

**AGENDA**  
**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT**  
**REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**May 13, 2014**  
**District Office Board Room**  
**3401 CSM Drive, San Mateo, CA 94402**

**NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS**

*The Board welcomes public discussion.*

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
- *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
- *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401 CSM Drive, San Mateo, CA 94402.*
- *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
- *Regular Board meetings are recorded; recordings are kept for one month.*

*Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.*

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**6:00 p.m.      ROLL CALL**

**Pledge of Allegiance**

**DISCUSSION OF THE ORDER OF THE AGENDA**

**MINUTES**

14-5-1      Approval of the Minutes of the Regular Meeting of April 23, 2014

**PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS**

14-5-1C      Presentation of Above and Beyond Award to Paul Roscelli, Professor of Economics, Cañada College

**STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES**

**BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES**

14-5-2C      STEM Center Activities at Cañada College

**STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

**NEW BUSINESS**

14-5-1A      Approval of Personnel Actions: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

- 14-5-2A [American Federation of State, County and Municipal Employees, Local 829, Council 57, AFL-CIO Initial Contract Proposal to the District](#)
- 14-5-3A [California School Employees Association \(CSEA\), Chapter 33 Initial Contract Proposal to the District](#)

### **Approval of Consent Agenda**

*All items on the consent agenda may, by unanimous vote of the Board members present, be approved by one motion after allowing for Board member questions about a particular item. Prior to a motion for approval of the consent agenda, any Board member, interested student or citizen or member of the staff may request that an item be removed to be discussed in the order listed, after approval of remaining items on the consent agenda.*

- 14-5-1CA [Ratification of Student Trustee Privileges](#)
- 14-5-2CA [Acceptance of Grant Funds from the Bay Area Workforce Funding Collaborative and Authorization to Execute Grant Agreement](#)
- 14-5-3CA [Acceptance of Grant Funds from the California Community Colleges Chancellor's Office and Authorization to Execute Grant Agreement](#)
- 14-5-4CA [Curricular Additions – Cañada College and College of San Mateo](#)
- 14-5-5CA [Approval of Agreement with Jacobs Technology Inc. to Fund Internships at NASA for Cañada College Students](#)

### **Other Recommendations**

- 14-5-100B [Consideration of Service Award for 2013-2014 Student Trustee](#)
- 14-5-101B [Approval of Revisions to Board Policies: 2.27 Policy on Smoking; 6.34 KCSM-TV and KCSM-FM; 7.73 Student Grievances and Appeals; 8.38 Gifts and Donations](#)
- 14-5-102B [Possible Action on Survey of Voters and Discussion of Potential Bond Measure](#)

### **INFORMATION REPORTS**

- 14-5-3C [Review of Board Core Values and Principles, 2014](#)
- 14-5-4C [Review of Proposed Board Goals for 2014-15](#)

### **COMMUNICATIONS**

### **STATEMENTS FROM BOARD MEMBERS**

### **RECESS TO CLOSED SESSION**

1. Closed Session Personnel Items
  - A. Administrative Appointment, Reappointment, Assignment and Reassignment: **Cañada College** – Dean of Athletics, Kinesiology & Dance/Library/Learning Resources, *Instruction*; **College of San Mateo** – Dean of Language Arts, *Language Arts*



B. Public Employment:

- 1) Employment: **Cañada College** – Kinesiology Instructor/Men’s Soccer Coach, *Athletics, Kinesiology & Dance/Library/Learning Resources*; **College of San Mateo** – ESL Instructor, *Language Arts* (2 positions); Dance Instructor, *Kinesiology/Athletics/Dance*; Counselor, *Counseling Services*; English Instructor, *Language Arts* (2 positions); Biology (Anatomy) Instructor, *Math/Science*; Math Instructor, *Math/Science* (2 positions); **District Office** – Systems Administrator, *ITS*
- 2) Re-Employment: **Cañada College** – TRiO Counselor/Coordinator, *Student Services*; Counselor, *Counseling Services*

C. Public Employee Discipline, Dismissal, Release

**CLOSED SESSION ACTIONS TAKEN**

**ADJOURNMENT**

**Minutes of the Regular Meeting of the Board of Trustees  
San Mateo County Community College District  
April 23, 2014, San Mateo, CA**

**The meeting was called to order at 6:00 p.m.**

**Board Members Present:** President Karen Schwarz, Vice President Patricia Miljanich, Trustees Richard Holober, Dave Mandelkern and Thomas Mohr, Student Trustee David Zay Latt

**Others Present:** Chancellor Ron Galatolo, Deputy Chancellor Jim Keller, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College President Larry Buckley, District Academic Senate President Diana Bennett

**Pledge of Allegiance**

**DISCUSSION OF THE ORDER OF THE AGENDA**

President Schwarz said that in order to accommodate guest presenters, it is requested that agenda item 14-4-6C, Review of the District Partnership with MediFit, be heard after the Board Series Presentation. There were no objections.

**MINUTES**

It was moved by Vice President Miljanich and seconded by Trustee Mandelkern to approve the minutes of the study session of April 9, 2014. The motion carried, all members voting "Aye."

**STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES**

Chancellor Galatolo said he attended a meeting today at which Congresswoman Jackie Speier met with residents of College Vista and Cañada Vista to receive input as she seeks to identify resources to help county and city employees with housing issues. Chancellor Galatolo said 25 residents have purchased homes and moved out of District housing. However, some residents reported that life events have prevented them from saving enough money to purchase a home and they would have to move out of the area if forced to leave District housing. At the same time, there is a fairly long wait list of faculty and staff who would like to move into College Vista or Cañada Vista. Chancellor Galatolo said he is committed to seeking solutions to address the needs of faculty and staff.

Skyline College President Stanback Stroud said more than 400 people attended the 14<sup>th</sup> Annual President's Breakfast and the event raised more than \$120,000 for the President's Innovation Fund. The Expanding your Horizons event was held on campus; more than 1,000 middle and high school girls were in attendance to explore their interest in STEM fields. President Stanback Stroud said credit for this successful event goes to Professors Christine Case and Shari Bookstaff, along with faculty, staff and student volunteers. Two upcoming Lecture Series presenters are Tim Wise on April 24 and Dr. Cornell West on April 30.

College of San Mateo President Claire said upcoming events on campus include the Scholarship Awards Ceremony on April 25 and "R&B Revue" with Professor Rudy Ramirez on April 30. The women's softball team finished the season with a 32 and 2 record; President Claire congratulated Coach Nicole Borg. College of San Mateo alumna Arianna Avendano will be the keynote speaker at the commencement ceremony on May 23. Bill Riechert, managing director of Garage Technology Ventures, spoke at the Small Business Development Center's "Pitching the Wow! The Venture Capitalist Way to Pitch Your Business" event. President Claire said he received preliminary results on the Math Supplemental Instruction program which involves embedding student tutors in certain math sections. The data shows that the success rate in Math Supplemental Instruction sections is 84.1%, while the success rate in comparable regular sections is 61.6%.

Cañada College President Buckley said student Fidel Salgado, winner of the Jack Kent Cooke Foundation Scholarship, was featured in a story on television station Channel 7. Mayra Rios has been awarded a \$20,000 Pister Scholarship to attend the University of California, Santa Cruz. Ms. Rios organized a club on campus aimed at assisting ESL students to stay in school and prepare for careers; she also has been raising money to provide scholarships for these students. The Solar Panel Project groundbreaking was a successful event. The "Majors 2 Careers Day" will be held on April 24; the event will help inform students about careers directly related to the majors they are pursuing. President Buckley announced that Alaa Aisii, President of the Associated Students of Cañada College, has received admission to the University of California, Berkeley with a full scholarship. On May 8, Assemblyman Rich Gordon will be on campus to

discuss politics with a political science group. Cañada College recently completed a student satisfaction survey; 97.2% said they would recommend the College to a family member or friend and 92.3% said they would attend Cañada College if they were starting over.

Priscilla Sanchez, Vice President of the Associated Students of Skyline College (ASSC), described the ways in which ASSC programs are aligned with the College's mission, values and vision. She discussed student involvement in participatory governance, both at the College and District level. Ms. Sanchez said there are 45 active clubs on campus, including five new clubs. Events sponsored or co-sponsored during the spring semester included: ASSC Leadership Retreat; 1 Billion Rising flash mob dance to raise awareness of violence against women and girls; National Condom Day; A Call to Consciousness Lecture Series presentation by Winona LaDuke, an indigenous sustainability expert; Cesar E. Chavez Commemorative Luncheon; President's Breakfast; and Club Rush. Upcoming events include the ASSC student elections; General Assembly; scholarship recognition awards ceremony, and the commencement ceremony. Ms. Sanchez invited Board members and others to attend the Lecture Series presentations by Tim Wise and Dr. Cornell West.

**BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES: STRATEGIC PATHWAYS FOR STUDENT SUCCESS – SKYLINE COLLEGE FIRST ANNUAL BROTHERS AND SISTERS CONFERENCE (14-4-4C)**

Joi Blake, Vice President of Student Services at Skyline College, said the Brothers and Sisters Conference is a new initiative at Skyline College. The first conference was held on April 26. Dr. Blake introduced Dr. Angélica Garcia, Dean of Counseling, Advising, and Matriculation, and Kwame Thomas, adjunct faculty member in the African American Success Through Excellence & Persistence (ASTEP) learning community.

Mr. Thomas said the Brothers and Sisters Conference was funded by the President's Innovation Fund. The conference provides an opportunity for the College to increase and strengthen its existing outreach efforts to local high schools, specifically targeting African American students who currently make up only 3% of the Skyline College student population. The conference serves as a transition and welcoming opportunity for students as they graduate from high school and come to Skyline College. The initiative collaborated with the ASTEP and CIPHER Learning Communities, Student Services, Career Technical Education programs and Career Advancement Academy programs to ensure that students have access to these resources. The initiative is modeled after the Hermanos/Hermanas program which has been very successful at the College for several years.

Dr. Garcia said the initiative is aligned with the Student Success and Support Program as well as Board of Trustees and College goals. She said the initiative model is centered on research on student engagement and transition. With collaboration between Instruction and Student Services, the focus of the conference was on quality programming, letting prospective students know that they have an opportunity to attend an elite institution. The focus is always on access, achievement, and education. Dr. Garcia said they are now exploring follow-up programming for the group that attended the first conference and are also planning for next year.

Mr. Thomas said the participating high schools at the first conference were Capuchino, South San Francisco, Jefferson, Lowell and Emery. Students in grades 9 through 12 were invited, with a focus on seniors. There were 65 attendees, with 34 females and 31 males. The keynote speaker was Milton Bowen, an artist, social activist and native of Oakland. Mr. Bowen uses his artwork and thought provoking statements to engage his audience and is a very dynamic speaker.

Mr. Thomas said that after the keynote presentation, participants were broken into two groups. One group participated in a presentation on enrollment which included information on the application process, enrollment options, financial aid, academic progress, and goal completion. The other group participated in a Resource Fair, with information on services and programs, Career Advancement Academies, and Career Technical Education. Dr. Garcia said a campus tour provided the opportunity for students to learn about student services and programs of interest.

Dr. Garcia said 100% of conference participants ranked the program high on being informative. There will be follow-up with the attendees via email and through Outreach Coordinator. Students will be informed of the College's summer program and those who participate in the summer program will be offered counseling hours. Dr. Garcia said they are exploring a dual enrollment option and a high school summer bridge program. They are also examining ways to help students transition into learning communities.

Vice President Miljanich said she is pleased to learn about this program. She asked how students got to the campus for the conference. Dr. Garcia said bus transportation was provided, funded by the President's Innovation Fund.

Trustee Mandelkern asked where Emery High School is located. Mr. Thomas said it is in Oakland. He said this high school requested that they be allowed to participate and, although there is no history of Emery students attending Skyline College, the request was honored. Trustee Mandelkern asked how students from Lowell, a high-performing high school in San Francisco, became involved. Mr. Thomas said Lowell approached Skyline College about the conference. Dr. Garcia said the conference promoted the understanding that community colleges can be part of the pathway to a four-year institution.

Trustee Mohr said it is critical to reach out to high school students. He said it is becoming more and more costly to attend college and students who want to attend four-year institutions are well aware of transfer agreements. He said it is important to let high school students know that they can enter a pathway and progress each semester toward transferring or toward technical careers.

President Schwarz asked about future funding for the initiative. President Stanback Stroud said an initiative funded by the President's Innovation Fund may request funding for three additional years. This allows time to take the initiative through the budget process to determine if it will be institutionalized.

President Stanback Stroud acknowledged the leadership of Dr. Blake, Dr. Garcia and Mr. Thomas in making the program possible.

#### **REVIEW OF THE DISTRICT PARTNERSHIP WITH MEDIFIT (14-4-6C)**

Tom Bauer, Vice Chancellor of Auxiliary Services and Enterprise Operations, provided a brief history of the San Mateo Athletic Club (SMAC). Construction of Building 5N at College of San Mateo, to contain a fitness facility for academic programs, was funded by the Measure A bond initiative passed in 2005. At that time, enrollments were growing. In 2007-08, the fitness facility was finished but, because of the state's economic downturn, enrollments were capped. In late 2008, Chancellor Galatolo tasked Vice Chancellor Bauer with investigating a community program to go with the academic program. Vice Chancellor Bauer visited and studied numerous fitness facilities. In September 2009, he came to the Board with a description of a community and academic program working side-by-side. An RFP was issued for a partner to operate the facility. On January 27, 2010, the Board approved a professional services agreement with MediFit Corporate Services, Inc. to partner with the District to operate SMAC. Vice Chancellor Bauer said the results have been nothing short of remarkable; results include:

- job creation for 102-124 employees
- 56% of employees are College of San Mateo graduates or currently enrolled students
- 20,000 member visits per month
- exceeded annual new member goals each year of operation
- more than 5,000 members as of March 2014 (four years old); had predicted 2,500 members in five years
- achieved break-even status in first quarter of first fiscal year of operation
- creates programs, events, certifications and clinics to engage the community
- looking toward expansion model
- charity alignment
- nationally recognized programs
- collaboration with San Mateo Union High School District
- "Where Education Meets Fitness" tagline for everything done at SMAC

Vice Chancellor Bauer introduced Kurt Atherton, MediFit President, Community Division, and Diana Thomas, Vice President, Operations and SMAC General Manager. Mr. Atherton said MediFit works with more than 100 partners. The company has been in business for more than 20 years and operates in 36 states, with more than 220 managed sites and more than 375,000 members. MediFit employs approximately 22,000 people. Employment with MediFit is a positive first step for people who are just completing their educational experience and are interested in fitness and wellness. MediFit's partners include many Fortune 500 companies and leading wellness providers in the country.

Mr. Atherton said MediFit is a pure management company. All of its business consists of partnerships and the focus is on being the best partner it can be to the entities with which it partners. MediFit brings an extraordinary set of resources to bear and has a consistent record of proven results in operating corporate and community based centers. The company

is a leader in the industry and has broad presence or leadership in national and international organizations. MediFit offers a myriad of programs. It benefits greatly from the size and scope of the organization, i.e. the number of partners and number of sites managed. The company regularly brings groups of employees together to share experiences, challenges and best practices. MediFit is completely invested in achieving its partners' goals and has assembled a team of talented professionals who are passionate about what they do.

Mr. Atherton said MediFit's cultural values are very important to the company and are impressed upon employees and communicated to its partners. He said that partners must share similar values in order to be as successful as they can be. From the beginning, MediFit has believed that its values and those of the District are in complete alignment.

Vice Chancellor Bauer said that all of the District's goals for SMAC have been met or exceeded. The goals were:

- operate a full-service, community-based health club where students and staff share space with community members
- seamless integration with the academic program and student life
- create programs that attract community members to campus and that serve as a workforce development complement to the academic program, creating career opportunities for students and staff
- be financially sustainable
- be service oriented
- position SMAC as the leader in providing health and fitness programs for the community
- create an open environment where every demographic feels comfortable

Ms. Thomas said MediFit supports the District with leadership, management, integration of programs, workforce development, marketing and member engagement, and design and development. Site management provides executive leadership, strategic planning, safety and compliance, technology, operations support, project team support, quality assurance, and evaluation and reporting.

Ms. Thomas said there were challenges on the College of San Mateo campus, including the presence of an active academic program, providing access 364 days per year with an average of 17 hours per day, aquatic facilities management, and providing exposure opportunities for community engagement. Solutions to these challenges include working collaboratively with faculty and staff and impressing on members that "investing in your health supports education in your community."

Ms. Thomas said MediFit conducts new member campaigns and promotions. It also promotes engagement and retention of members using health education and fitness flyers and posters. Student membership promotion includes ads and social media.

Ms. Thomas said MediFit tailors reporting strategies to each site. These include tracking usage and perishables, following ancillary revenues, taking attendance in group exercise classes, monitoring daily sales statistic reports, comparing key statistics month over month and year over year, monthly inventory, and projections.

Ms. Thomas said MediFit assists in staffing recruitment, hiring and training. All employees have access to a virtual university. Each employee is required to be CPR/AED certified. Teachers and personal trainers are required to be nationally certified and a bachelor's degree is preferred. All managers have college degrees. Employees are offered benefits.

Mr. Atherton discussed MediFit partners that have program complexity similar to SMAC; they include the Anschutz Health and Wellness Center at the University of Colorado, the Yale-New Haven Hospital's employee fitness and wellness center, and a commercial center.

Ms. Thomas said SMAC members' visits total 264,625 annually, averaging 22,052 per month. Students' annual participation is 61,745, averaging 5,131 per month. She compared memberships based on groups, noting that there is a large corporate membership. There are 85 group exercises classes per week, with an average attendance of 1,328. CEC courses are offered 24 to 30 times annually and are open to the community, fitness professionals, students and existing staff. The aquatics program hosts numerous championships. The San Mateo Masters Swim Team has 275 participants and the coach has been recognized on a national basis.

Ms. Thomas said community outreach includes the Masters Swim Team, Swim Across America, hosting of swim meets, lifeguard and spinning certifications, CEC course work, partner programs with the San Mateo Union High School District, and cross promotions with Nursing, Kinesiology, Yoga, Dance, Cosmetology, and Veterans Affairs.

Vice Chancellor Bauer said revenues have grown each year of operation and he predicts a surplus of \$815,000 this year after all expenses are paid. He said SMAC is a highly successful operation and he attributes that success to the quality of the program, the quality of people who MediFit has brought to the operation, and MediFit's cooperation with the District. He said MediFit, along with the other Auxiliary Services operations, is a part of the campus community. He said it is gratifying to see community members and students who enjoy interacting and working side by side.

Trustee Holober asked if MediFit manages any facilities in which staff is employed by the partner. Mr. Atherton said this is the arrangement at only one site which was operational and had staff in place for a long time before hiring MediFit to manage the facility. He said this model does not work well, in part because of employment laws regarding co-employment.

Trustee Mandelkern said he and his wife are impressed as members of SMAC and he hears positive comments from the community as well. He congratulated staff on exceeding expectations of the business plan. Regarding alignment with goals, Trustee Mandelkern said his recollection is that the original discussion regarding a partnership included the idea that there would be a migration from employing MediFit staff to offering employment opportunities to District employees. President Schwarz agreed that there was discussion about this issue, but it was not necessarily expressed as a goal. Vice President Miljanich said it was her understanding that the goal was to see this happen if possible, with the understanding that there are complications around salary levels and requirements as an educational institution. Trustee Mandelkern asked if conclusions have been drawn on opportunities for District employees or if this is still being evaluated. Trustee Holober said he believes this will be an item for future Board discussion. He said he would not expect District or MediFit staff to address this item on their own. Trustee Holober said he believes tonight's discussion is the beginning of what will be a more extensive review as the Board looks at economics, the management contract and other issues. Vice Chancellor Bauer said he has reviewed Board meeting minutes and they show that there was extensive discussion on this issue. He said he told the Board he would be examining and constantly evaluating "what if" comparisons. He said he would be glad to bring information to a future meeting. He said tonight's presentation is meant to provide an opportunity to learn more about MediFit and how the company, with its culture and values, has helped the District achieve success with SMAC. Mr. Atherton said MediFit has had this discussion with other partners and he would be happy to share his experience and thoughts with the Board if requested.

Trustee Mandelkern asked if District Facilities staff or MediFit personnel are responsible for cleaning and maintenance of the facility. Vice Chancellor Bauer said both MediFit and Pacific Dining are held responsible for cleaning of equipment because of strict Health Department codes. Vice Chancellor José Nuñez added that both vendors are held to APPA 1 (Association of Physical Plant Administrators) standards while District staff are not held to the same level. He said the District engineering team is responsible for all building maintenance, including pool, heating, HVAC, etc.

Trustee Mandelkern asked if the contractual relationship with MediFit is based on a fixed fee or contains a bonus payment based on success. Vice Chancellor Bauer said there is a bonus at the end of each year in addition to a fixed management fee; the bonus is based solely on financial performance. Trustee Mandelkern asked if that expense is broken out in the Auxiliary Services budget that is provided to the Board. Executive Vice Chancellor Blackwood said the budget is broken out by major account groups and does not show a single line item for this or other contracts. Vice Chancellor Bauer said he believes it might be shown as a line item in the more detailed budget but he will have to go back and check; he said he will let Trustee Mandelkern know if the line item is included.

Trustee Mohr said he visits SMAC daily. He said it is a very professional operation. He asked if research and findings on health and fitness can be brought into the academic environment. Vice Chancellor Bauer said he hopes to include Chancellor Galatolo, Dean Andreas Wolf and faculty on a visit to the Health Performance Laboratory at the University of Colorado, where research is being conducted on diabetes, obesity and the physiology of exercise; the goal is to bring knowledge back and incorporate it into the academic and fitness programs. Mr. Atherton said there is a need to readdress information in a professional educational environment. He said the commercial health club industry has done a disservice by providing confusing and oftentimes incorrect information. He said SMAC is exactly the type of environment in which to engage people and provide education. Ms. Thomas said MediFit's vision for the campus is to create the first teaching health club in the United States.

Student Trustee Latt said he is impressed with the success of SMAC within a short period of time and with how unique the program is, combining the education and employment of students with serving community members. He asked where community members come from geographically. Ms. Thomas said the majority of members live within a five to ten mile radius; however, there are also members from Moss Beach, Pacifica, Half Moon Bay, Santa Cruz, Fremont, Hayward, Palo Alto and Los Altos. Vice Chancellor Bauer said he recently obtained a demographic update from the Redwood City and Skyline areas which indicated that the need and interest is very strong in both areas.

Given the success of the program, Trustee Holober asked if SMAC fees, aside from students and employees, might be priced too low. Mr. Atherton said fees have consistently been raised for community members and lowered for students and staff. He said he would be hesitant to risk pricing the facility out of the market and he is comfortable with the current fee structure. Vice Chancellor Bauer said one of the intentions when setting community rates in 2010 was to acknowledge that the community was good to the District in passing bonds and to keep pricing such that they would benefit from their investment. Chancellor Galatolo said his objective was to drive prices lower for faculty and staff, recognizing that a healthy faculty/staff is important.

Noting that community members' fees provide some surplus dollars to support educational programs, Trustee Holober asked if MediFit has similar partnerships with other institutions and, if so, how SMAC is priced in comparison. Mr. Atherton said MediFit works with other institutions such as hospitals and universities, as well as non-profit organizations that use a similar model i.e. taking surplus from their operations and using it to fund other community programs. He said he will provide comparisons on pricing. Mr. Atherton said capacity is an issue and one of MediFit's strategies is to shift emphasis toward revenue-producing programs and services that are not related to dues, such as private training, aquatics lessons, and sports performance programs.

Vice President Miljanich commended the three presenters and everyone involved with SMAC, both at the campus and MediFit. She said she knows a number of community members who use SMAC and has heard only positive comments. Vice President Miljanich said the Board will and should continue to have discussions regarding District employees vs. other employees, but she would be reluctant to change something that is so successful. She said she hopes to examine the possibility of expanding to the other District campuses.

President Schwarz said she believes the Board learned a great about MediFit through tonight's report. She said that, even though she had hoped to have more District staff employed at SMAC, she is impressed with MediFit's emphasis on partnership and with providing pathways for students. She said it is good to have health and wellness associated with the District. President Schwarz said the discussion needs to continue, with more information on the monetary side. She said the Board also needs to discuss and be confident with a model if expansion is to occur. Trustee Mandelkern said market/demand surveys should also be examined. Trustee Mohr said one reason to expand is that health problems are concentrated in areas in which underrepresented groups reside. He said offering a fitness facility in such areas would be a great service to the community.

Trustee Mandelkern asked how long the contract with MediFit will run. Vice Chancellor Bauer said it expires in June of 2015.

Chancellor Galatolo said staff will come back to the Board with more information in summer and will start discussions on expansion possibilities. Mr. Atherton thanked the Board and said it is an honor to work with everyone at the District.

#### **STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

None

#### **NEW BUSINESS**

#### **APPROVAL OF PERSONNEL ACTIONS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (14-4-2A)**

It was moved by Vice President Miljanich and seconded by Trustee Mohr to approve the actions in Board Report No. 13-4-2A. The motion carried, all members voting "Aye."



**APPROVAL OF CONSENT AGENDA**

President Schwarz said the consent agenda consists of board reports 14-4-1CA and 14-4-2CA. It was moved by Vice President Miljanich and seconded by Student Trustee Latt to approve the items on the consent agenda. The motion carried, all members present voting "Aye." Trustee Mandelkern stepped out of the meeting and did not vote on this item.

**Other Recommendations****VOTE TO ELECT MEMBERS OF THE CALIFORNIA COMMUNITY COLLEGE TRUSTEES (CCCT) BOARD (14-4-1B)**

It was moved by Trustee Holober and seconded by Trustee Mohr to nominate and approve a slate of candidates. Board members discussed the candidates, made recommendations, and agreed to vote on the following slate of eight candidates: Richard Watters, Ohlone CCD; Jeffrey Lease, San Jose-Evergreen CCD; Jim Moreno, Coast CCD; Donna Ziel, Cabrillo CCD; Stephen P. Blum, Ventura CCD; Laura Casas, Foothill-DeAnza CCD; Stephan Castellanos, San Joaquin Delta CCD; Nancy C. Chadwick, Palomar CCD. The motion carried, all members voting "Aye."

**AUTHORIZATION FOR USE OF WESTERN STATES CONTRACTING ALLIANCE (WSCA) CONTRACT WITH NETAPP, INCORPORATED FOR THE PURCHASE OF DATA STORAGE DEVICES (14-4-100B)**

It was moved by Trustee Holober and seconded by Trustee Mohr to approve the use of the contracting alliance as detailed in the report. The motion carried, all members voting "Aye."

**APPROVAL OF REVISION OF EMPLOYEE SECOND LOAN PROGRAM (14-4-101B)**

It was moved by Trustee Mandelkern and seconded by Vice President Miljanich to approve the revision as detailed in the report. Trustee Holober asked if the FICO Scores are used only by the primary lender or if the District uses them for the second loan as well. President Buckley said the primary lender does the search for the FICO Score and sends it to Barbara Christensen, who makes sure it meets the criteria set forth in the District's second loan program. Trustee Mandelkern asked if any of the second loans have gone into foreclosure or defaulted or if any are nonperforming. Chancellor Galatolo said none have gone into foreclosure or defaulted. He said some loans were exposed at the height of the recession. Chief Financial Officer Raymond Chow said there are two loans that are underwater but he believes they will be positive by the end of this year. Trustee Holober said that going forward, the District might want to think carefully about the CLTV ratio in order to limit the risk, i.e. consider how close the District should get to 95%. Chancellor Galatolo said this point is well taken even though the requirements for obtaining a loan are now much more restrictive. After this discussion, the motion carried, all members voting "Aye."

**APPROVAL OF COMPENSATION AGREEMENT WITH THE CITY OF SAN CARLOS (14-4-102B)**

It was moved by Vice President Miljanich and seconded by Trustee Mohr to approve the compensation agreement as detailed in the report. The motion carried, all members voting "Aye."

**ADOPTION OF RESOLUTION NO. 14-6 REGARDING BOARD ABSENCE (14-4-103B)**

It was moved by Trustee Holober and seconded by President Schwarz to approve adoption of Resolution No. 14-6. The motion carried, with Vice President Miljanich abstaining and all other members voting "Aye."

**INFORMATION REPORTS****SPRING 2014 CENSUS REPORT (14-4-5C)**

Jing Luan, Vice Chancellor of Educational Services and Planning, said District student headcounts over a five-year period shows a downward trend. However, data over a 20-year period shows a strong correlation between enrollments and unemployment rates and overall health of the economy. Comparing the spring 2013 and spring 2014 census, there have been relatively slight changes in total headcounts. The 18-24 age group has increased while other age groups declined, with the largest drop being in the 60+ age group. There was an increase in the multi-race ethnicity category. The number of non-California residents has increased, due in part to international students.

Vice President Miljanich asked if enrollment increases might be achieved if the District reaches out to underserved populations. Deputy Chancellor Keller said the District is beginning to develop its strategic plan for the next ten years and staff is collecting baseline data and conducting environmental scans. He said the District is now community supported and will have more opportunities to change its approach in terms of the students it would like to serve. He said the District may want to serve working students at very early or late times of day and offer programs more closely

related to the needs of local industries. President Stanback Stroud said there are some segments of the community in San Mateo County whose status does not change regardless of what happens with the economy. She said that addressing the needs of these groups provides an opportunity to be intentional in making a difference in student access and in the achievement gap.

President Schwarz said she believes there are many residents who are not being served and whose status is not connected to the economy. She said she is pleased that the District is moving forward with considering how to address this issue.

Trustee Mohr said the District should look at particular groups of students it would like to serve and include this when setting goals. He said there are populations in the North and South County who live in poverty and some who are place-bound, with no car or not enough money for fuel. He said creative answers must be found in order to reach out to these populations.

Trustee Mandelkern said it appears that Skyline College has not experienced an influx of students from City College of San Francisco (CCSF). He said CCSF has had a decrease of approximately 25,000 students but there has not been an accompanying increase in surrounding community college districts. He said he is concerned about the appearance that this large group of students is not getting their educational needs met. President Stanback Stroud said there has been an increase in veteran students who were counseled to come from CCSF to Skyline College because of the Veterans Resource Center. She said there have been inquiries about CCSF programs that are not offered at Skyline College, such as the Culinary Arts program. President Stanback Stroud said Skyline College is not easily accessible to many CCSF students who are place-bound.

President Claire said it is important to find those students who are not finding their way to the District. He said College of San Mateo's focus has been on high school students and this stabilizes enrollments. However, there are many dropouts who are not reported at the high schools and who need to be served. President Claire noted that the District serves other segments of the community in different ways, such as Community Education programs and SMAC.

Trustee Holober said the mix of full-time and part-time students appears to be stable from spring 2013 to spring 2014. He said he recalls that in recent years the mix changed, possibly due to fee increases for lifelong learning or enrichment classes. Vice Chancellor Luan said that over a five-year period, the number of full-time students has increased and the number of part-time students has decreased by an equal amount.

### **COMMUNICATIONS**

President Schwarz said she received an announcement from the San Mateo County School Boards Association of an event titled "Progress Report: Beyond Newtown Summit." The event will be held in the theatre at College of San Mateo on May 5. The keynote speaker will be Michelle Gay, a Sandy Hook parent.

### **STATEMENTS FROM BOARD MEMBERS**

Vice President Miljanich said she attended the recent Progress Seminar and was pleased to spend time with Millbrae City Council member Reuben Holober.

Trustee Holober said he attended a meeting of the State Assembly's Committee on Higher Education yesterday regarding Assembly Bill 2087 (Ammiano). He said the Board had taken a position to support the bill if amended to parallel K-12 regulations regarding conditions under which a special trustee can be appointed to take over operations of a district. President Schwarz sent a letter explaining the Board's position and Trustee Holober also left information with Assemblyman Ammiano's staff representative. Trustee Holober said he was informed yesterday morning that the bill had been amended and was a very different and weaker version of the initial bill. Trustee Holober distributed the amended bill to Board members. He said it now states that the "regulations shall ensure that board of governors, in appointing a special trustee to manage the district, establishes specific benchmarks to indicate the presence of local capacity to resume management authority and clear standards that provide meaningful consultation with the community college district prior to decision making." Trustee Holober said he spoke at the Committee meeting on behalf of the Board, stating that he was prepared to support the initial bill with certain amendments; however, the Board had not had an opportunity to review the amended bill. He told the Committee that the Board believes the current system does not strike a proper balance between self-governance by locally elected boards and the restrictions that should be in place for the State Chancellor and Board of Governors to override that self-governance. He also said that the Board would

prefer to have changes which limit the authority of the State Chancellor and Board of Governors in law rather than in regulations that the Board of Governors itself adopts.

Trustee Holober said representatives of the Board of Governors and the Community College League of California testified against the initial bill. He said he talked with a representative from the California Federation of Teachers who said they will support the amended version of the bill, as will some other faculty groups. The Higher Education Committee approved the new version of the bill. Trustee Holober said the Board might want to take a position on the bill at some point. President Schwarz thanked Trustee Holober for representing the Board at the meeting.

Trustee Mandelkern said he attended the solar panel groundbreaking ceremony at Cañada College. He also attended the Progress Seminar and received comments from other local officials commending the Board for not asking voters to renew the parcel tax. Trustee Mandelkern attended the press conference at College of San Mateo announcing that the U.S. Paralympics Track and Field National Championships will be held at the College this summer. Congresswoman Jackie Speier and two Paralympic athletes were present. Trustee Mandelkern commended President Claire and the Athletic Department staff for bringing this event to the campus. He said the State Chancellor's Office and Board of Governors have called for nominations for sustainability awards and he contacted Chancellor Galatolo regarding District projects that could be nominated, such as the solar panel project and the electric vehicle charging stations. Trustee Mandelkern asked that the meeting tonight be adjourned in memory of the ten Southern California students who were killed in a bus crash while on their way to tour Humboldt State University. All Board members agreed.

Trustee Mohr said he attended the Bay 10 dinner at which the State Chancellor made the same presentation that he made at the District's Opening Day last August. At the dinner, Trustee Mohr had discussions with other Bay 10 members who are interested in dual enrollment and early college high school. Trustee Mohr congratulated Skyline College on the very successful President's Breakfast. He also congratulated the Colleges for the outreach they are conducting to the most vulnerable populations. Two examples are (1) the program to get young people who are incarcerated connected to college, and (2) the Youth Empowerment Scholars (YES) Program which connects foster youth to Skyline College. Trustee Mohr recommended a book by Suzanne Mettler titled "Degrees of Inequality: How the Politics of Higher Education Sabotaged the American Dream."

Student Trustee Latt said that, inspired by the resolution adopted by the Board regarding the ACCJC, the Skyline College Student Senate adopted a similar resolution; the Cañada College and College of San Mateo Senates will consider adopting resolutions as well. Students discussed AB 2087 at a District Student Council meeting; they believe a special trustee should be more accountable to local voters and that regulations and standards should be written into law. Students are also interested in affirmative action and they support consideration of race as one factor but not the only factor for admission. They also would like income to be considered as a factor. Student Trustee Latt will participate in commencement at Skyline College as a graduate. He was accepted to the University of California, Los Angeles with a full scholarship and is waiting to hear from the University of California, Berkeley and some private universities.

Vice President Miljanich said she would like to seek consensus from the Board about a survey of voters regarding a potential bond measure. Trustee Holober said he believes it would be appropriate for the Board first to have a discussion to see where Board members stand on a bond measure for the November election. If, after that discussion it is concluded that it would make sense to conduct a survey, direction to staff regarding the survey could be placed on a future agenda. Vice President Miljanich said she believes a survey is needed in order to determine whether the timing is right for the November election. Because of the issue of timing, she requested that discussion and possible approval of a survey and discussion of Board members' interest in a bond measure be placed on the same agenda. Trustee Mandelkern said he does not have a problem with agendaizing items for discussion; however, he is uncomfortable with the idea that if a survey of voters is positive, that would mean the Board will go forward with a bond measure. He said there are other factors that must be considered before the Board would move forward. President Schwarz said she would need to see the results of a survey of the public before moving forward. She said she does not object to having discussion and approval of a survey and discussion of a bond measure on the same agenda. Trustee Mohr said the item needs to be agendaized in order to have an open and honest discourse. He said he does not object to having both items on the same agenda. Trustee Holober said he believes the Board is being drawn into having a substantive discussion on the views of Board members regarding whether or not this November is an appropriate time to go forward with a bond measure. He said he does not believe it is an appropriate time and that public opinion is only one factor in his decision-making. After determining that a majority of Board members support agendaizing consideration and possible approval of a survey of voters, along with discussion of a potential bond measure, President Schwarz said these items will be on the agenda for the May 13 Board meeting.

President Schwarz said she attended the solar panel groundbreaking ceremony at Cañada College. She also attended the Bay 10 dinner; she said she enjoyed visiting with trustees from other districts but was disappointed that the State Chancellor did not take questions after his presentation. President Schwarz said there was an interesting article in today's *San Mateo Daily Journal* regarding Skyline College's use of live streaming.

**RECESS TO CLOSED SESSION**

President Schwarz said that during Closed Session, the Board will consider the personnel items listed as 1A and 1B on the printed agenda.

President Schwarz said the next meeting of the Board will be a regular meeting on Tuesday, May 13 at 6:00 p.m. in the District Board Room.

The Board recessed to Closed Session at 9:55 p.m. and reconvened to Open Session at 10:35 p.m.

**CLOSED SESSION ACTIONS TAKEN**

President Schwarz announced that at the Closed Session just concluded, the Board voted 5-0 to approve the personnel items listed as 1A and 1B on the printed agenda.

**ADJOURNMENT**

It was moved by Trustee Mohr and seconded by Vice President Miljanich to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned at 10:36 p.m. in memory of the students who were killed in the bus crash mentioned above.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the May 13, 2014 meeting.

Patricia Miljanich, Vice President-Clerk

**BOARD REPORT NO. 14-5-1C**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor-Superintendent  
PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

**PRESENTATION OF ABOVE AND BEYOND AWARD TO PAUL ROSCELLI,  
PROFESSOR OF ECONOMICS, CAÑADA COLLEGE**

Paul Roscelli, Professor of Economics, has gone above and beyond for his students throughout his tenure at Cañada College, which began in 1989. Professor Roscelli states his objective as:

*To teach students economics, accounting and law. To mentor students in these areas and provide academic advice. To welcome students of diverse backgrounds into these subjects. To advise a college honor society.*

Since its inception, Professor Roscelli has been the advisor to Beta Zeta Nu, Cañada College's Chapter of Phi Theta Kappa (PTK), the international honors society for two-year colleges. Over the past decade, in large part due to Professor Roscelli's extraordinary efforts, the chapter has been honored as one of the premier chapters in the country. In 2013, it was recognized at the honor society's international convention as one of the organization's most distinguished chapters and was named the Most Distinguished Chapter in the Nevada-California Region. The Cañada chapter also received the College Project Award for its organization of the Evening of Academic Excellence which annually recognizes the area's top high school scholars and received the Honors in Action Award for a study on academic integrity. Beta Zeta Nu was the only West Coast chapter to be named to the Top 10 Most Distinguished Chapters polling in 2013. It was the second consecutive year Beta Zeta Nu earned the honor.

In January 2014, Professor Roscelli was named a Phi Theta Kappa (PTK) Faculty Scholar. He was just one of 26 community college instructors selected from among nearly 3,000 Phi Theta Kappa chapters. He was invited to attend the Phi Theta Kappa Annual Faculty Scholar Conference in the British Virgin Islands. As a Faculty Scholar, Professor Roscelli will lead Honor Student Seminar discussions at PTK's Honors Institute which will be held in June at Washington University in St. Louis, Missouri.

Professor Roscelli is well-known for mentoring students and helping them succeed. For example, a former Cañada College student, who had spent time in jail and was released into a drug-rehabilitation transition house in Redwood City, reported that a seminar in economics taught by Professor Roscelli challenged him and changed his life. With Professor Roscelli's encouragement, the student became involved in Beta Zeta Nu, eventually serving as co-president. He participated in community service activities which included planting trees, organizing book drives and fundraisers, and helping Cañada College students register to vote. The student was quoted as saying "I was challenged by ... Paul Roscelli. He's been a huge part of my life, definitely a big mentor." This student received a full scholarship to study economics at the University of California, Berkeley.

In addition to his "above and beyond" dedication to his students, Professor Roscelli has served on numerous College and District committees since 1990.

The Board of Trustees is honored to present the Above and Beyond Award to Professor Paul Roscelli.

# President's Report to the Board of Trustees

**Dr. Regina Stanback Stroud**

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## SKYLINE COLLEGE BOARD REPORT

MAY 13, 2014

### BROTHERS AND SISTERS CONFERENCE A HUGE SUCCESS



On Monday, April 14, Skyline College hosted its first annual Brothers and Sisters Conference. The conference strengthens and expands Skyline College's existing outreach efforts to local high schools bridging the gap that currently exists in our educational pipeline for African American students. In collaboration with the African-American Success Through Excellence and Persistence (ASTEP) learning community, CIPHER, Student Services, Career Advancement Academy Programs, and Career Technology Education Programs, the Brothers and Sisters Conference served as a great transition and welcoming opportunity for these students as they graduate high school and come to Skyline College. Sponsored by the President's Innovation Fund (PIF), the funds provided gave the team the opportunity to dream out loud. Components of the conference included: Welcome, Guest Speaker Milton Bowens, Enrollment Presentation, Program Fair and a Campus Tour

Participating high schools included Capuchino, South San Francisco, Emery, Jefferson, and Lowell. Over 60 students were in attendance and they all were amazed by the programs and services Skyline College has to offer them.

Article by Kwame Thomas. Photo by John Serrato.

### KINDERCAMINATA AT SKYLINE COLLEGE



On Friday, April 25, Skyline College was invaded by over 350 Kindergartners and 140 parents as the institution held its first KinderCaminata event. This event in collaboration with the San Bruno Park School District provided activities for students throughout the morning. Students from Allen, Belle Air Elementary, El Crystal, John Muir, Portola and Rollingwood Elementary Schools were greeted by Skyline staff, faculty and students as they drove onto campus. Dr. Stanback Stroud, President, welcomed the students followed by Dr. David Hutt, San Bruno Park School District, Dr. David Hutt who thanked Skyline College for their participation and commitment to students.



Students, dressed in Skyline College "Kinder" shirts carrying backpacks filled with coloring books and pencils then participated in a host of activities at different locations throughout campus. Many thanks to San Bruno Fire Department, Skyline College Public Safety, San Mateo Community College District Construction Services, Allied Health, Cosmetology and Early Childhood Education programs for their fun-filled activities and exercises for the students. The event concluded with lunch and students left on buses going back to their respective schools.

This successful event was coordinated by Florentino Ubungen, Outreach Coordinator and Adriana Armas, Staff Assistant, Enrollment Services. In addition, over 60 Skyline College staff, faculty and students volunteered their time and created a wonderful experience for the San Bruno students, teachers and families. A special thanks to Joseph Morello, Dean of Kinesiology, Athletics and Dance for the use of the gymnasium and facilities for preparing the buildings for our visitors. This event would not have been possible without the support of the President's Innovation Fund at Skyline College.

Article by Dr. John R. Mosby. Photos by Raul Guerra.



# SKYLINE COLLEGE BOARD REPORT

MAY 13, 2014

## STUDENTS RAISE FUNDS FOR CANCER RESEARCH



A group of Skyline College students and staff joined forces last weekend at the San Bruno Relay for Life. The Relay is a 24 hour walk held in cities around the world to raise funds for the American Cancer Society. The events are designed to “celebrate, remember, and fight back” against cancer. The San Bruno event was a memorable success, raising over \$77,000 thus far. The Skyline College “Boo and the Biohazards” team, co-captained by retired staff member Pat Carter and student Christian Galang, have raised over \$2,100! They also won the event award for the “Best Campsite.” The fundraising continues through the summer, and team members would be happy to accept any donations.

Article and photos by Alana Utsumi.

## BUSINESS LECTURE WITH LISA LILIENTHAL



On April 9, 2014, the Skyline College Enactus Club welcomed Lisa Lilienthal, founder of Green Earth PR Network, writer and public relations consultant to campus as part of the Business Speaker Series Event. The Event was hosted by Enactus, YEP, and KBD.

Lisa has more than 20 years of experience in mission-based

marketing. The Green Earth PR Network works with clients to assist them in tapping into sustainability issues concerning their business. She is very passionate about green technology and sustainability.

Enactus President, Steven Wong, warmly welcomed the group. The Enactus Club chose Enactus member Nicole Harris to introduce the speaker. She is a Skyline College student, who has overcome adversity as a legally blind person, and is very active on campus with Enactus, BSU and is a candidate for ASSC president.

Lisa’s presentation highlighted the notion of companies creating a brighter, sustainable world by promoting and advancing the concepts of sustainable production and consumption. She highlighted the journey of successful businessman, Ray Anderson, the chairman and founder of Interface, Inc., one of the world’s largest manufacturers of commercial and residential carpets. Anderson first turned his focus toward the environment in 1994 when he read *The Ecology of Commerce* by Paul Hawken.

This book transformed Ray’s business philosophy as he felt the industrial system is destroying the planet and only industry leaders are powerful enough to stop it. The company’s vision, through his direction, changed, promising to eliminate any negative impact on the environment by the year 2020 through the redesign of processes and products, the pioneering of new technologies, and efforts to reduce or eliminate waste and harmful emissions while increasing the use of renewable materials and sources of energy to stop it.

Article and photo submitted by Renee Bass and Christine Roumbanis.

## ADMINISTRATION OF JUSTICE STUDENT WINS TOP HONORS AT ACADEMY



## SKYLINE COLLEGE BOARD REPORT

MAY 13, 2014

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Skyline College Administration of Justice student, Nicole Ruggiero, received top honors during the 78th Peninsula Law Enforcement Explorer Academy graduation ceremony held on Thursday, April 10th, at the South San Francisco High School auditorium, in South San Francisco.

In addition to studying criminal justice at Skyline College, Nicole is also a member of the San Bruno Police Department's Police Explorer Program, a co-ed division of the Learning for Life program, which is a subsidiary of the Boy Scouts of America. The program is open to youth between the ages of 14 and 21 years old. The program emphasizes leadership, civic responsibility, values, and social interaction.

Police Exploring, founded in 1972, is a career-oriented program that gives youth the opportunity to explore careers in law enforcement and criminal justice by working with law enforcement agencies in non-enforcement capacities as they learn about the profession. Explorers must attend the Explorer Academy within one year of joining. The academy meets on nine consecutive weekends where they receive over 100 hours of classroom and practical training in such areas as first aid, patrol procedures, criminal law, juvenile procedures, report writing, crime scene investigation, traffic laws, and more. This is in addition to many hours of rigorous physical training, including pushups and long-distance running.

During the academy, students must do well in their classroom studies and other training and are given points for their daily achievements. Nicole earned a perfect score of 1,000 points out of a total possible 1,000 possible points. She was at least 25 points ahead of her closest male and female competitors.

"My classes at Skyline College really helped me excel at the Explorer Academy because I already knew much of the subject matter they were teaching from my Administration of Justice classes", said Nicole. Nicole is pursuing her degree in Administration of Justice with the goal of becoming a police officer.

The graduation ceremonies were attended by graduates' family members, police chiefs and command staff, police explorer post advisors, and by Nicole's Administration of Justice Professor Steve Aurilio.

Article by Steve Aurilio. Photo by Ana Ruggiero.

### BETA THETA OMICRON RECEIVES INTERNATIONAL 2014 DISTINGUISHED CHAPTER AWARD

Skyline College's Beta Theta Omicron chapter of Phi Theta Kappa received several awards at the honor society's 2014 international convention held April 24-26 in Florida. Over 4,000 students from 1,300 chapters attended the convention. Beta Theta Omicron received the Honors in Action Theme Award, the Honors in Action Award, and the 2014 Distinguished Chapter Award. Awards are based on the chapter's Honors in Action project. The project must address the Honors Study Topic (The Culture of Competition) and must include scholarly research as well as a service component. Chapter members write a 2600-word essay describing their planning process, literature review, the project and implementation, and results. During 2013, Beta Theta Omicron mapped and analyzed an invasive plant on Sweeney Ridge.



The chapter Vice-President of Operations, Jaimelynn Alvarez won the Distinguished Chapter Officer Award. Distinguished Chapter Officers must be nominated by their chapters through the Hallmark Awards application process and are chosen based on a student's demonstration of leadership, promotion of Honors in Action, other engagement in the Society and enthusiasm for the Hallmarks of the Society (Scholarship, Leadership, Service and Fellowship). They were selected by a panel of judges from more than 600 nominees internationally.

Article and photo submitted by Christine Case.



## SKYLINE COLLEGE BOARD REPORT

MAY 13, 2014

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### ASTEP'S FIRST ANNUAL TOURNAMENT OF CHAMPIONS WAS A SLAM DUNK



On Saturday, April 26, the African-American Success Through Excellence and Persistence (ASTEP) learning community hosted its first annual three on three basketball tournament in the Skyline College gymnasium. The tournament, held from 8 a.m. to 1:30 p.m. was open to all students within the San Mateo Community Colleges. Ten teams participated, competing against each other for first and second place prizes. Breakfast and lunch was provided along with giveaways throughout the day. Teams and visitors were entertained during half time with performances from Urban Youth Society, a student organization at Skyline College.

The first place team: 300 Gunners- students Vika Jimenez, Elijah White and Terry Booker won three \$75 gift cards to Amazon.com. The second place team; The Kings-students Jordan Dougherty, Aaron Brown & Etienne Boutan won \$50 gift cards to Amazon.com. In addition, there were students sponsored by the ASSC and Kappa Delta Beta. The following programs helped sponsor the tournament: Associates Students at Skyline College (ASSC), Youth Entrepreneurship Program (YEP), Urban Youth Society (UYS), Black Student Union (BSU), Center for Innovative Practices through Hip Hop Education and Resources (CIPHER), SparkPoint, and African Success Through Excellence and Persistence (ASTEP).

Article by Kwame Thomas. Photo by Phyllis Taylor.

### VOCAL JAZZ ENSEMBLE WINS SECOND PLACE AT RENO JAZZ FESTIVAL



The Skyline College Vocal Jazz Ensemble and Jazz Band, led by Michelle Hawkins and Zack Bruno, traveled to Reno, Nevada on April 12, 2014 to perform at the Reno Jazz Festival, the largest and most prestigious jazz festival in the Western United States. College, high school, and middle school choirs and bands from California, Oregon, Washington, Idaho, Nevada, and Arizona performed and received constructive comments from prominent music educators and ensemble directors who served as judges and clinicians. Students also attended live concerts and recitals by professional jazz musicians who performed as part of the festival. The Skyline College Vocal Jazz Ensemble, in its first semester of existence, earned second place out of 12 ensembles in the collegiate division. Skyline College student musicians were thrilled with the award and honored to represent Skyline College and the Music Department at this high-profile event. "I can't wait to perform again!" exclaimed Calvin Htet, tenor and first-year student. The Skyline College Vocal Jazz Ensemble and Jazz Band will perform at the 2014 Commencement Ceremony on May 23.

Article by Michelle Hawkins and Dr. Zachary Bruno. Photo by Teresa Tam Studio.

# SKYLINE COLLEGE BOARD REPORT

## MAY 13, 2014

### THE LEARNING CENTER DIRECTOR PRESENTS AT 40TH ANNUAL ACTLA CONFERENCE



Skyline College Learning Center Director, David Reed, presented a concurrent session at the 40th Annual Conference of the Association of Colleges for Tutoring and Learning Assistance (ACTLA) in Anaheim, CA on Friday, April 24. The title of his presentation, Evaluating the Tutoring Session: Approaches and Implications provided a summary of the Skyline

College Learning Center's recent development of an online assessment tool that has been embedded into the tutor-tracking software used in the Learning Center. The development of this tool was a collaborative project involving David Reed, Leigh Anne Shaw (ESOL instructor and Faculty Coordinator of the English Language Institute), and John Chavez (recently retired Math Lab Coordinator of the Learning Center).

The presentation was well-received and sparked some lively exchanges about data gathering and assessment among the participants who included community college learning center staff, administrators, students, and staff from the California Community Colleges Chancellors Office. Next year's ACTLA conference will be held in San Francisco March 27 – April 1, 2015, and the Skyline College Learning Center staff is looking forward to participating and representing the College and District.

Article by David Reed.

### CAREER NETWORKING NIGHT 2014



The 2014 Spring Career Networking Night sponsored by the Career Services Center was a success! Over 30 career professionals representing a variety career clusters including the following areas: Engineering /Technology Science, Arts/Communication, Business/ Office Administration, Education/Human Services, Health/Medicine,

and Law/Public Service participated in this year's event. The purpose of the Career Networking Night is to inspire and encourage students to explore a variety of career choices. Over one hundred and fifty students attended the event with an opportunity to hear viewpoints from a myriad of experienced professionals. This event engaged students in exploring future career options. Our students response was positive and enthusiastic, and the event itself was very energetic and vibrant. "Pizza with Professionals" at the end of the evening provided students opportunities to network with representatives from the six corresponding career clusters.

Career Counselor/Instructor Lavinia Zanassi pictured with Jefferson Adult School students, presented two workshops on "Career and Academic Choice Success Begin With Self Awareness". This collaborative effort between Career Services Center and Leigh Ann Shaw, Associate Professor of English Speakers of Other Languages and Coordinator of the English Language Institute, is a result of a grant to expose Adult School English Language Learners to Skyline College lectures, programs, and services. Co-coordinator, Francisca Wentworth, ESL Teacher/Instructional Technology Coordinator and Jim Vogt, ESL Teacher were on hand to participate and share perspectives.

Article and photo submitted by Brian Jenney.

### CITD INTERN SUCCESS STORY



*Christopher Chang - center*

The Center for International Trade Development (CITD) and the Retail Hospitality & Tourism Program (RHT) would like to congratulate former intern and Skyline College student, Christopher Chang, for being offered an intern position with the U.S. Commercial Service at the Department of Commerce (USDOC), in San Francisco. Chris is piloting the USDOC's

## SKYLINE COLLEGE BOARD REPORT

MAY 13, 2014

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new Entry Level Internship Program. Thanks to the CITD and USDOC's long history of collaboration and partnership, this opportunity was extended to a Skyline College student. Previously, only students at four-year universities qualified for intern positions.

Chris interned with the CITD and RHT Program during the Fall 2013 semester. In his role as intern, Chris carried out day-to-day operations of the office which included drafting marketing materials/articles, grant reporting, and detailed record keeping. Chris gained valuable skills and exposure to multinational companies, business professionals and government agencies through his internship with the CITD and RHT Program.

Chris began his internship with the USDOC in February. During his internship, he will learn about regional trade and business development activities and gain more experience with international trade, business/finance and business development.

To be exposed to similar prospects, Chris recommends that fellow Skyline College students, "Be hungry to learn and seek out all opportunities."

Article and photo submitted by Pcyeta Stroud and Allison Mello.

### MENTAL HEALTH FIRST AID EVENT

On Saturday, April 19, 2014, Skyline College hosted a Mental Health First Aid training event. The event was a collaboration between Psychological Services and the Filipino Mental Health Initiative. Interest was high with over thirty-five people participating in an eight-hour training regarding how to help individuals experiencing a mental illness or crisis. Attendees consisted of staff members and students of Skyline College, and community members. The trainers, Jei Africa and Sisilia Sisita of San Mateo Behavioral Health and Recovery Services, led the group through engaging, interactive exercises as they covered topics such as: recognizing the signs and symptoms of common mental illnesses, learning the potential risk factors for developing a mental illness, and carrying out a five-step action plan to help individuals who are experiencing a mental health crisis. Several students reported that it was a great and informative event. All attendees received a certificate of completion and are now recognized as Mental Health First Aiders.

Article by Liz Llamas.

### GOODWILL ORIENTATION



The Skyline College Workforce Development Program and Goodwill Industries welcomed their second spring 2014 Skyline College Warehousing and Logistics cohort on March 31, 2014. Skyline College's Business Division and Workforce Development partnership with Goodwill Industries awards certificates in Warehousing and Logistics to students wishing to reenter the workforce. For many of the Goodwill students, this is their first time entering a college environment.

As a result of the partnership, graduates are encouraged to enroll in the Career Advancement Academy. Students are currently enrolled in the Allied Health Bridge Program and the Entry Level Automotive Career Advancement Academies. The Career Advancement Academy (CAA) provides stackable certificates in Auto Entry Level Technician, Foundations in Early Childhood Education, Paralegal and Allied Health (EMT, Medical Office Administrator, and Sterile Processing).

Article by Soledad McCarthy. Photo by Jeremy Evangelista.

Achieve!



# SKYLINE COLLEGE BOARD REPORT

MAY 13, 2014

## UPCOMING EVENTS

### 44TH ANNUAL COMMENCEMENT

FRIDAY, MAY 23, 2014

5:00 PM

(DOORS OPEN AT 4:15PM)

SKYLINE COLLEGE GYMNASIUM



### BAY AREA ENTREPRENEUR CENTER GRAND OPENING AND RIBBON CUTTING

**SAVE THE DATE!**

THURSDAY, MAY 29, 2014

4:00 - 6:00 PM

458 SAN MATEO AVENUE

SAN BRUNO, CA 94066



**BAEC**  
Bay Area Entrepreneur Center  
of Skyline College

Save the Date  
Grand Opening & Ribbon Cutting





# President’s Report to the SMCCCD Board of Trustees

President Michael Claire ~ May 13, 2014

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## Mike Mitchell Receives Statewide Honor



Photo credit: Sean Arbabi

Congratulations to **Mike Mitchell**, program supervisor in CSM’s Transfer Services who is one of four employees statewide to be honored by the Board of Governors for California Community Colleges and the Foundation for California Community Colleges with a Classified Employee of the Year Award. The award honors community college classified employees who demonstrate the highest level of commitment to professionalism and community colleges. On receiving the award, Mike commented, “ I am deeply honored and humbled to receive the State community college award and proud to be serving alongside dedicated colleagues at College of San Mateo and working with the finest transfer students any community college would be proud to serve.” Mike will receive the award at the Board of Governors meeting on May 20. This is the second consecutive year that a CSM employee has received the state award; in 2013, Kathy Chaika, senior accounting technician in Administrative Services, was honored. ■



## CSM to Host the US Paralympics Track & Field Championships



Photo credit: G. Picout

The U.S. Olympic Committee announced that CSM has been awarded to host the U.S. Paralympics Track and Field Championships to be held on June 20-22, bringing the event to California for the first time. The announcement was made at a press conference which was attended by Rep. **Jackie Speier**, U.S. Paralympics officials as well as two local athletes who have qualified to compete in the event.

Congresswoman Speier spoke about holding the event at CSM: “We have a million-dollar view and a multimillion-dollar facility.” The college was selected



Photo source: San Mateo Daily Journal

partly because of its Mondo track which meets the highest international standards for performance. Because of its firmness, it’s ideal for athletes using wheelchairs.

The athletes who compete at this event are preparing for the 2015 championships in Doha, Qatar, and the 2016 Paralympics in Rio de Janeiro, Brazil. The three-day event is expected to draw more than 150 of the top Paralympic athletes from the U.S. In addition to established athletes, including world champions, new, up-and-coming challengers will also compete. One of the local athletes attending the press conference was Steven Toyoji, of San Francisco, who won three medals for the U.S. team at last year’s world championships in Lyon, France. He is partially paralyzed below the shoulders due to an autoimmune disease; he races the 400, 800 and 1,500 meters in a specialized wheelchair. Also in attendance was new challenger, Ranjit Steiner, a former football player at Gunn High School in Palo Alto who lost his leg to bone cancer and now races using prosthesis. ■

## CSM Architecture Students Win Top Award at Statewide Competition



*Photo courtesy of John Lucchesi*

A team of CSM architecture students was awarded the “Biologic Award” for Best of Show at the prestigious Cal Poly San Luis Obispo Design Village 2014 Competition. Design Village, a weekend-long event, challenges students to design and construct a theme-based temporary structure to house their teammates for the duration of the weekend. This year’s theme, “Biologics,” inspired teams to take their designs from nature. The competition draws architecture students from colleges and universities from throughout the State. CSM is honored to have captured one of only five awards that are presented at the event.

CSM’s winning design featured a canopy cover of folded and stitched plastic-potting flats and a structural frame of mechanically-joined galvanized steel pipes used in chain link fence construction. Members of CSM’s team were: **Fede Albarracin, Ricki Andersen, Krongkan Klabkaeo, Gino Orlando, Guillermo San Miguel, and Joaquin Tobar.**

CSM Architecture Instructor **John Lucchesi** describes how the projects evolve, “Conceptual designs for the competition are initiated in CSM’s Architecture Studio course. Student teams then develop rough models and drawings into buildable full-scale shelters, guided by Studio Instructor **George Sun.**” The competition presents students with additional complexity related to the site of the event. Teams are required to transport their materials approximately 1.5 miles down a narrow dirt road in Poly Canyon, build their structure on the site—a hill with a slope that varies from 10 to 30 degrees—and then live in it for the weekend. Lucchesi adds, “The challenges of the site encourage teams to design lightweight structures and to employ innovative solutions to transporting the materials.” ■

## Scholarship Awards Ceremony Honors 308 Students



On April 25, the college honored 308 students with scholarship awards at the 2014 Scholarship Awards Reception. According to the Financial Aid Office, scholarships were awarded to 263 CSM students and 45 high school students; collectively, they received 413 scholarship awards totaling \$239,668. A crowd of more than 550 students, family members, faculty and staff attended the celebration in CSM's Bayview Dining Room. The ceremony began with remarks by President



*Photos by Gino De Grandis*

**Mike Claire**, Academic Senate President **David Laderman** and ASCSM President **Hayley Sharpe**. Vice President **Jennifer Hughes** individually recognized the many donors who made the scholarships possible and then, with the assistance of Mike Claire, they presented the awards to each of the scholarship recipients. With many of the donors in the audience, the event provided the opportunity for student honorees to meet and thank the donors who contributed to their scholarships. The SMCCC Foundation provided the opportunity for students, donors and families to take memorable keepsake photos for free. Members of the CSM Scholarship Planning Committee were: **Karen Chadwick** (coordinator), **Jennifer Hughes**, **Claudia Menjivar**, **Dennis Tordesillas** and **Henry Villareal**; volunteer assistance was provided by staff from the Financial Aid Office, A & R, Community Relations & Marketing and the student ambassadors. ■



## Great Turnout for Connect to College



Photos by Saru Tabu and Alexis Madayag



Approximately 500 students and parents gathered at College Center for Connect to College on Thursday, April 17. This major outreach event began with a welcome from President **Mike Claire** followed by a transfer overview from Transfer Program Supervisor **Mike Mitchell** and a student panel led by Dean of Counseling **Marsha Ramezane**. The panel featured alumni **Melissa Aliu** and **Christopher Seminoff** as well as SMCCCD Student Trustee **Rupinder Bajwa** and nursing students Joy **Martin-Spriggs** and **Marcos Mayorga**. Prospective students and their parents had the opportunity to speak one-on-one with college staff, faculty and student and university representatives during the meet and greet portion of the event. Finally, at the close of the evening six scholarships were presented to attendees; the donors included PG&E, San Mateo Athletic Club, San Mateo Credit Union and CSM. The event was a great example of CSM's commitment to student success and made for a welcoming experience. (Article contributed by Alex Guiriba) ■

## College Celebrates Asian Pacific Islander Heritage Month



*Photos courtesy of Tamara Horn*

An array of activities celebrating Asian Pacific Islander Heritage Month 2014 is currently underway throughout the campus. Events included the Fifth Annual Asian Pacific American Film Festival; Poetry & Power, a workshop led by Eddy Zheng, an activist, community organizer and former prisoner; a Makerspace lei-making workshop; a Speaker Series that featured a screening of “When the Man Went South,” and Hawaiian literature performances by communications studies students. Student groups across campus have been actively involved in month-long celebration including the Polynesian Club, International Club, Fashion Club, Filipino Student Alliance, Chinese Student Alliance, ASCSM, CSM Office of Student Life & Leadership, Cultural Awareness Board and Asian Pacific Islander Heritage Month Planning Committee. ■



## President's Forum for Academic Excellence Hosts Laura Rendón



*Photo courtesy of Lorena Gonzalez*

**Laura Rendon**, a professor in University of Texas - San Antonio's Educational Leadership and Policy Studies Program, joined CSM faculty, staff, administrators, and students as part of the President's Forum for Academic Excellence: Pathways to Student Success. Her presentation, titled "Leveraging Student Strengths to Foster Success," covered several practical classroom methodologies that use students' "cultural wealth" as a basis for academic commitment, persistence, and success. Of particular note was her "Validation Theory," an institutional practice where college staff, faculty, and administrators foster academic and personal development as a means of boosting students' confidence in learning. Dr. Rendon also discussed her experiences as a Latina in higher education, which resonated with the Puente students in attendance. Her presentation was an engaging and "validating" end to a year of fantastic speakers in the forum. (Article contributed by Jeramy Wallace) ■

## Kudos

~ CSM swimmer **Kawei Tan**, won the state championship in the 100-meter backstroke in Los Angeles on May 2. He is the first CSM state champion in swimming since Don Gray won the 50 freestyle in 1966! Tan is a graduate of Burlingame High School.

~ **CSM's Softball Team** completed the regular 2014 season as Coast Conference North champions with a 17-1 record. The Lady Bulldogs are the winningest of the state's 84 teams at 37-2 overall, which is also the best won-loss record. At the end of regular season play, the team had won 33 of its last 34 games, and in its final seven games, outscored opponents by a remarkable 74-1 margin, including six "mercy-rule" five-inning contests.



Twelve softball player received post season honors the Coast Conference and state softball coaches association:

- Ashlynn Neil** - Coast Conference Pitcher of the Year; All-State Player
- Raquel Martinez** – Coast Conference Player of the Year; All-State Player
- Kayleen Smith** – 1st Team All-Conference; All-State Team
- Talissa Fiame** – 1st Team All-Conference; All-State Team
- Brooke Ramsey** – 1st Team All-Conference; All-State Team
- Natalie Saucedo** - 1st Team All-Conference; All-State Team
- Skania Lemus** – 1st Team All-Conference; All NorCal Team
- Melina Rodriguez** – 1st Team Conference
- Ashley Miller** – 2nd Team All-Conference
- Lauren Berriatua** – 2nd Team All-Conference
- Leilani Akai** - 2nd Team All-Conference
- Taylor Cruse** - 2nd Team All-Conference



In post-season play, which is currently underway, CSM swept Yuba College by a 39-1 margin in two games in the Northern California regionals. The Lady Bulldogs advance to the Super Regional hosted by CSM, and if they are victorious, they will play for the State championship.



~ Two CSM track and field athletes captured titles for throwing on the final day of the Coast Conference Track and Field Championships held on April 26 at CSM. **Maureen Pahulu**, a graduate of Mills High School, won the women's discus throw by more than nine feet for a throw measuring 135-9. She also placed third in the javelin throw at 105-6. **Scott Chiesa**, who graduated from St. Francis High School, took the men's javelin by nearly a 30-foot margin with a winning throw of 196-7. Chiesa's best throw this season of 205-10 places his No. 2 in California and No. 5 nationally.

~ Assistant Professor of ESL **Lisa Melnick** has written two articles "Agtawid" and "Out the Back Door" that will be published in the anthology, *Beyond Lumpia, Pancit, and Seven Manangs Wild* in June 2014. This collection is a sequel to the successful first anthology entitled *Seven Card Stud with Seven Manangs Wild*, (FANHS, 2002).



~ On Saturday, May 3, six Honors Project students presented their projects at the competitive 7th Annual Honors Research Symposium, held at UC Berkeley. The all-day event, which drew honors students, their faculty, and their family from all over California, was truly a celebration of scholarship. Honors student **Bernie Leung** was nominated for the Heslet Award. **Andrew Gleeson, Ryan Garrett, Erin Harris, Divy Kumar, and Laila Talpur** also presented. CSM sent the largest delegation of any college to the event.



Photo courtesy of Tim Maxwell

~ Professor of English and Advisor to Alpha Gamma Sigma **Tim Maxwell** was awarded the Alpha Gamma Sigma Outstanding Advisor Award at the statewide convention in San Jose on April 16. He has served as an advisor to the Honors Society since 2007, a period during which the club has grown from six to more than 60 active members. In his nomination letter, AGS Vice President of Student Services Dee Dee Pickard, writes, "Not only does Tim exceed the standards of an outstanding club advisor, he is a mentor to AGS students in all their academic affairs. Through his intense involvement with the AGS club, Tim has truly been an example of the service and dedication which the AGS honors society strives to uphold." He currently shares his duties as an advisor with David Laderman and Jeramy Wallace.



Photo credit: Laila Talpur

Tim, who also serves as Honors Project co-coordinator, also received the Bay Honors Consortium's Honors Faculty of the Year Award. Maxwell was recognized for "professional contributions that go above and beyond" in his role as an architect of CSM's innovative Honors Project and as a dedicated teacher in the program. ■

## Student Success Story: Mario Ayala

### A.A., Broadcasting & Electronic Media

CSM is educating the next generation of media makers and Mario Ayala is a perfect example of that college-to-career connection.

When Mario arrived in U.S. from Mexico in 2002, he couldn't imagine that he would earn a college degree and that the degree would lead to a broadcasting career with a world-class media company. "My English was limited, I had a six-month old daughter and I didn't have a job." But Mario knew what he had to do, "I realized that I needed to develop my English skills to make advances in life for my family, so I made an important decision: to work on my education." First, he began by taking classes to improve his English skills, and then he enrolled in CSM's broadcasting program.



*Photo credit: Gloria Mendoza*

As a student in the program, Mario was given "real world" experiences. His classes provided professional hands on training in studio and field production, camera production, audio recording and lighting. Furthermore, the program's interdisciplinary approach allowed Mario to explore a variety of possible career choices within the broadcasting industry. Mario credits Associate Professor of Digital Media Michelle Brown as the person who inspired him, "...she is an exceptional teacher and mentor – she encouraged me to go the extra mile."

He took that encouragement to heart and jumped at the opportunity to be part of the production crew for 'The Bay Today' and "Bay Area Vista," weekly student-produced shows for KCSM-TV. Ambitious and hardworking, Mario managed multiple roles: he served as producer, studio camera operator, director of photography and technical director! Professor Brown says of Mario, "He got involved every time the station offered opportunities for the students to be on the crew and he always made significant contributions to those projects."

She adds, "In my Digital Video class Mario's leadership and solid production skills were essential to his team's successful production of high-quality supplemental programming about Half Moon Bay and the De Young Museum for KCSM-TV. Mario is such a committed and mature director of photography that when he lost his own

HD camera to the wild waves at Mavericks while reporting for our student show, he didn't even complain! He also demonstrated that he can research, schedule, and produce programming that serves the local community."

Soon after Mario earned his AA degree in Broadcasting and Electronic Media, he was hired by Telemundo, a division of NBC Universal Television Network, as a commercial producer. His degree and the program's broad-based curriculum prepared him for a career in a highly competitive industry. Mario explains, "I found the broadcasting program offered amazing hand's-on learning experiences. The college facilities have the same professional state-of-the-art equipment and software that I am using at work. I had the opportunity to participate in real TV



*Photo credit: Gino De Grandis*

productions. And, when I applied for my current position, I felt confident that I had the skills and knowledge that the company was looking for."

As a commercial producer, Mario writes, shoot and edits promotional media for Telemundo, including event "promos" image spots and entertainment, cultural and travel segments. "Mario is a gifted storyteller. He isn't just technically-skilled. He knows how to use audio and video to tell an effective story. I'm not surprised he's producing for a network affiliate. He's just getting started, in my opinion," says Professor Brown.

Mario's hard work and motivation were rewarded – he was the recipient of several scholarship awards including the Steve Davis Undergraduate Overall Excellent Scholarship from the National Academy of Television Arts and Sciences. Professor Brown recalls the ceremony: "It was so exciting to be in a room full of local broadcasters and media professionals who were all watching Mario's video as the award was announced! I was so proud!" ■

# UPCOMING EVENTS

## Spring Electronic Music Concert

Thursday, May 15 • 7 pm • Theatre  
\$5 admission

## Reading Apprenticeship Luncheon

*Reading matters for student success*

Friday, May 16 • 11:30 am – 1:30 pm  
Building 12, Room 102

## Honors Project Showcase

*Honors Project students present their final projects. Refreshments, music and presentations.*

Friday, May 16 • 4–7 pm  
College Center, Bayview Dining Room

## 4th Annual WTFilm Student Film Festival Screening and Awards Ceremony

Friday, May 16 • 6–9 pm • Theatre

## Classified Staff Appreciation Day Breakfast

Tuesday, May 20 • 8:30–10:30 am  
College Heights Conference Room

## Stepping Up: A Transfer Tribute

*A celebration of CSM's Transfer Students*

Thursday, May 22 • 4–6:30 pm  
College Center, Bayview Dining Room

## CSM's 92nd Commencement

Friday, May 23 • 5–7 pm • Gymnasium

## Jazz on the Hill 2014 • Saturday, June 7 • 11 am – 6pm

A day-long celebration featuring a great line up of musicians performing many genres of jazz. Food vendors, arts and crafts, classic cars! The main stage will be located on the lower mezzanine in front of the library; the theatre will provide another stage for some of the most talented high school and college jazz musicians in the Bay Area. Bring a lawn chair or picnic blanket. This free event is KCSM and CSM's gift to the community.



PRESENTED BY KCSM JAZZ 91

# Jazz on the Hill

SATURDAY, JUNE 7  
11AM-6:00PM  
AT COLLEGE OF SAN MATEO

GREAT JAZZ | ARTS & CRAFTS | FOOD

JAZZONTHEHILL.ORG 650.524.6921

A FREE COMMUNITY EVENT

The poster features a large, stylized yellow musical note with a red outline, containing a colorful illustration of a jazz band. The background is dark blue with white stars and dots.



# Cañada College Report to Trustees

- **Student Satisfaction Results**
- **Dr. Anniqua Rana named Dean**
- **Erik Gaspar joins full-time faculty**
- **Wi-Fi Upgrade in Building 13**



By Larry Buckley, PhD

## This week:

- |                        |  |
|------------------------|--|
| Tuesday,<br>April 29   | Colts host playoff baseball game. First pitch at 2pm – Colt Field          |
| Wednesday,<br>April 30 | Planning and Budget Committee Meeting.<br>2:10pm. Bldg 2, Room 10          |
| Friday,<br>May 2       | Fashion Design Afternoon Tea. 3pm. Building 3, Room 255. RSVP Ronda Chaney |
| Friday,<br>May 2       | TRIO, BTO and VROC Recognition Ceremony.<br>6:45pm. Cañada Vista           |

## Student Satisfaction Survey

The Office of Planning, Research and Institutional Effectiveness recently completed a student satisfaction survey of Cañada students. The results provide a remarkable picture of our student body's experience here at the college. The surveys were distributed via email and we received more than 1,000 student responses to sixty questions. The questions covered their background, goals, and experiences with both academic and student services on campus.

Among the findings: 1) 97.2% of students indicated that they would recommend Cañada College to a family member or friends. 2) While some current students said they would have preferred to begin their educations at a CSU or UC, 92.3% said that they would start at Cañada College if they had it to do all over again. 3) 93.1% of students rated their education experience at Cañada as "Excellent" or "Above Average."

Among my favorite comments, one student wrote, "I don't think I would still be in school if I had ended up elsewhere." And, nothing beats this comment: "Cañada College is the best in the bay area."



## Dr. Anniqua Rana named Dean

It is with great pleasure and pride that I announce Dr. Anniqua Rana, of our Humanities Division, has been selected to serve as the first Dean of Athletics, Library, and Learning Resources. She will begin her new role July 1<sup>st</sup>. Join me in congratulating Dr. Rana.



## Erik Gaspar named to Kinesiology Faculty and Men's Soccer Coach

Erik Gaspar will join full time faculty this Fall in our Kinesiology Department. He has been an adjunct faculty member here at Cañada College since the summer of 2011. In that time Erik has been teaching a wide variety of lecture and lab courses, while serving as the Men's Head Soccer Coach.

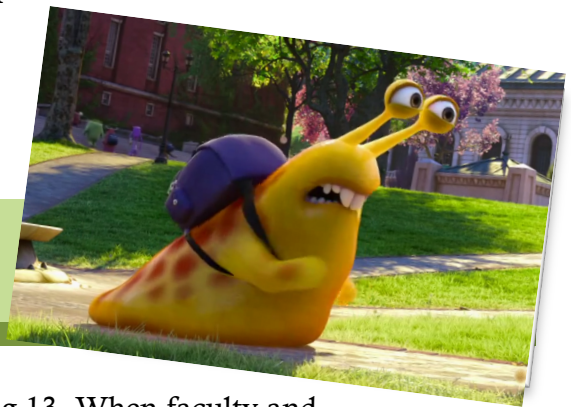
Prior to his time at Cañada, Erik served as an adjunct faculty member at West Valley College in Saratoga where he had previously

earned his Associate Degree in Liberal Arts and where he received Scholar Athlete honors along with Alpha Gamma Sigma Honor Society membership. From 2008-11 he served as an Assistant Coach at Evergreen Valley College. Over the last 8 years, he has served in a number of roles at both public and private institutions.

In addition to his Associate Degree, Erik holds a Bachelor of Arts in Political Science from San Jose State

University, and a Masters of Arts in Kinesiology from Saint Mary's College of California.

## Wi-Fi Upgrade in Building 13



During spring break, ITS personnel upgraded wi-fi service in Building 13. When faculty and students arrived on the Monday after spring break, they were delighted to find faster and more reliable service. Their sentiments were summed best by Multimedia Professor Paul Naas:

*"The new wireless in building 13 works great! I've been in my current office nearly four years, and the previous wireless was awful. Bad signal, slow; heck, calling it sluggish would be an insult to slugs! But today I unplugged my Ethernet cable and tried out the new wireless. It's fast, and has great signal strength. Glad they got this upgrade done - it'll make it much easier to use unwired devices like tablets and smart phones."*



## Trish Guevarra and Candice Johnson in expanded Student Services roles

### Trish Guevarra

Having served as a temporary employee – working in the Student Life and Leadership Development, Financial Literacy, TRIO, Beating the Odds and Veterans programs – over the past year, Trish Guevarra was recently elevated to permanent status. In her new role as a Program Services Coordinator, she will provide support to the TRIO program (50%) and the BTO/Veterans programs (50%).

Trish worked previously as a Veterans Affairs Specialist and Student Activities Advisor for College of Alameda, and in the Kuya Ate Mentorship Program in San Diego as an Operations Manager/Mentor. Trish has two Bachelor of Arts degrees from CSU San Marcos - in Social Sciences and Criminology/Criminal Justice - with a minor in Ethnic Studies.

### Candice Johnson

After serving as a substitute in the part-time Office Assistant position for TRIO for over three years, Candice Johnson is now a full-time permanent employee. Candice provides office support for both the TRIO program (50%) and the A2B program (50%).

Candice graduated from Cañada College with her AS degree, Family Development, in 2011, and has certificates from Cañada in human resources, family development, promoter education and employment, and community health worker. Candice is now enrolled at Notre Dame de Namur majoring in Human Services.



### Middle College High School Dean's List

#### Honorees:

Alaa Aissi, Geovanna Moreno, Maria Ayala, Jessica Loi



## Cañada College to partner with ELS Language Center



The San Mateo County Community College District and Cañada College have just signed a contract to partner with ELS Language Center ([www.els.edu/en](http://www.els.edu/en)) to provide a Summer Pathway to University Program. The summer program will take place at Cañada College from June 23 to August 15 and provide students with

intensive English as a Second Language instruction, workshops and field trips to familiarize students with the American higher education system. The District already has an agreement with ELS Language Center that allows students to be eligible for admission after completing Level 9 of ELS instruction. The summer program will provide four levels of ESL, including Level 9. We hope that the summer program will serve as a pipeline of students into Cañada's programs of study.



### NSG Group and Cañada Meet to Discuss Possible Partnership

On April 24<sup>th</sup>, a delegation from the NSG Group of Niigata, Japan, representing the league of NSG Colleges, met with Cañada representatives regarding the development of a program partnership that would allow for Cañada students to study in Japan and for students from Niigata to study at

Cañada. Dr. Gregory Anderson is working on a formal partnership agreement which we are hopeful will be in place in the near future. The program would be administered through our International Student Center, under the leadership of Supinda Sirihekaphong.

- HSI Grant Update
- ACCEL Meets
- Cañada Hosts HS & Adult Educators
- Conservation Efforts Succeeding



## This week:

Tuesday,  
May 6 Humanities & Social  
Sciences Awards; 5:00pm  
Building 3 Foyer

Thursday,  
May 8 Assemblyman Rich  
Gordon 2:00pm. Bldg 3,  
Room 148

*ASCC Leadership Awards;*  
*4:00pm; Bldg 6, Room 102*

Retirement Reception for  
Sue Eftekahri; 5:00pm;  
Bldg 8

Friday,  
May 9 Student Recognition  
Ceremony, 4:30pm; Bldg 1

Saturday,  
May 10 PTK Evening of  
Academic Excellence;  
4:00pm; Bldg 1 (Gym)

## HSI Grant Update

In anticipation of the release last month of Request for Proposals from the US DOE for the HSI Title V grant, the college did its own RFP. Based on the content of these proposals, the Vice Presidents held a series of meetings and discussions with many stakeholders regarding the institution's strengths and weaknesses. They poured over accreditation documents, institutional data, the Ed Master Plan, the new Strategic Enrollment and Student Engagement Plans, and the Program Reviews from across the college.

Emphasizing those issues that affect student success, transfer and completion rates, developmental course placement, and the academic success of Hispanic students, they have drafted a proposal that addresses major institutional challenge including a "leaky pipeline," lack of preparedness of entering students, dismal transfer and completion rates, and a growing fragmentation of academic support programs.

*Article continues on Page 8*



### Misha Maggi

It is with great pleasure that I announce that Misha Maggi, after having served in an interim role as Student Life and Leadership Manager, has been selected to the permanent position. Congrats!





## Cañada Hosts ACCEL

Last Friday, May 2nd, the Adult Education, College, and Career Educational Leadership Consortium (ACCEL) held a major meeting at Canada College. Over sixty teachers, professors, student services professionals, and administrators spent a productive and inspiring afternoon. The ACCEL work is a mobilization in response to the AB 86 legislation with leadership from the three colleges in our district and the major adult schools along with support from community based organizations, non-profits, libraries, the County Office of Education, and other providers of adult education across the county.

This work is funded by the AB 86 Adult Education Consortium Planning Grants in which the state provided \$22.5 million. The goal is to redesign an educational system that creates linkages for students across adult schools and community colleges to accelerate academic and career success.

Four teams have been formed to cover the county--Coast, South, Central, and North. Co-directing two of the groups from Cañada are Jenny Castello, Professor of ESL, and Nadya Sigona, Counselor. We also have Dr Larry Buckley, President, Dr David Johnson, Dean, Diana Tedone, Librarian, Ray Lapuz,

Professor of Mathematics, and Noel Chavez, Outreach Coordinator, serving in various capacities. Co-directing this entire project for the district is Dr Gregory Anderson, Vice President of Instruction.

In less than a year, the ACCEL coalition will prepare a comprehensive plan for the ongoing coordination and integration of adult education. Your colleagues mentioned above along with partners from across the county are laying the groundwork for ongoing funding of hundreds of millions of dollars.

## Fashion Department Tea

The Fashion Design program faculty and staff hosted a tea this past Friday in concert with a student presentation of works made from recycled denim. Students presented their works and provided detailed explanations of their design choices and construction processes. More than three dozen current and future students attended, getting a flavor of the types of projects that are central to our Fashion Design program.





## Cañada Conserves!

We are several months into our water conservation campaign, and Cañada has made a significant reduction in our consumption since Nov '13. Between Nov and Dec of last year (approximately when we implemented our conservation campaign) we reduced consumption by almost 60%!

To be precise: Dec was not a true indicator of our normal consumption as the campus was vacant for the holidays during the latter half of the month, and January '14 is also a "partial" month with classes not resuming until mid-month. However, taking Feb '14 as our first full month and comparing it to Nov, our consumption is still down by 42%. Mar '14 is down 14% below our Feb consumption!

## Leadership Institute

The college hosted a meeting of the Pre-K-3<sup>rd</sup> grade Leadership Institute on Friday, May 2<sup>nd</sup>. Over 100 participants, including principals of San Mateo County Schools, attended to hear speakers address "21st Century Learning and the Young Child."

Megan Terra, a co-teacher of the design-thinking institute at Nueva School in Hillsborough, gave a very inspiring presentation demonstrating what young children in Kindergarten and 1st grade can do under the leadership and support of teachers who promote project based learning and who incorporate design-thinking principles into their curriculum. Her presentation was enhanced by technology showing YouTube clips and IMovies of the children narrating their projects to parent audiences.

A key presentation was made by the San Carlos School District Principals. This panel of principals addressed the concepts of Inquiry-based learning, collaborative teaching and the 5C's (communication, collaboration, critical

*The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.*  
-- Dr. Seuss

thinking, citizenship and creativity and innovation). Each principal spoke about specific projects that are being done in various grades in their schools.



Under the leadership of Craig Baker, the Superintendent of Schools for the District, the district is evolving and changing to have a focus on Pre-K to 3rd grade. The belief is that the inclusion of the Pre-K component is essential if the educational system as a whole is to be future-oriented.



Our Cañada men's baseball team fell to top-ranked Chabot College in a hard fought three-game second round playoff series this past weekend. Congratulations to Coach Lucca and the Colts on a great season!



## Annual Higher Education Joint Advocacy



This past Tuesday I participated in the annual Higher Education Joint Advocacy Day at the Capitol in Sacramento. Along with CSUSF President Leslie Wong, SF City College Chancellor Art Tyler, and Skyline President Regina Stanback-Stroud, I met with five Bay Area Assemblymen and Senators (along with their staff members). The issues of greatest interest to our local legislators included curricular progress in the development of transfer degrees, accreditation, and student persistence rates. I was able to share the exceptional news that we awarded 719 degrees and certificates last year, had a persistence rate of 85% in spring 2014 (in comparison to 60% last year), and we transferred some 43% of those students who had identified their goal as transfer when they first arrived at

Cañada. It was an extraordinary day that served to strengthen our relationship with our supportive legislators and transfer partners.

## Changes in Priority Registration

Beginning in Fall 2014, students who meet the following criteria will no longer be eligible for priority registration:

- Students who are on academic or progress probation for two consecutive terms
- Students who have earned 100 or more degree-applicable units

These students will receive a registration date with all other new and returning students (May 7 – 10).

These changes are the result of the system-wide Student Success Act of 2012, which is based on the recommendations developed by the State Chancellor's Office Student Success Task Force. For more information, please contact Kim Lopez at [lopezk@smccd.edu](mailto:lopezk@smccd.edu).



*Continued from Page 5:*

The draft also describes many institutional strengths that will allow the college to meet these challenges. These positive features include our faculty, our STEM Center, our strong budgeting, research, and planning processes, and our focus on student success.

The proposed solution to these problems is the new ESO Center (still working on the name!). This center described in detail, The ESO (Expanding Student Opportunity) Project has three major goals:

- 1) Improve academic preparedness for entering students (START STRONG)
- 2) Increase capacity of existing academic support services (STAY STRONG)
- 3) Improve student transfer rates (FINISH STRONG).

The proposal is due on Friday, and the team intends to press the submit button hours VP Anderson would like to thank all who are contributing to this work, especially Diva Ward from the Learning Center.

San Mateo County Community College District

May 13, 2014

**BOARD REPORT NO. 14-5-2C**

**STEM CENTER ACTIVITIES AT CAÑADA COLLEGE**

**There is no printed board report for this agenda item.**

**BOARD REPORT NO. 14-5-1A**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and Employee Relations  
(650) 358-6883

**APPROVAL OF PERSONNEL ITEMS**

Changes in assignment, compensation, placement, leaves, staff allocations and classification of academic and classified personnel:

**A. REASSIGNMENTS**

**Cañada College**

**Michiko Maggi** Student Life & Leadership Manager Student Services

Promoted through the hiring process from a Student Life & Leadership Assistant position (Grade 24 of Salary Schedule 60) at Skyline College into this full-time, 12-month position (Grade 190S of Salary Schedule 40), effective May 1, 2014.

**Cañada College**

**Lindsey Bynum** Prerequisite/Assessment Specialist Counseling Services

Promoted through the hiring process from a part-time Instructional Aide II position (Grade 22 of Salary Schedule 60) at College of San Mateo into this full-time, 12-month position (Grade 27 of Salary Schedule 60), effective May 12, 2014.

**District Office**

**Michele Rudovsky** Facilities Manager Facilities

Promoted through the hiring process from a full-time, 12-month Maintenance Engineer position (Grade FF of Salary Schedule 70) into this full-time, 12-month classified supervisory exempt position (Grade 193E of Salary Schedule 35), effective May 1, 2014.

**Giao Van Bui** Swing Shift Custodian Facilities

Voluntarily reassigned from a full-time, 12-month Lead Custodian position (Grade CC of Salary Schedule 70) into this full-time, 12-month Custodian position (Grade AA of Salary Schedule 70), effective May 1, 2014.



**Maxwell Warne** Utility Engineer Facilities

Promoted through the hiring process from a full-time, 12-month Groundskeeper position (Grade BA of Salary Schedule 70) into this full-time, 12-month position (Grade DD of Salary Schedule 70), effective May 5, 2014.

**Thomasito Reyes** Campus Public Safety Lieutenant Public Safety

Promoted through the hiring process from a part-time, 12-month Public Safety Officer position (Grade 27 of Salary Schedule 60) into this full-time, 12-month position (Grade 184S of Salary Schedule 40), effective May 7, 2014.

**James Blanchard** Lead Custodian Facilities

Promoted through the hiring process from a full-time, 12-month Custodian position (Grade AA of Salary Schedule 70) into this full-time, 12-month position (Grade CC of Salary Schedule 70), effective May 12, 2014.

## **B. CHANGES IN STAFF ALLOCATION**

### **Cañada College**

1. Recommend a change in staff allocation to increase one part-time (53%) Admissions & Records Assistant II position (3C0007) to full-time (12 months) in the Enrollment Services Division, effective July 1, 2014. Also recommend that the incumbent, Wendy Cazares De Reynaga be reassigned accordingly, effective July 1, 2014.
2. Recommend an increase in staff allocation to add one full-time, 12-month Financial Aid Technician position (Grade 26A of Salary Schedule 60) in the Financial Aid Office, effective May 14, 2014.
3. Recommend an increase in staff allocation to add one full-time, 12-month Division Assistant position (Grade 24 of Salary Schedule 60) in the new Athletics, Kinesiology, & Dance/Library/Learning Resources Division, effective July 1, 2014.

## **C. LEAVES OF ABSENCE**

### **Cañada College**

**Ana Miladinova** Assistant Professor, Dance Kinesiology, Athletics & Dance

Recommend approval of a pregnancy disability leave of absence, effective April 29, 2014, pursuant to provisions of the Family and Medical Leave Act. Pursuant to District policy, employee is entitled to a maximum of 12 calendar months of leave.

### **District Office**

**Patty Della Bona** Project Director Human Resources

Recommend extension of approval of a medical leave of absence without pay and without benefits from April 22, 2014 through June 28, 2014. The previous request for extension of medical leave of absence was Board approved on January 22, 2014.

**D. SHORT-TERM, NON-CONTINUING POSITIONS**

The following is a list of requested classified short-term, non-continuing services that require Board approval prior to the employment of temporary individuals to perform these services, pursuant to Assembly Bill 500 and its revisions to Education Code 88003:

<i>Location</i>	<i>Division/Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
Cañada	Business & Workforce/Upward Bound	3	5/19/2014	8/8/2014	<b>Instructional Aide II:</b> Provide mentoring and instructional support services to TRiO Upward Bound summer program participants.
Cañada	Student Services/A2B	1	6/01/2014	6/30/2014	<b>Accounting Technician:</b> Provide accounting clerical assistance related to A2B grant budget issues, account records, transactions, funding, and accounts payable.
Skyline	Global Learning Programs & Services	1	5/14/2014	6/30/2014	<b>Office Assistant II:</b> Provide clerical support to the division in the areas of student recruitment, orientation, special events, tours, and specialized programs for students. Public contact is extensive.
Skyline	Language Arts/The Learning Center	1	6/01/2014	6/30/2014	<b>Program Services Coordinator:</b> Assist with planning, coordinating, and directing activities related to the Supplemental Instruction program. This position will allow a temporary assignment until the permanent position is filled.

**BOARD REPORT NO. 14-5-2A**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Harry Joel, Vice Chancellor - Human Resources (358-6767)

**AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES,  
LOCAL 829, COUNCIL 57, AFL-CIO  
INITIAL CONTRACT PROPOSAL TO THE DISTRICT**

The Board of Trustees is receiving a proposal from AFSCME, Local 829 as required by the Educational Employment Relations Act. This proposal is for new language on Articles 5.5.6, 8.2.4, and 8.9. The proposals are attached to this report.

Staff submits the initial proposal to the Board before holding a public hearing on the AFSCME proposals as required by the Educational Employment Relations Act.

**RECOMMENDATION**

It is recommended that the Board accept AFSCME's initial proposal and hold a public hearing of the proposals at the next regularly scheduled Board meeting.

**5.5.6 Assignment During Large Events:** Whenever a special event or activity occurring on District property, in facilities with a capacity of more than 100, and the attendance is anticipated to be **50** or more, management will assign a custodian, engineer and/or groundskeeper, as required, to provide adequate support. The assignment should include a reasonable amount of time to clean the facility immediately following the event. This is especially important if food is served at the event. If the event is lecture only with no food, then the assigned time can be reduced.

**5.5.6.1** Whenever a special event is held and no bargaining unit staff is assigned or available and either students or volunteers are assigned to clean the facility, on the following working day the steward and the campus supervisor will tour the facility to check cleanliness. If the facility is not clean, a minimum of four (4) hours at the overtime rate will be assigned to bargaining unit staff to restore order to the facility.

**8.2.4 Backhoe Differential:** A member of the unit who is classified as a Lead Groundskeeper or groundskeeper, and who is assigned to operate the backhoe will be paid a 10% hourly wage differential for the duration of the time worked operating the backhoe. A minimum of one hour will be paid for each of these occasions.

## **8.9 Uniform Allowance**

The District will provide the following types of uniform work clothes to all permanent employees, at no cost to the employee:

1. Five work shirts and five T-shirts, which can be either button-down collared shirts or any combination thereof:
  - a. Long sleeve button-down collared work shirt
  - b. Short sleeve button-down collared work shirt
  - c. Long sleeve T-shirt
  - d. Short sleeve T-shirt
2. One work jacket
3. One work vest (optional at the employee's request)
4. One hat (optional at the employee's request)
5. One pair of coveralls (optional at the employee's request)
6. **Groundskeepers & Lead Groundskeepers will be able to receive up to two pair of work boots that meet the established safety standards per year. The maximum allowance will be \$400.00.** Custodians, Lead Custodians, Utility Engineer, Maintenance Engineer, Painter, Project Engineer, Senior Maintenance Engineer, Systems Engineer and Chief Engineer will have a maximum of \$200.00 per year to spend on work boots that meet the standard for the type of work being performed. If there is additional money left on the District voucher after allotted work boots have been purchased, the employee may use the remaining money on the voucher solely towards an additional pair of work boots that meet the established safety standards. If the balance does not cover 100% the additional pair of work boots the employee would be responsible for the balance.
7. Rain gear – jacket, pants and rubber boots.

All work shirts, vests, coveralls and jackets will have the employee's name and the SMCCCD Facilities logo. Individual items will be replaced as needed. On a quarterly basis (July, October, January and April) the College Facilities Operations Office will initiate replacement uniform orders,



at which time Employees should submit their request for replacement uniforms. A copy of the form submitted will be given to the employee for his or her records. Other clothing items not on this list may be requested by an employee and are subject to the approval of the Director of Facilities Maintenance and Operations. A denial may be appealed to the Vice Chancellor – Human Resources & Employee Relations

The District will provide laundry service for work jackets, vests and overalls. Each employee will be responsible for the laundering of shirts, T-shirts, and other items.

Under this agreement, it is the responsibility of the employee to report for work in appropriate uniforms and to request replacement clothing as needed. It is the responsibility of management to provide uniforms, to replace worn clothing in a reasonable amount of time, and to provide laundry service for hard-to-clean items (overalls and jackets).

Employees who refuse to wear the organizational work clothes or report to work inappropriately dressed, may be subject to disciplinary action. In the case of an employee emergency call-back to work, employees should wear an appropriate uniform if possible. Of primary importance is the employee's swift return to the site of the emergency.

**BOARD REPORT NO. 14-5-3A**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor-Superintendent  
PREPARED BY: Eugene Whitlock, Vice Chancellor Human Resources (358-6883)

**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), CHAPTER 33  
INITIAL CONTRACT PROPOSAL TO THE DISTRICT**

The Board of Trustees is receiving a proposal from CSEA, Chapter 33 as required by the Educational Employment Relations Act. This proposal is for new language on Articles 8.7 and 10.5. The proposals are attached to this report.

Staff submits the following initial proposal to the Board before holding a public hearing on the CSEA proposals as required by the Educational Employment Relations Act.

**RECOMMENDATION**

It is recommended that the Board accept CSEA's initial proposal and hold a public hearing of the proposals at the next regularly scheduled Board meeting.

**CSEA CHAPTER 33**  
**INITIAL CONTRACT PROPOSAL**

**2014-2015**

**April 10, 2014**

**Article 8.7 Salary Survey:** At least once every four (4) years, a salary survey shall be completed with the following criteria:

- a. The compensation for each bargaining unit classification will be compared with the compensation for similar classifications using the Bay Ten community colleges and other organization as mutually agreed upon by the District and CSEA. The District will review and update all generic job descriptions and send copies to CSEA for approval before the salary survey is begun. Only the summary will be used in the survey and no reference to job titles will be included. Comparisons will be of monthly salaries for organizations surveyed, adjusted for the number of hours worked per week. Monthly salaries in those districts whose employees work a 40-hour week will be multiplied by a factor of .9375 to equate them to the monthly salaries of SMCCCD employees who work a 37.5 hour work week.

For employees in classifications assigned to KCSM, the District and CSEA agree to utilize a mutually agreed upon alternate list of survey entities.

- b. Step one (1) will be used as the basis for comparison.
- c. The survey shall use the benchmark system.
- d. The grouping of the classification families to be reviewed shall be as described in Appendix F.
- e. Results of the survey will be utilized to show how our District compares to the fourth ranking of each classification. ***Each classification that falls below fourth ranking, salary adjustments will be made to bring these classifications to fourth rank.***
- f. CSEA will receive a copy of ***all salary survey results*** prior to negotiations.
- g. ~~Salary surveys may include recommendations adjustments; the results of the survey are negotiable.~~
- h. Changes resulting from this survey will be retroactive to the previous July 1.
- i. Salary surveys will be conducted for all groups together once every four (4) years starting with the first survey in ~~1999-2000~~ fiscal year ***2015-2016***, followed by the next survey in ~~2003-2004~~ ***2019-2020*** and every four (4) years thereafter.

**Article 10.5 Personal Necessity:** In case of personal necessity, a member of the unit may draw on accumulated sick leave not to exceed seven (7) days in any fiscal year for any one or any combination of the following purposes:

- a. Additional days beyond the three (3) or five (5) granted in paragraph 10.4. ***Additional days used for bereavement will not be charged against the seven (7) personal necessity days, the unit member may draw on accumulated sick leave for this purpose. Not to exceed seven (7) days.***
- b. Accident involving the employee's person or property or the person or property of the employee's immediate family.
- c. Appearance in court or before an administrative tribunal as a litigant.
- d. Religious holidays other than legal holidays on the Board-adopted calendar.
- e. Imminent danger to his/her home occasioned by an event such as flood or fire, serious in nature, which under the circumstances the employee cannot reasonably be expected to disregard, and which requires the attention of the employee during his/her assigned hours of service.
- f. Such other reasons as approved by the District.

***\*\*\*\*Article 8.1.1 Salary increase has already been determined from 2014-2015, please refer to the CSEA contract for details. Article 9.1.1 Medical Cap carry-over from last years' negotiations, CSEA/District will negotiate this article once the new premiums have been determined which will be around July 1, 2014***



**BOARD REPORT NO. 14-5-1CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

**RATIFICATION OF STUDENT TRUSTEE PRIVILEGES**

Board Policy 1.05, Student Trustee, affords the District Student Trustee the following privileges:

- The privilege to make and second motions.
- The privilege to cast an advisory vote, although the vote shall not be included in determining the vote required to carry any measure before the Board.
- The privilege to receive compensation for attending Board meetings at one-half of the maximum amount allowed for elected trustees under the Education Code; in addition, the Board of Trustees may award the Student Trustee a service award, as specified in Policy 1.05.
- The privilege to receive the same health and welfare benefits as are provided to Board members.
- The privilege to be reimbursed for expenses associated with approved conferences, upon prior approval by the President of the Board.

California Education Code, Section 72023.5(e), requires that the Governing Board shall, by May 15 of each year, adopt rules and regulations implementing the privileges granted to the student trustee, to be effective until May 15 of the following year.

**RECOMMENDATION**

It is recommended that the Board of Trustees ratify the privileges specified above, which are contained in Policy 1.05, to be effective until May 15, 2015.

**BOARD REPORT NO. 14-5-2CA**

To: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Dr. Sarah Perkins, Vice President of Instruction, Skyline College, 738-4321

**ACCEPTANCE OF GRANT FUNDS FROM THE BAY AREA WORKFORCE FUNDING COLLABORATIVE AND AUTHORIZATION TO EXECUTE GRANT AGREEMENT**

The Bay Area Workforce Funding Collaborative (BAWFC) partnered with the Social Innovation Fund (SIF) to award \$193,000 in continued funding of the Skyline College Allied Health Bridge Program, also known as The Career Advancement Academy (CAA), Allied Health. This additional funding is for the period January 1, 2014 – September 30, 2014. This CAA project expands upon the workforce training infrastructure built with the first SIF grant by addressing additional industry sectors and serving other disconnected populations. Specifically, the project is designed to fill a gap in the existing workforce training system by developing strategies and partnerships to engage at-risk young adults, ages 18 to 24, in career-oriented workforce training in high-demand industries: Allied Health and Warehousing and Logistics.

The SIF Continuation Funding will be used to develop two emergent projects at Skyline College into fully implemented pilot projects targeting 18 to 24 year old at-risk young adults: the Emergency Medical Technician Pathway for continuation high school students and the expansion of the Warehousing and Logistics courses, which are currently offered in partnership with Goodwill Industries.

**RECOMMENDATION**

It is recommended that the Board of Trustees authorize acceptance of the grant funds as described and authorize the Chancellor or the Executive Vice Chancellor, or their designees, to execute an agreement with The Bay Area Workforce Funding Collaborative for the continuation of the SIF funding.

**BOARD REPORT NO. 14-5-3CA**

To: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Dr. Sarah Perkins, Vice President of Instruction, Skyline College, 738-4321

**ACCEPTANCE OF GRANT FUNDS FROM THE CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE AND AUTHORIZATION TO EXECUTE GRANT AGREEMENT**

The California Community College Chancellor's Office (CCCCO) awarded Skyline College and the District \$1,450,000 in grant funds for continuation of the Career Advancement Academies (CAAs), Phase 3: February 1, 2014 – February 28, 2016. CAAs establish pipelines from college to high-wage careers for low-income young adults who face academic and personal barriers to post-secondary education and employment and increase students' foundational skills in reading, writing and math. Skyline College's CAA career technical training program leads to careers or higher education opportunities in high-demand Career Technical Education (CTE) industry sectors.

One of the objectives of CAA Phase 3 investment will be to institutionalize Skyline College's CAAs and its key elements. Grant funds must be utilized to support the key instructional elements of the CAA framework at Skyline College with a focus on automotive, allied health, early childhood education, and paralegal industry sectors.

**RECOMMENDATION**

It is recommended that the Board of Trustees authorize acceptance of grant funds as described and authorize the Chancellor or the Executive Vice Chancellor, or their designees, to execute an agreement with the California Community College Chancellor's Office for the continuation of the Career Advancement Academies.

**BOARD REPORT NO. 14-5-4CA**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Jing Luan, Ph.D., Vice Chancellor, Educational Services and Planning, 358-6880

**CURRICULAR ADDITIONS  
CAÑADA COLLEGE AND COLLEGE OF SAN MATEO**

The addition of 101 courses to the College catalogs are proposed by Cañada College and College of San Mateo at this time. Additionally, one course was modified, one course was reactivated, and two courses were deleted.

Each of the proposed courses has been reviewed by the appropriate Division Dean and approved by the College Curriculum or Instruction Committee, acting on behalf of the local Academic Senate. In addition, the Academic Senate Presidents provide oversight with respect to the necessary role of the local Senates in the review and approval process. The rigor of the approval process assures that each new course has substance and integrity in relation to its discipline and that it fills a clear student need not being served by existing course offerings.

**RECOMMENDATION**

It is recommended that the Board approve the attached curricular changes for the Cañada College and College of San Mateo catalogs.



San Mateo County Community College District

May 13, 2014

PREPARED BY: Gregory Anderson, Vice President, Instruction  
Cañada College

APPROVED BY: Alicia Carmen Aguirre, Curriculum Committee Chair  
Cañada College

Doug Hirzel, Academic Senate President  
Cañada College

Lawrence Buckley, President  
Cañada College

## **PROPOSED CURRICULAR ADDITIONS – CAÑADA COLLEGE**

### COURSE DESCRIPTIONS AND JUSTIFICATIONS

#### **COMPUTER BUSINESS OFFICE TECHNOLOGY**

465 CUSTOMER SERVICE (3.0) (day or evening)

Justification: This course, recommended by the Computer Business Office Technology advisory board, is central to the newly created Customer Service certificate. Customer service is a key differentiator in every business and the skills taught in this course will benefit students in the workplace. CBOT 465 is also a core or selective requirement of several instructional programs.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: Designed to enable students to understand the importance of customer service in today's competitive business world. Learn the skills, strategies, and techniques required for developing, improving, and delivering quality customer service to attract new customers. Listening skills and verbal and non-verbal communication skills, strategies for encouraging customer loyalty and diversity issues are explored.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

672 COOPERATIVE EDUCATION: INTERNSHIP (1.0-3.0) (day or evening)

Justification: This course is a core requirement of the new Certificate of Achievement in Customer Service listed under the Computer Business Office Technology Program.

Prerequisite: A minimum of 12 completed units in the occupational discipline.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: Earn college credit for learning or improving skills or knowledge on the job. Internship is "discipline specific" in that students' job and learning objectives relate to the work experience course. Students can earn up to 3 units per semester (for a total of 16). There are no classroom meetings after the initial orientation which is offered the first three weeks of each semester. Units are degree applicable and transferable and are awarded upon achievement of approved learning objectives. Each unit requires 60 hours per unit for unpaid work during the semester. The internship must be supervised by a job supervisor and an appropriate faculty member for the chosen occupational discipline. The unit limitation applies to Occupational Cooperative Education Work Experience offered within the SMCCCD.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

## **SPANISH**

680CB SPANISH FOR MEDICAL PROFESSIONS II (2.0) (day or evening)

Justification: Students learn more Spanish grammar, expand their medical vocabulary and discuss a variety of health-related aspects of Spanish culture. Students can be more competitive when applying for a job because they are able to interact with the large number of Spanish-speaking patients in our area.

Prerequisite: SPAN 680CA.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: This course expands students' knowledge of medical Spanish so that they are better able to communicate with Spanish-speaking patients. Students learn more Spanish grammar, expand their medical vocabulary and discuss a variety of health-related aspects of Spanish culture.

Classification: AA/AS Degree; CSU transferable.

## **PROPOSED CURRICULAR MODIFICATIONS – CAÑADA COLLEGE**

### **THEATRE ARTS**

200 Acting I

## **PROPOSED CURRICULAR REACTIVATIONS – CAÑADA COLLEGE**

### **THEATRE ARTS**

201 Acting II

## **PROPOSED CURRICULAR DELETIONS – CAÑADA COLLEGE**

### **THEATRE ARTS**

201.1 ACTING I

201.2 ACTING II

Justification: These courses are being deleted since they are no longer needed. DRAM 201.1 and 201.2 do not satisfy any requirements for the TMC in Theatre Arts. DRAM 201 - Acting II is being reactivated in their place.

San Mateo County Community College District

May 13, 2014

PREPARED BY: Dr. Sandra Stefani Comerford, Vice President Instruction  
College of San Mateo

APPROVED BY: Teresa Morris, Chair, Curriculum Committee  
College of San Mateo

David Laderman, President, Academic Senate  
College of San Mateo

Michael Claire, President  
College of San Mateo

## **PROPOSED CURRICULAR ADDITIONS – COLLEGE OF SAN MATEO**

### COURSE DESCRIPTIONS AND JUSTIFICATIONS

#### **ACCOUNTING**

181 TAXATION OF INDIVIDUALS USING TAX SOFTWARE (4.0) (day or evening)

Justification: Study of income tax laws applicable to individuals and preparation of income tax returns with variable levels of difficulty. Study of Affordable Care Act (Obamacare) rules as they apply to individuals from a tax perspective. Use of tax software for the preparation of tax returns to enhance students' computer skills in relation to current expectations of potential employers.

Prerequisite: None.

Recommended Preparation: None.

Description: Preparation of Federal and California income tax returns for individuals using tax software and manually. Topics include income tax law, theory, and practice, and preparation of Form 1040 (Individual), Schedules A (Itemized Deductions), B (Interest and Dividends), C (Profit or Loss from a Business), D (Capital Gains and Losses), and tax credits. Students who successfully complete this course may apply to CTEC, the California Tax Education Council, to become a Registered Tax Preparer in California. This course is part of the Enrolled Agent Exam Preparation Series and the CPA Exam Preparation Series. [CPE Hours: CPA 60].

Classification: AA/AS Degree; Certificate; CSU transferable.

182 TAXATION OF BUSINESS ENTITIES USING TAX SOFTWARE (4.0) (day or evening)

Justification: Study of income tax laws applicable to various business entities and preparation of tax returns with variable levels of difficulty. Study of Affordable Care Act (Obamacare) rules as they apply to businesses from a tax perspective. Use of tax software for the preparation of tax returns to enhance students' computer skills in relation to current expectations of potential employers.

Prerequisite: None.

Recommended Preparation: ACTG 100 or ACTG 121.

## BOARD REPORT NO. 14-5-4CA

Description: Preparation of Federal and California income tax returns for businesses, including sole proprietorships, corporations (C corps, S corps), and partnerships (General and Limited Partnerships, Limited Liability Companies, and Limited Liability Partnerships) using tax software and manually. Topics include income tax law, theory, and practice, and preparation of Forms 1120 (Corporate), 1120S (S Corporate), 1065 (Partnership), 4562 (Depreciation), and the related California tax forms. This course is part of the Enrolled Agent Exam Preparation Series and the CPA Exam Preparation Series. [CPE Hours: CPA, EA 60; CTEC 53 Fed, 11CA].

Classification: AA/AS Degree; Certificate; CSU transferable.

183 TAXATION OF TRUSTS, GIFTS, AND ESTATES USING TAX SOFTWARE (2.0) (day or evening)

Justification: Study of tax laws applicable to trusts, estates and gifts, and preparation of tax returns with variable levels of difficulty. Study of Affordable Care Act (Obamacare) rules as they apply to trusts and estates from a tax perspective. Use of tax software for the preparation of tax returns to enhance students' computer skills in relation to current expectations of potential employers.

Prerequisite: None.

Recommended Preparation: None.

Description: Preparation of Federal and California income tax returns for trusts, estates, and gifts using tax software and manually. Topics include income tax law, theory, and practice, and preparation of Forms 1041 (Fiduciary), 706 (Estate) and 709 (Gift) and the related California tax forms. This course is part of the Enrolled Agent Exam Preparation Series and the CPA Exam Preparation Series. [CPE Hours: CPA, EA 28; CTEC 20 Fed, 5 CA].

Classification: AA/AS Degree; Certificate; CSU transferable.

665MR TAX PRACTICE AND PROCEDURE (0.5) (day or evening)

Justification: This course is being offered as continued education for accounting professionals.

Prerequisite: None.

Recommended Preparation: ACTG 181.

Description: A survey course exploring the critical rules that drive the administration of our tax system, including assessment of deficiencies and penalties, tax liens, refund claims, statutes of limitations, and the dynamics of practice before the IRS and the civil and criminal penalties that may be assessed. [CPE Hours: CPA 8; EA, CTEC 6].

Classification: AA/AS Degree; CSU transferable.

680MD ACCOUNTING CYCLE SURVEY (1.00) (day or evening, distance education)

Justification: A separate course on the accounting cycle is required to meet the needs of students with weak academic skills; ESL students unfamiliar with the very specific and complex terminology; and for student who need a refresher course in the accounting cycle to be successful in their target course.

Prerequisite: None.

Recommended Preparation: None.

## BOARD REPORT NO. 14-5-4CA

Description: Survey of the accounting cycle concepts and applications. Topics include the balance sheet equation, journal entries, general ledger accounts, the trial balance, adjusting journal entries, and preparation of financial statements. This course provides foundational skills that will help students succeed in all other accounting courses. Students may use this course as a review or as preparation for future accounting classes. [CPE Hours: CPA, 16 Hours]

Classification: AA/AS Degree; CSU transferable.

680ME TIME VALUE OF MONEY SURVEY (1.00) (day or evening, distance education)

Justification: Mastery of the time value of money concept is essential to succeed in every accounting class. The time value of money concept is the basis for recording all accounting transactions when a dollar amount will be exchanged more than one year in the future. Therefore every accounting class uses the time value of money concept to determine the value of transactions when cash receipts or cash payments will occur over a long period of time.

Prerequisite: None.

Recommended Preparation: None.

Description: Survey of the time value of money (TVM) concept. Topics include calculation of present values and future values for single amounts and annuities. The TVM concept will be applied to problems commonly found in accounting such as notes, bonds, and leases. This course provides foundational skills that will help students succeed in all other accounting courses. Students may use this course as preparation for future accounting classes or as a review. [CPE Hours: CPA, 16 hours]

Classification: AA/AS Degree; CSU transferable.

680MF IFRS SURVEY I (1.00) (day or evening, distance education)

Justification: In the United States, the Securities and Exchange Commission (SEC) has required all publically traded companies to use Generally Accepted Accounting Principles (GAAP) since the 1930's. Beginning in 2010 the SEC began accepting IFRS financial statements for non-US corporations. Therefore it would be highly beneficial to students to have a comprehensive survey course that focuses on the major differences between GAAP and IFRS.

Prerequisite: None.

Recommended Preparation: None.

Description: Survey of the differences between International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Standards (GAAP). Topics include differences in the presentation of financial statements and differences in the valuation of assets (including cash, receivables, inventory, property, equipment, and intangible assets). The topics in this course correspond to the topics in Intermediate Accounting I (ACTG 161). Students may use this course as preparation for future accounting classes or as a review. [CPE Hours: CPA, 16 Hours]

Classification: AA/AS Degree; CSU transferable.

680MG IFRS SURVEY II (1.00) (day or evening, distance education)

Justification: Most multi-national companies based in the US now use GAAP for US operations and IFRS for operations outside the US. GAAP and IFRS are both introduced in several accounting classes. However, since GAAP rules are highly complex most of the curriculum is focused on GAAP. Therefore it would be



highly beneficial to students to have a comprehensive survey course that focuses on the major differences between GAAP and IFRS.

Prerequisite: None.

Recommended Preparation: None.

Description: Survey of the differences between International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Standards (GAAP). Topics include differences in the valuation of liabilities and equity, revenue recognition, presentation of cash flows, and financial statement disclosures. The topics in this course correspond to the topics in Intermediate Accounting II (ACTG 162). Students may use this course as preparation for future accounting classes or as a review. [CPE Hours: CPA, 16 Hours]

Classification: AA/AS Degree; CSU transferable.

680MH ADVANCED ACCOUNTING (1.00) (day or evening, distance education)

Justification: Student who have completed Intermediate I and II have frequently requested that CSM offer Advanced Accounting so they could complete their preparation of the financial accounting series. The course content will prepare students for higher-level accounting jobs and for the CPA exam.

Prerequisite: None.

Recommended Preparation: None.

Description: Accounting for consolidations, investments in other corporations, foreign currency transactions, and partnerships. Advanced Accounting is the last in the series of financial accounting courses and may be considered “Intermediate Accounting III.” This course is part of the CPA Exam Preparation Series, which is intended to meet the education requirement to sit for the CPA exam. Students who intend to transfer should take this course at their transfer school. [CPE Hours: CPA, 64 hours]

Classification: AA/AS Degree; CSU transferable.

## **ANTHROPOLOGY**

127 PHYSICAL ANTHROPOLOGY LABORATORY (1.0) (day or evening, distance education)

Justification: Physical Anthropology Laboratory is required for the CSU Transfer Model Curriculum under List A, CSU GE Area B3 and also has been suggested as needed by CSM Counseling to provide an additional laboratory course for students meeting transfer requirements for UC and for AA and AS degree requirements. Counseling indicated there are not sufficient laboratory courses currently offered.

Prerequisite: Completion of or concurrent enrollment in ANTH 125.

Recommended Preparation: None.

Description: Laboratory designed to become familiar with the methods of the science of biological anthropology while investigating topics in laboratory and field situations. Topics covered in the course: the scientific method, biological variation and forces of evolution, genetics, human osteology and variation, comparative osteology and behavior of primates, and fossil evidence for human evolution. Field trips may be offered.

Classification: AA/AS Degree; CSU transferable.

**ART**200 FINE ART PORTFOLIO PREPARATION (3.0) (day or evening)

Justification: Art majors are accepted into transfer or art schools based upon their written artist statement, ability to discuss their art and portfolio of a cohesive body of work. Aspiring artists do the same when applying for gallery or exhibition opportunities. This class is a vital component to insuring student success in transfer, as well as helping our lifelong learners move out of the classroom and into the art world.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838 or 848.

Description: This course is designed for all art majors and aspiring artists. Students will learn how to create an artist portfolio for transfer or gallery submission. Course work includes the identification and development of personal style, a cohesive body of work, an artist statement and resume, oral presentation and quality image representation. Students should have a working familiarity with their chosen medium.

Classification: AA/AS Degree; CSU transferable.

208 PORTRAIT DRAWING I (3.0) (day or evening)

Justification: This course is the third semester of a life drawing sequence for art students. The human figure is the most complex form in nature and therefore has been the traditional skill building curriculum for an artist to learn and refine one's drawing abilities. Portraiture is a specialized study of life drawing and a critical component of portfolio development for transfer and professional studio practices.

Prerequisite: None.

Recommended Preparation: None.

Description: Portrait characterizations using the techniques and materials of drawing in several media. Application of fundamental studies of the anatomy of the head and faces in the pursuits of expressive representations of people. Individualized instruction is emphasized. Studio practice drawing from live models.

Classification: AA/AS Degree; CSU transferable.

209 PORTRAIT DRAWING II (3.0) (day or evening)

Justification: This course is part of a life drawing sequence for art students. The human figure is the most complex form in nature and therefore has been the traditional skill building curriculum for an artist to learn and refine one's drawing abilities. Portraiture is a specialized study of life drawing and a critical component of portfolio development for transfer and professional studio practices.

Prerequisite: ART 208.

Recommended Preparation: None.

Description: Advanced portrait characterizations, expanding upon the drawing techniques of Portrait Drawing I. Further enhancements of drawings based upon astute studies of the anatomy of the head and faces. Individualized instruction is emphasized. Studio drawing sessions of male and female live models.

Classification: AA/AS Degree; CSU transferable.

396 DOCUMENTARY PHOTOGRAPHY 1 (3.0) (day or evening)

Justification: As part of our instructional planning process the CSM Photography department has long sought to include documentary photography as part of the curriculum. Using digital cameras students will learn the ethical practices of documentary photography by making photographs where honesty, integrity and clarity are understood and followed. This provides a long needed balance to our current courses that focus on image making from an interpretive point of view.

Prerequisite: ART 381.

Recommended Preparation: None.

Description: Designed for students with digital photography skills. Students create two portfolios of documentary photographs. Lectures address the history of documentary photography, social impact and how to convey information with clarity and honesty. A major emphasis is choosing a project and developing a point of view. Class critiques guide each project. A materials fee as shown in the schedule of classes is payable upon registration.

Classification: AA/AS Degree; CSU transferable.

397 DOCUMENTARY PHOTOGRAPHY 2 (3.0) (day or evening)

Justification: As part of our instructional planning process the CSM Photography department has long sought to include documentary photography as part of the curriculum. This will include the following courses: Documentary Photography 1, 2, 3, 4.

Prerequisite: ART 396.

Recommended Preparation: None.

Description: Designed for students with basic documentary skills. Students create a single portfolio of documentary photographs. Lectures address the information gathering process, planning and conveyance of information. A major emphasis is choosing a single project and developing a rapport with the subject. Class critiques guide each project. A materials fee as shown in the schedule of classes is payable upon registration.

Classification: AA/AS Degree; CSU transferable.

400.1 LOW FIRE CERAMICS (3.0) (day or evening)

Justification: This course focuses on traditional building techniques with an emphasis on low-fire techniques which use electric kilns.

Prerequisite: None.

Recommended Preparation: None.

Description: Introduction to the art and crafts of ceramics. During this course the student will learn elementary hand-building clay construction. Methods of ornamentation, glazing, and firing will be demonstrated and utilized, including low fire. A materials fee as shown in the Schedule of Classes is payable upon registration. Extra supplies may be required.

Classification: AA/AS Degree; CSU transferable.

**401 THREE-DIMENSIONAL DESIGN (3.0) (day or evening)**

Justification: Three-Dimensional Design is currently not offered at CSM, but is required as one of four core courses in our transfer agreement with the CSU Studio Art major. It will become part of the two Studio Art majors offered at CSM; the AA-T and the General Studio Art major. This course is C-ID compliant.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838 or 848.

Description: Introduction to the concepts, applications, and historical references related to three-dimensional design and spatial composition, including the study of the elements and organizing principles of design as they apply to three-dimensional space and form. Development of a visual vocabulary for creative expression through lecture presentations and use of appropriate materials for non-representational three-dimensional studio projects. A materials fee as shown in the Schedule of Classes is payable upon registration.

Classification: AA/AS Degree; CSU transferable.

**CHEMISTRY****680MA SURVEY OF CHEMISTRY (3.0) (day or evening, distance education)**

Justification: CHEM 680 MA is an experimental course for CHEM100- Survey of Chemistry. This course will increase our science offerings in two key student-access impacted areas: as GE requirement for non-science majors and concurrent enrollment students. As a lecture-only Chemistry class, it can be offered in both online and on-campus format, thereby increasing its potential student population. In February 2014, the chancellor approved a project to develop online classes in an expanded enrollment format. CHEM100 is one of the first of these classes to be developed.

Prerequisite: None.

Recommended Preparation: None.

Description: An introductory course in Chemistry for non-science majors. Key concepts include classification of matter; atomic structure; chemical bonding and their properties; chemical formulas, equations and stoichiometry; classification of chemical reactions; electronic structure and periodic trends; gases; solutions. Mathematical problem-solving methodology is applied throughout the course, incorporating use of metric system, unit conversions, significant figures and dimensional analysis and algebra. Recommended for non-science majors or as an exploratory course for further studies in chemistry.

Classification: AA/AS Degree; CSU transferable.

**COMPUTER INFORMATION SCIENCE****135 ANDROID PROGRAMMING (4.0) (day or evening, distance education)**

Justification: We need to offer Android programming for our new Web and Mobile Application Development degree and certificate. We must provide instruction in native apps as well as mobile web apps. Currently Android is the most popular operating system for mobile technology with a 59% share of the US market.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838 or 848 and CIS 254.

Description: Introduction to the architecture, API and techniques used to create robust, high-performance applications for Android mobile devices. An overview of the most common tools and techniques for writing Android applications. Other topics include user interfaces, local storage, maps, GPS, multimedia, content providers, sensors, and user events. Storage strategies for persistent information are introduced, including the use of SQLite database features. Intended for students with previous Java programming experience.

Classification: AA/AS Degree; Certificate; CSU transferable.

## **COSMETOLOGY**

746 ADVANCED COSMETOLOGY III (5.0) (day or evening)

Justification: In response to the new state repeatability guidelines, the existing Cosmetology courses were modified and new courses were created.

Prerequisite: COSM 732 and 742.

Recommended Preparation: None.

Description: A continued study of theoretical and practical application for preparation of the State Board Licensing exam covering: hair cutting, hair texture services, hair coloring, hair styling, manicuring, skin care, and health and safety provisions prescribed by the California State Bureau of Barbering and Cosmetology. Continuation of study of salon business as applied to cosmetology.

Classification: AA/AS Degree; Certificate; not transferable.

749 ADVANCED COSMETOLOGY IV (5.0) (day or evening)

Justification: In response to the new state repeatability guidelines, the existing Cosmetology courses were modified and additional new courses were created.

Prerequisite: COSM 732 and 742.

Recommended Preparation: None.

Description: A continued study of theoretical and practical application for preparation of the State Board Licensing exam covering: hair cutting, hair texture services, hair coloring, hair styling, manicuring, skin care, chemistry, electricity, prescribed by the California State Bureau of Barbering and Cosmetology. Study of cosmetology chemistry and electricity as applied to cosmetology.

Classification: AA/AS Degree; Certificate; not transferable.

757 SALON MANAGEMENT & TECHNIQUE (7.0) (day or evening)

Justification: Courses revised to be in compliance with State new repeatability rules plus advanced education in retail sales and salon practices, and advanced industry salon techniques.

Prerequisite: COSM 712 and 722.

Recommended Preparation: None.

Description: A continued study of theoretical and practical application covering: hair cutting, hair texture services, hair coloring, hair styling, manicuring, skin care, and health and safety provisions prescribed by



the California State Bureau of Barbering and Cosmetology. Study of salon business as applied to cosmetology. Study of advanced industry techniques as applied to cosmetology.

Classification: AA/AS Degree; Certificate; not transferable.

## **DIGITAL MEDIA**

252 WEB/MULTIMEDIA PRACTICUM (3.0) (day or evening)

Justification: Original course encompassed Graphics, Broadcast, Journalism and Web/Multimedia. After digital media faculty discussion it was decided to offer individual practicum capstone course and recommended from the Digital Media Advisory Committee, fall 2012

Prerequisite: None.

Recommended Preparation: DGME 113, DGME 118, DGME 143, DGME 165, DGME 166, DGME 167, DGME 168, DGME 169

Description: This is the capstone course to the Web/Multimedia Degree and Certificate programs. Students create digital media projects from real world clients using comprehensive production, design and business techniques. A materials fee as shown in the Schedule of Classes is payable upon registration.

Classification: AA/AS Degree; CSU transferable.

253 BROADCASTING PRACTICUM (3.0) (day or evening)

Justification: This hands-on course provides students with real world experience in audio and video production; allowing them to apply hands-on and critical thinking skills. It is for degree-seeking and non-degree seeking students, therefore, there are no prerequisites.

Prerequisite: None.

Recommended Preparation: None.

Description: This is the practicum course to the Broadcast and Electronic Media AA Degree in Digital Audio. Students will either participate in an internship with a media production company or work with a CSM client to create a digital media project that meets their needs.

Classification: AA/AS Degree; CSU transferable.

258 BROADCASTING PORTFOLIO (2.0) (day or evening)

Justification: This is a required course for all 3 of the Digital Media: Broadcast and Electronic Media AA Degrees: Digital Audio AA; Television Production AA; and Video Production AA. However, non-degree seeking students may also enroll.

Prerequisite: None.

Recommended Preparation: None.

Description: Students will develop a marketable portfolio for their Broadcast and Electronic Media career. Video and audio production students will create a demo reel of their best work that can be submitted to employers.

Classification: AA/AS Degree; CSU transferable.

**ELECTRICAL APPRENTICESHIP**741 ELECTRICAL APPRENTICESHIP I (3.5) (day or evening)

Justification: Updated curriculum from the National Joint Apprenticeship Training Council for the Electricians' Union apprenticeship program. Replacing ELEL 731.

Prerequisite: Indenture in the Electrical Apprenticeship Inside Wireman Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: First half of year one of a five-year Electrical Apprenticeship Program. Industry and program overview, work environment and basic skills, wire construction and insulation, conduit bending and trigonometric functions, material overview, drafting/blueprint reading.

Classification: AA/AS Degree; not transferable.

742 ELECTRICAL APPRENTICESHIP II (3.5) (day or evening)

Justification: Updated curriculum from the National Joint Apprenticeship Training Council for the Electricians' Union apprenticeship program. Replacing ELEL 732.

Prerequisite: Indenture in the Electrical Apprenticeship Inside Wireman Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: Second half of year one of a five-year Electrical Apprenticeship Program. Electrical theory and its application on series circuits, parallel circuits and combination circuits; introduction to the National Electrical Code (NEC).

Classification: AA/AS Degree; not transferable.

743 ELECTRICAL APPRENTICESHIP III (3.5) (day or evening)

Justification: Updated curriculum from the National Joint Apprenticeship Training Council for the Electricians' Union apprenticeship program. Replacing ELEL 733.

Prerequisite: Indenture in the Electrical Apprenticeship Inside Wireman Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: First half of year two of a five-year Electrical Apprenticeship Program. Electrical test instruments, NEC Code books skills, direct current (DC), generators, drafting and blueprints, conduit bending and fabrication for commercial installation.

Classification: AA/AS Degree; not transferable.

## BOARD REPORT NO. 14-5-4CA

744 ELECTRICAL APPRENTICESHIP IV (3.5) (day or evening)

Justification: Updated curriculum from the National Joint Apprenticeship Training Council for the Electricians' Union apprenticeship program. Replacing ELEL 734.

Prerequisite: Indenture in the Electrical Apprenticeship Inside Wireman Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: Second half of year two of a five-year Electrical Apprenticeship Program. AC circuits, RLC circuits, power factor, electrical transformers, building/structure conductors.

Classification: AA/AS Degree; not transferable.

745 ELECTRICAL APPRENTICESHIP V (3.5) (day or evening)

Justification: Updated curriculum from the National Joint Apprenticeship Training Council for the Electricians' Union apprenticeship program. Replacing ELEL 735.

Prerequisite: Indenture in the Electrical Apprenticeship Inside Wireman Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: First half of year three of a five-year Electrical Apprenticeship Program. Electrical safety-related work practices, blueprints, semi-conductor use, transistors, electronic applications in the construction electrical industry.

Classification: AA/AS Degree; not transferable.

746 ELECTRICAL APPRENTICESHIP VI (3.5) (day or evening)

Justification: Updated curriculum from the National Joint Apprenticeship Training Council for the Electricians' Union apprenticeship program. Replacing ELEL 736.

Prerequisite: Indenture in the Electrical Apprenticeship Inside Wireman Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: Second half of year three of a five-year Electrical Apprenticeship Program. Grounding and bonding, grounding electrode system, ground faults and short circuits, grounding and bonding equipment, three-phase transformers, overcurrents.

Classification: AA/AS Degree; not transferable.

747 ELECTRICAL APPRENTICESHIP VII (3.5) (day or evening)

Justification: Updated curriculum from the National Joint Apprenticeship Training Council for the Electricians' Union apprenticeship program. Replacing ELEL 737.

## BOARD REPORT NO. 14-5-4CA

Prerequisite: Indenture in the Electrical Apprenticeship Inside Wireman Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: First half of year four of a five-year Electrical Apprenticeship Program. Motors, motor control devices, motor control diagrams.

Classification: AA/AS Degree; not transferrable.

748 ELECTRICAL APPRENTICESHIP VIII (3.5) (day or evening)

Justification: Updated curriculum from the National Joint Apprenticeship Training Council for the Electricians' Union apprenticeship program. Replacing ELEL 738.

Prerequisite: Indenture in the Electrical Apprenticeship Inside Wireman Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: Second half of year four of a five-year Electrical Apprenticeship Program. Programmable logic controllers, controller fundamentals, ladder programming, NEC for electrical equipment.

Classification: AA/AS Degree; not transferrable.

749 ELECTRICAL APPRENTICESHIP IX (3.5) (day or evening)

Justification: Updated curriculum from the National Joint Apprenticeship Training Council for the Electricians' Union apprenticeship program. Replacing ELEL 739.

Prerequisite: Indenture in the Electrical Apprenticeship Inside Wireman Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: First half of year five of a five-year Electrical Apprenticeship Program. Fire alarm systems, security systems, structured cabling system, generated power and distribution.

Classification: AA/AS Degree; not transferable.

750 ELECTRICAL APPRENTICESHIP X (3.5) (day or evening)

Justification: Updated curriculum from the National Joint Apprenticeship Training Council for the Electricians' Union apprenticeship program. Replacing ELEL 740.

Prerequisite: Indenture in the Electrical Apprenticeship Inside Wireman Program, approved by the California State Division of Apprenticeship Standards.

Recommended Preparation: None.

Description: Second half of year five of a five-year Electrical Apprenticeship Program. Power distribution systems, high voltage testing, automation networks, preparation for general electricians' certification, electrical project supervision.

Classification: AA/AS Degree; not transferable.

## **ENGLISH AS A SECOND LANGUAGE**

907 INDEPENDENT WRITING STUDY-INTERMEDIATE (0.5) (day or evening)

Justification: This course is one of two courses replacing the former ESL 850 Writing Workshop course, which will no longer be offered as it does not align with new state requirements regarding course repeatability. Two non-repeatable courses will be offered in the place of the one repeatable ESL 850 course: this course at the intermediate level and another at the advanced level.

Prerequisite: None.

Recommended Preparation: ESL 827.

Description: For speakers of languages other than English having difficulty with their writing. Includes independent work and individual appointments with a faculty member who will help students improve in paragraph writing, including correcting intermediate-level grammar errors. (Units do not apply toward AA/AS degree).

Classification: Not degree applicable; not transferable.

908 INDEPENDENT WRITING STUDY-ADVANCED (0.5) (day or evening)

Justification: This course is one of two courses replacing the former ESL 850 Writing Workshop course, which will no longer be offered as it does not align with new state requirements regarding course repeatability. Two non-repeatable courses will be offered in the place of the one repeatable ESL 850 course: this course at the intermediate level and another at the advanced level.

Prerequisite: None.

Recommended Preparation: ESL 828.

Description: For speakers of languages other than English having difficulty with their writing. Includes independent work and individual appointments with a faculty member who will help students improve in essay writing, including correcting advanced-level grammar errors. (Units do not apply toward AA/AS degree).

Classification: Not degree applicable; not transferable.

## **ETHNIC STUDIES**

104 ASIAN PACIFIC ISLANDERS IN UNITED STATES HISTORY AND CULTURE (3.0) (day or evening)



Justification: The Ethnic Studies department recognizes the need for a specific course addressing the history and culture of Asian Pacific Islanders, reflecting both the discourse in the field and the needs of our API students.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838 or 848.

Description: A study of the historical and cultural presence of Asian Pacific Islanders in the United States, with special emphasis on their experiences and contribution to California's and Hawaii's social, political and economic institutions. Students will explore the indigenous cultural heritage and experiences of immigration to the United States of Pacific Islanders from Samoa, Tonga, Tahiti, Micronesia, Melanesia, Palau, New Zealand, Cook Islands, Marquesans, and the U.S. Territory of Guam.

Classification: AA/AS Degree; CSU transferable.

#### 105 AFRICAN AMERICAN HISTORY AND CULTURE (3.0) (day or evening)

Justification: This course is intended to serve a new UMOJA program on CSM's campus as well as provide an opportunity for all students.

Prerequisite: None.

Recommended Preparation: None.

Description: This is a survey of the history of African Americans from their origins in Africa to the present, with special emphasis on their contributions to California's social, political and economic institutions. It examines the political, economic, social, and cultural factors as well as interactions between African Americans and the larger society.

Classification: AA/AS Degree; CSU transferable.

### **FILM**

#### 122 FILM HISTORY FOCUS (3.0) (day or evening)

Justification: Due to new state restrictions regarding repeatability, the Film department needs to create separate courses for special topics. This transferable course expands film curriculum offerings for students beyond the Film 100 course; of special interest and utility for future film majors. This course may also be used for the Film/TV/Electronic Media TMC.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838 or 848.

Description: Survey of key films from a specific time period in film history, such as a particular decade (1950s, 1980s, etc.) or a socio-historical movement (postwar baby boom, civil rights era, etc.) Critical investigation of the relationship between film, history and society.

Classification: AA/AS Degree; CSU transferable.

130 FILM DIRECTORS (3.0) (day or evening)

Justification: Due to new state restrictions regarding repeatability, the Film department needs to create separate courses for special topics. This transferable course expands film curriculum offerings for students beyond the Film 100 course; of special interest and utility for future film majors. This course may also be used for the Film/TV/Electronic Media TMC.

Prerequisite: None.

Recommended Preparation: ENGL 838 or 848.

Description: Critical survey of key works by major film directors. Mostly American, some international. Emphasis on auteur theory, biography, film style and visionary contributions to film history.

Classification: AA/AS Degree; CSU transferable.

135 FILM GENRES (3.0) (day or evening)

Justification: Due to new state restrictions regarding repeatability, the Film department needs to create separate courses for special topics. This transferable course expands film curriculum offerings for students beyond the Film 100 course; of special interest and utility for future film majors. This course may also be used for the Film/TV/Electronic Media TMC.

Prerequisite: None.

Recommended Preparation: ENGL 838 or 848.

Description: Critical survey of a variety of film genres, including gangster, musical, comedy, film noir, Westerns, and others. Hollywood, independent and international examples, from different time periods.

Classification: AA/AS Degree; CSU transferable.

140 CONTEMPORARY WORLD CINEMA (3.0) (day or evening)

Justification: Due to new state restrictions regarding repeatability, the Film department needs to create separate courses for special topics. This transferable course expands film curriculum offerings for students beyond the Film 100 course; of special interest and utility for future film majors. This course may also be used for the Film/TV/Electronic Media TMC.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838 or 848.

Description: Survey of important national and transnational cinemas. Emphasis on recent international cinematic trends in the context of globalization. Films from Europe, Latin America, the Middle East and Asia may be included.

Classification: AA/AS Degree; CSU transferable.

## **FIRE TECHNOLOGY**

### 811 FIREFIGHTER CADET II (3.0) (day or evening)

Justification: The State of California requires individuals to have not only Fire Academy training and EMT I certification, but also one year of volunteer service or six months of paid seasonal service before becoming a certified firefighter. This course will allow students to accrue the necessary hours for their certification. Students in this course will be given additional duties and higher levels of responsibilities as they gain knowledge and skills from previous assignments in the firehouse.

Prerequisite: Sponsorship by a fire service agency as a firefighter cadet and FIRE 810, with a minimum grade of P.

Recommended Preparation: None.

Description: Under supervision, students will work in a firehouse environment alongside professional firefighters. Students are expected to build upon the knowledge and skills obtained in the previous course. Students will be able to use these hours towards their requirement for their Firefighter I State Certification.

Classification: AA/AS Degree; not transferable.

### 812 FIREFIGHTER CADET III (3.0) (day or evening)

Justification: The State of California requires individuals to have not only Fire Academy training and EMT I certification, but also one year of volunteer service or six months of paid seasonal service before becoming a certified firefighter. This course will allow students to accrue the necessary hours for their certification. Students in this course will be given additional duties and higher levels of responsibilities as they gain knowledge and skills from previous assignments in the firehouse.

Prerequisite: Sponsorship by a fire service agency as a firefighter cadet and FIRE 810, with a minimum grade of P.

Recommended Preparation: None.

Description: Under supervision, students will complete their assignment working in a firehouse environment alongside professional firefighters. Students will continue hands-on training, emergency response, clerical responsibilities and other duties as assigned. Students will be able to use these hours towards their requirement for their Firefighter I State Certification.

Classification: AA/AS Degree; not transferable.

## **INTERDISCIPLINARY STUDIES**

### 101 HUMANITIES HONORS SEMINAR I (2.0) (day or evening)

Justification: This course is one of four new courses that form the Honors Project program. They are replacing the previous 329 courses (ENGL, FILM, PHYS, PHIL, MATH, and BIOL). The course is an interdisciplinary seminar where students fulfill a contract for honors credit in a co-enrolled transfer course. There are two humanities seminars, two sciences seminars (first and second level, each).

## BOARD REPORT NO. 14-5-4CA

Prerequisite: Completion of or concurrent enrollment in ENGL 100.

Recommended Preparation: None.

Description: Introductory interdisciplinary research seminar for students admitted into the Honors Project program. Students learn to distinguish between various interpretive methodologies of the humanities disciplines, the social sciences, and the creative arts. Working through an interdisciplinary seminar theme, students expand upon and deepen the content of a linked transfer course from the Humanities Cluster (Language Arts, Creative Arts, and Social Sciences). Students apprehend fundamental interdisciplinary theory, and complete a distinct scholarly project that extends a content area of the chosen transfer course. Emphasis on peer collaboration, the fundamentals of research methodology, critical inquiry and effective written and oral presentation.

Classification: AA/AS Degree; CSU transferable; Honors Project.

102 SCIENCE HONORS SEMINAR I (2.0) (day or evening)

Justification: This course is one of four new courses that form the Honors Project program. They are replacing the previous 329 courses (ENGL, FILM, PHYS, PHIL, MATH, and BIOL). The course is an interdisciplinary seminar where students fulfill a contract for honors credit in a co-enrolled transfer course. There are two humanities seminars, two sciences seminars (first and second level, each).

Prerequisite: Completion of or concurrent enrollment in ENGL 100.

Recommended Preparation: None.

Description: Introductory interdisciplinary research seminar for students admitted into the Honors Project program. Students are instructed and guided in various scientific investigative approaches and their applications in the natural science, mathematical and engineering disciplines. Working through an interdisciplinary seminar theme, students expand upon and deepen the content of a linked transfer course from the Sciences Cluster (Sciences, Technology, Engineering and Math). Students apprehend fundamental interdisciplinary theory, and complete a distinct scholarly project that extends a content area of the chosen transfer course. Emphasis on peer collaboration, the fundamentals of scientific research and its application, and effective written and oral presentation.

Classification: AA/AS Degree; CSU transferable; Honors Project.

103 HUMANITIES HONORS SEMINAR II (2.0) (day or evening)

Justification: This course is one of four new courses that form the Honors Project program. They are replacing the previous 329 courses (ENGL, FILM, PHYS, PHIL, MATH, and BIOL). The course is an interdisciplinary seminar where students fulfill a contract for honors credit in a co-enrolled transfer course. There are two humanities seminars, two sciences seminars (first and second level, each).

Prerequisite: None.

Recommended Preparation: IDST 102 or IDST 102.

Description: For continuing Honors Project students with a concentration in the Humanities Cluster, this seminar further develops their mastery of interdisciplinary theory, research methodologies and critical inquiry. Students are introduced to incorporating primary sources as they develop and complete a more advanced scholarly project based upon the content of the transfer course they have linked to the seminar. Emphasis on mentoring IDST101 students, and the pursuit of more original and independent research.

Classification: AA/AS Degree; CSU transferable; Honors Project.

104 SCIENCE HONORS SEMINAR II (2.0) (day or evening)

Justification: This course is one of four new courses that form the Honors Project program. They are replacing the previous 329 courses (ENGL, FILM, PHYS, PHIL, MATH, and BIOL). The course is an interdisciplinary seminar where students fulfill a contract for honors credit in a co-enrolled transfer course. There are two humanities seminars, two sciences seminars (first and second level, each).

Prerequisite: None.

Recommended Preparation: IDST 101 or IDST 102.

Description: For continuing Honors Project students with a concentration in the Sciences Cluster, this seminar further develops their mastery of interdisciplinary theory, research methodologies and critical inquiry. Students are introduced to incorporating primary sources as they develop and complete a more advanced scholarly project based upon the content of the transfer course they have linked to the seminar. Emphasis on mentoring IDST102 students, and the pursuit of more original and independent research.

Classification: AA/AS Degree; CSU transferable; Honors Project.

## **KINESIOLOGY**

119 FIRST AID/ADULT & PEDIATRIC CPR (3.0) (day or evening)

Justification: This course needed to be created to comply with the requirements for the AA-T in Kinesiology.

Prerequisite: None.

Recommended Preparation: None.

Description: The Adult and Pediatric First Aid/CPR/AED course incorporates the latest science and teaches students to recognize and care for a variety of first aid emergencies such as burns, cuts, scrapes, sudden illnesses, head, neck, back injuries, heat and cold emergencies and how to respond to breathing and cardiac emergencies to help victims of any age - adults (about 12 years and older) and pediatric (infants and children up to 12 years of age). Students who successfully complete this course will receive a certificate for Adult and Pediatric First Aid/CPR/AED valid for two years. This is not an activity class.

Classification: AA/AS Degree; CSU transferable.



**300 ANATOMY IN MOTION (3.00) (day or evening)**

Justification: There is a need for students completing our Group Exercise, Personal Training, Pilates, and Yoga Certificate Programs to gain a deeper knowledge of musculoskeletal anatomy and fundamental kinesiology. Students, faculty members, and our Advisory Board members from each of these programs have agreed that there is a need for an additional course to fill this gap in our programing. Our goal is to provide a new course called, Anatomy in Motion, which will meet the needs of our students. This course is being created with support of a Program Improvement Grant. The Program Improvement Grant provided the funds necessary for us (the Kinesiology Dept.) to purchase the necessary equipment and materials needed for this course.

Prerequisite: None.

Recommended Preparation: None.

Description: Teaches musculoskeletal anatomy and fundamental kinesiology. This course uses a multi-sensory approach to learning. In addition to lectures, students build the muscles of the human body out of clay on a miniature skeleton, conduct postural analyses, participate in movement activities, and discussions.

Classification: AA/AS Degree; Certificate; CSU transferable.

**KINESIOLOGY – DANCE****116.1 WALTZ I (0.5-1.0) (day or evening)**

Justification: This course was created in response to the repeatability issue and will fulfill level I of the Ballroom Dance family.

Prerequisite: None.

Recommended Preparation: None.

Description: This in-depth course looks at the Waltz in its many forms throughout its 200 year history. A rotating dance that has changed many times, we will study beginning level variations of Slow, Fast, Rotary and Viennese forms of this dance. No prior experience is needed, and no partner required.

Classification: AA/AS Degree; CSU transferable.

**116.2 WALTZ II (0.5-1.0) (day or evening)**

Justification: This course was created in response to the repeatability issue and will fulfill level II of the Ballroom Dance family.

Prerequisite: None.

Recommended Preparation: None.

Description: This in-depth course looks at the Waltz in its many forms throughout its 200 year history. A rotating dance that has changed many times, we will study the intermediate level of Slow, Fast, Rotary and Viennese forms of this dance. No partner required.

Classification: AA/AS Degree; CSU transferable.

116.3 WALTZ III (0.5-1.0) (day or evening)

Justification: This course was created in response to the repeatability issue and will fulfill level III of the Ballroom Dance family.

Prerequisite: None.

Recommended Preparation: None.

Description: This in-depth course looks at the Waltz in its many forms throughout its 200 year history. A rotating dance that has changed many times, we will study the advanced variations of Slow, Fast, Rotary and Viennese forms of this dance. No partner required.

Classification: AA/AS Degree; CSU transferable.

116.4 WALTZ IV (0.5-1.0) (day or evening)

Justification: This course was created in response to the repeatability issue and will fulfill level IV of the Ballroom Dance family.

Prerequisite: None.

Recommended Preparation: None.

Description: This expert level in-depth course looks at the Waltz in its many forms throughout its 200 year history. A rotating dance that has changed many times, we will study the expert level variations of Slow, Fast, Rotary and Viennese forms of this dance. No partner required.

Classification: AA/AS Degree; CSU transferable.

117.1 TAP DANCE I (0.5-1.0) (day or evening)

Justification: Due to the repeatability legislation, this course was leveled to provide students the opportunity to acquire the skills and knowledge necessary to build upon the foundations of rudimentary levels taught at level I.

Prerequisite: None.

Recommended Preparation: None.

Description: Beginning Tap Dance technique. Students will learn tap vocabulary, rhythmic patterns and style while developing dexterity, musicality and basic performance skills. Opportunities will be available

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to perform, in order to better appreciate tap dance. Choreography and improvisational group projects/presentations develop over the course of the semester.

Classification: AA/AS Degree; CSU transferable.

117.2 TAP DANCE II (0.5-1.0) (day or evening)

Justification: This course was created in response to the repeatability issue and addresses level II of the Jazz dance family as approved by COI.

Prerequisite: None.

Recommended Preparation: None.

Description: Intermediate Tap Dance technique. Students will learn tap vocabulary, rhythmic patterns and style while developing dexterity, musicality and basic performance skills. Opportunities will be available to perform, in order to better appreciate tap dance. Choreography and improvisational group projects/presentations develop over the course of the semester.

Classification: AA/AS Degree; CSU transferable.

117.3 TAP DANCE III (0.5-1.0) (day or evening)

Justification: This course was created in response to the repeatability issue and will address level III of the Jazz dance family as approved by COI.

Prerequisite: None.

Recommended Preparation: None.

Description: Advanced Tap Dance technique. Students will learn tap vocabulary, rhythmic patterns and style while developing dexterity, musicality and advanced performance skills. Opportunities will be available to perform, in order to better appreciate tap dance. Choreography and improvisational group projects/presentations develop over the course of the semester.

Classification: AA/AS Degree; CSU transferable.

117.4 TAP DANCE IV (0.5-1.0) (day or evening)

Justification: This course was designed to address the repeatability issue and fulfills level IV of the Jazz Dance family approved by COI.

Prerequisite: None.

Recommended Preparation: None.

Description: Expert Tap Dance technique. Students will learn tap vocabulary, rhythmic patterns and style while developing dexterity, musicality and basic performance skills. Opportunities will be available to

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perform, in order to better appreciate tap dance. Choreography and improvisational group projects/presentations develop over the course of the semester.

Classification: AA/AS Degree; CSU transferable

128.1 LATIN DANCE I (0.5-1.0) (day or evening)

Justification: This course replaces Dance 665, Dance in a Multi-Cultural Context.

Prerequisite: None.

Recommended Preparation: None.

Description: Beginning level instruction in several varieties of the popular Latin Social dances. This class emphasizes principles of fitness and enjoyment. Attention is paid to proper technique in both the lead and follow dance positions, including proper footwork, alignment and posture. Music is varied to broaden experience with different tempos and styles. No prior experience needed, no partner required.

Classification: AA/AS Degree; CSU transferable.

128.2 LATIN DANCE II (0.5-1.0) (day or evening)

Justification: Replaces Dance 665 - Dance in a Multi-Cultural Context

Prerequisite: None.

Recommended Preparation: None.

Description: Intermediate level instruction in several styles of the popular Latin Social dances. This class emphasizes principles of fitness and enjoyment. Attention is paid to proper technique in both the lead and follow dance positions, including proper footwork, alignment and posture. Music is varied to broaden experience with different tempos and styles. No prior experience needed, no partner required.

Classification: AA/AS Degree; CSU transferable.

128.3 LATIN DANCE III (0.5-1.0) (day or evening)

Justification: This course replaces Dance 665, Dance in a Multi-Cultural Context.

Prerequisite: None.

Recommended Preparation: None.

Description: Advanced level instruction in several styles of the popular Latin Social dances. This class emphasizes principles of fitness and enjoyment. Attention is paid to proper technique in both the lead and follow dance positions, including proper footwork, alignment and posture. Music is varied to broaden experience with different tempos and styles. No partner required.

Classification: AA/AS Degree; CSU transferable.

128.4 LATIN DANCE IV (0.5 - 1.0) (day or evening)

Justification: This course replaces Dance 665, Dance in a Multi-Cultural Context.

Prerequisite: None.

Recommended Preparation: None.

Description: Expert level instruction in several styles of the popular Latin Social dances. This class emphasizes principles of fitness and enjoyment. Attention is paid to proper technique in both the lead and follow dance positions, including proper footwork, alignment and posture. Music is varied to broaden experience with different tempos and styles. No partner required.

Classification: AA/AS Degree; CSU transferable.

#### 161.1 TANGO ARGENTINO I (0.5-1.0) (day or evening)

Justification: Due to the repeatability legislation and the popularity of this course, leveling is necessary to provide students with the opportunity to gain more knowledge and skills by which to gain competency.

Prerequisite: None.

Recommended Preparation: None.

Description: This course is designed to introduce students to the essence of beginning level Argentine Tango (the dance of love) as well as basic improvisational skills. Viewing tango as a language, students will develop musically and focus on the connection between partners so that they will be able to dance confidently in social settings anywhere in the world.

Classification: AA/AS Degree; CSU transferable.

#### 161.2 TANGO ARGENTINO II (0.5-1.0) (day or evening)

Justification: Due to the repeatability legislation, leveling this course is necessary to provide students an opportunity to build on fundamental levels, and enhance their skill and knowledge of Tango Argentino.

Prerequisite: None.

Recommended Preparation: None.

Description: This course is designed to introduce students to the essence of intermediate level Argentine Tango (the dance of love) as well as basic improvisational skills. Viewing tango as a language, students will develop musically and focus on the connection between partners so that they will be able to dance confidently in social settings anywhere in the world.

Classification: AA/AS Degree; CSU transferable.

#### 161.3 TANGO ARGENTINO III (0.5-1.0) (day or evening)

Justification: Due to the repeatability legislation, leveling this course is necessary to provide students an opportunity to build on fundamental levels, and enhance their skill and knowledge of Tango Argentino.

Prerequisite: None.



Recommended Preparation: None.

Description: This course is designed to introduce students to the essence of advanced level Argentine Tango (the dance of love) as well as basic improvisational skills. Viewing tango as a language, students will develop musically and focus on the connection between partners so that they will be able to dance confidently in social settings anywhere in the world.

Classification: AA/AS Degree; CSU transferable.

#### 161.4 TANGO ARGENTINO IV (0.5-1.0) (day or evening)

Justification: Due to the repeatability legislation, leveling this course is necessary to provide students an opportunity to build on fundamental levels, and enhance their skill and knowledge of Tango Argentino.

Prerequisite: None.

Recommended Preparation: None.

Description: This course is designed to introduce students to the essence of advanced level Argentine Tango (the dance of love) as well as basic improvisational skills. Viewing tango as a language, students will develop musically and focus on the connection between partners so that they will be able to dance confidently in social settings anywhere in the world.

Classification: AA/AS Degree; CSU transferable.

#### 167.1 SWING DANCE I (0.5-1.0) (day or evening)

Justification: Due to the repeatability legislation, this course was leveled to provide students the opportunity to acquire the skills and knowledge necessary at the rudimentary level.

Prerequisite: None.

Recommended Preparation: None.

Description: Beginning level instruction in several versions of the popular ballroom dance called Swing. This class emphasizes principles of fitness and enjoyment. Attention is paid to proper technique in both the lead and follow dance positions, including proper footwork, alignment and posture. Music is varied to broaden experience with different tempos and styles. No prior experience needed, no partner required.

Classification: AA/AS Degree; CSU transferable.

#### 167.2 SWING DANCE II (0.5-1.0) (day or evening)

Justification: Due to the repeatability legislation, this course was leveled to provide students the opportunity to acquire the skills and knowledge necessary to build upon the foundations of rudimentary levels taught at level I.

Prerequisite: None.

Recommended Preparation: None.

Description: Intermediate level instruction in several versions of the popular ballroom dance called Swing. This class emphasizes principles of fitness and enjoyment. Attention is paid to proper technique in both the lead and follow dance positions, including proper footwork, alignment and posture. Music is varied to broaden experience with different tempos and styles. No partner required.

Classification: AA/AS Degree; CSU transferable.

#### 167.3 SWING DANCE III (0.5-1.0) (day or evening)

Justification: Due to the repeatability legislation, this course was leveled to provide students the opportunity to acquire the skills and knowledge necessary to build upon the foundations of rudimentary levels taught at level II.

Prerequisite: None.

Recommended Preparation: None.

Description: Advanced level instruction in several versions of the popular ballroom dance called Swing. This class emphasizes principles of fitness and enjoyment. Attention is paid to proper technique in both the lead and follow dance positions, including proper footwork, alignment and posture. Music is varied to broaden experience with different tempos and styles. No partner required.

Classification: AA/AS Degree; CSU transferable.

#### 167.4 SWING DANCE IV (0.5-1.0) (day or evening)

Justification: This course was created in response to the repeatability issue and will fulfill level IV of the Ballroom Dance family.

Prerequisite: None.

Recommended Preparation: None.

Description: Expert level instruction in several versions of the popular ballroom dance called Swing. This class emphasizes principles of fitness and enjoyment. Attention is paid to proper technique in both the lead and follow dance positions, including proper footwork, alignment and posture. Music is varied to broaden experience with different tempos and styles. No partner required.

Classification: AA/AS Degree; CSU transferable.

#### 330.1 CREATIVE DANCE I (0.5-1.0) (day or evening)

Justification: This course is part of the core curriculum for the proposed CSM Dance AA degree. It is a non-repeatable course that will take the place of DANC 330 which was repeatable.

Prerequisite: None.

Recommended Preparation: None.

Description: Beginning level instruction on the principles of dance composition through individual experiences, studies in use of varied stimuli, processes of dance construction and simple compositional forms.

Classification: AA/AS Degree; CSU transferable.

### 330.2 CREATIVE DANCE II (0.5-1.0) (day or evening)

Justification: This course is part of the core curriculum for the proposed CSM Dance AA degree. It is designed to build on the concepts covered in DANC 330.1

Prerequisite: None.

Recommended Preparation: None.

Description: Intermediate level instruction on the principles of dance composition through individual experiences, studies in use of varied stimuli, processes of dance construction and simple compositional forms.

Classification: AA/AS Degree; CSU transferable.

### 330.3 CREATIVE DANCE III (0.5-1.0) (day or evening)

Justification: This course is part of the core curriculum for the proposed CSM Dance AA degree. It is designed to build on the concepts covered in DANC 330.1 and 330.2.

Prerequisite: None.

Recommended Preparation: None.

Description: Advanced level instruction on the principles of dance composition through individual experiences, studies in use of varied stimuli, processes of dance construction and simple compositional forms.

Classification: AA/AS Degree; CSU transferable.

### 330.4 CREATIVE DANCE IV (0.5-1.0) (day or evening)

Justification: This course is part of the core curriculum for the proposed CSM Dance AA degree. It is designed to build on the concepts covered in DANC 330.1, 330.2, and 330.3.

Prerequisite: None.

Recommended Preparation: None.

Description: Expert level instruction on the principles of dance composition through individual experiences, studies in use of varied stimuli, processes of dance construction and simple compositional forms.

Classification: AA/AS Degree; CSU transferable.

### 391 DANCE COMPOSITION – THEORY AND CHOREOGRAPHY (3.0) (day or evening)

Justification: To replace DANCE 390. All colleges in the district are moving to align their fitness classes. Part of this alignment is replacing DANC 390 with DANC 391. DANC 391 will be aligned between the three schools. This alignment will allow the three schools to work more effectively with one another. DANCE 391 will include more lecture, reading, and writing assignments than DANC 390.

Prerequisite: None.

Recommended Preparation: Prior dance experience or DANC 121.1 or DANC 130.1 or 140.1

Description: Provides the student with basic skills and knowledge of the choreographic principles. Through discussion and practical experience, the students develop a basic understanding of dance as a performing art form. Study of basic dance choreography to include construction of a phrase, structure and form in a composition, and the basic elements of time, space and energy.

Classification: AA/AS Degree; CSU transferable.

## **KINESIOLOGY – FITNESS**

### 201.1 WEIGHT TRAINING I (0.5-1.0) (day or evening)

Justification: Our current curricular offerings do not provide a stand-alone weight training course. Most of them have additional modalities being included, i.e. agility training, cardio-vascular development, etc. FITN 201.1 will provide the student the opportunity to perform resistance only training.

Prerequisite: None.

Recommended Preparation: None.

Description: Individual weight conditioning for beginning level students. Emphasis will be on selectorized machines, aerobic training, and stretching routines. Instruction on form, technique, safety, and muscle development. Participation will increase muscle size, strength, and endurance. Body composition assessment and fitness related research support achievement of fitness goals. Co-education class format.

Classification: AA/AS Degree; CSU transferable.

### 201.2 WEIGHT TRAINING II (0.5-1.0) (day or evening)

Justification: Based on the repeatability legislation, leveling this course provides students with the opportunity to develop their skills and fitness levels.

Prerequisite: None.

Recommended Preparation: None.

Description: Individual weight conditioning for intermediate level students. Emphasis will be on selectorized machines, aerobic training, free weights, cables, and stretching routines. Instruction on form, technique, safety, and muscle development. Participation will increase muscle size, strength, and endurance. Body composition assessment and fitness related research support achievement of fitness goals. Co-education class format.

Classification: AA/AS Degree; CSU transferable.

### 201.3 WEIGHT TRAINING III (0.5-1.0) (day or evening)

Justification: Due to the repeatability legislation, Fitness 201 needed to be leveled to provide students an opportunity to obtain the appropriate skill and fitness level development.

Prerequisite: None.

Recommended Preparation: None.

Description: Individual weight conditioning for advanced level students. Emphasis will be on selectorized machines, aerobic training, free weights, cables, and stretching routines. Instruction on form, technique, safety, and muscle development with more emphasis placed on free weights as progression from levels I and II. Participation will increase muscle size, strength, and endurance. Body composition assessment and fitness related research support achievement of fitness goals. Co-education class format.

Classification: AA/AS Degree; CSU transferable.

### 201.4 WEIGHT TRAINING IV (0.5-1.0) (day or evening)

Justification: Due to the repeatability legislation, Fitness 201 has been leveled to offer the students to develop the necessary skills and fitness protocols.

Prerequisite: None.

Recommended Preparation: None.

Description: Individual weight conditioning for expert level students. Emphasis will be on selectorized machines, aerobic training, free weights, cables, and stretching routines. Instruction on form, technique, safety, and muscle development with more emphasis placed on free weights and Olympic lifts as progression from levels I and II and III. Participation will increase muscle size, strength, and endurance. Body composition assessment and fitness related research support achievement of fitness goals. Co-education class format.

Classification: AA/AS Degree; CSU transferable.

### 336 RESTORATIVE YOGA (0.5-1.0) (day or evening, distance education)

Justification: This class will be added to the Yoga Teacher Training Certificate.

Prerequisite: None.

Recommended Preparation: None.

Description: Restorative yoga, sometimes known as "active relaxation," is a gentle form of Hatha yoga. It is a deeply relaxing practice of supported yoga poses, guided relaxation, yogic breathing, and an extended savasana (final resting pose). This meditative practice cultivates physical and physiological responses which will help the body to function at its highest level. Restorative yoga postures are available to all bodies regardless of build, age, or gender.

Classification: AA/AS Degree; Certificate; CSU transferable.

## **MUSIC**

### 314 PIANO LITERATURE & PERFORMANCE – THE BAROQUE ERA (2.0) (day or evening)

Justification: The sequence of piano courses currently offered at the community colleges in our district (at CSM they are Music 301-304) is designed for the beginning piano student with no prior music knowledge. During these four semesters, students learn the basics of reading music, basic technical exercises such as scales, and the basics of how to coordinate two hands. At the end of this 4-semester sequence, most students will be considered to be at the "beginning intermediate" level of piano proficiency. This new course (along with the proposed 315, 316, and 317), will service a different demographic of students; namely, those students (both music majors and the general education student) with prior music and piano playing experience who want a better understanding of performance practice and to work on how to learn to perform. This class will offer these students an opportunity to learn about historical style as it relates to piano technique and how to apply these skills in a responsible and stylistically communicative way to piano performance.

Prerequisite: None.

Recommended Preparation: None.

Description: This course focuses on the study and performance preparation of keyboard literature from the baroque period. The class will explore stylistic characteristics of baroque keyboard music, advancements in keyboard instruments of the time, general historical climate, and specific stylistic considerations of the main keyboard composers. Focus will remain on performance practice and the preparation and performance in a class situation of representative repertoire.

Classification: AA/AS Degree; CSU transferable.

### 315 PIANO LITERATURE & PERFORMANCE – THE CLASSICAL ERA (2.0) (day or evening)

Justification: The sequence of piano courses currently offered at the community colleges in our district (at CSM they are Music 301-304) is designed for the beginning piano student with no prior music knowledge. During these four semesters, students learn the basics of reading music, basic technical exercises such as scales, chord playing, arpeggios, etc., and the basics of how to coordinate two hands. At the end of this 4-semester sequence, most students will be considered to be at the "beginning intermediate" level of piano proficiency. This new course (along with the proposed 314, 316, and 317), will service a different demographic of students; namely, those students (both music majors and the general education student) with prior music and piano playing experience who want a better understanding of performance practice and who want to learn how to perform. This class will offer these students an opportunity to explore historical style as it relates to piano technique and how to apply these skills in a responsible and stylistically communicative way to piano performance.

Prerequisite: None.

Recommended Preparation: None.

Description: Study and perform keyboard literature from the classical period: Learn stylistic norms, advancements in keyboard instruments of the time, general historical climate, and specific stylistic



considerations of the main keyboard composers. Focus is on performance practice and the preparation and performance in a class situation of representative repertoire.

Classification: AA/AS Degree; CSU transferable.

### 316 PIANO LITERATURE & PERFORMANCE – THE ROMANTIC ERA (2.0) (day or evening)

Justification: The sequence of piano courses currently offered at the community colleges in our district (at CSM they are Music 301-304) is designed for the beginning piano student with no prior music knowledge. During these four semesters, students learn the basics of reading music, basic technical exercises such as scales, chord playing, arpeggios, etc., and the basics of how to coordinate two hands. At the end of this 4-semester sequence, most students will be considered to be at the "beginning intermediate" level of piano proficiency. This new course (along with the proposed 314, 315, and 317), will service a different demographic of students; namely, those students (both music majors and the general ed student) with prior music and piano playing experience who want a better understanding of performance practice and who want to learn how to perform more effectively. This class will offer these students an opportunity to explore historical style as it relates to piano technique and how to apply these skills in a responsible and stylistically communicative way to piano performance.

Prerequisite: None.

Recommended Preparation: None.

Description: Study and perform keyboard works from the romantic period: Explore stylistic characteristics, advancements in keyboard instruments of the time, general historical climate, and specific stylistic considerations of the main keyboard composers. Focus is on performance practice and the preparation and performance in a class situation of representative repertoire.

Classification: AA/AS Degree; CSU transferable.

### 317 PIANO LITERATURE & PERFORMANCE – THE 20TH c & BEYOND (2.0) (day or evening)

Justification: The sequence of piano courses currently offered at the community colleges in our district (at CSM they are Music 301-304) is designed for the beginning piano student with no prior music knowledge. During these four semesters, students learn the basics of reading music, basic technical exercises such as scales, chord playing, arpeggios, etc., and the basics of how to coordinate two hands. At the end of this 4-semester sequence, most students will be considered to be at the "beginning intermediate" level of piano proficiency. This new course (along with the proposed 314, 315, and 317), will service a different demographic of students; namely, those students (both music majors and the general education student) with prior music and piano playing experience who want a better understanding of performance practice and who want to learn how to perform more effectively. This class will offer these students an opportunity to explore historical style as it relates to piano technique and how to apply these skills in a responsible and stylistically communicative way to piano performance.

Prerequisite: None.

Recommended Preparation: None.

Description: Study and perform keyboard works from the 20th/21st centuries: Explore the general historical climate and the myriad of styles and techniques needed to play this music. Focus is on performance practice and the preparation and performance in a class situation of representative repertoire.

Classification: AA/AS Degree; CSU transferable.

470 CONCERT CHOIR (1.0) (day or evening)

Justification: The AA and AA-T music degree requires 4 semesters of ensemble classes. At the moment, CSM offers only band ensembles choices and Afro-Latin Percussion Ensembles. Choir offers musicians such as pianists, vocalists, string players etc. a viable and important ensemble option.

Prerequisite: None.

Recommended Preparation: MUS. 100.

Description: Performance of choral music for accompanied and/or unaccompanied choir at the beginning level. The choir may perform alone or in conjunction with other musical organizations on and off campus. Performance is required.

Classification: AA/AS Degree; CSU transferable.

501 STUDIO LESSONS I (APPLIED MUSIC I) (1.0) (day or evening)

Justification: We would like to offer an A.A.-T. Music Degree at the College of San Mateo and have been developing curriculum in order to do so. According to the Transfer Model Curriculum Worksheet approved by the CCC Chancellor's Office and CCC Academic Senate in February 2012, the College of San Mateo Music department will be offering (as of the 2013-2014 academic year) all the courses necessary to apply for an A.A.-T. Degree in Music except Applied Music. Applied Music is the private (one-on-one) musical study on an instrument or voice and essential for the musical development and improvement of collegiate music majors. In addition to the College of San Mateo becoming a magnet for students seeking this type of transfer degree, an A.A.-T. Music Degree at the College of San Mateo would be a great benefit to the music majors; several CSU schools are now giving students with A.A.-T degrees transfer priority into their degree programs.

Prerequisite: By Audition. The end-of-semester jury performance serves as the audition to continue in the program in the following semester.

Recommended Preparation: None.

Description: This course is individualized study of the appropriate beginning undergraduate transfer-level techniques and repertoire for the specific instrument or voice being studied. The emphasis is on the progressive development of skills needed for solo performance. Each week students will take a 30-minute individual lesson and complete appropriate practice hours. Achievement is evaluated through a juried performance. Designed for Music majors who are able to perform at college level. Enrollment eligibility determined by audition.

Classification: AA/AS Degree; CSU transferable.

502 STUDIO LESSONS II (APPLIED MUSIC II) (1.0) (day or evening)

Justification: We would like to offer an A.A.-T. Music Degree at the College of San Mateo and have been developing curriculum in order to do so. According to the Transfer Model Curriculum Worksheet approved by the CCC Chancellor's Office and CCC Academic Senate in February 2012, the College of San Mateo

Music department will be offering (as of the 2013-2014 academic year) all the courses necessary to apply for an A.A.-T. degree in Music except Applied Music. Applied Music is the private (one-on-one) musical study on an instrument or voice and essential for the musical development and improvement of collegiate music majors. In addition to the College of San Mateo becoming a magnet for students seeking this type of transfer degree, an A.A.-T. Music Degree at the College of San Mateo would be a great benefit to our music majors; several CSU schools are now giving students with A.A.-T degrees transfer priority into their degree programs.

Prerequisite: MUS. 501.

Recommended Preparation: None.

Description: This course is individualized study of the appropriate advanced-beginning undergraduate transfer-level techniques and repertoire for the specific instrument or voice being studied. The emphasis is on the progressive development of skills needed for solo performance. Each week students will take a 30-minute individual lesson and complete appropriate practice hours. Achievement is evaluated through a juried performance. Designed for Music majors who are able to perform at college level.

Classification: AA/AS Degree; CSU transferable.

#### 503 STUDIO LESSONS III (APPLIED MUSIC III) (1.0) (day or evening)

Justification: We would like to offer an A.A.-T. Music Degree at the College of San Mateo and have been developing curriculum in order to do so. According to the Transfer Model Curriculum Worksheet approved by the CCC Chancellor's Office and CCC Academic Senate in February 2012, the College of San Mateo Music department will be offering (as of the 2013-2014 academic year) all the courses necessary to apply for an A.A.-T. degree in Music except Applied Music. Applied Music is the private (one-on-one) musical study on an instrument or voice and essential for the musical development and improvement of collegiate music majors. In addition to the College of San Mateo becoming a magnet for students seeking this type of transfer degree, an A.A.-T. Music Degree at the College of San Mateo would be a great benefit to the music majors; several CSU schools are now giving students with A.A.-T degrees transfer priority into their degree programs.

Prerequisite: MUS. 502.

Recommended Preparation: None.

Description: This course is individualized study of the appropriate intermediate undergraduate transfer-level techniques and repertoire for the specific instrument or voice being studied. The emphasis is on the progressive development of skills needed for solo performance. Each week students will take a 30-minute individual lesson and complete appropriate practice hours. Achievement is evaluated through a juried performance. Designed for Music majors who are able to perform at college level.

Classification: AA/AS Degree; CSU transferable.

#### 504 STUDIO LESSONS IV (APPLIED MUSIC IV) (1.0) (day or evening)

Justification: We would like to offer an A.A.-T. Music Degree at the College of San Mateo and have been developing curriculum in order to do so. According to the Transfer Model Curriculum Worksheet approved by the CCC Chancellor's Office and CCC Academic Senate in February 2012, the College of San Mateo Music department will be offering (as of the 2013-2014 academic year) all the courses necessary to apply

for an A.A.-T. degree in Music except Applied Music. Applied Music is the private (one-on-one) musical study on an instrument or voice and essential for the musical development and improvement of collegiate music majors. In addition to the College of San Mateo becoming a magnet for students seeking this type of transfer degree, an A.A.-T. Music Degree at the College of San Mateo would be a great benefit to the music majors; several CSU schools are now giving students with A.A.-T degrees transfer priority into their degree programs.

Prerequisite: MUS. 503.

Recommended Preparation: None.

Description: This course is individualized study of the appropriate advanced-intermediate undergraduate transfer-level techniques and repertoire for the specific instrument or voice being studied. The emphasis is on the progressive development of skills needed for solo performance. Each week students will take a 30-minute individual lesson and complete appropriate practice hours. Achievement is evaluated through a juried performance. Designed for Music majors who are able to perform at college level.

Classification: AA/AS Degree; CSU transferable.

## NURSING

680MH CERTIFIED NURSING ASSISTANT (6.0) (day or evening)

Justification: A need has been identified for certified nursing assistants who provide basic care in long term care facilities, home health settings, and clinics. The nursing advisory committee has concurred that such a need exists in San Mateo County.

Prerequisite: Admission to the Certified Nursing Assistant program, a High School Diploma or GED Equivalent, a completed physical examination, tuberculosis clearance and required immunizations, and an American Heart Association Healthcare Provider CPR certification.

Recommended Preparation: None.

Description: Certified Nurse Assistant training approved by the CA Department of Health Services. Prepares graduates to work in long term care facilities, home health settings, and clinics. Supervised learning experiences corresponding with classroom instruction in off-campus health care facilities.

Classification: Not degree applicable; not transferable.

816 OPEN LAB FOR NURSING 211/212 (0.5) (day or evening)

Justification: This course covers lab content specifically related to the skills taught in Nursing 211 and Nursing 212.

Prerequisite: Previously or concurrently enrolled in NURS 211 and/or NURS 212.

Recommended Preparation: None.

Description: Students practice skills and receive faculty feedback and evaluation, engage in study sessions with peer tutors, demonstrate competency assessment and receive faculty evaluation, complete clinical or

skills laboratory make-up assignments, and learn effective skills in a group setting. Focus is on skills and concepts related to NURS 211 Introduction to Nursing and NURS 212 Concepts of Homeostasis in Nursing.

Classification: AA/AS Degree; not transferable.

817 OPEN LAB FOR NURSING 221/222 (0.5) (day or evening)

Justification: This course was created to be in compliance with the new state repeatability regulations.

Prerequisite: Previously or concurrently enrolled in NURS 221 and/or NURS 222.

Recommended Preparation: None.

Description: Students practice skills and receive faculty feedback and evaluation, engage in study sessions with peer tutors, demonstrate competency assessment and receive faculty evaluation, complete clinical or skills laboratory make-up assignments, and learn effective skills in a group setting. Focus is on skills and concepts related to NURS 221 Pediatric Nursing and NURS 222 Maternity Nursing.

Classification: AA/AS Degree; not transferable.

818 OPEN LAB FOR NURSING 231/232 (0.5) (day or evening)

Justification: The course covers lab content specifically related to the skills taught in Nursing 231/232.

Prerequisite: Previously or concurrently enrolled in NURS 231 and/or NURS 232.

Recommended Preparation: None.

Description: Students practice skills and receive faculty feedback and evaluation, engage in study sessions with peer tutors, demonstrate competency assessment and receive faculty evaluation, complete clinical or skills laboratory make-up assignments, and learn effective skills in a group setting. Focus is on skills and concepts related to NURS 231 Psychiatric and NURS 232 Medical Surgical Nursing.

Classification: AA/AS Degree; not transferable.

819 OPEN LAB FOR NURSING 241/242 (0.5) (day or evening)

Justification: This course was created to be in compliance with the new state repeatability regulations.

Prerequisite: Previously or concurrently enrolled in NURS 241 and/or NURS 242.

Recommended Preparation: None.

Description: Students practice skills and receive faculty feedback and evaluation, engage in study sessions with peer tutors, demonstrate competency assessment and receive faculty evaluation, complete clinical or skills laboratory make-up assignments, and learn effective skills in a group setting. Focus is on skills and concepts related to NURS 241 Advanced Medical-Surgical Nursing and NURS 242 Leadership/Management in Nursing.

Classification: AA/AS Degree; not transferable.

**READING**413 COLLEGE-LEVEL READING IMPROVEMENT (0.5-1.0) (day or evening)

Justification: This is an advanced version of the previous Read 412 course. That course is no longer repeatable. Student can continue work on the higher level skills addressed in that course.

Prerequisite: None.

Recommended Preparation: None.

Description: Advanced practice of methods to increase comprehension, vocabulary, critical reading, study-reading strategies, and/or speed using college-level reading material. May include internet, computer-assisted, and/or DVD assignments. Uses self-paced programs based on diagnostic tests to meet specific student needs. Students may enroll any time through the twelfth week of the semester.

Classification: AA/AS Degree; CSU transferable.

811 INTRODUCTION TO READING IMPROVEMENT (0.5-1.0) (day or evening)

Justification: This course allows students to work in an individualized setting on introductory reading skills. Students who complete this course can go on to take the course the department currently offers Read 812. Read 812 can no longer be repeated so Read 811 allows the student an opportunity to do introductory work prior to enrolling in Read 812.

Prerequisite: None.

Recommended Preparation: None.

Description: Intense practice in the improvement of reading skills at an introductory level. Practice in improving comprehension, vocabulary, and/or speed using a variety of reading materials. May include internet, computer-assisted, and/or DVD assignments on reading at an introductory level. Students may enroll anytime through the twelfth week of the semester. (Units do not apply toward AA/AS degree.)

Classification: Not degree applicable; not transferable.

**SOCIAL SCIENCE**317 INDIVIDUAL AOD (ALCOHOL AND OTHER DRUG) COUNSELING PROCESS (3.00) (day or evening)

Justification: Under healthcare reform, case management skills are increasingly important for employment and State-mandated curriculum.

Prerequisite: None.

Recommended Preparation: ENGL 838 or 848.

Description: The course examines the principles and critical issues in case management as an integrated system of care approach to the delivery of health, substance abuse, mental health and social services, linking clients with appropriate services to address the client's specific needs and stated goals. Special attention is

given to diverse populations in Behavioral Health agencies in community public health and social service settings and the legal and ethical scope of practice.

Classification: AA/AS Degree; CSU transferable.



**BOARD REPORT NO. 14-5-5CA**

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Janet L. Stringer, Dean, Science and Technology, Cañada College, 306-3322

**APPROVAL OF AGREEMENT WITH JACOBS TECHNOLOGY INC. TO FUND  
INTERNSHIPS AT NASA FOR CAÑADA COLLEGE STUDENTS**

Jacobs Technology Inc. (Jacobs) and Cañada College have worked together to develop a paid student internship program that is expected to commence in June 2014. Cañada College is eligible to provide interns to Jacobs because it is designated as a Hispanic Serving Institution. Upon approval of NASA's Aerospace Testing and Facilities Operations and Maintenance (ATOM) III work requirements to Jacobs, students will be identified and screened by Cañada College staff. The students will be placed, supervised and evaluated by Jacobs' employees to work at NASA. Students will be paid by the District according to the salary schedule of prevailing wages including fringe benefits in the county in which they are working. Jacobs will then reimburse Cañada College for all student salaries and benefits plus the District's federally approved indirect cost rate of 30% of salaries and benefits.

This internship program will initially provide the opportunity for four students to work as Engineering Technician I and Accounting Clerk I. It is the expectation that, in time, the program will grow to include more students. Cañada College's students benefit from this program because they receive direct experience working in and exposure to a technology company.

**RECOMMENDATION**

It is recommended that the Board of Trustees approve the agreement with Jacobs Technology, Inc. as described above.

**BOARD REPORT NO. 14-5-100B**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Barbara Christensen, Director of Community/Government Relations  
574-6560

**CONSIDERATION OF SERVICE AWARD FOR 2013-2014 STUDENT TRUSTEE**

Currently, the Student Trustee earns a maximum of \$295.50 per month for serving as Trustee. Prior to January 2014, when the Board received a compensation increase, the Student Trustee earned a maximum of \$281.50 per month. The Student Trustee is eligible, at the Board's discretion, for an additional \$3,448 service award if s/he has fulfilled the duties of the position for a 12-month period. The amount has been determined with consideration of the compensation increase.

Student Trustee David Zay Latt has served as Student Trustee for the past 12 months and has fulfilled all requirements of the office as specified in the Education Code and Board Policies.

**RECOMMENDATION**

It is recommended that the Board authorize payment of a \$3,448 service award to Student Trustee David Zay Latt, in accordance with Board Policy 1.05.

**BOARD REPORT NO. 14-5-101B**

TO: Members of the Board of Trustees  
FROM: Ron Galatolo, Chancellor  
PREPARED BY: Barbara Christensen, Director of Community/Government Relations, 574-6510

**APPROVAL OF REVISIONS TO BOARD POLICIES: 2.27 POLICY ON SMOKING; 6.34 KCSM-TV AND KCSM-FM; 7.73 STUDENT GRIEVANCES AND APPEALS; 8.38 GIFTS AND DONATIONS**

Revisions to the above referenced policies are recommended as follows:

Policy 2.27: Proposed revisions add e-cigarettes to the smoking prohibitions.

Policy 6.34: Proposed revisions update primary purposes and operations of stations.

Policy 7.73: Proposed revisions reflect that the grievance and appeal process for academic and grade grievances is the purview of the Vice President, Instruction, rather than the Vice President, Student Services as currently listed.

Policy 8.38: Proposed revision deletes the requirement for an annual report of gifts and donations to KCSM; they currently are reported to the Board in the same manner as other gifts and donations. The revision also updates the position title of the person who may accept gifts and donations.

These revisions were approved by the District Participatory Governance Council at its May 5<sup>th</sup> meeting.

**RECOMMENDATION**

It is recommended that the Board approve the revisions to Board Policies as shown on the attached.

**CHAPTER 2: Administration and General Institution  
BOARD POLICY NO. 2.27 (BP 3570 and 6800)**

**BOARD POLICY  
San Mateo County Community College District**

**Subject:** BP 2.27 Policy on Smoking  
**Revision Date:** 7/10; ~~xx/xx~~  
**Policy References:** Government Code Sections 7596, 7597, 7598; Labor Code Section 6404.5; Title 8 Section 5148

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It is the policy of San Mateo County Community College District to provide a safe learning and working environment for both students and employees. It is recognized that smoke from cigarettes pipes and/or cigars is hazardous to health. **There is also evidence that vapor from e-cigarettes may be harmful.** Therefore, it is the intent of the District to provide a smoke-free environment to the greatest extent possible. To achieve this goal, the District will limit smoking on District property to outdoor areas only, at a minimum of twenty (20) feet away from any doorway, entrance to an indoor facility, or fresh air intake vent.

1. **“Smoking” means engaging in an act that generates smoke or vapor, such as possessing a lit pipe, a lit hookah pipe, electronic cigarettes or other imitation cigarette devices, a lit cigar, or a lit cigarette of any kind.**
2. **This policy shall apply to all owned or leased District facilities and all owned or leased District vehicles.**
3. Smoking is prohibited in all indoor locations within the District.
4. Smoking is prohibited within a distance of twenty (20) feet from any District or College doorway, entrance to an interior area or fresh air intake vent. The College President, in conjunction with the College Council, has the discretion to set campus smoking regulations as long as smoking is prohibited within a distance of at least 20 feet from any District or College doorway, entrance to an interior area or fresh air intake vent.
5. District managers are responsible for publicizing the policy to students, employees and visitors, and are responsible for the posting of signs. International no smoking signs will be posted as appropriate. Notification about the policy on smoking will be included in employee and student publications, newsletters and in other written materials as appropriate. In addition, materials that are used to publicize District public events will include policy notification to the public.
6. To assist in the implementation of this policy, the District will provide education and training in the areas of smoking dangers and smoking cessation.
7. It is the responsibility of all students and employees to observe the policy and guidelines on smoking. Failure to comply with the policy on smoking will be treated in the same manner as other violations of District Rules and Regulations and may result in disciplinary action.
8. It is the responsibility of College and District Office managers to enforce the policy on smoking. Disputes over the interpretation of the policy or complaints about individuals violating the policy

## BP 2.27 Policy on Smoking (continued)

should be brought to the attention of the person's supervisor, the Vice-President of Student Services at the College level, or the Vice-Chancellor of Human Resources and Employee Relations in the District Office. When the evidence is non-persuasive on either side, such disputes will be settled in favor of the nonsmoker(s) in recognition of the policy of the District to provide a smoke-free environment. Such disputes shall be settled at the lowest management level.

9. This policy does not supersede more restrictive policies which may be in force in compliance with State or Federal regulations or which are imposed by one of the Colleges.

**CHAPTER 6: Educational Program  
BOARD POLICY NO. 6.34**

**BOARD POLICY  
San Mateo County Community College District**

**Subject:** BP 6.34 KCSM-TV and KCSM-FM

**Revision Date:** 9/08; xx/xx

KCSM-TV and KCSM-FM, owned and operated by the San Mateo County Community College District, are public broadcast stations licensed to the District by the Federal Communications Commission. Their primary purposes are to act as a public broadcasting service to the community and to provide a working lab and technical support to the staff and students of the Digital Media program at College of San Mateo.

- a. The stations are an organizational unit of College of San Mateo, under the supervision of the FM Station Manager and TV Station Manager, who report to the Vice President of Administrative Services.
- b. The stations shall solicit external financial support under the rules and regulations allowed by the Federal Communications Commission as they apply to public broadcasting entities licensed by the FCC. Solicitation, receipt, and control of external funding shall conform to established procedures applying to all externally funded activities, as provided for in District Board Policies.
- c. The stations shall operate as enterprise businesses providing neutral or positive cash flow to the college district.

~~1. KCSM-TV and KCSM-FM are designated as educational delivery resources to provide effective learning opportunities. Their primary purposes are to provide telecourse and radio instruction, to provide telecommunications training, and to act as a public broadcasting service to the community.~~

~~a. KCSM-TV and KCSM-FM, owned and operated by the San Mateo County Community College District, are public broadcast stations licensed to the District by the Federal Communications Commission.~~

~~b. The stations are an organizational unit of College of San Mateo, under the supervision of the General Manager, KCSM-TV/FM, and reporting to the College President. The Chancellor shall have responsibility for legal and regulatory matters, federal grant applications, licensing requirements, and legislative activities involving the television and radio stations.~~

~~2. Delineation of Responsibility~~

~~a. The management of KCSM-TV has final responsibility for obtaining, producing, and transmitting telecourse material. Consistent with its first priority as a broadcaster of telecourses, KCSM-TV will make available blocks of time for credit instructional programming. Technical and production quality of instructional television programs will be the responsibility of KCSM-TV staff.~~

## BP 6.34 KCSM-TV and KCSM-FM (continued)

- ~~b. The College Office of Instruction will be responsible for course selection, assignment of credit, selection and orientation of instructors, scheduling of examinations, and coordination with the other District Colleges. The Office of Instruction is responsible for funding the cost of instruction.~~
  - ~~c. Admissions, registration, and maintenance of permanent records for telecourse students will be the responsibilities of the College of San Mateo's Office of Admissions and Records.~~
  - ~~d. Public information and schedules of telecourses will be prepared by the College staff in conjunction with the Office of Instruction.~~
- ~~3. Telecourse and video instructors are to be assigned and compensated in accordance with District personnel and accounting procedures.~~
- ~~a. "Telecourse instructor" is defined as the College faculty member who coordinates and supervises the telecourse, has contact with the students, administers the course, maintains class records, and gives grades and exams.~~
  - ~~b. "Video instructor" is defined as an instructor who appears in the telecourse and is seen and/or heard on a regular basis by the students. A video instructor for a particular course is not necessarily the telecourse instructor for that same course. A video instructor may or may not be a District employee.~~
- ~~4. Solicitation, receipt, and control of external funding shall conform to established procedures applying to all externally funded activities, as provided for in District Rules and Regulations.~~
- ~~5. Telecourse production is a function of KCSM.~~
- ~~a. All telecourse projects produced by KCSM shall be owned by the San Mateo County Community College District, and all copyrights in such productions will be in the name of San Mateo County Community College District.~~
  - ~~b. Video instructors who participate in the actual production of telecourses will receive compensation in accordance with KCSM and District accounting procedures.~~



**CHAPTER 7: Student Services**  
**BOARD POLICY NO. 7.73 (BP 4231)**

**BOARD POLICY**  
**San Mateo County Community College District**

**Subject:** BP 7.73 Student Grievances and Appeals  
**Revision Date:** 7/11; 8/13; xx/xx  
**Policy References:** Education Code Section 76224

1. The San Mateo County Community College District shall establish and maintain a uniform system of student grievances and appeals for non-grade related disputes, which shall afford procedural due process to students in the review and appeal of College and District decisions or actions.
2. An explanation of the procedures for submitting student grievances and appeals shall be made available to students in the Student Handbook of each College and shall set forth the appropriate procedure at the respective College, District, and Board of Trustees levels.
3. In order that the student may have the opportunity to appeal a decision not satisfactorily resolved at the initial level, other than an appeal regarding a grade received in a course or a parking citation, the steps outlined below may be taken. At any time during the progress of the procedure outlined below, informal resolution of the problem may be sought by mutual agreement. For grade grievances, refer to **B, Grade Grievances**. For parking citations, refer to **C, Parking Citation Appeals**.

**A. Academic (Excluding Grade) and Non-Academic Grievances and Appeals**

Step 1 – College Level

- a. Before initiating formal appeal procedures, the student shall attempt to resolve the dispute informally with the appropriate staff member at the point of initial decision. If the dispute is not resolved, the student may initiate a formal appeal with the **Vice President, Student Services for all matters except academic and grade grievances or Vice President, Instruction for academic and grade grievances** and must do so within one (1) year of the incident on which the grievance is based or within one (1) year after the student learned of the basis for the grievance. The Vice President of Student **Services (Vice President of Instruction for academic and grade grievances)** shall advise the student, within five (5) days, of his or her rights and responsibilities, assist the student in the final preparation of the grievance and determine whether the grievance will be remanded to a hearing of the Grievance Committee ~~or reviewed with an appointed mediator~~. Specific information regarding timelines for grievances remanded to the Grievance Committee is outlined in the Student Grievances and Appeals Procedures, 7.73.1. The Vice President of Student Services (**Vice President of Instruction for academic and grade grievances**) will ensure that a student filing a grievance and the Grievance Committee members are provided copies of grievance procedures, including timelines.
- b. Appeal to the College President
  - i. If the College President has been previously involved in the decision or action under appeal, the student may proceed directly to Step 2 (Appeal to the Chancellor).

## BP 7.73 Student Grievances and Appeals (continued)

- ii. In the event that the dispute has not been resolved during the course of earlier appeal procedures, the student may appeal in writing to the College President within five (5) days after receipt of the decision made in response to the initial appeal. The College President shall provide the student with a hearing, if requested, and shall review the appeal. A written notice of the College President's decision shall be provided to the student within ten (10) days of the hearing by the College President.

Step 2 – Appeal to the Chancellor

If a dispute has not been resolved at the College level, the student may appeal, in writing, to the Chancellor within five (5) days after receipt of the decision of the College President. The Chancellor, or his/her designee, shall provide the student with a hearing, if requested, and shall review the appeal. A written notice of the decision of the Chancellor shall be provided to the student within ten (10) days of the review of the student's written appeal.

Step 3 – Board of Trustees Level

- a. If the dispute has not been resolved during the course of earlier procedures, the student may appeal in writing to the Board of Trustees within five (5) days after receipt of the decision of the Chancellor.
- b. The Board of Trustees shall provide the student with a hearing, if requested, and shall review the appeal. A written notice of the decision of the Board of Trustees shall be mailed to the student and to appropriate staff members within twenty (20) days following the hearing. The decision of the Board of Trustees is final.

**B. Grade Grievances**

Grades can only be grieved according to the criteria outlined in Education Code 76224. Before initiating formal appeal procedures, the student shall attempt to resolve the grade dispute informally with the instructor. If the dispute is not resolved, the student may initiate a grade grievance with the appropriate division dean. If the grievance is not resolved at the division dean level, the student may appeal to the Vice President, Instruction. The decision of the Vice President on grade-related grievances is final. There is a deadline of one (1) year from the date that the grade is posted for a student to initiate a grade change.

**C. Parking Citation Appeals**

Parking citations may be contested by completing a request online by visiting <http://www.pticket.com/csm/>. Anyone may contest a citation within 21 calendar days of the issue date of ~~your~~ the citation. Once on the site, select where the citation was issued (Cañada, CSM or Skyline). The appeal will start with a "1st Level Initial Review". There is no fee to contest the citation at this level. Request a "1st Level Initial Review" by following the instructions below:

- a. Enter the citation # and press SEARCH. If the citation qualifies for an appeal, a CONTEST ONLINE link to the contesting form will appear to the right of the citation number.
- b. Indicate the reason(s) why the citation was issued in error
- c. Include any documentation to support the claim
- d. Include the citation or reminder notice
- e. Include full name
- f. Include mailing address
- g. Make copies of all documents for your records (documents will not be returned)

## BP 7.73 Student Grievances and Appeals (continued)

- h. Mail all information to: Office of Parking Violations, SMCCD, College of San Mateo, PO BOX 9003, Redwood City, CA 94065-9003

The student, staff, or person will receive a written response from the citation processing agency reflecting the results of the appeal.

If the individual is dissatisfied with the results of the appeal, the individual may obtain an administrative hearing. The directions for obtaining an administrative hearing are included on the written response to the citation appeal. A written response from the citation reflecting the results of the administrative hearing will be provided by the processing agency.

If dissatisfied with the outcome of the administrative hearing the individual a hearing before a judge can be obtained. The directions for obtaining a judicial hearing are included on the written response to the administrative hearing.

**CHAPTER 8: Business Operations**  
**BOARD POLICY NO. 8.38 (BP 3820)**

**BOARD POLICY**  
**San Mateo County Community College District**

**Subject:** BP 8.38 Gifts and Donations  
**Revision Date:** 4/12; xx/xx  
**Policy Reference:** Education Code Section 72122

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1. A gift or donation is defined as a contribution of money, securities, real or other property, goods, or, in some cases, services to the District/Colleges or any organization officially sponsored by the District/Colleges (e.g., student club) in exchange for which no return is given. Such a donation may not be designated to benefit a specific person; donors will only be allowed to establish broad criteria over the disposition of a donation and all IRS requirements shall be observed.
2. The Board of Trustees shall consider all gifts, donations and bequests with a value of \$1,000 or more made to the District. The Board reserves the right to refuse to accept any gift which does not contribute toward the goals of the District, or the ownership of which would have the potential to deplete resources of the District.
3. The District shall assume no responsibility for appraising the value of gifts made to the District. Acceptance of a gift shall not be considered endorsement by the District of a product, enterprise or entity.
4. The Board shall not knowingly accept a gift or donation from a donor who engages in practices or policies which discriminate against any person on the basis of nationality, religion, age, gender, gender identity, gender expression, race or ethnicity, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or on any basis prohibited by law; or when the stated purposes of the donation are to facilitate such discrimination in providing educational opportunity.
5. For gifts and donations which have a value of \$1,000 or more, the College or District Chief Executive Officer shall accept or decline the contribution on behalf of the Board and report all such contributions in summary form to the Board semi-annually, with the date of receipt of the contribution shown. The ~~General Manager~~ Major Gifts Officer at KCSM may accept or decline gifts for KCSM on behalf of the District ~~and submit a report annually to the Board of Trustees.~~
  - a. Gifts with a value of less than \$1,000 will be accepted or declined by the receiving unit's manager.
  - b. The value of a contribution will be reported on the aggregate value of all items contributed at one time by a single donor and not the individual value of each item separately.
6. Only those gifts and donations which are deemed by the receiving unit's manager to be useful to the educational program, to support services, or for fund-raising will be accepted. All gifts and donations shall be used for the purpose specified by the donors. Unrestricted gifts or donations shall be used in accordance with District/College plans.

## BP 8.38 Gifts and Donations (continued)

7. For contributions valued at \$1,000 or more, the appropriate College or District Chief Executive Officer shall provide the donor with an official acknowledgment of the contribution. The receiving unit's manager will provide appropriate acknowledgment for contributions with a value of less than \$1,000. Except for the case of a monetary contribution, it is the responsibility of the donor to provide an estimate of the value of the contribution.
8. Employees are encouraged to refer prospective donors to the San Mateo County Community Colleges Foundation.

San Mateo County Community College District

May 13, 2014

**BOARD REPORT NO. 14-5-102B**

**POSSIBLE ACTION ON SURVEY OF VOTERS AND DISCUSSION OF  
POTENTIAL BOND MEASURE**

**There is no printed board report for this agenda item.**

**Core Values and Principles  
Board of Trustees  
San Mateo County Community College District  
2014**

*In response to severe budget reductions that began in 2002 and continued for several years, the Board of Trustees adopted a “Reaffirmation and Recommitment to Core Values and Operating Principles” statement in 2004 that was intended to help guide faculty and staff decision-making regarding necessary budget reductions. As economic circumstances faced by California Community Colleges continued to decline, that statement was re-examined, edited, and re-adopted in December 2009 and again in June 2012.*

*The District’s financial situation has stabilized within the last 18 months and even begun to improve due to several factors. In June 2010, voters in San Mateo County approved the first-ever California Community College parcel tax, a four-year measure which helped alleviate some of the downward budget pressures the District had been experiencing. Over the past 18 months, the demise of local Redevelopment Agencies (RDAs) has returned millions in property taxes to the District. Most recently, achievement of “community supported status” (where the District’s operating funds are derived primarily from local property taxes and student enrollment fees) has provided a much more stable and growing source of income than that derived from State Apportionment.*

*Given these changed economic circumstances, the San Mateo County Community College District has a unique opportunity to commit itself to a bold vision of expanding educational opportunities to meet the community’s needs and to provide the staffing and resources to fund it. The San Mateo County Community College District Board of Trustees commits itself to the following Core Values and Principles:*

- **Student-Centered Mission:** The Board recognizes each individual’s right to education and commits itself to providing the occasions and settings that will allow our students to develop their minds and skills, engage their spirits, broaden their understanding of social responsibilities, increase their cultural awareness and realize their individual potential. The Board recognizes that our core mission is to provide transfer education and career/technical training to as many students as possible. Basic skills classes which are focused on preparing our students for our core mission courses as noted above are also necessary and appropriate.

Lifelong learning classes which had long been an important part of the community college mission were necessarily curtailed during difficult budget years. The Board asserts that, given the District’s financial outlook at this time, the Colleges should consider restoring some of these programs—through contract education, not-for-credit programs, community education and hybrid community education/credit courses.

In order to insure that all programs and courses offered remain relevant, necessary and are serving student needs, the District’s programs and classes should be regularly examined and updated based upon student, employer and community need as determined through surveys, focus groups and other measurements.

Student support services and staff are also important and help ensure the success of our students in their pursuit of a postsecondary education. The Board is committed to providing a wide array of student services that support student success and that do not duplicate services offered in the community.



- **Support for Innovation/Expanding Educational Opportunities:** The Board believes that its long-standing support for innovation and creative approaches to serving the educational needs of the community has been essential to ensure that the Colleges are offering the appropriate balance of academic programs and in maintaining the academic excellence of these programs. With the changed financial status of the District, the Board encourages the Colleges to seek out underserved populations; evaluate their educational needs and provide courses and programs to serve them. Using the Business and Community Needs Assessment data, the Board also encourages the Colleges to provide new classes, certificate programs or AA/AS degrees that will meet those identified needs. The Colleges should also continue efforts to expand programs that extend access to new populations of students, many of whom cannot attend traditional college classes. Finally, the Board is interested in maintaining/expanding unique programs at the Colleges that serve broad community needs and draw that community to our campuses.
- **Employment Philosophies:** The Board subscribes to the principles of human resource management which promote: equal access; equal opportunity; equal treatment and fairness; staff development and training opportunities; competitive compensation that draws the best candidates to the District; and accountability. The Board reaffirms the long-standing District policy that it always seeks to employ the most qualified applicant for each job and does not make decisions about employment, retention, compensation, promotion, termination or other employment status which would discriminate on the basis of national origin, religion, age, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.
- **Participatory Governance:** The Board is deeply committed to the participatory governance process as it has been established in this District, and believes that this process can produce decisions that are comprehensive, fair and in the best interests of students, the community and employees. The Board encourages and expects the participation of all constituents in decision-making and governance and recognizes participatory governance as the means for having the voices and opinions of various constituencies heard.
- **Final Decision-Making Authority:** In this participatory governance environment, the Board, as the elected representatives of the people of San Mateo County, will ultimately make the final decision and sets policy on issues based upon what it believes is in the best interests of the District as a whole. In reaching its decisions, the Board acts independently, but considers the informed viewpoints of all participants and constituencies and relies on the research, advice, experience and expertise within the District.

The Board believes that adherence to these core values and operating principles will allow the District to be one of the most innovative and progressive in the State, and that these values and principles will continue to support the District and advance the interests of students, faculty, staff and the San Mateo County community.

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT  
PROPOSED BOARD GOALS FOR 2014-15**

In adopting the following goals for 2014-15, the Board of Trustees commits itself to work collaboratively to support administrators, faculty, staff and students as they complete the work outlined below.

1. Maintain fiscal stability while, at the same time, re-examining the means and methods by which the College District can expand educational opportunities to meet documented community needs and provide the staffing and resources needed to fund it. The District must also continue to scrutinize programs and services to assure that they are most relevant, meeting community needs, and aligned with the Board's Core Values and Principles.
2. Examine current student success data tracked by each College to determine what common elements should be tracked, benchmarked, and assessed Districtwide. Determine what additional data should be gathered and tracked that expand upon the current national and state definitions of student success. Develop community determinants of success. Work with District researchers to develop data points that allow monitoring of program strengths and weaknesses and the progress of the Colleges in driving higher levels of success and completion.
3. Explore how to better serve at-risk and place-bound students, especially in traditionally underserved populations within San Mateo County, to ensure greater participation and academic success by these targeted populations. In particular, examine how innovative dual enrollment or concurrent enrollment programs could improve access to a college education for high school students in these targeted populations.
4. Begin to examine how the District can offer lifelong access to higher education for members of our community who are not on the traditional paths of transfer, career tech or remedial education, possibly through community education, contract education, non-credit programs or hybrid credit/noncredit courses.
5. Provide faculty and staff development programs that will drive innovative efforts that result in new teaching and learning strategies; new classes, certificate programs or AA/AS degree programs that meet community and business needs; online teaching strategies that extend access for students; expanded Middle College, concurrent enrollment and international education programs that benefit more students; unique programs and entrepreneurial efforts that serve special community needs and draw the community to our campuses.
6. Broaden global perspective and enrich our cultural and educational diversity by fostering institutional relationships abroad; attracting international students to our campuses; and offering teach/study abroad opportunities for faculty and students. Continue strengthening the collaboration of District and College international education staff in order to assure the efficiency and effectiveness of services to international students. Consider additional strategies to recruit and serve international students, including the Bridge program, camps and training. Continue to use revenue from international student tuition to expand course offerings for San Mateo County students.
7. Examine the District's hiring policies and practices to affirm that they are fair and inclusive and result in the District hiring the best candidate for each position.

8. Define capital improvement program needs, including modernization, new construction, major equipment and infrastructure replacement (telephone system, network infrastructure, utility and building systems infrastructure) as well as energy efficiency projects and develop funding strategies to address these needs.
9. Monitor and, when necessary, influence state legislation on a variety of issues of importance to the District, including “community funded” financial status; the 50% law; Faculty Obligation Number (FON); 55% majority on parcel taxes; baccalaureate degrees in selected areas at community colleges; authorization to choose an accrediting organization; eliminating the 11 unit cap for Middle College students; and developing a means for funding high cost programs.
10. Participate in Board development activities offered locally, online or at the state level and/or federal level in order to assure that Trustees are kept current with community college issues, opportunities, and new initiatives. Assure that the new trustee participates in a new trustee orientation program and has one-on-one meetings with key individuals in the District in order to assure that he/she is thoroughly educated about the role and responsibilities of a community college trustee.
11. Build stronger relationships with local cities and local school districts through joint meetings with their boards or councils; outreach and participation in joint activities. Hold joint Board meetings when there are issues of importance to both the city/school district and the College District. Invite public partners to use the College facilities for official functions. Encourage faculty to hold subject matter-specific discussions with high school faculty, as well as in-depth discussion about the Common Core standards that define expectations about what students are expected to learn in each subject matter at each grade level.

Adopted xx/14