, Eduardo Cervantes, and Fran Lozano

Board of Trustees: Tom Breen
Laura A. Perry, Esq.

Kent Child
Walt Glines

Mark Dover
Lois Locci, Ed.D.

Jonathan Brusco
Iris Cueto



3. Pledge of Allegiance
The Pledge of Allegiance was led by Laura Perry.
4. Report of any Action Taken in Closed Session
Laura Perry reported that no action was taken in closed session.
5. Approval of Agenda
Dr. Kathleen Rose requested that Information Item 12(c), "Academic Senate Reorganization Update" be removed from the agenda and that Consent Item, "Personnel", 6(b)A, page 1 and 6(b) C, page 1 be replaced.
MSC (K. Child/W. Glines) to revise the agenda.
Vote:
5 Ayes: Kent Child, Walt Glines, Rachel Perez, Lois Locci, and Laura Perry to approve.
0 Noes
2 Absent: Jonathan Brusco and Mark Dover, (Iris Cueto – student trustee)
6. Consent Agenda
 - (a) Regular Meeting of the Board of Trustees minutes, March 14, 2017, and Facilities Development and Utilization Committee minutes, March 22, 2017
 - (b) Personnel Actions
 - (c) Warrants and electronic transfers drawn on District Funds
 - (d) Payroll Warrants drawn on District Funds
 - (e) Purchase Order Ratification
 - (f) Ratification of Agreements
 - (g) Budget Adjustments
 - (h) Monthly Financial Report

MSC (W. Glines/K. Child) to approve.
Vote:
5 Ayes: Kent Child, Walt Glines, Rachel Perez, Lois Locci, and Laura Perry to approve.
0 Noes
2 Absent: Jonathan Brusco and Mark Dover, (Iris Cueto – student trustee)
7. Comments from the Public
John Lawton Haehl – invited everyone to attend the theater event, "Cabaret" starting in May. He reported that the theater arts program webpage was active.
Ken Wagman – GCFA president reported that the exchange of ideas will begin soon in negotiations.
Kimberley Smith and Lisa Rivoallon – provided feedback to the board related to campus support of undocumented students. Activities include "Know your Rights" training for students and instructors as it relates to Immigration and Customs Enforcement (ICE), access to information, awareness of support with multiple efforts to enforce that.
Omar Lopez – reported on the many upcoming ASGC events including student government elections, General Assembly trip for 7 students, and a self-care workshop. He thanked Dr. Rose for meeting with students at a forum.
Ken Wagman – reported that Academic Senate is voting on a revised constitution with results at the May meeting.
8. Recognitions
 - (a) Recognition of the Employee of the Month
February 2017 – Nicole Cisneros

Fran Lozano introduced Nicole Cisneros as a wonderful and competent ESL instructor along with being a productive department chair. Her accomplishments include being a bridge between credit and noncredit ESL programs.

March 2017 – Annette Gutierrez

Susan Sweeney introduced Annette Gutierrez, program specialist for CalWORKs and Fresh Success, as the go-to person who takes on new challenges. Annette Gutierrez is Gavilan College and SJSU graduate. She has served on many committees and is a leader in Learning Council.

9. Officers' Reports

(a) Vice Presidents

Fred Harris – said 3 solar project bids were received and are being reviewed. He reported that the PUC changed the rules regarding solar use and the effect of that change on Gavilan's project is still being calculated. He said he accompanied ASGC representatives to Hartnell to look at student furniture. Fred Harris met with a second campaign consultant firm and he will be looking to the board for next steps. He said the upcoming completion of the Educational Master Plan and eventual completion of a Facilities Master Plan are important pieces to a bond campaign. Fred Harris reported that the City of Hollister has not yet adopted the negotiated lease and have indicated they may want to make reduce the rental space.

Kathleen Moberg – provided information on "Super Saturday" on May 6 which is an opportunity for high school graduates to accomplish many of the steps for new students. This is a first time event. Kathleen Moberg talked about developing service area outcomes for students' services with one outcome focusing on student success and one on student equity. She reported that the deadline to apply for graduation is a week away. She said they will be looking for higher transfer rates as a result of the work of the new retention specialist.

(b) College President

Kathleen Rose reported that May 17 is the scheduled date to move back into the student center. She introduced Bobbi Jo Palmer as the new coordinator for the Gavilan College Educational Foundation and Alumni Relations. Kathleen Rose noted the busy calendar of events for the months of April and May. High school seniors in the district received a letter inviting them to a Gavilan College educational forum at their local high school. Kathleen Rose said the forums may be an annual spring event for the college. She suggested holding a board retreat focusing on accreditation standards.

(c) Academic Senate – report given by Ken Wagman during public comments.

(d) Professional Support Staff

Diane Seelie announced that two members will be attending the upcoming CSEA conference. She said the unit has brought forward the Initial Proposal and look forward to starting negotiations. During spring break two information sessions were held; one on health benefits and the other on the classification study.

(e) Student Representative – report given by Omar Lopez during public comments.

(f) Board Member Comments

Walt Glines – attended Gavilan Women's in Leadership Forum. He said that Gavilan College has begun conversations on integrated student success planning with 23 stakeholders on campus.

Kent Child – attended the Bach to Blues concert and the San Benito County of Education Joint Trustees dinner and meeting.

Lois Locci – thanked everyone for the kind words and cards during her absence.

Rachel Perez – acknowledged Rey Morales, Bill Ung, Leah Halper and students for volunteering at the Gilroy demonstration garden. She also attended the Women's Leadership Forum and noted that they all had support of mentors and others. Rachel Perez attended the Guided Pathway discussion on campus and the San Benito County Trustee dinner meeting. She reported that the first Hispanic Serving Institute Advisory Council meeting will be held on April 17.

(g) Board President

Laura Perry thanked Dr. Rose for her presentation at Morgan Hill Rotary Club and the Women's Leadership Forum. She attended the Bach to Blues concert.

10. Board Committee Reports

Walt Glines reported that the Facilities Committee met to review the status of the athletic facilities' upgrades. He said that the project plans are near completion, however, the work won't be finished in time for athletic practices and games. The solar project, Coyote Valley, San Martin aviation, the student center, and planning for the next general obligation bond was also discussed.

The board athletic committee will meet April 24.

11. Information/Staff Reports

(a) Update on the Educational and proposed Facilities Master Plans

Consultants CM Brahmhatt and Dr. Fred Trapp presented the updated Educational Master Plan which provides a framework to the college to support long term planning for the district in facilities, technology, strategic priorities. The EMP will serve as a guide for the college in moving forward with educational programs and services. Dr. Trapp acknowledged the campus EMP Steering Committee and in particular co-chairs Dr. Randy Brown and Dr. Peter Wruck and the IT Department. Dr. Trapp reviewed data from an environmental scan of the district which included labor market data, growth history and projections, and educational attainment. He provided suggestions as a result of the study. Suggestions include continue regional cooperation, create a "college going mind set" among residents, continue discussions on and pursue guided pathways, continue to review scheduling patterns, and consider expanding international student program. CM Brahmhatt said that the next bridge is to explore instructional facility needs which are driven by the EMP. Data is now available to update the Facilities Master Plan. Dr. Trapp summarized that the EMP is a resource to stimulate campus discussion for moving Gavilan College into the future. The final publication of the EMP will be in May.

(b) ASGC Student Center Remodel Surveys

ASGC President Omar Lopez reviewed the survey results and provided furniture layout boards for review. He thanked Fred Harris for accompanying ASGC representatives to Hartnell College to look at student furniture. Omar Lopez said ASGC will review all the input and present a proposal.

(c) Academic Senate Reorganization Update – **Item removed from agenda; see II.5.**

(d) Gavilan Project Updates and Project Schedule

Fred Harris highlighted scheduling plans for the athletic fields and noted that construction goes into spring 2018. He reviewed a Plan B with construction being completed in January with a 2% cost increase to the project. Fred Harris pointed out that the pool renovation project is currently \$.5 million over budget. He added that costs are controlled by the bidding environment and the economy. Kathleen Rose said she has been present and involved with the decision making and commends Fred Harris and Wade Ellis on their efforts to keep the costs contained.

III. ACTION ITEMS

1. Old Business

(a) 2017 Board Goals

MSC (K. Child/W. Glines) to approve the 2017 board goals.

Vote:

5 Ayes: Kent Child, Walt Glines, Rachel Perez, Lois Locci, and Laura Perry to approve.

0 Noes

2 Absent: Jonathan Brusco and Mark Dover, (Iris Cueto – student trustee)

2. New Business

(a) Confer Honorary Degree

MSC (W. Glines/R. Perez) to approve conferring an honorary degree to Cecelia Ponzini.

Vote:

5 Ayes: Kent Child, Walt Glines, Rachel Perez, Lois Locci, and Laura Perry to approve.

0 Noes

2 Absent: Jonathan Brusco and Mark Dover, (Iris Cueto – student trustee)

(b) California Community College Trustees (CCCT) Board Elections, 2017

MSC (W. Glines/R. Perez) to vote for Laura Casa, Stephan Castellanos, Loren Steck, Adrienne Grey, and Richard Watters in the 2017 CCCT board elections.

Vote:

5 Ayes: Kent Child, Walt Glines, Rachel Perez, Lois Locci, and Laura Perry to approve.

0 Noes

2 Absent: Jonathan Brusco and Mark Dover, (Iris Cueto – student trustee)

(c) Curriculum

MS (W. Glines/K. Child) to approve curriculum submitted.

Discussion: Lois Locci requested a review of the course description language for PHIL 7A (page 19). Trustees were interested in the fiscal impact to the district with a change of ENG 1A from 3 units to 4 units. Kathleen Rose and Fran Lozano addressed questions on this course change that focuses on accelerating students through transfer level courses and mastering the basic skill. A five-month study was conducted prior to the curriculum change to ENG 1A.

Amended MSC (W. Glines/K. Child) to approve submitted curriculum with requested modifications to PHIL 7 and the omission of ENG 1A.

Vote:

4 Ayes: Kent Child, Walt Glines, Lois Locci, and Laura Perry to approve.

1 Noes: Rachel Perez

2 Absent: Jonathan Brusco and Mark Dover, (Iris Cueto – student trustee)

Motion passed.

MS (K. Child/R. Perez) to approve ENG 1A with the implementation date to be fall 2018.

Discussion: Kathleen Rose does not officially approve curriculum changes in the CurricuNet system until after Board of Trustee approval. The electronic approval process can be stopped for any required modifications or additional work by her prior to sending the changes to the Chancellor's office. She added that she has had conversations with the English faculty and the Dean about this issue and they have produced data at her request. Kathleen Rose recommended providing this opportunity to the English faculty to prove this pedagogical strategy will improve student success. The trustees requested information on the proposed course's impact on students and faculty load, fiscal impact, data from other colleges, and the argument for not changing to 4 units. This data will be provided at the May 9th meeting.

Vote:

3 Noes: Walt Glines, Lois Locci, and Laura Perry; motion failed
2 Ayes: Rachel Perez and Kent Child,
2 Absent: Jonathan Brusco and Mark Dover, (Iris Cueto – student trustee)
Motion failed.

MSC (K. Child/W. Glines) to bring the ENG 1A curriculum change back to the May 9, 2017 meeting with the information requested.

Vote:

3 Ayes: Kent Child, Walt Glines, Laura Perry to approve
2 Noes: Rachel Perez and Lois Locci
2 Absent: Jonathan Brusco and Mark Dover, (Iris Cueto – student trustee)

- (d) Notice of Completion for the Coyote Valley Educational Center, Increment #2
MSC (W. Glines/L. Locci)

Vote:

5 Ayes: Kent Child, Walt Glines, Rachel Perez, Lois Locci, and Laura Perry to approve.
0 Noes
2 Absent: Jonathan Brusco and Mark Dover, (Iris Cueto – student trustee)

- (e) Gavilan Gym Roof Replacement, Change Order #3

MSC (W. Glines/R. Perez)

5 Ayes: Kent Child, Walt Glines, Rachel Perez, Lois Locci, and Laura Perry to approve.
0 Noes
2 Absent: Jonathan Brusco and Mark Dover, (Iris Cueto – student trustee)

- (f) Student Center Seismic Upgrade, Change Order #2

MSC (W. Glines/R. Perez)

Vote:

5 Ayes: Kent Child, Walt Glines, Rachel Perez, Lois Locci, and Laura Perry to approve.
0 Noes
2 Absent: Jonathan Brusco and Mark Dover, (Iris Cueto – student trustee)

- (g) Consider and Accept Bid for the Gym Bleachers and Flooring Project

MSC (W. Glines/L. Locci)

Vote:

5 Ayes: Kent Child, Walt Glines, Rachel Perez, Lois Locci, and Laura Perry to approve.
0 Noes
2 Absent: Jonathan Brusco and Mark Dover, (Iris Cueto – student trustee)

- (h) CSEA/District Contract Proposal ("Sunshine")

MSC (W. Glines/L. Locci)

Vote:

5 Ayes: Kent Child, Walt Glines, Rachel Perez, Lois Locci, and Laura Perry to approve.

0 Noes

2 Absent: Jonathan Brusco and Mark Dover, (Iris Cueto – student trustee)

IV. CLOSING ITEMS

1. The next regularly scheduled Board meeting is May 9, 2017, Hollister City Hall, Hollister, CA.
2. Adjournment – The meeting was adjourned at 9:13 p.m.

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
AD HOC COMMITTEE (ATHLETICS) TO THE BOARD OF TRUSTEES

April 24, 2017, 5:30 p.m.

5055 Santa Teresa Blvd., Gilroy, CA 95020

Adapted Physical Education, Room 121

MINUTES

I. OPEN SESSION 5:35 p.m.

1. Call to order

Mark Dover called the meeting to order at 5:35 p.m.

2. Roll Call

Mark Dover, Walt Glines, and Laura Perry

Also in attendance: Dr. Kathleen Rose, Frederick Harris, Eric Ramones, Ron Hannon, Jeff Gopp, Bobbi Jo Palmer, Nikki Dequin, Kevin Kramer, Neal Andrade, Erik Nelson, Mike Dovenberg, Ricardo Espinosa, Trisha Quan, Rebecca Northon, Casey Michaelis (Gilbane Building Company), Steve Sowa (IBI Group, Inc.), Shari Gratke (IBI Group, Inc.), and Debbie Britt-Petty (recorder)

3. Comments from the Public: This is a time for the public to address the committee
None.

4. Approval of Minutes: August 11, 2015

MSC (Walt Glines/L. Perry) 3 ayes, 0 nays to approve

II. DISCUSSION ITEM

1. Athletic Facilities Update

Frederick Harris referred to the Board Facilities Meeting Minutes handout to update the committee on the current project statuses. At that meeting, there was concern and displeasure that construction would take one full year, taking the projects into spring 2018. Donna Martin with Gilbane Building Company discussed a Plan B with IBI Group, Inc. Plan B would include a heavy construction schedule (outside of regular working hours, more workers, and possibly "piecing" out the projects). Working this way, the fields could be available to baseball and softball by January 2018; however it would cost up to \$2 million. This plan does not account for poor weather. Fred felt that the Board was not in favor of the possible cost of Plan B. Trustee Mark Dover would like to know why it will take a whole year to construct dugouts on the baseball and softball fields. He questioned why they cannot do that work first, so that those fields will be ready in the spring. Casey Michaelis from Gilbane and Steve Sowa from IBI explained that projects typically go in phases. Heavy groundwork will usually occur first, and the construction workers will do all fields involved in the project at once. One phase is electrical, and all fields will be involved in electrical. When phases are done in different sections at different times, it

increases the cost. Casey stated that this project just came out of DSA so they have time to talk to bidders about how to plan and what options we have to get these projects done on an acceptable timetable. Trustee Walt Glines is concerned about enrollment. He explained that our enrollment is already low, and shutting down baseball and softball (which are fall and spring sports) will take another hit on enrollment. Nikki Dequin, Kinesiology Scheduler/Softball Coach, discussed how this impacts class schedules. When she schedules away games, she also thinks ahead to schedule other away games around those towns which takes away from class time. Ron Hannon reminded the committee of the extra costs of having home games on away fields. We have to transport Athletic Trainers, pay for extra hotel nights and transportation, etc.

Dr. Kathleen Rose recognized that we have many impassioned people regarding this subject. She suggests that we go back to the table. We need to sit down with Gilbane and IBI and figure out how we can scaffold this project with minimum impacts. We also have to start planning around an upcoming construction schedule and we need to budget for possible travel. Dr. Kathleen Rose asked if it is possible to do construction work around student athletes on the field. Director of Facilities, Jeff Gopp, said that yes, it is possible, but he has concerns about student safety and access to the fields during construction of pathways. Casey Michaelis stated that they can issue an addendum to the bid documents to include access to fields and what the costs would be.

Steve Sowa and Shari Gratke from IBI Group, Inc. (architects) shared a presentation of the athletic field designs and gym drawings. President Laura Perry asked about "Gavilan College" in the end zones. She prefers that both end zones just say "Gavilan." After some discussion, Ron Hannon asked Steve Sowa to change the design to have just "Gavilan" in both end zones.

Fred wanted to share that he received new information that Arch-Pac, the architect firm for the Swimming Pool Project, informed him that it is possible to expand the pool another 4 meters to accommodate floating goals for water polo. It would cost approximately \$120,000 to \$150,000. Trisha Quan, Athletic Trainer, said that floating goals are preferred over attached goals because it allows more room for the goalie. It is also more aligned with traditional water polo. If we add this, the pool would not be aligned for competitive swimming. Dr. Kathleen Rose reported that she and Ron Hannon have been studying the addition of water polo. There are variables which do not allow them to come to a definite conclusion on whether water polo would be sustainable. Ron Hannon described how this pool would be exclusive to women's water polo at this time because there will be a 25 meter playing area. Men play on 30 meters at this time, although it is being discussed nationally to bring it back to 25 meters. Gavilan is not involved in hosting competitive swimming so we would not be losing anything if we moved forward with the water polo goal design. Fred will be receiving more detailed information for further discussion.

2. Title IX Update

Dean of Kinesiology Ron Hannon discussed the Title IX Report handout. He explained that our requirement is to make sure that our athletic programs mirror the needs of our college. The report shows that over five years, we have had program expansion, brought back sports, and shows that we are really accommodating the underserved population at Gavilan. Overall, Gavilan is very healthy in meeting the Title IX requirements for athletics.

3. Assistant Coach Stipends

Dr. Kathleen Rose stated that the topic of Assistant Coach stipends is on her goal sheet. There is a thorough review on the negotiation table at this time. She cannot discuss it yet, but stipends are a concern for her. Ron Hannon stated that sports teams used to be seasonal, but they are now going year round. Assistant Coaches are working more hours. Trustees Walt Glines and Mark Dover were concerned about equity of Assistant Coaches receiving teaching opportunities. Ron acknowledged that there is equity among the coaches of different sports. He feels it is important to help them make a living so that we can keep good quality coaches on staff. Trustee Walt Glines asked Associate Vice President of Human Resources, Eric Ramones, if stipends are inflexible. Eric Ramones explained that we have to increase the pot of money, as each sport has its own pot. He stated that it is written in the contracts.

Nikki Dequin informed the committee that she wishes she could give more classes to the coaches, but she feels like we are limited by our facilities. Trustee Mark Dover suggested adding specific skill classes (i.e., batting class, etc.). Ron Hannon responded that coaches are limited on contact with student athletes. They are only allowed so many hours to build skill with them, so it makes it difficult to have a class on skill-building. Ron's vision for the next general obligation bond is to build a Kinesiology facility that has a dance studio, classrooms, yoga area, etc.

Dr. Kathleen Rose closed this topic by saying that we have goals to expand the program. She is paying attention and there are big conversations happening that are recognizing the need for growth.

4. Transfer Rates of Athletes

Ron Hannon explained that there is no comprehensive way to track student athlete transfer rates. We do not have a way to track these rates, nor does the Chancellor's Office. However, Ron Hannon worked with Dr. Wruck on a beta test, and shared a handout with the findings. It shows with 80% accuracy that student athletes transfer and perform at a higher rate than the general population. Athletes generate a great deal of funds for the college.

III. CLOSING ITEMS

1. Adjournment

The meeting was adjourned by consensus at 7:24 p.m.

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No. II.6(b)
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Human Resources

SUBJECT: Personnel Actions

- Resolution: BE IT RESOLVED,
- Information Only
- Action Item

Proposal:

That the Board of Trustees approve personnel actions the District is entering into during the period of April 11, 2017 thru May 9, 2017.

Background:

Board of Trustees approval is required for all personnel actions. The attached items have been prepared in accordance with existing Board policies and laws related to employees within the California Community College system.

Budgetary Implications:

Funds to pay for salaries and benefits of the assignments are included in the final budget for FY 2016-2017.

Follow Up/Outcome:

Human Resources will notify employees of the approved personnel actions and issue authorization to allow processing of payroll when due.

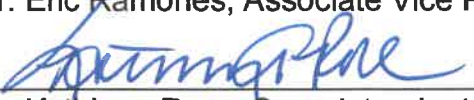
Recommended By: Dr. Eric Ramones, Associate Vice President of Human Resources

Prepared By:



Dr. Eric Ramones, Associate Vice President of Human Resources

Agenda Approval:



Dr. Kathleen Rose, Superintendent/President

A. Classified and Unclassified Personnel Actions – May 9, 2017

Unless otherwise, please refer to the Classified Salary Schedule for the following personnel actions:

I. APPOINTMENTS/PROMOTIONS/TRANSFERS/PERMANENT SCHEDULE CHANGES/WORKING OUT-OF-CLASS

Alejandra Guerrero Instructional Program Specialist Supplemental Instruction
Liberal Arts and Sciences
May 10, 2017

Annette Gutierrez Program Services Specialist
Out of Class Pay
Student Services
April 1, 2017 to June 30, 2017

David Farmer Warehouse Technician
Working Out-of-Class
Business Services
February 1, 2017 to June 1, 2017

Gilbert Horta Instructional Program Specialist
Disability Resource Center
Increase to 40 hours per week
May 10, 2017

Joanie Benevento Warehouse Technician
Working Out-of-Class
Business Services
February 1, 2017 to June 1, 2017

II. SHORT TERM AND SHORT TERM PEAK/TEMPORARY APPOINTMENTS

NONE

III. PROFESSIONAL EXPERTS

Jonathan Cronan Strong Workforce Program Curriculum Development
Career Technical Education
April 10, 2017 to February 28, 2018

Rodney Myatt Community Education Instructor
Contract and Community Education
April 29, 2017 to May 26, 2017

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Sandra Mendoza Library Technician
Office of Instruction
April 10, 2017 to June 30, 2018

V. REQUESTS FOR LEAVE

Laura Montes Accountant
Business Services
March 17, 2017 to April 21, 2017

Sarahmarie Hoeft Mobility Aide
Disability Resource Center
March 20, 2017 to May 14, 2017

Tricia Stracner Campus Security Officer
Extension of Leave
Business Services
March 9, 2017 to June 4, 2017

VI. PERMISSION TO ENROLL/STAFF DEVELOPMENT

NONE

VII. PERMISSION TO ENROLL/PROFESSIONAL GROWTH

NONE

VIII. APPLICATION FOR AWARD/STAFF DEVELOPMENT

NONE

IX. APPLICATION FOR AWARD/PROFESSIONAL GROWTH

NONE

X. ADDITIONAL DUTY/STIPEND

NONE

XI. VOLUNTEERS

Eric Lopez Volunteer Worker
Kinesiology and Athletics
April 1, 2017 to June 30, 2017

Jeff Roberts Volunteer Worker
Kinesiology and Athletics
April 12, 2017 to June 30, 2017

XII. RESIGNATIONS AND RETIREMENTS

Connie Campos	Purchasing Agent Business Office Date of Hire: June 11, 1997 Date of Retirement: April 1, 2017
Diana Hanks	Library Systems Technician Office of Instruction Date of Hire: October 20, 1988 Date of Retirement: May 1, 2017
Francisco Ojeda	Library Technician Office of Instruction Date of Hire: August 25, 2008 Date of Retirement: April 22, 2017
Nancy Villarreal	Mobility Aide Disability Resource Center Date of Hire: November 18, 2013 Date of Resignation: April 27, 2017
Sofia Moreno	Reprographics Operator Business Services Date of Hire: August 2, 1990 Date of Retirement: May 17, 2017

XIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS

NONE

RECOMMENDATION: The Administration recommends approval of the above Classified & Unclassified Personnel Actions.

B. Faculty Personnel Actions – May 9, 2017

Unless otherwise, please refer to the Faculty Salary Schedule for the following personnel actions:

I. APPOINTMENTS

NONE

II. FACULTY OVERLOAD/ADDITIONAL DUTY/STIPENDS

Dale Clark	Trained Faculty Evaluator Office of Academic Affairs August 29, 2016 to December 16, 2016
Dana Young	Gavilan College Faculty Association Negotiation Team Member Office of the President August 29, 2016 to May 26, 2017
Deborah Farris-Amaro	Trained Faculty Evaluator Office of Academic Affairs August 29, 2016 to December 16, 2016
Diane Reid	Allied Health Instructor Overload Career Technical Education January 31, 2017 to May 26, 2017
Ellen Venable	Trained Faculty Evaluator Office of Academic Affairs August 29, 2016 to December 16, 2016
Enrique Luna	Curriculum Development Community Development and Grants Management March 15, 2017 to May 26, 2017
Enrique Luna	Trained Faculty Evaluator Office of Academic Affairs August 29, 2016 to December 16, 2016
Jane Rekedal	Trained Faculty Evaluator Office of Academic Affairs August 29, 2016 to December 16, 2016
Jennifer Nari	Trained Faculty Evaluator Office of Academic Affairs August 29, 2016 to December 16, 2016

John Lawton-Heahl	Trained Faculty Evaluator Office of Academic Affairs August 29, 2016 to December 16, 2016
Karen Warren	Trained Faculty Evaluator Office of Academic Affairs August 29, 2016 to December 16, 2016
Kathleen Campbell	Gavilan Regional Adult and Career Educational Services Consortium Work Community Development and Grants Management April 21, 2017
Kelly Glass	Curriculum Development Community Development and Grants Management March 15, 2017 to May 26, 2017
Ken Wagman	Gavilan College Faculty Association Negotiation Team Member Office of the President August 29, 2016 to May 26, 2017
Kimberly Smith	Trained Faculty Evaluator Office of Academic Affairs August 29, 2016 to December 16, 2016
Leslie Tenney	Gavilan College Faculty Association Grievance Officer Office of the President January 30, 2017 to March 31, 2017
Linda Stubblefield	Trained Faculty Evaluator Office of Academic Affairs August 29, 2016 to December 16, 2016
Mary Ann Sanidad	Trained Faculty Evaluator Office of Academic Affairs August 29, 2016 to December 16, 2016
Nicole Cisneros	Gavilan Regional Adult and Career Educational Services Consortium Work Community Development and Grants Management April 21, 2017
Patricia Henrickson	Trained Faculty Evaluator Office of Academic Affairs August 29, 2016 to December 16, 2016

Paul Agaliotis	Outreach and Career Exploration Career Technical Education January 2, 2017 to May 30, 2017
Robert Overson	Gavilan College Faculty Association Grievance Officer Office of the President April 1, 2017 to May 26, 2017
Sabrina Lawrence	Trained Faculty Evaluator Office of Academic Affairs August 29, 2016 to December 16, 2016
Susan Turner	Preceptorship Assignment Career Technical Education April 10, 2017 to May 26, 2017

III. PART-TIME FACULTY (CREDIT & NON-CREDIT) ASSIGNMENTS/STIPENDS

Caroline Gane	Gavilan Regional Adult and Career Educational Services Consortium Work Community Development and Grants Management April 21, 2017
Celise Elkassed	Gavilan Regional Adult and Career Educational Services Consortium Work Community Development and Grants Management April 21, 2017
Deborah Muscari	Gavilan College Faculty Association Negotiation Team Member Office of the President August 29, 2016 to May 26, 2017
Faina Kagan	Curriculum Coaching Trainee Liberal Arts and Sciences March 15, 2017 to May 26, 2017
Gholamreza Brojerdi	STEM Physics Lab Equipment Liberal Arts and Sciences March 23, 2017 to August 31, 2017
Jessica Weiler	Outreach and Career Exploration Career Technical Education April 17, 2017 to June 2, 2017
Karen Serrano	Gavilan Regional Adult and Career Educational Services Consortium Work Community Development and Grants Management April 21, 2017

Kimberly Douglas	Gavilan Regional Adult and Career Educational Services Consortium Work Community Development and Grants Management April 21, 2017
Kimberly England	Gavilan Regional Adult and Career Educational Services Consortium Work Community Development and Grants Management April 21, 2017
Kolo Wamba	Curriculum Development Community Development and Grants Management March 15, 2017 to May 26, 2017
Leslie Jordan	Water Management Specialized Tutor Career Technical Education March 8, 2017 to June 30, 2017
Lisa Rivoallon	Gavilan Regional Adult and Career Educational Services Consortium Work Community Development and Grants Management April 21, 2017
Lynn Bowles-Hasbany	Student Learning Outcomes Community Development and Grants Management March 15, 2017 to December 30, 2017
Marilyn Chap	Gavilan Regional Adult and Career Educational Services Consortium Work Community Development and Grants Management March 15, 2017 to May 26, 2017
Martin Rodriguez Juarez	Gavilan Regional Adult and Career Educational Services Consortium Work Community Development and Grants Management April 21, 2017
Michael Bonillas	Unmanned Aircraft System Instructor Career Technical Education March 1, 2017 to June 30, 2017
Patricia Reinhart	Gavilan Regional Adult and Career Educational Services Consortium Work Community Development and Grants Management April 21, 2017
Phillip Williams	Digital Media Program Updates Career Technical Education April 24, 2017 to September 29, 2017

Sylvia Rodriguez Cosmetology Representative
Career Technical Education
March 11, 2017

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Susan Dodd Adapted Physical Education Instructor
Disability Resource Center
April 11, 2017

V. REASSIGNMENTS

NONE

VI. RESIGNATIONS AND RETIREMENTS

NONE

VII. REQUEST FOR LEAVE

Maria Garcia EOP&S Counselor
Student Services
March 29, 2017 to April 16, 2017

VIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS

NONE

IX. NEW FSA ASSIGNMENT

NONE

RECOMMENDATION: The Administration recommends approval of the above Faculty Personnel Actions.

C. Management/Confidentials Personnel Actions – May 9, 2017

Unless otherwise, please refer to the Unrepresented Employees Salary Schedule(s) for the following personnel actions:

I. APPOINTMENTS/CONTRACT RATIFICATION AND EXTENSIONS

NONE

II. ADDITIONAL DUTY/STIPEND

NONE

III. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

NONE

IV. REQUEST FOR LEAVE

NONE

V. PERMISSION TO ENROLL/PROFESSIONAL GROWTH

NONE

VI. APPLICATION FOR AWARD/PROFESSIONAL GROWTH

NONE

VII. RESIGNATIONS AND RETIREMENTS

NONE

RECOMMENDATION: The Administration recommends approval of the above Management/Confidential Personnel Actions.

D. Administration Personnel Actions – May 9, 2017

Unless otherwise, please refer to the Administrative Salary Schedule for the following personnel actions:

I. APPOINTMENTS/CONTRACT RATIFICATION AND EXTENSIONS

NONE

II. ADDITIONAL DUTY/STIPENDS

NONE

III. BOARD MEMBER APPROVED ABSENCE

NONE

IV. BOARD MEMBER RESIGNATION

NONE

V. RESIGNATIONS AND RETIREMENTS

NONE

RECOMMENDATION: The Administration recommends approval of the above Administrative Personnel Actions.

Gavilan Joint Community College District Governing Board Agenda

May 9, 2017

Consent Agenda Item No. II.6(c) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Warrants and electronic transfers drawn on District Funds

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees ratify warrants and electronic transfers drawn on district funds for the period of April 1, 2017 – April 30, 2017.

Background:

In accordance with Education Code Section 85266.5 the Board of Trustees will review for ratification of warrants issued.

Warrants:

Dates	Warrant Numbers	Amount
4/1/17 – 4/30/17	18047683 - 18048178	\$1,757,964.21

Electronic Transfers:

Dates	Description	Amount
None to report		

The complete warrant and electronic transfer list is available for review in the President's Office.

Budgetary Implications:

Expenditures are included in the budget for FY 2016-2017.

Follow Up/Outcome:

No further action is required.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: [Signature]
Dr. Kathleen A. Rose, Superintendent/President

Gavilan Joint Community College District Governing Board Agenda

May 9, 2017

Consent Agenda Item No. II.6(d) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Payroll Warrants drawn on District Funds

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

Ratification of payroll warrants drawn on district funds for the month of April 2017.

Background:

The Board of Trustees has directed the district to issue payroll warrants from district funds for the payment of salaries and wages for district employees. The following payrolls were processed by the district during the month of April 2017:

Payroll Period	Pay Date	Total Salaries/Wages
April Supplemental 1	April 10, 2017	\$ 284,975.74
April Regular (EOM)	April 28, 2017	\$ 2,161,140.43
TOTAL	<i>(672 Pay Warrants Issued)</i>	\$ 2,446,116.17

Budgetary Implications:


Expenditures are included in the Budget for FY 2016/17.

Follow Up/Outcome:

No further action is required.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: 
Dr. Kathleen A. Rose, Superintendent/President

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No. II.6(e) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Purchase Order Ratification

- Resolution: BE IT RESOLVED,
- Information Only
- Action Item

Proposal:
That the Board of Trustees approve the attached April 2017 list of purchase orders for FY 2016-17.

Background:
During the fiscal year purchase orders are used to acquire goods and services for the District. California Code of Regulations title 5 §Sec. 81655 requires the Board of Trustees to ratify District purchases orders issued.

Budgetary Implications:
Purchase Orders are needed to accommodate expenditure needs of various departments' budgets to appropriate general fund and categorical programs.

Follow Up/Outcome:
No further action is required.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: [Signature]
Dr. Kathleen A. Rose, Superintendent/President

Purchase Order	Transaction Date	Vendor Name	Amount
P0007281	4/7/2017	Evisions Inc	18,359.00
P0007282	4/7/2017	Palace Art & Office Supply	297.42
P0007283	4/7/2017	Palace Art & Office Supply	471.45
P0007284	4/7/2017	Palace Art & Office Supply	471.45
P0007286	4/7/2017	San Jose State University	105.00
P0007288	4/7/2017	Richard McMahon	215.33
P0007289	4/7/2017	Richard McMahon	1,849.82
P0007293	4/7/2017	San Benito County Elections	5,443.27
P0007294	4/7/2017	Moore Medical LLC	332.28
P0007296	4/7/2017	Moore Medical LLC	1,720.56
P0007298	4/7/2017	Palace Art & Office Supply	211.56
P0007299	4/7/2017	WRD Consulting Group LLC	23,687.27
P0007300	4/7/2017	Palace Art & Office Supply	129.76
P0007301	4/7/2017	Pocket Nurse Enterprises Inc	607.66
P0007302	4/7/2017	The RP Group	2,629.72
P0007303	4/7/2017	WRD Consulting Group LLC	13,125.00
P0007305	4/7/2017	K-Log Inc	1,618.16
P0007306	4/7/2017	Dell Marketing	294.36
P0007307	4/7/2017	California State University Monterey Bay	19,784.13
P0007308	4/7/2017	Dell Marketing	1,163.92
P0007309	4/7/2017	Riso, Karen	56.00
P0007310	4/7/2017	Gorilla Marketing	463.49
P0007311	4/7/2017	Gorilla Marketing	628.08
P0007312	4/7/2017	Gorilla Marketing	634.04
P0007313	4/7/2017	B & H Photo-Video	122.65
P0007314	4/7/2017	Dell Marketing	7,395.92
P0007315	4/7/2017	ACTT	211.58
P0007316	4/7/2017	Metro Publishing Inc	595.00
P0007317	4/7/2017	Uline Inc	2,739.10
P0007319	4/7/2017	Twenty Six Design LLC	715.00
P0007321	4/7/2017	Follett Higher Education Group	29,567.17
P0007322	4/7/2017	Riso, Karen	14.66
P0007323	4/7/2017	California Community Colleges CalWORKs Assn	500.00
P0007324	4/7/2017	Turning Technologies LLC	322.25
P0007325	4/7/2017	McKee, Frederick	5,500.00
P0007326	4/7/2017	Amazon Business	494.63
P0007297	4/7/2017	Palace Art & Office Supply	206.88
P0007304	4/7/2017	Palace Art & Office Supply	61.55
OP17430	4/7/2017	Davis, Grant	250.00
P0007280	4/7/2017	Moore Medical LLC	889.97
P0007285	4/7/2017	The Print Shop	123.83
P0007287	4/7/2017	Riso, Karen	14.65
P0007290	4/7/2017	Rexel Inc	108.07
P0007291	4/7/2017	Rexel Inc	189.70
P0007292	4/7/2017	State of California Dept of Consumer Affairs	300.00
P0007295	4/7/2017	Aircraft Spruce & Specialty Co	1,823.22

P0007318	4/7/2017	CDW Government Inc	1,840.80
P0007320	4/7/2017	HealthImpact	975.00
P0007327	4/7/2017	Gambetta, David	768.22
P0007328	4/7/2017	Symptom Media LLC	600.00
P0007329	4/10/2017	Sycamore Concrete Construction Inc	2,150.00
P0007330	4/10/2017	Palace Art & Office Supply	1,956.80
P0007331	4/10/2017	Palace Art & Office Supply	3,701.48
P0007332	4/10/2017	Palace Art & Office Supply	9,744.42
P0007333	4/11/2017	SurveyMonkey.com	300.00
P0007336	4/11/2017	CCCBUA	5,400.00
P0007338	4/11/2017	General Printing and Design Inc	3,984.50
P0007339	4/11/2017	California State University Monterey Bay	2,457.55
P0007341	4/11/2017	Pocket Nurse Enterprises Inc	154.94
OP17432	4/11/2017	Prime-Stripe Inc	500.00
P0007342	4/11/2017	Medical Shipment LLC	5,229.02
OP17431	4/11/2017	San Benito High School District	3,600.00
P0007334	4/11/2017	Cold Craft Inc	3,164.00
P0007335	4/11/2017	Cold Craft Inc	1,415.00
P0007337	4/11/2017	Hale Industries Inc	1,756.41
P0007340	4/11/2017	MFJ Enterprises Inc	394.71
P0007343	4/11/2017	CDW Government Inc	236.88
OP17433	4/12/2017	Palace Art & Office Supply	409.00
OP17434	4/12/2017	Dermalogica Inc	1,302.00
OP17435	4/12/2017	Carolina Biological Supply	800.00
P0007345	4/12/2017	Amazon Business	1,108.46
P0007346	4/12/2017	Dermalogica Inc	1,681.31
P0007349	4/12/2017	Palace Art & Office Supply	1,167.88
P0007350	4/12/2017	Palace Art & Office Supply	253.49
OP17436	4/12/2017	Power Systems PS LLC	500.00
P0007352	4/12/2017	Moore Medical LLC	73.73
P0007353	4/12/2017	Troxell Communications Inc	65.10
P0007344	4/12/2017	Digital Art Supplies	890.13
P0007354	4/12/2017	Journeyworks Publishing Inc	312.18
P0007347	4/12/2017	Moore Medical LLC	935.20
P0007348	4/12/2017	Moore Medical LLC	2,276.24
P0007351	4/12/2017	JDR Microdevices	278.79
P0007355	4/13/2017	Creative Cabinetry	6,135.00
P0007356	4/14/2017	Palace Art & Office Supply	129.55
P0007357	4/14/2017	Palace Art & Office Supply	129.55
P0007359	4/14/2017	Medical Shipment LLC	5,921.21
P0007360	4/14/2017	Medical Shipment LLC	4,381.15
P0007362	4/14/2017	Centurion Holdings I LLC	1,041.60
P0007364	4/14/2017	The Print Shop	63.94
P0007365	4/14/2017	Gawf, John	234.83
P0007366	4/14/2017	Pocket Nurse Enterprises Inc	15,525.25
OP17438	4/14/2017	Henry, Gina	500.00
OP17439	4/14/2017	Star Arts Education	300.00

OP17440	4/14/2017	Morgan Hill Unified School District	14,000.00
P0007379	4/14/2017	Freshdesk Inc	864.00
P0007383	4/14/2017	Follett Higher Education Group	186.19
P0007384	4/14/2017	Dell Marketing	4,072.36
P0007373	4/14/2017	Ascend Learning Holdings LLC	4,730.00
P0007361	4/14/2017	State Board of Equalization	15.78
ASB17022	4/14/2017	Accurate Printing & Promotions	609.01
P0007363	4/14/2017	The Print Shop	105.00
P0007367	4/14/2017	B & H Photo-Video	715.93
P0007368	4/14/2017	Ernie's Plumbing & Repair Service Inc	570.00
P0007369	4/14/2017	Pacific Janitorial Supply Company	2,512.75
P0007370	4/14/2017	Pacific Janitorial Supply Company	241.45
P0007371	4/14/2017	Pacific Janitorial Supply Company	77.20
P0007372	4/14/2017	Gopher Sports Equipment	618.02
P0007374	4/14/2017	CDW Government Inc	49,921.90
P0007375	4/14/2017	Cold Craft Inc	12,950.00
P0007376	4/14/2017	Cold Craft Inc	588.00
P0007377	4/14/2017	Cold Craft Inc	2,622.00
P0007378	4/14/2017	Gilroy Tire And Brake	644.74
P0007380	4/14/2017	Payless Smog and Tune	560.79
P0007381	4/14/2017	Pacific Janitorial Supply Company	1,612.36
P0007382	4/14/2017	Sport & Cycle	1,794.43
P0007385	4/14/2017	Multiwave	622.65
P0007386	4/14/2017	The Print Shop	112.66
P0007387	4/14/2017	Abbott's Pro Power	486.94
P0007388	4/14/2017	Demco	44,999.73
P0007389	4/14/2017	Cold Craft Inc	6,800.00
P0007390	4/14/2017	Daily Journal Corporation	792.00
P0007358	4/14/2017	Dell Marketing	740.51
P0007391	4/21/2017	Gawf, John	1,908.84
P0007392	4/21/2017	Montebello Ridge	2,200.00
P0007393	4/21/2017	Avalos, Kathryn	290.25
P0007394	4/21/2017	Nguyen, Irene	105.00
P0007395	4/21/2017	Yim, Sitha	105.00
P0007396	4/21/2017	Sweetwater Sound Inc	322.99
P0007397	4/21/2017	Huynh, Quyen	105.00
P0007398	4/21/2017	Amazon Business	545.64
OP17441	4/21/2017	Palace Art & Office Supply	100.00
P0007400	4/21/2017	Community College League Of CA	61,336.37
P0007401	4/21/2017	Palace Art & Office Supply	185.79
P0007403	4/21/2017	Broughton International	1,224.00
P0007404	4/21/2017	CDW Government Inc	3,540.00
P0007405	4/21/2017	Richard McMahon	585.90
P0007406	4/21/2017	NAEYC	211.59
P0007399	4/21/2017	Pacific Monarch	4,950.00
P0007402	4/21/2017	North Coast Medical Inc	1,467.37
P0007407	4/21/2017	Medco Supply Inc	1,030.75

P0007408	4/21/2017	Practice Sports Inc	1,937.20
P0007409	4/21/2017	B & H Photo-Video	1,602.29
P0007410	4/21/2017	Dell Marketing	34,461.21
P0007411	4/21/2017	Legend Theatrical Inc	9,649.41
P0007412	4/21/2017	Dell Marketing	1,167.64
P0007413	4/21/2017	The Print Shop	237.10
P0007415	4/26/2017	The Print Shop	64.05
P0007416	4/26/2017	The Print Shop	65.14
P0007417	4/26/2017	Hispanic Assn of Colleges & Universities	5,875.00
P0007418	4/26/2017	Design Factory Graphics	106.58
P0007419	4/26/2017	Law, Harli	128.00
OP17442	4/26/2017	Beaudet, Frances	1,834.72
OP17443	4/26/2017	Quality Assurance Travel	2,000.00
OP17444	4/26/2017	Vickroy, Pat	200.00
OP17445	4/26/2017	Hollister Child Development Center	1,000.00
P0007420	4/26/2017	The Print Shop	64.05
P0007421	4/26/2017	Realityworks Inc	2,711.42
P0007422	4/26/2017	TouchPoint Medical Inc	1,790.25
P0007423	4/26/2017	Link-Systems International Inc	4,356.89
P0007424	4/26/2017	Johnson, Michael	7,125.00
P0007425	4/26/2017	Scrip-Safe Security Products Inc	1,291.69
P0007426	4/26/2017	Scrip-Safe Security Products Inc	8,017.18
P0007427	4/26/2017	College Health Services LLC	4,450.00
P0007429	4/26/2017	Learning Resources Network Inc	695.00
OP17446	4/26/2017	WESTOP	1,000.00
P0007436	4/26/2017	Palace Art & Office Supply	62.57
P0007440	4/26/2017	Hartnell College	36,929.64
P0007443	4/26/2017	Fisher Scientific	17,782.04
P0007444	4/26/2017	CCAMD	830.00
OP17447	4/26/2017	Follett Higher Education Group	18,000.00
P0007446	4/26/2017	Palace Art & Office Supply	814.46
P0007447	4/26/2017	The Print Shop	64.05
P0007449	4/26/2017	Silicon Valley Leadership Group	7,700.00
P0007450	4/26/2017	Montessori Services	348.06
P0007451	4/26/2017	Alison's Trading Corp	359.35
OP17448	4/26/2017	Follett Higher Education Group	2,000.00
P0007453	4/26/2017	Ramos, David	229.14
P0007457	4/26/2017	Palace Art & Office Supply	52.72
P0007458	4/26/2017	San Jose State University	174.83
P0007459	4/26/2017	Ramos, David	1,766.01
P0007414	4/26/2017	EnviroScience Inc	1,985.00
P0007428	4/26/2017	Agriculture Solutions.LLC	2,933.63
P0007430	4/26/2017	Thermal Mechanical Inc	369.00
P0007431	4/26/2017	Thermal Mechanical Inc	1,523.45
P0007432	4/26/2017	Thermal Mechanical Inc	4,788.54
P0007433	4/26/2017	Thermal Mechanical Inc	2,044.06
P0007434	4/26/2017	Triad/Holmes Associates	5,300.00

P0007435	4/26/2017	School Services Of California	3,420.00
P0007437	4/26/2017	AcademicWorks Inc	422.80
P0007438	4/26/2017	Lynch and Shupe LLP	99.00
P0007439	4/26/2017	Thermal Mechanical Inc	3,687.80
P0007441	4/26/2017	Emedco	1,059.95
P0007442	4/26/2017	Enos Communications	3,318.90
P0007445	4/26/2017	Insight Public Sector Inc	1,025.30
P0007448	4/26/2017	Burmax Company	1,815.17
P0007452	4/26/2017	Sublime Promotions LLC	2,586.65
P0007454	4/26/2017	Follett Higher Education Group	663.85
P0007455	4/26/2017	Tentcraft Inc	1,306.05
Total for April			695,262.61

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No. II.6(f) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Ratification of Agreements

- Resolution: BE IT RESOLVED,
- Information Only
- Action Item

Proposal:

That the Board of Trustees ratify agreements entered into pursuant to the Education Code. Attachment A is a list of agreements to be ratified.

Background:

Education Code Section 81656 authorizes the Board of Trustees to delegate authority to enter into contracts up to \$88,300 subject to ratification by the Board within 60 days of issuance of agreement.

Budgetary Implications:

The contracts are funded by appropriations included in the Budget for FY 2016-2017.

Follow Up/Outcome:

No further action is required.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

Meeting Date: May 9, 2017

Agreement Number	Amount	Vendor	Description
CON10084	No Cost	San Benito County Community	Facilities Use agreement between Gavilan and Sn Benito County Period of Service: 1/30/17-6/30/18
CON10085	\$ 17,595.53	El Pajaro Community Dev. Corp	Business Education Service Loan Program Business tech, Assist sessions and outreach Period of Service: 3/20/17-6/30/17
CON10086	\$ 5,070.00	Iheart Media	Avertising services for 180 spots for Gavilan Aviation Period of Service: 6/5/17-6/25/17
CON10088	No Cost	County of Santa Clara	Student Work Program with the Santa Clara County Period of Service: 6/1/17-9/30/17
CON10089	\$ 2,103.00	Williams Party Rental	Rental of Chairs for Graduation Period of Service: 5/25/17-5/27/17
CON10090	\$ 3,510.00	Alpha Media	48 Advertisments for CTE Advertising Period of Service: 5/29/17-6/18/17
CON10091	\$ 2,000.00	Foundation for Community College	ESRI License renewal for CTE Period of Service: 7/1/17-6/30/17
CON10092	\$ 8,328.00	Ex Libris	Annual Subscription to access Ex Libris Software for MIS Period of Service: 7/1/17-6/18/17
CON10093	\$ 45,000.00	Foundation CCC/CLP	Support strategic goals in the areas of CTL and Guided Pathways for Academic Affairs Period of Service: 5/10/17-9/30/17
CON10094	No Cost	Lifetouch Photography	Gavilan College's 2017 Graduation Ceremony For Student Services Period of Service: 5/26/17-5/26/17
CON10095	\$ 7,768.24	San Benito High School District	Assistants for support in Gavilan's Evening ESL For Non Credit Period of Service 4/19/17-6/30/17
CON10096	\$ 17,580.00	Thermal Mechanical	Preventive Maintenance, Heating Hot water Boilers For Facilites and Maintenance Period of Service 7/1/16-6/30/18
CON10097	\$ 75.00 Per Hr	James Barron	Oversee installation of assistive computer software For DRC Period of Service 7/1/17-6/30/18
CON10098	\$ 25.00 Per Hr	David Cantu	Over see the production of alternate media For DRC Period of Service 7/1/17-6/30/17
CON10099	\$ 12,750.00	SunPower Corporation	SGIP deposit for Solar project Period of Service 4/19/17-3/31/2018

Gavilan Joint Community College District Governing Board Agenda

May 9, 2017

Consent Agenda Item No. II.6(g) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Budget Adjustments

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees approve the attached budget adjustments for FY 2016-17.

Background:

During the fiscal year various budget adjustments are needed to align revenues and expenditures. California Code of Regulations title 5 §58307 requires the Board of Trustees approve all changes in the budget.

Budgetary Implications:

Changes to the Final Budget are needed to accommodate expenditure needs of various departments and to appropriate revenue for the general fund and categorical programs.

Follow Up/Outcome:

No further action is required.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

Fund 100

DECREASE			INCREASE			Budget Entry		
Organization #	Account Code	Program #	Amount	Organization #	Account Code		Program #	Amount
<i>Budget changes within the same fund to accommodate expenditure & revenue needs of various departments</i>								
100-670926	2110	695000	(\$8,455)	100-670926	2110	677000	\$8,455	
100-670926	3212	695000	(\$1,103)	100-670926	3212	677000	\$1,103	
100-670926	3312	695000	(\$524)	100-670926	3312	677000	\$524	
100-670926	3322	695000	(\$123)	100-670926	3322	677000	\$123	
100-670926	3412	695000	(\$4,393)	100-670926	3412	677000	\$4,393	
100-670926	3422	695000	(\$28)	100-670926	3422	677000	\$28	
100-670926	3432	695000	(\$65)	100-670926	3432	677000	\$65	
100-670926	3442	695000	(\$337)	100-670926	3442	677000	\$337	
100-670926	3492	695000	(\$127)	100-670926	3492	677000	\$127	
100-670926	3512	695000	(\$4)	100-670926	3512	677000	\$4	
100-670926	3612	695000	(\$4)	100-670926	3612	677000	\$4	
100-670926	3712	695000	(\$85)	100-670926	3712	677000	\$85	BU1752
600310	5260		(\$350)	100210	5100		\$350	
630010	5150		(\$108)	630010	4510		\$108	
630010	6400		(\$393)	630010	4510		\$393	
493110	4200		(\$411)	493110	4317		\$411	
640610	5825		(\$2,406)	640610	4510		\$3,352	
640610	5831		(\$2,191)	640610	5250		\$171	
640610	2110		(\$4,505)	640610	5425		\$2,120	
				640610	5630		\$319	
				640610	6409		\$1,666	
				640610	6410		\$1,474	BU1756
600110	5100		(\$350)	100210	5831		\$350	BU1759
984610	4710		(\$399)	984610	4711		\$399	
984610	4710		(\$271)	984610	5130		\$271	
984810	5240		(\$500)	984810	4711		\$500	
984810	5240		(\$74)	984810	5264		\$74	
995110	5250		(\$778)	995210	4310		\$778	
995110	5155		(\$155)	995210	4310		\$155	
995110	4550		(\$326)	995210	4310		\$326	
995110	4310		(\$113)	995210	4310		\$113	BU1761
				999910	7390		\$20,045	BU1766
984210	5613		(\$346)	984410	5613		\$346	
984210	4710		(\$323)	984210	4711		\$323	
984210	5831		(\$1,145)	984210	4711		\$1,145	
984110	4310		(\$700)	984110	5613		\$700	
984110	4710		(\$489)	984110	5613		\$489	
984110	4711		(\$225)	984110	5613		\$225	
984110	5130		(\$1,100)	984110	5613		\$1,100	
984110	5264		(\$173)	984110	5613		\$173	
984110	5630		(\$1,800)	984110	5613		\$1,800	BU1767
995410	3312	601000	(\$13)	995410	3312	695000	\$13	
984310	5264	083550	(\$300)	984310	5264	695000	\$300	
983710	3490	083700	(\$270)	983710	3490	695000	\$270	
940110	3490	040100	(\$1,403)	940110	3490	695000	\$1,403	
721910	3113	651000	(\$45)	721910	3113	695000	\$45	
721910	3211	651000	(\$47)	721910	3211	695000	\$47	
721910	3311	651000	(\$22)	721910	3311	695000	\$22	
721910	3413	651000	(\$4)	721910	3413	695000	\$4	
671210	3491	672000	(\$1,106)	671210	3491	695000	\$1,106	
671010	3711	671000	(\$3)	671010	3713	695000	\$3	
670310	3312	677000	(\$98)	670310	3312	651000	\$98	
670210	3491	678000	(\$1,205)	670210	3491	651000	\$1,205	
670110	3491	672000	(\$1,589)	670110	3491	651000	\$1,589	
601010	3114	603000	(\$2,784)	601010	3114	601000	\$2,784	
601010	3324	603000	(\$321)	601010	3324	601000	\$321	

601010	3410	603000	(\$9,637)	601010	3410	601000	\$9,637	
601010	3430	603000	(\$123)	601010	3430	601000	\$123	
601010	3440	603000	(\$767)	601010	3440	601000	\$767	
601010	3490	603000	(\$663)	601010	3490	601000	\$663	
601010	3494	603000	(\$1,662)	601010	3494	601000	\$1,662	
601010	3514	603000	(\$11)	601010	3514	601000	\$11	
601010	3614	603000	(\$11)	601010	3614	601000	\$11	
601010	3710	603000	(\$3)	601010	3710	601000	\$3	
601010	3714	603000	(\$229)	601010	3714	601000	\$229	
100-670926	2110	677000	(\$8,455)	100-670926	2110	695000	\$8,455	
100-670926	3212	677000	(\$1,103)	100-670926	3212	695000	\$1,103	
100-670926	3312	677000	(\$524)	100-670926	3312	695000	\$524	
100-670926	3322	677000	(\$123)	100-670926	3322	695000	\$123	
100-670926	3412	677000	(\$4,393)	100-670926	3412	695000	\$4,393	
100-670926	3422	677000	(\$28)	100-670926	3422	695000	\$28	
100-670926	3432	677000	(\$65)	100-670926	3432	695000	\$65	
100-670926	3442	677000	(\$337)	100-670926	3442	695000	\$337	
100-670926	3492	677000	(\$127)	100-670926	3492	695000	\$127	
100-670926	3512	677000	(\$4)	100-670926	3512	695000	\$4	
100-670926	3612	677000	(\$4)	100-670926	3612	695000	\$4	
100-670926	3712	677000	(\$85)	100-670926	3712	695000	\$85	BU1768
			<u>(\$72,443)</u>				<u>\$92,488</u>	

Final (Adopted) Estimated Beginning Fund Balance at 7/1/16		\$3,358,623
Change to Actual Fund Balance at 7/1/16	\$974,606	
Actual Beginning Balance at 7/1/16		\$4,333,229
Final (Adopted) Budget Net Change in Fund Balance		(\$595,261)
Budget adjustments from current year's previous months to increase (decrease) net change to fund balance	\$529,212	
Current decrease in budgeted expenditures increases Fund Balance	\$72,443	
Current increase in budgeted expenditures decreases Fund Balance	(\$92,488)	
Revised Net Change in Ending Fund Balance		<u>\$509,167</u>
Estimated Ending Fund Balance 6/30/17for General Fund 100		<u>\$4,247,135</u>

Fund 100

INCOME - Increase/(Decrease)				EXPENSE - Increase/(Decrease)				Budget Entry
Organization #	Account Code	Program #	Amount	Organization #	Account Code	Program #	Amount	
<i>Budget changes within the same fund to accommodate expenditure & revenue needs of various departments</i>								
120110	8877		\$6,400	120110	4317		\$22,000	BU1756
Total Fund 10:			<u>\$6,400</u>				<u>\$22,000</u>	

Final (Adopted) Estimated Beginning Fund Balance at 7/1/15		\$3,358,623
Change to Actual Fund Balance at 7/1/15	\$974,606	
Actual Beginning Balance at 7/1/15		\$4,333,229
Final (Adopted) Budget Net Change in Fund Balance		(\$595,261)
Budget adjustments from current year's previous months to increase (decrease) net change to fund balance	\$509,167	
Current increase in budgeted revenue increases Fund Balance	\$6,400	
Current increase in budgeted expenditures decreases Fund Balance	(\$22,000)	
Revised Net Change in Ending Fund Balance		<u>\$493,567</u>
Estimated Ending Fund Balance 6/30/16 for General Fund 100		<u>\$4,231,535</u>

Fund 260

DECREASE Account				INCREASE Account				
Program #	Code	Amount	Program #	Code	Amount	Code	Amount	
<i>Budget changes within the same fund to accommodate expenditure & revenue needs of various departments</i>								
670926	2110	677000	(\$8,455)	670926	2110	695000	\$8,455	
	3212	677000	(\$1,103)		3212	695000	\$1,103	
	3312	677000	(\$524)		3312	695000	\$524	
	3322	677000	(\$123)		3322	695000	\$123	
	3412	677000	(\$4,393)		3412	695000	\$4,393	
	3422	677000	(\$28)		3422	695000	\$28	
	3432	677000	(\$65)		3432	695000	\$65	
	3442	677000	(\$337)		3442	695000	\$337	
	3492	677000	(\$127)		3492	695000	\$127	
	3512	677000	(\$4)		3512	695000	\$4	
	3612	677000	(\$4)		3612	695000	\$4	
	3712	677000	(\$85)		3712	695000	\$85	BU1752
Total Fund 260:		<u>(\$15,248)</u>				<u>\$15,248</u>		

Final (Adopted) Estimated Beginning Fund Balance at 7/1/16		\$0
Change to Actual Fund Balance at 7/1/16		\$0
Actual Beginning Balance at 7/1/16		\$0
Final (Adopted) Budget Net Change in Fund Balance		\$0
Budget adjustments from current year's previous months to increase (decrease) net change to fund balance		\$0
Current decrease in budgeted expenditures increases Fund Balance	\$15,248	
Current increase in budgeted expenditures decreases Fund Balance	(\$15,248)	
Revised Net Change in Ending Fund Balance		\$0
Estimated Ending Fund Balance 6/30/17for General Fund 260		\$0

Fund 270

DECREASE				INCREASE				Budget Entry
Organization #	Account Code	Program #	Amount	Organization #	Account Code	Program #	Amount	Budget Entry
<i>Budget changes within the same fund to accommodate expenditure & revenue needs of various departments</i>								
641427	3612		(\$11)	641427	3614		\$11	
747027	4310		(\$2,870)	747027	5834		\$2,870	BU1752
630827	7520		(\$50,369)	630827	5831		\$50,369	
630827	7520		(\$1,934)	630827	5240		\$1,934	BU1753
494427	4710		(\$50)	494427	5150		\$50	BU1756
681127	1110		(\$1,350)	681127	7520		\$21,135	
681127	3110		(\$1,985)					
681127	4310		(\$6,000)					BU1757
681127	1110		(\$11,800)					BU1758
507527	5425		(\$600)	507527	5300		\$600	BU1761
500027	4710		(\$333)	502027	4710		\$333	BU1764
125127	1190		(\$623)	125127	5823		\$623	
125127	1190		(\$220)	125127	2210		\$220	
125127	1190		(\$2,370)	125127	5823		\$2,370	
746127	3110		(\$38)	746127	6412		\$49	
746127	3320		(\$5)					
746127	3490		(\$5)					
746127	3510		(\$1)					BU1766
748127	1310		(\$750)	748127	6400		\$750	
748127	1490		(\$1,250)	748127	6400		\$1,250	
748127	3110		(\$100)	748127	6400		\$100	

125127	3110	(\$400)	125127	5823	\$400	
125127	2210	(\$14,000)	125127	2110	\$14,000	BU1771
498827	7510	(\$200)	498827	4510	\$200	BU1772
500627	2110	(\$2,000)	500627	4200	\$2,000	BU1773
746227	1490	(\$386)	746227	4310	\$386	BU1774
631127	4200	(\$1,200)	631127	5260	\$1,200	
631127	5230	(\$750)	631127	5260	\$750	
631127	5230	(\$4,999)	631127	4570	\$4,999	BU1775
746927	1310	(\$721)	746927	4310	\$721	
747027	1310	(\$484)	747027	4310	\$484	
747027	3110	(\$172)	747027	4310	\$172	BU1776
640027	7520	(\$41,834)	640027	4310	\$26,743	
			640027	5831	\$15,091	
640127	4210	(\$21,840)	640127	7520	\$21,840	BU1778
640027	4310	(\$26,743)	640027	7520	\$41,834	
640027	5831	(\$15,091)				
640027	4310	(\$26,743)	640027	7520	\$41,834	
640027	5831	(\$15,091)				
648527	1270	(\$1,020)	648527	6410	\$1,020	
648527	2210	(\$12,000)	648527	6402	\$12,000	
648527	3114	(\$9,600)	648527	6407	\$9,600	
648527	3114	(\$1,000)	648527	4510	\$1,000	BU1779
640727	4310	(\$228)	640727	4510	\$310	
640727	4570	(\$246)	640727	5210	\$1,198	
640727	5150	(\$875)	640727	5260	\$5	
640727	5230	(\$584)	640727	6409	\$5,488	
640727	5823	(\$536)				
640727	7520	(\$4,532)				BU1780
Total Fund 270:		<u>(\$285,939)</u>			<u>\$285,939</u>	

Final (Adopted) Estimated Beginning Fund Balance at 7/1/16		\$0
Change to Actual Fund Balance at 7/1/16	\$0	
Actual Beginning Balance at 7/1/16		\$0
Final (Adopted) Budget Net Change in Fund Balance		
Budget adjustments from current year's previous months to increase (decrease) net change to fund balance		
Current decrease in budgeted expenditures increases Fund Balance	\$285,939	
Current increase in budgeted expenditures decreases Fund Balance	<u>(\$285,939)</u>	
Revised Net Change in Ending Fund Balance		<u>\$0</u>
Estimated Ending Fund Balance 6/30/17 for General Fund 270		<u>\$0</u>

Fund 270

INCOME - Increase/(Decrease)				EXPENSE - Increase/(Decrease)				Budget Entry
Organization #	Account Code	Program #	Amount	Organization #	Account Code	Program #	Amount	
<i>Budget changes within the same fund to accommodate expenditure & revenue needs of various departments</i>								
640327	8876		\$186,986	640327	4310		\$177,128	
				640327	5410		\$9,858	BU1755
100827	8840		\$5,451	100827	2310		\$1,335	
				100827	3322		\$65	
				100827	5831		\$4,051	
642827	8623		(\$36,699)	642827	2110		(\$29,600)	
				642827	3412		(\$7,099)	BU1756
749427	8194		(\$10,729)	749427	5140		(\$10,729)	
749527	8194		\$10,729	749527	5140		\$10,729	BU1760
614127	8895		\$5,344	614127	5831		\$5,344	BU1761
641927	8626		\$6,844	641927	5831		\$6,844	
506627	8895		(\$30,736)	506627	1310		(\$31,035)	
				506627	3110		(\$4,017)	
				506627	3120		(\$450)	
				506627	3490		(\$466)	
				506627	3510		(\$16)	
				506627	3610		(\$16)	
				506627	4310		(\$3,600)	
				506627	5550		(\$400)	
				506627	7520		\$9,264	BU1762
500027	8646		\$27,393	500027	1310		(\$22,161)	
				500027	1410		\$19,000	
				500027	2315		\$1,000	
				500027	3110		(\$250)	
				500027	4200		\$7,000	
				500027	4310		\$3,000	
				500027	4510		\$3,450	
				500027	4710		\$1,000	
				500027	4711		\$4,000	
				500027	5150		\$1,079	
				500027	5210		\$350	
				500027	5230		\$67	
				500027	5240		\$3,000	
				500027	5300		(\$500)	
				500027	5630		\$338	
				500027	6407		\$7,000	BU1764
640727	8622		(\$7,977)	640727	3400		(\$5,814)	
				640727	4570		(\$1,163)	
				640727	5155		\$100	
				640727	5210		\$1,000	
				640727	5240		(\$500)	
				640727	5260		\$501	
				640727	5630		(\$500)	
				640727	5823		\$5,339	
				640727	7520		(\$6,940)	BU1765
640827	8985		\$20,045	640827	7520		\$20,045	BU1766
641627	8626		(\$6,844)					
641927	8626		\$6,844					BU1769
951027	8895		\$3,954	951027	4570		\$3,954	BU1777
Total Fund 270			\$180,605				\$180,605	

Final (Adopted) Estimated Beginning Fund Balance at 7/1/16		\$0
Change to Actual Fund Balance at 7/1/16	\$0	
Actual Beginning Balance at 7/1/16		\$0
Final (Adopted) Budget Net Change in Fund Balance		\$0
Budget adjustments from current year's previous months to increase (decrease)	\$0	
net change to fund balance		
Current increase in budgeted revenue increases Fund Balance	(\$180,605)	
Current increase in budgeted expenditures decreases Fund Balance	\$180,605	
Revised Net Change in Ending Fund Balance		<u>\$0</u>
Estimated Ending Fund Balance 6/30/17 for Restricted General Fund 470		<u><u>\$0</u></u>

Fund 470

INCOME - Increase/(Decrease)				EXPENSE - Increase/(Decrease)				Budget Entry
Organization #	Account Code	Program #	Amount	Organization #	Account Code	Program #	Amount	
<i>Budget changes within the same fund to accommodate expenditure & revenue needs of various departments</i>								
				931647	5831		(\$100)	
				931747	5831		(\$1,500)	
				931947	5831		(\$1,050)	
				931647	4711		\$100	
				931747	4711		\$1,500	
				931947	4310		\$700	
				931947	5613		\$350	BU1752
931447	8895		\$2,746	931447	4711		\$1,400	
				931447	5264		\$896	
				931447	5630		\$50	
931447	8894		\$400					BU1753
931447	8895		(\$400)					
931447	8894		(\$400)					BU1754
931447	8894		(\$400)					
931647	8895		\$460	931647	4711		\$460	
				931947	5210		\$700	
				931947	5613		\$200	
				931947	5300		\$198	
				931947	5831		(\$700)	
				931947	5831		(\$200)	
				931947	6402		(\$198)	BU1761
931447	8895		\$614	931447	5210		\$614	
931947	8894		\$2,868	931947	5831		\$2,868	BU1770
Total Fund 470			<u>\$5,888</u>				<u>\$6,288</u>	

Final (Adopted) Estimated Beginning Fund Balance at 7/1/16		\$0
Change to Actual Fund Balance at 7/1/16	\$488,472	
Actual Beginning Balance at 7/1/16		\$488,472
Final (Adopted) Budget Net Change in Fund Balance	\$0	(\$307,670)
Budget adjustments from current year's previous months to increase (decrease)	\$1,047	
net change to fund balance		
Current increase in budgeted revenue increases Fund Balance	\$5,888	
Current increase in budgeted expenditures decreases Fund Balance	(\$6,288)	
Revised Net Change in Ending Fund Balance		<u>\$647</u>
Estimated Ending Fund Balance 6/30/17 for General Fund 470		<u><u>\$181,449</u></u>

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No. II.6 (h) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Monthly Financial Report

- Resolution: BE IT RESOLVED,
- Information Only
- Action Item

Proposal:

That the Board of Trustees consider the FY 2016/17 Monthly Financial Report

Background:

The attached Monthly Financial Report compares the FY 2016/17 Revised Budget as of April 30, 2017 to actual revenue and expenditures as of April 30, 2017.

Follow Up/Outcome:

The Administration will continue to review the FY 2016/17 budget and will submit budget adjustments as necessary for consideration by the Board.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA – Associate Vice President, Business Services & Security

Agenda Approval: 
Dr. Kathleen A. Rose, Superintendent/President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
Monthly Financial Report
Summary of All Funds
Fiscal Year 2016-2017
April 30, 2017

Fund # Fund Description	Beginning Fund Balance 7/1/2016	Revised Budgets		Ending Fund Balance 6/30/2017	Year to Date Actual			% Actual to Budget	
		Revenue	Expense		Revenue	Expense	Encumbrance	Revenue	Expense
General Fund									
10 General -Unrestricted	\$4,333,229	\$33,579,449			\$17,432,483				51.9%
1000 - Certificated Salaries			\$11,147,142			\$9,723,847	\$0		87.2%
2000 - Classified Salaries			\$5,866,742			\$4,441,813	\$0		75.7%
3000 - Burdens & Benefits			\$6,560,974			\$4,917,209	\$0		74.9%
4000 - Books & Supplies			\$536,091			\$360,361	\$149,555		95.1%
5000 - Other Operating Expenses			\$6,859,027			\$4,512,521	\$854,764		78.3%
6000 - Capital Outlay			\$1,217,214			\$169,032	\$314,608		39.7%
7000 - Other			\$1,493,953			\$754,405	\$0		50.5%
Total General-Unrestricted	\$4,333,229	\$33,579,449	\$33,681,143	\$4,231,535	\$17,432,483	\$24,879,189	\$1,318,927	51.9%	77.8%
24 Instructional Equipment	\$67	\$259,000	\$259,000	\$67	\$259,000	\$79,196	\$149,102	100.0%	88.1%
26 Parking	\$0	\$119,909	\$119,909	\$0	\$132,456	\$56,680	\$1,502	110.5%	48.5%
27 General - Restricted	\$0	\$17,018,675	\$17,018,675	\$0	\$9,718,683	\$9,380,293	\$1,292,682	57.1%	62.7%
Total General Fund	\$4,333,296	\$50,977,033	\$51,078,727	\$4,231,602	\$27,542,622	\$34,395,358	\$2,762,212	54.0%	72.7%
Measure E - Debt Service									
21 Measure E - Debt Service	\$4,275,476	\$6,230,637	\$6,060,769	\$4,445,344	\$3,730,223	\$6,357,855	\$0	59.9%	104.9%
Capital Project									
34 Capital Project	\$75,833	\$8,011,934	\$8,067,824	\$19,943	\$2,195,263	\$1,597,885	\$2,385,581	27.4%	49.4%
Measure E									
60 Measure E	\$10,564,384	\$22,525	\$10,586,909	\$0	\$42,919	\$7,826,381	\$2,386,644	190.5%	96.5%
Risk Management									
61 Risk Management	\$0	\$200,000		\$200,000	\$0	\$0	\$0	0.0%	--
Child Development									
72 Child Development	\$0	\$0	\$0	\$0	\$0	\$0	\$0	--	--
Long Term Debt									
92 Long Term Debt	\$5,447,176	\$315,000	\$500	\$5,761,676	\$912,183	\$375	\$0	289.6%	75.0%
Fiduciary Funds									
47 Associated Student Body	\$488,472	\$171,685	\$478,708	\$181,449	\$133,418	\$106,940	\$10,742	77.7%	24.6%
48 Financial Aid	\$0	\$6,494,210	\$6,494,210	\$0	\$5,343,582	\$5,437,447	\$0	82.3%	83.7%
66 Student Center Fund	\$0	\$90,674	\$90,674	\$0	\$83,349	\$36,662	\$4,230	91.9%	45.1%
Total Fiduciary Funds	\$488,472	\$6,756,569	\$7,063,592	\$181,449	\$5,560,349	\$5,581,049	\$14,972	82.3%	79.2%
Totals	\$25,184,637	\$72,513,698	\$82,858,321	\$14,640,014	\$39,983,560	\$55,758,903	\$7,549,409	55.1%	76.4%

Instructors salaries are paid August through May (10 months)
Some obligations, such as rent and contracted services, have been encumbered for the entire fiscal year
Fund 34 Capital Project = State Funded Projects
Does not include end of the month payroll

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No. II.6 (i) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Measure E Bond Quarterly Financial Status Report at March 31, 2017

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees review the Measure E Bond Quarterly Financial Status Report

Background:

Attached is the Measure E Bond Quarterly Unaudited Financial Status Report for the period January 1, 2017 to March 31, 2017. The column titled "Budget" is based on the Board approved Measure E Master Budget as of June 30, 2016. The expenditures are accounted for on a cash basis during the fiscal year; during year-end some accrued expenses are included in the amounts.

Budgetary Implications:

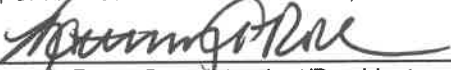
The efficient use of Measure E Bond Program funds

Follow Up/Outcome:

Continue to monitor the Measure E Bond program finances.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA, Associate Vice President, Business Services & Security

Agenda Approval: 
Dr. Kathleen A. Rose, Superintendent/President

Gavilan Joint Community College District
Measure E Bond Quarterly Financial Status Interim Report
Received and Expended to Date for Qtr 3 Fiscal Year 2016-2017 (01/01/2017 through 03/31/2017)
Based on Board Approved December 2015 Budget

Project/Vendor	Description of Services	Budget	Expended	Balance	Notes
Revenue					
<u>Proceeds from Bond Sales</u>			\$ 108,000,000		
	Cost of Issuance		\$ (255,000)		
	Total Proceeds from Bond Sales		\$ 107,745,000		
	Wealth Management Cost of Issuance (FY15/16)		\$ 2,967		
	Bond Implementation Costs		\$ (188,623)		
<u>Reimbursement of Bond Expenses</u>			\$ 164,456		
	Premium Adjustment		\$ (13,175)		
<u>Portable Lease</u>			\$ 90,099		
	GUSD Lease portables over 25 years		\$ 40,392		
	GUSD Purchase of Modular Bldgs for GECA		\$ 54,932		
<u>Donation Agreement</u> Coyote Valley Property			\$ 137,116		
<u>Agricultural Lease</u>			\$ 13,844		
<u>Bond Interest</u>					
	Fiscal Year 2003-04		\$ 9,988		
	Fiscal Year 2004-05		\$ 562,662		
	Fiscal Year 2005-06		\$ 1,045,177		
	Fiscal Year 2006-07		\$ 976,676		
	Fiscal Year 2007-08		\$ 1,281,565		
	Fiscal Year 2008-09		\$ 735,130		
	Fiscal Year 2009-10		\$ 100,247		
	Fiscal Year 2010-11		\$ 62,460		
	Fiscal Year 2011-12		\$ 204,720		
	Fiscal Year 2012-13		\$ 158,143		
	Fiscal Year 2013-14		\$ 114,449		
	Fiscal Year 2014-15		\$ 113,415		
	Fiscal Year 2015-16		\$ 158,019		
	Fiscal Year 2016-17		\$ 304		
	Subtotal Bond Interest		\$ 5,522,955		
<u>Aviation Rent Refund</u>			\$ 1,882		
<u>Parking Fund Contribution</u> Fiscal Year 2007-08			\$ 250,000		Non Measure "E" Fund
<u>Scheduled Maintenance Contribution</u> Fiscal Year 2008-2009			\$ 217,138		Non Measure "E" Fund
Total Revenue			\$ 114,038,984		
Expenditures					
1 Program					
660060 - Program Contingency		\$ 25,000			
	Total Costs through 12/31/2016		\$ 25,245		
	<i>No Invoices this period</i>				
	Total Costs through 03/31/2017		\$ 25,245	\$ (245)	
660360 - Planning - District		\$ 155,320			
	Total Costs through 12/31/2016		\$ 128,751		
	<i>No Invoices this period</i>				
	Total Costs through 03/31/2017		\$ 128,751	\$ 26,569	
662260 - Coyote Valley Ed Center		\$ 13,139,693			
	Total Costs through 12/31/2016		\$ 13,187,356		
	4530 - Maintenance Supplies		\$ 401		
	5425 - Licenses/Permits/Fees		\$ 1,004		
	5511 - Electricity		\$ 10,905		
	5630 - Repairs & Maintenance		\$ 2,092		
	5810 - Legal Services		\$ 1,948		
	5831 - Contracted Services		\$ 394,008		
	6110 - Grounds Improvement		\$ 209,000		
	6220 - Building Construction		\$ 158,439		
	6235 - Architect Fees		\$ 13,237		
	6405 - Equipment > \$5,000		\$ 119,755		
	6419 - Other IT Equipment		\$ 761		
	Total Costs through 03/31/2017		\$ 14,098,907	\$ (959,214)	
2 Land Acquisition					
662060/662160 - Coyote Valley Prop (Property/Develop)		\$ 21,238,072			
	Total Costs through 12/31/2016		\$ 22,658,670		
	5831 - Contracted Services		\$ 329,691		
	Total Costs through 03/31/2017		\$ 22,988,361	\$ (1,750,289)	

Gavilan Joint Community College District
Measure E Bond Quarterly Financial Status Interim Report
Received and Expended to Date for Qtr 3 Fiscal Year 2016-2017 (01/01/2017 through 03/31/2017)
Based on Board Approved December 2015 Budget

Project/Vendor	Description of Services	Budget	Expended	Balance	Notes
3 <u>Current Projects</u>	663060/663160 - San Benito Prop (Property/Develop)	\$ 9,838,755			
	Total Costs through 12/31/2016		\$ 9,437,517		
	5810 - Legal Services		\$ 1,678		
	Total Costs through 03/31/2017		\$ 9,439,195	\$ 399,560	
670560 - Physical Education Building		\$ 6,539,165			
	Total Costs through 12/31/2016		\$ 608,657		
	5610 - Rentals & Leases Equip		\$ 3,517		
	5831 - Contracted Services		\$ 257,789		
	6220 - Building Construction		\$ 148,563		
	6235 - Architect Fees		\$ 76,554		
Total Costs through 03/31/2017		\$ 1,095,080	\$ 5,444,085		
671360-1 Demo CJ500, Old Acad. PB Rebuild		\$ 40,000			
	Total Costs through 12/31/2016		\$ 42,282		
	5831 - Contracted Services		\$ 11,349		
	Total Costs through 03/31/2017		\$ 53,630	\$ (13,630)	
671460 - South County Airport Development		\$ 3,000,000			
	Total Costs through 12/31/2016		\$ 3,586,963		
	5831 - Contracted Services		\$ 33,381		
	6220 - Building Construction		\$ 59,205		
	Total Costs through 03/31/2017		\$ 3,679,549	\$ (679,549)	
680660 - Technology, Phase 2		\$ 900,000			
	Total Costs through 12/31/2016		\$ 856,534		
	5831 - Contracted Services		\$ 86,492		
	6411 - Printer/Scanner/MFP		\$ 1,242		
	Total Costs through 03/31/2017		\$ 944,268	\$ (44,268)	
INACTIVE PROJECTS					
670760 - Student Center/Administration		\$ -			
	Total Costs through 12/31/2016		\$ 9,436		
	4510 - Office Supplies		\$ 34		
	Total Costs through 03/31/2017		\$ 9,470	\$ (9,470)	
670960 - Library/Media		\$ -			
	Total Costs through 12/31/2016		\$ -		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ -	\$ -	
CLOSED PROJECTS					
660560 - Planning - Main Campus		\$ 4,582,646			
	Total Costs through 12/31/2016		\$ 4,582,645		
	No Invoices this Period		\$ -		2
	Total Costs through 03/31/2017		\$ 4,582,645	\$ 0	
663260 - Hollister Ed Center		\$ 9,625			
	Total Costs through 12/31/2016		\$ 9,625		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ 9,625	\$ (0)	
664060 - Land Residual		\$ -			
	Total Costs through 12/31/2016		\$ -		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ -	\$ -	
665060 - Local Funds Off-Site Development		\$ 69,998			
	Total Costs through 12/31/2016		\$ 69,998		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ 69,998	\$ (0)	

Gavilan Joint Community College District
Measure E Bond Quarterly Financial Status Interim Report
Received and Expended to Date for Qtr 3 Fiscal Year 2016-2017 (01/01/2017 through 03/31/2017)
Based on Board Approved December 2015 Budget

Project/Vendor	Description of Services	Budget	Expended	Balance	Notes
670060/671460 - Campus Infrastructure/Tech		\$ 8,036,484			
	Total Costs through 12/31/2016		\$ 8,036,485		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ 8,036,485	\$ (1)	
670160 - Tennis Court Renovations		\$ 111,859			
	Total Costs through 12/31/2016		\$ 111,859		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ 111,859	\$ (0)	
670260 - Interim Housing/Swing Space		\$ 4,416,466			
	Total Costs through 12/31/2016		\$ 4,416,466		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ 4,416,466	\$ 0	
670260-1 - HVAC Control Replacement		\$ 446,255			
	Total Costs through 12/31/2016		\$ 446,255		
	No Invoices this Period		\$ -		
	Total Costs through 12/31/2016		\$ 446,255	\$ 0	
670360-1 - Electrical Service Loop		\$ 162,295			
	Total Costs through 12/31/2016		\$ 162,295		
	No Invoices this Period		\$ -		
	Total Costs through 12/31/2016		\$ 162,295	\$ -	
670360 - Math, Physical Science, Life Science		\$ 6,081,010			
	Total Costs through 12/31/2016		\$ 6,081,010		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ 6,081,010	\$ (0)	
670460 - Occupational ED (OE)		\$ 4,706,937			1
	Total Costs through 12/31/2016		\$ 4,706,937		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ 4,706,937	\$ (0)	
670660 - Humanities/Art/Music Hall		\$ 4,398,348			
	Total Costs through 12/31/2016		\$ 4,398,348		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ 4,398,348	\$ 0	
670860 - Cosmetology/Business		\$ 3,903,843			
	Total Costs through 12/31/2016		\$ 3,903,844		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ 3,903,844	\$ (1)	
671060 - Social Sciences		\$ 3,918,035			
	Total Costs through 12/31/2016		\$ 3,918,035		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ 3,918,035	\$ 0	
671160 - Security/Maintenance Building		\$ 1,432,750			
	Total Costs through 12/31/2016		\$ 1,432,750		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ 1,432,750	\$ 0	
671260 - Cafeteria Renovations & HVAC		\$ 217,419			
	Total Costs through 12/31/2016		\$ 217,419		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ 217,419	\$ 0	
671260 - Student Center Beam Replacement		\$ 185,481			
	Total Costs through 12/31/2016		\$ 185,480		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ 185,480	\$ 1	
671360 - Parking Lot/Campus Lighting		\$ 4,437,518			
	Total Costs through 12/31/2016		\$ 4,447,366		
	5831 - Contracted Services		\$ (9,848)		
	Total Costs through 03/31/2017		\$ 4,437,518	\$ 0	

Gavilan Joint Community College District
Measure E Bond Quarterly Financial Status Interim Report
Received and Expended to Date for Qtr 3 Fiscal Year 2016-2017 (01/01/2017 through 03/31/2017)
Based on Board Approved December 2015 Budget

Project/Vendor	Description of Services	Budget	Expended	Balance	Notes
671560 - GECA Relocation Parking Lot C		\$ 1,247,017			
	No Invoices this Period		\$ 1,223,486		
	<i>No Invoices this Period</i>		\$ -		
	Total Costs through 03/31/2017		\$ 1,223,486	\$ 23,531	
671660 - Furniture and Equipment Upgrade		\$ 175,000			
	Total Costs through 12/31/2016		\$ 189,281		
	<i>No Invoices this Period</i>		\$ -		
	Total Costs through 03/31/2017		\$ 189,281	\$ (14,281)	
672360 - Scheduled Maintenance (Match for FY 13/14)		\$ 109,000			
	Total Costs through 12/31/2016		\$ 165,569		
	5831 - Contracted Services		\$ 243		
	6220 - Building Construction		\$ 37		
	Total Costs through 03/31/2017		\$ 165,849	\$ (56,849)	
672460 - Instructional Equipment (Match for FY 13/14)		\$ 786,320			
	Total Costs through 12/31/2016		\$ 786,320		
	<i>No Invoices this Period</i>		\$ -		
	Total Costs through 03/31/2017		\$ 786,320	\$ (0)	
672560 - Scheduled Maintenance (Match for FY 14/15)		\$ -			
	Total Costs through 12/31/2016		\$ 204		
	<i>No Invoices this Period</i>		\$ -		
	Total Costs through 03/31/2017		\$ 204	\$ (204)	
672660 - Instructional Equipment (Match for FY 14/15)		\$ -			
	Total Costs through 12/31/2016		\$ -		
	<i>No Invoices this Period</i>		\$ -		
	Total Costs through 03/31/2017		\$ -	\$ -	
673060 - Multi-Purpose Building Upgrades		\$ 24,486			
	Total Costs through 12/31/2016		\$ 24,486		
	<i>No Invoices this Period</i>		\$ -		
	Total Costs through 03/31/2017		\$ 24,486	\$ (0)	
673160 - CDC Reconfiguration & Upgrade		\$ 500,000			
	Total Costs through 12/31/2016		\$ 505,633		
	6220 - Building Construction		\$ (14,831)		
	Total Costs through 03/31/2017		\$ 490,803	\$ 9,197	
673260 - General Building Upgrades		\$ 26,175			
	Total Costs through 12/31/2016		\$ 26,253		
	<i>No Invoices this Period</i>		\$ -		
	Total Costs through 03/31/2017		\$ 26,253	\$ (78)	
680160 - Technology / ERP System		\$ 3,511,130			
	Total Costs through 12/31/2016		\$ 3,511,130		
	<i>No Invoices this Period</i>		\$ -		
	Total Costs through 03/31/2017		\$ 3,511,130	\$ (0)	
680260 - Eprocurement		\$ -			
	Total Costs through 12/31/2016		\$ 13,851		
	<i>No Invoices this Period</i>		\$ -		
	Total Costs through 03/31/2017		\$ 13,851	\$ (13,851)	
680360 - Computer / Phone System		\$ 1,111,376			
	Total Costs through 12/31/2016		\$ 1,111,376		
	<i>No Invoices this Period</i>		\$ -		
	Total Costs through 03/31/2017		\$ 1,111,376	\$ 0	
680460 - Existing Well Replacement		\$ 70,947			
	Total Costs through 12/31/2016		\$ 70,949		
	<i>No Invoices this Period</i>		\$ -		
	Total Costs through 03/31/2017		\$ 70,949	\$ (2)	
680560 - Water Replacement Project		\$ 336,634			
	Total Costs through 12/31/2016		\$ 302,790		
	<i>No Invoices this Period</i>		\$ -		
	Total Costs through 03/31/2017		\$ 302,790	\$ 33,844	

Gavilan Joint Community College District
Measure E Bond Quarterly Financial Status Interim Report
Received and Expended to Date for Qtr 3 Fiscal Year 2016-2017 (01/01/2017 through 03/31/2017)
Based on Board Approved December 2015 Budget

Project/Vendor	Description of Services	Budget	Expended	Balance	Notes
680760 - Computer Replacement, Phase 2		\$ 122,195			
	Total Costs through 12/31/2016		\$ 123,326		
	5831 - Contracted Services		\$ -		
	Total Costs through 03/31/2017		\$ 123,326	\$ (1,131)	
- Debt Payment		\$ 3,625,796			
	Total Costs through 12/31/2016		\$ 3,625,796		
	No Invoices this Period		\$ -		
	Total Costs through 03/31/2017		\$ 3,625,796	\$ -	
Total Previous Expended (Through 12/31/2016)			\$ 109,348,682		
Total Invoices this Period (01/01/2017 through 03/31/2017)			\$ 1,896,647		
Total Expended to Date (Through 03/31/2017)			\$ 111,245,328		
Total Construction Budget		\$ 113,639,049		\$ 2,393,721	
Total Revenue to Date			\$ 114,038,984		
Cash Balance				\$ 2,793,655	

Notes:

- 1 Occ Ed project budget contains funding for Science and Gym roof repairs
- 2 Moved expenses to Fund 340 for State Reimbursement
- 3 PG&E Refund for Chiller Controls Installation-Optimization Project

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No. 6 (j) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Retiree Health Benefit Trust Investment Portfolio Status as of
 March 31, 2017

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees review the Retiree Health Benefit Trust Investment Portfolio.

Background:

The District's contribution to the Retiree Health Benefit Program JPA is invested with US Bank of California, trustee of this irrevocable trust. Attached is a summary of their report for the period January 1 through March 31, 2017. The full report is available for inspection in the President's Office.

As of March 31, 2017, the portfolio market value is \$7,304,163.27. The total actuarial accrued liability is \$7.6 million. The actuarial accrued liability for the retired pool of employees currently receiving benefits is estimated to be \$4.1 million and for active employees it is estimated to be \$3.5 million. This liability fluctuates as the composition of the retired and active employees receiving benefits changes.

Budgetary Implications:

For information purposes only.

Follow Up/Outcome:

None needed.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA - Associate Vice President, Business Services & Security

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

00007902
40- -03-B -61 -101-02
300 -99-01391-02

**Account Number: 6746018006
RETIREE HEALTH BENEFITS FUNDING
PROGRAM JOINT POWERS AGENCY
GAVILAN CCD-BALANCED**



RECEIVED

APR 19 2017

Director of
Business Services

WWE

This statement is for the period from January 1, 2017 to March 31, 2017

Questions?

If you have any questions regarding your account or this statement, please contact your Account Manager.

**Account Manager:
SARAH VIELE
555 SOUTHWEST OAK ST, PL-6
PORTLAND OR 97204
Phone: 503-464-3778
E-mail: sarah.viele@usbank.com**



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**GAVILAN COMMUNITY COLLEGE DISTRICT
ATTN: WADE ELLIS
5055 SANTA TERESA BLVD.
GILROY, CA 95020-9599**

00007902
40- -03-B -61 -101-02
300 -99-01391-02



RHBPT-GAVILAN CCD-BALANCED
ACCOUNT 6746018006

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MARKET AND COST RECONCILIATION

	MARKET	BOOK VALUE
Beginning Market And Cost	7,043,032.41	7,043,032.41
Investment Activity		
Interest Income	.01	.01
Realized Gain/Loss	29,161.40	29,161.40
Other Earnings	179.34	179.34
	231,915.11	231,915.11
Total Investment Activity	261,255.86	261,255.86
Plan Expenses		
Trust Fees	- 125.00	- 125.00
Total Plan Expenses	- 125.00	- 125.00
Net Change In Market And Cost	261,130.86	261,130.86
Total Ending Market And Cost	7,304,163.27	7,304,163.27

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CASH RECONCILIATION

Beginning Cash	.00
Investment Activity	
Interest	.01
Income	29,161.40
Cash Equivalent Purchases	- 125.01
Other Purchases	- 261,255.85
Cash Equivalent Sales	125.00
Other Sales	304.34
Other Earnings	231,915.11
Total Investment Activity	125.00
Plan Expenses	
Trust Fees	- 125.00
Total Plan Expenses	- 125.00
Net Change In Cash	.00
Ending Cash	.00

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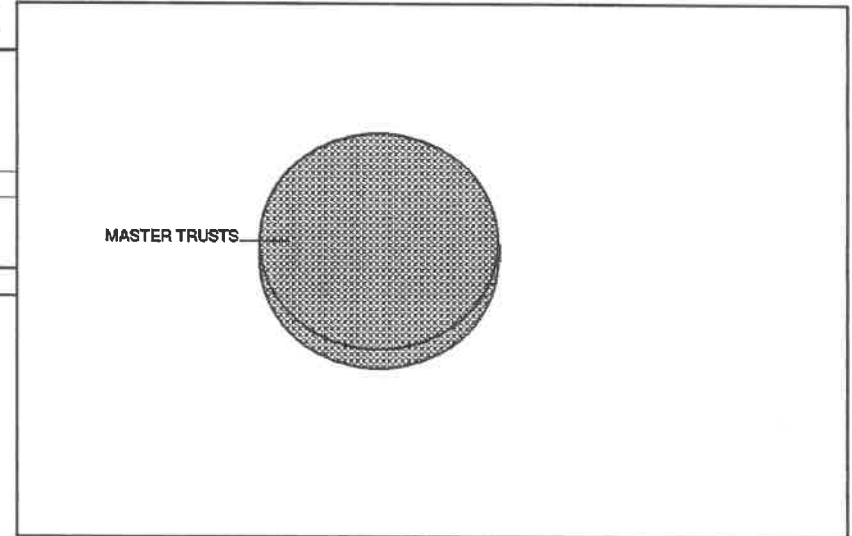


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ASSET SUMMARY

ASSETS	03/31/2017 MARKET	03/31/2017 BOOK VALUE	% OF MARKET
Cash And Equivalents	.58	.58	0.00
Master Trusts	7,304,162.69	7,304,162.69	100.00
Total Assets	7,304,163.27	7,304,163.27	100.00
Accrued Income	.00	.00	0.00
Grand Total	7,304,163.27	7,304,163.27	100.00
Estimated Annual Income	.00		



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ASSET DETAIL

DESCRIPTION	SHARES/ FACE AMOUNT	MARKET PRICE/UNIT	BOOK VALUE	UNREALIZED GAIN (LOSS) SINCE INCEPTION/ CURRENT PERIOD	ADJ PRIOR MARKET / ADJ PRIOR MARKET UNREALIZED GAIN/LOSS	ENDING ACCRUAL YIELD ON MARKET
Cash And Equivalents						
Money Markets						
First American Govt Oblig Fund CI Z 31846V567 Asset Minor Code 1	.580	.58 1.0000	.58	.00 .00	.58 .00	.00 0.00
Total Money Markets	.580	.58	.58	.00 .00	.58 .00	.00 0.00
Total Cash And Equivalents	.580	.58	.58	.00 .00	.58 .00	.00 0.00
Master Trusts						
Rhbpt-Balanced Portolio Master Tr. 9SPMTH8U3 Asset Minor Code 60 Date Last Priced: 07/31/12	7,304,162.690	7,304,162.69 1.0000 @	7,304,162.69	.00 .00	7,304,162.69 .00	.00 0.00
Total Master Trusts	7,304,162.690	7,304,162.69	7,304,162.69	.00 .00	7,304,162.69 .00	.00 0.00
Total Assets	7,304,163.270	7,304,163.27	7,304,163.27	.00 .00	7,304,163.27 .00	.00 0.00
Accrued Income	.000	.00	.00			
Grand Total	7,304,163.270	7,304,163.27	7,304,163.27			

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ASSET DETAIL MESSAGES

Time of trade execution and trading party (if not disclosed) will be provided upon request.

Publicly traded assets are valued in accordance with market quotations or valuation methodologies from financial industry services believed by us to be reliable. Assets that are not publicly traded may be reflected at values from other external sources. Assets for which a current value is not available may be reflected at a previous value or as not valued, at par value, or at a nominal value. Values shown do not necessarily reflect prices at which assets could be bought or sold. Values are updated based on internal policy and may be updated less frequently than statement generation.

For further information, please contact your account manager or relationship manager.

@ No current price is available.

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INCOME ACCRUAL DETAIL

SHARES/ FACE AMOUNT	DESCRIPTION	EX DATE	PAY DATE	ANN RATE	BEGINNING ACCRUAL	INCOME EARNED	INCOME RECEIVED	ENDING ACCRUAL
Cash And Equivalents								
.580	First American Govt Oblig Fund CI Z 31846V567		04/03/17	0.01	.00	.01	.01	.00
Total Cash And Equivalents					.00	.01	.01	.00
Master Trusts								
7,304,162.690	Rhbpt-Balanced Portolio Master Tr. 9SPMTH8U3				.00	29,161.40	29,161.40	.00
Total Master Trusts					.00	29,161.40	29,161.40	.00
Grand Total					.00	29,161.41	29,161.41	.00

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INVESTMENT ACTIVITY

DATE	DESCRIPTION	CASH
Interest		
First American Govt Oblig Fund CI Z 31846V567		
03/01/2017	Interest From 2/1/17 To 2/28/17	.01
Total Interest		.01
Income		
Rhbpt-Balanced Portolio Master Tr. 9Spmth8U3		
01/31/2017	Allocation Of Earnings Earnings Distribution	6,716.95
02/28/2017	Allocation Of Earnings Earnings Distribution	3,854.05
03/31/2017	Allocation Of Earnings Earnings Distribution	18,590.40
Total Rhbpt-Balanced Portolio Master Tr.		29,161.40
Total Income		29,161.40
Other Earnings		
Allocation Of Unrealized Gains 9Spmth8U3		
01/31/2017	Rhbpt-Balanced Portolio Master Tr. Earnings Distribution	106,785.03
02/28/2017	Rhbpt-Balanced Portolio Master Tr. Earnings Distribution	109,805.03
03/31/2017	Rhbpt-Balanced Portolio Master Tr. Earnings Distribution	15,325.05

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INVESTMENT ACTIVITY (continued)

DATE	DESCRIPTION	CASH
	Total Allocation Of Unrealized Gains	231,915.11
	Total Other Earnings	231,915.11

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PLAN EXPENSES

DATE	DESCRIPTION	CASH
Trust Fees		
Trust Fees		
02/14/2017	Collected Charged For Period 10/01/2016 Thru 12/31/2016	- 125.00
Total Trust Fees		- 125.00
Total Trust Fees		- 125.00
Total Plan Expenses		- 125.00

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PURCHASES

DATE	DESCRIPTION	SHARES/ FACE AMOUNT	COMMISSION	CASH	BOOK VALUE
Cash And Equivalents					
02/10/2017	Purchased 125 Units Of First American Govt Oblig Fund CI Z Trade Date 2/10/17 31846V567	125.000	.00	- 125.00	125.00
03/02/2017	Purchased 0.01 Units Of First American Govt Oblig Fund CI Z Trade Date 3/2/17 31846V567	.010	.00	- .01	.01
Total First American Govt Oblig Fund CI Z		125.010	.00	- 125.01	125.01
Total Cash And Equivalents		125.010	.00	- 125.01	125.01
Miscellaneous					
01/31/2017	Purchased 113,501.98 Units Of Rhbpt-Balanced Portolio Master Tr. Trade Date 1/31/17 Earnings Distribution 9SPMTH8U3	113,501.980	.00	- 113,501.98	113,501.98
02/28/2017	Purchased 113,838.42 Units Of Rhbpt-Balanced Portolio Master Tr. Trade Date 2/28/17 Earnings Distribution 9SPMTH8U3	113,838.420	.00	- 113,838.42	113,838.42
03/31/2017	Purchased 33,915.45 Units Of Rhbpt-Balanced Portolio Master Tr. Trade Date 3/31/17 Earnings Distribution 9SPMTH8U3	33,915.450	.00	- 33,915.45	33,915.45

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PURCHASES (continued)

DATE	DESCRIPTION	SHARES/ FACE AMOUNT	COMMISSION	CASH	BOOK VALUE
	Total Rhbpt-Balanced Portolio Master Tr.	261,255.850	.00	- 261,255.85	261,255.85
	Total Miscellaneous	261,255.850	.00	- 261,255.85	261,255.85
	Total Purchases	261,380.860	.00	- 261,380.86	261,380.86

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SALES AND MATURITIES

DATE	DESCRIPTION	SHARES/ FACE AMOUNT	COMMISSION	TRANSACTION PROCEEDS	BOOK VALUE	REALIZED GAIN/LOSS	PRIOR MARKET / PRIOR MARKET REALIZED GAIN/LOSS
Cash And Equivalents							
02/14/2017	Sold 125 Units Of First American Govt Oblig Fund CI Z Trade Date 2/14/17 31846V567	- 125.000	.00	125.00	- 125.00	.00	- 125.00 .00
Total First American Govt Oblig Fund CI Z		- 125.000	.00	125.00	- 125.00	.00	- 125.00 .00
Total Cash And Equivalents		- 125.000	.00	125.00	- 125.00	.00	- 125.00 .00
Miscellaneous							
02/10/2017	Sold 125 Units Of Rhbpt-Balanced Portolio Master Tr. Trade Date 2/10/17 To Cover TTEE Fees 9SPMTH8U3	- 125.000	.00	125.00	- 125.00	.00	- 125.00 .00
02/28/2017	Allocation Of Capital Gains Rhbpt-Balanced Portolio Master Tr. Earnings Distribution 9SPMTH8U3	.000	.00	179.34	.00	179.34	.00 .00
Total Rhbpt-Balanced Portolio Master Tr.		- 125.000	.00	304.34	- 125.00	179.34	- 125.00 .00
Total Miscellaneous		- 125.000	.00	304.34	- 125.00	179.34	- 125.00 .00
Total Sales And Maturities		- 250.000	.00	429.34	- 250.00	179.34	- 250.00 .00

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SALES AND MATURITIES MESSAGES

Realized gain/loss should not be used for tax purposes.

Glossary

Accretion - The accumulation of the value of a discounted bond until maturity.

Adjusted Prior Market Realized Gain/Loss - The difference between the proceeds and the Prior Market Value of the transaction.

Adjusted Prior Market Unrealized Gain/Loss - The difference between the Market Value and the Adjusted Prior Market Value.

Adjusted Prior Market Value - A figure calculated using the beginning Market Value for the fiscal year, adjusted for all asset related transactions during the period, employing an average cost methodology.

Amortization - The decrease in value of a premium bond until maturity.

Asset - Anything owned that has commercial exchange value. Assets may consist of specific property or of claims against others, in contrast to obligations due to others (liabilities).

Bond Rating - A measurement of a bond's quality based upon the issuer's financial condition. Ratings are assigned by independent rating services, such as Moody's, or S&P, and reflect their opinion of the issuer's ability to meet the scheduled interest and principal repayments for the bond.

Cash - Cash activity that includes both income and principal cash categories.

Change in Unrealized Gain/Loss - Also reported as Gain/Loss in Period in the Asset Detail section. This figure shows the market appreciation (depreciation) for the current period.

Cost Basis (Book Value) - The original price of an asset, normally the purchase price or appraised value at the time of acquisition. Book Value method maintains an average cost for each asset.

Cost Basis (Tax Basis) - The original price of an asset, normally the purchase price or appraised value at the time of acquisition. Tax Basis uses client determined methods such as Last-In-First-Out (LIFO), First-In-First-Out (FIFO), Average, Minimum Gain, and Maximum Gain.

Ending Accrual - (Also reported as Accrued Income) Income earned but not yet received, or expenses incurred but not yet paid, as of the end of the reporting period.

Estimated Annual Income - The amount of income a particular asset is anticipated to earn over the next year. The shares multiplied by annual income rate.

Estimated Current Yield - The annual rate of return on an investment expressed as a percentage. For stocks, yield is calculated by taking the annual dividend payments divided by the stock's current share price. For bonds, yield is calculated by the coupon rate divided by the bond's market price.

Ex-Dividend Date - (Also reported as Ex-Date) For stock trades, the person who owns the security on the ex-dividend date will earn the dividend, regardless of who currently owns the stock.

Income Cash - A category of cash comprised of ordinary earnings derived from investments, usually dividends and interest.

Market Value - The price per unit multiplied by the number of units.

Maturity Date - The date on which an obligation or note matures.

Payable Date - The date on which a dividend, mutual fund distribution, or interest on a bond will be made.

Principal Cash - A category of cash comprised of cash, deposits, cash withdrawals and the cash flows generated from purchases or sales of investments.

Realized Gain/Loss Calculation - The Proceeds less the Cost Basis of a transaction.

Settlement Date - The date on which a trade settles and cash or securities are credited or debited to the account.

Trade Date - The date a trade is legally entered into.

Unrealized Gain/Loss - The difference between the Market Value and Cost Basis at the end of the current period.

Yield on/at Market - The annual rate of return on an investment expressed as a percentage. For stocks, yield is calculated by the annual dividend payments divided by the stock's current share price. For bonds, yield is calculated by the coupon rate divided by the bond's market price.

The terms defined in this glossary are only for use when reviewing your account statement. Please contact your Relationship Manager with any questions.



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GAVILAN COMMUNITY COLLEGE DISTRICT
ATTN: WADE ELLIS
5055 SANTA TERESA BLVD.
GILROY, CA 95020-9599



RECOGNITION

Gavilan Joint Community College District Governing Board Agenda

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Office of the President

SUBJECT: Recognition of the Employee of the Month

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal: That the Board of Trustees review recognition of the following Employees of the Month.

Background:

The purpose of the Employee of the Month Award program is to encourage employee excellence and dedication and to let employees know that they are valued for their unique contributions.

Employee of the Month, April 2017 – Noemi Naranjo

Noemi Naranjo works in the Public Information Office and does an amazing job working with departments, programs, and event coordinators to design and produce their posters, flyers, postcards, ads, brochures, and other materials. She coordinates volunteers for our community events such as Taste of Morgan Hill, the Mushroom Mardi Gras, and the San Benito County Fair. She also coordinates volunteers for the graduation and provides follow-up and support to whatever event is taking place (on and offsite). She has a great sense of humor, shows attention to detail, and is organized, conscientious and always dedicated to helping our internal customers find the best solutions. She is an invaluable member of the small PIO team.

Budgetary Implications:

None

Follow Up/Outcome:

1. The Human Resources Director will contact the employee and let them know that he/she was selected as the EMPLOYEE OF THE MONTH.
2. The Human Resources Director will send an announcement campus-wide.
3. The employee will be recognized by his/her department supervisor.

4. The employee will be recognized in the Campus Newsletter by the PIO.
5. The employee will be recognized at the district's annual Employee Recognition Banquet held in May.
6. The employee's name will be placed on the wall plaque located in the North/South Lounge.
7. The employee will receive a desktop award with his/her name engraved.

Recommended By: Dr. Kathleen Rose, Superintendent/President

Prepared By: Dr. Eric Ramones, Associate Vice President of Human Resources

Agenda Approval:



Dr. Kathleen Rose, Superintendent/President

Gavilan Joint Community College District Governing Board Agenda

May 9, 2017

II. 8(b) Recognition of Student Trustee Iris Cueto

Presenter: Laura Perry, Board of Trustees Chair

Background:

Iris Cueto will be recognized for her leadership and commitment to the Board of Trustees as Student Trustee for the academic year, 2016 – 2017.

INFORMATION

Gavilan Joint Community College District Governing Board Agenda

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No. II.12 (a)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Office of Academic Affairs

SUBJECT: Sabbatical Leave Report

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees review and comment as appropriate on the sabbatical report submitted by Bea Lawn.

Background:

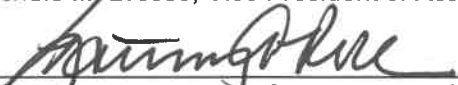
Bea Lawn was on sabbatical for the Fall 2016 semester. An oral report will be presented at the Board meeting.

Follow Up/Outcome:

The focus of the sabbatical was 1) to become fully immersed in Spanish linguistics, literature, and culture through an intensive semester of courses and a full-time academic load at San Jose State University; 2) to acquire more familiarity with the most salient aspects of Spanish linguistics and renew reading and literary analysis of Spanish literature; 3) to gain instructional focus in Spanish teaching and enhance teaching effectiveness; 4) to gain a wider instructional perspective in the teaching of Spanish in the areas of curriculum, instruction, assessment, and others; and 5) to be able to collaborate with Gavilan Spanish faculty in all instructional areas.

Recommended By: Dr. Michele M. Bresso, Vice President of Academic Affairs

Prepared By: 
Dr. Michele M. Bresso, Vice President of Academic Affairs

Agenda Approval: 
Dr. Kathleen A. Rose, Superintendent/President

I applied for and received approval for a sabbatical leave for the Fall Semester 2016. I am thankful to the Faculty Professional Learning Committee and to the Board of Trustees for the opportunity to expand my knowledge of Spanish linguistics and literature through my studies at San Jose State University (SJSU). It was a truly rewarding activity that has given me much more confidence in my ability to teach Spanish and it provided a wonderful change of pace.

My proposal involved a full-time academic load of three upper-division courses in the Spanish Program at SJSU with the goal of refreshing and refining my Spanish teaching skills through courses in linguistics and literature. Though I have the minimum qualifications to teach Spanish, I felt I needed to be more solidly grounded in Spanish linguistics and literature to be more effective in the classroom. In the end, I took four 3-unit courses: SPAN 110, Morphology and Syntax; SPAN 120 A, Spanish Literature from the Middle Ages to the 18th Century; SPAN 140 A, Spanish-American Literature from Pre-Columbian to the 19th Century; and SPAN 202, Seminar in the Hispanic Vanguard Novel. Here is what I learned in my sabbatical:

- Knowing how words in Spanish are built is essential in order to help students in their vocabulary acquisition and show them how word families are created. Seeing how the different grammatical parts of the sentence like subject, verb, and object interact and contrasting Spanish to English syntax is vital -areas of trouble can be anticipated and addressed for smoother teaching. For example, unlike English, Spanish allows the subject to be omitted as in "*(Yo) Comí muy rápido*" (I ate very fast) or moved around, "*Pedro comió rápido - Comió rápido Pedro*" (Pedro ate fast).
- The Spanish language came from Latin with a mix of Arabic and Hebrew words that parallels the history of conquest in the Iberian Peninsula. Its evolution is reflected in literary works from the 1200s to the *Siglo de Oro*, 150 years of literary boom that had a deep impact on Spain, Europe, and the Americas. Some of the most well-known writers of this period are playwrights Lope de Vega and Calderón de la Barca and novelist and "man of letters" Cervantes -his Don Quijote de la Mancha, which in 2014 celebrated its 400th anniversary, continues to be a relevant and vibrant masterpiece.
- Spanish was brought to America by conquerors and clerics; it was the latter that first translated into written Spanish oral Amerindian works they encountered like the Popol-Vuh of the Mayans and Náhuatl poetry. Bernal Díaz del Castillo and el Inca Garcilaso

de la Vega chronicled the true conquest of Mexico and Peru; writers like Sor Juana Inés de la Cruz, Lizardi, and Sarmiento helped shape the identity of the new nations as they gained independence from Spain in the early 1800s. Since the Spanish conquest in the 1500s, Latin America –its language, culture, and identity has continued to evolve.

- Revolutionary avant-garde movements that appeared in Europe in the 1910s to 1930s spread to Latin America fueled by literary magazines, travel, and technology. The so-called *Vanguardism* created a revolution of ideas and literature that probed more deeply into questions of identity. Spanish thinkers Unamuno and Ortega y Gasset influenced writers on the other side of the Atlantic like Borges, who, in turn, continue to inspire Latin American writers like Carlos Fuentes and Octavio Paz –the ground has grown richer thanks to the new perspectives gained.
- How does all this help the teaching of Spanish? It fills a teacher's head and heart with the sounds and patterns of the language and the literature of Spain and Spanish-speaking America. Since every literary work reflects the intellectual and artistic movements of its time, being immersed in Spanish linguistics and literature is a potent way for a teacher to get energized and transmit this understanding in the classroom. My sabbatical project has strengthened my Spanish language foundation and given me background and resources to offer Spanish-learning students a richer experience.
- Not only can I be more effective in the Spanish classroom but also I can better collaborate, if needed, with Gavilan Spanish faculty in the different instructional areas of the discipline. As I have discovered through my years of teaching English as a Second Language (ESL) at Gavilan, language teaching, like all other disciplines, is not static: teaching methodology evolves as does the language itself; cultural shifts are expressed and reflected in a language.

Thank you very much for the opportunity to be a student again. Bea Lawn--

Brief Overview of My Proposed Project:

I propose to be a full-time student and take at least three upper-division courses in the Spanish undergraduate program at San Jose State University with the goal of updating and upgrading my teaching skills in Spanish through a semester of immersion in Spanish linguistics and literature. I will use the update and upgrade of Spanish language skills to enhance my teaching of Spanish at Gavilan College.

I am presently assigned to English as a Second Language (ESL) and have been teaching in that discipline since I first came to Gavilan College as a part-time ESL instructor in 1994 and as a full-time ESL instructor in 1997. During this time, I have participated and led efforts to structure the ESL credit program we have today, and I have gained valuable experience with curriculum design, assessment, mentoring, leadership, and teaching in all the different levels and areas of instruction in ESL.

The ESL Department is undergoing a serious restructuring as it complies with administrative directives to transition all or part of its credit program to noncredit instruction –it is unclear at the moment what the ultimate decision will be. The process of transitioning calls for many curricular changes, new objectives, and movement of staff. In this context, I began teaching Spanish in Fall 2015 in addition to my regular academic load in ESL. In order to be a more effective instructor of Spanish and adapt my teaching strategies accordingly, I seek immersion into Spanish linguistics and literature through a semester of full-time study.

1) Goals of the Project:

My goal for this sabbatical leave is to use a semester to fully immerse myself in Spanish linguistics and literature by taking at least three upper-division courses in the Spanish undergraduate program at San Jose State University. Having sought advice and direction from the Graduate Advisor of the master’s degree program in Spanish at San Jose State University, I know which courses will give me simultaneous exposure to Spanish linguistics and literature while at the same time providing me with a full-time student academic load. The three courses described below (under “Activities”) will refresh my knowledge, provide me with extensive information on Spanish linguistics, give me the opportunity to do literary analysis with works of literature in Spanish, and enhance my overall effectiveness as a Spanish instructor at Gavilan College. This upgrade of skills in Spanish will also prepare me to collaborate more fully with the Spanish faculty and the Spanish Program as they do what all of us faculty in a program do: review, revise, adjust, and enhance what we offer to meet the needs of students and instructional requirements as well as deliver relevant, substantive content.

2) Specific Objectives of the Project:

The specific objectives of the sabbatical leave project are the following:

- a) To get intensive coursework in Spanish linguistics and literature in order to refine my familiarity with Spanish structures and Spanish literature in order to enhance my teaching of Spanish at Gavilan College.
- b) To have a full-time academic load through enrollment in those courses so that I can be fully immersed in Spanish in every way: through listening, speaking, reading, writing, and studying of Spanish in its linguistic and literary analysis dimensions.
- c) To be a student in rigorous upper-division courses in the Spanish undergraduate program at San Jose State University. The courses are taught in Spanish to undergraduate and graduate students at the highest level of undergraduate preparation;
- d) To have a full-time academic load to satisfy Gavilan College sabbatical leave requirements that the activities done for the sabbatical be equivalent to enrollment as a full-time college student.

3) Activities Intended to Meet the Objectives of the Proposal and Location of Activities:

The sole location of all activities is San Jose State University (SJSU) at its campus on One Washington Square in San Jose. I have already met with the Graduate Advisor for the Spanish Master's Degree Program, and I have been advised as to the courses that I would benefit from given my academic background and qualifications.

- a) I have been admitted to SJSU, which will enable me to enroll in three of these four courses for Fall 2016: SPAN 110, Morphology and Syntax; SPAN 170, Spanish Translation; SPAN 140A, Spanish American Literature from Pre-Columbian to 19th Century; and SPAN 105, Phonology (taught only in Spring semesters).
- b) I have been advised that the Spanish program at SJSU reserves the right to make changes to the courses it plans to offer from semester to semester pending internal decisions of the program or SJSU. I am prepared to enroll in alternative courses to maintain full-time status through enrollment in three courses that would give me the exposure to the linguistics and literature of Spanish that I seek.
- c) I will commute to San Jose from my home in Hollister and comply with all academic requirements of the courses I enroll in as the full-time student I will be.

4) Anticipated Outcomes of the Project:

These are the outcomes I anticipate for the proposed sabbatical leave:

- a) To immerse myself into the world of Spanish linguistics, literature, and culture through a concentrated study of courses and a full-time academic load;
- b) To acquire more familiarity with the most salient aspects of Spanish linguistics and renew my reading and literary analysis of Spanish literature, all of which will make me a more effective instructor of Spanish at Gavilan College;
- c) To gain an instructional focus in Spanish linguistics given that my instructional repertoire revolves around teaching English as a Second Language; Spanish has its unique linguistic characteristics in phonology, morphology, and syntax and its own literary development;
- d) To bolster and enhance my self-confidence in the teaching of Spanish. As an ESL instructor for so many years, my methodology and teaching strategies are naturally based on the teaching of English; each language possesses its own unique patterns, constructs, and pairings with the culture from which it derived;
- e) To allow me to gain a wider instructional perspective in the teaching of Spanish in the areas of curriculum, instruction, assessment, and others;
- f) To enable me to collaborate more fully in all instructional areas with the Spanish faculty as they review, adjust, and enhance their curriculum to meet student needs and institutional requirements.

5) Benefits of the Proposed Project:

The proposed project has benefits to different recipients:

- a) It benefits students in the Spanish Program at Gavilan College to have an instructor who is keenly aware of the unique and most salient syntactical, morphological, and phonological structures and cultural foundations of the Spanish language. Such an instructor has versatility with the different basic patterns and literary approaches of Spanish and its culture and can give students the necessary background to understand and compare the linguistic patterns they are learning. An instructor with this kind of familiarity can easily connect the language structures to the cultural underpinnings of Spanish and provide a fuller picture of the context in which Spanish literary works of different genres developed –the historical and social movements and events in which the literature is encased.

- b) It benefits me directly to enhance my analysis of the Spanish language, its literature, and its cultural background. This semester-rich experience in Spanish will give me familiarity with its structures, patterns, and literature and make me more confident in my ability to develop specific teaching approaches to the teaching of Spanish. I have this familiarity in the teaching of English to speakers of other languages, ESL, and though the methodology of teaching language is really one, each language has its own uniqueness and its own specific strategies. Immersion into Spanish linguistics will allow me to more easily compare the different syntactical, morphological, phonological, and literary patterns of Spanish and English in order to teach Spanish more effectively.
- c) It benefits the Spanish Program because its faculty, the Fine Arts Department, and the supervising dean can more confidently count on a Spanish instructor that can deliver the high caliber of teaching expected in the Spanish Program. All of them can expect to have an instructor better able to collaborate with the Spanish faculty as needed.
- d) It benefits the ESL Department at this time of transition in the program as it considers how best to assign its faculty to fewer classes.
- e) It benefits the institution as a whole because my refreshed preparation in Spanish linguistics, Spanish literature, and Spanish teaching skills gives it the flexibility to assign me to the Spanish discipline.

Final Comments:

I have never applied for a sabbatical leave because there was always too much activity with the ESL Program and many demands on my time from the program and my teaching—activities required constant collaboration with my ESL colleagues and a continual foot in the classroom. Now I feel that I have a proposal worthy of consideration because it is something that I can do alone, does not impact the ESL department adversely, enhances my effectiveness as a full-time instructor who can teach ESL and Spanish, and refreshes my skills in the teaching of Spanish, giving me the confidence to assume new teaching responsibilities in Spanish. The sabbatical leave will allow me to immerse myself in Spanish and gain a much-needed infusion of Spanish linguistics and literature after many years of single-minded focus on ESL teaching. This intensive professional development opportunity will certainly enrich and expand my Spanish-teaching skills.

I will comply with my flex requirement outside of this proposal.

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No. II.12(b)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

TRIO/MESA Program

SUBJECT: Update on the TRIO Student Support Services Program and Mathematics Engineering Science Achievement Program (MESA).

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal: That the TRIO Student Support Service Program and MESA Program provide a 2016/2017 update to the Board.

Background:

MESA

The Mathematics, Engineering, Science Achievement (MESA) Community College Program provides science, technology, engineering and math (STEM) academic development to educationally disadvantaged undergraduate community college students so they will excel academically and transfer to four-year institutions in calculus-based majors.

TRIO Student Support Services


TRIO Student Support Services is a federally funded program designed to empower first generation, low-income, and/or disabled Gavilan College students as they prepare to obtain a two-year degree and/or transfer to a four-year university.

Budgetary Implications: None

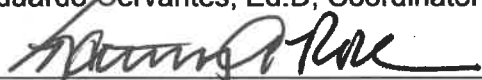
Follow Up/Outcome: None

Recommended By: Kathleen Moberg, Vice President, Student Services

Prepared By:


Eduardo Cervantes, Ed.D, Coordinator, TRIO SSS and MESA

Agenda Approval:


Dr. Kathleen A. Rose, Superintendent/ President

Gavilan Joint Community College District Governing Board Agenda

May 9, 2017

Consent Agenda Item No.

Academic Senate

Information/Staff Reports No. II.12 (c)

Discussion Item No.

Old Business Agenda Item No.

New Business Agenda Item No.

SUBJECT: Academic Senate Reorganization Update

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

The Interim Academic Senate president will provide an update on the following: a) efforts underway in reorganizing the Academic Senate to best meet its duties; b) introduce a Senate approved update to its constitution; voting by all faculty is underway for ratification of the update; c) provide an overview and timeline for the Academic Senate's efforts for the remainder of the semester.

Background:

In Spring of 2016, the Academic Senate began looking closely at its institutional role and analyzing how its organizational structure was functioning in helping it effectively meet its charge. Since then much research, analysis and subsequent actions have ensued. Thus far what has resulted is the updating of some of its standing committee bylaws, realignment of some of its resources and the ongoing efforts to reorganize the Academic Senate. Currently underway: updating its constitution and bylaws; better aligning its committees with institutional committees; developing proposals for reallocation of and/or requesting additional resources for the Academic Senate.

Budgetary Implications:

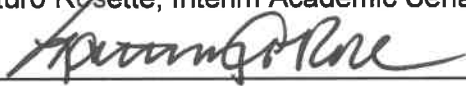
Follow Up/Outcome:

An update as to the Academic Senate progress regarding these efforts will be provided.

Recommended By: Dr. Michele Bresso, Vice President of Academic Affairs

Prepared By: Dr. Arturo Rosette, Interim Academic Senate President

Agenda Approval:



Dr. Kathleen A. Rose, Superintendent/President

CONSTITUTION OF THE GAVILAN COLLEGE ACADEMIC SENATE

ARTICLE I: NAME AND AUTHORITY

This organization shall be known as the Gavilan College Academic Senate, and it functions by the authority of the Gavilan College Board of Trustees and the State of California statutes.

ARTICLE II: PURPOSE

The purpose of this organization shall be to:

1. Represent the interests and concerns of the faculty in academic and related professional matters through recommendations to the administration and governing board of the college.
2. Promote excellence in teaching and learning.
3. Promote communication, collegiality, and mutual understanding within the institution and the community.
4. Provide representation to the Academic Senate of California Community Colleges.

ARTICLE III: MEMBERSHIP

Section 1: "Faculty" shall be defined as full-time and part-time classroom/non-classroom personnel whose positions do not require an administrative or supervisory credential, and/or whose salaries are determined by the faculty salary schedule.

Section 2: Senators who are part-time must be under faculty contract during their tenure on the senate.

Section 3: Any member of the faculty is eligible to be elected to the Academic Senate.

Section 4: Academic Senate Representatives

4.1 The Academic Senate shall consist of a minimum of fourteen elected members. Additional members may be added in accordance with the bylaws.

4.2 The Academic Senate shall include at least one full-time at-large representative elected in accordance with the bylaws.

4.3 The Academic Senate shall include at least one part-time at-large representative elected in accordance with the bylaws.

Section 5: Other members

5.1 The Gavilan College Faculty Association (GCFA) President shall serve as a non-voting ex-officio member of the Academic Senate.

5.2: The Past President shall serve the Academic Senate in an ex-officio capacity for one semester subsequent to his/her term as President.

ARTICLE IV: OFFICERS

Section 1: The officers shall be the President, Vice-President, Secretary, and such other officers as the Academic Senate deems necessary.

Section 2: The officers of the Academic Senate shall be compensated during their tenure in office in accordance with the GCFA contract and as set forth in the bylaws.

ARTICLE V: ELECTION AND TERMS OF OFFICE

Section 1: Senators

1.1 The election of senators shall be in accordance with Academic Senate bylaws. Each year one half of the senate membership will be elected in order to maintain staggered terms.

1.2 The terms for senators, including at-large senators, shall be two years with no term limits.

Section 2: Officers

2.1: The election of officers shall be held in accordance with Academic Senate bylaws.

2.2: New officers shall assume their positions on July 1st.

2.3 The terms of office for officers shall be two years. An officer may not serve in the same position for more than two consecutive terms, after which s/he must skip a term before running for the same office again.

Section 3: Senate vacancies shall be filled in accordance with Academic Senate bylaws.

ARTICLE VI: MEETINGS

Section 1: The President of the Senate shall hold as many regular meetings of the Academic Senate as are necessary to conduct the business of the senate.

Section 2: Special Meetings

2.1 The President of the Senate may call special meetings of the senate as necessary.

2.2 The President of the Senate shall call a special meeting if requested by four or more senators.

2.3 The President of the Senate shall call a special meeting if petitioned-to do so by ten percent or more of the faculty.

Section 3: All Academic Senate meetings shall be open to the public in accordance with the Brown Act.

ARTICLE VII: COMMITTEES

Section 1: Academic Senate committees shall be formed to conduct business that falls within the jurisdiction of the senate in accordance with its bylaws.

Section 2: Duties, responsibilities and organization shall be determined when committees are established.

Section 3: Faculty appointments to college committees, panels, councils or other body requiring faculty participation in shared governance, except in the area of negotiations, shall be made by the Academic Senate in accordance with its bylaws.

Section 4: All appointees shall bring matters of concern promptly to the Senate and report regularly.

ARTICLE VIII: ORDER OF BUSINESS AND PARLIAMENTARY PROCEDURES

Except for the stipulation of the GCFA President as a non-voting member, the most recent edition of Robert's Rules of Order, Newly Revised, shall be the authority on the order of business and parliamentary procedures in both regular and special meetings.

ARTICLE IX: RATIFICATION OF THE CONSTITUTION

This constitution shall be ratified by a two-thirds majority of all faculty exercising their right to vote. Voting shall be by ballot with written or e-mailed proxies accepted. The Gavilan Joint Community College District Board of Trustees shall be notified at the earliest possible board meeting upon ratification of the constitution.

ARTICLE X: AMENDMENTS

Amendments to this constitution may be proposed at any regular or special meeting of the faculty called by the Senate. The proposed amendments must be filed with the Senate Secretary and be distributed to the faculty no later than ten days before voting. Voting shall be by ballot with written or e-mailed proxies accepted. Amendments to the constitution shall be ratified by a two-thirds majority of all faculty exercising their right to vote. The Gavilan Joint Community College District Board of Trustees shall be notified at the earliest possible board meeting upon ratification of amendments.

BYLAWS OF THE GAVILAN COLLEGE ACADEMIC SENATE

Approved on 4-25-17

ARTICLE I: AUTHORITY AND RESPONSIBILITIES

Section 1: Powers and Function

Title 5 of the California Code of Regulations, Division 6, Chapter 4, Subchapter 2, Article 2, Section 53200 defines the powers, rights, and responsibilities of the Academic Senate in California Community Colleges. This stipulates that the District Governing Board shall consult collegially with the Academic Senate when developing policies regarding academic and professional matters by using either or both of the following methods, according to its own discretion: 1. Rely primarily upon the advice and judgment of the Academic Senate; 2. That the District Governing Board, or such representatives as it may designate and the representatives of the Academic Senate shall have the obligations to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendation.

- 1.1 The Academic Senate shall present recommendations to the President/Superintendent of Gavilan College and shall have the right, after such presentation, to lay its views directly before the Board on any matter pertaining to the academic and professional matters of the college as defined in Title V of the California Code of Regulations.
- 1.2 As such, the Academic Senate shall serve an advisory role to the administration and Board on all academic and professional matters including the following:
 1. Curriculum, including establishing prerequisites and placing courses within disciplines.
 2. Degree and certificate requirements.
 3. Grading policies.
 4. Educational program development.
 5. Standards or policies regarding student preparation and success.
 6. District and college governance structures, as related to faculty roles.
 7. Policies for faculty professional development activities.
 8. Processes for program review.
 9. Process for institutional planning and budget development.
 10. Faculty roles and involvement in accreditation process, including self-study and annual reports.
 11. Other academic and professional matters as mutually agreed upon between the governing Board and the Academic Senate.
- 1.3 The Academic Senate shall make all appointments of faculty to college-wide committees.
- 1.4 A CSEA department assistant will be provided by the college for the Academic Senate to take minutes.

ARTICLE II: DUTIES OF ACADEMIC SENATE OFFICERS

Section 1: Duties of the Academic Senate President

- 1.1 Preside at all meetings convened by the Academic Senate.
- 1.2 Consult collegially with the Board of Trustees, President's Council and other appropriate forums concerning the views of the faculty on any relevant matters when directed to do so by the Academic Senate.
- 1.3 Sit with the Board of Trustees at the Board's invitation. If such invitation is not forthcoming, the Academic Senate President or a representative shall attend Board meetings.
- 1.4 Represent the Academic Senate on the President's Council.
- 1.5 Vote upon motions brought before the Academic Senate bodies when his/her vote will change the result.
- 1.6 To aid the Academic Senate President in the performance of her/his duties, s/he shall be granted two-fifths (2/5) reassigned time, adequate equipment and college services, and office space.
- 1.7 Make all faculty appointments to Gavilan College committees, in consultation with the Academic Senate Steering Committee, including college governance committees, faculty selection committees, tenure review committees and task forces.
- 1.8 Direct the overall operation of the Academic Senate office and authorize the expenditure of the Academic Senate budget.
- 1.9 Represent the Academic Senate as the official voting delegate, in person or by proxy, at all meetings of the State Academic Senate.
- 1.10 Meet on a regular basis with the College President to discuss matters of mutual concern with the Academic Senate.
- 1.11 Carry out all directives of the Academic Senate and serve as the chairperson of the Academic Senate Steering Committee.
- 1.12 Organize Academic Senate and Steering Committee meetings: prepare agendas, review minutes of previous meetings, coordinate the distribution of information to senators, provide supplemental information needed for clarification of agenda items and contact resource speakers who need to attend Academic Senate meetings for informational purposes.
- 1.13 Be conversant about information of concern to the Academic Senate.

1.14 During the times of the year when the Academic Senate does not hold regular meetings, the Academic Senate President and the Academic Senate Executive Committee shall be empowered to make decisions for the Academic Senate as outlined in Article XI, Section 1 of these bylaws.

Section 2: Duties of the Academic Senate Vice-President of Academic Affairs

2.1 Serve as the presiding officer at Academic Senate meetings in the absence of the Academic Senate President.

2.2 Be responsible for compiling and disseminating appropriate Academic Senate information to the faculty related to Academic Affairs.

2.3 Monitor minutes of Institutional Standing Committees related to Academic Affairs such as Budget, Strategic Planning, Institutional Effectiveness Committees or other institutional committees under the purview of the College Vice President of Academic Affairs as assigned by the Academic Senate President.

2.4 Review and report on accreditation documents, grant proposals and other documents related to academic affairs sent from the college to various state agencies which require the Academic Senate's signature.

2.5 Perform such functions and duties as directed by the Academic Senate President or the Academic Senate Steering Committee.

2.6 Work closely with the Academic Senate President to learn the functions of that office.

2.7 Sit as a member of and regularly attend meetings of the Academic Senate and the Academic Senate Steering Committee.

2.8 *Desirable Duties:*

2.8.1 Attend at least one State Academic Senate Institute and/or Plenary Session (s) per year.

2.8.2 Be a member of and/or attend at least one Institutional Standing committee or Academic Senate Standing committee.

2.8.3 Aid in drafting position papers or letters.

2.8.4 Review and propose updates to the New Faculty Handbook.

2.8.5 Annually Review Board Policies and Administrative Procedures that pertain to Academic Affairs and present recommendations to the Academic Senate.

2.9.6 Meet on a regular basis with the College Vice-President of Academic Affairs to discuss matters of mutual concern with the Academic Senate.

Section 3: Duties of the Academic Senate Vice-President of Student Success

3.1 Serve as the presiding officer at Academic Senate meetings in the absence of the Academic Senate Vice-President of Academic Affairs.

- 3.2 Be responsible for compiling and disseminating appropriate Academic Senate information to the faculty related to Student Success.
- 3.3 Monitor minutes of Institutional Standing Committees related to Student Success and other committees under the purview of the College Vice-President of Student Services as assigned by the Academic Senate President.
- 3.4 Review and report on Student Success documents, grant proposals and other documents related to Student Success sent from the college to various state agencies which require the Academic Senate's signature such as the Equity Plan and Student Success and Support Program Plan. Interact with Associated Students of Gavilan College as appropriate.
- 3.5 Perform such functions and duties as directed by the Academic Senate President or Academic Senate Steering Committee.
- 3.6 Sit as a member of and regularly attend meetings of the Academic Senate and the Academic Senate Steering Committee.
- 3.7 *Desirable Duties:*
 - 3.7.1 Attend at least one State Academic Senate Institute and/or Plenary Session (s) per year.
 - 3.7.2 Be a member of and/or attend at least one Institutional Standing Committee or Academic Senate Standing Committee.
 - 3.7.3 Aid in drafting position papers or letters.
 - 3.7.4 (Create) Review and propose updates to the New Senator Handbook
 - 3.7.5 Annually Review Board Policies and Administrative Procedures that pertain to Student Success and present recommendations to the Academic Senate.
 - 3.7.6 Meet on a regular basis with the College Vice-President of Student Services to discuss matters of mutual interest.

Section 4: Duties of the Academic Senate Secretary/Treasurer

- 4.1 Serve as the presiding officer in the absence of the Academic Senate Vice-President of Student Success.
- 4.2 Be responsible for recording, publishing, and distributing the minutes of all Academic Senate generated meetings.
- 4.3 Be responsible for the correspondence of the Academic Senate.
- 4.4 Monitor attendance at Academic Senate meetings and report to the Academic Senate excessive absences from Academic Senate members.
- 4.5 Assist the Academic Senate President with the preparation of Academic Senate meeting minutes, the correction of the minutes and distribution as necessary.

- 4.6 Prepare a tentative budget and present it to the Academic Senate for adoption.
- 4.7 Periodically review expenditures of the Academic Senate and report as appropriate.
- 4.8 Sit as a member and regularly attend meetings of the Academic Senate and the Academic Senate Steering Committee.
- 4.9 Update the Academic Senate website and maintaining records of Academic Senate actions including Senator terms and Academic Senate and Institutional committee appointments.
- 4.10 *Desirable Duties:*
 - 4.10.1 Attend at least one State Academic Senate Institute and/or Plenary Session (s).
 - 4.10.2 Be a member of and/or attend at least one Institutional Standing committee or Academic Senate standing committee.

Section 5: Duties of the Academic Senate Past President

- 5.1 Serve as the presiding officer at Academic Senate meetings in the absence of the Secretary/Treasurer.
- 5.2 For the semester immediately following their term as Academic Senate President, serve as a member of the Academic Senate and the Academic Senate Steering committee with full privileges, rights and responsibilities.
- 5.3 Provide the Academic Senate with a historical perspective when such information is appropriate and/or requested.

Section 6: Duties of Academic Senate Senators

- 6.1 Attend all Academic Senate meetings.
- 6.2 Represent the needs and opinions of their constituents to the Academic Senate.
- 6.3 Perform liaison functions with governance committees as assigned. These may include: Budget, Department Chairs, Distance Education, District Technology, Equity, Health and Safety, and Grounds and Facilities committees.
- 6.4 Regularly inform their constituents as to the business and actions of the Academic Senate.
- 6.5 Perform other duties as assigned by the Academic Senate President.
- 6.6 At-large Senators (both FT and PT) shall serve on the Academic Senate Steering Committee.

Section 7: Institutional and Academic Senate Standing Committee Academic Senate Liaisons

7.1 As part of establishing a working Academic Senate, Institutional and Academic Senate Standing Committee liaisons shall be appointed by the Academic Senate President in consultation with the Academic Senate Steering committee. Academic Senate liaisons shall establish collegial communications with the designated committee and keep abreast of issues of importance to the Academic Senate. Academic Senate liaisons shall report as necessary at Academic Senate meetings.

ARTICLE III: ELECTION PROCEDURES

Section 1: Election of Officers and At-Large Academic Senate Seats

- 1.1 The Academic Senate shall form a three-member Election Committee comprised of Academic Senate members. Members of this committee cannot be candidates in the election.
- 1.2 The Election Committee shall send a call to all faculty for a declaration of candidacy for all Academic Senate Officer seats as well as for the Full-time and Part-time Academic Senate seats at least seven instructional days prior to the election.
- 1.3 The call, which must be in writing, shall explain the duties, required documents, desirable qualifications, the deadline for submission of candidacy and the date of the election.
- 1.4 The required documents for candidacy must include a letter of interest from the candidate as well as any other supporting documentation supported by the call.
- 1.5 The call for candidates shall close two instructional days prior to the election.
- 1.6 The Elections Committee shall request the election for Academic Senate Officers as an action item for the first regular Academic Senate meeting following the call for candidates period but no later than the last regular Academic Senate meeting of the last Fall semester prior to the new officers assuming office.
- 1.7 The Elections Committee shall be responsible for putting forth a ballot to the Academic Senate at such meeting. The position of Academic Senate President shall be the first item on the ballot. If there is no candidate for Academic Senate President at the time, the Academic Senate shall direct the Election Committee to, in accordance to these bylaws, initiate the election procedure again until a candidate for Academic Senate President is identified.
- 1.8 All Academic Senate members have the ability to vote for Academic Senate Officers except as outlined otherwise in the Academic Senate Constitution and these bylaws.
- 1.9 The candidate with the majority of Academic Senate votes shall be the Academic Senate President-elect. If more than one candidate is under consideration, the Academic Senate shall continue to vote until one of the candidates receives a majority vote of Academic

Senate members present at the meeting.

- 1.10 All newly elected officers will be highly encouraged to attend all regular Academic Senate meetings during the Spring semester prior to their taking office in an effort to learn the responsibilities and duties of their office and the general Academic Senate direction.
- 1.11 If officers other than that of President have no candidates, the newly elected Academic Senate President, in consultation with the Academic Senate Steering committee shall appoint a faculty member to serve the full term of vacant officer seats.
- 1.12 For the purpose of the Academic Senate Bylaw changes for Spring 2017, the Election Procedures shall be as follows:

The election process will be the same as Section 1.1 through 1.11 with exception that the deadline for the election will be the final Academic Senate meeting of Spring 2017. If there is no candidate for Academic Senate President, the Election Committee will be directed by the Academic Senate to extend the nomination process over the summer. Once the Election Committee has identified a candidate for Academic Senate President it will request that the Academic Senate Past President call a Special Meeting. This Special Meeting shall have an action item solely for the purpose of electing a new Academic Senate President and Officers.

Section 2: Election of Senators

- 2.1 The Academic Senate shall establish and maintain staggered terms; one half of the Academic Senate seats are elected each year.
- 2.2 This process shall commence with Fall 2017. Departments, whose seats will expire in December 2017, will be asked to elect new senators for a two-year term. The second Academic Senate seat cohort will follow this same process for their departments in Spring 2018 for their terms to begin Fall 2018.
- 2.3 The Academic Senate President shall notify each department at the beginning of the Spring semester of Academic Senate seats whose terms are expiring at the end of the academic year.
- 2.4 Department Chairs will be responsible for conducting the department elections.
- 2.5 Department elections shall be held no later than the end of the Spring semester. The results shall be reported to the Academic Senate President prior to the beginning of summer break.
- 2.6 New Senators will assume office at the first regular meeting of the Fall semester. At a minimum each of the following twelve departments, shall be responsible for conducting an election to select their senator (s):

Fine Arts

Natural Sciences
English
Social Science
Business and CSIS
Career Technical Education
Allied Health
Counseling
Library
Kinesiology/Athletics
English as a Second Language
Disability Resource Center

2.7 If a department fails to elect a senator, the Department Chair is asked to be responsible for assuming that seat until their department elects a new senator.

ARTICLE IV: ACADEMIC SENATE RESOURCES

The following individuals shall be non-voting resources of the Academic Senate and be afforded a reporting item on every regular Academic Senate meeting agenda:

College President
College Vice-President of Academic Affairs
College Vice-President of Student Services
Associated Students of Gavilan College Representative

ARTICLE V: VACANCIES AND RECALLS

Section 1: Academic Senate Seats

- 1.1 If a department senatorial seat becomes vacant, the appropriate department shall elect a new senator within two weeks following the declaration of a vacancy.
- 1.2 If a department fails to elect a senator, the department chair of that department shall be asked to be responsible for assuming that position, with full rights and responsibilities, until the department can elect a member.
- 1.3 If the Full-time At-large Academic Senate seat becomes vacant, the Academic Senate President shall, in consultation with the Academic Senate Steering Committee, appoint a replacement as soon as possible.
- 1.4 If the Part-time At-large Academic Senate seat becomes vacant, the Academic Senate President shall, in consultation with the Academic Senate Steering Committee, appoint a replacement as soon as possible.

Section 2: Academic Senate President Vacancy

- 2.1 If the Academic Senate presidency is vacated, the Academic Senate shall elect a new Academic Senate President in accordance with the election procedures of these bylaws. The Vice-President shall serve as Interim President prior to the election.
- 2.2 If a new Academic Senate President cannot be elected due to a lack of candidates after the first election cycle, the Academic Senate Vice-President of Academic Affairs shall have the option of serving as Academic Senate President for the remainder of the term and be compensated accordingly in a pro-rated manner.
- 2.3 If the Academic Senate Vice-President of Academic Affairs is unwilling or unable to ascend to the office of Academic Senate President according to Section 2.2 above, the Academic Senate Vice-President of Student Success shall have the option of serving as Academic Senate President for the remainder of the term and be compensated accordingly in a pro-rated manner.
- 2.4 If neither the Academic Senate Vice-President of Academic Affairs nor the Academic Senate Vice-President of Student Success are willing or able to ascend to the office of Academic Senate President, then the Election Committee shall initiate elections procedures outlined in Article III, Section 1 of these bylaws.

Section 3: Officer Vacancy

- 3.1 If an Academic Senate Officer seat becomes vacant, the Academic Senate President shall, in consultation with the Academic Senate Steering Committee, appoint a replacement for the remainder of the term and the new Officer shall be compensated, when applicable, in a pro-rated manner.

ARTICLE VI: RESIGNATIONS AND REMOVALS FROM OFFICE

Section 1: Senators

- 1.1 Academic Senate resignations must be submitted in writing to the Academic Senate President.
- 1.2 A senator shall be removed from office on written petition of two-thirds or more of the department faculty members s/he represents. The resulting vacancy shall be addressed according to the provisions of Article V, Section 1 of these bylaws.
- 1.3 A two-thirds majority of the Academic Senate may recommend removal of any senator who misses two consecutive Academic Senate meetings or who fails to meet minimum Academic Senate responsibilities as outlined in Article II, section 6. Such removal may be initiated by any senator at any regularly scheduled Academic Senate meeting. Notification

of the removal shall be made in writing to the appropriate electing body by the Academic Senate President. The resulting vacancy shall be addressed according to the provisions of Article V, Section 1 of these bylaws.

1.4 A two-thirds majority of the Academic Senate may recommend removal of any Academic Senate Officer that misses two consecutive regular Academic Senate meetings or who fails to meet minimum Academic Senate responsibilities as outlined in Article II, sections 1-5. Such removal may be initiated by any senator at any regularly scheduled Academic Senate meeting. Notification of the removal shall be made in writing to the appropriate Officer. The resulting vacancy shall be addressed according to the provisions of Article III, Section 1 of these bylaws.

1.5 If the electing body does not replace the absent senator within the time frame outlined in this document, the Academic Senate President may appoint a qualified faculty member to fill the vacant position for the remainder of the term.

ARTICLE VII: COMMITTEES

Section 1: Standing and ad hoc committees

1.1 Standing and ad hoc committees shall be established as the need arises and with the approval of the Academic Senate. The Academic Senate shall have the power to create such committees as it deems necessary, and such committees shall be known as "Academic Senate Standing Committees." Members will be appointed by the Academic Senate from within the Academic Senate, or if desired, from outside the Academic Senate.

Section 2: Academic Senate Standing Committees

2.1 In accordance with Board Policy 2510, the Academic Senate primary function is to make recommendations to the administration of the College and the Board of Trustees with respect to academic and professional matters. In order to fulfill this function, the Academic Senate establishes the following Academic Senate Standing Committees:

1. Curriculum Committee
2. Faculty Professional Learning Committee
3. Learning Council
4. Academic Senate Steering Committee
5. Equivalency Committee
6. Executive Committee

2.2 Each Academic Senate Standing committee shall define and adopt its own procedures, subject to approval by the Academic Senate and restrictions contained in the bylaws and other regulations of the Academic Senate. Each committee shall establish quorum requirements consistent with requirements of the Academic Senate bylaws.

2.3 An Academic Senate Standing Committee's primary functions and bylaws shall be

included as an appendix to these bylaws and reviewed annually by both the committee and the Academic Senate Steering Committee.

- 2.4 All authority and responsibilities of these Academic Senate Standing Committees shall be exercised through the Academic Senate Steering Committee. Academic Senate Standing Committees may appoint sub-committees or work groups, which are responsible to the parent committee.
- 2.5 Upon the creation of a new Academic Senate Standing Committee or the pending vacancy or vacancies of an existing committee for members other than the chairperson, the Academic Senate President, in the name of the entire Academic Senate, shall notify all faculty of the vacancy or vacancies. This notice must include the specific goals and purposes of the committee and the specific responsibilities of the committee members.
- 2.6 Faculty appointments to all Academic Senate Standing Committees must be approved by the Academic Senate by a simple majority vote.
- 2.7 Nothing in this process can conflict with the Gavilan College Hiring Policy.
- 2.8 At the Academic Senate's discretion and in consultation with the Associate Students of Gavilan College, students may be appointed to committees. Student representatives may have the same voting privileges as faculty members.

Section 3. Ad Hoc Committees

- 3.1 The Academic Senate may form and recommend membership of ad hoc committees as needed to conduct Academic Senate business. The following ad hoc committees are of special significance to the Academic Senate:
 1. Non-credit Instruction
 2. Faculty of the Year

Section 4: Shared Governance Committees

- 4.1 Shared governance committees are a reflection of the spirit and requirement of AB 1725 shared governance. AB 1725 not only enables, but demands faculty participation in the governance of matters at the local district level. Doing so ensures necessary faculty input on matters concerning the development of sound policy and maintenance of quality academic standards. Consequently, active membership and participation on shared governance committees is essential to the charge of the Academic Senate and the mission of the District.
- 4.2 The official institutional Shared Governance Standing Committees requiring faculty participation shall be identified in the College Shared Governance Handbook.
 - 4.2.1 Other collegial institutional governing committees involving shared governance that will involve faculty participation may include: Accreditation, Educational Master Plan,

Equal Opportunity Employment (EEO), Enrollment Management, Distance Education and Strategic Planning.

- 4.3 Any member of the faculty of Gavilan College shall be eligible for appointment to membership on committees, and all committee appointments shall be made by the Academic Senate President in consultation with the Academic Senate Steering Committee and with the consent of the Academic Senate.
- 4.4 Academic Senate Standing Committee chairpersons shall be appointed by the President of the Academic Senate in consultation with the Academic Senate Steering Committee. Chairpersons of Standing Committees, in addition to being members of the Academic Senate Steering Committee, shall serve as liaisons between the committee and the Academic Senate and shall make regular committee reports to the Academic Senate.
- 4.5 All committee actions shall be submitted to the Academic Senate for evaluation followed by acceptance, return to the committee for reconsideration, or other appropriate action prior to going to the next higher level and/or the Board of Trustees.
- 4.6 The Academic Senate President shall notify all faculty of chairperson opportunities one full semester prior to the end of the incumbent chairperson's term ending. Such a call shall request letters of interest outlining qualifications for the faculty member wanting to assume the position of chairperson.
- 4.7 The appointment (s) of committee chairperson shall be made at the beginning of Spring semester when possible.
- 4.8 If a committee chairperson position becomes vacant during a chairperson's term, the Academic Senate President, in consultation with the Academic Senate Steering Committee, shall appoint a chairperson for the remainder of that term.

Section 6: Academic Senate Steering Committee

6.1 Members of the Steering Committee include:

- Academic Senate President
- Academic Senate Vice-President of Academic Affairs
- Academic Senate Vice-President of Student Success
- Academic Senate Secretary/Treasurer
- Academic Senate Past President (one semester following their presidency)
- Full-time, At-large Senator
- Part-time, At-large Senator
- Faculty Professional Learning Committee chairperson
- Curriculum Committee chairperson
- Learning Council chairperson
- Institutional Effectiveness Committee chairperson
- Department Chair Committee Co-chair (faculty)
- Distance Education Committee chairperson

Academic Senate Equivalency Committee chairperson
President of Gavilan College Faculty Association or designee.

6.2 Functions of the Academic Senate Steering Committee:

The Academic Senate Steering Committee shall have general supervision of the affairs of the Academic Senate between its regular business meetings, determine the hour and place of Academic Senate meetings, make recommendations to the Academic Senate, and help set the agenda for Academic Senate meetings. The Academic Senate Steering Committee shall strive to meet once a month during the Fall and Spring semesters.

6.3 Duties of Academic Senate Steering Committee:

6.3.1 Give direction to the Academic Senate.

6.3.2 Act as advisor to the Academic Senate President.

6.3.3 Help set the agenda for Academic Senate meetings.

6.3.4 Recommend to the Academic Senate faculty appointments for governance, standing committees, selection committees and special task forces.

6.3.5 Define and recommend the goals of the Academic Senate each year.

6.3.6 Form and recommend membership of ad hoc committees to the Academic Senate.

6.3.7 Monitor and report on the activities of governance, standing and ad hoc committees.

6.3.8 Report on State Academic Senate Fall and Spring Institutes and/or Plenary Sessions.

6.3.9 Assist with the orientation of new full-time and part-time faculty.

6.3.10 Evaluate and make recommendations pertaining to the effectiveness of the Academic Senate and Academic Senate Standing Committees at the end of each year.

6.3.11 Review the Academic Senate constitution and bylaws each year and make recommendations to the Academic Senate.

6.4 The Academic Senate Steering Committee may establish “Ad-Hoc” committees or “Work Groups” to accomplish specific tasks. Upon completion of these tasks, these committees or groups may be dissolved or approved as a standing committee. Membership on ad-hoc committees or groups shall be approved by a majority vote of a quorum of the Academic Senate.

Section 7: Academic Senate Executive Committee

7.1 Members of the Academic Senate Executive Committee:

Academic Senate President

Academic Senate Vice-President of Academic Affairs

Academic Senate Vice-President of Student Success

Academic Senate Secretary/Treasurer

7.2 Functions of the Academic Senate Executive Committee:

The Academic Senate Executive Committee shall have general supervision of the affairs of the Academic Senate during times when the Academic Senate is on recess and take actions as outlined in Article XI, Section 1.1 of these bylaws.

ARTICLE VIII: EMERGENCY

If circumstances requiring Academic Senate action should arise which are not provided for in the Academic Senate Constitution or these bylaws, the Academic Senate may take any necessary action by two-thirds vote of the Academic Senate.

ARTICLE IX: MEETINGS

Section 1: Scheduled Meetings

1.1 The Academic Senate shall strive to meet at least two times each month during the Fall and Spring semesters.

Section 2: Special Meetings

2.1 Special meetings may be called at the discretion of the Academic Senate President or by four or more Academic Senate members and in accordance to Brown Act requirements.

ARTICLE X: QUORUM

Section 1: Academic Senate Quorum

1.1 A quorum of the Academic Senate shall consist of one more than 50% of the number of Senators that comprise the Academic Senate. For the purposes of establishing quorum, all elected officers present shall count towards the quorum count.

Section 2: Academic Senate Action

2.1 Any action taken by the Academic Senate shall be by a majority vote with the exception of those actions noted in these bylaws requiring greater majorities.

ARTICLE XI: DECISION MAKING DURING RECESS

Section 1: Meetings During Semester Breaks

1.1 During school breaks the Academic Senate shall go on recess and the Academic Senate Executive Committee shall meet as needed. During such times, the Academic Senate President, in consultation with the Academic Senate Executive Committee, has the power to make decisions on behalf of the Academic Senate and subject to later approval by the Academic Senate. All such actions must be reported to the Academic Senate for their information as soon as is feasible. During time when school is not in regular session, a written report to senators and/or faculty will be made of any significant actions taken. At no other time shall individuals or committees make decisions on behalf of faculty without

prior consent and subsequent approval by the Academic Senate.

ARTICLE XII: ADOPTION AND AMENDMENTS

Section 1: Bylaws Review

1.1 Senators and the Academic Senate Steering Committee, on an annual basis, shall review the Academic Senate bylaws with members of their departments and bring to the Academic Senate suggestions for changes.

Section 2: Bylaws Amendment

2.1 These bylaws may be amended by a two-thirds vote of the Academic Senate. Proposed amendments shall be distributed to all faculty for informational purposes at least seven days prior to Academic Senate action.

ACTION ITEMS

OLD BUSINESS

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

Office of Academic Affairs

SUBJECT: Curriculum – English 1A

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board approve a curriculum change to English 1A English Composition.

Background:

This action item was tabled by the Board at the April 11, 2017 meeting. The board requested additional information on the proposed course's impact on students, fiscal impact, and impact on faculty load.

Budgetary Implications:

None.

Follow Up/Outcome:

Gavilan College English faculty recommended that the department's ENGL 1A course be increased from 3 to 4 units. This recommendation and subsequent curriculum change was approved by the Curriculum Committee on March 27, 2017. Per Trustees' request, information about the changes will be presented by English Department faculty and the Dean.

Recommended By: Dr. Kathleen Rose, Superintendent/President

Prepared By: _____


Dr. Michele M. Bresso, Vice President of Academic Affairs

Agenda Approval: _____


Dr. Kathleen A. Rose, Superintendent/President

COURSE OUTLINE

COURSE: ENGL 1A

DIVISION: 10

ALSO LISTED AS:

TERM EFFECTIVE: Fall 2017

CURRICULUM APPROVAL DATE: _____

SHORT TITLE: Composition

LONG TITLE: Composition

<u>Units</u>	<u>Number of Weeks</u>	<u>Type: Contact Hours/Week</u>	<u>Total Contact Hours</u>
4	15	Lecture: 4	60
		Lab: 0	
		Other: 0	
		Total: 4	

COURSE DESCRIPTION:

English 1A is a composition course which focuses on the development and application of the academic writing process. Students read and assess models of expository, analytical, and argumentative prose to learn techniques of effective writing. Students practice strategies for planning, drafting, sharing, and revising essays in a variety of rhetorical modes. Students apply critical reading skills to the evaluation of source material in the development of a thesis-driven, research-supported essay. To create the research essay, students apply techniques in organizing, developing, and crafting prose which supports their arguments and balances outside sources with their own voices as writers.

PREREQUISITE: English 250 and English 260 or equivalent with grade of 'C' or better or satisfactory score on the English placement examination.

PREREQUISITES:

(Completion of ENGL 250, as UG, with a grade of C or better.
AND Completion of ENGL 260, as UG, with a grade of C or better.) OR
(Completion of ENGL 250, as UG, with a grade of C or better.
AND Score of 22 on CTEP Reading)
OR
(Completion of ENGL 260, as UG, with a grade of C or better.
AND Score of 22 on CTEP Writing)

STUDENT LEARNING OUTCOMES:

(1) Apply analytical reading strategies, such as summarizing, annotating, inferring, paraphrasing, synthesizing, and responding to texts, including identifying and evaluating the author's thesis, methods of support, audience, tone, and recognize bias

Measure: Out-of-class essays (such as analytical essay or rhetorical analysis), in-class essay exams, reader-response journals, directed in-class writing, infographics, and/or Annotated Bibliography/Works Cited.

PLO: 1, 2, 3, 4, 5

ILO: 1, 2, 3, 4, 5, 6

GE-LO: A1, A2, A3, A4, A5, A6, A, C1, C2, C3, C4, C6, C7

Year Assessed: 2016

(2) Utilize readings from texts, recognize effective rhetorical appeals and strategies for specific audiences and purposes; integrate key passages, quotes, and summary from readings as support for a variety of writing tasks, such as expository writing, sustained analytical essays, timed essay exams, and/or research writing.

Measure: Out-of-class essays (such as an expository essay, analytical essay, rhetorical analysis, and/or research paper). Other measures may include in-class essay exams, reader-response journals, and/or reading quizzes.

PLO: 1, 2, 3, 4, 5

ILO: 1, 2, 3, 4, 5, 6

GE-LO: A3, A4, A5, C1, C2, C3, C4

Year Assessed: 2016

(3) Compose a variety of thesis-driven expository and analytical essays that use the readings as models; show an awareness of and write according to rhetorical features, such as purpose, audience, unity, coherence, emphasis, and rhetorical appeals; and apply the conventions of standard English as stylistically appropriate, demonstrating college-level use of the language, as well as clarity and grammatical proficiency in writing.

Measure: Out-of-class essays and research paper. Other measures may include in-class essay exams.

PLO: 1, 2, 3, 4, 5

ILO: 1, 2, 3, 5, 6

GE-LO: A3, A4, A7, A8, A9, C1, C2, C3, C4

Year Assessed: 2016

OR

(Completion of ENGL 250, as UG, with a grade of C or better.

AND Completion of SSCI 270A, as UG, with a grade of C or better.) OR

(Completion of ENGL 250, as UG, with a grade of C or better.

AND Completion of SSCI 270B, as UG, with a grade of C or better.) OR

(Completion of SSCI 270A, as UG, with a grade of C or better.

AND Score of 22 on CTEP Writing)

OR

(Completion of SSCI 270B, as UG, with a grade of C or better.

AND Score of 22 on CTEP Writing)

OR

(Score of 22 on CTEP Reading

AND Score of 22 on CTEP Writing)

OR

(Completion of ENGL 250P, as UG, with a grade of C or better.

AND Completion of ENGL 260P, as UG, with a grade of C or better.) OR

(Score of 3350 on Accuplacer English Reading

AND Completion of ENGL 250, as UG, with a grade of C or better.) OR

(Score of 1450 on Accuplacer English Writing

AND Completion of ENGL 260, as UG, with a grade of C or better.) OR

(Score of 1450 on Accuplacer English Writing

AND Completion of SSCI 270A, as UG, with a grade of C or better.) OR

(Score of 1450 on Accuplacer English Writing

AND Completion of SSCI 270B, as UG, with a grade of C or better.) OR

(Score of 1450 on Accuplacer English Writing

AND Score of 3350 on Accuplacer English Reading)

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

72 - Dist. Ed Internet Delayed

(4) Recognize and practice steps in the writing process (prewriting, organizing, developing, composing, revising, editing, and peer reviewing). Transfer and repurpose acquired writing process skills and information to tackle new writing challenges within and beyond English 1A.

Measure: Out-of-class essays, in-class essay exams, directed in-class writing, and/or peer review workshops.

PLO: 4, 5

ILO: 1, 2, 3, 4, 5, 6

GE-LO: A3, A4, A5, A7, C1, C2, C3, C4

Year Assessed: 2016

(5) Plan and construct an original research project through developing a hypothesis, synthesizing information, constructing an argument, and applying research techniques, such as locating, evaluating and summarizing sources, and integrating research findings into an MLA formatted annotated works cited and research essay.

Measure: Research proposal, Annotated Bibliography/Works Cited, research essay (8-10 pages with a minimum of five sources). Other measures may include visual organization and synthesis of research findings, seminar, and/or presentation.

PLO: 1, 2, 3, 4, 5

ILO: 1, 2, 3, 4, 5, 6

GE-LO: A3, A4, A5, A7, A8, A9, C1, C2, C3, C4, C6, C7

Year Assessed: 2016

PROGRAM LEARNING OUTCOMES:

1. Examine a variety of expository and literary texts and demonstrate in writing or speech the comprehension, analysis, and interpretation of those texts;
2. Compose a variety of literary and expository texts for a variety of purposes and audiences, applying the conventions of standard English as stylistically appropriate;
3. Recognize and discuss the social, cultural, theoretical, and historical contexts of text written in the English language and tradition;
4. Analyze and interpret texts written in English, formulating theses and defending the thesis with appropriate support in a sustained argument;
5. Develop a vocabulary of literary terms, theories, and critical methods for interpreting texts.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

3 HOURS

CONTENT: Introduction to the course and its goals, particularly the importance of strong writing skills—including formatting and assignment guidelines and ethics for college-level writing and classroom etiquette.

ASSIGNMENTS: Review of syllabus, class discussion and/or lecture, diagnostic essay, MLA lecture and/or quiz, and/or assigned instructional readings with lecture.

STUDENT PERFORMANCE OBJECTIVES: To become familiar with the requirements and expectations of the course.

7 HOURS

CONTENT: Learn and practice summarizing and paraphrasing college-level essays, including deciphering main ideas and supporting points; apply inference; synthesize content and ideas from various readings; recognize and analyze bias; individually, with partners, and/or in small groups, examine college-level essays and research articles, discussing and identifying main ideas and supporting points and composing paraphrases and summaries of reading texts using own words; construct, propose, and evaluate validity of inferences based on texts in writing and during small group and whole class discussions; utilize graphic organizers and other strategies to synthesize content and ideas from multiple readings, especially works in support of the research paper.

ASSIGNMENTS: Read and annotate various college-level texts, take notes on reading assignments. Other assignments may include responses to reading journal prompts and/or reading comprehension questions, reader-response journals, out-of class essays (analytical essay and/or rhetorical analysis), in-class essay exams, gathering and evaluating research, and/or summaries and paraphrases for Annotated Bibliography/Works Cited.

STUDENT PERFORMANCE OBJECTIVES: Decipher, explain, and paraphrase main ideas and supporting points; practice utilizing tools for reading comprehension; create an effective summary; respond effectively in writing to college-level reading texts; construct inferences from reading texts; formulate synthesis of multiple reading texts; decipher bias; gain communication and interaction skills

8 HOURS

CONTENT: Introduction to and practice of effective reading and response to reading strategies with a college-level, book-length work; learn and employ note taking strategies, such as annotation, graphic organizers, seminar worksheets, and/or golden lines; recognize and practice reading for a purpose; read a full-length text (either fiction or non-fiction) and discuss in small

and large groups, working to build a community of readers by sharing metacognitive conversations and personal reading strategies; practice critical reading and thinking skills including synthesis and analysis; utilize research skills to enhance reading comprehension; analyze for rhetorical or literary devices appropriate to text, such as tone, mood, bias, figurative language, and/or symbolism; analyze the reading as a piece of writing, recognizing the various rhetorical strategies employed by the writer and practice using said strategies in own writing.

ASSIGNMENTS: Read and annotate a book-length text. Other assignments may include class discussion, group activities, reader-response journals, reading quizzes, directed in-class writing, in-class essay exam(s), out-of-class essays, and/or research paper.

STUDENT PERFORMANCE OBJECTIVES: Learn and practice utilizing tools for reading comprehension of a book-length text; employ effective use of annotation skills; respond effectively in writing to college-level reading texts; create a reading community; recognize purpose when reading college-level texts; conduct outside research to enhance contextual comprehension; practice rhetorical reading strategies and examine the text in order to better understand the connection between reading and writing at the college level; read with the intent to write, such as pulling passages in order to defend a thesis.

5 HOURS

CONTENT: Introduction to rhetorical appeals and strategies for specific audiences and purposes; identify and evaluate the rhetorical choices writers make to produce a text; concisely and accurately explain and critique information and ideas from readings; use information obtained from readings as context and support for individual writing purposes; understand and evaluate various patterns of development aimed at specific audiences and for specific purposes, such as narration, description, exemplification, compare and contrast, process analysis, cause and effect, definition, classification and division; devise strategies for effective appeals to specific audiences and for specific purposes.

ASSIGNMENTS: Class discussion and/or lecture, reading selections from an anthology, out-of-class essays, reader-response journals, reading quizzes, in-class essay exams, and/or research paper.

STUDENT PERFORMANCE OBJECTIVES: Differentiate between and analyze the effectiveness of different patterns of development for specific audiences and purposes. Practice responding to and evaluating rhetorical choices that writers make. Demonstrate critical thinking when responding to and critiquing the information from assigned readings with the ability to use deduced information as support and/or context for individual writing purposes.

6 HOURS

CONTENT: Introduction to the parts of the essay and essay development, such as strong/weak thesis statements, introductions, body paragraphs, and conclusions; utilizing a writing approach that takes into account rhetorical features, such as purpose, audience, unity, coherence, emphasis, and rhetorical appeals; use assigned readings as models for individual writing strategies; provide appropriate context for a strong thesis statement that is supported with sufficient evidence and/or explanation that leads smoothly toward a concluding final point or synthesis of ideas; introduction to college-level use of English; demonstrate clarity, style, and grammatical proficiency in writing; cite in MLA format.

ASSIGNMENTS: Out-of-class essays and research paper. Other assignments may include class discussion and/or lecture, reading selections from an anthology, group activities, directed in-class writing, reader-response journals, and/or in-class essay exams.

STUDENT PERFORMANCE OBJECTIVES: Apply this knowledge of essay structure when writing essays, specifically utilizing rhetorical features as appropriate as well as demonstrating college-level use of the English language in addition to clarity and grammatical proficiency. Practice MLA format for citation.

8 HOURS

CONTENT: Introduction to and repeated practice in the writing process, with the goal of finding the method(s) that best suit individual needs and/or writing situations; introduction to reading essay prompts and understanding assignment/prompt requirements; demonstrate an understanding of brainstorming and prewriting methodologies, such as discussion, directed writing and/or freewriting, using active evaluation to build upon or assert a relationship between generated ideas while moving in the direction of a tentative thesis statement; exploration of various organizational strategies, such as mapping and outlining, showing a awareness in effective climatic ordering of ideas that lead from introduction to conclusion; utilizing tools for development by incorporating relevant details, examples, quotes, and/or evaluation to best support the thesis statement; utilize these tools to then compose a draft that addresses the prompt and/or assignment requirements; learn the necessity for and benefits of the revision process, including an understanding of the distinction between content revision and sentence-level editing; engage in peer review workshops, providing and receiving feedback from peers.

ASSIGNMENTS: Class discussion and/or lecture, out-of-class essays, and research paper. Other assignments may include in-class essay exams, directed in-class writing, small group activities, peer review workshops, and/or required assistance from the Writing Center.

STUDENT PERFORMANCE OBJECTIVES: Apply this overall understanding of the writing process to a variety of writing tasks with the ability to reevaluate the needed tools to successfully

complete writing assignments in and beyond English 1A. Gain awareness of the the parts of an essay and how the parts work together to create meaning. Understand the need for and get repeated practice in revision and editing techniques.

8 HOURS

CONTENT: Introduce the elements of argument and the appeals to readers; examine argumentative/persuasive readings, debates, speeches, etc. and identify and evaluate argumentative/persuasive technique; articulate an argument that takes a stand on an issue and/or argues with another's position; compose a written argument that provides appropriate context for an argumentative thesis statement that is supported with sufficient and relevant evidence and/or explanation that leads smoothly toward a concluding final point or synthesis of ideas while cognitively utilizing the elements of argument and demonstrating a college-level use of English, clarity, style, and grammatical proficiency in writing; cite in MLA format.

ASSIGNMENTS: Out-of-class essays and research paper. Other assignments may include class discussion and/or lecture, class debates, small group activities, in-class essay exams, reader-response journals, and/or reading quizzes.

STUDENT PERFORMANCE OBJECTIVES: Understand effective appeals within argumentative writing, and apply this knowledge selectively and successfully to essay writing while demonstrating college-level use of the English language in addition to clarity and grammatical proficiency. Practice in MLA format for citation.

15 HOURS

CONTENT: Introduction to the steps in the research process, beginning with narrowing a topic and developing a tentative thesis; learn and understand research techniques, such as finding and locating sources, evaluating their credibility and benefit, and summarizing them accurately; construct an original argument (revising tentative thesis) that incorporates those sources into a research essay and cites sources correctly in MLA format; apply organizational strategies to create a presentation, slideshow, video, and/or infographic to synthesize and share research findings; revise research essay based upon feedback from teacher and/or classmates.

ASSIGNMENTS: Research proposal (which includes a topic-selection process), Annotated Bibliography/Works Cited, and the final research paper cited in proper MLA format (8-10 pages with a minimum of five sources). Other assignments may include a research paper draft, visual organization and synthesis of research findings, presentation of research, and/or seminar.

STUDENT PERFORMANCE OBJECTIVES: Apply steps in the research process. Choose and incorporate sources into college-level, rhetorically effective prose. Practice in MLA format for citation.

METHODS OF INSTRUCTION:

1. Lecture, class discussion, group activities
2. Directed in-class writing assignments that emphasize the writing process—brainstorming, prewriting, outlining, revision, editing, and/or peer review workshops
3. Out-of-class essays and an argumentative research paper
4. Essay exams, reading quizzes, and/or reader-response journals
5. Reading and discussion of essays, articles, and/or speeches, a book-length work. Other college-level readings may include short stories and/or poetry.
6. Student presentations

METHODS OF EVALUATION:

CATEGORY 1 - Required writing assignments:

Percent range of total grade: 70% to 80%

- Four out-of-class essays, minimum of four pages each
- Research Paper, minimum of eight pages, minimum five sources
- Research Paper: In-depth topic proposal
- Research Paper: Annotated Bibliography/Works Cited

CATEGORY 2 - Other assignments that allow for demonstration of skill and knowledge:

Percent range of total grade: 20% to 30%

- Class participation, discussion, and/or seminar
- In-class essay exam(s)
- Readings (combined with reader-response journals, reading quizzes, class discussion, seminar, and/or group activities)
- Reader-response journals
- Reading quizzes
- Directed in-class writing
- Presentations

REPRESENTATIVE TEXTBOOKS:

***Between Worlds: A Reader, Rhetoric and Handbook*, 7th edition, by Susan Bachmann and Melinda Barth. Pearson, 2011.**

List price: \$124.75 on Amazon

Description from publisher: “This immediately engaging composition resource features a thematically-organized collection of readings, a modes-based rhetoric, and a concise handbook. *Between Worlds* opens with more than 75 multi-genre readings reflecting the human condition of being “in between”—generations, cultures, genders, perceptions, points of view. A research chapter with information on using and documenting sources emphasizes the importance of reading, critical thinking, and analysis in all writing.” This text contains a preface chapter about critical reading and a six-chapter rhetorical section (including one chapter on the modes), a four-chapter handbook section, plus five chapters of readings arranged thematically. The readings range from popular culture to relationships to public controversies.

***The Curious Writer (Concise Edition)*, 5th edition, by Bruce Ballenger. Pearson, 2016.**

List price: \$81.90 on Amazon

The strength of this text is its emphasis on writing (and reading & seeing) as inquiry: it stresses discovery, questioning, and social context rather than hollow formulas for writing. That being said, it also includes chapters on personal essays, reviews, proposals, arguments, ethnographic essays, research papers, and more. It is very well written, & it’s attractively designed despite its bulk in its longer version. (It’s about 650 pages in the long version, which can accommodate a full-year writing sequence; the concise version is about 450 pages.) The longer version contains about 50 readings and a 75-page handbook; the concise version has about half the readings and no handbook. The concise version was well received by TAs who used it in 2009-2010.

***Patterns for College Writing with 2016 MLA Update: A Rhetorical Reader and Guide*, by Laurie G. Kirszner. Bedford/St. Martin’s, 2016.**

List price \$66.66 on Amazon

Description from publisher: “Patterns also has the most comprehensive coverage of the writing process in a rhetorical reader with a five-chapter mini-rhetoric; the clearest explanations of the patterns of development; and the most thorough support for students of any rhetorical reader. With loads of exciting new readings and updated coverage of working with sources, *Patterns for College Writing* helps students as no other book does. There’s a reason it is the best-selling reader in the country.” The portions devoted to writing instruction are clear, accessible, and fairly thorough, organized around the stages of the writing process and writing the modes. Readings cover a broad range of perspectives, from Malcolm X to Stanley Fish to George Orwell. Newer readings bring in discussion of such popular trends as “friending” on Facebook.

***Everything's an Argument with 2016 MLA update*, by Andrea A. Lunsford and John J. Ruskiewicz. Bedford /St. Martin's, 2016.**

With readings \$50.73 on Amazon

The title says it all. The book offers extensive coverage of pathos/ethos/logos and focused chapters on several types of argument, including arguments of fact, of definition, and of cause (and one on arguing through humor). The text also features chapters on proposals, evaluations, rhetorical style, fallacies, use of sources, documentation, and more. The book comes in a "brief edition" without readings and a longer version with seven chapters of argumentative readings, on stereotypes, friendship, bilingualism, food & water, religion, campus diversity, and work. Both editions are visually "hip" and solidly academic.

***They Say, I Say: The Moves That Matter in Academic Writing*. Gerald Graff and Cathy Birkenstein. Norton, 2014.**

List Price: \$25.30 on Amazon

Publisher description: "The book that demystifies academic writing, teaching students to frame their arguments in the larger context of what else has been said about their topic— and providing templates to help them make the key rhetorical moves. The best-selling new composition book published in this century, in use at more than 1,000 schools, *They Say / I Say* has essentially defined academic writing, identifying its key rhetorical moves, the most important of which is to summarize what others have said ("they say") to set up one's own argument ("I say"). The book also provides templates to help students make these key moves in their own writing. The Second Edition includes a new chapter on reading that shows students how to read for the larger conversation and two new chapters on the moves that matter in the sciences and social sciences." Students seemed to find it quite accessible and even sort of hip, with a lively, humorous style. Very thorough coverage of how to join the public discourse, incorporating other people's ideas and words. No handbook or discussion of research.

REPRESENTATIVE BOOK-LENGTH TEXTS:

The Handmaid's Tale by Margaret Atwood, Anchor, 1998.

My Year of Meats by Ruth Ozeki, Viking Press, 1999.

Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser, Harper Collins, 2002.

Oryx and Crake by Margaret Atwood, Anchor, reprint edition May 2004.

When She Woke by Hillary Jordan, Algonquin Books, 2012.

Biopunk by Marcus Wohlsen, Penguin Group, 2012.

The Enchanted by Rene Denfeld, Harper Perennial, 2015.

The Birth of the Pill by Jonathon Eig, W. W. Norton & Company, 2015.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV A2, effective 200670

CSU GE:

CSU A2, effective 200670

IGETC:

IGETC 1A, effective 200670

CSU TRANSFER:

Transferable CSU, effective 200670

UC TRANSFER:

Transferable UC, effective 200670

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: ENGL2

CAN Sequence: ENGL SEQ A

CSU Crosswalk Course Department: ENGL

CSU Crosswalk Course Number: 1A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000325411

Sports/Physical Education Course: N

Taxonomy of Program: 150100

Course Completion Rates by Year

Limits:

Course Completion
ENGL1A
2015-16

Target Population(s)	The # of credit courses students enrolled in & were present in or on census day in Fall	The # of courses in which students earned an A, B, C, or credit	The % of courses passed (earned A, B, C, or credit) out of the credit courses students enrolled in & were present in on census day	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*	
African-Am	8	4		50%	54%	-4
Asian	11	9		82%	54%	+28
Filipino	5	4		80%	54%	+26
Hispanic	237	129		54%	54%	0
Native Am	5	1		20%	54%	-34
Other	3	2		67%	54%	+13
Unknown	921	494		54%	54%	0
White	74	41		55%	54%	+1
All Students	1,264	684		54%	N/A	
Female	710	400		56%	54%	+2
Male	544	281		52%	54%	-2
Unknown	10	3		30%	54%	-24
Current or former foster youth	45	22		49%	54%	-5
Individuals with disabilities	71	37		52%	54%	-2
Low income students***	805	428		53%	54%	-1
Veterans	32	13		41%	54%	-13

* The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group (the last column on the right).

Course Completion Rates by Year

Limits:

Course Completion
ENGL1A
2014-15

Target Population(s)	The # of credit courses students enrolled in & were present in or on census day in Fall	The # of courses in which students earned an A, B, C, or credit	The % of courses passed (earned A, B, C, or credit) out of the credit courses students enrolled in & were present in on census day	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
African-Am	17	7	41%	58%	-16
Asian	14	11	79%	58%	+21
Filipino	18	15	83%	58%	+26
Hispanic	292	160	55%	58%	-3
Native Am	7	5	71%	58%	+14
Other	4	4	100%	58%	+42
Unknown	797	447	56%	58%	-1
White	115	78	68%	58%	+10
All Students	1,264	727	58%	N/A	
Female	665	396	60%	58%	+2
Male	594	330	56%	58%	-2
Unknown	5	1	20%	58%	-38
Current or former foster youth	31	17	55%	58%	-3
Individuals with disabilities	68	43	63%	58%	+6
Low income students***	841	461	55%	58%	-3
Veterans	38	27	71%	58%	+14

* The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group (the last column on the right).

Course Completion Rates by Year

Limits:

Course Completion

ENGL1A

2013-14

Target Population(s)	The # of credit courses students enrolled in & were present in or on census day in Fall	The # of courses in which students earned an A, B, C, or credit	The % of courses passed (earned A, B, C, or credit) out of the credit courses students enrolled in & were present in on census day	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
African-Am	23	7	30%	55%	-24
Asian	24	13	54%	55%	0
Filipino	14	5	36%	55%	-19
Hispanic	460	221	48%	55%	-7
Native Am	5	3	60%	55%	+5
Other	4	1	25%	55%	-30
Pacific Islander	2	2	100%	55%	+45
Unknown	482	296	61%	55%	+7
White	190	110	58%	55%	+3
All Students	1,204	658	55%	N/A	
Female	622	371	60%	55%	+5
Male	570	280	49%	55%	-6
Unknown	12	7	58%	55%	+4
Current or former foster youth	29	15	52%	55%	-3
Individuals with disabilities	75	46	61%	55%	+7
Low income students***	791	413	52%	55%	-2
Veterans	22	13	59%	55%	+4

* The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group (the last column on the right).

Course Completion Rates by Year

Limits:

Course Completion
ENGL1A
2012-13

Target Population(s)	The # of credit courses students enrolled in & were present in or on census day in Fall	The # of courses in which students earned an A, B, C, or credit	The % of courses passed (earned A, B, C, or credit) out of the credit courses students enrolled in & were present in on census day	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
African-Am	19	7	37%	56%	-19
Asian	29	18	62%	56%	+6
Filipino	26	16	62%	56%	+6
Hispanic	573	300	52%	56%	-3
Native Am	8	5	63%	56%	+7
Other	7	2	29%	56%	-27
Pacific Islander	6	5	83%	56%	+28
Unknown	124	67	54%	56%	-2
White	297	186	63%	56%	+7
All Students	1,089	606	56%	N/A	
Female	573	348	61%	56%	+5
Male	512	254	50%	56%	-6
Unknown	4	4	100%	56%	+44
Current or former foster youth	22	10	45%	56%	-10
Individuals with disabilities	57	27	47%	56%	-8
Low income students***	702	387	55%	56%	-1
Veterans	22	11	50%	56%	-6

* The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group (the last column on the right).

Course Completion Rates by Year

Limits:

Course Completion
ENGL1A
2011-12

Target Population(s)	The # of credit courses students enrolled in & were present in or on census day in Fall	The # of courses in which students earned an A, B, C, or credit	The % of courses passed (earned A, B, C, or credit) out of the credit courses students enrolled in & were present in on census day	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
African-Am	31	22	71%	61%	+10
Asian	29	19	66%	61%	+5
Filipino	23	17	74%	61%	+13
Hispanic	579	348	60%	61%	-1
Native Am	9	6	67%	61%	+6
Other	11	7	64%	61%	+3
Pacific Islander	8	6	75%	61%	+14
Unknown	44	25	57%	61%	-4
White	325	192	59%	61%	-2
All Students	1,059	642	61%	N/A	
Female	596	381	64%	61%	+3
Male	456	255	56%	61%	-5
Unknown	7	6	86%	61%	+25
Current or former foster youth	16	4	25%	61%	-36
Individuals with disabilities	35	22	63%	61%	+2
Low income students***	640	381	60%	61%	-1
Veterans	24	12	50%	61%	-11

* The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the yellow boxes and used to calculate the equity gap for each group (the last column on the right).

University Name	Semester 1	Semester 2	Total Required Units of Freshman Composition
SJSU	1A critical reading emphasis	1B research emphasis	6.0
SFSU	114 or 104/105 stretch critical thinking, reading/writing, research	214 flexible r&w skills for academic inquiry, fine tuning research	6.0 or 9.0 with stretch
CSUMB	211 semester one (embedded in a discipline)	211 semester two	8.0
Sonoma State	100A/B One full year IRW	But can test directly into 101 (varied academic writing, five plus essays)	6.0 units (3.0 x 2) OR 4.0 for 101
Chico State	English 130I academic writing	Plus 1.0 c/nc writing workshop if test scores are low	3.0 or 4.0 with support class
CSU East Bay	1001 critical analysis and argumentation	1002 emphasis on RP	6.0
Fresno State	English 5A/B	English 10	6.0 stretch or 3.0, most students steered toward 6
Stan State	1001 first-year composition	1002 first-year comp computer assisted instruction	3.0 or 4.0
Humboldt State	102 + 103 starts small and builds up to 5-7 page papers	104 accelerated (students choose based on test scores as well as informed self-placement)	6.0 with stretch or 3.0 accelerated Can also take 2.0 unit support class
San Diego State	RWS 100, 200	RWS 101/103 (same with tutoring class attached with 8 required sessions)	6.0 for a year 7.0 if sem one is taken with tutoring
Long Beach	100 analytical, thesis-driven writing	101 research paper emphasis	6.0
Cal State LA	100 or 101S (with structured support) focus on critical reading	102 focus on research paper	8.0 (4 each sem) or 9.0 with support class
UC Berkeley	Reading and Comp A	Reading and Comp B	4.0 units, taught in disciplines
UC Santa Cruz	Comp 1 (intro to university discourse)	Comp 2 (rhetoric and inquiry)	10.0 quarter units
UC Santa Barbara	Writing 1 Approaches to University Writing	Writing 2 Academic Writing	8.0 quarter units
UCLA	English Comp2	English Comp 2I	10.0 quarter units

English 1A Success Rates at a Few California Campuses

Please note: Success rates can only be gathered from the campuses themselves. We called out to a few schools before winter break and heard back from these:

Campus	4-Unit English IA Success Rates	Contact
Berkeley City College	65%	Jennifer Lowood jlowood@peralta.edu
Fresno City College	2011-12 70.1% 12-13 70.7% 13-14 67.7% 14-15 63.8% 15-16 64.6%	Kenneth Chacon kenneth.chacon@fresnocitycollege.edu
Solano Community College	66%	Melissa Reeve Melissa.Reeve@solano.edu

Reading Specific Content Hours

Issue: English 1A is a reading-intensive course. Students are required to read college-level essays and full-length texts in addition to writing several compositions. With our current three-unit 1A course, there is not enough classroom time to engage in effective classroom reading practices. Necessary critical thinking, metacognition, inquiry, and communication skills are sacrificed in our current model to focus on writing-specific practices. Ultimately, this sacrifice effects best writing practices as time constraints limit the instructor’s ability to help students work out the critical connections between reading and writing.

Resolved: Increasing English 1A to four units makes possible classroom time necessary to engage in best classroom practices for college-level reading and writing.

<i>from Framework for Success in Postsecondary Writing</i>	Time-on-Task, 4-unit English 1A: Framework-Related Best Practices, Reading Specific
<p>Habits of Mind for Success In and Beyond English 1A</p> <p>Curiosity—the desire to know more about the world. Curiosity is fostered when writers are encouraged to</p> <ul style="list-style-type: none"> • Use inquiry as a process to develop questions relevant for authentic audiences within a variety of disciplines <p>Openness—the willingness to consider new ways of being and thinking in the world. Openness is fostered when writers are encouraged to</p> <ul style="list-style-type: none"> • Examine their own perspective to find connections with the perspectives of others; • Practice different ways of gathering, investigating, developing, and presenting information. 	<p>Examples of types of application:</p> <p>In small groups students are asked to form text-general and text-specific inquiries for an essay such as “A Modest Proposal” by Jonathan Swift. Reading-based inquiries promote critical thinking and synthesis of ideas across time and texts and help generate insights for writing.</p> <p>Class time needed: 25 minutes (repeatable; repeating with new readings recommended)</p> <p>Openness to new ideas is fostered inside of an academic intellectual community engaged in discourse generated from reading. In small groups or whole class seminars, students share inferences and perspectives on an essay such as “Driving While Black” by Gary Webb. Students arrive to class with annotations, including connections and inquiries. Instructor facilitates Socratic seminar. After seminar, instructor directs discourse toward discernable writing conventions, such as bias, tone, and/or thesis in “Driving While Black.”</p> <p>Class time needed: minimum 30 minutes (repeatable; repeating with new readings recommended)</p>

Engagement—a sense of investment and involvement in learning. Engagement is fostered when writers are encouraged to

- make connections between their own ideas and those of others;
- find meanings new to them or build on existing meanings as a result of new connections.

Creativity—the ability to use novel approaches for generating, investigating, and representing ideas. Creativity is fostered when writers are encouraged to

- take risks by exploring questions, topics, and ideas that are new to them;
- use methods that are new to them to investigate questions, topics, and ideas.

Reading and writing are not isolated activities with fixed predetermined outcomes, but students are often handicapped by believing and experiencing both activities as such. Participating in small group work deciphering main ideas and supporting points in an essay such as Amy Tan's "Mother Tongue" not only enables students to practice inference and paraphrase, it opens the reading and writing process to support multiple interpretations. Students also learn their experiences (many as 1.5 generation learners) are shared not only by the author but by each other. This kind of activity prepares students for utilizing outside texts in their own essays.

Class time needed to unpack reading for inferences and main ideas and supporting points: min. 25 minutes (repeatable; repeating with new readings recommended)

Reading, writing, and research are all creative activities. Academic playfulness is a concept that highlights process and exploration while engaging in weighty academic discourse. Graphic organizers, as one example of a tool to promote this kind of "playfulness," enable students to open a reading and to experience creative distance in order to see texts and ideas in new ways and through others' eyes. Successful academic writing cannot happen without risk-taking and the creative process involves exploring intellectual territory unknown to the writer before the writing happens. Using a Venn diagram to compare and contrast themes, topics, main ideas, and supporting points for three different but related readings promotes strong reading skills while introducing the kind of creative thinking necessary to students making discoveries and taking full ownership of their ideas. Practice synthesizing multiple readings also prepares students for their research essay.

Class time needed: minimum 30 minutes

Persistence—the ability to sustain interest in and attention to short- and long-term projects. Persistence is fostered when writers are encouraged to

- grapple with challenging ideas, texts, processes, or projects.

Responsibility—the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others. Responsibility is fostered when writers are encouraged to

- recognize their own role in learning;
- act on the understanding that learning is shared among the writer and others.

Students are inclined to persist with challenging texts and short- and long-term projects when they experience a reading-generous classroom environment. A reading-generous classroom treats reading assignments as primary to preparation and inspiration for writing assignments. In the reading-generous classroom, significant time-on-task is devoted each class time to unpacking texts through hands-on student-centered activities (see examples above and below). Students are afforded the time and facilitated through activities that promote contemplation, the respectful “sitting with” big ideas and big questions to allow a natural unfolding of ideas and deepening of understanding. Reading-generous classroom environments surprise the instructor as s/he experiences little need to tell students what and how to think about a reading. When there is not enough time to provide students with scaffolded reading activities, instructors often end up unpacking the reading for students, an ineffective and disempowering strategy—research does not support this “old” way of teaching, but time-constraints often necessitate it.

Class time: minimum. 25 mins per class

Responsibility entails the ability and the willingness to respond to a situation. When classroom environments cultivate this ability through direct experiential meaningful practice in responding to the texts, ideas, tasks, and each other, students become willing to participate, engage, and take risks. Think Tanks is one way writing activities can bank on previous reading activities. In a Think Tank, students sit together in a seminar. The author presents his or her topic, the driving inquiry for his or her essay, and a working thesis, then falls silent. Peers offer insights while the author listens in and takes notes. Students are banking on previous practice engaging in texts and the ideas that live inside

Responsibility (continued)—the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others. Responsibility is fostered when writers are encouraged to

- recognize their own role in learning;
- act on the understanding that learning is shared among the writer and others.

Metacognition—the ability to reflect on one’s own thinking as well as on the individual and cultural processes and systems used to structure knowledge. Metacognition is fostered when writers are encouraged to

- examine processes they use to think and write in a variety of disciplines and contexts

texts. The student-author becomes no different from any author published or otherwise in the class. Creative distance, another practice cultivated through reading activities, enables the student-author to listen in with curiosity to the discussion of ideas and to gain a crucial understanding of audience. Students live the experience of writing as dialogue which reverses the myth that writing is an isolated activity with a fixed predetermined outcome.

Class time: minimum 30 minutes for each Think Tank

Metacognition is developed through reading activities as students are continually asked to “think out loud” with each other in small group and whole class discussions and individually by writing in the margins of the text (or on post-it notes or quote journals or other writing activities). This continuous practice fosters an inner witness, so students begin to reflect on their own thinking without effort. Most reading homework assignments require note-taking or journaling on what one is thinking while reading. These notes and journals are utilized in reading activities in class.

Class time: minimum 30 minutes to teach metacognition strategies (repeatable; repeating with new readings recommended)

	3-unit English 1A (time-on-task)	4-unit English 1A (time-on-task)
Parts of the Essay	Introduction to the parts of the essay—thesis statements, introductions, body paragraphs, conclusions—usually limited to one class period or broken down into brief lectures given over the course of several sessions. Further instruction is often given to writing effective thesis statements.	Introduction to and repeated practice in writing the parts of the essay—thesis statements, introductions, body paragraphs, and conclusions. Extra emphasis given to structure, unity, and coherence.
The Writing Process	Introduction to the writing process—brainstorming, outlining/mapping, drafting, and revising—usually limited to one in-class lecture with occasional reminders throughout the semester. Some instructors use several class periods for peer review (to encourage revision).	Introduction to and continuous, guided practice throughout the semester in the writing process—brainstorming, outlining/mapping, drafting, sharing (peer review), and revising. Additional instruction dedicated to a college-level use of English, clarity, style, and grammatical proficiency in writing.
Rhetorical Devices & Patterns of Development	Introduction to rhetorical devices, including audience & purpose and the various patterns of development.	Introduction to rhetorical devices and patterns of development. Additional instruction given to show students how to effectively devise strategies for effective appeals to specific audiences and for specific purposes.
Elements of Argument	Overview of argumentative appeals. Exploration of cultural myths, etc. Students are encouraged to articulate an argument that takes a stand on an issue.	Introduction to argumentative appeals. Exploration of cultural myths, etc. with an emphasis on critical thinking and challenging personal bias. Additional instruction given to show students how to effectively devise strategies in writing that utilize the elements of argument and show a sophisticated level of critical thinking.
Research	2-3 class periods are used to introduce the assignment and go over research strategies or instructors use Lib200. (Students are expected to retrieve additional assistance from the library staff on their own.)	6+ class periods used to introduce and provide guided practice in the steps in the research process, beginning with narrowing a topic and developing an effective thesis statement that shows original thinking. Students will learn and understand research techniques—including locating credible sources and quoting concisely and effectively. Through an Annotated Works Cited, students will show their ability to evaluate credibility and benefit and summarize accurately. Instructors may (or are encouraged to) use the assistance of library resources/staff to supplement their instruction of the research process.
Reading	Introduction to and repeated practice in recognizing effective rhetorical appeals and strategies for specific audiences and purposes in addition to identifying and evaluating the author's thesis, methods of support, audience, and tone. The book-length works are used similarly. A brief introduction to literary analysis is often introduced with the work of fiction. Small and large group discussions that explore and challenge the ideas presented in the readings.	Introduction to and repeated practice in the application of analytical reading strategies, such as summarizing, annotating, inferring, paraphrasing, synthesizing, and responding to texts, including identifying and evaluating the author's thesis, methods of support, audience, tone, and recognize bias. Introduction to and repeated practice in recognizing effective rhetorical appeals and strategies for specific audiences and purposes; integrating key passages, quotes, and summary from readings as support for various writing tasks. Through discussion in small and large groups, students build a community of readers by sharing metacognitive conversations and personal reading strategies.
Assignments	<ul style="list-style-type: none"> • Essays x4 (a minimum of 16 pages/approx. 4,000 words) • Research Paper (8-10 pages/approx. 2,000 words) • Optional essay, lengthier essays, and/or in-class essays (6 pages/approx. 1,500 words) 	<ul style="list-style-type: none"> • Essays x4 (a minimum of 16 pages/approx. 4,000 words) • Research Paper (8-10 pages/approx. 2,000 words) • Including and in-depth Topic Proposal & Annotated Works Cited • Optional essay, lengthier essays, and/or in-class essays (6 pages/approx. 1,500 words) • Weekly Reader Response Journals and/or Related Activities

Research Component in Accelerated English 1A

The English Department Acceleration proposal provides the College with a unique opportunity to improve success and retention across the board through a seven hour reading and writing course one level below transfer, English 250/260P, which covers academic reading, writing, and research, and a four hour first year composition course, English 1A, which covers analytic, argumentative, and researched writing. By immersing students in the practice of reading and writing, this program not only provides concentrated focus on English language skills but shortens the time a student must take to complete pre-college level course work. In this approach, students who have accumulated a skill deficit over the first twelve years of their education have the appropriate time on task to overcome the gap and get firmly grounded in reading and writing practices to successfully complete a college course of study.

The idea of a separate one unit information competency/literacy course in lieu of a four unit English 1A course brings with it several pitfalls. Created as a response to the rise of the Internet in the academic arena fifteen years ago, information competency focused on giving students the ability to use technology, to conduct precise searches, and the effectively evaluate sources. The world has changed in fifteen years, however, and today students are immersed in the use of technology resources to gather information on a daily basis, as the number of times students pull out their phones to find answers to classroom questions attests.

The process of instructing students in the research writing process involves more than finding and judging resources, however. In the research process, students must learn to sustain an idea for eight to ten pages of writing, to integrate research into that idea, and to provide correctly formatted citations. All these skills are traditionally taught in the English classroom, and the fact that computer resources are now part of the source material does not change the typical English classroom instruction about selecting sources with appropriate academic weight. The heart of the process, however, lies at the center, where students learn to purposefully construct a longer essay and integrate researched material into it, and that is where the skills and training of the English instructor is key.

There is an additional problem with a one hour instructional block that is attached to a course of study other than integrated into it, and that is the inevitable disconnection that occurs between the course and the add on. This problem was borne out in a Gavilan experiment where English 250 labs were scheduled throughout the week and students chose a lab time at their convenience. Even though the lab curriculum was designed to match the pace of the lecture component of the course, the lab did not seamlessly connect to the unique environment created by the individual instructors. Students came to view the labs as extra and unnecessary burdens as has been the case with the pilot English 200 classes. Ultimately, the labs were assigned to the lecture instructors which much better results; it is, in fact, the model that is still used today.

In all the discussion, it makes sense to remind ourselves that it is the purpose of teachers to teach and the purpose of librarians to provide access and support for the text, video and audio resources in the library. To increase library staffing to solve a teaching need is equivalent to putting teaching faculty at the reference desk to answer student questions; each could get by to a point, but without the specific training of each discipline, neither could group reach the finer points of the job. When one adds in the problem of where an information competency course attaches and realizes that not all students take either English 250 or English 1A, one can understand why this idea was defeated at Gavilan College fifteen years ago and why research is instead taught at each level of English as an integrated package.

The extra unit in English 1A improves the course by giving instructors the ability to effectively cover the short essay and the larger research work in one semester so that students have enough time to master both. Having the library in its established role as support in this process through library tours and individual student work with reference librarians is a time-honored partnership that can and should be augmented in the expanded curriculum model.

Framework for Success in Postsecondary Writing

Developed by
Council of Writing Program Administrators
National Council of Teachers of English
National Writing Project





The **Council of Writing Program Administrators (CWPA)** is a national association of writing professionals with professional responsibilities for or interests in developing and directing postsecondary writing programs in two-year and four-year institutions. Members include full- and part-time writing instructors; directors of writing, writing/communication across the curriculum programs, and writing centers; and department chairs, division heads, and deans. CWPA advocates, and helps its members advocate, for writers, writing teachers, and effective writing programs and provides mentoring, research, and resources to those administering postsecondary writing programs.

www.wpacouncil.org



The **National Council of Teachers of English (NCTE)** is a professional association of educators in English studies, literacy, and language arts. NCTE is devoted to improving the teaching and learning of English and the language arts at all levels of education. NCTE promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language.

www.ncte.org



The **National Writing Project (NWP)** is a network of educators working together to improve the teaching of writing in the nation's schools and other settings. NWP provides professional development to teachers in a variety of disciplines and at all levels, from early childhood through university. Founded in 1974, NWP is a network of more than 200 university-based sites located in all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. NWP serves more than 130,000 participants each year.

www.nwp.org



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Framework for Success in Postsecondary Writing

Developed by
**Council of Writing Program Administrators
National Council of Teachers of English
National Writing Project**

Introduction

The ability to write well is basic to student success in college and beyond. Students can become better writers when they have multiple opportunities to write in classes across the curriculum throughout their education—from elementary school through university.

Students' abilities to enroll in credit-bearing, college-level courses are increasingly associated with the idea of "college readiness." This document, written and reviewed by two- and four-year college and high school writing teachers nationwide, describes **habits of mind and experiences with writing, reading, and critical analysis** that serve as foundations for writing in college-level, credit-bearing courses. Students who come to college writing with these habits of mind and these experiences will be well positioned to meet the writing challenges in the full spectrum of academic courses and later in their careers.

This document takes as a central premise that teaching writing and learning to write are central to education and to the development of a literate citizenry. Writing development takes place over time as students encounter different contexts, tasks, audiences, and purposes.

Audience for the Framework

The primary audience for this Framework is instructors who teach writing and include writing in their classes at all levels and in all subjects. Additionally, because writing is of concern for those inside and outside education, audiences beyond the classroom—including parents, policymakers, employers, and the general public—also can use this document.

Context for the Framework

To describe the habits of mind and experiences that are central to success in college and beyond, this document uses language and ideas from research in academic fields such as composition and rhetoric, writing across the curriculum, and English education that focus on the development of writing, reading, and analysis abilities inside and outside of school. This Framework is also informed by statements from national organizations representing English language arts and writing instruction, K–college, including the Council of Writing Program Administrators (CWPA), the National Council of Teachers of English (NCTE), the Conference on College Composition and Communication (CCCC), and the National Writing Project (NWP). This Framework thus seeks to connect expectations across educational levels and institutions.

Because this Framework is concerned primarily with foundations for college-level, credit-bearing writing courses, it is based on outcomes included in the CWPA Outcomes Statement for First-Year

Executive Summary

The concept of “college readiness” is increasingly important in discussions about students’ preparation for postsecondary education.

This Framework describes the rhetorical and twenty-first-century skills as well as habits of mind and experiences that are critical for college success. Based in current research in writing and writing pedagogy, the Framework was written and reviewed by two- and four-year college and high school writing faculty nationwide and is endorsed by the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project.

Habits of mind refers to ways of approaching learning that are both intellectual and practical and that will support students’ success in a variety of fields and disciplines. The Framework identifies eight habits of mind essential for success in college writing:

- Curiosity – the desire to know more about the world.
- Openness – the willingness to consider new ways of being and thinking in the world.
- Engagement – a sense of investment and involvement in learning.
- Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
- Persistence – the ability to sustain interest in and attention to short- and long-term projects.
- Responsibility – the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others.
- Flexibility – the ability to adapt to situations, expectations, or demands.
- Metacognition – the ability to reflect on one’s own thinking as well as on the individual and cultural processes used to structure knowledge.

The Framework then explains how teachers can foster these habits of mind through **writing, reading, and critical analysis** experiences. These experiences aim to develop students’

- Rhetorical knowledge – the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts;
- Critical thinking – the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research;
- Writing processes – multiple strategies to approach and undertake writing and research;
- Knowledge of conventions – the formal and informal guidelines that define what is considered to be correct and appropriate, or incorrect and inappropriate, in a piece of writing; and
- Ability to compose in multiple environments – from traditional pen and paper to electronic technologies.

FRAMEWORK FOR SUCCESS IN POSTSECONDARY WRITING

Composition. Adopted (or adapted) by hundreds of two- and four-year institutions nationwide, the CWPA Outcomes Statement was developed by postsecondary writing instructors and scholars. (More information about the CWPA Outcomes Statement can be found at <http://wpacouncil.org/positions/outcomes.html>.) The Outcomes Statement expresses what students should know and be able to do at the end of a first-year composition or writing course, a common general education requirement at most two- and four-year institutions. This Framework identifies the habits of mind and the kinds of writing experiences that will best prepare students for success as they enter courses in which they will work to achieve those outcomes.

The responsibility for preparing students for college writing is shared by teachers, schools, students, and families. This document emphasizes what teachers and schools can do to foster and reinforce the habits of mind and experiences described on the following pages. At its essence, the Framework suggests that writing activities and assignments should be designed with genuine purposes and audiences in mind (from teachers and other students to community groups, local or national officials, commercial interests, students' friends and relatives, and other potential readers) in order to foster flexibility and rhetorical versatility. Standardized writing curricula or assessment instruments that emphasize formulaic writing for nonauthentic audiences will not reinforce the habits of mind and the experiences necessary for success as students encounter the writing demands of postsecondary education.

Habits of Mind

Habits of mind—ways of approaching learning that are both intellectual and practical—are crucial for all college-level learners. Beyond knowing particular facts or completing mandatory readings, students who develop these habits of mind approach learning from an active stance. These habits help students succeed in a variety of fields and disciplines. They are cultivated both inside and outside school. Teachers can do much to develop activities and assignments that foster the kind of thinking that lies behind these habits and prepare students for the learning they will experience in college and beyond. These habits include:

Curiosity – the desire to know more about the world.

Curiosity is fostered when writers are encouraged to

- use inquiry as a process to develop questions relevant for authentic audiences within a variety of disciplines;
- seek relevant authoritative information and recognize the meaning and value of that information;
- conduct research using methods for investigating questions appropriate to the discipline; and
- communicate their findings in writing to multiple audiences inside and outside school using discipline-appropriate conventions.

Openness – the willingness to consider new ways of being and thinking in the world.

Openness is fostered when writers are encouraged to

- examine their own perspectives to find connections with the perspectives of others;
- practice different ways of gathering, investigating, developing, and presenting information; and
- listen to and reflect on the ideas and responses of others—both peers and instructors—to their writing.

Engagement – a sense of investment and involvement in learning.

Engagement is fostered when writers are encouraged to

- make connections between their own ideas and those of others;
- find meanings new to them or build on existing meanings as a result of new connections; and
- act upon the new knowledge that they have discovered.

Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.

Creativity is fostered when writers are encouraged to

- take risks by exploring questions, topics, and ideas that are new to them;

FRAMEWORK FOR SUCCESS IN POSTSECONDARY WRITING

- use methods that are new to them to investigate questions, topics, and ideas;
- represent what they have learned in a variety of ways; and
- evaluate the effects or consequences of their creative choices.

Persistence – the ability to sustain interest in and attention to short- and long-term projects.

Persistence is fostered when writers are encouraged to

- commit to exploring, in writing, a topic, idea, or demanding task;
- grapple with challenging ideas, texts, processes, or projects;
- follow through, over time, to complete tasks, processes, or projects; and
- consistently take advantage of in-class (peer and instructor responses) and out-of-class (writing or learning center support) opportunities to improve and refine their work.

Responsibility – the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.

Responsibility is fostered when writers are encouraged to

- recognize their own role in learning;
- act on the understanding that learning is shared among the writer and others—students, instructors, and the institution, as well as those engaged in the questions and/or fields in which the writer is interested; and
- engage and incorporate the ideas of others, giving credit to those ideas by using appropriate attribution.

Flexibility – the ability to adapt to situations, expectations, or demands.

Flexibility is fostered when writers are encouraged to

- approach writing assignments in multiple ways, depending on the task and the writer's purpose and audience;
- recognize that conventions (such as formal and informal rules of content, organization, style, evidence, citation, mechanics, usage, register, and dialect) are dependent on discipline and context; and
- reflect on the choices they make in light of context, purpose, and audience.

Metacognition – the ability to reflect on one's own thinking as well as on the individual and cultural processes and systems used to structure knowledge.

Metacognition is fostered when writers are encouraged to

- examine processes they use to think and write in a variety of disciplines and contexts;
- reflect on the texts that they have produced in a variety of contexts;
- connect choices they have made in texts to audiences and purposes for which texts are intended; and
- use what they learn from reflections on one writing project to improve writing on subsequent projects.

FRAMEWORK FOR SUCCESS IN POSTSECONDARY WRITING

Experiences with Writing, Reading, and Critical Analysis

Particular writing, reading, and critical analysis experiences contribute to habits of mind that are crucial to success in college. These experiences include the following:

Developing Rhetorical Knowledge

Rhetorical knowledge is the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts.

Rhetorical knowledge is the basis of good writing. By developing rhetorical knowledge, writers can adapt to different purposes, audiences, and contexts. Study of and practice with basic rhetorical concepts such as purpose, audience, context, and conventions are important as writers learn to compose a variety of texts for different disciplines and purposes. For example, a writer might draft one version of a text with one audience in mind, then revise the text to meet the needs and expectations of a different audience.

Teachers can help writers develop rhetorical knowledge by providing opportunities and guidance for students to

- learn and practice key rhetorical concepts such as audience, purpose, context, and genre through writing and analysis of a variety of types of texts (nonfiction, informational, imaginative, printed, visual, spatial, auditory, and otherwise);
- write and analyze a variety of types of texts to identify
 - the audiences and purposes for which they are intended,
 - the key choices of content, organization, evidence, and language use made by their author(s),
 - the relationships among these key choices and the ways that the text(s) appeal or speak to different audiences;
- write for different audiences, purposes, and contexts;
- write for real audiences and purposes, and analyze a writer's choices in light of those audiences and purposes; and
- contribute, through writing, their own ideas and opinions about a topic to an ongoing conversation.

Developing Critical Thinking Through Writing, Reading, and Research

Critical thinking is the ability to analyze a situation or text and make thoughtful decisions based on that analysis.

Writers use critical writing and reading to develop and represent the processes and products of their critical thinking. For example, writers may be asked to write about familiar or unfamiliar texts, examining assumptions about the texts held by different audiences. Through critical writing and reading, writers think through ideas, problems, and issues; identify and challenge assumptions; and explore multiple ways of understanding. This is important in college as writers are asked to move past obvious or surface-level interpretations and use writing to make sense of and respond to written, visual, verbal, and other texts that they encounter.

Teachers can help writers develop critical thinking by providing opportunities and guidance for students to

- read texts from multiple points of view (e.g., sympathetic to a writer's position and critical of it) and in ways that are appropriate to the academic discipline or other contexts where the texts are being used;
- write about texts for multiple purposes including (but not limited to) interpretation, synthesis, response, summary, critique, and analysis;
- craft written responses to texts that put the writer's ideas in conversation with those in a text in ways that are appropriate to the academic discipline or context;
- create multiple kinds of texts to extend and synthesize their thinking (e.g., analytic essays, scripts, brochures, short stories, graphic narratives);
- evaluate sources for credibility, bias, quality of evidence, and quality of reasoning;
- conduct primary and secondary research using a variety of print and nonprint sources;
- write texts for various audiences and purposes that are informed by research (e.g., to support ideas or positions, to illustrate alternative perspectives, to provide additional contexts); and
- generate questions to guide research.

FRAMEWORK FOR SUCCESS IN POSTSECONDARY WRITING

Developing Flexible Writing Processes

Writing processes are the multiple strategies writers use to approach and undertake writing and research.

Writing processes are not linear. Successful writers use different processes that vary over time and depend on the particular task. For example, a writer may research a topic before drafting, then after receiving feedback conduct additional research as part of revising. Writers learn to move back and forth through different stages of writing, adapting those stages to the situation. This ability to employ flexible writing processes is important as students encounter different types of writing tasks that require them to work through the various stages independently to produce final, polished texts.

Teachers can help writers develop flexible processes by having students

- practice all aspects of writing processes including invention, research, drafting, sharing with others, revising in response to reviews, and editing;
- generate ideas and texts using a variety of processes and situate those ideas within different academic disciplines and contexts;
- incorporate evidence and ideas from written, visual, graphic, verbal, and other kinds of texts;
- use feedback to revise texts to make them appropriate for the academic discipline or context for which the writing is intended;
- work with others in various stages of writing; and
- reflect on how different writing tasks and elements of the writing process contribute to their development as a writer.

Developing Knowledge of Conventions

Conventions are the formal rules and informal guidelines that define what is considered to be correct (or appropriate) and incorrect (or inappropriate) in a piece of writing. Conventions include the surface features of a text such as mechanics, spelling, and attribution of sources, as well as more global concerns such as content, tone, style, organization, and evidence. Conventions arise from a history of use and reflect the collected wisdom of the relevant readers and writers about the most effective ways of communicating in that area.

Conventions facilitate reading by making material easier to comprehend and creating common expectations between writer and reader. As multimodal texts become more prevalent, teachers will also need to attend to the evolving conventions of these new forms, developing appropriate conventions with new students and colleagues.

Correct use of conventions is defined within specific contexts and genres. For example, a novice's grasp of a disciplinary documentation style is different from that of an advanced student's, and a writer's grasp of conventions in one context (such as a lab report for a chemistry class) does not mean a firm grasp in another (such as an analytical essay for a history course). The ability to understand, analyze, and make decisions about using conventions appropriate for the purpose, audience, and genre is important in writing.

Teachers can help writers develop knowledge of conventions by providing opportunities and guidance for students to

- write, read, and analyze a variety of texts from various disciplines and perspectives in order to
 - investigate the logic and implications of different conventions,
 - practice different conventions and analyze expectations for and effects on different audiences,
 - practice editing and proofreading one's own writing and explore the implications of editing choices,
 - explore the concept of intellectual property (i.e., ownership of ideas) as it is used in different disciplines and contexts, and
 - identify differences between errors and intentional variations from expected conventions;
- read and analyze print and multimodal texts composed in various styles, tones, and levels of formality;
- use resources (such as print and online writing handbooks), with guidance, to edit drafts;
- practice various approaches to the documentation and attribution of sources; and
- examine the underlying logic in commonly used citation systems (e.g., MLA and APA).

Composing in Multiple Environments

Composing in multiple environments refers to the ability to create writing using everything from traditional pen and paper to electronic technologies.

All forms of writing involve technologies, whether pen and paper, word processor, video recorder, or webpage. Research attests to the extensive writing that students produce electronically; composing in or outside of school, students and instructors can build on these experiences. As electronic technologies continue to spread and evolve, writers (and teachers) need to be thoughtful, effective users who are able to adapt to changing electronic environments. For example, a writer might be asked to write a traditional essay, compose a webpage or video, and design a print brochure all based on similar information.

While many students have opportunities to practice composing in electronic environments, explicit and intentional instruction focusing on the use and implications of writing and reading using electronic technologies will contribute to students' abilities to use them effectively.

Teachers can help writers develop as thoughtful, effective users of electronic technologies by providing opportunities and guidance for students to

- use a variety of electronic technologies intentionally to compose;
- analyze print and electronic texts to determine how technologies affect reading and writing processes;
- select, evaluate, and use information and ideas from electronic sources responsibly in their own documents (whether by citation, hotlink, commentary, or other means);
- use technology strategically and with a clear purpose that enhances the writing for the audience;
- analyze situations where print and electronic texts are used, examining why and how people have chosen to compose using different technologies; and
- analyze electronic texts (their own and others') to explore and develop criteria for assessing the texts.

NEW BUSINESS

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2 (a)

Administrative Services

SUBJECT: RESOLUTION 1020: SOLAR CONTRACTS: Hold a Public Hearing per California Government Code Section 4217.10 et seq.; Authorize execution of certain contracts with SunPower Corporation, Systems ("SunPower") for the Procurement, Operation & Maintenance, Output Guarantee, and Warranty of Energy Equipment; and Authorize a CEQA Exemption.

- Resolution: BE IT RESOLVED, that Resolution No. 1020 be approved.
- Information Only
- Action Item

Proposal:

After a public hearing held this day in satisfaction of applicable "best interest" and findings requirements of California Government Code Section 4217.10 et seq., the Board will be asked to approve Resolution 1020 which authorizes the execution of certain contracts with SunPower for the procurement, operation & maintenance, output guarantee, and warranty of energy equipment and improvements; and authorizes a CEQA Exemption.

In coordination with these actions, the Board would also be asked to approve Resolution 1021, which authorizes the execution of the Clean Renewable Energy Bonds that would be issued to finance 100 percent of the Project's procurement and financing costs.

Background:

At their meeting on December 13, 2016, the Board authorized staff to proceed with the development of a proposed solar generation project to be installed at the Gavilan College Gilroy Campus (the "Project"). The resulting development activity focused on securing optimum financing for the Project, and completing a competitive selection process for the Project's procurement.

This agenda item addressed the proposed contracts with SunPower for the district's procurement of the Project.

Under the auspices of the Community College League of California (CCLC) Solar Consulting Services Program, their Consultant has provided consulting services to the district including analysis, document preparation, procurement management assistance, and technical advising in the district's efforts to procure a Solar Electric System. Upon the Board's approval of this Project, the CCLC Consultant agrees to provide further support to the district to facilitate the consummation of a fair and reasonable agreement between SunPower and the district.

The district has completed a competitive process for the procurement of a solar photovoltaic carport system that can generate 2.4 million kWh annually. This would reduce the district's Gavilan College Gilroy Campus current electricity usage by approximately 75%. A Request for Proposals was issued on February 28, 2017; three responses were submitted on April 4, and the three respondent solar vendors were interviewed on April 10. After thoroughly evaluating the proposals and respondent firms, SunPower Corporation, Systems ("SunPower") was selected to begin contract negotiations.

While there were many factors that went into SunPower's selection, key reasons included that it offers:

- The highest level of expected net monetary savings,
- A 25-year 97% electricity production guarantee with excellent warranties with the least amount of out-of-pocket repair/replacement costs, and
- A proposed construction schedule and process that posed fewer impacts compared to other vendors.

Staff has therefore determined to enter into certain contracts with SunPower for the design, construction, commissioning, 25-year operation and maintenance of the Project as well as the 25-year performance guarantee (collectively, the "Solar Contracts").

The solar PV carport system would be constructed in Lots A and C, as shown in Figure 1. The large pine trees along the south edge of Lot A would be removed to prevent shading of the solar carport panels, as would the immature trees in the parking lots. The large oak tree in Lot A would remain. Because the solar carport installation process would cause damage to parking lots A and C and require restriping in some areas, in part to address ADA requirements, as part of the solar project these lots would be repaved and restriped.

Due to permitting and procurement lead times, construction of the solar carports is not expected to begin until August 28, 2017 at the earliest. Since this date coincides with the start of the Fall Term, when parking demand is at its highest, SunPower has been requested to delay construction until the beginning of the fourth week of the Fall 2017 term. To build this project, SunPower would need to take over as many as 160 spaces for a week at a time, during which time these spaces would be unavailable for parking. Construction is scheduled to be completed by early-to-mid December, 2017. Staff is also exploring alternative parking arrangements to mitigate this temporary loss of parking spaces.

Resolution No. 1020 authorizes execution of the Solar Contracts with SunPower reflecting an estimated total cost for the Solar Contracts of \$5,340,624 (which includes an estimated \$720,000 cost for parking lot paving, so a "solar system only" cost of \$4,620,624). In addition, the Project budget will include costs the district expects to incur in connection with the project, an additional 10% project contingency, and the costs associated with the issuance of the CREB bonds. The total Project cost estimate, as shown in the table below, is \$6,217,686. The not-to-exceed cost of the Project is proposed at \$6,500,000.

Solar Procurement Contract with SunPower (excluding paving)	\$4,620,624
Paving portion of SunPower Contract	\$ 720,000
PG&E Grid Upgrade Cost	\$ 150,000
District Overhead Costs	\$ 150,000
District Project Contingency	\$ 477,062
Cost of Issuance of Clean Renewable Energy Bonds	\$ 100,000
Total Estimated Project Cost	\$6,217,686

Anticipated Solar Project Savings:

Since the solar project would be maintained for 25 years and carry a 25-year performance guarantee, and since a system of this kind can be expected to operate for 30 years or more, it is reasonable to consider the total costs and savings, and the net savings, over both 25 and 30 years. The table below reflects this calculation under two different scenarios, which are explained below the table. The costs and net savings also include the anticipated costs associated with the CREBs that the district intends to use to pay for this project.

This table shows that under both scenarios there are positive net savings after both 25 and 30 years. On this basis, it is anticipated that the Solar Project will more than pay for itself.

Scenario	25 Years			30 Years		
	Costs	Savings	Net Savings	Costs	Savings	Net Savings
Expected Case	\$7,810,000	\$9,630,000	\$1,820,000	\$8,010,000	\$12,530,000	\$4,520,000
Worse Case	\$7,850,000	\$8,760,000	\$910,000	\$8,050,000	\$11,610,000	\$3,560,000

In the Expected Case, PG&E's current rates are assumed and are then escalated by 3.5% per year to reflect anticipated rate increases. (This rate escalator is intended to create a conservative projection of the value of the solar generation since the past 40-year average rate of electric utility escalation in California exceeds 5% per year.) However, starting in Year 11, due to a recent California Public Utilities Commission ("CPUC") decision, Staff assumes that the College electricity rates will change significantly because at that time the College will be placed on PG&E new time-of-use ("TOU") periods and rates. This change is expected to reduce the monetary value of the solar generation. The savings values in the table reflect these reduced savings.

In the Worse Case, it is assumed that the College must move to the less valuable TOU periods and rates right away. However, Staff does not expect that this will be required. The district has submitted an application to PG&E that would ensure that the district would be following the Expected Case Scenario (i.e., the College would be "grandfathered" on the current rates for the first 10 years), if the solar project is ready for final inspection by PG&E by 12/31/2017. The Solar Contract schedule shows that this step is achieved by early December 2017, and Staff and SunPower have also built a provision into the Solar Contract whereby the schedule can be accelerated should it be necessary to catch up for any schedule delays.

Both the Expected Case and Worst Case reflect the cost of repaving the parking lots where the solar arrays will be constructed. This "elective" component cost of the solar project is estimated at \$750,000. If this elective cost is removed from the savings analysis shown in the above table, then Net Savings would increase by approximately 20% under both scenarios.

The CPUC is currently reviewing a petition to extend the deadline for being grandfathered on the current TOU rates to early 2019. Should this petition be granted the Worst Case Scenario would no longer be a concern. A more detailed analysis of the Solar Project savings analysis, including a discussion of key assumptions and risk factors, will be presented and discussed at the Board meeting.

Categorical and Statutory Exemptions from CEQA:

It has been determined that the project is categorically and statutorily exempt under CEQA guidelines and statutes. Specifically, the Project is exempt under Public Resources Code section 21080.35 for installation of solar energy systems, including associated equipment, at an existing parking lot. Also, the Project involves new construction or conversion of small structures pursuant to California Code of Regulations, title 14, section 15303, and construction or placement of minor accessory structures to existing facilities pursuant to California Code of Regulations, title 14, section 15311. The Project is not located in a particularly sensitive environment, and will not have cumulative impacts resulting from successive projects of the same type. There are no unusual circumstances.

Follow Up/Outcome:

Upon adoption of both Resolution 1020 and Resolution 1021, the Vice President of Administrative Services shall be authorized to enter into the financing and procurement agreements, and file with the County of Santa Clara the Notice of Exemption from CEQA.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
 Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Kathleen A. Rose
 Dr. Kathleen A. Rose, Superintendent/ President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. 1020

**FINDINGS RE: ENERGY CONSERVATION PROJECT AND
AUTHORIZATION TO ENTER INTO ENERGY SERVICES
CONTRACT WITH SUNPOWER CORPORATION, SYSTEMS
(GOVERNMENT CODE §§4217.10 ET SEQ.)**

WHEREAS, the Gavilan Joint Community College District is a public agency as that term is defined in Government Code §4217.11(j).

WHEREAS, the provisions of Government Code §§4217.10 et seq. authorize a public agency to enter into an energy services contract for an energy conservation facility upon terms in the best interest of the district, provided that certain findings are made by the district's Board of Trustees in connection with such an energy services contract.

WHEREAS, the scope of an energy conservation facility under Government Code §§4217.11 includes alternate energy equipment for production or conversion of energy from alternate sources as its primary fuel source, including solar.

WHEREAS, district Staff has evaluated implementation of energy conservation measures at the district's Gavilan College Gilroy campus to meet electrical power requirements and to reduce on-going operational expenses for securing electrical power through PG&E or an alternate electricity provider.

WHEREAS, district Staff have evaluated a variety of different alternative means of implementing energy conservation measures at the Gavilan College campus.

WHEREAS, district Staff has concluded that energy conservation facilities consisting of solar photovoltaic carport electrical generating systems installed on existing parking lots of the district's Gavilan College Gilroy campus provides the district with the most suitable energy conservation facility.

WHEREAS, district staff has determined that a photovoltaic solar generating facility with a 1422 kilowatt-dc capacity at the district's Gavilan College Gilroy campus provides the best value when electrical power generation and installation costs are considered.

WHEREAS, district Staff issued a Request for Qualifications and Proposals and has engaged in a comprehensive review of potential vendors' design and installation services for photovoltaic solar generating equipment and systems who meet the criteria of: (a) prior public agency photovoltaic energy generating system design and installation; (b) existing staff and operational resources sufficient to complete procurement and installation photovoltaic energy operating equipment; (c) client satisfaction; (d) sufficient financial capacity; and (e) willingness to commit resources to assist in developing specific scope of an energy conservation facility.

WHEREAS, district Staff has identified SunPower Corporation, Systems, as the meeting the criteria set forth above.

WHEREAS, the photovoltaic energy generating facility is anticipated to generate electrical power to serve the district's Gavilan College Gilroy campus, resulting in operational cost savings to the district by reduction of electrical power purchases from PG&E or an alternate electricity provider.

WHEREAS, the attached draft Notice of Exemption has been prepared based upon the following facts: the Project is exempt under Public Resources Code section 21080.35 for installation of solar energy systems, including associated equipment, at an existing parking lot. Also, the Project involves new construction or conversion of small structures pursuant to California Code of Regulations, title 14, section 15303, and construction or placement of minor accessory structures to existing facilities pursuant to California Code of Regulations, title 14, section 15311. The Project is not located in a particularly sensitive environment, and will not have cumulative impacts resulting from successive projects of the same type. There are no unusual circumstances.

WHEREAS, public notice of the Board of Trustees consideration of these Resolutions was posted at least two (2) weeks in advance of the date of the public meeting of the Board of Trustees to consider these Resolutions.

NOW THEREFORE, the following Resolutions are adopted.

RESOLVED, that the Board of Trustees finds that the anticipated cost to the district for energy provided by the 1422 kilowatt-dc photovoltaic energy conservation facility under the contract will be less than the anticipated marginal cost to the district of electrical energy that would have been consumed by the district in the absence of this purchase.

FURTHER RESOLVED, that the Board of Trustees has determined that the written agreement entitled "Energy Services Agreement," a copy of which submitted to the Governing Board in advance of the Board Meeting, incorporates terms and conditions that establish the requirements for the photovoltaic energy generating facilities at the Gavilan College Gilroy campus which are in the best interests of the district; Frederick E. Harris, Vice President of Administrative Services, is hereby authorized to execute the Energy Services Agreement on behalf of Gavilan Joint Community College district and to take all other measures necessary or appropriate to implement the Energy Services Agreement.

FURTHER RESOLVED, that the draft CEQA Notice of Exemption is approved, and Frederick E. Harris, Vice President of Administrative Services, is hereby authorized to execute the CEQA Notice of Exemption and record same with the County Clerk, County of Santa Clara.

FURTHER RESOLVED, that the Board of Trustees hereby authorizes Frederick E. Harris, Vice President of Administrative Services, to enter into and execute the requisite financing contracts and ground lease to secure the requisite project financing on behalf of the Gavilan Joint Community College District and to take all other measures necessary or appropriate to implement the financing contracts and ground lease.

ADOPTED, SIGNED AND APPROVED this 9th day of May, 2017.

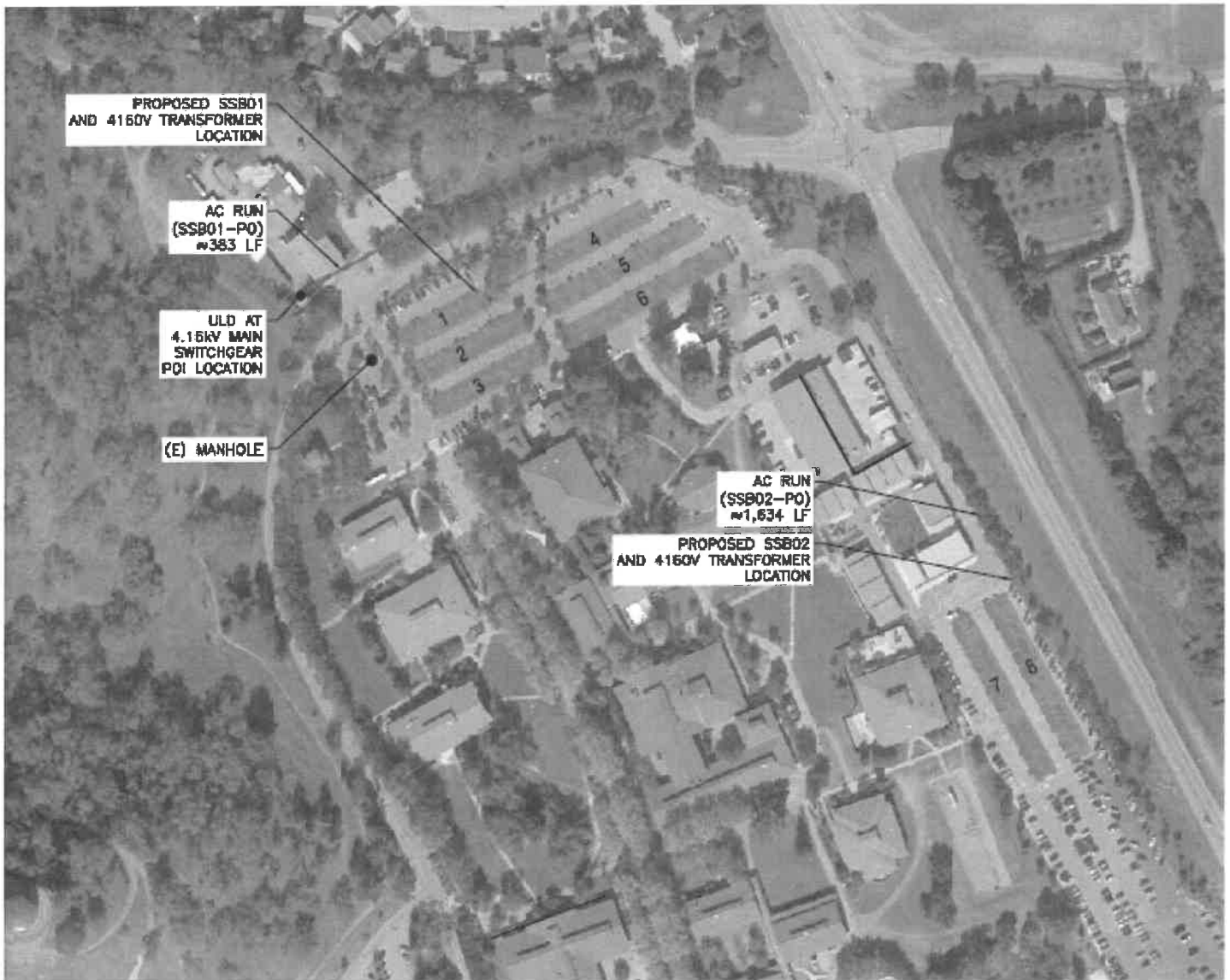
BOARD OF TRUSTEES OF THE GAVILAN
JOINT COMMUNITY COLLEGE DISTRICT

President of Board of Trustees

ATTEST:

Secretary to the Board of Trustees

Figure 1. Aerial View of SunPower's Proposed
1.422 MW-dc Solar Photovoltaic Carports
at Gavilan College, Gilroy, CA




 ① ARRAY LAYOUT
SCALE: 1/128" = 1'-0"

Exhibit 1

Notice of Exemption

[Attached]

Notice of Exemption

To: Office of Planning and Research
1400 Tenth Street,
Sacramento, CA 95814

 County Clerk
County of Santa Clara
70 West Hedding Street, 1st Floor
San Jose, CA 95110

From: (Public Agency)

Gavilan Joint Community College District
5055 Santa Teresa Blvd.
Gilroy, CA 95020

Project Title: Gavilan College Solar Photovoltaic Carport System

Project Location - Specific: Gilroy Campus, 5055 Santa Teresa Blvd., Gilroy, CA 95020

Project Location - City: Gilroy **Project Location - County:** Santa Clara

Description of Nature, Purpose, and Beneficiaries of Project:

Gavilan Joint Community College District ("District") is a community college district with its main office located in Gilroy, California. The District intends to undertake a project to furnish and install solar photovoltaic energy conservation facilities on Parking Lots A & C at the District's Gilroy campus located at 5055 Santa Teresa Blvd., Gilroy, California ("Project"). The Project will provide the District with clean energy for the operation of the facilities located on said campus. The beneficiaries of the Project will be the District and the public.

Name of Public Agency Approving Project: Gavilan Joint Community College District

Name of Person or Agency Carrying Out Project: Gavilan Joint Community College District

Exempt Status: (check one)

- Ministerial (Sec. 21080(b)(1); 15268;
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State type and section number: Class 3 (Cal. Code Regs. ("CCR"), tit. 14, § 15303), and Class 11 (CCR, tit. 14, § 15311)
- Statutory Exemptions. State code number: Public Resources Code, § 21080.35

Reasons why project is exempt: The Project is exempt under Public Resources Code section 21080.35 for installation of solar energy systems, including associated equipment, at an existing parking lot. Also, the Project involves new construction or conversion of small structures pursuant to California Code of Regulations, title 14, section 15303, and construction or placement of minor accessory structures to existing facilities pursuant to California Code of Regulations, title 14, section 15311. The Project is not located in a particularly sensitive environment, and will not have cumulative impacts resulting from successive projects of the same type. There are no unusual circumstances.

Lead Agency Contact Person: Frederick E. Harris Area Code/Telephone/Extension: (408) 848-4715

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____, 2017
Title: Frederick E. Harris, Vice President of Administrative Services

- Signed by Lead Agency Date received for filing at OPR:
- Signed by Applicant

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No. I Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2 (b)

SUBJECT: RESOLUTION 1021: SOLAR FINANCING authorizing the sale of Clean Renewable Energy Bonds and the execution of legal documents relating to that sale.

- Resolution: BE IT RESOLVED, that Resolution No.1021 be approved.
- Information Only
- Action Item

Proposal:

That the Board of Trustees approves Resolution 1021 related to the financing of a 1.422 Megawatt Solar Photovoltaic Carport System to be constructed at the Gavilan College Gilroy Campus (the "Project"), subject to the Board also approving the procurement contracts for the Project, which are also being considered on this agenda.

Background:

At their meeting on December 13, 2016, the Board authorized staff to proceed with the development of the Project. The resulting development activity focused on securing optimum financing for the Project, and completing a competitive selection process for the Project's procurement.

This agenda item addresses the proposed financing of the Project.

With the assistance of MuniBond Solar, the district applied for and has been granted an allocation to issue up to \$8,000,000 of New Clean Renewable Energy Bonds ("CREBs"). This allocation expires on September 5, 2017. With the CREB allocation in hand, the district considered competitive proposals for the direct placement of the CREBs, and has tentatively selected Banc of America Leasing & Capital, LLC ("BofA").

As more fully described below, Resolution No. 1021 will authorize execution of various financing agreements with BofA (and other parties) which have been drafted by the district's bond counsel, Stradling Yocca Carlson and Rauth.

The CREBs would be issued in the form of a Lease/Purchase Agreement. The district will receive a federal subsidy in an amount to be determined at the date of sale (March 10th or soon thereafter). Under this proposed financing structure, the district will enter into various financing agreements, including a:

- Site Lease, by and between the district, as lessor, and the California Community College Financing Authority (the "Authority"), as lessee (the "Site Lease"); and
- Lease/Purchase Agreement, by and between the district, as lessee, and the Authority, as lessor (the "Lease/Purchase Agreement"), which will in turn be assigned to Banc of America

Leasing & Capital, LLC (the "Purchaser"), pursuant to an Assignment Agreement by and between the Authority and the Purchaser (the "Assignment Agreement"); and

- Direct Purchase Agreement by and between the Authority, the Purchaser and the district (the "Direct Purchase Agreement" and, together with the Site Lease, Lease/Purchase Agreement, and Assignment Agreement, the "Financing Agreements").

The Financing Agreements are necessary to finance the acquisition, construction and installation of certain equipment and energy improvements at the district's Gavilan College Gilroy Campus (the "Project"), the anticipated costs of which improvements will be less than the district's anticipated future energy costs that would be incurred in the absence of such equipment and energy improvements.

Resolution 1021 approves the forms of the Financing Agreements. If approved by the Board, the district would immediately proceed with execution of the Financing Agreements, with an estimated financial closing on or about May 24, 2017.

The CREBs would be issued over a term of 20 years, at a not-to-exceed par amount of \$6,500,000, and at an estimated net interest cost of approximately 1.10%.

Anticipated Solar Project Savings:

The Project is projected to provide the district net savings of between \$3.56 and \$4.52 million over the next 30 years.

See Agenda Item adopting Resolution 1020 for a further description of expected savings from the Project.

Public Hearing:

Following a public hearing held this day in satisfaction of applicable requirements of California Government Code Section 4217.10 et seq., the Board will be asked to approve Resolution 1021, which authorizes the sale of Clean Renewable Energy Bonds and the execution of legal documents relating to that sale.

In coordination with this action the Board would also consider approval of Resolution 1020, which authorizes the execution of certain contracts with SunPower Corporation, Systems for the procurement, operation & maintenance, output guarantee, and warranty of energy equipment and improvements to be financed with the Clean Renewable Energy Bonds; and authorizes a CEQA Exemption.

Follow Up/Outcome:

Upon adoption of both Resolution 1020 and Resolution 1021, the Vice President of Administrative Services shall be authorized to enter into the financing and procurement agreements, and file with the County of Santa Clara the Notice of Exemption from CEQA.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Kathleen Rose
Dr. Kathleen Rose, Superintendent/ President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. 1021

RESOLUTION OF THE BOARD OF TRUSTEES OF THE GAVILAN JOINT COMMUNITY COLLEGE DISTRICT AUTHORIZING THE SALE OF NOT-TO-EXCEED \$6,500,000 OF THE DISTRICT'S 2017 CLEAN RENEWABLE ENERGY BOND AND THE EXECUTION OF LEGAL DOCUMENTS RELATING THERETO

WHEREAS, the Gavilan Joint Community College District (the "District"), a community college district duly organized and existing under the laws of the State of California, is authorized by the laws of the State of California, including specifically Section 4217.12 and 4217.13 of the California Government Code, to purchase, acquire, and lease facilities for the production or conversion of energy from alternate sources as its primary fuel source, such as solar, and to enter into energy service contracts and financing contracts with respect thereto;

WHEREAS, the District desires to purchase, acquire and lease certain solar photovoltaic electric generating facilities (the "Facilities") pursuant to one or more energy service contracts with SunPower Corporation, Systems (the "Energy Service Contract") with an aggregate cost not-to-exceed \$8,000,000 for energy facilities that constitutes a "qualified facility" under Section 45(d)(4) of the Internal Revenue Code of 1986, as amended (the "Code") that qualifies as a "qualified renewable energy facility" under Section 54C of the Code;

WHEREAS, on the date hereof, the Board of Trustees of the District (the "Board") will consider approval of the Energy Service Contract pursuant to Section 4217.12 of the California Government Code;

WHEREAS, the American Recovery and Reinvestment Act of 2009 ("ARRA") granted an additional national allocation of \$1.6 billion to provide for the issuance of new clean renewable energy bonds ("CREBs") to provide financing for qualified renewable energy facilities under Section 54C of the Code;

WHEREAS, this Board previously authorized the District to submit an application to the Internal Revenue Service for an allocation of CREBs of up to \$8,000,000 in order to finance all or a portion of the Project;

WHEREAS, the District has received an allocation, pursuant to an award letter from the Internal Revenue Service dated March 8, 2017 (the "Allocation"), to issue CREBs pursuant to Section 54C of the Code in an amount up to \$8,000,000 to finance the acquisition and installation of the Facilities (the "Project");

WHEREAS, in order to finance the Project, the District will lease certain buildings at the main campus of Gavilan College, located at 5055 Santa Teresa Boulevard, Gilroy, California 95020 (the "Property") to the California Community College Financing Authority, a joint exercise of powers authority, organized and existing under the laws of the State of California (the "Authority"), pursuant to a Site Lease (the "Site Lease") and sub-lease the Property back from the Authority pursuant to a Lease/Purchase Agreement (the "Lease/Purchase Agreement") in exchange for the payment of certain lease payments ("Lease Payments");

WHEREAS, the District desires to designate the aggregate principal component of Lease Payments under the Lease/Purchase Agreement for purposes of Section 54C(a)(3) of the Code as a “new clean renewable energy bond” within the meaning of Section 54C(a) of the Code;

WHEREAS, the District desires to receive direct cash subsidy payments from the United States Department of Treasury as provided by Section 6431 of the Code with respect to the Lease/Purchase Agreement and, in that connection, to irrevocably elect to have Section 6431(f) of the Code apply to the Lease/Purchase Agreement;

WHEREAS, this Board desires to appoint certain professionals to provide services related to the execution and delivery of the Lease/Purchase Agreement;

WHEREAS, all acts, conditions and things required by the Constitution and laws of the State of California to exist, to have happened and to have been performed precedent to and in connection with the consummation of the transactions authorized hereby do exist, have happened and have been performed in regular and due time, form and manner as required by law, and the District is now duly authorized and empowered, pursuant to each and every requirement of law, to consummate such transactions for the purpose, in the manner and upon the terms herein provided; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Gavilan Joint Community College District, as follows:

Section 1. Findings. The Board hereby specifically finds and declares that the actions authorized hereby constitute and are true and correct with respect to the public affairs of the District, and that the statements, findings and determinations of the District set forth in the preambles of the documents approved herein are true and correct, and the Board hereby declares its intention of entering into the Lease/Purchase Agreement described in Section 3 hereof.

Section 2. Authorization of Financing. The Board hereby expresses its intention to finance the Project through the preparation, sale and delivery of the Lease/Purchase Agreement to the Authority in an amount not-to-exceed \$6,500,000. The Board further authorizes the assignment of the right to receive Lease Payments thereunder to an assignee (the “Assignee”), pursuant to an agreement between the Authority and the Assignee (the “Assignment Agreement”) and a direct purchase agreement between the District, the Authority and the Assignee (the “Direct Purchase Agreement”).

Section 3. Legal Documents. The form of the Lease/Purchase Agreement between the District and the Authority, dated as of May 1, 2017, on file with the Secretary to the Board (the “Secretary”) is hereby approved. The form of the Site Lease, dated as of May 1, 2017, between the Authority and the District, and on file with the Secretary, is hereby approved. The form of the Direct Purchase Agreement between the Authority, the Assignee and the District, on file with the Secretary, is hereby approved. The form of the Assignment Agreement, dated as of May 1, 2017, between the Authority and the Assignee, and on file with the Secretary, is hereby approved. The Site Lease, Lease/Purchase Agreement, Direct Purchase Agreement and Assignment Agreement, are referred to as the “Financing Agreements”). The President of the Board of Trustees, the Superintendent/President, the Vice President of Administrative Services, and such other officer of the District as the Superintendent/President or Vice President of

Administrative Services may designate (collectively, the "Authorized Representatives") are, each alone, hereby authorized and directed, for and in the name and on behalf of the District, to execute and deliver each of the above Financing Agreements in substantially said form, with such changes therein as such officer or person or persons may require or approve, such approval to be conclusively evidenced by the execution and delivery thereof. The approval of the Financing Agreements are subject to the limitation that the interest rate with respect to the Lease/Purchase Agreement shall not exceed the maximum allowable by law and the aggregate principal amount of the Lease/Purchase Agreement does not exceed \$6,500,000.

Section 4. Public Hearing; Determination that Lease Payment for the Facilities are Self-Funding. The Board has held a public hearing regarding approval of the Financing Agreements as required by Section 4217.13 of the Government Code, and has determined that the Facilities are expected to generate energy for the benefit of the District, offsetting energy otherwise purchased from Pacific Gas and Electric ("PG&E") over the useful life of the Facilities and that the funds for the Lease Payments due under the Lease/Purchase Agreement for the Facilities are projected to be available from payments that otherwise would have been used for the purchase of energy from PG&E.

Section 5. Designation for Purposes of Section 54C(d)(1) of the Code. The District hereby designates the Lease/Purchase Agreement for purposes of Section 54C(a)(3) of the Code as a "new clean renewable energy bond" within the meaning of Section 54C(a) of the Code. The District hereby further irrevocable elects to have Section 6431(f) of the Code apply to the Lease/Purchase Agreement.

Section 6. Appointment of Professionals. The Board hereby approves the appointment of Stradling Yocca Carlson & Rauth, a Professional Corporation, as special counsel to the District, with respect to the sale and delivery of the Lease/Purchase Agreement. The Authorized Representatives are authorized to execute contracts with respect to such services so long as any payment thereunder is contingent upon the successful sale of the Lease/Purchase Agreement.

Section 7. Attestations. The Clerk of or Secretary to the Board or persons as may have been designated by the Superintendent/President or Vice President of Administrative Services are hereby authorized and directed to attest the signature of the Authorized Representatives or of such other person or persons as may have been designated by the Superintendent/President or Vice President of Administrative Services, and to affix and attest the seal of the District, as may be required or appropriate in connection with the execution and delivery of the Financing Agreements and related agreements.

Section 8. Other Actions. The Authorized Representatives and officials and officers of the District are each hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to consummate the sale, execution and delivery of the Lease/Purchase Agreement and otherwise to carry out, give effect to and comply with the terms and intent of this Resolution and the Financing Agreements. Such actions as described in this Section 7 heretofore taken by such officers or designees are hereby ratified, confirmed and approved.

Section 9. Recitals. All the recitals in this Resolution above are true and correct and this Board so finds, determines and represents.

Section 10. Effect. This Resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this 9th day of May, 2017, by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

President, Board of Trustees
Gavilan Joint Community College District

Attest:

Secretary to the Board of Trustees
Gavilan Joint Community College District

SECRETARY'S CERTIFICATE

I, Kathleen A. Rose, Ed.D., Secretary to the Board of Trustees of the Gavilan Joint Community College District, hereby certify as follows:

The foregoing is a full, true and correct copy of Resolution 1021 duly adopted at a regular meeting of the Board of Trustees of said District duly and regularly and legally held at the regular meeting place thereof on May 9, 2017, of which meeting all of the members of the Board of said District had due notice and at which a quorum was present.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office and the foregoing is a full, true and correct copy of the original resolution adopted at said meeting and entered in said minutes.

Said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: May 9, 2017

Kathleen A. Rose, Ed.D.,
Secretary to the Board of Trustees

Gavilan Joint Community College District Governing Board Agenda

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2 (c)

Administrative Services

SUBJECT: RESOLUTION 1022: DEBT ISSUANCE AND MANAGEMENT POLICY
authorizing the Board of Trustees of the Gavilan Joint Community College District to approve a
Debt Issuance and Management Policy in Accordance with S.B. 1029.

- Resolution: BE IT RESOLVED, that Resolution No.1022 be approved.
- Information Only
- Action Item

Proposal:

That the Board of Trustees approves Resolution 1022 to adopt a Debt Issuance and Management Policy in accordance with S.B. 1029.

Background:

Existing California law requires public agencies to provide information to the California Debt and Investment Advisory Commission ("CDIAC") prior to the sale of the debt. Senate Bill 1029 ("S.B. 1029"), signed into law by Governor Brown on September 12, 2016, amends this law to place additional reporting obligations on issuers of debt. In part, S.B. 1029 requires that an issuer certify that it has adopted local debt policies concerning the use of debt and that the proposed debt issuance is consistent with the local debt policies. S.B. 1029 lists certain topics to be covered in the local debt policies.

The district expects to issue certain lease-purchase obligations in 2017, and therefore must adopt a debt issuance and management policy in compliance with S.B. 1029. Bond counsel has assisted the District with preparing a debt issuance and management policy that is in compliance with S.B. 1029.

Budgetary Implications:

Not applicable.

Follow Up/Outcome:

Upon adoption of Resolution 1022 post the Debt Issuance and Management Policy on the district's website.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: 
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: 
Dr. Kathleen Rose, Superintendent/ President

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. 1022

RESOLUTION OF THE BOARD OF TRUSTEES OF THE GAVILAN JOINT COMMUNITY COLLEGE DISTRICT APPROVING A DEBT ISSUANCE AND MANAGEMENT POLICY IN ACCORDANCE WITH S.B. 1029

WHEREAS, the State legislature has recently enacted S.B. 1029, amending Government Code Section 8855, which requires all public agencies to certify 30 days prior to the time bonds are sold, that it has adopted local debt policies addressing the topics set forth in Government Code Section 8855(i); and

WHEREAS, the Board of Trustees (the "Board") of the Gavilan Joint Community College District (the "District") expects to issue debt pursuant to a lease-purchase obligation; and

WHEREAS, from time-to-time the District has the opportunity to consider other forms of debt issuance; and

WHEREAS, the Board desires to adopt a Debt Issuance and Management Policy in compliance with Government Code Section 8855;

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE GAVILAN JOINT COMMUNITY COLLEGE DISTRICT DOES HEREBY FIND, DETERMINE AND CERTIFY AS FOLLOWS:

Section 1. The Board finds and determines that the foregoing recitals are true and correct.

Section 2. The Board approves the Debt Issuance and Management Policy attached hereto.

Section 3. Officers of the Board are hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to give effect to and comply with the terms and intent of this Resolution. Such actions heretofore taken by such officers, officials and staff are hereby ratified, confirmed and approved.

ADOPTED, SIGNED AND APPROVED this 9th day of May, 2017.

BOARD OF TRUSTEES OF THE GAVILAN JOINT
COMMUNITY COLLEGE DISTRICT

President of the Board of Trustees

ATTEST:

Secretary to the Board of Trustees

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

DEBT ISSUANCE AND MANAGEMENT POLICY

This Debt Management Policy (the “Policy”) provides written guidelines for the issuance of indebtedness by the Gavilan Joint Community College District (the “District”) in satisfaction of the requirements of S.B. 1029, codified as part of Government Code Section 8855.

Article I

Purpose and Goals

This Policy provides a framework for debt management and capital planning by the District.

This Policy has been developed to meet the following goals:

- (1) Identifying the purposes for which the debt proceeds may be used.
- (2) Identifying the types of debt that may be issued.
- (3) Describing the relationship of the debt to, and integration with, the District’s capital improvement program.
- (4) Establishing policy goals related to the District’s planning goals and objectives.
- (5) Implementing internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use upon completion of the issuance.

Article II

Purposes for Which Debt Proceeds May be Used

Section 2.01. Authority and Purposes of the Issuance of Debt

The laws of the State of California (the “State”) authorize the District to incur debt to make lease payments, contract debt, borrow money, and issue bonds for college improvement projects. The District is authorized to contract debt to acquire, construct, reconstruct, rehabilitate, replace, improve, extend, enlarge, and equip such projects; to refund existing debt; or to provide for cash flow needs.

Section 2.02. State Law

Section 18 of Article XVI of the State Constitution contains the “debt limitation” formula applicable to the District.

There are a number of State laws that govern the issuance of general obligation bonds (“GO Bonds”) by community college districts. Sections 1(b)(2) (Proposition 46) and 1(b)(3) of Article XIII A (Proposition 39) of the State Constitution allow the District to issue GO Bonds. The statutory authority for issuing GO Bonds is contained in Education Code Section 15000 *et seq.* Additional

provisions applicable only to Proposition 39 GO Bonds are contained in Education Code Section 15264 *et seq.* An alternative procedure for issuing GO Bonds is also available in Government Code Section 53506 *et seq.*

The statutory authority for issuing Tax and Revenue Anticipation Notes (“TRANS”) is contained in Government Code Section 53850 *et seq.* Authority for lease financings is found in Education Code Section 17455 *et seq.* and additional authority is contained in Education Code Sections 17400 *et seq.*, 17430 *et seq.* and 17450 *et seq.* The District may also issue Mello-Roos bonds pursuant to Government Code Section 53311 *et seq.*

Section 2.03. Debt Issued to Finance Operating Costs

The District may deem it necessary to finance cash flow requirements under certain conditions. Such cash flow borrowing must be payable from taxes, income, revenue, cash receipts and other moneys attributable to the fiscal year in which the debt is issued.

General operating costs include, but are not limited to, those items normally funded in the District’s annual operating budget.

The District’s Superintendent/President, or the Vice President, Administrative Services, will review potential financing methods to determine which method is most prudent for the District. Potential financing sources include tax and revenue anticipation notes, temporary borrowing from Santa Clara County, and internal temporary interfund borrowing.

Article III

Types of Debt That May be Issued

Section 3.01. Types of Debt Authorized to be Issued

A. Short-Term: The District may issue fixed-rate and/or variable rate short-term debt, which may include TRANS, when such instruments allow the District to meet its cash flow requirements. The District may also issue bond anticipation notes (“BANs”) to provide interim financing for bond projects that will ultimately be paid from GO Bonds.

B. Long-Term: Debt issues may be used to finance essential capital facilities, projects and certain equipment where it is appropriate to spread the cost of the projects over more than one budget year. Long-term debt should not be used to fund District operations.

Long term debt in the form of GO Bonds may be issued under Article XIII A of the State Constitution, either under Proposition 46, which requires approval by at least a two-thirds (66.67%) majority of voters, or Proposition 39, which requires approval by at least 55% of voters, subject to certain accountability requirements and additional restrictions.

The District may also enter into long-term leases and/or COPs for public facilities, property, and equipment.

C. Lease Financing: Lease-purchase obligations are a routine and appropriate means of financing capital equipment and certain capital facilities. However, lease obligations may impact on budget flexibility.

D. Use of General Obligation Bonds: A significant portion of the District's capital projects are projected to be funded by GO Bond proceeds. Projects financed by the GO Bonds will be determined by the constraints of applicable law and the project list approved by voters.

Article IV

Relationship of Debt to and Integration with District's Capital Improvement Program or Budget

Section 4.01. Impact on Operating Budget and District Debt Burden

In evaluating financing options for capital projects, both short and long-term debt amortization will be evaluated when considering a debt issuance, along with the potential impact of debt service, and additional costs associated with new projects on the operating budget of the District. The cost of debt issued for major capital repairs or replacements may be judged against the potential cost of delaying such repairs.

Section 4.02. Capital Improvement Program

The Vice President, Administrative Services and the facilities staff have responsibility for the planning and management of the District's capital improvement program subject to review and approval by the Board of Trustees. Staff will, as appropriate, supplement and revise any applicable Facilities Master Plan in keeping with the District's current needs for the acquisition, development and/or improvement of District's real estate and facilities. Such plans may include a summary of the estimated cost of each project, schedules for the projects, the expected quarterly cash requirements, and annual appropriations, in order for the projects to be completed.

Section 4.03. Refunding and Restructuring Policy

A. Considerations for Refunding.

1. District's Best Interest. Whenever deemed to be in the best interest of the District, the District shall consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility.

2. Net Present Value Analysis. The Vice President, Administrative Services shall review a net present value analysis of any proposed refunding in order to make a determination regarding the cost-effectiveness of the proposed refunding.

3. Maximize Expected Net Savings. Another consideration in deciding which debt to refinance and the timing of the refinancing shall be to maximize the District's expected net savings over the life of the bonds.

4. Comply with Existing Legal Requirements. The refunding of any existing debt shall comply with all applicable State and Federal laws governing such issuance.

Article V

Policy Goals Related to District's Planning Goals and Objectives

In following this Policy, the District shall pursue the following goals:

1. The District shall strive to fund capital improvements from voter-approved GO Bond issues to preserve the availability of its General Fund for District operating purposes and other purposes that cannot be funded by such bond issues.

2. The District shall endeavor to attain the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements.

3. The District shall take all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues.

4. The District shall, with respect to GO Bonds, remain mindful of its statutory debt limit in relation to assessed value growth within the college district and the tax burden needed to meet long-term capital requirements.

5. The District shall consider market conditions and District cash flows when timing the issuance of debt.

6. The District shall determine the amortization (maturity) schedule which will fit best within the overall debt structure of the District at the time the new debt is issued.

7. The District shall match the term of the issue to the useful lives of assets funded by that issue whenever practicable and economic, while considering repair and replacement costs of those assets to be incurred in future.

8. The District shall, when planning for the issuance of new debt, consider the impact of such new debt on overlapping debt of local, state and other governments that overlap with the District.

9. The District shall, when issuing debt, assess financial alternatives to include new and innovative financing approaches, including whenever feasible, categorical grants, revolving loans or other State/federal aid, so as to minimize the encroachment on the District's General Fund.

10. The District shall, when planning for the sizing and timing of debt issuance, consider its ability to expend the funds obtained in a timely, efficient and economical manner.

Article VI

Internal Control Procedures for Issuance of Debt to Ensure Intended Use of Proceeds

Section 6.01. Structure of Debt Issues

A. Maturity of Debt: The duration of a debt issue shall be consistent, to the extent possible, with the economic or useful life of the improvement or asset that the issue is financing. Accordingly, the average life of the financing shall not exceed 120% of the average life of the assets being financed. In addition, the District shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

B. Debt Structure:

1. GO Bonds:

a. *New Money Bond Issuances*: For new money bond issuances, the District shall size the bond issuance consistent with the “spend-down” requirements of the Internal Revenue Code and within any limits approved by the District’s voters. To the extent possible, the District will also consider credit issues, market factors (e.g. bank qualification) and tax law when sizing the District’s bond issuance.

b. *Refunding Bond Issuances*: The sizing of refunding bonds will be determined by the amount of money that will be required to cover the principal of, accrued interest (if any) on, and redemption premium for the bonds to be defeased on the call date and to cover appropriate financing costs.

c. *Maximum Maturity*: All bonds issued by the District shall mature within the limits set forth in applicable provisions of the Education Code or the Government Code. The final maturity of bonds will also be limited to the average useful life of the assets financed or as otherwise required by tax law.

2. Lease-Purchase Obligations: The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed.

C. Debt Service Structure: The District shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, provide flexibility, and, as practical, to recapture or maximize its debt capacity for future use.

Section 6.02. Use of Proceeds

The District shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred. In furtherance of the policy, and in connection with the issuance of all GO Bonds:

1. As required by Government Code Section 53410, the District shall only use GO Bond proceeds for the purposes approved by the District’s voters; and

2. The Vice President, Administrative Services shall have the responsibility, no less often than annually, to provide to the District's Board of Trustees a written report which shall contain at least the following information:

- (i) The amount of the debt proceeds received and expended during the applicable reporting period; and
- (ii) The status of the acquisition, construction or financing of the college facility projects, as identified in any applicable bond measure, with the proceeds of the debt.

These reports may be combined with other periodic reports which include the same information, including but not limited to, periodic reports made to the California Debt and Investment Advisory Commission, or continuing disclosure reports or other reports made in connection with the debt. These requirements shall apply only until the earliest of the following: (i) all the debt is redeemed or defeased, but if the debt is refunded, such provisions shall apply until all such refunding bonds are redeemed or defeased, or (ii) all proceeds of the debt, or any investment earnings thereon, are fully expended.

3. The District shall post on the District website the Annual Report of the District's Independent Bond Oversight Committee which has been given the responsibility to review the expenditure of GO Bond proceeds to assure the community that all GO Bond funds have been used for the construction, renovation, repair, furnishing and equipping of college facilities, and not used for teacher or administrator salaries or other operating expenses.

4. The District shall hire an independent auditor to perform an annual independent financial and performance audit of the expenditure of GO Bond proceeds, and to post such audits on the District website.

Gavilan Joint Community College District
Debt Issuance and Management Policy
Adopted on May 9, 2017

Gavilan Joint Community College District Governing Board Agenda

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. 2 (d)

Office of the President

SUBJECT: Student Trustee Rights and Privileges

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board reaffirm the student trustee rights and privileges.

Background:

California Education Code 72023.5, Student Members, requires the Board approve the student trustee rights and privileges by May of each year. Currently these rights and privileges are:

- Right to make and second motions
- Receive compensation of \$264.60 per month

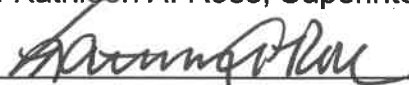
Budgetary Implications:

Follow Up/Outcome:

No additional action.

Recommended By: Dr. Kathleen A. Rose, Superintendent/President

Prepared By:



Dr. Kathleen A. Rose, Superintendent/President

Agenda Approval:



Dr. Kathleen A. Rose, Superintendent/President

Gavilan Joint Community College District

Governing Board Agenda

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2(e)

Administrative Services

SUBJECT: Facilities Master Plan

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal: That the Board of Trustees consider a new district wide Facilities Master Plan.

Background:

A Facilities Master Plan will provide the data and analyses regarding what facility improvements and capital investments are needed throughout the district to better meet the current and future educational needs of the community, as identified by Cambridge West in the district's recently completed Educational Master Plan.

The Facilities Master Plan combined with the Educational Master Plan is a long-range, comprehensive set of documents that will serve as the district's blueprint for the next decade, and is intended to guide institutional and program development. California Code of Regulations, title 5 Section 51008 requires districts to periodically do an Academic Master Plan and a long range master plan for facilities. ACCJC accreditation activities now look for these plans as part of integrated planning.

The last district Master Plan was completed in 2007. With Measure E all spent, the need to achieve state educational center status for the two new campuses under development, and the prospect of seeking a new general obligation bond, it is imperative that a new comprehensive set of plans for the district be completed.

Budgetary Implications:

The Facilities Master Plan will cost \$225,000 plus an agreed upon reimbursement for travel/mileage, accommodation, printing/duplication and materials expenses, to be paid from the general fund.

Follow Up/Outcome:

Upon approval of this agreement by the Board, Cambridge West in concert with HPI Architects will be engaged this Summer in a variety of analyses of the current facilities of the district. At the start of the Fall Semester, collaboration with campus and community interest groups will occur, resulting in the development of the Facilities Master Plan, presentation of its findings to the board in November, and the final Facilities Master Plan in print in December 2017.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Dr. Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

Gavilan Joint Community College District Governing Board Agenda

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2(f)

Administrative Services

SUBJECT: Lease Lab Classrooms at Marguerite Maze Middle School in Hollister

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees approve a two year Lease with possible two 1 year lease extensions for two lab classrooms and restrooms to support Gavilan College STEM classes taught at Marguerite Maze Middle School in the Hollister Elementary School District.

Background:

In order to meet the demand for college science instruction in San Benito County, access to more lab classrooms are needed. Beginning in the Fall 2017 Semester, two lab classrooms and restrooms to support and provide educational instruction for STEM classes will be made available to Gavilan College at Marguerite Maze Middle School by the Hollister Elementary School District.

Budgetary Implications:

Gavilan College will pay \$15 per hour per classroom, and the classrooms will be made available between the hours of 6:00 p.m. and 10:00 p.m. Monday through Friday and 8:00 a.m. to 10:00 p.m. on weekends. Gavilan College will be responsible for the cost of Hollister ESD custodial personnel for unlocking, cleaning and locking the Facilities on weekends and non-school days only.

Follow Up/Outcome:

With Board approval, sign the MOU memorializing this lease arrangement

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Dr. Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2(g)

Administrative Services

SUBJECT: Coyote Valley Educational Center Increment #1 Change Order #2

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees authorizes the second project change order request for the Coyote Valley Educational Center Increment #1. Change Order #2 is \$196,627.19. Original Agreement to Teichert Construction, Inc. was \$4,354,885. Total construction cost including change order #1 & #2 is \$4,618,991.48.

Background:

Public Contract Code § 20659 provides that if any change of a contract is ordered by the governing board of a community college district, such change shall be specified in writing and the cost agreed upon between the governing board and the contractor, and further provides that the board may authorize the contractor to proceed with performance of this change without the formality of securing bids, if the cost so agreed upon does not exceed ten percent of the original contract price. The following Change Order (CO) request has been submitted:

Coyote Valley Educational Center Increment #1 Project

Teichert Construction, Inc. CO #2 for \$196,627.19. A detailed Change Order #2 table is attached for this project.

The initial estimate for this change order totaled \$469,287.94, but after thoroughly reviewing Gilbane successfully negotiated with the contractor and the amount was reduced by \$272,660.75.

Budgetary Implications:

The efficient use of Measure E and Lease Revenue Bond Funds.

Follow Up/Outcome:

Upon Board approval, the change order will be issued to the contractor.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Dr. Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/ President

Change Order for Coyote Valley, Increment #1

CHANGE ORDER #02 - Teichert Construction

PCCO #	Description	Amount	Additional Days (Calendar)
8	Add additional Recycled Wheel stops	\$ 20,752.90	0
18	Add additional 2' water pipe, install 3' manifold to service building And Bldg. D	\$ 27,631.27	0
19	Extend light bases 24" into Bio-Swale	\$ 17,739.00	0
20	De-mob and Remobilization due to weather	\$ 37,874.00	0
21	Credit for deleting slab in front of site and increasing landscaping	\$ (12,082.89)	0
22	Added electrical Tie-ins to all Buildings	\$ 20,002.00	0
23	Cut Curb gaps to allow for drainage to site	\$ 5,391.47	0
25	Provide fuel to generators to power the site for construction	\$ 19,729.02	0
26	Additional SWPPP (Storm water Pollution Prevention Plan) Maintenance	\$ 6,061.25	0
30	Regrade areas in-between buildings for additional area drains	\$ 24,366.62	0
32	Pumped ponding water in Large-Bioswale	\$ 1,000.00	0
35	Added flared culvert ends	\$ 5,948.64	0
37	Required to raise grade for marquee sign footing	\$ 2,662.00	0
38	Add more Bioswale media adjacent to the walkways per requirements	\$ 5,798.00	0
39	Relocated Backflow Preventer - per San Jose City Inspector	\$ 13,753.91	0
TOTAL		\$ 196,627.19	0

Contract Amount	\$ 4,354,885.00	0
Net Change By Previously Authorized Change Orders	\$ 67,479.29	0
Revised Contract Amount Prior to this Change Order	\$ 4,422,364.29	0
Change Order #02	\$ 196,627.19	0
New Contract Amount Including this Change Order	\$ 4,618,991.48	0

Available Construction Contingency	\$ 435,488.00
Change Order #01 & #2	\$ 264,106.48
Remaining Construction Contingency	\$ 171,381.52

Contract Start Date	November 2, 2015
Contract Substantial Completion Date	May 19, 2016
New Contract Substantial Completion Date (By Previously Authorized Change Orders)	July 28, 2016
New Contract Substantial Completion Date (Including this Change Order)	July 28, 2016

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2(h)

Administrative Services

SUBJECT: Gavilan Gym Roof Replacement, Change Order #4

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees authorizes the fourth project Change Order request for the Gavilan Gym Roof Replacement. Change Order #4 is \$1,937. Original Agreement to Seward L. Schreder Construction, Inc. was \$379,000. Total construction cost including change orders #1, #2, #3 and #4 is \$412,227.

Background:

Public Contract Code § 20659 provides that if any change of a contract is ordered by the governing board of a community college district, such change shall be specified in writing and the cost agreed upon between the governing board and the contractor, and further provides that the board may authorize the contractor to proceed with performance of this change without the formality of securing bids, if the cost so agreed upon does not exceed ten percent of the original contract price. The following Change Order (CO) request has been submitted:

Gavilan Gym Roof Replacement Project

Seward L. Schreder Construction, Inc., CO #4 for \$1,937. A detailed Change Order #4 table is attached for this project.

Budgetary Implications:

The efficient use of Measure E and Lease Revenue Bond Funds.

Follow Up/Outcome:

Upon Board approval, the change order will be issued to the contractor.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Dr. Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

Change Order for Gym Roof Replacement Project

CHANGE ORDER #04 - Seward L. Schreder Construction, Inc.

PCO #	Description	Amount	Additional Days (Calendar)
8	Credit due to re-using existing gutter.	\$ (655.00)	0
9	Removed & reinstalled skylight curb due to dry rot, used 9 sheets of plywood.	\$ 2,592.00	0
TOTAL		\$ 1,937.00	0

Contract Amount	\$ 379,000.00
Net Change By Previously Authorized Change Orders	\$ 31,290.00
Revised Contract Amount Prior to this Change Order	\$ 410,290.00
Change Order #04	\$ 1,937.00
New Contract Amount Including this Change Order	\$ 412,227.00

Available Construction Contingency	\$ 37,900.00
Change Order #01, #2, #3 and #4	\$ 33,227.00
Remaining Construction Contingency	\$ 4,673.00

Contract Start Date	October 24, 2016
Contract Substantial Completion Date	December 22, 2016
New Contract Substantial Completion Date (By Previously Authorized Change Orders)	December 22, 2016
New Contract Substantial Completion Date (Including this Change Order)	December 22, 2016

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2(i)

Administrative Services

SUBJECT: Notice of Completion for the Gavilan College Gym Roof Replacement

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees accept the Gavilan College Gym Roof Replacement project as complete and authorize the Vice President of Administrative Services to record a Notice of Completion as required.

Background:

The Gavilan College Gym Roof Replacement has been completed as of May 5, 2017. This is the final acceptance from the Board of Trustees that the project is complete.

Budgetary Implications:

The Gavilan College Gym Roof Replacement total project cost is approximately \$412,227.

Follow Up/Outcome:

The Vice President of Administrative Services will execute the Notice of Completion for the Project and have the same recorded in the Santa Clara County Recorder's Office.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Dr. Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2(j)

Administrative Services

SUBJECT: Gavilan Swimming Pool Renovation, Change Order #1

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees authorizes the first project Change Order request for the Gavilan Swimming Pool Renovation. Change Order #1 is \$26,300.65. Original Agreement to Calstate Construction, Inc. was \$1,698,000. Total construction cost including change order #1 is \$1,724,300.65.

Background:

Public Contract Code § 20659 provides that if any change of a contract is ordered by the governing board of a community college district, such change shall be specified in writing and the cost agreed upon between the governing board and the contractor, and further provides that the board may authorize the contractor to proceed with performance of this change without the formality of securing bids, if the cost so agreed upon does not exceed ten percent of the original contract price. The following Change Order (CO) request has been submitted:

Gavilan Swimming Pool Renovation

Calstate Construction, Inc., CO #1 for \$26,300.65. A detailed Change Order #1 table is attached for this project.

Budgetary Implications:

The efficient use of Lease Revenue Bonds and general funds.

Follow Up/Outcome:

Upon Board approval, the change order will be issued to the contractor.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Dr. Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

Change Order for Pool Renovation Project

CHANGE ORDER #01 - Calstate Construction, Inc.

PCO #	Description	Amount	Additional Days (Calendar)
1	Cost for additional saw cutting and additional material off haul for the pool gutter.	\$ 26,300.65	3
TOTAL		\$ 26,300.65	3

Contract Amount	\$ 1,698,000.00
Net Change By Previously Authorized Change Orders	\$ -
Revised Contract Amount Prior to this Change Order	\$ 1,698,000.00
Change Order #04	\$ 26,300.65
New Contract Amount Including this Change Order	\$ 1,724,300.65
Available Construction Contingency	\$ 169,800.00
Change Order #01	\$ 26,300.65
Remaining Construction Contingency	\$ 143,499.35

Contract Start Date	February 14, 2017
Contract Substantial Completion Date	June 30, 2017
New Contract Substantial Completion Date (By Previously Authorized Change Orders)	July 3, 2017
New Contract Substantial Completion Date (Including this Change Order)	July 3, 2017

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2(k)

Administrative Services

SUBJECT: Gavilan Swimming Pool Renovation, Change Order #2

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees authorizes the second project Change Order request for the Gavilan Swimming Pool Renovation. Change Order #2 is \$114,882.75. Original Agreement to Calstate Construction, Inc. was \$1,698,000. Total construction cost including change order #1 & #2 is \$1,839,183.40

Background:

Public Contract Code § 20659 provides that if any change of a contract is ordered by the governing board of a community college district, such change shall be specified in writing and the cost agreed upon between the governing board and the contractor, and further provides that the board may authorize the contractor to proceed with performance of this change without the formality of securing bids, if the cost so agreed upon does not exceed ten percent of the original contract price. The following Change Order (CO) request has been submitted:

Gavilan Swimming Pool Project

Calstate Construction, Inc., CO #2 for \$114,882.75. A detailed Change Order #2 table is attached for this project.

Budgetary Implications:

The efficient use of Lease Revenue Bonds and general funds.

Follow Up/Outcome:

Upon Board approval, the change order will be issued to the contractor.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Dr. Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

Change Order for Pool Renovation Project

CHANGE ORDER #02 - Calstate Construction, Inc.

PCO #	Description	Amount	Additional Days (Calendar)
2	Cost for extra materials and labor for the Pool Dimensions to increase in size for a NCAA Women's Water Polo Program	\$ 114,882.75	30
TOTAL		\$ 114,882.75	30

Contract Amount	\$ 1,698,000.00
Net Change By Previously Authorized Change Orders	\$ 26,300.65
Revised Contract Amount Prior to this Change Order	\$ 1,724,300.65
Change Order #04	\$ 114,882.75
New Contract Amount Including this Change Order	\$ 1,839,183.40
Available Construction Contingency	\$ 169,800.00
Change Order #01 & #2	\$ 141,183.40
Remaining Construction Contingency	\$ 28,616.60

Contract Start Date	February 14, 2017
Contract Substantial Completion Date	July 3, 2017
New Contract Substantial Completion Date (By Previously Authorized Change Orders)	August 2, 2017
New Contract Substantial Completion Date (Including this Change Order)	August 2, 2017

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2(I)

Administrative Services

SUBJECT: Project Inspector Service Agreement with Irick Inspections, Inc.

- Resolution: BE IT RESOLVED,
 Information Only
 Action Item

Proposal:

That the Board of Trustees approve this project inspector service agreement with Irick Inspections, Inc. for the Gavilan Athletic Fields and Gym Bleacher & Flooring Project.

Background:

The District anticipates construction of works of improvement on Athletic Fields and Gym Bleacher & Flooring Project. The District is required by applicable law to retain the services of a Division of State Architect (DSA) certified Project Inspector. District wishes to contract with Irick Inspections, Inc. for IOR special services on this project pursuant to Government Code 53060. Services to include review of construction documents, recording, reporting, testing and inspections required by DSA Procedure Regulation.

1. Gavilan College Athletic Fields and Gym Bleacher & Flooring Project. Service fees for time and materials for inspection services not to exceed \$175,000 funded from Measure E funds and Lease Revenue Bonds.

Budgetary Implications:

The efficient use of Measure E Bond Program Funds and Lease Revenue Bonds.

Follow Up/Outcome:

Process agreement after Board approval.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: _____

Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: _____

Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2(m)

Administrative Services

SUBJECT: Approval of an agreement with Enviro Science, Inc. for an Independent Contractor Services for Gavilan College Gym Bleacher & Flooring Project

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees approves this service agreement with Enviro Science, Inc. for an amount not to exceed \$6,500 for Hazmat testing and sampling survey, report of findings of Hazmat survey, for the Gavilan College Gym Bleacher & Flooring Project. This is a requirement based on Title 8 of the California Code of Regulations Section 1529.

Background:

In order to comply with Title 8 of the California Code of Regulations Section 1529. A hazmat survey must be performed and finding shall be reported. This work will help to satisfy measures of Title 8 of the California Code of Regulations. District wishes to contract with Enviro Science, Inc. for the services required on this project.

Budgetary Implications:

Effective use of Measure E Bond Program Funds and Lease Revenue Bond.

Follow Up/Outcome:

Process agreement after Board approval.

Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Frederick E. Harris
Frederick E. Harris, Vice President of Administrative Services

Agenda Approval: Dr. Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2 (n)

Office of Academic Affairs

SUBJECT: Curriculum

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board review and approve the recommendations of the Curriculum Committee as reflected in the attached Curriculum Summary.

Background:

The Curriculum Summary lists courses and programs approved by the Curriculum Committee.

Budgetary Implications:

None.

Follow Up/Outcome:

Curriculum modifications are incorporated into the college schedule and catalog.

Recommended By: Dr. Kathleen Rose, Superintendent/President

Prepared By: _____


Dr. Michele M. Bresso, Vice President of Academic Affairs

Agenda Approval: _____


Dr. Kathleen A. Rose, Superintendent/President

GAVILAN BOARD OF TRUSTEES MEETING

May 9, 2017

Curriculum Summary

NEW BUSINESS

Deactivate Courses

ENGL 411 Reading and Writing Workshop (Spring 2018) Units 4.00

Justification: The last time this class was taught was in 2014, and the enrollment numbers were consistently low. This is also an additional layer of remediation, which is not in line with our focus on acceleration.

MCTV 17B/THEA 17B, Television and Video Workshop (Spring 2018) Units 3.00

Justification: 17B has been changed to 18.

THEA 21 Mexican Dance and Folklore (Spring 2018) Units 1.00 - 2.00

Justification: Deactivate Course- not enough interest to sustain enrollments

NEW COURSE PROPOSAL – SECOND READING

CMUN 12 Business Communication (Spring 2018) Units 3.00

Description

Applies business communication concepts where students create effective documents and visual aids using current technology, present individual and team oral presentations, assess interpersonal and intercultural environments and evaluate common controversial issues within the workplace.

Pre-requisite

ENGL 250 Practical Writing

Eligible to enroll in English 250.

Justification: Replacement of CMUN 11 Business Communication. Needed to complete Communication Studies Department program offerings

There were a number of reasons the course was deactivated. First, the state did not allow it to be applied to specific degrees. It could only be an elective. As a result, it could not attract enough students to enroll in the course. Second, the course taught communication topics that were at a higher level of instruction, but allowed students who were not prepared for that level of work to enroll. As a result, the diversity of the students in the class caused issues. Further, the basis for the course was to introduce students to online communication and business needs. However, students no longer need to be taught how to use online spaces for communication. Such interaction has become the norm. Thus, the foundation of the course was no longer viable. CMUN 12 takes a different approach. It gives instruction in basic communication needs within the business context, whether online or face-to-face. It teaches students how to communicate in the workplace, and includes both written and verbal formats. It completes the Communication Studies offerings by preparing students for employment. It is considered the final piece of the degree where they apply what they have learned about communication in general and allows them to demonstrate how they will engage others in real situations.

JLE 206 Human Trafficking Investigation Course (Spring 2018) Units 1.00

Description

Students are taught that human trafficking is one of the most horrific crimes committed in our society today. It involves the recruitment, abduction, transport, sale, or receipt of persons, through force, coercion, fraud, or deception. In other words, human beings are being bought and sold, sometimes repeatedly, for profit. Students will learn about the California Trafficking Victims Protection Act was enacted in late 2005 by statute (Penal Code (PC) §13519.14) and required the Commission to prepare guidelines for law enforcement response.

Justification: The Peace Officers Standards and Training (POST) Guidelines on Law Enforcement Response to Human Trafficking is presented in a format that will allow the student to follow a systematic process for conducting a human trafficking investigation in our local agencies.

KIN 91A Hip-hop, Level 1 (Fall 2018) Units 0.50 - 1.00

Description

Students will be introduced to the fundamental aspects of Hip-hop dance. Students will learn various movements, positions, isolations, turns, gestures and traveling steps. Rhythm and phrasing will also be taught as it relates to Hip-hop dance and music.

Justification: Hip-hop is a popular dance style that is currently being offered at many other local community colleges. In order to grow our program, we are creating and offering this new course at Gavilan College to keep up with the wants and needs of our student body. Currently, we do not have Hip Hop at Gavilan so this course will grow and develop our program by offering a brand new course. This course can go towards a degree for a PE (Kin) unit and/or Elective class.

MODIFICATION TO EXISTING COURSES

AJ 10 Introduction to the Administration of Justice (Spring 2018) Units 3.00

Description

The history and philosophy of justice as it evolved throughout the world; in-depth study of the American system and various sub-systems; roles and role expectations of criminal justice agents in their interrelationships in society; concepts of crime causations, punishments and rehabilitation; ethics, education and training for professionalism in the social system. (C-ID: AJ 110) ADVISORY: Eligible for English 250 and English 260.

Justification: Adding the information under Distance Education so this course will then have the option of being taught online. The course was just reviewed last semester so all other information is up to date.

AJ 12 Criminal Procedures (Spring 2018) Units 3.00

Description

Legal processes from pre-arrest, arrest through trial, sentencing and correctional procedures; a review of the history of case and common law; conceptual interpretations of law as reflected in court decisions; a study of case law methodology and case research as the decisions impact upon the procedures of the justice system. (C-ID: AJ 122) ADVISORY: AJ 10; Eligible for English 250 and English 260.

Justification: Adding the information under Distance Education so this course will then have the option of being taught online. In addition, as this course was last updated in 2013 the content and SLO's were reviewed, methods of instruction revises and the textbook was updated.

AJ 16 Introduction to Evidence (Spring 2018) Units 3.00

Description

This course covers the origin, development, philosophy and basis of evidence; constitutional and procedural considerations affecting arrest, search and seizure; types of evidence and rules governing admissibility; judicial decisions interpreting individual rights and case studies. In addition to the Federal Rules of Evidence, the course also includes the California law regarding the rules of evidence. (C-ID: AJ 124) ADVISORY: AJ 10 and Eligible for English 250 and English 260.

Justification: Adding the information under Distance Education so this course will then have the option of being taught online. In addition, as this course was last updated in 2013 the content and SLO's were reviewed and the textbook was updated.

AJ 18 Community Relations and the Justice System (Spring 2018) Units 3.00

Description

The course examines the complex, dynamic relationship between communities and the institutions of the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. It also examines new strategies, skills, tools, and cultural knowledge necessary for personnel engaged in all aspects of the criminal justice system. (C-ID: AJ 160) ADVISORY: Eligible for English 250 and English 260; AJ 10.

Justification: Adding the information under Distance Education so this course will then have the option of being taught online. In addition, as this course was last updated in 2014 the content and SLO's were reviewed and the textbook was updated.

AJ 20 Juvenile Law and Procedure (Spring 2018) Units 3.00

Description

This course covers techniques of handling juvenile offenders and victims; prevention and repression of delinquency; diagnosis and referral; and organization of community resources. The course also includes juvenile law and juvenile court procedure with a strong emphasis on California law, including the California Penal and Welfare and Institution Codes. (C-ID: AJ 220) ADVISORY: Eligible for English 250 and English 260.

Justification: The Distance Education information is being added so this course has the option of being taught online. The course was reviewed/updated last semester so all other information is up to date.

AJ 32 Crime and Delinquency (Spring 2018) Units 3.00

Description

An introduction to major types of criminal behavior, characteristics of offenders, factors which contribute to crime and delinquency; the criminal justice process: the function of law enforcement, the courts, probation, parole and institutions; changes in crime control and treatment processes, the role of society. ADVISORY: Eligible for English 250 and English 260.

Justification: The Distance Education information is being completed so this course has the option of being taught online. The course was updated last semester so all other information is up to date.

AJ 173 Fundamentals of Probation and Parole (Spring 2018) Units 3.00

Description

This course is designed to examine the various components in probation and parole; including probation supervision, presentence investigation reports, various jail alternative programs, the early development of

probation, the study of the juvenile justice system, and the special needs of offenders. **ADVISORY:** Eligible for English 250 and English 260.

Justification: The Distance Education information is being completed so this course will have the option of being taught online. This course was updated last semester so all other information is up to date.

AJ 176 Criminal Street Gangs (Spring 2018) Units 3.00

Description

This course is designed to explore historical developments, origins, philosophy and current trends and activities in criminal street gangs within California. It will explore areas of violence, recruitment, drug use, graffiti and attire; with emphasis placed on organization within gangs and their racial backgrounds. Types of solutions within the criminal justice system used to combat street gangs is also included.

ADVISORY: Eligible for English 250 and English 260.

Justification: The Distance Education information is being added so this course has the option of being taught online. The course was updated last semester so all other information is up to date.

ART 14B Murals: Organization and Planning (Spring 2018) Units 3.00

Description

This course is intended for students that have completed ART 14, Introduction to Murals. The course builds on the skills and knowledge learned in that course in teaching students how to create and organize a community-based mural project. New elements learned in this course are: creating Memorandum of Understanding (MOU), building a mural project budget that includes supplies, director stipends, mural maintenance and conceptual design fees. Students will also learn how to facilitate small-group mural workshops within a community.

PREREQUISITE: ART 14

Justification: The course has been reviewed and is current. The course has not had an opportunity to be offered due to the Art 14A prerequisite; it is offered simultaneously with the other family of Art 14 courses.

ART 14C Murals: Direction and Facilitation (Spring 2018) Units 3.00

Description

This course is intended for students that have completed ART 14B, Murals: Organization and Planning. The course builds on the skills and knowledge learned in that course in teaching students how to direct and facilitate a community-based mural project. New elements learned in this course are: creating a timeline for mural projects, working directly with a community to create a mural, organizing and facilitating mural workshops for the community, organizing and facilitating a mural unveiling for a community and applying a protective surface for the mural created. **PREREQUISITE:** ART 14B

Justification: The course has been reviewed and is current. The course has not had an opportunity to be offered due to the Art 14A/B prerequisite; it is offered simultaneously with the other family of Art 14 courses.

CSIS 571A Introduction to Assistive Computer Instruction Lab (Spring 2018) Units 0.50 - 2.00

Description

The Assistive Computer Instruction Lab (Intro) is designed for students who are eligible for Disability Services. The course is designed to improve basic academic skills and/or cognitive processes through the use of appropriate software or to learn adaptive devices designed to make computers accessible. Course content is individualized for each student. This is a pass/no pass course. May be repeated as necessary based on measurable progress as documented in the Academic Accommodations Plan. This is an open

entry, open exit course. **ADVISORY:** This course is intended for students with a verified disability or demonstrated academic deficit who show a need for the use of assistive computer programs and/or adaptive equipment.

Justification: This course is on the 5 year curriculum review cycle for the spring semester. Reviewed and updated the course content, description and out of class assignments. Updated the content to include the Chancellor's Office changes in the DRC forms by replacing the Student Educational Contract (SEC) with the Academic Accommodations Plan (AAP). Consolidated the SLO's and updated the SLO assessment dates.

CSIS 571B Intermediate Assistive Computer Instruction Lab (Spring 2018) Units 0.50 - 2.00

Description

The Assistive Computer Instruction Lab (Intermediate) is designed for students who are eligible for Disability Services. The course is designed to improve basic academic skills and/or cognitive processes through the use of appropriate software or to learn adaptive devices to make computers accessible. Course content is based on Academic Accommodations Plans which are developed for each student. This is a pass/no pass course. May be repeated as necessary based on measurable progress as documented in the Academic Accommodations Plan. This is an open entry, open exit course. **ADVISORY:** This course is intended for students with a verified disability or demonstrated academic deficit who show a need for the use of assistive computer programs and/or adaptive equipment.

Justification: This course is on the 5 year curriculum review cycle for the spring semester. Reviewed and updated the course content, description and out of class assignments. Updated the content to include the Chancellor's Office changes in the DRC forms by replacing the Student Educational Contract (SEC) with the Academic Accommodations Plan (AAP). Consolidated the SLO's and updated the SLO assessment dates.

CSIS 571C Advanced Assistive Computer Instruction Lab (Spring 2018) Units 0.50 - 2.00

Description

The Assistive Computer Instruction Lab (Advanced) is designed for students who are eligible for Disability Services. The course is designed to improve basic academic skills and/or cognitive processes through the use of appropriate software or to learn adaptive devices designed to make computers accessible. Course content is based on Academic Accommodation Plans which are developed for each student. This is a pas/no pass course. May be repeated as necessary based on measurable progress as documented in the Academic Accommodation Plan. This is an open entry, open exit course. **ADVISORY:** This course is intended for students with a verified disability who show a need for the use of assistive computer programs and/or equipment or demonstrated academic deficit.

Justification: This course is on the 5 year curriculum review cycle for the spring semester. Reviewed and updated the course content, description and out of class assignments. Updated the content to include the Chancellor's Office changes in the DRC forms by replacing the Student Educational Contract (SEC) with the Academic Accommodations Plan (AAP). Consolidated the SLO's and updated the SLO assessment dates.

CD 1 Principles and Practices of Early Childhood Education (Spring 2018) Units 3.00

Description

An overview of the developing child, current theories and research within the context of family, school, and community, and a historical perspective on the development of early childhood programs which are developmentally appropriate. The processes of socialization and identity development will be highlighted. This class is appropriate for students wanting to work with young children in a variety of programs,

including infant-toddler, preschool, transitional kindergarten, and kindergarten. Observations in schools are to be arranged. (C-ID: ECE 120) ADVISORY: Eligible for English 250 and English 260.

Justification: This course is being adjusted to accommodate the California Community Colleges Curriculum Alignment Project - CAP Transitional Kindergarten but at the same time maintaining C-ID approval. This includes title and description modifications and student learning outcome revisions. More detailed information is being added to the content section so that it aligns with the CAP TK worksheet. Note: This information is currently being taught in the class and is in the content in general terms. We are adding some additional detailed material.

CD 10 Children with Special Needs (Spring 2018) Units 3.00

Description

An introductory course in which includes a survey of special needs such as learning disabilities, emotional disturbances, developmental delays, physical limitations, cognitive differences, and giftedness. Students will study the influences of history and society, of special education and legislation in the USA, ethical assessment and family-based intervention techniques, diversity and family issues, advocacy for special needs children, and the use of technology in special education environments. This course has the option of a letter grade or pass/no pass. ADVISORY: Eligible for English 250 and English 260. Completion of CD 2.

Justification: This course is on the spring semester 5 year cycle for updating. We are modifying the course to match the CAP Expansion curriculum Introduction to Children with Special Needs. Changes include: slight modifications in the description, consolidating SLO's, updating the textbook, and revisions to the content to match CAP Expansion curriculum.

CD 14B Behavior Management Strategies for School Age Classrooms (Spring 2018) Units 3.00

Description

The nature of children's development stages causes school age children to act in different ways at different ages. This course helps students understand the relationship of development, environment, culture and social circumstances to children's behavior. This is an overview of guidance theories that analyze children's behaviors and lead to strategies for positive changes. This course is appropriate for those working with students in transitional kindergarten, kindergarten, and early education classrooms. This course has the option of a letter grade or pass/no pass. ADVISORY: English 250, English 260, and CD 3

Justification: This course is on the spring semester 5 year cycle for updating. This course is being adjusted to accommodate the California Community Colleges Curriculum Alignment Project - CAP Transitional Kindergarten. Course title and description are being modified to better align with CAP TK's. More detailed information is being added to the content section so that it aligns with the CAP TK worksheet. A new textbook is being adopted that contains terminology that aligns better with the CAP TK curriculum relating to strategies for working with student behavior. The old content contained information in general terms. We are adding additional detailed material.

CD 40 / PSYC 40 Child Development (Spring 2018) Units 3.00

Description

This course examines the development within the psychosocial, cognitive/language development, and physical domains, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. This course is appropriate for those working with students in transitional kindergarten, kindergarten, and early education

classrooms. Also listed as PSYC 40. (C-ID: CDEV 100) ADVISORY: Eligible for English 1A; transfer students consult with advisor.

Justification: This course is being adjusted to accommodate the California Community Colleges Curriculum Alignment Project - CAP Transitional Kindergarten but at the same time maintaining C-ID approval. More detailed information is being added to the content section so that it aligns with the CAP TK worksheet. Note: This information is currently being taught in the class and is in the content in general terms. We are adding some additional detailed material. The title and course description are also being altered, again to accommodate both C-ID and CAP TK.

ENGL 2C Introduction to Film and Fiction (Spring 2018) Units 3.00

Description

This is a literature course in analysis of the novel and film as art forms. The student will read several novels, view the films based on the novels, and discuss the difference in techniques, both orally and in writing. PREREQUISITE: Eligible for English 1A.

Justification: Updating textbooks and making minor curriculum updates

ENGL 4A British Literature - 449 to 1798 A.D. (Spring 2018) Units 3.00

Description

This course is a study of the masters of early British Literature from the years 449 - 1798 and the major literary trends within that time period. In this course, students will work to understand the language and concepts within early British poetry and prose, as well as explore the social and historical influences which inform this literature. (C-ID: ENGL 160) PREREQUISITE: Eligible for English 1A.

Justification: On 5 year cycle for review. SLOs were updated and types of out-of-class assignments were added.

ENGL 4B British Literature - 1798 to Present (Spring 2018) Units 3.00

Description

This course is a study of the masters of British Literature from 1798 to present, as well as an exploration of major literary trends during the Romantic, Victorian, Modern, and Contemporary Literary Eras. Note: this course need not be taken in sequence. PREREQUISITE: Eligible for English 1A, Composition.

Justification: Reduced number of SLOs and aligned them with other literature courses. Updated texts.

ENGL 5A Survey of American Literature - 1620 to 1865 (Spring 2018) Units 3.00

Description

This course is a study of the masters of American Literature and the major trends of literature from Pre-colonial times through to 1865. In this course, students will work to understand concepts within poetry and prose, examine common literary trends, as well as work to explain the social and historical influences which inform this literature. (C-ID: ENGL 130) PREREQUISITE: Eligible for English 1A.

Justification: On 5 year cycle for review. Reviewed and updated course. Updated Texts for course.

ENGL 5B Survey of American Literature - 1865 to Present (Spring 2018) Units 3.00

Description

This course is a study of the masters of American Literature and the major trends of literature during the years 1865 to the present. The major trends can include Realism, Naturalism, Modernism, Post-Modernism, etc. (C-ID: ENGL 135) PREREQUISITE: Eligible for English 1A.

Justification: On 5 year cycle for review. Reviewed and Updated course curriculum. Updated and added textbooks for course.

ENGL 9B Advanced Creative Writing (Spring 2018) Units 3.00

Description

This class is a continuation of English 9A, with an emphasis on further development on the craft and production of various forms of poetry and prose, including drama, fiction, poetry, and narrative non-fiction and includes the writing, reading, and discussion of such works. The class remains primarily experiential, providing many opportunities for generation of new pieces of writing, some time for gentle encouraging feedback with a greater focus on developing leadership skills in that area as well as a deepening knowledge of terminology, in order to develop better understandings of both the process and craft of creative writing. PREREQUISITE: English 9A with a grade of 'pass' or C or better.

Justification: Reviewed SLOs. Updated methods of evaluation and texts.

ENGL 440 Basic Writing (Spring 2018) Units 3.00

Description

This is an intensive study and application of basic grammar, sentence, and essay writing skills within the context of composing short essays. Units earned in this course do not count toward the associate degree and/or certain certificate requirements. PREREQUISITE: Satisfactory score on the English placement examination.

Justification: Updated Texts.

ESL 543 Intermediate ESL Grammar - Writing II (Spring 2018) Units 5.00

Description

This course reviews basic tenses learned in previous courses, pronouns, and nouns and expands the grammar overview into modal auxiliaries, gerunds and infinitives, and other intermediate-level grammar structures. Students continue developing sentence and paragraph skills begun in previous courses. PREREQUISITE: ESL 533 or 537 with a grade of C or better or ESL assessment recommendation. ADVISORY: Recommended concurrent enrollment in ESL 541 and ESL 542.

Justification: On 5 year cycle for review. Consolidating SLOs.

ESL 547 Integrated Reading/Writing III (Spring 2018) Units 6.00

Description

This is the third course in a series of integrated skills courses designed to expand the development of reading, writing, and grammar skills of high-intermediate ESL students. The course focuses on vocabulary development through the application of different reading strategies to a variety of selections of topics of interest to academically- bound students. It also involves the further practice and refinement of sentence and paragraph skills, structure and punctuation. PREREQUISITE: ESL 537 or ESL Assessment Recommendation.

Justification: Consolidating SLOs and updating content and textbook.

ESL 552 Advanced ESL Reading/Vocabulary I (Spring 2018) Units 4.00

Description

This course focuses on academic and critical thinking skills needed to increase reading comprehension and efficiency. Emphasis is on analyzing, making inferences, taking notes, supporting opinions, summarizing and expanding vocabulary. Readings are from academic texts and literature.

PREREQUISITE: ESL 542 with a grade of 'C' or better or ESL assessment recommendation.
Recommended concurrent enrollment in ESL 553 and 554.

Justification: Consolidating SLOs. The Noncredit version of this class (ESL 752) was recently approved, so the Credit SLO's were consolidated to match the Noncredit SLOs on the course outline. This class will be dual-listed in the future.

ESL 553 Advanced ESL Composition I (Spring 2018) Units 5.00

Description

This course is a composition course for ESL students that develops college composition skills through a review of the parts and elements of the English paragraph and an introduction to the essay form. The course focuses on the development of a paragraph and expands to the writing of multiple paragraphs in an essay. Basic rhetorical patterns and methods of organization are covered using the multiple-draft approach to writing. **PREREQUISITE:** ESL 543 with a grade of C or better or ESL Assessment Test recommendation. **ADVISORY:** Recommended concurrent enrollment in ESL 552 and ESL 554.

Justification: Consolidating SLOs. The Noncredit version of this class (ESL 753) was recently approved, so the Credit SLO's were consolidated to match the Noncredit SLOs on the course outline. This class will be dual-listed in the future. To the content, we added "Students attend a two-hour long Kickstart Orientation (in tutoring groups) and learn about the next steps (Math Assessment, Ed Plan, and GUID 210) to qualify for Priority Registration."

ESL 554 Advanced ESL Grammar I (Spring 2018) Units 5.00

Description

This course is designed to help students improve their grammar usage so that they will be able to expand their use of grammar structures in oral and written communication. Students begin the study of more sophisticated grammar structures such as past perfect, passive voice, and modal auxiliaries for past time, and they review present perfect and modals for present and future time. Students will enhance their understanding of grammar by comparing and contrasting new and previously encountered structures and better appreciate the subtleties of English grammar. **PREREQUISITE:** ESL 543 with a grade of 'C' or better or ESL Assessment Test Recommendation. **ADVISORY:** Recommended concurrent enrollment in ESL 552 and ESL 553.

Justification: Consolidated SLOs and updated the textbook. The Noncredit version(ESL 754) has already been approved. The credit SLOs are being consolidated to match the Noncredit SLOs. This class will be dual-listed in the future. The textbook was also updated.

ESL 562 Advanced ESL Reading/Vocabulary II (Spring 2018) Units 4.00

Description

This course prepares ESL students for mainstream college classes by reviewing a variety of reading skills, strategies, and topics from different academic disciplines. Students expand their academic vocabulary and read short stories or a novel for literary appreciation. **PREREQUISITE:** ESL 552 with a grade of 'C' or better or ESL assessment recommendation. Recommended concurrent enrollment in ESL 564 and ESL 563.

Justification: Consolidating SLOs. The Noncredit version(ESL 762) has already been approved. The Credit SLOs are being consolidated to match the Noncredit SLOs. This class will be dual-listed in the future.

ESL 563 Advanced ESL Composition II (Spring 2018) Units 5.00

Description

This course is a composition course for ESL students that refines and further expands college composition skills through the writing of essays. The course focuses on the structuring and development of an essay with the use of personal examples. Students write in response to a variety of prompts using different rhetorical patterns such as classification, narration, argumentation, and cause/effect. ADVISORY: ESL 554 with a grade of "C" or better or concurrent enrollment in ESL 554. PREREQUISITE: ESL 553 with a grade of "C" or better or ESL assessment recommendation.

Justification: Consolidating SLOs.

ESL 564 Advanced ESL Grammar II (Spring 2018) Units 3.00

Description

This course is designed to expand grammar usage to include adjective, noun, and adverb clauses in oral and written communication. Students learn the meaning and use of clause connectors and are introduced to conditionals, both real and unreal. These grammar structures constitute some of the most complex structures in English and expose students to a rich variety of structures that can effectively enhance their oral and written expression. PREREQUISITE: ESL 554 with a grade of 'C' or better or ESL Assessment Recommendation. ADVISORY: Recommended concurrent enrollment in ESL 562 and ESL 563.

Justification: We are updating this course and reducing the units from 5 to 3. This course will no longer be taught in its 5-unit format. This course has not been offered in a few semesters, and we have tried to incorporate some of the content in the level below it. However, it is too much content to push down a level, so we'd like to try to offer a 3-unit version. We stopped offering the 5-unit class to give students a lighter load of 9 units instead of 14 at the Advanced II level. Some students took advantage of the space in their schedule to take a Math class, but others did not. This 3-unit course would give the ESL students a full-time (12 unit) schedule in ESL, or they could still choose to take another college class. For many of our students, their goal is only to finish the ESL Program.

ESL 584 Culture Through Film (Spring 2018) Units 3.00

Description

This course is designed to practice listening and speaking skills through the use of selected films. The course highlights different intercultural issues and aspects of American culture, and students enhance their listening and speaking skills by means of authentic discourse. Because film provides a real sample of speech in a multi-dimensional experience, ESL learners can experience the language in a more complete manner while analyzing cultural issues. This is a pass/no pass course.

Justification: This course is being updated and a Noncredit version is being created. This course was last updated in Fall 2012. We would like to offer it dual-listed with ESL 744 in Summer 2018. SLOs were consolidated. Content was updated from use of a "cassette recorder" to a "digital recorder".

JOUR 16A Writing for Print and Digital Media (Spring 2018) Units 3.00

Description

Fundamentals of journalistic writing and analysis of news values and news writing. This course stresses organization and structure of news stories; the language and style of news writing; the basic lead and story types for print, broadcast and social media. This course offers students an opportunity to practice the fundamental skills of print news writing, learning to use news judgment and to follow a set journalism format for the construction of news stories. (C-ID: JOUR 110) ADVISORY: Typing skill; English 1A eligibility.

Justification: Made changes to course description: Addition of social media as a journalistic platform since the class was initially created. Social media can include Medium, LinkedIn, Tumblr, blogs and other long-form digital information portals. Made change to text to offer more depth of instruction. Made change to add 3 hours of out of class assignments.

KIN 3 Introduction to Athletic Training (Spring 2018) Units 4.00

Description

An introductory course in athletic training/sports medicine. This course will familiarize the student with the six domains of athletic training: prevention; clinical evaluation and diagnosis; immediate care; treatment, rehabilitation, and reconditioning; organization and administration; and professional responsibility. Also included is hands-on experience in the training room and at athletic events. Previously listed as PE 3. ADVISORY: Allied Health 30 and eligible for English 260.

Justification: This course is on the 5 year curriculum review cycle. We reviewed the description and content, reduced the SLO's, and updated the textbook.

MATH 1B Single-Variable Calculus and Analytic Geometry (Spring 2018) Units 4.00

Description

A second course in differential and integral calculus of a single variable covering methods of integration, applications of the integral, differential equations, parametric and polar equations, and sequences and series. PREREQUISITE: Mathematics 1A with a grade of 'C' or better.

Justification: On 5 year cycle for review. Textbook and SLO assessment update.

MUS 11A Applied Music/Piano (Spring 2018) Units 0.50 – 2.00

Description

Individual studio instruction in piano for the development of performance skills. Each week students will take individual lessons and complete an on-campus practice appropriate for the number of units taken. Additionally, each semester students will perform at least once for a juried performance for a faculty committee as a final exam. Designed for Music majors who are able to perform at college level. May be taken for a maximum total of 2 units. (C-ID: MUS 160) ADVISORY: Concurrent enrollment in MUS 3A, MUS 3B, MUS 3C or MUS 3D.

0.50 - 2.00

Justification: The course was submitted for modification because it is on the 5 year review schedule. "out of class assignments" -- assignments that students work on outside of the class meeting time, homework. The students are assigned a repertoire of several pieces and technical exercises (scales, etudes, arpeggios) based on their level.

MUS 11B Applied Music/Guitar(Spring 2018) Units 0.50 - 2.00

Description

Individual studio instruction in Guitar for the development of performance skills. Each week students will take individual lessons and complete an on-campus practice appropriate for the number of units taken. Additionally, each semester students will perform at least once for a juried performance for a faculty committee as a final exam. Designed for Music majors who are able to perform at college level. May be taken for a maximum total of 2 units. (C-ID: MUS 160) ADVISORY: Concurrent enrollment in MUS 3A, MUS 3B, MUS 3C or MUS 3D.

Justification: The course was submitted for modification because of the 5 year review schedule. "out of class assignments" -- songs, technical exercises that students work on outside of the class time.

POLS 12 Introduction to Political Thought (Spring 2018) Units 3.00

Description

This course provides students with an introduction to and grounding in classical and modern political thought. Students will be introduced to theorists such as Plato, Aristotle, Machiavelli, and Marx. Students will also examine such timeless questions as: "What is justice?" "What is the good life?" and "What is power?" among others. This course is also listed as PHIL 12. Previously POLS 2. (C-ID: POLS 120)

Justification: Since this is a cross-listed course, changes in this class match those made to Philosophy 12. They include: 1) Condensing student learning outcomes; 2) updating course textbook; and 3) clarifying methods of evaluation.

THEA 3 El Teatro Campesino (Spring 2018) Units 3.00

Description

Reading, viewing and discussing the development of the Chicano (Mexican American) culture in American Society reflected in the works of playwright and director Luis Valdez and El Teatro Campesino (The Farm Worker's Theatre) are the focus of this course. It traces the historical and cultural influences of the theatrical company from its creation in 1965 to the present. Students will read actos, and plays and view film and video produced by El Teatro Campesino. This course has the option of a letter grade or pass/no pass. ADVISORY: Eligible for English 250 and English 260.

Justification: This course is on a 5 year review cycle. It has new textbooks, SLOs were updated, and a description of the out of class assignments were added.

MODIFICATION OF EXISTING PROGRAMS

Airframe – Certificate of Achievement (Spring 2018)

Justification: Clean-up program for transition to CurricUNET. Gavilan transferred to CurricUNET this year. The initial transfer was automated and left out PLOs. The modification was to enter the PLO's.

Description:

Students receiving the certificate will have job entry skills for the following occupations: Aviation mechanic; aircraft serviceperson; repair or sales of aircraft accessories; airframe specialist. The skills learned in the program also prepare graduates for employment in fields such as aircraft manufacturing, electronics, hydraulics, welding, sheet metal, electrical systems, pneumatics, fuel systems, automotive repair, civil and military defense. This certificate is designed to prepare students to qualify for the airframe certificate issued by the Federal Aviation Administration. These courses include the following subjects: sheet metal structures, wood and fabric structures, aircraft airframe inspection, assembly and rigging, hydraulic and pneumatic systems, aircraft electrical systems, cabin atmosphere controls, fuel systems, ice and rain systems, fire protection systems, instrument systems, position and warning systems, landing gear systems, and navigation and communication systems. All individuals will have to complete the General Aircraft Maintenance requirements in order to receive the FAA Aircraft Airframe Certificate of completion.

Requirements: (45 Required)

AMT100	General Aircraft Technology	9
AMT101	General Aircraft Technology	9
AMT110	Airframe Maintenance Technology	13.5
AMT111	Airframe Structures	13.5

Recommended Electives: (0 Required)

AMT190 Occupational Work Experience/Aviation 1 - 4

Total: 45

Powerplant Certificate of Achievement (Spring 2018)

Justification: Clean-up program for transition to CurricUNET. Gavilan transferred to CurricUNET this year. The initial transfer was automated and left out PLOs. The modification was to enter the PLO's.

Description:

Students receiving the certificate will have job entry skills for the following occupations: Aviation mechanic; aircraft serviceperson; repair or sales of aircraft accessories; powerplant specialist. The skills learned in the program also prepare graduates for employment in fields such as aircraft manufacturing, electronics, hydraulics, welding, sheet metal, electrical systems, pneumatics, fuel systems, automotive repair, civil and military defense. This certificate is designed to prepare students to qualify for the Powerplant certificate issued by the Federal Aviation Administration. These courses include the following subjects: reciprocating engines, turbines, lubrication systems, engine fuel systems, fuel metering systems, induction systems, ignition systems, engine electrical systems, engine cooling systems, engine exhaust system, engine instrument systems, engine control systems, engine fire protection systems and propellers. Students will have the opportunity to test run the engine that they repair. Students that complete this program may apply immediately to take the exams needed to obtain FAA Powerplant mechanic certificate.

Requirements: (45 Required)

AMT100	General Aircraft Technology	9
AMT101	General Aircraft Technology	9
AMT120	Aviation Powerplant Technology	13.5
AMT121	Aviation Powerplant Systems Technology	13.5

Recommended Electives: (0 Required)

AMT190	Occupational Work Experience/Aviation	1 - 4
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Total 45

Aviation Maintenance Technology – A. S. Degree (Spring 2018)

Justification: Clean-up program for transition to CurricUNET. Gavilan transferred to CurricUNET this year. The initial transfer was automated and left out PLOs. The modification was to enter the PLO's.

Description:

Students will have job entry skills for the following occupations: aviation mechanic, aircraft service person, repair or sales of aircraft accessories, airframe specialist. Courses in the Aviation Technology Department are currently offered only during the day. Students who have completed all of the AMT coursework will have satisfied Area B-1 of the general education requirements for the associate degree using the Gavilan College General Education pattern.

Requirements: (72 Required)

AMT100	General Aircraft Technology	9
AMT101	General Aircraft Technology	9
AMT110	Airframe Maintenance Technology	13.5
AMT111	Airframe Structures	13.5
AMT120	Aviation Powerplant Technology	13.5

AMT121 Aviation Powerplant Systems Technology 13.5

Recommended Electives: (0 Required)

CSIS1 Computer Literacy - MS Office 2

General Education Requirements: (35 - 39)

General Education requirements: A student may complete the Gavilan College A.A./A.S. general education pattern, plus sufficient electives to meet a 60 unit total. See a counselor for details.

NOTE: A course may be used to satisfy both general education and major courses. See "Double Counting Rule".

Total: 72

Aviation Maintenance Technology - Certificate of Achievement (Spring 2018)

Justification: Clean-up program for transition to CurricUNET. Gavilan transferred to CurricUNET this year. The initial transfer was automated and left out PLOs. The modification was to enter the PLO's.

Description:

Students will have job entry skills for the following occupations: aviation mechanic, aircraft serviceperson, repair or sales of aircraft accessories, airframe specialist. Courses in the Aviation Technology Department are currently offered only during the day.

Requirements: (72 Required)

AMT100	General Aircraft Technology	9
AMT101	General Aircraft Technology	9
AMT110	Airframe Maintenance Technology	13.5
AMT111	Airframe Structures	13.5
AMT120	Aviation Powerplant Technology	13.5
AMT121	Aviation Powerplant Systems Technology	13.5

Recommended Electives: (0 Required)

CSIS1 Computer Literacy - MS Office 2

Total: 72

Kinesiology - ADT degree

Justification: The program description has been modified to focus on the specifics of ADT degree.

Description:

Upon completion of this degree, students will be prepared to transfer into the CSU system to pursue a BA/BS in Kinesiology. It is the desire of the Kinesiology and Athletics Department to contribute to the continued growth and development of each student by providing opportunities that advance the physical, mental, social, and emotional rewards that result from a comprehensive experience in higher education.

Program Learning Outcomes: After completing the Associate in Arts in Kinesiology for Transfer students will be able to:

- List and describe five career options available in the field of kinesiology.

- Describe and critically analyze the role of physical activity and its impact on health, society and quality of life.
- Discuss the history and broad content within the discipline of kinesiology and develop skills to enable the synthesis of concepts across disciplines.
- Identify critical elements of motor skill performance, combine motor skills into appropriate sequences for the purpose of improving skill learning, and demonstrate competent motor skill performance in a variety of physical activities.
- Identify the skeletal and muscular structures of the human body.
- Utilize measurement concepts (qualitative and quantitative) to assess student/client performance and program effectiveness.
- Describe and demonstrate effective verbal and nonverbal communication skills.

Requirements:

Course	Units
Core Courses: 15 units, including Movement Based Courses	
KIN 2 Introduction to Kinesiology	3.00
BIO 7 Human Anatomy	4.00
BIO 9 Human Physiology	5.00

Movement Based Courses: Select a maximum of one (1) course from any three (3) of the following areas for a maximum of three (3) units):

Aquatics (1 unit):

KIN 16A Swimming - Beginning	1.00
KIN 61A Swim for Fitness - Level 1	1.00

Combatives (1 unit)

KIN 39 Fencing	1.00
KIN 71A Self-Defense - Level 1	1.00
KIN 83 Karate	1.00

Dance (1 unit)

KIN 88A Social Dance - Beginning	1.00
KIN 88B Social Dance - Intermediate	1.00
KIN 66A Dance Fundamentals - Beginning	1.00
KIN 66B Dance Fundamentals - Intermediate	1.00

Fitness (1 unit)

KIN 24A Individualized Weight Training - Level 1	1.00
KIN 24B Individualized Weight Training - Level 2	1.00
KIN 44A Aerobics - Level 1	1.00
KIN 44B Aerobics - Level 2	1.00
KIN 62A Yoga - Beginning	1.00
KIN 62B Yoga - Intermediate	1.00
KIN 64A Individualized Cardiovascular Fitness - Level 1	1.00
KIN 64B Individualized Cardiovascular Fitness - Level 2	1.00
KIN 68A Bootcamp Fitness - Level 1	1.00
KIN 68B Bootcamp Fitness - Level 2	1.00
KIN 70A Pilates - Level 1	1.00
KIN 70B Pilates - Level 2	1.00
KIN 73A Fitness Through Dance - Level 1	1.00

KIN 73B Fitness Through Dance - Level 2	1.00
KIN 74A Hiking - Level 1	1.00
KIN 74B Hiking - Level 2	1.00
KIN 81A Kickboxing for Fitness - Level 1	1.00
KIN 81B Kickboxing for Fitness - Level 2	1.00
KIN 82A Circuit Training - Level 1	1.00
KIN 82B Circuit Training - Level 2	1.00
KIN 89A Stability Ball Training - Level 1	1.00
KIN 89B Stability Ball Training - Level 2	1.00

Individual Sports (1 unit)

KIN 17A Golf - Beginning	1.00
KIN 17B Golf - Intermediate	1.00
KIN 18A Tennis - Beginning	1.00
KIN 18B Tennis - Intermediate	1.00
KIN 19A Badminton - Beginning	1.00
KIN 19B Badminton - Intermediate	1.00
KIN 20A Bowling - Beginning	1.00
KIN 20B Bowling - Intermediate	1.00
KIN 31A Archery - Beginning	1.00
KIN 31B Archery - Intermediate	1.00
KIN 79A Indoor Racket Sports - Beginning	1.00
KIN 79B Indoor Racket Sports - Intermediate	1.00

Team Sports (1 unit)

KIN 80A Ultimate Frisbee - Beginning	1.00
KIN 87 Indoor Soccer	1.00
KIN 121A Volleyball - Beginning	1.00
KIN 121B Volleyball - Intermediate	1.00
KIN 125A Soccer - Beginning	1.00
KIN 125B Soccer - Intermediate	1.00
KIN 127A Basketball - Beginning	1.00
KIN 127B Basketball - Intermediate	1.00
KIN 137A Softball - Beginning	1.00
KIN 137B Softball - Intermediate	1.00
KIN 165A Baseball - Beginning	1.00
KIN 165B Baseball - Intermediate	1.00
ATH 21 Volleyball	1.00
ATH 25 Soccer	1.00
ATH 27 Basketball	1.00
ATH 37 Softball	1.00
ATH 46 Intercollegiate Volleyball	1.00
ATH 77 Football	1.00
ATH 90 Intercollegiate Sand Volleyball	1.00

Select 6 units from the following: (These courses may also count toward GE Requirements.)

MATH 5 Introduction to Statistics	3.00
CHEM 1A General Chemistry	5.00
CHEM 30A Elementary Chemistry	4.00
PHYS 2A General Physics I	4.00
PHYS 4A Physics for Scientists and Engineers - Mechanics	4.00

Students must:

Complete 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

A. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements.

B. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

Obtain a minimum grade point average of 2.0.

Earn a "C" or better in all courses required for the major or area of emphasis.

Units Required for the Major:	21 – 24
Double Counted Units:	0
General Education Requirements:	CSU GE: 39; IGETC: 37
Electives needed to get to 60 Units:	
Total Units for the Degree:	60 Units

Gavilan Joint Community College District Governing Board Agenda

May 9, 2017

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. III.2 (o)

Disability Resource Center

SUBJECT: Departmental Name Change from Disability Resource Center (DRC) to Accessible Education Center (AEC)

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

Departmental name change from Disability Resource Center (DRC) to Accessible Education Center (AEC).

Background:

- Colleges throughout the state have been moving to create more student-friendly titles for the department.
- Accessible Education Center is the department title at SJSU, one of main destinations for Gavilan's transferring students. Congruent department titles will assist our transferring students to identify services when transferring.
- The term "Disability" carries a significant stigma attached to it that our students continually struggle with. This stigma creates a barrier for students seeking or needing assistance with their disabilities on campus.
- The Veterans Resource Center is closely aligned with the department to also better serve our student veterans with disabilities. Qualitative research completed with this population of students in Summer 2016 resoundingly cited the stigma of "disability" as a limitation and barrier to disclosing and requesting services that could aid in academic success.
- The department actively works to encourage and implement person-first dialogue when speaking about our students with disabilities as this recognizes the individual and not their limitations. The name change is congruent with this approach as it recognizes the services provided by the department versus the limitations students' experience.
- The Gavilan College catalog is scheduled to be updated this summer for the 2018-2020 years. This change would be aligned with the next update.

Steps taken:

- Review of various department names throughout the community college, CSU and UC systems
- Compiling of name options

- February department meeting, department faculty and staff voted to select their top name-change considerations for the department
- A cohort of current DRC students were identified and asked to vote on their preference for the name change based on the options selected by the faculty and staff, Accessible Education Center was their choice.
- Approved by Academic Senate
- Approval from Leadership Council
- Approval from President's Council

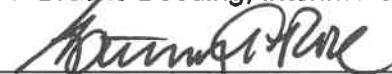
Budgetary Implications:

Requires a gradual update of DRC materials. No cost to the general fund, covered by the departments' DSPS funding from the Chancellor's Office.

Follow Up/Outcome:

Recommended By: Kathleen Moberg, Vice President of Student Services

Prepared By: 
Dr. Brooke Boeding, Interim Associate Dean, Disability Resource Center

Agenda Approval: 
Dr. Kathleen A. Rose, Superintendent/President

**Gavilan Joint Community College District
Governing Board Agenda**

May 9, 2017

Consent Agenda Item No. _____ Administrative Services
Information/Staff Reports No. _____
Discussion Item No. _____
Old Business Agenda Item No. _____
New Business Agenda Item No. III.2 (p)

SUBJECT: Quarterly Financial Status Report, CCFS 311Q at March 31, 2017

Resolution: BE IT RESOLVED,

Information Only

Action Item

Proposal:

That the Board of Trustees approve the Quarterly Financial Status Report to the Chancellor's Office, California Community Colleges for the quarterly period ended March 31, 2017.

Background:

The Quarterly Financial Status Report, CCFS 311Q for the quarter ending March 31, 2017 has been prepared for submission to the Chancellor's Office, California Community Colleges.

Budgetary Implications:

This report satisfies State reporting requirements.

Follow Up/Outcome:

The Quarterly Financial Status Report, CCFS 311Q will be forwarded to the Chancellor's Office.


Recommended By: Frederick E. Harris, Vice President of Administrative Services

Prepared By: Wade W. Ellis, CPA
Wade W. Ellis, CPA - Associate Vice President, Business Services & Security

Agenda Approval: Kathleen A. Rose
Dr. Kathleen A. Rose, Superintendent/President

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q CERTIFY QUARTERLY DATA

CHANGE THE PERIOD 
 Fiscal Year: 2016-2017
 Quarter Ended: (Q3) Mar 31, 2017

District: (440) GAVILAN

Your Quarterly Data is Certified for this quarter.

Chief Business Officer

CBO Name: Frederick E. Harris

CBO Phone: 408-848-4715

CBO Signature: 

Date Signed: 4/27/17

Chief Executive Officer Name: Dr. Kathleen A. Rose

CEO Signature: 

Date Signed: 4/28/17

Electronic Cert Date: 04/27/2017

District Contact Person

Name: Wade W. Ellis, CPA

Title: Assoc. V. P. Business Services

Telephone: 408-848-4739

Fax: 408-848-4789

E-Mail: wellis@gavilan.edu

California Community Colleges, Chancellor's Office
Fiscal Services Unit
1102 Q Street, Suite 4550
Sacramento, California 95811

Send questions to:
Christine Atallg (916)327-5772 catalig@cccco.edu or Tracy Britten (916)324-9794 tbritten@cccco.edu

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CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q VIEW QUARTERLY DATA

CHANGE THE PERIOD 

Fiscal Year: 2016-2017

District: (440) GAVILAN

Quarter Ended: (Q3) Mar 31, 2017

As of June 30 for the fiscal year specified

Line	Description	Actual 2013-14	Actual 2014-15	Actual 2015-16	Projected 2016-2017
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A. Revenues:					
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	28,756,014	30,175,048	34,522,593	33,579,449
A.2	Other Financing Sources (Object 8900)	0	0	0	0
A.3	Total Unrestricted Revenue (A.1 + A.2)	28,756,014	30,175,048	34,522,593	33,579,449
B. Expenditures:					
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	27,240,214	28,234,919	31,280,242	32,087,190
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,747,859	1,812,274	1,722,828	1,473,908
B.3	Total Unrestricted Expenditures (B.1 + B.2)	28,988,073	30,047,193	33,003,070	33,561,098
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	-232,059	127,855	1,519,523	18,351
D. Fund Balance, Beginning					
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	2,937,919	2,705,860	2,833,715	3,953,884
E.	Fund Balance, Ending (C. + D.2)	2,705,860	2,833,715	4,353,238	3,972,235
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	9.3%	9.4%	13.2%	11.8%

II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	5,224	5,321	5,179	5,300
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As of the specified quarter ended for each fiscal year

III. Total General Fund Cash Balance (Unrestricted and Restricted)

2013-14	2014-15	2015-16	2016-2017
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H.1	Cash, excluding borrowed funds		24,057	4,303,488	3,862,517
H.2	Cash, borrowed funds only		1,000,000	0	0
H.3	Total Cash (H.1+ H.2)	2,474,317	1,024,057	4,303,488	3,862,517

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
Revenues:					
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	33,717,201	33,579,449	24,695,856	73.5%
I.2	Other Financing Sources (Object 8900)	0	0	0	
I.3	Total Unrestricted Revenue (I.1 + I.2)	33,717,201	33,579,449	24,695,856	73.5%
Expenditures:					
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	32,681,481	32,087,190	23,626,462	73.6%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,630,981	1,473,908	754,316	51.2%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	34,312,462	33,561,098	24,380,778	72.6%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-595,261	18,351	315,078	
L	Adjusted Fund Balance, Beginning	3,953,884	3,953,884	3,953,884	
L.1	Fund Balance, Ending (C. + L.2)	3,358,623	3,972,235	4,268,962	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	9.8%	11.8%		

V. Has the district settled any employee contracts during this quarter? **YES**

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify) YYYY-YY	Management		Academic		Classified	
	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:			Permanent		Temporary	
Year 1: 2016-17			126,684	3%	74,414	3%
Year 2:						

	Year 3:				
b. BENEFITS:					
	Year 1: 2016-17		21,048	11,505	
	Year 2:				
	Year 3:				

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

Increases are funded through medical benefit savings from installing an insurance cap

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? **NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed? **This year? NO**
Next year? NO

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)