BOARD OF TRUSTEES

Agenda

Meeting No. 20
Regular Meeting
June 25, 2007 at 5:00 p.m.
Kreider Hall, San Rafael Building
AGENDA

ITEM

CALL TO ORDER

PLEDGE OF ALLEGIANCE

ROLL CALL

CERTIFICATION OF COMPLIANCE

To accommodate the requirement of Government Code §54954.2 in accordance with the Brown Act Revisions, it is hereby declared that the agenda for the meeting was posted 72 hours prior to this meeting at three locations in the Administration Building, on a bulletin board on the outside wall of the San Gabriel Building at Glendale Community College; on a bulletin board located on the outside wall of the second floor by the main office entrance on the Garfield Campus; and on the college’s website at <http://www.glc.edu/board/trustees>.

APPROVAL OF MINUTES - Regular Board Meeting of May 21, 2007

COMMENTS FROM THE AUDIENCE - BOARD AGENDA ITEMS ONLY

(ADDRESSING THE BOARD OF TRUSTEES - An individual or group representative may address the Board of Trustees on any item on the agenda. A speaker must state his or her name and address prior to speaking to the Board. Not more than five minutes may be allotted to each speaker and no more than twenty minutes to each subject, except by unanimous consent of the Board of Trustees.)

COMMUNICATIONS

1. Superintendent/President
2. Vice Presidents
3. Board of Trustees
4. Academic Senate Representative to the Board
5. Guild Representative to the Board
6. CSEA Representative to the Board
FINANCE REPORTS

1. Warrants – District Funds, May 1, 2007 through May 31, 2007 1

2a. Purchase Order Listing, May 1, 2007 through May 31, 2007 8

2b. Contract Listing, May 1, 2007 through May 31, 2007 21

Approval of Finance Reports Nos. 1 through 2b is recommended.

BUDGET REVISIONS AND APPROPRIATION TRANSFERS

1. Budget Revisions and Appropriation Transfers General Fund
   Unrestricted (01) May 1, 2007 through May 31, 2007 29

2. Budget Revisions and Appropriation Transfers General Fund
   Restricted (03) May 1, 2007 through May 31, 2007 31

3. Budget Revisions and Appropriation Transfers Capital Outlay
   Fund (15) May 1, 2007 through May 31, 2007 35

4. Budget Revisions and Appropriation Transfers Go Bond Proceeds
   (3rd Issue) Fund (73) May 1, 2007 through May 31, 2007 37

   Approval of Budget Revisions and Appropriation Transfers Nos.
   1 through 4 is recommended.

RESOLUTIONS

32. Approval of a Resolution Approving the Acquisition or Real Property

   Adoption of Resolution No. 32 is recommended to approve the
   acquisition of real property for the Garfield Expansion project.

33. Approval of California State Department of Education Contract for
   Instructional Materials for the Child Care and Development Center for
   Fiscal Year 2006-2007

   Adoption of Resolution No. 33 is recommended to renew the
   contract with the California State Department of Education to
   provide child care and development services for Fiscal Year
   2006-07.

INFORMATIONAL REPORT

1. Measure G Funds Balances and Schedule Update

   This is a monthly report indicating changes made since it was last
   presented. A Project Schedule Update and Measure G Current Project
   Quarterly Report are also included.
FIRST READING REPORTS

1. Proposed and Revised/Replacement Board Policies
   - Board Policy 8010: Board Membership
     (Proposed)
   - Board Policy 8015: Student Member
     (Revision/Replacement of Board Policy 9122)
   - Board Policy 8100: Board of Trustee (Board) Elections
     (Revision/Replacement of Board Policies 9120 & 9410)
   - Board Policy 8110: Vacancies on the Board
     (Proposed)
   - Board Policy 8200: Board Duties and Responsibilities
     (Revision/Replacement of Board Policies 9114 & 9210)
   - Board Policy 8210: Officers
     (Revision/Replacement of Board Policy 9130)
   - Board Policy 8365: Recording
     (Proposed)

   The above seven proposed and revised/replacement board policies are being presented for a first reading. The documents will be returned to a future meeting for adoption.

2. Five Year Capital Outlay – Order of Priority
   - All community college districts must submit a five-year Capital Outlay plan annually. This report is being presented as a first reading and will be returned to a future meeting for adoption.

NEW BUSINESS REPORTS

1. Proposed New Courses of Study
   - It is recommended that the following new courses be made part of the official college course offerings:
     - ACCTS 175; ARMS 103; ARMS 104; ART 221; ART 234; ART 235; ART 296; ART 298; ART 297; ART 298; ASL 105; BIOL 398; BIOL 099; CABOT 156; CHEM 098; CHEM 099; CLEVD 180; CLEVD 181; CLEVD 182; CHIN 103; CHIN 104; DANCE 107; DANCE 125; ENGL 160; ENGL 161; ENGL 162; ENGL 166; ENGL 167; ENG 169; ENG 172; ENG 173; ENG 174; KOREA 163; PE 204

2. Student Expulsion
   - It is recommended that this report be approved as presented.
NEW BUSINESS REPORTS – continued

3. Adoption of 2007-08 Tentative Budget
   Approval of the adoption of the 2007-08 Tentative Budget is recommended.

4. Agreement for Business and Financial Data Processing Services
   Approval of this renewal agreement is recommended.

5. Approval of an Agreement with A J Hazarabedian California Eminent Domain
    Law Group, APC for Legal Services Associated with the Acquisition of
    Property for the Garfield Expansion Project
   Approval of this agreement with A J Hazarabedian California Eminent
    Domain Law Group, APC for legal services is recommended.

6. Approval of Agreement with Doorkeeper, Inc. for Replacement of
    Gymnasium Doors
   It is recommended that the agreement with Doorkeeper, Inc. be
    approved to provide and install doors for Verdugo Gym.

7. Agreement with Cynosure New Media Inc to Purchase and Implement the
    Optional Translation Portion for the Online Orientation System
   Approval is recommended for an agreement with Cynosure New Media
    Inc. to purchase and implement the optional language translation
    portion of the online orientation system.

8. Change Order No. 4 -- Allied Health/Lab Project Bid # 138-03-04R2 General
    Construction -- L & R Construction

9. Change Order No. 6 -- Allied Health/Lab Project Bid # 138-03-05 GYP Board
    and Plastering Rutherford Co Inc.

10. Change Order No. 8 -- Allied Health/Lab Project Bid # 138-03-06 Plumbing --
    H L MOE Inc.

11. Change Order No. 10 -- Parking Structure/Elevator Tower and Bridge
    It is recommended that New Business Reports Nos. 8 through 11
    be approved.
NEW BUSINESS REPORTS – continued

12. Agreement with Simplex for Fire Alarm Equipment Maintenance and Monitoring Services

   It is recommended that the agreement with Simplex for fire alarm equipment maintenance and monitoring services for Fiscal Year 2007-08 be approved.

13. Agreements with Companies to Provide Professional Support Services for Professional Development Center Programs

   The continuation of numerous programs administered by the Professional Development Center creates the need to establish formal agreements with various companies to provide professional support. Approval of New Business Report 13 is recommended.

14. Approval of Agreement for Comprehensive Maintenance of Chiller Units

   This is a renewal of an agreement for the preventative maintenance of the San Gabriel Building and Library HVAC chillers. Approval is recommended.

15. General Services Agreement Between Glendale Unified School District and Glendale Community College for Fiscal Year 2007-2008

   Approval of New Business Report No. 15 is recommended.

16. Approval of Clinical Facilities Agreement for the Nursing Program

   This is a renewal of an agreement with White Memorial Hospital. Approval is recommended.

17. Approval of Agreement with P2S Engineering for Design Services for Central Plant 2 Chilled Water Connection

   This agreement would provide engineering services to design the Central Plant project which connects the chilled water from the new central plant to the Advanced Technology, Aviation Arts, San Gabriel, Library and Bookstore buildings. Approval is recommended.

18. Approval of Purchase of Computer Equipment from Dell Under Volume Discount CMAS Agreement

   The purchase of computer equipment under this agreement will provide upgrades in various computer labs on campus. Approval is recommended.

19. Use of Volunteers for the 2007-08 Fiscal Year

   Approval of New Business Report No. 19 is recommended.
PERSONNEL REPORT NO. 12

1. Tenure Status

It is recommended that tenure be granted to the following faculty members:

Patricia Hirionymous, ESL Instructor
Jennifer Hughes, Electronics & Computer Technology
Caroline Kaba, Economics Instructor
Rosemary Kwa, English Instructor
Angela Morales, English Instructor
Andrew Young, Math Instructor

2. Academic Personnel

3. Classified Personnel

It is recommended that Academic and Classified Personnel Reports No. 12 be approved as presented.

BOARD OF TRUSTEES REQUEST – INFORMATION AND/OR FUTURE AGENDA ITEMS

(This is an opportunity for the Board of Trustees to place items on future board agendas.)

COMMENTS FROM THE AUDIENCE ON ANY SUBJECT

ADDRESSING THE BOARD OF TRUSTEES – An individual or group representative may address the Board of Trustees on subjects within its jurisdiction. A speaker must state his or her name and address prior to speaking to the board. Not more than five minutes may be allotted to each speaker and no more than twenty minutes to each subject, except by unanimous consent of the Board of Trustees.)

CLOSED SESSION

1. Public Employee Performance Evaluation pursuant to Government Code §54957
Title: District Superintendent/President

ADJOURNMENT

FUTURE DATES:

July 23, 2007 Instruction begins for second summer session
July 30, 2007 Board of Trustees Meeting
August 22, 2007 Open House: Parish Health Sciences Building & Parking Lot
August 27, 2007 Board of Trustees Meeting (Public Hearing on Final Budget)
September 4, 2007 Instruction begins for fall semester
September 10, 2007 Board of Trustees Meeting (To adopt Budget)
It is recommended that "A" form (Payroll Warrants) as shown below totaling $ 5,487,992.57 and "B" form (Other Than Payroll Warrants) NO. 197424 through 199110: $ 4,763,155.54 be approved.

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5,487,992.57

Expired warrant(s) to be rescinded:

7/27/2006 14229380 Sona Meliksetyan $ 156.00
## Summary of Commercial Warrants

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GLENDALE COMMUNITY COLLEGE DISTRICT
Commercial Warrants

Fund: 1  GENERAL FUND - UNRESTRICTED

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## GLENDALE COMMUNITY COLLEGE DISTRICT
### Commercial Warrants

| Fund: 59 |
|-----------------|-------------------|-----------------|
| **PROFESSIONAL DEVELOPMENT CENTER** | **OBJECT CODE** | **OBJECT NAME** | **NUMBER OF ENTRIES** | **AMOUNT** |
| 4300 | INSTRUCTIONAL SUPPLIES | 5 | 3,477.12 |
| 5210 | MILEAGE | 2 | 1,907.48 |
| 5510 | NATURAL GAS | 1 | 177.79 |
| 5520 | LIGHT AND POWER | 1 | 1,264.72 |
| 5540 | TELEPHONE | 2 | 1,003.49 |
| 5590 | MISC. HOUSEKEEPING SERVICES | 1 | 300.00 |
| 5690 | ALL OTHER CONTRACT SERVICES | 16 | 45,487.65 |
| 5825 | PRINTING AND ADVERTISING | 3 | 3,680.55 |
| 5850 | POSTAGE | 3 | 258.66 |
| 5890 | OTHER EXPENSE | 1 | 500.00 |
| 6410 | INSTRUCTIONAL EQUIPMENT | 1 | 3,525.00 |
| 9530 | FB-SUBS-H&W | 5 | 3,949.44 |
| 9552 | USE TAX PAYABLE | -1 | -103.95 |
| | | | | **40** | **$65,427.95** |

| Fund: 79 |
|-----------------|-------------------|-----------------|
| **GO BOND SERIES A** | **OBJECT CODE** | **OBJECT NAME** | **NUMBER OF ENTRIES** | **AMOUNT** |
| 5690 | ALL OTHER CONTRACT SERVICES | 3 | 17,522.30 |
| 6210 | BUILDING IMPROVEMENT | 1 | 20,325.00 |
| | | | | **4** | **$37,847.30** |

| Fund: 71 |
|-----------------|-------------------|-----------------|
| **GO BOND SERIES B & C** | **OBJECT CODE** | **OBJECT NAME** | **NUMBER OF ENTRIES** | **AMOUNT** |
| 4590 | OTHER SUPPLIES | 1 | 414.06 |
| 5690 | ALL OTHER CONTRACT SERVICES | 4 | 10,072.04 |
| 6210 | BUILDING IMPROVEMENT | 11 | 438,611.11 |
| 6220 | ARCHITECT AND ENGINEERING | 2 | 1,945.50 |
| 6230 | CONSTRUCTION MANAGEMENT | 1 | 6.23 |
| 6240 | INSPECTION AND TESTING FEES | 3 | 9,610.00 |
| | | | | **22** | **$460,053.14** |
### GO BOND SERIES D

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ISSUED AS NEEDED TO MEET OPERATIONAL NEEDS BE AUTHORIZED:

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Grand Totals: $22,691,598.89 518
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**Total:** $159.22

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**Total:** $6,435,429.65

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**Total:** $5,042.56

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**Total:** $3,348.29

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REPORT DATE: 25-JUN-07
REPORT OF RECOMMENDATION
TO: THE BOARD OF TRUSTEES
SUBMITTED BY: AURO LEVY, SUPERINTENDENT/PRESIDENT
PREPARED BY: PURCHASING OFFICE
SUBJECT: CONTRACT LISTING

IT IS RECOMMENDED THAT THE FOLLOWING CONTRACTS
ISSUED AS NEEDED TO MEET OPERATIONAL NEEDS BE
AUTHORIZED:

Summary of Contracts

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Fund: 01

GENERAL FUND - UNRESTRICTED

TRAVEL-CONFERENCE

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GENERAL FUND - RESTRICTED

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CONTRACT-RENT/LEASE

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### Fund: 15 CAPITAL CONSTRUCTION

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<td>12545</td>
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<td></td>
<td>87,008.00</td>
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<tr>
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<td>WORK SERVICE</td>
<td>8726</td>
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<td>184,999.11</td>
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<td></td>
<td></td>
<td></td>
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<td><strong>$6,418,284.91</strong></td>
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<tr>
<td>Fund: 18</td>
<td>SELF INSURANCE</td>
<td></td>
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<tr>
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<td>CONTRACT-SERVICE</td>
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<td>MHM CARPET CLEANING</td>
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<td>5,800.00</td>
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<td></td>
<td></td>
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<td><strong>$5,800.00</strong></td>
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<tr>
<td>Fund: 59</td>
<td>PROFESSIONAL DEVELOPMENT CENTER</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>CONTRACT-SERVICE</td>
<td>14328</td>
<td>CAREER STRATEGIES</td>
<td>1,987.44</td>
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<td>14352</td>
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<td></td>
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<td>14368</td>
<td>RUDY GRAMBO</td>
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<td>14476</td>
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<td>14585</td>
<td>LEAN SOLUTIONS MANUFACTURING</td>
<td>4,600.00</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>CONSULTANTS</td>
<td></td>
<td><strong>$22,901.01</strong></td>
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<tr>
<td>Fund: 70</td>
<td>GO BOND SERIES A</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CONTRACT-CONSTRUCTION</td>
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</table>
GLENDALE COMMUNITY COLLEGE DISTRICT
FINANCE REPORT NO. 2B
Contract Listing
05/01/07 - 05/31/07
June 25, 2007

Fund: 70 GO BOND SERIES A

CONTRACT-CONSTRUCTION

<table>
<thead>
<tr>
<th>PO #</th>
<th>VENDOR NAME</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>4873</td>
<td>AIREX AIR CONDITIONING INC</td>
<td></td>
<td>995,897.71</td>
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<tr>
<td>5534</td>
<td>CITY NATIONAL BANK</td>
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<tr>
<td>5913</td>
<td>PACIFIC WESTERN BANK</td>
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<td>12546</td>
<td>LOS ANGELES AIR CONDITIONING INC</td>
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<td>127,380.00</td>
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<tr>
<td>14443</td>
<td>CJ TECH CONSTRUCTION INC</td>
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<td>172,668.00</td>
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</table>

CONTRACT-SERVICE

<table>
<thead>
<tr>
<th>PO #</th>
<th>VENDOR NAME</th>
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<th>AMOUNT</th>
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<tr>
<td>6726</td>
<td>SIMPLEX GRINNELL</td>
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<td>188,364.12</td>
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<tr>
<td>14305</td>
<td>GLOBAL CTI GROUP INC</td>
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<td>14580</td>
<td>DELL MARKETING LP</td>
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<td>328,403.69</td>
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$1,920,456.55

Fund: 71 GO BOND SERIES B & C

CONTRACT-CONSTRUCTION

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</thead>
<tbody>
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<td>3199</td>
<td>S &amp; S CONSTRUCTION SERVICES</td>
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<td>2,735.68</td>
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<td>4448</td>
<td>STEVE O'NEAL</td>
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<td>86,950.00</td>
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<tr>
<td>4872</td>
<td>COMET ELECTRIC INC</td>
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<td>927,967.84</td>
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<tr>
<td>4874</td>
<td>RUTHERFORD CO INC</td>
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<td>492,568.89</td>
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<tr>
<td>5534</td>
<td>CITY NATIONAL BANK</td>
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<td>68,922.50</td>
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<tr>
<td>5913</td>
<td>PACIFIC WESTERN BANK</td>
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<td>8336</td>
<td>MELLON 1ST BUSINESS BANK</td>
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<td>11876</td>
<td>MC CATHY BUILDING COMPANIES</td>
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<td>965,913.00</td>
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<tr>
<td>12546</td>
<td>LOS ANGELES AIR CONDITIONING INC</td>
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<td>896,044.00</td>
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<tr>
<td>13057</td>
<td>UNION BANK OF CALIFORNIA</td>
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<td>129,400.00</td>
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CONTRACT-RENTEELEASE

<table>
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<tr>
<th>PO #</th>
<th>VENDOR NAME</th>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3199</td>
<td>S &amp; S CONSTRUCTION SERVICES</td>
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$3,677,071.89

Fund: 73 GO BOND SERIES D

CONTRACT-CONSTRUCTION

<table>
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<th>VENDOR NAME</th>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
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</thead>
<tbody>
<tr>
<td>9682</td>
<td>UNION BANK OF CALIFORNIA</td>
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<tr>
<td>11876</td>
<td>MC CATHY BUILDING COMPANIES</td>
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<td>8,948,055.00</td>
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<tr>
<td>12546</td>
<td>LOS ANGELES AIR CONDITIONING INC</td>
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<td>59,450.00</td>
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<tr>
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<td>UNION BANK OF CALIFORNIA</td>
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<tr>
<td>14443</td>
<td>CJ TECH CONSTRUCTION INC</td>
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</table>

CONTRACT-SERVICE

27
<table>
<thead>
<tr>
<th>Contract-Service</th>
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<th>Amount</th>
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<tbody>
<tr>
<td>14460</td>
<td>MOE PLUMBING SERVICE</td>
<td>8,961.00</td>
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</table>

$34,434,197.00
**GLENDALE COMMUNITY COLLEGE DISTRICT**

**BUDGET REVISIONS AND APPROPRIATION TRANSFERS REPORT NO. 1**

June 25, 2007

**REPORT OF RECOMMENDATION**

**TO:** Board of Trustees

**SUBMITTED BY:** Andre Levy, Superintendent/President

**REVIEWS BY:** Ron Nakamura, Controller
                  Budget Committee, June 14, 2007

**PREPARED BY:** Amir Nour, District Accountant

**SUBJECT:** BUDGET REVISIONS AND APPROPRIATION TRANSFERS
                  GENERAL FUND UNRESTRICTED (611)
                  MAY 1, 2007 THRU MAY 31, 2007

It is recommended that the Board of Trustees approve the following Budget Revisions and Appropriation Transfers, under the provisions of Education Code Section 85200 through 85202.

<table>
<thead>
<tr>
<th>EXPENDITURE CHANGES</th>
<th>Approved Budget</th>
<th>Budget Revisions</th>
<th>Appropriation Transfers</th>
<th>Revised Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Certified Salaries</td>
<td>$34,067,411</td>
<td>$2,559,044</td>
<td>($12,065)</td>
<td>$36,634,390</td>
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<tr>
<td>2000 Classified Salaries</td>
<td>17,655,383</td>
<td>1,265,784</td>
<td>11,765</td>
<td>18,922,912</td>
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<tr>
<td>3000 Employee Benefits</td>
<td>11,956,498</td>
<td>572,178</td>
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<td>12,528,676</td>
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<tr>
<td>4000 Books/Supplies</td>
<td>599,272</td>
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<td>2,355</td>
<td>591,927</td>
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<td>5000 Contract Services</td>
<td>5,779,402</td>
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<td>53,317</td>
<td>5,832,719</td>
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<tr>
<td>6000 Capital Outlay</td>
<td>297,731</td>
<td>-</td>
<td>(1,157)</td>
<td>296,574</td>
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<tr>
<td>7000 Other Outgo</td>
<td>3,520,000</td>
<td>-</td>
<td>-</td>
<td>3,520,000</td>
</tr>
<tr>
<td>7900 Net Acct. Funds</td>
<td>6,900,543</td>
<td>(3,263,983)</td>
<td>(54,219)</td>
<td>3,571,345</td>
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</tbody>
</table>

**Total**

|$80,401,220 | $1,123,023 | - | $81,524,243|

**NEW INCOME**

| 8510 State Apportionment | $1,103,023 |
| 8860 Interest | $200,000 |
| 8981 Interfund Transfer | ($180,070) |

|$1,123,023 |

Note: See attached for significant transfers.
Significant Transfers:

<table>
<thead>
<tr>
<th>No.</th>
<th>Amount</th>
<th>To Description</th>
<th>From Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$3,700</td>
<td>1425 - Librarians, Hourly - Summer</td>
<td>1430 - Librarians, Hourly</td>
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<tr>
<td></td>
<td></td>
<td>To provide funds for Hourly Librarians during Summer for Library Services.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>$6,500</td>
<td>2110 - Non-Instruct. Sal. Clerical</td>
<td>1210 - Administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To provide funds for Non-Instructional Clerical Salaries for Academic Instructional Systems.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>$6,500</td>
<td>2110 - Non-Instruct. Sal. Clerical</td>
<td>1210 - Administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To provide funds for Non-Instructional Clerical Salaries for Academic Instructional Systems.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>$3,600</td>
<td>569C - All Other Contract Services</td>
<td>4590 - Other Supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To provide funds for the cost of rental equipment for Graduation/Ceremony for Facility Department.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>$54,215</td>
<td>5890 - All Other Contract Services</td>
<td>7900 - Set Aside Funds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To provide funds to cover the replacement cost of the exterior door of Verdugo Gym.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>$3,400</td>
<td>4590 - Other Supplies</td>
<td>5890 - Other expense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To provide funds for Supplies for Institutional, Plan &amp; Policy.</td>
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New Income:

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<th>$1,139,978</th>
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<tr>
<td>11x</td>
<td>Instructional Salaries</td>
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<tr>
<td>12x</td>
<td>Non-Instructional Salaries</td>
</tr>
<tr>
<td>942,220</td>
<td>Instructional Salaries - Hourly</td>
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<tr>
<td>39,173</td>
<td>Non-Instructional Salaries</td>
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<tr>
<td>1,074,592</td>
<td>Non-Instructional Salaries - Classified</td>
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<tr>
<td>136,780</td>
<td>Instructional aides</td>
</tr>
<tr>
<td>34,911</td>
<td>Non-Instructional Salaries - Hourly</td>
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<tr>
<td>9,851</td>
<td>Instructional aides - Hourly</td>
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<tr>
<td>172,875</td>
<td>STRS</td>
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<td>1,137</td>
<td>PERS</td>
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<tr>
<td>51,900</td>
<td>3308 - Medicare Benefit</td>
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<td>76,025</td>
<td>3309 - GSDH</td>
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<tr>
<td>85,000</td>
<td>3429 - H &amp; W - Teaches</td>
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<tr>
<td>23,750</td>
<td>3609 - State Unemployment Insurance</td>
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<tr>
<td>45,493</td>
<td>3809 - Alternative Retirement Plan</td>
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<tr>
<td>395,523</td>
<td>7900 - Set Aside Funds</td>
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<tr>
<td>(3,658,536)</td>
<td>7901 - Set Aside Funds - COLA</td>
</tr>
</tbody>
</table>

$1,123,023

To establish budget for 2006-07 COLA and other collective bargaining agreements.
### EXPENDITURE CHANGES

<table>
<thead>
<tr>
<th></th>
<th>Approved Budget</th>
<th>Budget Revisions</th>
<th>Appropriation Transfers</th>
<th>Revised Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Certificated Salaries</td>
<td>$4,391,783</td>
<td>$17,500</td>
<td>$(21,774)</td>
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<td>2000 Classified Salaries</td>
<td>5,315,543</td>
<td>126,620</td>
<td>(14,480)</td>
<td>5,427,653</td>
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<tr>
<td>3000 Employee Benefits</td>
<td>1,466,747</td>
<td>420</td>
<td>(4,167)</td>
<td>1,462,576</td>
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<tr>
<td>4000 Books/Supplies</td>
<td>1,755,764</td>
<td>5,644</td>
<td>30,057</td>
<td>1,799,480</td>
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<td>5000 Contract Services</td>
<td>3,191,154</td>
<td>29,800</td>
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<td>3,229,838</td>
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<tr>
<td>6000 Capital Outlay</td>
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<td>19,569</td>
<td>5,330</td>
<td>2,227,535</td>
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<tr>
<td>7000 Other Outgo</td>
<td>677,333</td>
<td>-</td>
<td>17,080</td>
<td>694,413</td>
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<tr>
<td>7900 Set Aside Funds</td>
<td>2,669,013</td>
<td>9,386</td>
<td>(25,000)</td>
<td>2,555,399</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$21,575,989</strong></td>
<td><strong>$208,819</strong></td>
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<td><strong>$21,784,808</strong></td>
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</tbody>
</table>

### NEW INCOME

- 8611 Basic Skills Grant: $55,000
- 8822 Foundation Contributions: $41,819
- 8698 Credit Matriculation: $7,000
- 8190 GUSD Gear-Up: $90,000
- 8616 Basic Skills Grant: $15,000

**Total:** 208,819

Note: See attached for significant transfers.
## Significant Transfers:

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
<th>To</th>
<th>From</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>$ 2,000</td>
<td>5220 - Travel</td>
<td>7660 - Set Aside Funds</td>
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<td>To provide funds for Travel &amp; Matriculation Coordination.</td>
</tr>
<tr>
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<td>$ 2,383</td>
<td>4590 - Other Supplies</td>
<td>2,384 5220 - Travel 4,767 3000 - Employee Benefits</td>
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<tr>
<td></td>
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<td>To provide funds for Travel &amp; Supplies for NSF Grant.</td>
</tr>
<tr>
<td>3</td>
<td>$ 7,000</td>
<td>4590 - Other Supplies</td>
<td>1310 - Teachers, Hourly</td>
</tr>
<tr>
<td></td>
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<td>To provide funds for supplies for English Division.</td>
</tr>
<tr>
<td>4</td>
<td>$ 149</td>
<td>5210 - Mileage</td>
<td>6,200 7601 - Oth. Payment Students 6,349</td>
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<tr>
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<td>To provide funds for Child Care &amp; Mileage for Calworks Grant.</td>
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<tr>
<td>5</td>
<td>$ 19,850</td>
<td>4300 - Instructional Supplies</td>
<td>150 5525 - Printing &amp; Advertising 6420 - Non-Instructional Equipment 20,000</td>
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<tr>
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<td>To provide funds for Supplies, Printing &amp; Advertising for TANF Grant.</td>
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<tr>
<td>6</td>
<td>$ 25,000</td>
<td>6420 - Non-Instructional Equipment</td>
<td>7600 - Set Aside Funds 7900 - Non-Instructional Equipment for JTPA Consolidated 20,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To provide funds for Non-Instructional Equipment for JTPA Consolidated.</td>
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<tr>
<td>7</td>
<td>$ 8,000</td>
<td>4380 - Instructional Supplies</td>
<td>10,880 7601 - Oth. Payment Students 2110 - Non-Instructional Sal. Clerical 18,880</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>To provide funds for Instructional Supplies &amp; Child Care for Calworks Grant.</td>
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<tr>
<td>8</td>
<td>$ 3,500</td>
<td>5110 - Contract Consultant</td>
<td>3,500 5690 - All Other Contract Services 590 - Other Expense 3,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To provide funds for Contract Consultant for Electronic Technology &amp; Aviation Division.</td>
</tr>
</tbody>
</table>
9. $ 3,500 2110 - Non-Instructional Sal. Clerical
1,500 3000 - Employee Benefits
7,024 4300 - Instructional Supplies
$ 12,024

To provide funds for Non-Instructional Clerical Salaries, Benefits & Instructional Supplies for TANF Grant.

10. $ 3,000 5560 - Oper. Cost Dist. Vehicle
7,500 - Set Aside Funds

To transfer funds for cost of vehicle for Pilot Training.

11. $ 11,250 1398 - Stipends
3,500 5220 - Travel
750 5825 - Printing & Advertising
$ 15,500

$ 13,400
1310 - Teachers, Hourly
400 1450 - Counselors, Hourly
600 2110 - Non-Instructional Sal. Clerical
900 3000 - Employee Benefits

$ 15,500

To reallocate Basic Skills Project for Non-Credit Developmental Skills Lab. Proposal.

New Income:

1. 13,500 1310 - Teachers, Hourly
$ 41,500 2380 - Classified, Extra Help
$ 55,000

To establish budget for Multi-Disciplinary Deaf Studies Project funded by Basic Skills Grant.

2. $ 10,500 5825 - Printing & Advertising
17,705 6420 - Non-Instructional Equipment
$ 28,205

To establish budget for Foundation Contributions through the Title V Endowment C30.

3. $ 5,000 5890 - Other Expense

To establish budget for Foundation Contributions from C04-Title V-00.

4. $ 1,000 5220 - Travel

To establish budget for Foundation Contributions through the Developmental Skills Laboratory (R91).

5. $ 500 5220 - Travel

To establish budget for Foundation Contributions through the Parent Education Endowment (R91).
<table>
<thead>
<tr>
<th>No.</th>
<th>Amount</th>
<th>To</th>
<th>From</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>$1,250</td>
<td>4590 - Other Supplies</td>
<td>5220 - Travel</td>
<td>To establish budget for Foundation Contributions through the Retirement Seminars Endowment (F91).</td>
</tr>
<tr>
<td>7.</td>
<td>$89</td>
<td>5421 - Non-Instructional Equipment</td>
<td></td>
<td>To establish budget for Foundation Contributions through the Ernest Horton Music Fund (A56).</td>
</tr>
<tr>
<td>8.</td>
<td>$7,000</td>
<td>5690 - All Other Contract Services</td>
<td></td>
<td>To adjust Credit Matriculation budget to award amount.</td>
</tr>
<tr>
<td>9.</td>
<td>$77,520</td>
<td>2380 - Non-Cert Student Assistant</td>
<td>4950 - Classified Stipends</td>
<td>To establish budget for GUSD Grant - FY 2004-07.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7500 - Classified Stipends</td>
<td>4590 - Other Supplies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>384    - Editage</td>
<td>300 - Mileage</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4,245  - 7900 - Set Aside Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$50,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>$4,000</td>
<td>4300 - Instructional Supplies</td>
<td></td>
<td>To establish budget for Foundation Contributions through the Donation from PPG Industries Foundation for purchase of Telescope for the Planetarium.</td>
</tr>
<tr>
<td>11.</td>
<td>$4,000</td>
<td>1395 - Stipends</td>
<td>3000 - Employee Benefits</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3,500 - 8110 - Contract Consultant</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2,000 - 6410 - Instructional Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5,100 - 7900 - Set Aside Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$15,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>To establish budget for Universal Learning Design Proposal funded by Basic Skills Grant.</td>
</tr>
</tbody>
</table>
GLENDALE COMMUNITY COLLEGE DISTRICT

BUDGET REVISIONS AND APPROPRIATION TRANSFERS REPORT NO. 3

June 25, 2007

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

REVIEWED BY: Ron Nakasone, Controller
Budget Committee, June 14, 2007

PREPARED BY: Amir Nour, District Accountant

SUBJECT: BUDGET REVISIONS AND APPROPRIATION TRANSFERS
CAPITAL OUTLAY FUND (15)
MAY 1, 2007 THRU MAY 31, 2007

It is recommended that the Board of Trustees approve the following
Budget Revisions and Appropriation Transfers, under the provisions
of Education Code Section 85200 through 85202.

<table>
<thead>
<tr>
<th>Approved</th>
<th>Budget</th>
<th>Revisions</th>
<th>Appropriation</th>
<th>Transfers</th>
<th>Revised</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>$</td>
<td>1 $</td>
<td>-</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>3000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>4000</td>
<td>27,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>27,000</td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>1,357,980</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,357,980</td>
<td></td>
</tr>
<tr>
<td>6000</td>
<td>12,884,317</td>
<td>400,000</td>
<td>-</td>
<td>13,284,317</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>7900</td>
<td>98,017</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>98,017</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$14,367,214</td>
<td>$400,000</td>
<td>-</td>
<td>$ -</td>
<td>$14,767,214</td>
<td></td>
</tr>
</tbody>
</table>

NEW INCOME

8941 COPS Bond Proceeds

$ 400,000

$ 400,000

Note: See attached for significant transfers.
**New Income:**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Ex.</th>
<th>From</th>
</tr>
</thead>
<tbody>
<tr>
<td>$400,000</td>
<td>#210 - Building Improvement</td>
<td></td>
</tr>
</tbody>
</table>

To adjust OOPS budget for additional proceeds.
It is recommended that the Board of Trustees approve the following Budget Revisions and Appropriation Transfers, under the provisions of Education Code Section 85200 through 85202.

### EXPENDITURE CHANGES

<table>
<thead>
<tr>
<th></th>
<th>Approved Budget</th>
<th>Budget Revisions</th>
<th>Appropriation Transfers</th>
<th>Revised Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Certificated Salaries</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>2000</td>
<td>Classified Salaries</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3000</td>
<td>Employee Benefits</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4000</td>
<td>Books/Supplies</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5000</td>
<td>Contract Services</td>
<td>247,646</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6000</td>
<td>Capital Outlay</td>
<td>34,252,354</td>
<td>350,000</td>
<td>-</td>
</tr>
<tr>
<td>7000</td>
<td>Other Outgo</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7900</td>
<td>Set Aside Funds</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$34,500,000</td>
<td>$350,000</td>
<td>$ -</td>
<td>$34,850,000</td>
</tr>
</tbody>
</table>

### NEW INCOME

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8860</td>
<td>Interest</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: See attached for significant transfers.
## New Income:

<table>
<thead>
<tr>
<th>Amount</th>
<th>To</th>
<th>From</th>
</tr>
</thead>
<tbody>
<tr>
<td>$300,000</td>
<td>6210 - Building Improvement</td>
<td></td>
</tr>
</tbody>
</table>

To adjust budget for unbonded Interest.
GLENDALE COMMUNITY COLLEGE DISTRICT

JUNE 25, 2007

RESOLUTION NO. 32

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

REVIEWED BY: Lawrence R. Serot,
                Exec Vice President, Administrative Services

SUBJECT: APPROVAL OF A RESOLUTION APPROVING THE ACQUISITION OF REAL PROPERTY

It is recommended that the attached Resolution No. 32 be adopted to approve the acquisition of real property for the Garfield Expansion project.

In order to accomplish the expansion of the Garfield Campus, the College must acquire additional real property adjacent to the current location. The College has negotiated to purchase the property located at 918 South Adams Street, Glendale California in the amount of $1,150,000. The Purchase Agreement is on file in the Purchasing Office.

Fiscal Impact: $1,150,000. Funding is available in the Measure G allocation for the Garfield Project.
GLENDALE COMMUNITY COLLEGE DISTRICT

JUNE 25, 2007

RESOLUTION NO. 33

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

REVIEWED BY: Dawn Lindsay, Vice President, Instructional Services

PREPARED BY: William F. Taylor, Director, Business Services

SUBJECT: APPROVAL OF CALIFORNIA STATE DEPARTMENT OF EDUCATION CONTRACT FOR INSTRUCTIONAL MATERIALS FOR THE CHILD CARE AND DEVELOPMENT CENTER FOR FISCAL YEAR 2006-2007

It is recommended that the attached Resolution No. 33 be adopted to renew the contract with the California State Department of Education to provide child care and development services for Fiscal Year 2006-2007.

The renewal of the agreement will allow funding for $500 for instructional materials for child care and development center. A copy of the contract is on file in the Purchasing Office. Please note that this is for fiscal year 2006-2007.

Fiscal Impact: FY 06-07 maximum revenue of $500.
Attached is a summary report on Measure G Fund activity and Budget Balances through May 31, 2007.

The report reflects the re-allocation agreed upon by the Board of Trustees and will be updated and presented at each Board Meeting.

Project Schedule Update is also enclosed per the request of the Board of Trustees and will be updated on a monthly basis.
<table>
<thead>
<tr>
<th>Project</th>
<th>New Allocation</th>
<th>Prior Year</th>
<th>Encumbrance</th>
<th>2006-07</th>
<th>Total</th>
<th>Original</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Science Center</td>
<td>7,000,790</td>
<td>6,989,922</td>
<td>32</td>
<td>32</td>
<td>7,000,790</td>
<td>15,100,615</td>
</tr>
<tr>
<td>2</td>
<td>General Operations</td>
<td>22,177,335</td>
<td>21,989,800</td>
<td>1,044</td>
<td>1,044</td>
<td>22,177,335</td>
<td>38,362,747</td>
</tr>
<tr>
<td>3</td>
<td>Parking (1144 spaces)</td>
<td>1,716,637</td>
<td>1,732,650</td>
<td>6,982</td>
<td>6,982</td>
<td>1,716,637</td>
<td>25,418,802</td>
</tr>
<tr>
<td>4</td>
<td>Athletics Health</td>
<td>11,530,477</td>
<td>12,667,900</td>
<td>1,137</td>
<td>1,137</td>
<td>11,530,477</td>
<td>27,118,314</td>
</tr>
<tr>
<td>5</td>
<td>Athletics Facilites</td>
<td>2,460,098</td>
<td>2,044,524</td>
<td>416,574</td>
<td>416,574</td>
<td>2,460,098</td>
<td>6,414,601</td>
</tr>
<tr>
<td>6</td>
<td>Athletics Health Wellness</td>
<td>10,000,000</td>
<td>4,420,546</td>
<td>4,079,454</td>
<td>4,079,454</td>
<td>10,000,000</td>
<td>19,000,000</td>
</tr>
<tr>
<td>7</td>
<td>Campus Safety Services</td>
<td>720,832</td>
<td>592,568</td>
<td>128,264</td>
<td>128,264</td>
<td>720,832</td>
<td>1,000,000</td>
</tr>
<tr>
<td>8</td>
<td>Athletics Facilities</td>
<td>306,403</td>
<td>306,403</td>
<td>0</td>
<td>0</td>
<td>306,403</td>
<td>306,403</td>
</tr>
<tr>
<td>9</td>
<td>Total</td>
<td>103,086,977</td>
<td>59,557,474</td>
<td>42,529,503</td>
<td>42,529,503</td>
<td>103,086,977</td>
<td>195,617,080</td>
</tr>
</tbody>
</table>

Notes:
(a) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(b) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(c) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(d) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(e) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(f) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(g) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(h) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(i) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(j) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(k) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(l) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(m) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(n) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(o) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(p) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(q) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(r) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(s) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(t) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(u) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(v) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(w) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(x) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(y) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
(z) Prior Year Expenditure Adjusted to Reflect Transfer of expenditures per Board Approvals.
Project Schedule Update:

**Allied Health/Aviation (Bhupesh Parikh) Bldg.**

Original Contract Completion Date: March 2007
Current Contract Completion Date: June 25, 2007 (except for punch list items)
- Instructional equipment and furnishings ordered and being installed. Data and Communication connections installed.

**Parking Structure and Elevator Tower Project**

Original Contract Completion Date: July 28, 2007
Current Contract Completion Date: Aug. 30, 2007
Tower concrete complete with adjacent site work beginning. Solar Panel trusses installed. Final DSA approval for Solar Panel attachment pending. College contractor work on Mountain Street continuing. City of Glendale work on Mountain Street also continuing with expected completion end of August.

**Health & Wellness (Gym HVAC and Connection to Central Plant)**


**Garfield Campus Expansion Project**

Occupancy expected Fall 2010. Final Project scope being determined. One adjacent property acquisition in escrow. Eminent Domain process beginning on other adjacent properties. Request for Qualification for Design/Build firms being developed.

**Biology Lab Remodel Project**

Contract awarded, work scheduled to start at end of Spring 2007 semester. Lab caseworks ordered and their installation will be coordinated with plumbing and electrical work. Scheduled to be complete August 2007.
Measure “G” Project #3 - Garfield Campus Expansion Project
Project Scope Determination Completion Date: August 2007
Project Design/Build Firm Selection Date: October 10, 2007
Design/Build completion: September 2008
Start of Construction: November 2008
Project Completion: September 2010
Occupancy Date: September 2010

Garfield Campus Project
The Garfield Campus in south Glendale, the hub of the college’s adult and continuing education program, offers language, computer and business classes, career counseling, enrichment courses and more. Built in 1993, the center has evolved into a thriving campus, now in need of major expansion and parking space.

The expansion project, funded by Measure G, calls for a new facility of approximately 33,000 square feet adjacent to the current facility. The closure of Garfield between Chevy Chase and Adams will create a green belt for the campus and the community. The acquisition of property will provide an additional 125 parking spaces.

The project is one of five projects selected by the California Community Colleges System Office to pilot a design/build concept for construction of new facilities. This concept is in place of the current practice of design/bid/build whereby an architect is hired to design a building, the project is then open to bidding and the lowest bidder receives the award to construct the facility. A design/build project is one where competing design/build teams of architect and contractor submit proposals to design and construct the facility with the best, most cost effective team awarded the project. Design/build has been used by many other public agencies and has been shown to be a quicker, and sometimes less costly, method of construction. With the continued, almost monthly, rise in the cost of construction a quicker process will save dollars.

Preliminary planning has begun and it is anticipated that a design/build team will be selected by Fall 2007 with a construction completion date sometime in late 2010.
Measure “G” Current Project Quarterly Report

June 2007

Status:
Design Criteria Consultants under contract and meeting with Garfield Staff to set design standards.

- Property:
  1. One adjacent property acquisition in escrow.
  2. Appraisal of other adjacent properties completed.
  3. Eminent Domain proceeding progressing.

- Development of Request for Qualification for Design/Build forms started.
- Final Project scope being defined.
- Property survey completed.
Measure “G” Current Project Quarterly Report

Measure “G” Project #4 - Parking Structure and Elevator Tower Project
Original Contract Completion Date: July 26, 2007
Current Contract Completion Date: Aug. 30, 2007
Mountain Street Improvements Estimated Completion: August 31, 2007
Occupancy Date: Use of Structure for Parking: September 1, 2007

Parking
Parking has not only been a headache for generations of Glendale College students but a deterrent to enrollment. With the construction of a new parking structure, elevator tower and bridge, Glendale College students will find some relief from their parking woes.

The parking structure is scheduled to open in time from the Fall 2007 semester and will accommodate 1,185 vehicles an increase of more than 850 parking spaces. This project includes:
- A five lane entrance road to the structure from Mountain Street to allow a continuous flow of vehicles westbound on Mountain from the 210 freeway.
- Two left turn lanes on Mountain Street eastbound.
- A signal at the intersection of Mountain Street and the entrance to the structure.
- A 65 foot elevator tower with connecting bridge to the parking lot to ease access to the lower campus.
- A first of its kind joint project with the City of Glendale to cover the cost and installation of solar panels that will provide 400 kilowatt of power.

Status:
- Levels 1-6 completed and Solar support trusses installed
- Site utilities relocated and connected.
- Work on site north of Mountain Street started after receiving Cal Trans permit. (City of Glendale portion of Mountain Street widening has started).
- Elevator Tower concrete completed with adjacent site work beginning.
- Solar Panel design pending DSA approval.
Measure “G” Current Project Quarterly Report

June 2007

Change Orders for Parking Structure as of May 31, 2007:

<table>
<thead>
<tr>
<th>Contractor</th>
<th>Original Price</th>
<th>Number of Change Orders</th>
<th>Net Value of Change Order</th>
<th>New Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>McCarthy Building Co.</td>
<td>$26,400,000</td>
<td>9</td>
<td>$-286,637</td>
<td>$26,113,445</td>
</tr>
</tbody>
</table>

Note: Subsequent Reports will list the change orders approved for the Quarter.
Measure “G” Current Project Quarterly Report

Measure “G” Project #6 - Allied Health/Aviation (Bhupesh Parikh) Bldg.
Original Contract Completion Date: March 2007
Current Contract Completion date: June 2007
Occupancy date: August 15, 2007 (Complete relocation from existing facilities September 2007).

Health Sciences and Technology
In the northeast portion of the Glendale College campus, the construction of the 40,000 square-foot, Bhupesh Parikh Health Sciences and Technology building is nearing completion. Scheduled to be open for some classes 2nd session Summer 2007 and for all classes in Fall 2007, the target date for completion is June 2007. The $17.2 million project, funded partially by Measure G, the state of California, and donations from individuals (Mr. Parikh donated $1 million), Glendale Water and Power, and foundations (the Weingart Foundation contributed $200,000), will take the GCC nursing and digital arts programs into the forefront of training and technology.

The three-story building will have new computer and instructional labs, lecture space and faculty offices. The latest technology – incorporating computers, virtual reality and digitalization – will soon be available to students and instructors. The first floor will include an Emergency Medical Technician lab and computer classrooms for graphic arts, the second will house GCC Facilities Maintenance and Operators, including a new warehouse and shop space, and on the third floor will be three nursing labs and nursing classrooms and faculty offices.

17 construction contracts have been awarded for the new building. The project also includes a central plant that will provide chilled water for air conditioning, not only to the Health Sciences Building, but eventually to the San Gabriel, Library, Aviation/Art and Applied Technology buildings.

Status:
- Exterior site work completed.
- All painting completed.
- Classroom furnishings being installed.
- Window coverings and Building signage being installed.
- Electronic data and network/communication equipment installed and fully operational.
- Elevators inspected and operational.
- Building complete except for “punch list” items.
- Ordering of Non-Instructional equipment and furniture awaiting release of “Group II Equipment” funds from Sacramento.
<table>
<thead>
<tr>
<th>Contractor</th>
<th>Description of Work</th>
<th>Original Price</th>
<th>Value of Change Orders</th>
<th>New Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doll, Inc.</td>
<td>Demolition and Earthwork</td>
<td>$984,000</td>
<td>$2,002,636</td>
<td>$2,986,636</td>
</tr>
<tr>
<td>Cormet Concrete</td>
<td>Concrete and Paving</td>
<td>$4,131,008</td>
<td>$1,371,815</td>
<td>$5,502,823</td>
</tr>
<tr>
<td>Columbia Steel</td>
<td>Steel</td>
<td>$1,278,459</td>
<td>$31,691</td>
<td>$1,310,141</td>
</tr>
<tr>
<td>LAF Construction</td>
<td>General Construction</td>
<td>$1,002,713</td>
<td>$262,339</td>
<td>$1,255,011</td>
</tr>
<tr>
<td>Rutherford Co.</td>
<td>Masonry &amp; Wall Board</td>
<td>$943,500</td>
<td>$1,033</td>
<td>$954,533</td>
</tr>
<tr>
<td>H.L. Rose Co.</td>
<td>Plumbing</td>
<td>$799,850</td>
<td>$1,832</td>
<td>$811,682</td>
</tr>
<tr>
<td>Camel Electric</td>
<td>Electrical &amp; Fire Alarm</td>
<td>$1,187,000</td>
<td>$14,489</td>
<td>$1,201,489</td>
</tr>
<tr>
<td>Ar. Ex Air Conditioning</td>
<td>HVAC &amp; Building Controls</td>
<td>$1,966,430</td>
<td>$35,570</td>
<td>$2,002,000</td>
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<tr>
<td>Lerner Roofing</td>
<td>Roofing and Waterproof</td>
<td>$446,000</td>
<td>$2,074</td>
<td>$448,074</td>
</tr>
<tr>
<td>Link-Nissen</td>
<td>Fire Sprinkler</td>
<td>$2,102,700</td>
<td>0</td>
<td>$2,102,700</td>
</tr>
<tr>
<td>Mixon, Inc.</td>
<td>Interior</td>
<td>$1,089,560</td>
<td>0</td>
<td>$1,089,560</td>
</tr>
<tr>
<td>Donald Hueser Landscaping</td>
<td>Landscaping</td>
<td>$14,150</td>
<td>0</td>
<td>$14,150</td>
</tr>
<tr>
<td>Sykeson</td>
<td>Water Management and Pumping</td>
<td>$1,006,747</td>
<td>0</td>
<td>$1,006,747</td>
</tr>
<tr>
<td>Jojo Pizzo</td>
<td>Doors &amp; Windows</td>
<td>$995,870</td>
<td>$15,982</td>
<td>$1,011,852</td>
</tr>
<tr>
<td>Parson Specialist</td>
<td>Access Floor</td>
<td>$14,560</td>
<td>0</td>
<td>$14,560</td>
</tr>
<tr>
<td>Sierra School Equipment</td>
<td>Tables and Seating</td>
<td>$54,425</td>
<td>1</td>
<td>$54,426</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$17,543,170</strong></td>
</tr>
</tbody>
</table>
Measure “G” Current Project Quarterly Report

Measure “G” Project #8 - Classroom/Student Services Building
Working Drawings Start: September 2007
Drawings Completion: July 2008
Start of Construction: March 2009
Construction completed: April 2011
Occupancy: August 2011

Laboratory/College Services Building
The Measure G Bond included funding for both a college services building to consolidate all student services in one location, and additional laboratory space to support the expansion of the college’s instructional program. On the passage of Measure G in 2002, the college’s architect, Jim Spencer of the firm Spencer and Hoskins, proposed the consolidation of the two projects into one building because of the limited space on the main campus for new construction. With the rising cost of construction quickly eating into the Measure G funds, the college decided to apply to the State for matching funds for this combined project. In 2004 a project totaling 89,000 square feet was submitted and approved by the State with the State providing 70% of the cost of the new building. In November 2006 the voters passed Proposition 1D which provided funding for this project. It is now expected that this project will go to bid sometime in late 2008 and will be completed in early 2010.

Status:
- Notification Received from State of California that funding for Prelim and Working Drawings submitted to Department of Finance for inclusion in FY 2007-2008 Budget. (PW & C funded through Proposition 1D passed Nov. 2006)
- Architect Consultants being selected with input from college.
- Schematic design being reviewed with college staff.
- Completion of working drawings expected late summer 2008.
- Bid construction early 2009.
- Completion of construction Fall 2011.
- Projected Occupancy late Fall 2011.
Measure “G” Current Project Quarterly Report

Measure “G” Project #9 - Health & Wellness (Gym HVAC and Connection to Central Plant)
Current Contract Commencement Date: March 1, 2007
Projected Completion Date: July 30, 2007

Air Conditioning of Vaquero Gymnasium
This project will provide air conditioning to the Vaquero (Men’s) Gymnasium. The gymnasium, built in the 1950’s, was remodeled in 2002 to allow for the expansion of the College’s Fitness Center. The remodel eliminated the bleachers on the eastern side of the basketball court. The new wall resulted in the reduction to the flow of air in the gym resulting in higher temperatures during the summer and fall. Temperatures regularly rose to over 100 degrees. This project will run a chilled water line from the central plant located adjacent to the Auditorium to the Vaquero Gymnasium. This project is in lieu of the Health and Wellness project originally included in Measure G. The rising cost of construction required the College to eliminate a project from Measure G. The Health and Wellness project has been submitted to Sacramento for funding by the State at some future date.

Status:
- Construction ahead of schedule.
- Underground piping in place and walkway concrete replaced in time for College graduation.
- Air handlers installed along with new duct work
- Interior painting of Gym remains to be completed
# Current Projects Measure “G” Quarterly Report

## Expenditures as of May 31, 2007

<table>
<thead>
<tr>
<th>Project</th>
<th>Measure “G” Appropriation (Current)</th>
<th>Expenses as of 01/01/06</th>
<th>Expenses as of 05/31/07</th>
<th>Original Completion Date</th>
<th>Current Completion Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>$4,593,547</td>
<td>$3,206,661</td>
<td>$3,747,928</td>
<td>On Going</td>
<td>On Going</td>
<td>Distilled in discussion with Oracle about People Soft purchase and implementation.</td>
</tr>
<tr>
<td>Garfield Campus Expansion</td>
<td>$22,177,335</td>
<td>$2,201,901</td>
<td>$2,452,919</td>
<td>Fall 2011</td>
<td>Fall 2011</td>
<td>Property Scope being defined. Property acquisition continuing. Design Build RFQ being developed.</td>
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<tr>
<td>Parking Structure</td>
<td>$25,308,567</td>
<td>$12,450,808</td>
<td>$24,898,283</td>
<td>7/25/07</td>
<td>8/30/07</td>
<td>Occupancy for Fall 07. Mountain St. improvements to begin 6/15/07.</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>$1,716,327</td>
<td>$747,922</td>
<td>$1,461,369</td>
<td>On Going</td>
<td>On Going</td>
<td>Partial funds for Gym HVAC.</td>
</tr>
<tr>
<td>Health Science &amp; Tech. Bldg.</td>
<td>$11,570,477</td>
<td>$7,106,477</td>
<td>$10,978,624</td>
<td>06/18/07</td>
<td>Complete</td>
<td>Occupancy for equip. and furnishing late 6/07.</td>
</tr>
<tr>
<td>Facilities Renovation</td>
<td>$2,480,098</td>
<td>$2,110,089</td>
<td>$2,480,097</td>
<td>On Going</td>
<td>On Going</td>
<td>Remodel for Biology Labs contract awarded work to begin 6/18/07. Construction to be complete by 8/07.</td>
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<tr>
<td>Laboratory/Student Services Bldg.</td>
<td>$19,000,000</td>
<td>0</td>
<td>0</td>
<td>Fall 2010</td>
<td>Fall 2010</td>
<td>State funding available 7/07</td>
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<tr>
<td>HVAC Vaquero Gym. (Health &amp; Wellness)</td>
<td>$1,000,000</td>
<td>$49,799</td>
<td>$1,002,893</td>
<td>17/07</td>
<td>7/07</td>
<td>Balance of funds from Sched. Maint. and Intrasture.</td>
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<tr>
<td>Planning</td>
<td>$722,102</td>
<td>$593,510</td>
<td>$680,898</td>
<td>On Going</td>
<td>On Going</td>
<td>General facilities planning not covered by specific project.</td>
</tr>
<tr>
<td>Telephone</td>
<td>$2,000,000</td>
<td>$1,960,712</td>
<td>$1,978,102</td>
<td>9/06</td>
<td>Complete</td>
<td>Campus wide wireless to be completed 7/07.</td>
</tr>
<tr>
<td>Reserves</td>
<td>$545,331</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Includes prior year interest and any individual project savings.</td>
</tr>
</tbody>
</table>

**Note:** This report shows Measure G Funds only. Please keep in mind that projects may be funded by other revenues as well as Measure G Funds.
Glendale Community College District

June 25, 2007

FIRST READING REPORT NO. 1

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

PREPARED BY: Audre Levy, Superintendent/President

SUBJECT: PROPOSED and REVISED/REPLACEMENT BOARD POLICIES

The following board policies are being submitted as a first reading. Approval of these policies will be requested at a subsequent meeting*.

Board Policy 8010: Board Membership
(Proposed)

Board Policy 8015: Student Member
(Revision/Replacement of Board Policy 9122)

Board Policy 8100: Board of Trustee (Board) Elections
(Revision/Replacement of Board Policies 9120 & 9410)

Board Policy 8110: Vacancies on the Board
(Proposed)

Board Policy 8200: Board Duties and Responsibilities
(Revision/Replacement of Board Policies 9110 & 9210)

Board Policy 8210: Officers
(Revision/Replacement of Board Policy 9130)

Board Policy 8365: Recording
(Proposed)

*Board Policy Review Process:

First Reading: A proposed or revised/replacement board policy is sunshine at the Board Meeting, after which time individuals will have ten working days to submit recommendations or changes to the Superintendent/President.

Unfinished Business (Board Meeting following the First Reading) Appropriate recommendations or changes will be included. Copies of submitted recommendations and changes will be made available. The Board will review the revisions to the policy at public session and will have the option to approve the policy or request that it be brought back for approval at a later meeting. If the latter occurs, the Board may indicate that any further recommendations may be submitted to the Superintendent/President within ten working days following the Board Meeting.
Glendale Community College District

8010
Board Policy

Board Membership

The Board of Trustees (Board) shall consist of five members elected by the qualified voters of the District. Members shall be elected at large.

Any person who meets the criteria contained in law is eligible to be elected or appointed a member of the Board.

An employee of the district may not be sworn into office as an elected or appointed member of the Board unless he or she resigns as an employee.

No member of the Board shall, during the term for which he or she is elected, hold an incompatible office.

A. Legal Basis

The Board is established by and derives its powers and duties from the Constitution of the State of California and the Statutes of California as adopted by the Legislature and issued in the California Education Code and the directives of the Board of Governors of the California Community Colleges as listed in Title 5 of the California Administrative Code.

B. Purpose

1. The Board, as the policy-making body of the Glendale Community College District, shall set forth such policies as are necessary to govern the conduct of the College and shall define procedures essential to the effective execution of such policies. Policy may be amended, suspended, or repealed at any regular meeting by vote of the majority of the Board.

2. Individual Board Members are only authorized to become involved in administrative actions or procedures by formal action of the Board.

C. Representatives to the Board

1. The Presidents of the Academic Senate and Guild shall serve as the faculty representatives to the Board.

2. The President of the CSEA shall serve as the classified representative to the Board.

3. Employees, students and community members have the right to attend all meetings of the Board with the exception of Closed Session.

Reference:
- Education Code Section 72023, 72103, 72104
Glendale Community College District

8015
Board Policy

Student Member

The Board of Trustees (Board) shall include one non-voting student member. The term of office shall be one year commencing on June 1.

The President of the Associated Students of Glendale Community College (ASGCC) shall serve as the student member of the Board of Trustees. In the event that the ASGCC President cannot serve as student trustee, the position shall be filled by an eligible executive officer of the ASGCC according to the following order of succession:

1. ASGCC Vice President of Administration
2. ASGCC Vice President of Finance
3. ASGCC Vice President of Campus Activities
4. ASGCC Vice President of Campus Relations
5. ASGCC Vice President of Campus Organizations

The Student Member shall be seated with the Board and shall be recognized as a full member of the Board at meetings. The Student Member is entitled to participate in discussion of issues and receive all materials presented to members of the Board (except for Closed Session). The Student Member shall, before a vote takes place, have the same rights as a Board Member would have to speak to a moved and seconded motion. The Student Member shall be afforded 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 Student Member shall be entitled to any mileage allowance necessary to attend board meetings to the same extent as publicly elected trustees.

Reference:
- Education Code Section 72023.5

(Replaces Board Policy #9122)
8100
Board Policy

Board of Trustee (Board) Elections

The term of office of each Board Member shall be four years, commencing on the second Monday of April following the election. Elections shall be held every two years, in odd numbered years. Terms of Board Members are staggered so that, as nearly as practical, one half of the Board Members shall be elected at each Board Member election. A Board Member whose term has expired, shall continue to discharge the duties of the office until his or her successor has qualified.

1. Election of members of the Board shall be conducted in accordance with provisions of the Charter of the City of Glendale and the California Education Code. Members are elected to the Board at the municipal election held on the first Tuesday in April in odd numbered years.

   It is the determination of the Board that if a tie vote makes it impossible to determine either of which of two or more candidates has been elected to the Board, or the terms of office of the Board member, a runoff election will be held in accordance with provisions of Education Code Section 5016.

2. Candidates for the Board shall pay the filing fee for candidacy as provided in the Glendale City Charter and Municipal Code.

   The actual prorated costs of printing, handling and translating the candidate’s statement, if any, incurred by the City of Glendale as a result of providing this service, shall be included as part of the total prorated election costs to be paid by the District. The individual candidate shall be billed for these costs.

3. Board Members shall hold office for terms of four years, commencing from 8:00 p.m. of the second Monday of April following the day of the Glendale Municipal Election, and until their successors are elected and qualified.

Reference:
- Education Code Sections 5000 et seq.

(Replaces Board Policies #9120 and #9410)
8110
Board Policy

Vacancies on the Board

Vacancies on the Board of Trustees (Board) may be caused by any of the events specified in Government Code Section 1770 or any applicable provision in the Elections Code, or by a failure to elect.

Resignations from the Board shall be governed by EC 5090. Such resignations shall be effective when the written resignation is filed with the county superintendent of schools, except when a deferred effective date is specified in the written resignation. A written resignation, whether specifying a deferred effective date or otherwise, shall, upon being filed with the county superintendent of schools, be irrevocable. Within 24 hours, a copy of the written resignation is to be delivered to the Board President or his/her designate. In the event that the resignation is from the President of the Board, the copy of the written resignation is to be delivered to the Vice President of the Board.

Within 60 days of the vacancy or filing of a deferred resignation, the Board shall either order an election or make a provisional appointment to fill the vacancy.

If an election is ordered, it shall be held on the next regular election date not less than 130 days after the occurrence of the vacancy. If a provisional appointment is made, it shall be subject to the conditions in EC 5091. The person appointed to the position shall hold office only until the next regularly scheduled election for District Board members, when the election shall be held to fill the vacancy for the remainder of the unexpired term. The provisional appointment will be made by a majority public vote of the board members at a public meeting.

The Board shall establish administrative procedures to solicit applications that assure ample publicity to and information for prospective candidates. The Board will determine the schedule and appointment process, which may include interviews at a public meeting.

Reference:
- Education Code Sections 5090, et seq., Government Code 1770
Glendale Community College District

§500
Board Policy

Board Duties and Responsibilities

The Board of Trustees (Board) governs on behalf of the citizens of the Glendale Community College District in accordance with the authority granted and duties defined in Education Code Section 5202.

The Board:
- Establishes policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hires and evaluates the Superintendent/President
- Delegates power and authority to the Superintendent/President

The oversight of the Glendale Community College District shall be vested in a Board consisting of five members. The Board shall prescribe and enforce rules for its own governance. The Board shall establish policies for, approve current and long-range educational plans and programs, promote orderly growth and development of the college, and develop academic master plans and long-range master plans for facilities.

Board Members should recognize that the Board makes policy, ensures its implementation, and employs the Superintendent/President to administer those policies. Accordingly, the Board shall:

1. After appropriate consultation, select, establish the rate of compensation for, provide regular evaluation of, and/or terminate the Superintendent/President.
2. Through an appropriate process, conduct, at least annually, a self-evaluation.
3. Adopt courses of study after considering the recommendations of the Curriculum and Instruction Committee and the administration.
4. From time to time, consider and evaluate reports from the administrative officers concerning the management progress, condition, and educational program of the college.
5. Employ certificated and classified personnel, and establish their rates of compensation after considering recommendation(s).
6. Approve employment and compensation of all consultants, guest speakers, and artists.
7. Approve health and safety policies for protection of students and employees.
8. Interpret the college needs to the public.
9. Refer administrative problems, complaints, criticism, or requests directly to the Superintendent/President; hear such matters only after the Superintendent/President has had the opportunity to review the matter.
unless such an emergency prevails that there is not time for a review by the Superintendent/President.

10. Serve as Board of final appeal for students, employees, and “others” as deemed relevant.

11. Adopt an annual budget for the District.

12. Consider reports of business transactions and of the financial condition of the District.

13. Approve and monitor the expenditure of all District funds.

14. Plan with administration the construction of new buildings, hire architects and engineers, and approve plans with specifications submitted by the architects.

15. Provide for annual audit of funds of the District as provided by law or otherwise as directed by the Board.

16. Develop and adopt policies, procedures, and regulations for the governance of the District, in consultation with appropriate constituency groups, to facilitate decisions that support student learning, programs, and services, and improve institutional effectiveness.

17. Comply with provisions of the Education Code as they pertain to functions of the Board.

Reference:

- Accreditation Standard IVB.1.d

(Replaces Board Policies #9110 and #9210)
Claydale Community College District

8210
Board Policy

Officers

The officers of the Board of Trustees (Board) shall consist of President, Vice-President, and Clerk. The officers shall hold office for one year, except in case of removal by the Board, until their successors are elected and qualified. The election or removal of Board officers shall require a vote of at least three members of the Board.

At the annual organizational meeting, the Board shall elect from among its members a President, Vice-President, and Clerk of the Board.

The terms of officers shall be for one year. No officer shall serve for more than one (1) year consecutively in the same office.

The President of the Board presides over meetings. Therefore, the President should have the following skills needed to preside: knowledge of parliamentary procedures; willingness to allow those who have pertinent ideas to express them; and ability to keep discussions to the point. The President should vote on all issues and participate in the discussion as he/she sees fit.

Duties of the Board Members

1. President of the Board
   - Preside over all meetings of the Board;
   - Call emergency and special meetings of the Board as required by law;
   - Consult with the Superintendent/President on Board meeting agendas;
   - Communicate with individual Board Members about their responsibilities;
   - Participate in the orientation process for new Board Members;
   - Assure Board compliance with policies on Board education, self-evaluation and Superintendent/President evaluation;
   - Represent the Board at official events or ensure Board representation;
   - Elect one of its members to serve as a representative to the Los Angeles County School Trustees Association and the County Committee on School District Organization;
   - Elect one or maximum of two Board Members to represent the Board on study, planning, or decision-making groups in the District. No more than three Board Members shall represent the Board on any one committee or group;
   - Make motions, second, and vote on all issues and participate in the discussions;
   - Sign all contracts, agreements, deeds, leases, plans, and specifications for new building construction, remodeling, and rehabilitation, and all other legal documents except those specifically authorized by the Board to be signed by an officer, agent, or employee of the District.
• Assure that the Board conducts its business with integrity and in a manner consistent with its Board Policies and those legitimately imposed upon it from outside the organization;
• Has no authority to make individual decisions about policies or supervise or direct the Superintendent/President;
• Represent the Board to outside parties in announcing Board-stated positions and instating interpretations within areas delegated to him/her. He/she may delegate this authority to another Board Member, but remains accountable for its use;
• Preside at meetings of the Board by:
  1. Consulting with the Superintendent/President on agenda items as appropriate in advance of Board meetings;
  2. Ensuring orderly discussion and the opportunity for all opinions to be heard;
  3. Facilitating full and democratic discussions of issues;
  4. Ensuring deliberative action by the Board;
  5. Facilitating discussion and decision-making;
  6. Assisting the Board in determining the fine line between policy making and administration
• Work with the Board in the following ways:
  • Acting as liaison between the Board Members and the Superintendent/President;
  • Serving as spokesperson for the Board;
  • Serving as official representative of the Board;
  • Providing leadership in assisting all Board Members to achieve Board goals and standards of conduct.
• Support the Superintendent/President by:
  1. Assisting the new Superintendent/President during the first months of presidency;
  2. Making Board expectations clear to the Superintendent/President;
  3. Representing the Board in discussions with the Superintendent/President regarding compensation and workload;
  4. Alerting the Superintendent/President to areas of Board concern;
  5. Taking responsibility for seeing that the Board regularly evaluates the Superintendent/President;
  6. Representing the Board by serving as a sounding board on matters which may not require formal Board action but will concern the Board.

• Orient, in addition to the Superintendent/President, new Board members by:
  1. Ensuring each new Board Member is provided the opportunity to participate in new Board Member orientation program;
2. Utilizing the expertise of new trustees and making them feel part of a team;
3. Encouraging them to attend local college and civic functions;
4. Getting to know the new Board Members;
5. Assigning each new Board Member to a "Board Member Sponsor," as experienced Board members can help the new Board member "learn the ropes;"

- Correct inappropriate trustee behavior by:
  1. Serving as a mediator between the trustee and the rest of the Board;
  2. Suggesting strategies that the trustee in question can use to avoid recurrence of the problem;

- Leads the institution's commitment to planning by:
  1. Seeing that the Board develops a vision of the College's future;
  2. Insisting that Board actions either reflect the plan or result in a change of the plan;

2. **Vice President**
   - The Vice-President of the Board shall serve in the absence of the President of the Board and, in the performance of this service, she shall exercise all the powers and bear all the responsibilities of the President of the Board.

3. **Clerk**
   - In the absence of the President and Vice President of the Board, the Clerk shall call the meeting to order and preside at the election of a chairman pro tem. The Clerk shall sign papers, documents, oaths, and contracts as required by law or as authorized by action of the Board. A copy of the minutes shall be kept by the Clerk at the Superintendent/President's office for inspection by any citizen.

4. **Secretary to the Board** (The Superintendent/President shall serve as Secretary)
   - Notify members of the Board of regular, special, emergency and adjourned meetings;
   - Prepare and post board meeting agendas;
   - Have prepared adoption minutes of Board meetings;
   - Attend all Board meetings and Closed Sessions, unless excused, and in such cases to assign a designee;
   - Conduct the official correspondence of the Board;
   - Certify, as may be required by law, all Board actions;
• Sign, when authorized by law or by Board action, any documents that would otherwise require the signature of the President of the Board or the Clerk of the Board.

5. Rotation of Officers: The Board does not have an official system of rotation of officers; it elects the officers each year from among its members.

Reference:
• Education Code Section 72000

(Replaces Board Policy #9130)
8365
Board Policy

Recording

If the Board of Trustees (Board) meeting is recorded, the recording shall be subject to inspection by members of the public in accordance with the California Public Records Act, Government Code Sections 6250, et seq. The Superintendent/President is directed to enact administrative procedures to ensure that any such recordings are maintained for at least thirty days following the taping or recording.

Persons attending an open and public meeting of the Board may, at their own expense, record the proceedings. However, if the Board finds by a majority vote that the recording or broadcast cannot continue without noise, illumination, or obstruction of view that constitutes or would constitute a persistent disruption of the proceedings, any such person shall be directed by the President of the Board to stop.

Reference:
- Government Code Sections 54953.5, 54953.6
- Education Code Section 72121(a)
GLENDALE COMMUNITY COLLEGE DISTRICT

JUNE 25, 2007

FIRST READING REPORT NO. 2

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Andre Levy, Superintendent/President

REVIEWS BY: Lawrence R. Serot, Executive Vice President, Administrative Services

PREPARED BY: William F. Taylor, Director, Business Services

SUBJECT: FIVE YEAR CAPITAL OUTLAY – ORDER OF PRIORITY

This Report is being submitted as a first reading for recommendation for approval and thereafter be submitted to the California Community College Chancellor’s Office. Approval of this recommendation will be requested at a subsequent meeting.

All community college districts must submit a five-year Capital Outlay Plan for the California Community College Chancellor’s Office every year. This year’s plan for Glendale College reflects the completion of construction of the Allied Health/Lab project as well as the Parking Structure and Elevator Tower and Bridge project. The Garfield Campus Expansion project has been moved up in priority from the previous plan. In addition, this year’s report separates out the Garfield Campus as a designated instructional site in anticipation of applying for California Postsecondary Education Commission (CPEC) status. The remaining projects are still in the development stages. The list has been discussed with the Campus Development Committee. This report must be filed with the Chancellor’s Office before August 1, 2007.

Fiscal Impact: No cost to the District.
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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Allied Health/Air</td>
<td>Glendale College</td>
<td>(E)</td>
<td>$9,009,000</td>
<td>$11,669,000</td>
<td>$10,000,000</td>
<td>$17,400,000</td>
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<tr>
<td>2</td>
<td>Garfield Campus Expansion</td>
<td>Glendale College</td>
<td>(E)</td>
<td>$20,000,000</td>
<td>$1,000,000</td>
<td>$17,400,000</td>
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<tr>
<td>3</td>
<td>Laboratory/College Services Building</td>
<td>Glendale College</td>
<td>(E)</td>
<td>$10,000,000</td>
<td>$1,000,000</td>
<td>$17,400,000</td>
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<td>4</td>
<td>Aviation/Art Building Modernization</td>
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<tr>
<td>5</td>
<td>Seismic Replacement -1937 PE Bldg</td>
<td>Glendale College</td>
<td>(E)</td>
<td>$10,519,000</td>
<td>$1,000,000</td>
<td>$17,400,000</td>
<td>$1,500,000</td>
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<tr>
<td>6</td>
<td>Auditorium Building Remodel</td>
<td>Glendale College</td>
<td>(E)</td>
<td>$10,519,000</td>
<td>$1,000,000</td>
<td>$17,400,000</td>
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<tr>
<td>7</td>
<td>San Rafael Modernization Secondary EF</td>
<td>Glendale College</td>
<td>(E)</td>
<td>$10,519,000</td>
<td>$1,000,000</td>
<td>$17,400,000</td>
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</tr>
<tr>
<td>8</td>
<td>Classroom/Lab/Admin Building Second</td>
<td>Glendale College</td>
<td>(E)</td>
<td>$10,519,000</td>
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<td>$17,400,000</td>
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<tr>
<td>9</td>
<td>Auxiliary Gymnasium (New Building)</td>
<td>Glendale College</td>
<td>(E)</td>
<td>$10,519,000</td>
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</tbody>
</table>

P = Preliminary Plans
W = Working Drawings
C = Construction
E = Equipment

* Classroom/Student Services Building
It is recommended that the new courses listed below be adopted as official college course offerings.

NEW COURSES:

ACCTG 175 – Estate, Gift, and Trust Taxation
ARMEN 103 – Intermediate Armenian I
ARMEN 104 – Intermediate Armenian II
ART 221 – Advanced Motion Graphics
ART 234 – Advanced 3-D Character Set-Up
ART 235 – 3-D Character Animation
ART 237 – Creating Textures for 3-D Animation
ART 238 – Advanced Texturing for 3-D Animation
ART 286 – Portrait Sculpture
ART 287 – Anatomy for the Sculptor
ART 288 – Three Dimensional Design Lab
ASL 105 – Conversational American Sign Language I
BIOL 098 – Biology Fundamentals
BIOL 099 – Biology Fundamentals
CABOT 156 – Voice Recognition
CHEM 098 – Chemistry Fundamentals
CHEM 099 – Chemistry Fundamentals
CHLDV 180 – Student Teaching Field Practice – Infant/Toddler Focus
CHLDV 181 – Student Teaching Field Practice – Preschool Focus
CHLDV 182 – Student Teaching Field Practice – School Age Focus
CHIN 103 – Intermediate Chinese I
CHIN 104 – Intermediate Chinese II
GLENDALE COMMUNITY COLLEGE DISTRICT
Proposed New Courses of Study

DANCE 107 – Survey of Dance Teaching Methodology
DANCE 129 – Hip-Hop II
ENGL 160 – Beginning Reading I for Deaf students
ENGL 161 – Beginning Reading II for Deaf Students
ENGL 162 – Intermediate Reading I for Deaf Students
ENGL 166 – Beginning Grammar I for Deaf Students
ENGL 167 – Beginning Grammar II for Deaf Students
ENGL 168 – Intermediate Grammar I for Deaf Students
ENGL 172 – Beginning Writing I for Deaf Students
ENGL 173 – Beginning Writing II for Deaf Students
ENGL 174 – Intermediate Writing I for Deaf Students
KOREA 103 – Intermediate Korean I
PE 204 – Advanced Golf
Degree Applicable

Glendale Community College
March, 2007

COURSE OUTLINE

Accounting 175
Estate, Gift, and Trust Taxation

I. Catalog Statement

Accounting 175 covers estate, gift, and trust taxation. Topics include computation of gross estate tax, valuation of gross estate, deductions from the gross estate, transfers by gift, basis of property transferred by gift, present and future interests, exclusions from gift taxes, generation-skipping transfer tax (GST), and taxation of trusts.

Units – 2.0
Lecture Hours – 2.0

Prerequisite: Accounting 150 or equivalent.

II. Course Entry Expectations

Skills Level Ranges: Reading 5; Writing 4; Listening/Speaking 4; Math 4.

Prior to enrolling in the course, the student should be able to:
1. apply federal and state income tax law as it applies to individuals;
2. apply the provisions of the current tax law to their personal situation and prepare an individual tax return.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. identify estate tax issues and complete required forms;
2. analyze gift tax issues and complete required forms;
3. explain generation skipping transfer taxes;
4. discuss and analyze trust tax issues and complete required forms.

IV. Course Content

A. Federal Estate Tax
1. Computation and payment of estate tax
2. Property includible in gross estate
3. Valuation of gross estate
4. Deductions from the gross estate
5. Conservation easement

B. Federal Gift Tax
1. Transfers by gift
2. Basis of property transferred by gift
3. Present and future interests
4. Exclusions from gift tax

C. Trust Taxation
1. Nature of trusts
2. Trust termination issues
3. Special rules for multiple and grantor trusts

D. Generation-Skipping Transfer Tax
1. Nature of purpose of tax
2. Taxable events
3. Credits and deductions

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. lecture;
2. group case discussions and presentations;
3. Internet research projects.

VI. Assignments and Methods of Evaluation

1. Case studies.
2. Mid-term examination.
3. Written final examination.

VII. Textbook

# COURSE FACT SHEET

<table>
<thead>
<tr>
<th>Proposed Course:</th>
<th>Accounting</th>
<th>175</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>Instructor Proposing:</td>
<td>Michael Scott</td>
<td></td>
</tr>
<tr>
<td>Semester &amp; Year course will be first offered:</td>
<td>Fall 02</td>
<td></td>
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<tr>
<td>Course will be offered:</td>
<td>Day Evening</td>
<td>Both Day &amp; Evening</td>
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<tr>
<td>Credit/No Credit:</td>
<td>Only</td>
<td>No</td>
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<tr>
<td>Open Entry/Open Exit:</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Credit by Examination:</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>May this course be used to satisfy a specific GCC graduation requirement?</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>If yes, which requirement?</td>
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<tr>
<td>Does this course meet an occupational need?</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Will this course be required for a Certificate of Completion?</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>If yes, which certificate(s)?</td>
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<tr>
<td>Has this course been reviewed by the appropriate Advisory Committee?</td>
<td>Yes</td>
<td>No</td>
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</table>

Will this course be designated as transferable to the California State University (CSU)?

| Yes | No X |

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>If yes, which area?</th>
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</thead>
<tbody>
<tr>
<td>A. Communication in the English Language and Critical Thinking</td>
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<tr>
<td>B. Physical Universe and its Forms</td>
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<tr>
<td>C. Arts, Literature, Philosophy, and Foreign Language</td>
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<td></td>
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<tr>
<td>D. Social, Political, and Economic Institutions</td>
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<tr>
<td>E. Lifelong Understanding and Self-Development</td>
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</tbody>
</table>

Will this course be proposed for transfer credit to the University of California (UC)?

| Yes | No X |

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>If yes, which area?</th>
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</thead>
<tbody>
<tr>
<td>Area 1. English Composition</td>
<td></td>
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<tr>
<td>Area 2. Critical Thinking/English Composition</td>
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<tr>
<td>Area 3. Oral Communication</td>
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<tr>
<td>Area 4. Mathematical Concepts &amp; Quantitative Reasoning</td>
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<tr>
<td>Area 5. Arts/Humanities</td>
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<tr>
<td>Area 6. Social/Behavioral Sciences</td>
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<tr>
<td>Area 7. Physical/Biological Sciences</td>
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<tr>
<td>Area 8. Language Other Than English</td>
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</tbody>
</table>

What is the anticipated enrollment? 40 Students

How often will this course be offered? As Needed

Coordination required for instructional resources

Library, Learning Center, Instructional Computer Center

Other: | 2 |
COURSE OUTLINE

Armenian 103
Intermediate Armenian I

I. Course Description

Armenian 103 includes further study of Armenian grammar, word analysis, vocabulary building, and reading and comprehension of intermediate literary texts and articles. Conversational fluency, composition writing, and familiarity with Armenian culture are the focal points of this class. The class is conducted entirely in Armenian.

Units - 5.0
Lecture Hours - 5.0
Total Laboratory Hours - 0.5 (Faculty Laboratory Hours 0.0 + Student Laboratory Hours 0.5 = 0.5 Total Laboratory Hours)
Prerequisite - Armenian 102 or equivalent.

II. Course Entry Expectations

Skills Level Ranges: Reading 5; Writing 5; Listening/Speaking 5; Math 1.
Prior to enrolling in this course, the student should be able to:
1. communicate orally and in writing in standard/formal Western or Eastern Armenian;
2. compare and contrast Western and Eastern Armenian as well as the Armenian and English languages;
3. apply principles of Armenian grammar and structure to refine his/her awareness of the English language;
4. develop and gain heightened awareness of the complex and rich Armenian culture, both in Armenia and in the Diaspora.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. communicate through oral and written medium in proper Armenian, using correct grammatical construction and spelling;
2. analyze literary works and discuss the concepts;
3. express abstract concepts in Armenian;
4. demonstrate critical thinking skills in Armenian.

IV. Course Content

A. History and People
1. Grammar: review of nouns
2. Culture: the political scene of contemporary Armenia before and after independence

B. Old Traditions
1. Grammar: review of adjectives
2. Reading: Armenian folklore (fairy tales)

C. Beyond the Genocide
1. Grammar: review of numbers
2. Culture: Armenian Genocide and Diaspora, Eastern and Western Armenian

D. People's Wisdom
1. Grammar: review of pronouns
2. Reading: Armenian folklore (fables)

E. Discovering One's Roots
1. Grammar: review of verb tenses
2. Culture: Armenian speaking world outside of Armenia

F. Preserving the Heritage
1. Grammar: review of verb moods
2. Reading: Armenian folklore (songs)

G. Spirituality and Architecture
1. Grammar: review of auxiliary verbs
2. Culture: the role of Armenian church in the Middle Ages

H. People and Environment
1. Grammar: review of verb conjugation
2. Reading: myths and legends

I. The Old Motherland
1. Grammar: review of adverbs
2. Culture: the scribes and writers of Armenian history

J. Human Feelings
1. Grammar: review of prepositions
2. Reading: Grigor Narekatsi (exceptions)

K. Health and Well-being
1. Grammar: review of conjunctions
2. Culture: Armenian manuscript in the Middle Ages

L. The Arts
1. Grammar: review of word formation
2. Reading: Nerses Shoumash (exceptions)

M. Current Events
1. Grammar: review of pronunciation and spelling
2. Culture: overview of Armenian history
N. Country Life
   1. Grammar: review of sentence structure  
   2. Reading: modern Armenian literature (19th century)
O. Professions and Occupations
   1. Grammar: abbreviations
   2. Culture: Armenian-American writers: William Saroyan
P. City Life
   1. Grammar: classical orthography
   2. Reading: modern Armenian literature (20th century)

V. Methods of Presentation
   The following instructional methodologies may be used in the course:
   1. Class lecture and discussion;
   2. Group learning;
   3. Language labs;
   4. Video tapes, recordings, and selected readings from press and literature.

VI. Assignments and Methods of Evaluation
1. Quizzes.
2. Midterm examination.
3. Oral examinations.
4. Final examination.

VII. Textbooks


Yerevan: 2002. (recommended)  
12th Grade Textbook Reading Level.
**COURSE FACT SHEET**

**Proposed Course:** Armenia 103  
**Name:**  
**Proposing Instructor:** Garnik Sahakyan  
**Semester & Year course will be first offered:**  
Fall, Spring, Summer: As Needed  
**Course will be offered:** Day, Evening: X Both Day & Evening  
**Credit/No Credit:** Onl: No X Optinal N/A  
**Open Entry/Exit:** Yes No X  
**Credit by Examination:** Yes No X N/A  

May this course be used to satisfy a specific GCC graduation requirement?  
Yes X No  
**If yes, which requirement?**  
Foreign Language A A Major and General Education for A A A S  

Does this course meet an occupational need? Yes No X  
**Will this course be required for a Certificate of Completion?** Yes No X  
**If yes, which certificate(s)?**  

Has this course been reviewed by the appropriate Advisory Committee?  
Yes No N/A X  

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**Course: Armenia 103**

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- Fill this course be designated as transferable to the California State University (CSU)?  
  Yes X No  
- If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?  
  Yes X No If yes, which area?  
  Arts, Literature, Philosophy, and Foreign Language  
- Fill this course be proposed for transfer credit to the University of California (UC)?  
  Yes X No  
- If UC transfer credit is granted will this course be submitted for inclusion on the intersegmental General Education Curriculum (IGETC)?  
  Yes X No If yes, which area?  
  Area 3. Arts/Humanities  
- **What is the anticipated enrollment?**  
  32 Students per Section  
- **How often will this course be offered?**  
- **Coordination required for instructional resources**  
  Library Learning Center Instructional Computer Center  
  Other:  
  - 2 -
Degree Applicable

Glendale Community College
February, 2007

COURSE OUTLINE

Armenian 104
Intermediate Armenian II

I. Catalog Statement
Armenian 104 reviews the fundamentals of Armenian grammar. It continues to stress word analysis and efficient methods of vocabulary building. Students will read literary texts of increasing difficulty and engage in conversation and composition, with emphasis on critical thinking. Students will evaluate various cultures in the Armenian language.

Units - 5.0
Lecture Hours - 5.0
Total Laboratory Hours - 0.5
(Faculty Laboratory Hours 0.0 + Student Laboratory Hours 0.5 = 0.5 Total Laboratory Hours)

Prerequisite – Armenian 103 or equivalent.

II. Course Entry Expectations
Skills Level Ranges: Reading 5; Writing 5; Listening/Speaking 5; Math 1.

Prior to enrolling in this course, the student should be able to:
1. communicate through oral and written medium in proper Armenian, using correct grammatical construction and spelling;
2. analyze literary works and discuss the concepts;
3. express abstract concepts in Armenian;
4. demonstrate critical thinking skills in Armenian.

III. Course Exit Standards
Upon successful completion of the required coursework, the student will be able to:
1. demonstrate fluency in Armenian;
2. write well-structured essays in Armenian which evaluate cultural material;
3. demonstrate critical thinking in Armenian.

IV. Course Content

A. Family Values
1. Grammar: review of verb tenses
2. Culture: family structure in Armenia today

B. National Holidays
1. Grammar: review of verb moods
2. Reading: Golden Age of Armenian Literature (5th century).

C. Independence and Democracy
1. Grammar: review of auxiliary verbs
2. Culture: changing roles of Armenian women

D. Health and Well-being
1. Grammar: review of verb conjugation
2. Reading: Armenian literature of Middle Ages (Georg Narkeats – Sayat-Nova)

E. Professions and Occupations
1. Grammar: sentence structure in Modern Eastern and Modern Western Armenian
2. Culture: Armenian ancient civilization to modern day life in Armenia

F. Nature and Environment
1. Grammar: modern and classical Armenian orthography and their practical application
2. Reading: Western Armenian poetry of the nineteenth through twentieth century

G. Historical Monuments
1. Grammar: review of Armenian syntax
2. Culture: Armenian ancient civilization

H. City Life
1. Grammar: review of Armenian syntax - group of predicate
2. Reading: nineteenth through twentieth century Eastern Armenian poetry

I. The Arts
1. Grammar: direct and reported speech
2. Culture: modern visual and performing arts and architecture

J. The Media
1. Grammar: review of nouns and the nominative case
2. Reading: Armenian-American writers

5 hours
5 hours
5 hours
5 hours
5 hours
5 hours
5 hours
5 hours
5 hours
5 hours
K. Beyond the Genocide
   1. Grammar: genitive case
   2. Culture: immigration to the U.S.A. and Armenian-American cultural life

L. Discovering One’s Roots
   1. Grammar: dative case
   2. Reading: genocide and Armenian literature of 20th century

M. Political Life
   1. Grammar: accusative case
   2. Culture: political parties and movements

N. Cultural Traits
   1. Grammar: ablative case
   2. Reading: Armenian contemporary literature in Diaspora

O. Traveling
   1. Grammar: instrumental case
   2. Culture: Armenian theatre and cinema today

P. Current Events
   1. Grammar: locative case
   2. Reading: Armenian contemporary literature

V. Methods of Presentation
The following instructional methodologies may be used in the course:
1. class lecture and discussion;
2. group learning;
3. guest speakers;
4. video tapes, recordings, and selected readings from press and literature.

VI. Assignments and Methods of Evaluation
1. Quizzes.
2. Midterm examination.
3. Oral presentations.
4. Final Examination.

VII. Textbooks

Collection of Armenian poetry, Hayren: 1973 (recommended)
12th Grade Textbook Reading Level.

Guirjian and Hokejian, Hayos Ledos (Armenian Language), Yerevan: 2002 (recommended)
12th Grade Textbook Reading Level.
COURSE FACT SHEET

Proposed Course: Armenian 104
Name: Number

Instructor Proposing: Guruk Sabisky

Semester & Year course will be first offered:
Fall _ Spring _ Summer _ As Needed _

Course will be offered: Day _ Evening _ Day & Evening _
Credit/No Credit: Only _ No X Optional _ N/A _
Open Entry/Open Exit: Yes _ No _
Credit by Examination: Yes _ No _ N/A _

May this course be used to satisfy a specific GCC graduation requirement?
X Yes _ No _

If yes, which requirement?
Foreign Language A A Major and General Education for A A/A.S.

Does this course meet an occupational need?
Yes _ No _

Will this course be required for a Certificate of Completion?
Yes _ No _

If yes, which certificate(s)?

Has this course been reviewed by the appropriate Advisory Committee?
Yes _ No _ N/A _

Will this course be designated as transferable to the California State University (CSU)?
Yes _ No _

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes _ No _

If yes, which area?
C. Arts, Literature, Philosophy, and Foreign Language

Will this course be proposed for transfer credit to the University of California (UC)?
Yes _ No _

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?
Yes _ No _

If yes, which area?
Area 3. Arts/Humanities

What is the anticipated enrollment? 32 Students per Section

How often will this course be offered?

Coordination required for instructional resources
Library, Learning Center, Instructional Computer Center _
Other: _

- 1 -
COURSE OUTLINE

Art 221
Advanced Motion Graphics

I. Catalog Statement

Art 221 provides students with advanced instruction in motion graphics and compositing techniques using Adobe After Effects. Students learn to create broadcast-quality motion graphic animations. Building on the skills learned in Art 220, students are required in this course to realize their designs with a high degree of fidelity to their original design concepts.

Units: 3.0
Lecture Hours: 2.0
Total Studio Hours: 4.0

(Faculty Studio Hours - 2.0 + Student Studio Hours - 2.0 = 4.0 Total Studio Hours)

Prerequisite: Art 220 or equivalent.

Note: This course may be taken 2 times; a maximum of 6 units may be earned.

II. Course Entry Expectations

Skills Level Ranges: Reading: 5; Writing: 5; Listening-Speaking: 5; Math: 3

Prior to enrolling in the course, the student should be able to:

1. analyze technical and aesthetic effects of digital animation;
2. create a storyboard and animate to refine ideas and identify problems;
3. digitize two dimensional animations for the computer;
4. create digitally animated sequences and transitions;
5. create and manipulate digital camera and lighting effects;
6. analyze and fine-tune digital timing, sequencing, and movement;
7. combine sound with animation;
8. render animation to a completed project.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. create from scratch a broadcast-quality motion graphic animation;
2. diagnose and correct animation timing and motion defects;
3. diagnose and correct output for broadcast;
4. evaluate relative strengths and weaknesses of motion graphic designs.

IV. Course Content

A. Analysis of Cutting-Edge Motion Graphics Projects

1. Exemplary current projects
2. Methods of achieving unique graphic effects
3. Relationship between industry and motion graphics

B. Project Concept and Planning

1. Storyboarding
2. Art direction
3. Effect design
4. Footage collection/analysis
5. Animatics

V. Methods of Presentation

The following instructional methodologies may be used in the course:

1. lectures and demonstrations;
2. instructor analysis of student work;
3. peer analysis of student work;
4. individual instruction of students in a computer lab;
5. screening of animated shorts, videos, and feature films.

VI. Assignments and Methods of Evaluation

1. Projects assigned by the instructor.
2. Peer and instructor review.
3. Review of final projects.
4. Final examination.

VII. Textbooks


8 hours

Glenade Community College
February, 2007

Art 221
Page 2

6. Effect tests

C. Ongoing Review of Effect Tests

1. Foreground and background elements
2. Layers
3. Compositing techniques, keying, rotoscoping
4. Transition: cuts, dissolves, fades, wipes, montages
5. Events based on audio using markers
6. Camera and lighting effects
7. Keyframes
8. Timing and movement using bezier curves
D. Preparing Final Render for Broadcast
E. Laboratories Emphasizing Technical and Aesthetic Development

8 hours
32 hours
COURSE FACT SHEET

Proposed Course: _Art 221_  
Name _Roger Dickens_  
Instructor Proposing: _Roger Dickens_  
Semester & Year course will be first offered:  
Fall _Spring 08_  
Course will be offered: _Day Evening_  
Credit/No Credit: _Yes_  
Open Entry/Open Exit: _Yes_  
Credit by Examination: _Yes_  
May this course be used to satisfy a specific GCC graduation requirement? _Yes_  
Does this course meet an occupational need? _Yes_  
Will this course be required for a Certificate of Completion? _Yes_  
Has this course been reviewed by the appropriate Advisory Committee? _Yes_  

Will this course be designated as transferable to the California State University (CSU)? _No_  
If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?  
A. Communication in the English Language and Critical Thinking  
B. Physical Universe and its Forms  
C. Arts, Literature, Philosophy, and Foreign Language  
D. Social, Political, and Economic Institutions  
E. Lifelong Understanding and Self-Development  
Will this course be proposed for transfer credit to the University of California (UC)? _No_  
If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)? _No_  
Area 1. English Communication:  
Area 2. Mathematical Concepts & Quantitative Reasoning  
Area 3. Arts/Humanities  
Area 4. Social/Behavioral Sciences  
Area 5. Physical/Biological Sciences  
Area 6. Language Other Than English  
What is the anticipated enrollment? _25 Students per Section_  
How often will this course be offered? _As Needed_  
Coordination required for instructional resources  
Library, Learning Center, Instructional Computer Center  
Other:  

-1-
COURSE OUTLINE

Art 234
Advanced 3-D Character Set-Up

I. Catalog Statement
Art 234 provides students with advanced training in character set-up techniques. Skills covered include binding of the character using joints and influence objects, installation and modification of the Full-Body inverse Kinematic (FBIK) skeleton, the creation of blendshape targets, and the facial animation control system. The student will be encouraged to design a character set-up and test it for use in an animated scene.

Units - 3.0
Lecture Hours - 2.0
Total Studio Hours - 4.0
(Faculty Studio Hours 2.0 + Student Studio Hours 2.0 = Total Studio Hours 4.0)

Prerequisite: Art 233 or equivalent.

*Note: Current industry standard digital animation software (Maya) will be used.

II. Course Entry Expectations
Skills Level Required: Reading 5; Writing 5; Listening-Speaking 5; Math 3

Prior to enrolling in the course, the student will be able to:
1. install, label, orient, and use joints inside a character skin;
2. bind the skin of a character to the joint hierarchy and edit skin weighting;
3. install, label, and use IK handles and pole vector constraints;
4. set up the reverse foot control system;
5. establish set drivers key relationships.

III. Course Exit Standards
Upon successful completion of the required course work, the student will be able to:
1. bind the skin of a character using both joints and influence objects;
2. create error-free skin weighting;
3. use the FIK skeleton system;
4. create blendshape targets and set up a facial animation control system;
5. use mel scripting to set up custom character control windows;
6. set up biped or quadruped characters;
7. test a character system thoroughly to determine if it is ready for use by an animator.

IV. Course Content
A. Advanced Binding of Skin
   1. Small weights
   2. The component editor
   3. Impact of influence objects on mesh
   4. Weight mapping problems
   5. Set-driven-key
   8 hou

B. The FIK System
   1. FIK control system and how to is it is used to create keyframe animation
   2. FIK joints
   3. Installation of FIK handles
   4. Poses and animation clips
   5. The relationship between FIK and motion capture data
   8 hou

C. Mel Scripting
   1. Custom user interface windows
   2. Attribute sets for interface windows
   3. Character sets
   4. Commands and workflow
   8 hou

D. Creating the Facial Animation System
   1. The blendshape node
   2. The head within the deformation hierarchy
   3. Blendshape targets
   4. Strategies for blendshape node interaction
   5. The facial animation system
   8 hou

E. Projects Emphasizing Technical and Aesthetic Development
   32 hou

V. Methods of Presentation
The following instructional methodologies may be used in the course:
1. lectures and demonstrations;
2. instructor critique of student work;
3. peer critique of student work;
4. individual instruction of students in a computer lab.

VI. Assignments and Methods of Evaluation
1. Projects.
**Course Fact Sheet**

**Proposed Course:** Art 234  
Name: __________________  
Instructor Proposing: Roger Dickens  
Semester & Year course will be first offered:  
Fall 08, Spring, Summer  
Course will be offered: Day __ Evening X Both Day & Evening _  
Credit/No Credit: Only __ No X Optional _ N/A _  
Open Entry/Open Exit: Yes __ No X  
Credit by Examination: Yes __ No X N/A _  
May this course be used to satisfy a specific GCC graduation requirement? Yes _ No X  
If yes, which requirement? _____________________________  
Does this course meet an occupational need? Yes X No _  
Will this course be required for a Certificate of Completion? Yes X No _  
If yes, which certificate(s)? Animation Certificates currently being revised  
Has this course been reviewed by the appropriate Advisory Committee? Yes X No _ N/A _  

Will this course be designated as transferable to the California State University (CSU)?  
Yes _ No X  
If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?  
Yes _ No _ If yes, which area?  
A. Communication in the English Language and Critical Thinking  
B. Physical Universe and its Forms  
C. Arts, Literature, Philosophy, and Foreign Language  
D. Social, Political, and Economic Institutions  
E. Lifelong Understanding and Self-Development  
Will this course be proposed for transfer credit to the University of California (UC)?  
Yes _ No X  
If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?  
Yes _ No _ If yes, which area?  
Area 1. English Communication:  
   English Composition  
   Critical Thinking/English Composition  
   Oral Communication  
Area 2. Mathematical Concepts & Quantitative Reasoning  
Area 3. Arts/Humanities  
Area 4. Social/Behavioral Sciences  
Area 5. Physical/Biological Sciences  
Area 6. Language Other Than English  
What is the anticipated enrollment? 25 Students per Section _  
How often will this course be offered? As Needed _  
Coordination required for instructional resources  
Library, Learning Center, Instructional Computer Center _  
Other: _  

- 1 -
Degree Applicable

Glendale Community College
February, 2007

 COURSE OUTLINE

Art 235
3-D Character Animation

I. Catalog Statement

Art 235 provides students with 3-D character animation training. Equal emphasis is placed on technical competence and aesthetic sensitivity. Topics covered include animation controls to pose a character, forward and inverse kinematic animation, keyframes and breakdowns, timing and movement, and audio/dialog track.

Units – 3.0
Lecture Hours – 2.0
Total Studio Hours – 4.0
(3.0 Lecture Hours + 0.0 Studio Hours = Total Studio Hours)
Pre requisite: Art 230 or equivalent.

Note: Current industry standard digital animation software (Maya) will be used. This course may be taken 2 times; a maximum of 6 units may be earned.

II. Course Entry Expectations

Skill Level Ranges: Reading 5; Writing 5; Listening-Speaking 5; Math 3

Prior to enrolling in this course, the student will be able to:
1. operate essential user interface devices, such as camera and transformation tools;
2. apply basic modeling tools and techniques;
3. apply basic rendering tools and techniques;
4. apply basic animation tools and techniques;
5. analyze and edit modeling, rendering, and animation data using designated spreadsheets/windows;
6. describe image output.

III. Course Exit Standards

Upon successful completion of the required course work, the student will be able to:
1. pose the skeleton of a 3-D character;
2. create a simple character animation by key-framing two basic poses;
3. animate a biped character walking using 4 poses and at least 4 key-frames;
4. animate a biped character jumping using 7 poses and at least 7 key-frames;
5. animate a biped character running using hierarchical key-frame animation technique;
6. animate a biped character dancing using hierarchical key-frame animation technique;
7. analyze biped motion and be able to recreate it using 3D animation techniques.

IV. Course Content

A. Character Hierarchy and Control
1. The root location
2. Back and neck joints
3. Arms
4. Selection modification
5. Set driven key and indirect controls
6. Things not to do with joints

B. Posing a Biped Character
1. The root locator
2. Legs and knees
3. Back joints and distribution of weight
4. Arm joints
5. Hand controls
6. Neck joints

C. Keyframe Animation
1. Definition of a keyframe
2. The graph editor and dope sheet
3. Maya Embedded Language (mel) scripts
4. Key-frames
5. Key-framing poses
6. Animation preview

D. Analyzing Motion
1. Trajectory of pelvis
2. Relationship of placement of feet to disposition of pelvis
3. The “inside out” model of the kineties of the upper body

E. Problem Solving
1. Key-frames problems
   a. posing
   b. timing
   c. motion axes
2. Animation problems
   a. writing over key-frames
   b. deleting and copying key-frames
   c. editing curves


Art 235
Page 2

5 hours
5 hours
6 hours
4 hours
4 hours
F. Working with Audio  
1. Importing audio  
2. Audio file types  
3. Viewing audio in timeline  
4. Animating in time with audio  

G. Animating Blendshapes  
1. Pose-based facial animation  
2. Muscle-group based facial animation  
3. Blendshape animation  
4. Time with audio  

H. Laboratories Emphasizing Technical and Aesthetic development  

32 hours

V. Methods of Presentation

The following instructional methodologies may be used in this course:  
1. lectures and demonstrations;  
2. instructor analysis of student work;  
3. peer analysis of student work;  
4. individual instruction.

VI. Assignments and Methods of Evaluation

1. Projects.  
2. Peer and instructor review.  
3. Review of final projects.  
4. Final examination.

VI. Textbook

Alias-Wavefront Company. Character Rigging and Animation.  
COURSE FACT SHEET

Proposed Course: Act 235

Instructor Proposing: Roger Dickens

Semester & Year course will be first offered:
- Fall 
- Spring 
- Summer

Course will be offered:
- Day 
- Evening X
- Both Day & Evening 

Credit/No Credit: Only No X Optional N/A

Open Entry/Open Exit: Yes No X

Credit by Examination: Yes No X N/A

May this course be used to satisfy a specific GCC graduation requirement?

Yes No X

If yes, which requirement?

Does this course meet an occupational need? Yes X No

Will this course be required for a Certificate of Completion? Yes X No

If yes, which certificate(s)? Animation Certificates currently being revised

Has this course been reviewed by the appropriate Advisory Committee?

Yes X No N/A

---

WILL this course be designated as transferable to the California State University (CSU)?

Yes No X

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?

Yes No X

If yes, which area?

A. Communication in the English Language and Critical Thinking
B. Physical Universe and its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

WILL this course be proposed for transfer credit to the University of California (UC)?

Yes No X

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?

Yes No X

If yes, which area?

Area 1. English Communication:
- English Composition
- Critical Thinking/English Composition
- Oral Communication

Area 2. Mathematical Concepts & Quantitative Reasoning

Area 3. Arts/Humanities

Area 4. Social/Behavioral Sciences

Area 5. Physical/Biological Sciences

Area 6. Language Other Than English

What is the anticipated enrollment? 25 Students per Section

How often will this course be offered? As Needed

Coordination required for instructional resources

Library, Learning Center, Instructional Computer Center

Other: 
COURSE OUTLINE

Art 237
Creating Textures for 3-D Animation

I. Catalog Statement

Art 237 provides instruction in the theory and basic practice of texturing 3-D computer graphic objects. Maya’s rendering module is discussed in depth so that students understand thoroughly how texturing functions within the overall rendering process. Students learn how to unwrap UV’s on a polygon object and create a UV snapshot. Students also learn how to work in Photoshop and Maya simultaneously.

Units – 3.0
Lecture Hours – 2.0
Total Studio Hours – 4.0
(Faculty Studio Hours 2.0 + Student Studio Hours 2.0 = Total Studio Hours 4.0)

Prerequisite: Art 230 or equivalent.

*Note: Current industry standard digital animation software (Maya) will be used.

II. Course Entry Expectations

Skill Level Ranges: Reading 5; Writing 5; Listening-speaking 5; Math 3

Prior to enrolling in this course, the student will be able to:
1. operate essential user interface devices, such as camera and transformation tools;
2. apply basic modeling tools and techniques;
3. apply basic rendering tools and techniques;
4. apply basic animation tools and techniques;
5. analyze and edit modeling, rendering, and animation data using designated spreadsheets/windows;
6. describe image output.

III. Course Exit Standards

Upon successful completion of the required course work, the student will be able to:

IV. Course Content

A. Maya’s Rendering Module
   1. The hypershade interface
   2. The render view window
   3. The attribute editor
   4. The UV texture editor
   5. In-depth coverage of rendering nodes: lights, materials, textures, utilities, cameras
   6. Procedural and bitmap textures
   7. Alpha channels

B. Unwrapping UV’s
   1. Types of Projection
   2. Theory of UV parameterization
   3. UV parameterization tools
   4. UV snapshot creation
   5. Texturing in Photoshop using the UV snapshot

C. Analyzing an Object Prior to Texturing
   1. The organic object
   2. Projection use on a given topology

D. Troubleshooting UV Parameterization
   1. Texture stretching on a surface
   2. The UV map, texture, or projection to eliminate stretching
   3. 3-D procedural textures

E. Creating a Bitmap Texture
   1. Working between Maya and Photoshop
   2. Previewing textures in Maya using interactive photographic rendering (IPR) and the update pad textures tool
   3. Constructing a texture using multiple bitmap sources

F. Laboratories Emphasizing Technical and Aesthetic Development

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. lectures and demonstrations;
2. instructor critique of student work;
3. peer critique of student work;
4. individual instruction of students in a computer lab.

VI. Assignments and Methods of Evaluation

1. Projects.
2. Peer and instructor review.
3. Review of final projects.
4. Final examination.

VII. Textbook

12th Grade Textbook Reading Level. ISBN 189489749.
COURSE FACT SHEET

Proposed Course: Art 237

Name: Number:

Instructor Proposing: Roger Dickens

Semester & Year course will be first offered:
Fall 08, Spring, Summer

Course will be offered: Day, Evening X, Both Day & Evening

Credit/No Credit: Only, No X, Optional, N/A

Open Entry/Open Exit: Yes, No X

Credit by Examination: Yes, No X, N/A

May this course be used to satisfy a specific GCC graduation requirement?

Yes X, No

If yes, which requirement?

Does this course meet an occupational need?

Yes X, No

Will this course be required for a Certificate of Completion?

Yes X, No

If yes, which certificate(s)? Are the certificates currently being reviewed?

Has this course been reviewed by the appropriate Advisory Committee?

Yes X, No, N/A

Will this course be designated as transferable to the California State University (CSU)?

Yes X

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?

Yes, No, If yes, which area?

A. Communication in the English Language and Critical Thinking
B. Physical Universe and Its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?

Yes X

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?

Yes, No, If yes, which area?

Area 1. English Communication:
   - English Composition
   - Critical Thinking/English Composition
   - Oral Communication
   - Mathematical Concepts & Quantitative Reasoning
Area 2. Arts/Humanities
Area 3. Social/Behavioral Sciences
Area 4. Physical/Biological Sciences
Area 6. Language Other Than English

What is the anticipated enrollment? 25 Students per Section

How often will this course be offered? As Needed

Coordination required for instructional resources

Library, Learning Center, Instructional Computer Center

Other: - 2 -
COURSE OUTLINE

Art 238
Advanced Texturing for 3-D Animation

I. Catalog Statement

Art 238 provides instruction in advanced texturing of 3-D objects for integration into a 3-D game environment or photo-real cinematic sequence. This class is entirely project-based. The instructor leads the students through the texturing process for a 3-D character and a complex inorganic object. The process of unwrapping UV’s and painting textures in Photoshop is covered with the focus on developing real world production skills.

Units – 3.0
Lecture Hours – 2.0
Total Studio Hours – 4.0
(Faculty Studio Hours 2.0 + Student Studio Hours 2.0 = Total Studio Hours 4.0)
Prerequisite: Art 237 or equivalent.

*Note: Current industry standard digital animation software (Maya) will be used.

II. Course Entry Expectations

Skills Level Ranges: Reading 5; Writing 5; Listening-Speaking 5; Math 3

Prior to enrolling in this course, the student will be able to:
1. navigate the rendering module of Maya;
2. describe the difference between procedural and bitmap textures;
3. use procedural textures to create textures on mesh objects;
4. unwrap UV’s of an inorganic polygon model and create a UV snapshot;
5. unwrap UV’s of an organic polygon model and create a UV snapshot;
6. evaluate the topology of a given model with respect to texturing;
7. correct UV parameterization;
8. create, assign and manage a bitmap texture file.

III. Course Exit Standards

Upon successful completion of the required course work, the student will be able to:
1. texture a 3-D character in Maya;
2. texture a complex inorganic object in Maya;
3. unwrap and layout UV’s;
4. work seamlessly between Photoshop and Maya.

IV. Course Content

A. Texturing an Inorganic Object
   1. UV projections
   2. UV unwrapping and sewing
   3. UV snapshot creation

B. Texturing an Organic Object
   1. UV projections
   2. UV unwrapping and sewing
   3. UV snapshot creation

C. Laboratories Emphasizing Technical and Aesthetic Development

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. lectures and demonstrations;
2. instructor critique of student work;
3. peer critique of student work;
4. individual instruction of students in a computer lab.

VI. Assignments and Methods of Evaluation

1. Projects.
2. Peer and instructor review.
3. Review of final projects.
4. Final examination.

VII. Textbook

12th Grade Textbook Reading Level. ISBN 1894893719.
### COURSE FACT SHEET

**Proposed Course:** Art 238  
**Name:**  
**Instructor Proposing:** Roger Dickes  
**Semester & Year course will be first offered:** Fall 99  
**Course will be offered:** Day Evening X  
**Credit/No Credit:** Only X  
**Open Entry/Open Exit:** Yes X  
**Credit by Examination:** Yes X  
**May this course be used to satisfy a specific GCC graduation requirement?** Yes X  
**If yes, which requirement?**  
**Does this course meet an occupational need?** Yes X  
**Will this course be required for a Certificate of Completion?** Yes X  
**Has this course been reviewed by the appropriate Advisory Committee?** Yes X  
**If yes, which certificate(s)?** Animation Certificate currently being revised  
**If yes, which area?**  
**Will this course be designated as transferable to the California State University (CSU)?** No X  
**If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?** No X  
**If yes, which area?**  
**Will this course be proposed for transfer credit to the University of California (UC)?** No X  
**If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?** No X  
**If yes, which area?**  
**What is the anticipated enrollment?** 22 Students per Section  
**How often will this course be offered?** As Needed  
**Coordination required for instructional resources**  
- Library, Learning Center, Instructional Computer Center  
- Other:
Degree Applicable
Glendale Community College
May, 2007

COURSE OUTLINE
Art 286
Portrait Sculpture

I. Catalog Statement
Art 286 is an introduction to traditional and contemporary portrait sculpture. Students learn technical modeling and casting skills, the physical and expressive possibilities of the human head, and appropriate use of tools and materials.

Units – 3.0
Lecture Hours – 2.0
Total Studio Hours – 2.0
(Faculty Studio Hours – 2.0 + Student Studio Hours – 0.0 = 2.0 Total Studio Hours)

Recommended Preparation: Art 138 or equivalent, Art 180 or equivalent, and eligibility for English 191 or ESL 141.

Note: This course may be taken 4 times; a maximum of 12 units may be earned.

II. Course Entry Expectations
Skills Level Ranges: Reading 4; Writing 4; Listening/Speaking 4; Math 2.

III. Course Exit Standards
Upon successful completion of required course work, student will be able to:
1. create an anatomically correct portrait sculpture of the head;
2. use the sculptural technique of casting;
3. evaluate the aesthetic and anatomical merits of projects.

IV. Course Content
A. Introduction
1. Course overview, grading
2. Studio procedures
3. Safety
4. Intro to the history of portrait sculptural forms
B. Armature Building
1. Principles and styles
2. Medium wood and aluminum wire

V. Methods of Presentation
The following instructional methodologies may be used in the course:
1. Demonstrations/ lectures;
2. Slides, videos;
3. Peer and instructor critiques.

VI. Assignments and Methods of Evaluation
1. Projects.
2. In-progress evaluations.
3. Critiques.
4. Written assignments.

VII. Textbook
COURSE FACT SHEET

Proposed Course: Art 286
Name Number

Instructor Proposing: Annabelle Azner

Semester & Year course will be first offered:
Fall 
Spring 
Summer

Course will be offered: Day X Evening 
Both Day & Evening 

Credit/No Credit: Only 
No 
Optional X 
N/A

Open Entry/Open Exit: Yes 
No X

Credit by Examination: Yes 
No X 
N/A

May this course be used to satisfy a specific GCC graduation requirement?
Yes 
No X

If yes, which requirement?

Does this course meet an occupational need? Yes 
No X

Will this course be required for a Certificate of Completion? Yes 
No X

If yes, which certificate(s)?

Has this course been reviewed by the appropriate Advisory Committee?
Yes 
No 
N/A

Will this course be designated as transferrable to the California State University (CSU)?
Yes 
No X

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes 
No 

If yes, which area?
A. Communication in the English Language and Critical Thinking
B. Physical Universe and its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?
Yes 
No X

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?
Yes 
No 

If yes, which area?
Area 1. English Communication:
   English Composition
   Critical Thinking/English Composition
   Oral Communication
Area 2. Mathematical Concepts & Quantitative Reasoning
Area 3. Arts/Humanities
Area 4. Social/Behavioral Sciences
Area 5. Physical/Biological Sciences
Area 6. Language Other Than English

What is the anticipated enrollment? 25 STUDENTS PER SECTION

How often will this course be offered? AS NEEDED

Coordination required for instructional resources
Library, Learning Center, Instructional Computer Center

Other:
Degree Applicable
Glendale Community College
May, 2007

COURSE OUTLINE

Art 287
Anatomy for the Sculptor

I. Catalog Statement

Art 287 introduces the sculptor to human anatomy through the ecruche technique. Using a live model and other references, the student will sculpt a human figure from the skeleton up through the musculature to the fatty tissues and the skin. The medium will be the industry standard polymer clay on an aluminum armature.

Units – 3.0
Lecture Hours – 2.0
Total Studio Hours – 2.0
(Faculty Studio Hours – 2.0 + Student Studio Hours – 0.0 = 2.0 Total Studio Hours)

Recommended Preparation: Art 138 or equivalent, Art 180 or equivalent and eligibility for English 191 or ESL 141.

Note: This course may be taken 4 times; a maximum of 12 units may be earned.

II. Course Entry Expectations

Skills Level Range: Reading 4; Writing 4; Listening/Speaking 4; Math 2.

III. Course Exit Standards

Upon successful completion of the required course work the student will be able to:
1. model the human figure, skeleton, musculature, fatty tissue, and skin;
2. choose appropriate tools for the medium;
3. evaluate the aesthetic and anatomical merits of projects.

IV. Course Content

A. Introduction to the Course
1. Course overview and grading
2. Safety and studio procedures
3. Tools, supplies and equipment
4. Armature Building
1. Principles and styles
2. Media: wood and aluminum wire

B. Methods of Presentation

The following instructional methodologies may be used in the course:
1. demonstrations/lectures;
2. slides, videos;
3. peer and instructor critique;
4. live model.

V. Assignments and Methods of Evaluation

1. Instructor critiques.
2. Sketchbook of anatomy studies.
3. In progress evaluations.
4. Final project.

VI. Textbook

Malstrom, M. Modeling the Figure in Clay
11th Grade Textbook Reading Level. ISBN 0-8230-5097-0
**COURSE FACT SHEET**

<table>
<thead>
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<th>Art 287</th>
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<tr>
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<td></td>
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**Instructor Proposing:** Annabelle Ayler

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<th>Spring</th>
<th>Summer</th>
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<td>Evening</td>
<td>Both Day &amp; Evening</td>
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<td>Optional X</td>
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<td>Open Entry/Open Exit:</td>
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<tr>
<td>Credit by Examination:</td>
<td>Yes _</td>
<td>No X</td>
<td>N/A _</td>
</tr>
</tbody>
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**May this course be used to satisfy a specific GCC graduation requirement?**

| Yes _ | No X |

**If yes, which requirement?**

|          | Yes _ | No X |

**Does this course meet an occupational need?**

| Yes _ | No X |

**Will this course be required for a Certificate of Completion?**

| Yes _ | No X |

**If yes, which certificate(s)?**

|          |         |

**Has this course been reviewed by the appropriate Advisory Committee?**

| Yes _ | No _ | N/A X |

**Will this course be designated as transferable to the California State University (CSU)?**

| Yes _ | No X |

**If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?**

| Yes _ | No _ |

| A. Communication in the English Language and Critical Thinking |
| B. Physical Universe and its Forms |
| C. Arts, Literature, Philosophy, and Foreign Language |
| D. Social, Political, and Economic Institutions |
| E. Lifelong Understanding and Self-Development |

**Will this course be proposed for transfer credit to the University of California (UC)?**

| Yes _ | No X |

**If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?**

| Yes _ | No _ |

| Area 1. | English Communication: |
| English Composition |
| Critical Thinking/English Composition |
| Oral Communication |
| Area 2. | Mathematical Concepts & Quantitative Reasoning |
| Area 3. | Arts/Humanities |
| Area 4. | Social/Behavioral Sciences |
| Area 5. | Physical/Biological Sciences |
| Area 6. | Language Other Than English |

**What is the anticipated enrollment?** 25 STUDENTS PER SECTION

**How often will this course be offered?** AS NEEDED

**Coordination required for instructional resources**

| Library, Learning Center, Instructional Computer Center |
| Other: |

- 1 -
COURSE OUTLINE

Art 288
Three Dimensional Design Lab

I. Course Statement
Art 288 enables 3-D design students to have additional supervised studio time, and to increase their laboratory skills relative to concurrent enrollment in 3-D Design classes.

Units: 1.0
Lecture Hours: 0.0
Total Studio Hours: 4.0
(Faculty Studio Hours: 4.0 + Student Studio Hours: 0.0 = 4.0 Total Studio Hours)

Corequisite: Art 138.

Note: This course may be taken 4 times; a maximum of 4 units may be earned.

II. Course Entry Expectations
Skills Level Ranges: Reading 4; Writing 4; Listening/Speaking 4; Math 2.

While enrolled in this course, the student should be able to:
1. Demonstrate the technical skills essential to the understanding and manufacturing of basic three-dimensional design projects;
2. Use the basic elements of three-dimensional design such as line, plane, volume, texture, etc.;
3. Synthesize the basic concepts of three-dimensional design such as balance, solid form in space, positive to negative, planes to edge;
4. Apply the basic elements of design to commercial design, architecture, interior design, environmental design, and sculpture;
5. Evaluate the aesthetic merits of his or her work and the work of classmates through class discussions and critiques of finished projects and works in progress.

III. Course Exit Standards
Upon successful completion of the required coursework, the students will be able to:
1. Complete a project related to an assignment in the co-requisite class;
2. Use shop equipment.

IV. Course Content
A. Shop Procedures
B. Operation and Maintenance of Shop Equipment
C. Projects

V. Methods of Presentation
The following instructional methodologies may be used in the course:
1. Demonstrations;
2. Slides and videos.

VI. Assignments and Methods of Evaluation
1. Projects.
2. In-progress evaluations.

VII. Textbook
Corequisite course textbook.
COURSE FACT SHEET

Proposed Course: Act 288
Name Number
Instructor Proposing: Annabelle Aymer

Semester & Year course will be first offered:
Fall. Spring X Summer _

Course will be offered: Day X Evening _ Both Day & Evening _
Credit/No Credit: Only _ No _ Optional X N/A _
Open Entry/Open Exit: Yes _ No X
Credit by Examination: Yes _ No X N/A _

May this course be used to satisfy a specific GCC graduation requirement?
Yes _ No X

If yes, which requirement?

Does this course meet an occupational need? Yes _ No X

Will this course be required for a Certificate of Completion? Yes _ No X

If yes, which certificate(s)?

Has this course been reviewed by the appropriate Advisory Committee?
Yes _ No _ N/A X

Will this course be designated as transferable to the California State University (CSU)?
Yes _ No X

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes _ No _ If yes, which area?
A. Communication in the English Language and Critical Thinking
B. Physical Universe and Its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?
Yes _ No X

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?
Yes _ No _ If yes, which area?
Area 1. English Communication:
   English Composition
   Critical Thinking/English Composition
   Oral Communication
Area 2. Mathematical Concepts & Quantitative Reasoning
Area 3. Arts/Humanities
Area 4. Social/Behavioral Sciences
Area 5. Physical/Biological Sciences
Area 6. Language Other Than English

What is the anticipated enrollment? 24 STUDENTS PER SECTION

How often will this course be offered? AS NEEDED

Coordination required for instructional resources
Library, Learning Center, Instructional Computer Center, Other:
ASL-106
Page 1

COURSE OUTLINE

Course Title: American Sign Language I

Degree Applicable: No

Credit(s): 4

Semester Offered: Fall

Prerequisites: None

Corequisites: None

Total Contact Hours: 48

I. COURSE OVERVIEW

A. History of American Sign Language
   1. Deaf Culture
   2. Sign Language Development
   3. Role of Deaf Education
   4. Influence of Linguistics
   5. Evolution of Sign Language

B. American Sign Language Grammar
   1. Syntax
   2. Morphology
   3. Semantics
   4. Phonology
   5. Prosody

C. American Sign Language Culture
   1. Deaf Identity
   2. Deaf History
   3. Deaf Community
   4. Deaf Rights
   5. Deaf Culture

D. American Sign Language Vocabulary
   1. Basic Words
   2. Functional Vocabulary
   3. Abstract Vocabulary
   4. Academic Vocabulary
   5. Cultural Vocabulary

E. American Sign Language Interpretation
   1. Translation
   2. Interpretation
   3. Deaf Interpreter
   4. American Sign Language Interpretation
   5. Deaf Interpreter Training

F. American Sign Language Deaf Education
   1. Early Intervention
   2. Mainstreaming
   3. Self-Advocacy
   4. Deaf Education Programs
   5. Deaf Education Policies

G. American Sign Language Technology
   1. Assistive Technology
   2. Communication Technology
   3. Sign Language Technology
   4. Deaf Education Technology
   5. Deaf Education Technology

II. COURSE OBJECTIVES

A. To provide students with a solid foundation in American Sign Language

B. To enhance students' understanding of American Sign Language culture

C. To develop students' ability to use American Sign Language in everyday situations

D. To promote cross-cultural awareness and understanding

E. To prepare students for further studies in American Sign Language

III. COURSE OUTLINE

A. History of American Sign Language
   1. Deaf Culture
   2. Sign Language Development
   3. Role of Deaf Education
   4. Influence of Linguistics
   5. Evolution of Sign Language

B. American Sign Language Grammar
   1. Syntax
   2. Morphology
   3. Semantics
   4. Phonology
   5. Prosody

C. American Sign Language Culture
   1. Deaf Identity
   2. Deaf History
   3. Deaf Community
   4. Deaf Rights
   5. Deaf Culture

D. American Sign Language Vocabulary
   1. Basic Words
   2. Functional Vocabulary
   3. Abstract Vocabulary
   4. Academic Vocabulary
   5. Cultural Vocabulary

E. American Sign Language Interpretation
   1. Translation
   2. Interpretation
   3. Deaf Interpreter
   4. American Sign Language Interpretation
   5. Deaf Interpreter Training

F. American Sign Language Deaf Education
   1. Early Intervention
   2. Mainstreaming
   3. Self-Advocacy
   4. Deaf Education Programs
   5. Deaf Education Policies

G. American Sign Language Technology
   1. Assistive Technology
   2. Communication Technology
   3. Sign Language Technology
   4. Deaf Education Technology
   5. Deaf Education Technology

IV. COURSE CONTENT

A. History of American Sign Language
   1. Deaf Culture
   2. Sign Language Development
   3. Role of Deaf Education
   4. Influence of Linguistics
   5. Evolution of Sign Language

B. American Sign Language Grammar
   1. Syntax
   2. Morphology
   3. Semantics
   4. Phonology
   5. Prosody

C. American Sign Language Culture
   1. Deaf Identity
   2. Deaf History
   3. Deaf Community
   4. Deaf Rights
   5. Deaf Culture

D. American Sign Language Vocabulary
   1. Basic Words
   2. Functional Vocabulary
   3. Abstract Vocabulary
   4. Academic Vocabulary
   5. Cultural Vocabulary

E. American Sign Language Interpretation
   1. Translation
   2. Interpretation
   3. Deaf Interpreter
   4. American Sign Language Interpretation
   5. Deaf Interpreter Training

F. American Sign Language Deaf Education
   1. Early Intervention
   2. Mainstreaming
   3. Self-Advocacy
   4. Deaf Education Programs
   5. Deaf Education Policies

G. American Sign Language Technology
   1. Assistive Technology
   2. Communication Technology
   3. Sign Language Technology
   4. Deaf Education Technology
   5. Deaf Education Technology

V. METHODS OF PRESENTATION

A. Lecture
   1. Introduction to American Sign Language
   2. Basic Sign Language Vocabulary
   3. American Sign Language Grammar
   4. American Sign Language Culture
   5. American Sign Language Technology

B. Discussion
   1. Deaf History
   2. Deaf Community
   3. Deaf Rights
   4. Deaf Education Programs
   5. Deaf Education Policies

C. Demonstration
   1. American Sign Language Interpretation
   2. American Sign Language Deaf Education
   3. American Sign Language Technology
   4. American Sign Language Technology
   5. American Sign Language Technology

D. Video
   1. Introduction to American Sign Language
   2. Basic Sign Language Vocabulary
   3. American Sign Language Grammar
   4. American Sign Language Culture
   5. American Sign Language Technology

E. Group Activity
   1. Deaf History
   2. Deaf Community
   3. Deaf Rights
   4. Deaf Education Programs
   5. Deaf Education Policies

VI. ASSESSMENT AND EVALUATION

A. Participation
   1. Active Listening
   2. Active Participation
   3. Active Engagement
   4. Active Collaboration
   5. Active Research

B. Written Assignments
   1. Deaf History Paper
   2. Deaf Community Essay
   3. Deaf Rights Report
   4. Deaf Education Programs Presentation
   5. Deaf Education Policies Proposal

C. Oral Presentations
   1. American Sign Language Interpretation
   2. American Sign Language Deaf Education
   3. American Sign Language Technology
   4. American Sign Language Technology
   5. American Sign Language Technology

D. Quizzes
   1. Deaf History
   2. Deaf Community
   3. Deaf Rights
   4. Deaf Education Programs
   5. Deaf Education Policies

E. Exams
   1. American Sign Language Interpretation
   2. American Sign Language Deaf Education
   3. American Sign Language Technology
   4. American Sign Language Technology
   5. American Sign Language Technology

F. Final Exam
   1. American Sign Language Interpretation
   2. American Sign Language Deaf Education
   3. American Sign Language Technology
   4. American Sign Language Technology
   5. American Sign Language Technology

VII. TEXTBOOKS

A. American Sign Language
   1. Introduction to American Sign Language
   2. Basic Sign Language Vocabulary
   3. American Sign Language Grammar
   4. American Sign Language Culture
   5. American Sign Language Technology

B. Deaf History
   1. Deaf Community
   2. Deaf Rights
   3. Deaf Education Programs
   4. Deaf Education Policies
   5. Deaf Education Policies

C. Deaf Education
   1. American Sign Language Interpretation
   2. American Sign Language Deaf Education
   3. American Sign Language Technology
   4. American Sign Language Technology
   5. American Sign Language Technology

D. Deaf Technology
   1. American Sign Language Interpretation
   2. American Sign Language Deaf Education
   3. American Sign Language Technology
   4. American Sign Language Technology
   5. American Sign Language Technology

E. Deaf Community
   1. Deaf History
   2. Deaf Community
   3. Deaf Rights
   4. Deaf Education Programs
   5. Deaf Education Policies

F. Deaf Rights
   1. Deaf History
   2. Deaf Community
   3. Deaf Rights
   4. Deaf Education Programs
   5. Deaf Education Policies

G. Deaf Education Policies
   1. American Sign Language Interpretation
   2. American Sign Language Deaf Education
   3. American Sign Language Technology
   4. American Sign Language Technology
   5. American Sign Language Technology
COURSE FACT SHEET

Proposed Course: American Sign Language 105

Instructor Proposing: Celina DeMiranda

Semester & Year course will be first offered:
Fall ___ Spring ___ Summer ___ Winter ___

Course will be offered: Day ___ Evening X Both Day & Evening ___

Credit/No Credit: Only ___ No ___ Optional X N/A ___

Open Entry/Open Exit: Yes ___ No X

Credit by Examination: Yes ___ No X N/A ___

May this course be used to satisfy a specific GCC graduation requirement?
Yes ___ No X

If yes, which requirement?

Does this course meet an occupational need? Yes X No ___

Will this course be required for a Certificate of Completion? Yes ___ No ___

If yes, which certificate(s)?

Has this course been reviewed by the appropriate Advisory Committee?
Yes ___ No ___ N/A X

Will this course be designated as transferable to the California State University (CSU)?
Yes X No ___

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes ___ No X If yes, which area?
A. Communication in the English Language and Critical Thinking
B. Physical Universe and Its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?
Yes X No ___

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?
Yes ___ No X If yes, which area?
Area 1. English Communication:
   English Composition
   Critical Thinking/English Composition
   Oral Communication
Area 2. Mathematical Concepts & Quantitative Reasoning
Area 3. Arts/Humanities
Area 4. Social/Behavioral Sciences
Area 5. Physical/Biological Sciences
Area 6. Language Other Than English

What is the anticipated enrollment? 35 Students per Section

How often will this course be offered? ____________________________

Coordination required for instructional resources
Library, Learning Center, Instructional Computer Center
Other: ____________________________

- 1 -
Degree Applicable
Glendale Community College
May, 2007

COURSE OUTLINE
Biology 098
Biology Fundamentals

I. Catalog Statement
Biology 098 is the first half of a lab-based course on fundamental biological processes for students preparing to enter the health major's biology course series.

Units: 0.25
Laboratory hours: 0.75
(Faculty Laboratory Hours 0.75 + Student Laboratory Hours 0 = 0.75 Total Laboratory Hours)
Recommended Preparation: Eligibility for English 120 or ESL 151.

II. Course Entry Expectations
Skills expectations: Reading 5; Writing 5; Listening/Speaking 5; Math 4.

III. Course Exit Standards
Upon successful completion of the required course work, the student will be able to:
1. explain basic biological processes;
2. use simple biological laboratory techniques;
3. create a standard student laboratory report.

IV. Course Content
A. Enzyme Catalytics
B. Diffusion and Osmosis
C. Mitosis and Meiosis
D. Plant Pigments and Photosynthesis

V. Methods of Presentation
The following instructional methodologies may be used in the course:
1. short lectures;
2. class discussions;
3. small group lab exercises.

VI. Assignments and Methods of Evaluation
1. Laboratory exercises.
2. Laboratory reports.

VIII. Textbooks
Instructor Handouts.
COURSE FACT SHEET

Proposed Course: Biology 098
Name

Instructor Proposing: Joes Lewett

Semester & Year course will be first offered:
Fall 02 Spring _ Summer _

Course will be offered: Day X Evening _ Both Day & Evening _

Credits/No Credit: Only X No _ Optional _ N/A _

Open Entry/Open Exit: Yes _ No X

Credit by Examination: Yes _ No X N/A _

May this course be used to satisfy a specific GCC graduation requirement?
Yes _ No X

If yes, which requirement?

Does this course meet an occupational need? Yes _ No X

Will this course be required for a Certificate of Completion? Yes _ No X

If yes, which certificate(s)?

Has this course been reviewed by the appropriate Advisory Committee?
Yes _ No _ N/A X

Will this course be designated as transferable to the California State University (CSU)?
Yes _ No X

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes _ No _ If yes, which area?

A. Communication in the English Language and Critical Thinking
B. Physical Universe and its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?
Yes _ No X

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?
Yes _ No _ If yes, which area?

Area 1: English Communication:
English Composition
Critical Thinking
English Composition
Oral Communication

Area 2: Mathematical Concepts & Quantitative Reasoning
Area 3: Arts/Humanities
Area 4: Social/Behavioral Sciences
Area 5: Physical/Biological Sciences
Area 6: Language Other Than English

What is the anticipated enrollment? _ STUDENTS PER SECTION

How often will this course be offered? FALL SEMESTER

Coordination required for instructional resources
Library, Learning Center, Instructional Computer Center _

Other: - 2 -
Degree Applicable
Glendale Community College
May, 2007

COURSE OUTLINE
Biology 099
Biology Fundamentals

I. Catalog Statement
Biology 099 is the second half of a lab-based course on fundamental biological processes for students preparing to enter the standard major's biology course series.

Units: 0.25
Laboratory hours: 0.75
(Peaceful Laboratorial Hours 0.75 + Student Laboratory Hours 0.25 = Total Laboratory Hours)

Recommended Preparation: Eligibility for English 120 or ESL 151.

II. Course Entry Expectations
Skills expectations: Reading 5; Writing 5; Listening/Speaking 5; Math 4.

III. Course Exit Standards
Upon successful completion of the required course work, the student will be able to:
1. explain basic biological processes;
2. use simple biological laboratory techniques;
3. create a standard student laboratory report.

IV. Course Content
A. Molecular Biology 3 hours
B. Statistical Analysis and Genetics of Organisms 3 hours
C. Population Genetics and Evolution 3 hours
D. Physiology of the Circulatory System 3 hours

V. Methods of Presentation
The following instructional methodologies may be used in the course:
1. short lectures;
2. class discussions;
3. small group lab exercises.

VI. Assignments and Methods of Evaluation
1. Laboratory exercises.
2. Laboratory reports.

VIII. Textbook
Instructor handouts.
COURSE FACT SHEET

Proposed Course: Biology 099

Name Number

Instructor Proposing: Jean Leavary

Semester & Year course will be first offered:
Fall, Spring 09 Summer _

Course will be offered: Day X Evening _ Both Day & Evening _

Credit/No Credit: Only X No _ Optional _ N/A _

Open Entry/Open Exit: Yes _ No X

Credit by Examination: Yes _ No X N/A _

May this course be used to satisfy a specific GCC graduation requirement?
Yes _ No X

If yes, which requirement?

Does this course meet an occupational need? Yes _ No X

Will this course be required for a Certificate of Completion? Yes _ No X

If yes, which certificate(s)?

Has this course been reviewed by the appropriate Advisory Committee?
Yes _ No _ N/A X

Will this course be designated as transferable to the California State University (CSU)?
Yes _ No X

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes _ No _ If yes, which area?
A. Communication in the English Language and Critical Thinking
B. Physical Universe and Its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?
Yes _ No X

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?
Yes _ No _ If yes, which area?

Area 1. English Communication:
   A. English Composition
   B. Critical Thinking/English Composition
   C. Oral Communication
Area 2. Mathematical Concepts & Quantitative Reasoning
Area 3. Arts/Humanities
Area 4. Social/Behavioral Sciences
Area 5. Physical/Biological Sciences
Area 6. Language Other Than English

What is the anticipated enrollment? 32 STUDENTS PER SECTION

How often will this course be offered? SPRING SEMESTER

Coordination required for instructional resources
Library Learning Center Instructional Computer Center _

Other: -2-
Degree Applicable

Glendale Community College
May, 2007

COURSE OUTLINE

Computer Applications and Business Office Technologies 156
Voice Recognition

I. Catalog Statement

CABOT 156 teaches students to use voice-recognition software to input information into the computer. Voice commands for formatting and editing documents are included.

Units—1.0
Lecture/Demonstration Hours—1.0
Recommended Preparation: Eligibility for ESL 153 or ESL 120, and CABOT 208 or equivalent.

II. Course Entry Expectations

Skills Level Ranges: Reading 5, Writing 5, Listening Speaking 5, Math 1.

III. Course Exit Standards

Upon successful completion of the required coursework, the students will be able to:
1. use voice-recognition software to input information into the computer;
2. use voice-recognition software to issue formatting and editing commands.

IV. Course Content

A. Training for Voice Recognition
B. Email Messages, Memoranda, and Letters
C. Voice Commands for Continuous Voice Dictation
D. Voice Commands for Medical, Legal, and Insurance Documents
E. Macros

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. lecture;
2. demonstration;
3. computer-related assignments;
4. hands-on activities and assignments.

VI. Assignments and Method of Evaluation

1. Exams in voice input and editing
2. Final examination.

VII. Textbook

The Shyff 59 for Dragon Naturally Speaking 9 Training Book
10th Grade Textbook Reading Level.
 COURSE FACT SHEET

Proposed Course: CABOT 156
Name Number
Instructor Proposing: Diane Young

Semester & Year course will be first offered:
Fall. Spring X Summer _
Course will be offered: Day _ Evening X Both Day & Evening _
Credits/No Credit: Only X No _ Optional _ N/A _
Open Entry/Open Exit: Yes _ No X
Credit by Examination: Yes _ No X N/A _

May this course be used to satisfy a specific GCC graduation requirement?
Yes _ No X
If yes, which requirement? ___________

Does this course meet an occupational need? Yes X
No _

Will this course be required for a Certificate of Completion? Yes _
No X
If yes, which certificate(s)? ___________

Has this course been reviewed by the appropriate Advisory Committee?
Yes X No _ N/A _

Will this course be designated as transferable to the California State University (CSU)?
Yes _ No X

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes _ No _
If yes, which area?
A. Communication in the English Language and Critical Thinking
B. Physical Universe and its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?
Yes _ No X

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?
Yes _ No _
If yes, which area?
Area 1. English Communication:
   English Composition
   Critical Thinking/English Composition
   Oral Communication
Area 2. Mathematical Concepts & Quantitative Reasoning
Area 3. Arts/Humanities
Area 4. Social/Behavioral Sciences
Area 5. Physical/Biological Sciences
Area 6. Language Other Than English

What is the anticipated enrollment? 32 STUDENTS PER SECTION

How often will this course be offered? AS NEEDED

Coordination required for instructional resources
Library, Learning Center, Instructional Computer Center
Other:

- 1 -
Degree Applicable  Glendale Community College  
May, 2007

COURSE OUTLINE

Chemistry 098  
Chemistry Fundamentals

I. Catalog Statement
Chemistry 098 is the first half of a lab-based course emphasizing fundamental procedures of inorganic chemistry for students preparing to enter the standard major’s chemistry course series.

Units: 0.23
Laboratory hours: 0.75
(Faculty Laboratory Hours 0.75 + Student Laboratory Hours 0 = 0.75 Total Laboratory Hours)

Recommended Preparation: Eligibility for English 120 or ESL 151.

II. Course Entry Expectations
Skills expectations: Reading 5; Writing 5; Listening/Spoken 5; Math 4.

III. Course Exit Standards
Upon successful completion of the required course work, the student will be able to:
1. explain basic chemical reactions;
2. use simple laboratory techniques to make chemical measurements;
3. create a standard student laboratory report.

IV. Course Content
A. Determination of a Chemical Formula 3 hours
B. Paper Chromatography 3 hours
C. Redox Titration 3 hours
D. Qualitative Analysis 3 hours

V. Methods of Presentation
The following instructional methodologies may be used in the course:
1. short lectures;
2. class discussions;
3. small group lab exercises.

VI. Assignments and Methods of Evaluation
1. Laboratory exercises
2. Laboratory reports.

VIII. Textbook
Ponsa, Roberts, and Hollenber. *Chemistry in the Laboratory*, Sixth ed.
New York: W.H. Freeman, 2005
11th Grade Textbook Reading Level ISBN: 0-7167-9606-6
COURSE FACT SHEET

Proposed Course: Chemistry 098
Name Number
Instructor Proposing: Jean Leveqer
Semester & Year course will be first offered: Fall 97 Spring Summer
Course will be offered: Day Evening Both Day & Evening
Credit/No Credit: Only No Option N/A
Open Entry/Open Exit: Yes No
Credit by Examination: Yes No N/A
May this course be used to satisfy a specific GCC graduation requirement?
Yes No
If yes, which requirement?
Does this course meet an occupational need? Yes No
Will this course be required for a Certificate of Completion? Yes No
If yes, which certificate(s)?
Has this course been reviewed by the appropriate Advisory Committee?
Yes No N/A

Will this course be designated as transferable to the California State University (CSU)?
Yes No

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes No
If yes, which area?

A. Communication in the English Language and Critical Thinking
B. Physical Universe and its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?
Yes No

If UC transfer credit is granted will this course be submitted for inclusion on the Intergeneral Education Curriculum (IGETC)?
Yes No
If yes, which area?

Area 1. English Communication:
   English Composition
   Critical Thinking/English Composition
   Oral Communication
Area 2. Mathematical Concepts & Quantitative Reasoning
Area 3. Arts/Humanities
Area 4. Social/Behavioral Sciences
Area 5. Physical/Biological Sciences
Area 6. Language Other Than English

What is the anticipated enrollment? 33 students per section

How often will this course be offered? FALL SEMESTER

Coordination required for instructional resources
Library Learning Center Instructional Computer Center

Other:
Degree Applicable

Glendale Community College
May, 2009

COURSE OUTLINE

Chemistry 099
Chemistry Fundamentals

I. Catalog Statement

Chemistry 099 is the second half of a lab-based course emphasizing fundamental procedures of inorganic chemistry for students preparing to enter the standard major's chemistry course series.

Units: 0.25
Laboratory hours: 0.75
(Faculty Laboratory Hours 0.75 + Student Laboratory Hours 0 = 0.75 Total Laboratory Hours)

Recommended Preparation: Eligibility for English 120 or ESL 151.

II. Course Entry Expectations

Skills expectations: Reading 5; Writing 5; Listening/Speaking 5; Math 4.

III. Course Exit Standards

Upon successful completion of the required course work, the student will be able to:
1. explain basic chemical reactions;
2. use simple laboratory techniques to make chemical measurements;
3. write a standard student laboratory report.

IV. Course Content

A. The Rate of a Chemical Reaction, Chemical Kinetics
B. Determination of an Equilibrium Constant by Spectrophotometry
C. Solubility Product Constant of Calcium Iodate
D. Electrochemical Cells

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. short lectures;
2. class discussions;
3. small group lab exercises.

VI. Assignments and Methods of Evaluation

1. Laboratory exercises.
2. Laboratory reports.

VIII. Textbook

Ponnam, Robert, and Hollenbeck. Chemistry in the Laboratory. Sixth ed.
11th Grade Textbook Reading Level ISBN: 0-7167-9606-6
COURSE FACT SHEET

Proposed Course: Chemistry 099
Name

Instructor Proposing: Jean LeCuyer

Semester & Year course will be first offered:
Fall _ Spring _ Summer

Course will be offered: Day X Evening _ Both Day & Evening _
Credit/No Credit: Only X No _ Optional _ N/A _
Open Entry/Open Exit: Yes _ No X
Credit by Examination: Yes _ No X N/A _

May this course be used to satisfy a specific GCC graduation requirement?
Yes _ No X

If yes, which requirement?

Does this course meet an occupational need? Yes _ No X

Will this course be required for a Certificate of Completion? Yes _ No X

If yes, which certificate(s)?

Has this course been reviewed by the appropriate Advisory Committee?
Yes _ No _ N/A _

Will this course be designated as transferable to the California State University (CSU)?
Yes _ No X

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes _ No _

If yes, which area?
A. Communication in the English Language and Critical Thinking
B. Physical Universe and its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?
Yes _ No X

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?
Yes _ No _

If yes, which area?
Area 1. English Communication:
English Composition
Critical Thinking/English Composition

Area 2. Mathematical Concepts & Quantitative Reasoning

Area 3. Arts/Humanities

Area 4. Social/Behavioral Sciences

Area 5. Physical/Biological Sciences

Area 6. Language Other Than English

What is the anticipated enrollment? _32 STUDENTS PER SECTION_

How often will this course be offered? SPRING SEMESTER

Coordination required for instructional resources
Library, Learning Center, Instructional Computer Center

Other:
Degree Applicable
Glendale Community College
May 2007

COURSE OUTLINE
Child Development 180
Student Teaching Field Practice – Infant/Toddler Focus

I. Catalog Description
Child Development 180 provides a one-semester teaching experience in an infant/toddler setting. The teacher candidate, under the supervision of a cooperating teacher and a college supervisor, will assume complete responsibility for the instruction of children. The course is designed to provide opportunities for practical application of skills and knowledge previously gained in the classes specified in the infant/toddler and child development curriculum. Field experience provides the teacher candidate the opportunity to participate in classroom activities, design and teach a developmentally appropriate focus under the guidance of the supervising/mentor teacher, assess themselves as a prospective teacher, and participate in seminar discussions. The environment and routines are emphasized as an integrating context for planning instruction.

Units: 1.0
Total Laboratory Hours: 3.0
(Faculty Laboratory Hours 3.0 + Student Laboratory Hours 0.0 = Total Laboratory Hours 3.0)

Corequisite: Child Development 141.

II. Course Entry Expectations
Skills Level Ranges: Reading 6 Writing 6 Listening/Speaking 6; Math 1.

While enrolled in this course, the student should be able to:
1. implement research-based practices in the learning setting;
2. create an equitable learning environment that is conducive to the education of all children;
3. develop and analyze reflective practice in the student teaching setting;
4. identify employment search processes and resources;
5. use successful interview techniques;
6. explain special education processes and procedures;
7. identify teaching and learning standards adopted by the National Association for the Education of Young Children, the California Desired Results Framework, Kindergarten Foundations, and other child development reform measures;
8. identify application processes for college certificates and state permits;
9. develop a professional growth plan in accordance with the Child Development Permit Matrix and the attending set of competencies for each of the six Matrix levels;
10. create professional portfolio that demonstrates mastery of the early childhood education program objectives and student learning outcomes.

III. Course Exit Standards
Upon successful completion of the required coursework, the student will be able to:
1. employ lecture content of the co-requisite course in classroom applications.

IV. Course Content
A. Laboratory Orientation
B. Student Teaching

V. Methods of Presentation
The following instructional methodologies may be used in the course:
1. modeling teaching methodologies;
2. one-on-one discussion;
3. oral presentations.

VI. Assignments and Methods of Evaluation
1. Oral presentations.
2. Journaling of student teaching experience.
3. Midterm evaluation.
5. Final evaluation.
6. Professional portfolio.

VII. Textbooks
Textbook required by corequisite course.

Child Development 180
Page 2.
COURSE FACT SHEET

Proposed Course: Child Development 180
Name: Number:

Instructor Proposing: Linda Mungo-Lames

Semester & Year course will be first offered:
Fall 07 Spring _ Summer _

Course will be offered: Day X Evening _ Both Day & Evening _

Credit/No Credit: Only _ No _ Optional X N/A _

Open Entry/Open Exit: Yes _ No X

Credit by Examination: Yes _ No X N/A _

May this course be used to satisfy a specific GCC graduation requirement?
Yes _ No X

If yes, which requirement?

Does this course meet an occupational need? Yes X No _

Will this course be required for a Certificate of Completion? Yes X No _

If yes, which certificate(s)? Child Development - Infant/Toddler

Has this course been reviewed by the appropriate Advisory Committee?
Yes X No _ N/A _

Will this course be designated as transferable to the California State University (CSU)?
Yes X No _

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes _ No _

If yes, which area?
A. Communication in the English Language and Critical Thinking
B. Physical Universe and its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?
Yes _ No X

If UC transfer credit is granted will this course be submitted for inclusion on the Interssegmental General Education Curriculum (IGETC)?
Yes _ No _

If yes, which area?
Area 1. English Communication: English Composition
Critical Thinking/English Composition
Oral Communication
Area 2. Mathematical Concepts & Quantitative Reasoning
Area 3. Arts/Humanities
Area 4. Social/Behavioral Sciences
Area 5. Physical/Biological Sciences
Area 6. Language Other Than English

What is the anticipated enrollment? 40 STUDENTS PER SECTION

How often will this course be offered? FALL & SPRING

Coordination required for instructional resources
Library _ Learning Center _ Instructional Computer Center _

Other: _

Course CHILDV 180
Degree Applicable

Glendale Community College
May 2007

COURSE OUTLINE
Child Development 181
Student Teaching Field Practice - Preschool Focus

I. Catalog Description
Child Development 181 provides a one semester teaching experience in a preschool setting. The teacher candidate, under the supervision of a cooperating teacher and a college supervisor, will assume complete responsibility for the instruction of children. The course is designed to provide opportunities for practical application of skills and knowledge previously gained in the classes specified as the preschool and child development curriculum. Field experiences provide the teacher candidate the opportunity to participate in classroom activities, design and teach a developmentally appropriate focus under the guidance of the supervising/mentor teacher, assess themselves as a prospective teacher, and participate in seminar discussions.

Units - 1.0
Total Laboratory Hours - 3.0
Faculty Laboratory Hours 3.0 + Student Laboratory Hours 0.0 = Total Laboratory Hours 3.0)

Corequisite: Child Development 141;

II. Course Entry Expectations
Skills Level Ranges: Reading 6 Writing 6 Listening/Speaking 6; Math 1.

While enrolled in this course, the student should be able to:
1. Implement research-based practices in the learning setting;
2. Create an equitable learning environment that is conducive to the education of all children;
3. Develop and analyze reflective practice in the student teaching setting;
4. Identify employment search processes and resources;
5. Use successful interview techniques;
6. Explain special education processes and procedures;
7. Identify teaching and learning standards adopted by the National Association for the Education of Young Children, the California Desired Results Framework, Kindergarten Foundations, and other child development reform measures;
8. Identify application processes for college certificates and state permits;
9. Develop a professional growth plan in accordance with the Child Development Permit Matrix and the attending set of competencies for each of the six Matrix levels;

10. Create professional portfolio that demonstrates mastery of the early childhood education program objectives and student learning outcomes.

III. Course Exit Standards
Upon successful completion of the course the student will be able to:
1. Employ lecture content of the co-requisite course in classroom applications.

IV. Course Content
A. Laboratory Orientation
B. Student Teaching

1 hour
47 hours

V. Methods of Presentation
The following instructional methodologies may be used in the course:
1. Modelling teaching methodologies;
2. On-the-spot discussions;
3. Oral presentations.

VI. Assignments and Methods of Evaluation
1. Oral presentations.
2. Journaling of student teaching experience.
3. Midterm evaluation.
5. Final evaluation.
6. Professional portfolio.

VII. Textbooks
Textbook required by corequisite course.
COURSE FACT SHEET

Proposed Course:  Child Development  181

Instructor Proposing:  Linda Manzano-Larsen

Semester & Year course will be first offered:
Fall 01  Spring    Summer

Course will be offered:  Day  X  Evening  X  Both Day & Evening  X

Credit/No Credit:  Only  X  No  X  Optional  X  N/A  X

Open Entry/Open Exit:  Yes  X  No  X

Credit by Examination:  Yes  X  No  X  N/A  X

May this course be used to satisfy a specific GCC graduation requirement?
Yes  X  No  X

If yes, which requirement?

Does this course meet an occupational need?
Yes  X  No  X

Will this course be required for a Certificate of Completion?
Yes  X  No  X

If yes, which certificate(s)?  Child Development - Preschool

Has this course been reviewed by the appropriate Advisory Committee?
Yes  X  No  X  N/A  X

---

Will this course be designated as transferable to the California State University (CSU)?
Yes  X  No  X

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes  X  No  X  If yes, which area?

A. Communication in the English Language and Critical Thinking
B. Physical Universe and its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?
Yes  X  No  X

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?
Yes  X  No  X  If yes, which area?

Area 1.  English Communication
Area 1.  English Composition
Area 1.  Critical Thinking/English Composition
Area 2.  Oral Communication
Area 2.  Mathematical Concepts & Quantitative Reasoning
Area 3.  Arts/Humanities
Area 4.  Social/Behavioral Sciences
Area 5.  Physical/Scientific Sciences
Area 6.  Language Other Than English

What is the anticipated enrollment?  40 STUDENTS PER SECTION

How often will this course be offered?  FALL & SPRING

Coordination required for instructional resources
Library, Learning Center, Instructional Computer Center

Other:
Degree Applicable

Glendale Community College
May 2007

COURSE OUTLINE

Child Development 182
Student Teaching Field Practice – School Age Focus

I. Catalog Description

Child Development 182 provides a one semester teaching experience in a school age setting. The teacher candidate, under the supervision of a cooperating teacher and a college supervisor, will assume complete responsibility for the instruction of children. The course is designed to provide opportunities for practical application of skills and knowledge previously gained in the classes specified in the school age and child development curriculum. Field experience provides the teacher candidate the opportunity to participate in before and after-school activities, design and provide developmentally appropriate activities and tutoring under the guidance of the supervising/mentor teacher, assess themselves as a prospective teacher, and participate in seminar discussions.

Units – 1.0
Total Laboratory Hours – 3.0
Faculty Laboratory Hours 3.0 + Student Laboratory Hours 0.0 = Total Laboratory Hours 3.0

Corequisite: Child Development 141.

II. Course Entry Expectations

Skills Level Ranges: Reading 6 Writing 6 Listening/Speaking 6; Math 1.

While enrolled in this course, the student should be able to:
1. implement research-based practices in the learning setting;
2. create an equitable learning environment that is conducive to the education of all children;
3. develop and analyze reflective practice in the student teaching setting;
4. identify employment search processes and resources;
5. use successful interview techniques;
6. explain special education processes and procedures;
7. identify teaching and learning standards adopted by the National Association for the Education of Young Children, the California Desired Results Framework, Kindergarten Foundations, and other child development reform measures;
8. identify application processes for college certificates and state permits;
9. develop a professional growth plan in accordance with the Child Development Permit Matrix and the attending set of competencies for each of the six Matrix levels;
10. create professional portfolio that demonstrates mastery of the early childhood education program objectives and student learning outcomes.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. employ lecture content of the co-requisite course in classroom applications.

IV. Course Content

A. Laboratory Orientation
B. Student Teaching

1 hour
47 hours

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. modeling teaching methodologies;
2. one-on-one discussions;
3. oral presentations.

VI. Assignments and Methods of Evaluation

1. Oral presentations.
2. Journaling of student teaching experience.
3. Mid-term evaluation.
5. Final evaluation.
6. Professional portfolio.

VII. Textbooks

Textbook required by corequisite course.
| Course Outline | Department: Chinese
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Chinese 103</td>
<td>Intermediate Chinese I</td>
</tr>
<tr>
<td>Level: 1.0</td>
<td>Chinese 103 includes further study of Chinese grammar and idioms, intensive discussion of everyday situations, and preparation for a more varied and original reading experience in Chinese.</td>
</tr>
<tr>
<td>Credits: 4.0</td>
<td>Course materials include: The Chinese Reader, the Chinese Reader, a new reader for the Chinese language, and a cultural and historical perspective.</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Chinese 102 or equivalent.</td>
</tr>
<tr>
<td>Course Description:</td>
<td>The course focuses on the following aspects:</td>
</tr>
<tr>
<td>- Reading and Writing:</td>
<td>Reading and Writing skills are developed through daily practice.</td>
</tr>
<tr>
<td>- Communication:</td>
<td>Communication skills are developed through daily practice.</td>
</tr>
<tr>
<td>- Culture and Society:</td>
<td>Culture and Society are studied through daily practice.</td>
</tr>
<tr>
<td>- Literature:</td>
<td>Literature is studied through daily practice.</td>
</tr>
<tr>
<td>Course Objectives:</td>
<td>Upon successful completion of the course, the student should be able to:</td>
</tr>
<tr>
<td>- Communicate effectively in Chinese.</td>
<td></td>
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<tr>
<td>- Understand and respond to a variety of situations.</td>
<td></td>
</tr>
<tr>
<td>- Appreciate and enjoy Chinese literature.</td>
<td></td>
</tr>
</tbody>
</table>

**Methods of Assessment:**

1. Written examination.
2. Group projects and exercises.
3. Oral presentation.
4. Participation in classroom discussions.
5. Final project or paper.

**Grading Policy:**

Grading is based on the following criteria:

- Participation and attendance.
- Written assignments.
- Quizzes and exams.
- Final project or paper.

**Course Schedule:**

- Week 1-2: Introduction to Chinese culture.
- Week 3-4: Elements of Chinese grammar.
- Week 5-6: Reading and writing practice.
- Week 7-8: Communication skills.
- Week 9-10: Literature and society.
- Week 11-12: Final project or paper.
- Week 13: Final examination.
COURSE FACT SHEET

Proposed Course: Chinese 103
Name Number

Instructor Proposing: Hector Lung

Semester & Year course will be first offered:
Fall, Spring, Summer, As Needed X

Course will be offered: Day, Evening X, Both Day & Evening

Credit/No Credit: Only, No X, Optional, N/A

Open Entry/Open Exit: Yes, No X

Credit by Examination: Yes, No X, N/A

May this course be used to satisfy a specific GCC graduation requirement?
Yes X No

If yes, which requirement? Foreign Language A A Major and General Education for A A

Does this course meet an occupational need?
Yes, No X

Will this course be required for a Certificate of Completion?
Yes, No X

Yes, which certificate(s)?

Has this course been reviewed by the appropriate Advisory Committee?
Yes, No, N/A

Will this course be designated as transferable to the California State University (CSU)?
Yes X No

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes X No

If yes, which area?

C. Arts, literature, Philosophy, and Foreign Language

Will this course be proposed for transfer credit to the University of California (UC)?
Yes X No

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?
Yes X No

If yes, which area?

Area 3. Arts/Humanities

What is the anticipated enrollment? 32 Students per Section

How often will this course be offered?

Coordination required for instructional resources
Library, Learning Center, Instructional Computer Center
Other: - 2 -
Degree Applicable
Glendale Community College
February, 2007

COURSE OUTLINE
Chinese 104
Intermediate Chinese II

I. Catalog Statement

Chinese 104 is a continuation of Chinese 103 with reading of more difficult literary texts, and increased emphasis on composition and conversation. This class is conducted entirely in Chinese.

Units - 3.0
Lecture Hours - 5.0
Total Laboratory hours - 5
(Faculty laboratory hours 0.0 + Student laboratory hours 0.5 = Total Laboratory Hours)

Prerequisite - Chinese 103 or equivalent.

II. Course Entry Expectations

Skills Level Ranges: Reading, 5; Writing, 5; Listening/Speaking, 5; Math I.

Prior to enrolling in this course, the student should be able to:
1. demonstrate fluency in Chinese;
2. make a comparison between the Chinese culture and the student’s through the study of Chinese language and literature;
3. write essay in Chinese which evaluate cultural material;
4. apply grammatical structures and patterns both verbally and in writing;
5. discuss Chinese contemporary society and culture.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. demonstrate fluency in Chinese;
2. demonstrate critical thinking skills in Chinese;
3. describe latent aspects of Chinese culture and compare to the student’s culture.

IV. Course Content

A. Tian An Men - The Gate of Heavenly Peace
   1. Culture: the Forbidden City
   2. Culture: the Avenue of Eternal Peace, museums, and historical relics
   3. Grammar: translation from Chinese to English
   4. Grammar: the passive voice
   5. Grammar: the subjunctive mood

B. Beijing Opera
   1. Culture: the history of opera in China
   2. Culture: the explanation of opera in four words: "sing" "chant" "act" and "fight"
   3. Translation from Chinese to English
   4. Grammar: review of the conditional
   5. Grammar: review of the endings "lie," "ma," and "a"

C. Selections: Dream of the Red Chamber (1790s Qian Dynasty)
   1. Culture: introduction to the characters in the novel
   2. Culture: life in a rich family and the complex personal relationships among its members and its numerous servants
   3. Grammar: verbs of fear, anger, and happiness
   4. Grammar: genealogical vocabulary

D. Famous Stories of LuXun
   1. Culture: study of call to arms, including LuXun’s, "The True Story of Ah Q"
   2. Old tales retold by LuXun
   3. LuXun’s satire and modern vocabulary

E. Modern China: The Kingdom of Bicycles
   1. Culture: transportation and communication today
   2. Culture: transportation in old China
   3. Grammar: translation from Chinese to English
   4. Sentence structure and vocabulary of communication and travel

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. class lecture and discussion
2. group learning
COURSE FACT SHEET

Proposed Course: Chinese 104
Name Number
Instructor Proposing: Hector Lung
Semester & Year course will be first offered:
Fall _ Spring _ Summer _ As Needed X
Course will be offered: Day _ Evening X Both Day & Evening _
Credit/No Credit: Only _ No X Optional _ N/A _
Open Entry/Open Exit: Yes _ No X N/A _
Credit by Examination: Yes _ No X N/A _
May this course be used to satisfy a specific GCC graduation requirement?
Yes X No _
If yes, which requirement? Foreign Language A.A. Major and General Education for A.A./A.S.
Does this course meet an occupational need? Yes _ No X
Will this course be required for a Certificate of Completion? Yes _ No X
If yes, which certificate(s)?
Has this course been reviewed by the appropriate Advisory Committee?
Yes _ No _ N/A X

Will this course be designated as transferable to the California State University (CSU)?
Yes X No _
If transferable to CSU, may the course be used to satisfy CSU Breadth Requirement?
Yes X No _ If yes, which area?
C. Arts, Literature, Philosophy, and Foreign Language
Will this course be proposed for transfer credit to the University of California (UC)?
Yes X No _
If UC transfer credit is granted will this course be submitted for inclusion on the Interssegmental General Education Curriculum (IGETC)?
Yes X No _ If yes, which area?
Area 3. Arts/Humanities
What is the anticipated enrollment? 32 Students per Section
How often will this course be offered?
Coordination required for instructional resources
Library, Learning Center, Instructional Computer Center
Other: _ 2 _
COURSE OUTLINE

Dance 107
Survey of Dance Teaching Methodology

I. Catalog Statement

Dance 107 is a survey of dance teaching methodologies currently used in the dance industry. An introduction to dance technique methodology and age appropriate dance pedagogy is followed by lesson planning, dance program development, and student evaluation processes.

Units: 3.0
Lecture Hours: 3.0

II. Prerequisite

Dance 101 or equivalent.

III. Course Entry

A. Skills Level Ranges: Reading 5; Writing 5; Listening/Speaking 5; Math 1.

Prior to enrolling in the course, the student should be able to:
1. identify and define the basic elements of dance;
2. demonstrate and explain correct body alignment, joint and muscle action;
3. perform a basic movement pattern;
4. discuss the fundamental aspects of dance and their relationship to the body as an instrument of expression.

IV. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. identify various forms of dance teaching methodologies;
2. discuss age appropriate dance pedagogy;
3. present age appropriate lesson plans and program development plans;
4. analyze and define international dance standards;
5. evaluate student assessment projects.

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. printed handouts, videos, and multi-media presentations;
2. lectures and discussions;
3. dance class observation.

VI. Assignments and Methods of Evaluation

1. Quizzes and essay examinations.
2. Final examination.

VII. Textbooks

13° Grade Textbook Reading Level. ISBN: 073600240

3. Seniors

D. Pedagogy

1. Composition
2. Expression
E. Lesson planning
1. Warm up
2. Center work
3. Cool down
F. Dance Program Development
1. Setting student learning goals
2. Student evaluation process
3. International dance standards
4. Lesson plans

7 hours
10 hours
10 hours
COURSE FACT SHEET

Proposed Course: Dance 107

Name Number

Instructor Proposing: Dore Kranig

Semester & Year course will be first offered: Fall, Spring 06, Summer

Course will be offered: Day X Evening _, Both Day & Evening _

Credit/No Credit: Only _, No _, Optional X N/A _

Open Entry/Open Exit: Yes _, No X

Credit by Examination: Yes _, No X N/A _

May this course be used to satisfy a specific GCC graduation requirement? Yes _, No X

If yes, which requirement?

Does this course meet an occupational need? Yes X No _

Will this course be required for a Certificate of Completion? Yes X No _

If yes, which certificate(s)?

Has this course been reviewed by the appropriate Advisory Committee? Yes _, No _, N/A X

Will this course be designated as transferable to the California State University (CSU)? Yes _, No X

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements? Yes _, No _

If yes, which area?

A. Communication in the English Language and Critical Thinking
B. Physical Universe and its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?

Yes X No _

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?

Yes _, No X _

If yes, which area?

Area 1. English Communication:
   English Composition
   Critical Thinking/English Composition
   Oral Communication
Area 2. Mathematical Concepts & Quantitative Reasoning
Area 3. Arts/Humanities
Area 4. Social/Behavioral Sciences
Area 5. Physical/Biological Sciences
Area 6. Language Other Than English

What is the anticipated enrollment? _40 Students per Section

How often will this course be offered? As Needed

Coordination required for instructional resources

Library: Learning Center, Instructional Computer Center

Other:
Degree Applicable: Glendale Community College
May, 2007

COURSE OUTLINE
Dance 129
Hip-Hop II

I. Catalog Statement
Dance 129 provides further opportunities to extend the student’s knowledge of popular
dance culture and to acquire Hip-Hop techniques to meet the demands for dance in video
and dance clubs today.

Units – 1.0 - 2.5
Lecture Hours - 0.5 - 1.5
Total Studio Hours - 1.5 - 3.5
(Faculty Studio Hours - 1.5 - 3.5 + Student Studio Hrs. - 0 = 1.5 - 3.5 Total Studio
Hours)

Prerequisite: Dance 124 or equivalent.

II. Course Entry Expectations
Skills Level Required: Reading 5; Writing 5; Listening-Speaking 5; Math 1

Prior to enrolling in the course, the student should be able to:
1. Identify and define basic hip-hop dance terminology;
2. Demonstrate the coordination, strength, cardiovascular fitness, and rhythm required to
execute the technical aspects of hip-hop dance;
3. Discuss developments in popular hip hop dance cultures;

III. Course Exit Standards
Upon successful completion of the required coursework, the student will be able to:
1. Identify and define intermediate hip-hop dance terminology;
2. Execute the technical aspects of intermediate hip-hop dance;
3. Perform intermediate and advanced hip-hop combinations.

IV. Course Content
A. Introduction 2-4 hours
B. Intermediate Safety 2-6 hours
1. Body alignment

2. Breathing
C. Intermediate Warm-up and Conditioning
1. Cardiovascular strength
2. Muscle strength
3. Flexibility

D. Intermediate Technical Skills
1. Coordination (legs, arms, body)
2. Turns and spins
3. Jumps
4. Linking steps

E. Development of Intermediate Movement Vocabulary
1. Locking
2. Jerking
3. Rocking
4. Freezing
5. Popping
6. Boogaloo
7. Swag
8. Clumsy Stop
9. Wave
10. Tick
11. Tweens-flex
12. Slides

13. Robotting

F. Intermediate Performance Skills
1. Focus
2. Dynamics
3. Rhythm
4. Presentation
5. Individual interpretation
6. Personal style development

V. Methods of Presentation
The following instructional methodologies may be used in the course:
1. Classroom lecture and demonstration;
2. Body conditioning;
3. Dance step and combination practice;
4. Videos and multimedia presentations;
5. In-class critiques, done individually and in groups.

VI. Assignments and Methods of Evaluation
1. Moved exams.
2. Class participation in critiques, analysis, and evaluation of dance performance.
3. Objective exams.
4. Written essays.
5. Final Exam.

VII. Textbooks
Handouts.
COURSE FACT SHEET

Proposed Course: Dance 129
Name Number
Instructor Proposing: Dora Kramig
Semester & Year course will be first offered:
Fall _ Spring _ Fall _ Summer _
Course will be offered: Day X Evening _ Both Day & Evening _
Credit/No Credit: Only _ No _ Optional X N/A _
Open Entry/Open Exit: Yes _ No X
Credit by Examination: Yes _ No X N/A _
May this course be used to satisfy a specific GCC graduation requirement? Yes X No _
If yes, which requirements? _# Physical Education
Does this course meet an occupational need? Yes _ No X
Will this course be required for a Certificate of Completion? Yes _ No X
If yes, which certificate(s)?
Has this course been reviewed by the appropriate Advisory Committee? Yes _ No _ N/A _

Will this course be designated as transferable to the California State University (CSU)?
Yes _ No _
If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes _ No _ If yes, which area?
E. Lifelong Understanding and Self-Development X
Will this course be proposed for transfer credit to the University of California (UC)?
Yes _ No _
If UC transfer credit is granted will this course be submitted for inclusion on the Interssegmental General Education Curriculum (IGETC)?
Yes _ No X If yes, which area?
Area 1. English Communication:
   English Composition
   Critical Thinking/English Composition
   Oral Communication
Area 2. Mathematical Concepts & Qualitative Reasoning
Area 3. Arts/Humanities
Area 4. Social/Behavioral Sciences
Area 5. Physical/Biological Sciences
Area 6. Language Other Than English
What is the anticipated enrollment? 35 Students per Section
How often will this course be offered? As Needed
Coordination required for instructional resources
Library _ Learning Center _ Instructional Computer Center _
Other: _
<table>
<thead>
<tr>
<th>Course Content</th>
<th>IV. Course Content</th>
<th>purposeful reading for dual students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reading skills and strategies</td>
<td>100% Reading</td>
<td>begin reading for dual students</td>
</tr>
<tr>
<td>1. Pre-reading skills and strategies</td>
<td></td>
<td>begin reading for dual students</td>
</tr>
<tr>
<td>2. Reading comprehension</td>
<td></td>
<td>begin reading for dual students</td>
</tr>
<tr>
<td>3. Vocabulary development</td>
<td></td>
<td>begin reading for dual students</td>
</tr>
<tr>
<td>4. Main ideas and details</td>
<td></td>
<td>begin reading for dual students</td>
</tr>
<tr>
<td>5. Comprehension</td>
<td></td>
<td>begin reading for dual students</td>
</tr>
<tr>
<td>6. Conclusion</td>
<td></td>
<td>begin reading for dual students</td>
</tr>
</tbody>
</table>

**Methods of Presentation**

- Lecture - 30 minutes
- Discussion - 10 minutes
- Group Work - 10 minutes

**Textbook**

- Title: "Reading for Dual Students"
- Author: C. McTighe
- Publisher: Prentice Hall

**Assignments and Methods of Evaluation**

- Weekly vocabulary assignments
- Written compositions
- Quizzes and tests
- Comprehensive final exam
COURSE FACT SHEET

Proposed Course: English 160
Name Number
Instructor Proposing: Elizabeth Barrett
Semester & Year course will be first offered:
Fall 02 Spring _ Summer _
Course will be offered: Day X Evening _ Both Day & Evening _
Credits/Grade: Only _ No X Optional _ N/A _
Open Entry/Open Exit: Yes _ No X
Credit by Examination: Yes _ No X N/A _
May this course be used to satisfy a specific GCC graduation requirement?
Yes _ No X
If yes, which requirement?
Does this course meet an occupational need? Yes _ No X
Will this course be required for a Certificate of Completion? Yes _ No X
If yes, which certificate(s)?
Has this course been reviewed by the appropriate Advisory Committee?
Yes _ No _ N/A _

Will this course be designated as transferable to the California State University (CSU)?
Yes _ No X
If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes _ No _ If yes, which area?
A. Communication in the English Language and Critical Thinking
B. Physical Universe and its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development
Will this course be proposed for transfer credit to the University of California (UC)?
Yes _ No X
If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?
Yes _ No _ If yes, which area?
Area 1. English Communication:
   English Composition
   Critical Thinking/English Composition
   Oral Communication
   Area 2. Mathematical Concepts & Quantitative Reasoning
   Area 3. Arts/Humanities
   Area 4. Social/Behavioral Sciences
   Area 5. Physical/Biological Sciences
   Area 6. Language Other Than English

What is the anticipated enrollment? AS PER SECTION
How often will this course be offered? AS NEEDED
Coordination required for instructional resources
Library. Learning Center. Instructional Computer Center _
Other: _
COURSE OUTLINE

English 161
Beginning Reading II for Deaf Students

I. Catalog Statement

English 161 is designed for high beginning level deaf and hard of hearing students who use American Sign Language as their primary communication system. The course emphasizes decoding reading from context, identifying main idea, drawing conclusions, and making predictions.

Units: 3.0
Lecture Hours: 3

II. Course Entry Expectations

Skills Level Required: Reading: 3; Writing: 3; Speaking/Learning: N/A; Math: 0

Prior to enrolling in this course, the student should be able to:
1. employ pre-reading skills;
2. employ active reading skills;
3. identify main ideas;
4. identify important details;
5. demonstrate dictionary skills;
6. define slang and idioms utilized in stories;
7. retell information;
8. draw conclusions.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. decode word meaning from context;
2. identify major themes;
3. identify main ideas;
4. define slang and idioms utilized in stories;
5. retell information;
6. draw conclusions;
7. identify cause and effect;
8. make predictions.

IV. Course Content

A. Reading Strategies
1. Vocabulary in context accurately sign language
2. Word meaning from context

B. Literal Comprehension
1. Main idea
2. Important details
3. Conclusions

C. Inferential Comprehension
1. Context
2. Conclusions
3. Cause and effect

D. Analysis
1. Fact and opinion
2. Bias and tone
3. Style and structure

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. Class lecture;
2. Group learning;
3. Teacher-led group discussion;
4. Student-led group discussion;
5. Multi-media presentations.

VI. Assignments and Methods of Evaluation

1. Daily reading and writing assignments;
2. Weekly vocabulary assignment;
3. Vocabulary and comprehension tests;
4. Mid-term exam;
5. Comprehensive final exam.

VII. Textbook

Grade 8 Reading Level ISBN 1-4130-0702-3.
COURSE FACT SHEET

Proposed Course: English 161
Name Number

Instructor Proposing: Elizabeth Barrett

Semester & Year course will be first offered:
Fall Spring Fall

Course will be offered: Day Evening Both Day & Evening

Credit/No Credit: Only No Optional N/A

Open Entry/Open Exit: Yes No

Credit by Examination: Yes No N/A

May this course be used to satisfy a specific GCC graduation requirement?
Yes No

If yes, which requirement?

Does this course meet an occupational need? Yes No

Will this course be required for a Certificate of Completion? Yes No

If yes, which certificate(s)?

Has this course been reviewed by the appropriate Advisory Committee?
Yes No N/A

Will this course be designated as transferable to the California State University (CSU)?
Yes No

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes No
If yes, which area?
A. Communication in the English Language and Critical Thinking
B. Physical Universe and Its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?
Yes No

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?
Yes No
If yes, which area?
Area 1. English Communication: English Composition Critical Thinking/English Composition Oral Communication
Area 2. Mathematical Concepts & Quantitative Reasoning
Area 3. Arts/Humanities
Area 4. Social/Behavioral Sciences
Area 5. Physical/Biological Sciences
Area 6. Language Other Than English

What is the anticipated enrollment?

How often will this course be offered?

Coordination required for instructional resources
Library Learning Center, Instructional Computer Center
Other:

- 1 -

Course English 161

- 2 -
Non-Degree Applicable

Glendale Community College
May, 2007

COURSE OUTLINE

English 162
Intermediate Reading I for Deaf Students

I. Catalog Statement

English 162 is designed for high beginning-low intermediate level deaf and hard of hearing students who use American Sign Language as their primary communication system. The course encourages students to read extensively thereby promoting English language proficiency and reading skills. Students read contemporary short stories, determine what questions the works raise, and discuss and write about their understanding of the texts.

Units – 3.0
Lecture Hours – 3.0

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of English 161 or equivalent.

II. Course Entry Expectations

Skills Level Ranges: Reading: 3; Writing: 3; Speaking/Listening: N/A; Math: 0

Prior to enrolling in this course, the student should be able to:
1. decode word meaning from context;
2. identify major themes;
3. identify main ideas;
4. define slang and idioms utilized in stories;
5. retell information;
6. draw conclusions;
7. identify cause and effect;
8. make predictions;
9. recognize fact and opinion;
10. articulate bias and tone;
11. identify basic elements of style and structure.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. define slang and idioms;
2. translate vocabulary in conceptually accurate sign language;
3. identify contextual clues;
4. determine topics in paragraphs;
5. find the main idea;
6. identify supporting ideas;
7. diagram plot points;
8. identify character choices;
9. use timelike.

IV. Course Content

A. Reading Strategies
1. Vocabulary in conceptually accurate sign language
2. Context to decode and use slang and idioms
3. Main ideas in readings
4. Important supporting ideas

B. Post Reading Skills
1. Plot points
2. Character choices
3. Simile

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. class lecture;
2. group learning;
3. teacher-led group discussion;
4. student-led group discussion;
5. multi-media presentations.

VI. Assignments and Methods of Evaluation

1. Daily reading and writing assignments.
2. Weekly vocabulary assignment.
3. Vocabulary and comprehension tests.
4. Mid-term exam.
5. Comprehensive final exam.

VII. Textbook

IV. Course Content

A. Simple Tenses
   1. Proper conjugation of verb
   2. Rules of correct usage
   3. Negative and question forms
   4. Adverbs of frequency
   5. Simple sentences using appropriate verb form
   14 hours

B. Progressive Tenses
   1. Proper conjugation of verb
   2. Rules of correct usage
   3. Negative and question forms
   4. Simple sentences using appropriate verb form
   24 hours

C. Modals of Possibility and Probability
   1. Modal forms
   2. Simple and progressive Tenses
   5 hours

D. Modals of Advice and Opinion
   1. Modal forms
   2. Simple and progressive Tenses
   5 hours

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. class lecture;
2. group learning;
3. in class and lab drills.

VI. Assignments and Methods of Evaluation

1. Daily in-class writing assignments.
2. Daily homework assignments.
3. Group work.
4. Mid-term exam.
5. Comprehensive final exam.

VII. Textbooks

8th Grade Textbook Reading Level ISBN 083840274-7

8th Grade Textbook Reading Level ISBN 083840275-5
Non-Degree Applicable
Glendale Community College
May, 2007

COURSE OUTLINE

English 167
Beginning Grammar II for Deaf Students

I. Catalog Statement

English 167 is designed for beginning level deaf and hard of hearing students who use American Sign Language as their primary communication system. The course is designed to improve the student’s English grammatical understanding and usage. The course emphasizes the correct use of the perfect and perfect progressive tenses, simple past and past progressive tenses with time clauses and count and non-count nouns in simple sentence structures.

Units - 3.0
Lecture Hours - 3.0

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of English 166 or equivalent.

II. Course Entry Expectations

Skills Level Ranges:
Reading: 3 ; Writing: 3 ; Speaking/Listening: N/A ; Math: 0

Prior to enrolling in this course, the student should be able to:
1. articulate the rules of usage of the simple tenses;
2. articulate the rules of usage of the progressive tenses;
3. demonstrate the correct form of the simple tenses in simple sentence structures;
4. articulate and use the adverbs of frequency in the simple present tense;
5. demonstrate the correct form of the progressive action in simple sentence structures;
6. demonstrate the simple present and present progressive forms of the models of possibility and probability in simple sentence structures;
7. demonstrate the simple present and present progressive forms of the models of advice and opinion in simple sentence structures.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. articulate the rules of usage of the perfect tenses;
2. articulate the rules of usage of the perfect progressive tenses;
3. demonstrate the correct form of the perfect tenses in simple sentence structures;
4. demonstrate the correct form of the perfect progressive tenses in simple sentence structures;
5. demonstrate the correct form of count and non-count nouns in simple sentence structures.

IV. Course Content

A. Perfect Tenses

1. Conjugation of verb
2. Rules of correct usage
3. Negative and question forms
4. Simple sentences using appropriate verb form

B. Perfect Progressive Tenses

1. Conjugation of verb
2. Rules of correct usage
3. Negative and question forms
4. Simple sentences using appropriate verb form

C. Count and Non-Count Nouns

1. Rules of correct usage
2. Simple sentences using appropriate noun form

D. Simple Past Tense and Past Progressive Tense with Time Clauses

1. Simple past and past progressive
2. Time words when, while, and as noun or
3. Clauses with when, while, and as noun or

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. class lecture;
2. group learning;
3. in-class and lab drills

VI. Assignments and Methods of Evaluation

1. Daily in-class writing assignments.
2. Daily homework assignments.
3. Group work.
4. Mid-term exam.
5. Comprehensive final exam.

VII. Textbooks

8th Grade Textbook Reading Level ISBN 03830274-7
8th Grade Textbook Reading Level ISBN 038340275-5
COURSE FACT SHEET

Proposed Course: English 167
Name Number

Instructor Proposing: Elizabeth Barrett

Semester & Year course will be first offered:
Fall, Spring, Summer

Course will be offered: Day × Evening × Both Day & Evening ×

Credit/No Credit: Only × Optional, N/A ×

Open Entry/Open Exit: Yes × No ×

Credit by Examination: Yes × No × N/A ×

May this course be used to satisfy a specific GCC graduation requirement?
Yes × No ×

If yes, which requirement?

Does this course meet an occupational need?
Yes × No ×

Will this course be required for a Certificate of Completion?
Yes × No ×

If yes, which certificate(s)?

Has this course been reviewed by the appropriate Advisory Committee?
Yes × No × N/A ×

Will this course be designated as transferable to the California State University (CSU)?
Yes × No ×

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes × No ×

If yes, which area?
A. Communication in the English Language and Critical Thinking
B. Physical Universe and its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?
Yes × No ×

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?
Yes × No ×

If yes, which area?
Area 1. English Communication:
   English Composition
   Critical Thinking/English Composition
   Oral Communication
Area 2. Mathematical Concepts & Quantitative Reasoning
Area 3. Arts/Humanities
Area 4. Social/Behavioral Sciences
Area 5. Physical/Biological Sciences
Area 6. Language Other Than English

What is the anticipated enrollment?
25 PER SECTION

How often will this course be offered?
AS NEEDED

Coordination required for instructional resources
Library, Learning Center, Instructional Computer Center
Other:

- 1 -

- 2 -
1. Course Statement

English 168 is designed for intermediate-level adult and non-traditional students who wish to improve their oral and written communication skills. The course focuses on the core areas of English language and literature, including grammar, composition, and critical reading. Students will develop proficiency in reading, writing, speaking, and listening, and learn to apply these skills in various contexts.

2. Course Content

A. Passive
1. Rules of usage
2. Practice in paragraph form
B. Non-Passive
1. Non-Principal
2. Non-Principal
3. Non-Principal
C. Infinitives
1. Form and meaning
2. Forms and structures
3. Infinitives as subjects in sentences
D. Gerunds
1. Forms and structures
2. Gerunds
3. Gerunds as subjects in sentences

3. Course Outcomes

- Demonstrate correct usage of the gerund as subject.
- Demonstrate correct usage of the passive as subject.

4. Course Materials

- Instructor Guide
- Student Workbook

5. Assessment

- Mid-term exam
- Final exam

6. Textbooks

- *Grammar, Vocabulary, and Writing* by Smith and Jones (2022)
- *Reading and Literature* by Clark and Lee (2023)
COURSE FACT SHEET

Proposed Course: English 168
Name Number
Instructor Proposing: Elizabeth Barrett
Semester & Year course will be first offered:
Fall 08 Spring Summer
Course will be offered: Day X Evening X Both Day & Evening X
Credit/No Credit: Only X No X Optional N/A X
Open Entry/Open Exit: Yes X No X
Credit by Examination: Yes X No X N/A X
May this course be used to satisfy a specific GCC graduation requirement?
Yes X No X
If yes, which requirement?

Does this course meet an occupational need? Yes X No X

Will this course be required for a Certificate of Completion? Yes X No X
If yes, which certificate(s)?

Has this course been reviewed by the appropriate Advisory Committee?
Yes X No X N/A X

Will this course be designated as transferable to the California State University (CSU)? Yes X No X
If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements? Yes X No X If yes, which area?
A. Communication in the English Language and Critical Thinking
B. Physical Universe and its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)? Yes X No X
If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)? Yes X No X If yes, which area?
Area 1. English Communication:
- English Composition
- Critical Thinking/English Composition
- Oral Communication
Area 2. Mathematical Concepts & Quantitative Reasoning
Area 3. Arts/Humanities
Area 4. Social/Behavioral Sciences
Area 5. Physical/Biological Sciences
Area 6. Language Other Than English

What is the anticipated enrollment? 25 PER SECTION

How often will this course be offered? AS NEEDED

Coordination required for instructional resources
Library, Learning Center, Instructional Computer Center

- 1 -
Non-Degree Applicable

Glendale Community College
May, 2007

COURSE OUTLINE

English 172
Beginning Writing 1 for Deaf Students

I. Catalog Statement

English 172 is designed for beginning-level deaf and hard of hearing students who use American Sign Language (ASL) as their primary communication system. The course is designed to introduce students to formal sentence structure based on the principles of English grammar. Students will learn to identify and write different types of sentences in preparation for further academic writing.

Units - 2.0
Lecture Hours - 2.0
Total Laboratory Hours - 1.0
(Faculty Laboratory Hours 1.0 + Student Laboratory Hours 0.0 = 1.0 Total Laboratory Hours)

Recommended Preparation: Fluency in American Sign Language.

II. Course Entry Expectations

Skills Level Ranges: Reading: 2; Writing: 2; Speaking/Listening: N/A; Math: 0

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. distinguish between English and other languages/jargons;
2. identify and compose simple sentences;
3. identify and compose compound sentences;
4. identify and compose complex sentences;
5. identify related grammatical features (clauses, conjunctions, etc.);
6. recognize the appropriate use of different sentence types;
7. write narratives employing all three sentence types.

IV. Course Content

A. English vs. other languages/jargons
   1. ASL and English syntax

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. class lecture;
2. peer review and feedback;
3. group learning;
4. supervised lab practice.

VI. Assignments and Methods of Evaluation

1. Daily homework assignments.
2. Weekly lab practice.
3. In-class group work, including peer review.
4. Mid-term exam.
5. Short writing assignments.
6. Comprehensive final exam.

VII. Textbooks


Longman Advanced America Dictionary
# COURSE FACT SHEET

**Proposed Course:** English 172

**Instructor Proposing:** Elizabeth Barrett

**Semester & Year course will be first offered:**
- Fall 02
- Spring _
- Summer _

**Course will be offered:**
- Day _
- Evening _
- Both Day & Evening _

**Credits/No Credit:**
- Only _
- No _
- Optional _
- N/A _

**Open Entry/Open Exit:**
- Yes _
- No _

**Credit by Examination:**
- Yes _
- No _
- N/A _

Will this course be designated as transferable to the California State University (CSU)?
- Yes _
- No X

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
- Yes _
- No _

If yes, which area?
- A. Communication in the English Language and Critical Thinking
- B. Physical Universe and Its Forms
- C. Arts, Literature, Philosophy, and Foreign Language
- D. Social, Political, and Economic Institutions
- E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?
- Yes _
- No X

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?
- Yes _
- No _

If yes, which area?
- Area 1. English Communication
  - English Composition
  - Critical Thinking/English Composition
- Area 2. Oral Communication
- Area 3. Mathematical Concepts & Quantitative Reasoning
- Area 4. Arts/Humanities
- Area 5. Social/Behavioral Sciences
- Area 6. Physical/Biological Sciences
- Area 7. Language Other Than English

What is the anticipated enrollment?
- 25 PER SECTION

How often will this course be offered?
- AS NEEDED

**Coordination required for instructional resources**
- Library _ Learning Center _ Instructional Computer Center _
- Other _

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* - 1 -
COURSE OUTLINE

English 173
Beginning Writing II for Deaf Students

I. Catalog Statement

English 173 is designed for beginning-level deaf and hard of hearing students who use American Sign Language as their primary communication system. The course is designed to introduce students to formal sentence structure based on the principles of English grammar. Students will learn to identify and write different types of sentences in preparation for further academic writing.

Units: 2.0
Lecture Hours: 2.0
Total Laboratory Hours: 1.0
(Faculty Laboratory Hours 1.0 + Student Laboratory Hours 0.0 = 1.0 Total Laboratory Hours)

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of English 172 or equivalent.

II. Course Entry Expectations

Skills Level Ranges: Reading: 2; Writing: 2; Speaking/Learning: N/A; Math: 0

Prior to enrolling in this course, the student should be able to:
1. distinguish between English and other languages/genres;
2. identify and compose simple sentences;
3. identify and compose compound sentences;
4. identify and compose complex sentences;
5. identify related grammatical features (clauses, conjunctions, etc.);
6. recognize the purpose of using different sentence types;
7. write narratives correctly employing all three sentence types.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. analyze paragraphs to identify main idea and controlling idea;
2. identify supporting sentences in paragraphs;
3. identify conclusions in paragraphs;
4. write sentences in which spelling and grammatical errors do not interfere with comprehension;
5. write a paragraph length summary of a selected reading;
6. write a simple cause and effect paragraph;
7. write a simple process paragraph.

IV. Course Content

A. Identifying and writing main ideas and controlling ideas
   1. Parts of paragraph
   2. Main idea
   3. Controlling idea
   4. Topic sentences
   5. Identifying and writing supporting sentences
      1. Supporting sentences in paragraphs
      2. Sentences which do not support topic sentence
   6. Identifying and writing conclusions
      1. Conclusion sentences
      2. Function of conclusions
   D. Sentences
      1. Grammatically correct simple sentences.
      2. Grammatically correct compound sentences
      3. Grammatically correct complex sentences
   E. Paragraph writing
      1. Simple cause and effect paragraph
      2. Simple process paragraph
   F. Lab Work
      16 hrs

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. class lecture;
2. peer review and feedback;
3. group learning;
4. supervised lab practice.

VI. Assignments and Methods of Evaluation

1. Daily homework assignments.
2. Weekly lab practice.
3. Group work, including peer review.
4. Mid-term exam.
5. Short writing assignments.
6. Comprehensive final exam.

VII. Textbooks

COURSE FACT SHEET

Proposed Course: English 173
Name and Number

Instructor Proposing: Elizabeth Barrett

Semester & Year course will be first offered:
Fall, Spring 20___ Summer ___

Course will be offered: Day X Evening _ Both Day & Evening _
Credit/No Credit: Only _ No X Optional _ N/A _
Open Entry/Open Exit: Yes _ No X
Credit by Examination: Yes _ No X N/A _

May this course be used to satisfy a specific GCC graduation requirement?
Yes _ No X

If yes, which requirement?

Does this course meet an occupational need? Yes _ No X

Will this course be required for a Certificate of Completion? Yes _ No X

If yes, which certificate(s)?

Has this course been reviewed by the appropriate Advisory Committee?
Yes _ No _ N/A X

Will this course be designated as transferable to the California State University (CSU)?
Yes _ No X

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?
Yes _ No _ If yes, which area?
A. Communication in the English Language and Critical Thinking
B. Physical Universe and its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?
Yes _ No X

If UC transfer credit is granted will this course be submitted for inclusion on the Interssegmental General Education Curriculum (IGETC)?
Yes _ No _ If yes, which area?
Area 1. English Communication:
   English Composition
   Critical Thinking/English Composition
   Oral Communication
Area 2. Mathematical Concepts & Quantitative Reasoning
Area 3. Arts/Humanities
Area 4. Social/Behavioral Sciences
Area 5. Physical/Biological Sciences
Area 6. Language Other Than English

What is the anticipated enrollment? 25 PER SECTION

How often will this course be offered? AS NEEDED

Coordination required for instructional resources
Library, Learning Center, Instructional Computer Center
Other: 2
COURSE OUTLINE

English 174
Intermediate Writing I for Deaf Students

I. Catalog Statement

English 174 is designed for intermediate-level deaf and hard of hearing students who use American Sign Language as their primary communication system. The course focuses on paragraph planning and writing, to prepare students for further academic writing.

Units – 2.0
Lecture Hours – 2.0
Total Laboratory Hours – 1.0
(Faculty Laboratory Hours 1.0 + Student Laboratory Hours 0.0 = 1.0 Total Laboratory Hours)

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of English 173 or equivalent.

II. Course Entry Expectations

Skills Level Ranges: Reading: 3; Writing: 3; Speaking/Listening: N/A; Math: 0

Prior to enrolling in this course, the student should be able to:
1. analyze paragraphs to identify main idea and controlling idea;
2. identify supporting sentences in paragraphs;
3. identify conclusions in paragraphs;
4. write sentences in which spelling and grammatical errors do not interfere with comprehension;
5. write a paragraph length summary of a selected reading;
6. write a simple cause and effect paragraph;
7. write a simple process paragraph.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. summarize the three sentence types;
2. describe the structure of a paragraph;
3. use the computer program Inspiration to aid in brainstorming;
4. produce paragraph outlines;

IV. Course Content

A. Introduction to paragraphs
1. Review of sentence types
2. Paragraphs from authentic texts
3. Structure of an expository paragraph

B. Pre-writing
1. Brainstorming to develop ideas
2. Outlines to organize ideas

C. Elements of a paragraph
1. Topic sentences in paragraphs from authentic texts
2. Supporting detail in paragraphs from authentic texts
3. Hooks in paragraphs from authentic texts

D. Lab Work

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. class lecture;
2. peer review and feedback;
3. group learning;
4. supervised lab practice.

VI. Assignments and Methods of Evaluation

1. Daily homework assignments.
2. Weekly lab practice.
3. Group work, including peer review.
4. Mid-term exam.
5. Paragraph writing assignments.
6. Comprehensive final exam.

VII. Textbooks

10th Grade Textbook Reading Level. ISBN: 01618271929

Longman Advanced American Dictionary.
ISBN: 0-582-31732-0.
Will this course be designated as transferable to the California State University (CSU)?

Yes ___ No X

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?

Yes ___ No

If yes, which area?

A. Communication in the English Language and Critical Thinking
B. Physical Universe and its Forms
C. Arts, Literature, Philosophy, and Foreign Language
D. Social, Political, and Economic Institutions
E. Lifelong Understanding and Self-Development

Will this course be proposed for transfer credit to the University of California (UC)?

Yes ___ No X

If UC transfer credit is granted will this course be submitted for inclusion on the Interssegmental General Education Curriculum (IGETC)?

Yes ___ No

If yes, which area?

Area 1. English Communication:
   English Composition
   Critical Thinking/English Composition
   Oral Communication
Area 2. Mathematical Concepts & Quantitative Reasoning
Area 3. Arts/Humanities
Area 4. Social/Behavioral Sciences
Area 5. Physical/Biological Sciences
Area 6. Language Other Than English

What is the anticipated enrollment? 35 PER SECTION

How often will this course be offered? AS NEEDED

Coordination required for instructional resources

Library, Learning Center, Instructional Computer Center_

Other: - 2 -
Degree Applicable

Glendale Community College
February, 2007

COURSE OUTLINE

Korean 103
Intermediate Korean I

I. Catalog Statement

Korean 103 includes further study of Korean grammar and idioms, intensive and extensive reading, in contemporary Korean, and written compositions in Korean. This class is conducted entirely in Korean.

Units = 5.0
Lecture Hours = 5.0
Total Laboratory Hours = 0.5
(Faculty Laboratory Hours 0.0 + Student Laboratory Hours 0.5 = 0.5 Total Laboratory Hours)

Prerequisite: Korean 102 or equivalent.

II. Course Entry Expectations

Skills Level Ranges: Reading 5; Writing 5; Listening/Speaking 5; Math 1.

Prior to enrolling in this course, the student should be able to:
1. describe significant aspects of the Korean heritage and be able to critically evaluate his or her own;
2. compare and contrast the structure of the Korean language with his or her own;
3. communicate in simple Korean.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. use proper and correct oral and written Korean;
2. analyze literary works and discuss the concepts;
3. express abstract concepts in Korean;
4. demonstrate critical thinking skills in Korean.

IV. Course Content

A. Introduction and overview
B. The sentence ending - j-eun
C. The verb ending - ne-yo
D. The conditional expression - e-ro-myeon
E. The plain speech style - nun-da
F. The intimate speech style - an
G. The passive construction - ji, hi
H. Idiomatic/useful expressions
I. Culture: the lunar and solar (Gregorian) calendars
J. Culture: the principle of filial duty
K. Culture: traditional Korean open markets and shopping

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. in-class exercises;
2. kinetic activities;
3. songs, videos, transcripts;
4. props, skits, interviews;
5. dictation;
6. Power Point presentations.

VI. Assignments and Methods of Evaluation

1. Chapter quizzes.
2. Oral presentation.
3. Written composition.
5. Final examination.

VII. Textbooks


Will this course be designated as transferable to the California State University (CSU)?

Yes ☑ No _

If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?

Yes ☑ No _

If yes, which area?

C. Arts, Literature, Philosophy, and Foreign Language

Will this course be proposed for transfer credit to the University of California (UC)?

Yes ☑ No _

If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?

Yes ☑ No _

If yes, which area?

Area 3. Arts/Humanities

What is the anticipated enrollment? _ ? Students per Section _

How often will this course be offered? _

Coordination required for instructional resources

Library, Learning Center, Instructional Computer Center

Other: _ 2 _
COURSE OUTLINE

Physical Education 204
Advanced Golf

I. Catalog Statement

Physical Education 204 offers instruction and opportunities for skill development in techniques for competitive golf participation. Advanced skill development and strategies are covered and a physical training program is implemented to prepare students for competition.

Units: 1.0 to 2.5 units
Lecture Hours: 0.3 to 1.50
Total Laboratory Hours: 1.50 to 3.50
(1.50 to 3.50 + Student Laboratory Hours 0 = 1.50 to 3.50 Total Laboratory Hours)

Recommended Preparation: Some competitive golf experience.

II. Course Entry Expectations

Skills Level Ranges: Reading 5; Writing 5; Listening/Speaking 5; Math 2

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. perform an advanced level of physical skills necessary to participate in intercollegiate competition;
2. analyze and evaluate advanced strategies used at the collegiate competition level;
3. apply the rules and conduct of the collegiate game in a competitive situation.

IV. Course Content

A. Introduction
1. Mental approach to competitive golf
2. Modalities used for skills analysis

B. Skill Development
1. Driver
2. Long Irons
3. Short Irons
4. Putter

C. Application and Development of Advanced Skills
1. Draw and fade skills
2. Bunker play
3. Uneven lies
4. Hitting out of the rough

D. Course Management Strategies and Applications
1. Wind and weather conditions
2. Target visualization
3. Physical training elements
   1. Cardiovascular regimens
   2. Strength training
   3. Stretch and flexibility regimens
   4. Application of Rules

V. Methods of Presentation

The following instructional methodologies may be used in the course:
1. Classroom lectures and demonstrations;
2. Instructor-led skill development drills;
3. Video analysis of skill movements;
4. Performance in manikin-like situations;
5. Performance in competitive matches;
6. Physical fitness exercises.

VI. Assignments and Methods of Evaluation

1. Critique of performance skills.
2. Written examination
3. Physical fitness tests.

VII. Textbook

Course Syllabus designed by Physical Education Department
Additional handouts
**COURSE FACT SHEET**

**Proposed Course:** Physical Education 204  
**Name:**  
**Number:**  

**Instructor Proposing:** Jon Gold  

**Semester & Year course will be first offered:**  
- Fall 97  
- Spring _  
- Summer _

**Course will be offered:**  
- Day _  
- Evening _  
- Both Day & Evening _  

**Credit/No Credit:**  
- Only _  
- No _  
- Optional _  
- N/A _

**Open Entry/Open Exit:**  
- Yes _  
- No _

**Credit by Examination:**  
- Yes _  
- No _  
- N/A _

**May this course be used to satisfy a specific GCC graduation requirement?**  
- Yes _  
- No _

**If yes, which requirement? #7 Physical Education Activity**

**Does this course meet an occupational need?**  
- Yes _  
- No _

**Will this course be required for a Certificate of Completion?**  
- Yes _  
- No _

**If yes, which certificate(s)?**

**Has this course been reviewed by the appropriate Advisory Committee?**  
- Yes _  
- No _  
- N/A _

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**Will this course be designated as transferable to the California State University (CSU)?**  
- Yes _  
- No _

**If transferable to CSU, may the course be used to satisfy CSU Breadth Requirements?**  
- Yes _  
- No _  
- If yes, which area?__

**E. Lifelong Understanding and Self-Development**

**Will this course be proposed for transfer credit to the University of California (UC)?**  
- Yes _  
- No _

**If UC transfer credit is granted will this course be submitted for inclusion on the Intersegmental General Education Curriculum (IGETC)?**  
- Yes _  
- No _  
- If yes, which area?__

**Area 1:** English Communication  
- English Composition  
- Critical Thinking/English Composition

**Oral Communication**

**Area 2:** Mathematical Concepts & Quantitative Reasoning

**Area 3:** Arts/Humanities

**Social Behavioral Sciences**

**Area 5:** Physical/Biological Sciences

**Area 6:** Language Other Than English

**What is the anticipated enrollment?**  
- 25 Students per Section

**How often will this course be offered?**  
- Each Semester

**Coordination required for instructional resources**

- Library  
- Learning Center  
- Instructional Computer Center  
- Other: _

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It is recommended that the Board of Trustees accept the Campus Judicial Board recommendation to expel student #1075587 for violating Glendale Community College District Administrative Regulation 5420 - Standards of Student Conduct, Procedural Guidelines and Disciplinary Action.

The Campus Judicial Board held an evidentiary hearing on May 11, 2007 to review a disciplinary case referred by the Dean of Student Affairs. The Campus Judicial Board determined that student #1075587 violated the Glendale Community College District Standards of Student Conduct and that the misconduct warranted a permanent expulsion from the college.

Section 76030 of the California Education Code authorizes the Board of Trustees to expel a student for good cause following a disciplinary hearing conducted by an authorized campus body. Additionally, GCC Administrative Regulation 5420 specifies that a student may be expelled after an evidentiary hearing and with the approval of the Board of Trustees. The Campus Judicial Board completed its investigation and made the expulsion recommendation pursuant to these requirements.
GLENDALE COMMUNITY COLLEGE DISTRICT

June 25, 2007

NEW BUSINESS REPORT NO. 3

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Dr. Audre Levy, Superintendent/President

REVIEWED BY: Lawrence R. Serot, Executive Vice President, Administrative Services

PREPARED BY: Ron Nakasone, Controller

SUBJECT: ADOPTION OF 2007-08 TENTATIVE BUDGET

It is recommended that the Budget, as presented, for the General Fund-Unrestricted, General Fund-Restricted, Financial Aid Fund, Capital Outlay Fund, Self Insurance Fund, Cafeteria Fund, Professional Development Fund and GO Bond Funds be approved as the Glendale Community College District’s 2007-08 Tentative Budget.

It is also recommended that the District’s proposed Final Budget be on file for public inspection during business hours on August 20, 2007 through August 24, 2007, in the Superintendents/President’s Office, 1500 North Verdugo Road, Room AD 106, Glendale, California.

It is further recommended that a public hearing on the budget be held at 5:00 p.m., August 27, 2007 in the San Rafael Building, Glendale Community College, Glendale, California.

The proposed Tentative Budget for 2007-08 reflects preliminary information for both revenue and appropriations. As more information is available, modifications will be made and incorporated into the Final Budget.
GLendale community college district

June 25, 2007

New business report no.: 4

report of recommendation

To: Board of Trustees

Submitted by: Dr. Audre Levy, Superintendent/President

Reviewed by: Lawrence R. Serot, Executive Vice President, Administrative Services

Prepared by: Ron Nakasone, Controller

Subject: Agreement for Business and Financial Data Processing Services

It is recommended that the Board of Trustees of the Glendale Community College District approve the agreement between the College and the Los Angeles County Office of Education for Business and Financial Data Processing Services for the period July 1, 2007 through June 30, 2008.

This is a renewal of an existing agreement that provides on-line program budgeting and accounting systems and warrant processing to the District. In addition, the College will receive monthly payroll and employee database files for input into our Oracle system. Cost of the agreement is based on full-time equivalent students (FTES).

Fiscal impact: The 2007-08 agreement is the same cost as 2006-07. Estimated cost of the agreement is $30,090.
GLENDALE COMMUNITY COLLEGE DISTRICT

JUNE 25, 2007

NEW BUSINESS REPORT NO. 5

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

REVIEWED BY: Lawrence R. Serot,
   Exec Vice President, Administrative Services

PREPARED BY: William F. Taylor, Director, Business Services

SUBJECT: APPROVAL OF AN AGREEMENT WITH A J
HAZARABEDIAN CALIFORNIA EMINENT DOMAIN LAW
GROUP, APC FOR LEGAL SERVICES ASSOCIATED
WITH THE ACQUISITION OF PROPERTY FOR THE
GARFIELD EXPANSION PROJECT

It is recommended that an agreement with A J
Hazarabedian California Eminent Domain Law Group
APC for legal services in an amount not to exceed
$80,000, be approved.

A J Hazarabedian California Eminent Domain Law Group APC is a law firm
located in Glendale with expertise in eminent domain law. The firm will provide
legal services with respect to the acquisition of property for the Garfield
expansion project. The services will not exceed $80,000 without prior board
approval. The Agreement is on file in the Purchasing Office.

Fiscal Impact: Not to exceed $80,000. Funds are provided for in the Measure
G Allocation for the Garfield expansion project.
GLENDALE COMMUNITY COLLEGE

JUNE 25, 2007

NEW BUSINESS REPORT NO. 6

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

REVIEWED BY: Lawrence R. Serot, Executive Vice President, Administrative Services

PREPARED BY: William F. Taylor, Director, Business Services

SUBJECT: APPROVAL OF AGREEMENT WITH DOORKEYPER, INC. FOR REPLACEMENT OF GYMNASIUM DOORS

It is recommended that an agreement with Doorkeyper, Inc. in the amount of $60,591 to provide and install doors for Verdugo Gym, be approved.

The doors on the Verdugo Gym are old and to protect the safety and security of the building, must be replaced. Since the building is so old, the doors and the hardware can no longer be repaired and must be replaced. Public Contract Code Section 20561 provides authority for districts to award contracts for repairs without formal bidding if the repairs are routine, recurring and necessary to keep the facility safe, efficient and continually usable for the purpose for which it was intended. The definition of repairs under this section expressly includes fixtures. Therefore, the doors as well as the hardware can be replaced under this provision.

Fiscal Impact: $60,591. Funds are available in the Fund 01 Contingency Reserves.
GLENDALE COMMUNITY COLLEGE DISTRICT

JUNE 25, 2007

NEW BUSINESS REPORT NO 7

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

REVIEWED BY: Lawrence R. Serot, Executive Vice President, Administrative Services

PREPARED BY: William F. Taylor, Director, Business Services

SUBJECT: AGREEMENT WITH CYNOSURE NEW MEDIA, INC. TO PURCHASE AND IMPLEMENT THE OPTIONAL TRANSLATION PORTION FOR THE ONLINE ORIENTATION SYSTEM

It is recommended that an agreement with CYNOSURE New Media Inc to purchase and implement the optional language translation portion of the online orientation system in the amount of $19,650, be approved.

At the April 2007 Board Meeting, the Board of Trustees approved the purchase and implementation of an online, media-based orientation program for prospective and new students that will meet Title V Matriculation regulations. This product, which is an enhancement to the previously approved purchase, will provide a media-based orientation that combines audio, video, text and graphics into an interactive format that engages the students in the orientation process. This agreement will provide Spanish, Korean, and Armenian translations to the system and make it more accessible.

Fiscal Impact: $19,650. Funding available in FY 07 Fund 03 Matriculation Coordination budget.
It is recommended that the change order as outlined below on the Allied Health/Lab Project ~ General Construction project be approved and that the contract price be amended to reflect the change.

CHANGE ORDER NO. 4

1. Add recessed entrance mat in wide Door 102B. $1,006.89
   Requested by: College.
   Reason for Change: To match other first floor entrance and help keep floor clean.

2. Add 2 by 2 acoustical ceiling at three areas instead of gyp lids. $1,637.63
   Requested by: College.
   Reason for Change: To allow access to devices and valves for maintenance and to match adjacent ceiling.

3. Add acoustical ceiling in Room 122 due to soffit removal. $514.80
   Requested by: College. CER 22R
   Reason for Change: Close gap as a result of built in shelves which were deleted negating the need for the soffit.

4. Provide and install laminated top between rooms 311 and 301 at pass thru window. $200.00
   Requested by: College.
   Reason for Change: Drawing did not show counter.
5. Delete 48 linear feet of chain link fence on west side of building. ($3,950.00)

Requested by: College.

Reason for Change: Fencing is no longer needed.

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The Date of Substantial Completion shall remain the same.

Fiscal Impact: Credit of $590.68. Original contingency reserve $1,504,155 less previous changes there was a balance of $1,046,454. Adding back amount of current change order credit results in a current contingency reserve balance of $1,046,044 for this project.

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GLENDALE COMMUNITY COLLEGE DISTRICT

JUNE 25, 2007

NEW BUSINESS REPORT NO. 9

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

REVIEWED BY: Lawrence R. Serot, Exec Vice President, Administrative Services

PREPARED BY: William F. Taylor, Director, Business Services

SUBJECT: CHANGE ORDER NO. 6 – ALLIED HEALTH/LAB PROJECT
BID #138-03-05 GYP BOARD AND PLASTERING – RUTHERFORD CO INC

It is recommended that the change order as outlined below on the Allied Health/Lab Project – Gyp Board and Plastering project be approved and that the contract price be amended to reflect the change.

CHANGE ORDER NO. 6

1. Metal framed gyp board ceiling room 112 $ 565.00
  Requested by: College. CER 61R
  Reason for Change: Wall board ceiling is needed for access door and to maintain fire code rating.

2. Framing for wall to close off gap at roof penthouse $1,095.00
  Requested by: College. CER 94
  Reason for Change: Close of building from exterior.

3. Add framing for furred wall on landing between 2nd and 3rd floor $1,751.00
  Requested by: College.
  Reason for Change: To conceal steel beam and complete finish at stairs.

4. Add framing for continuous stud top rail, mid rail and toe kick at roof Penthouse mechanical room. $ 885.00
  Requested by: College.
  Reason for Change: To provide guardrail for safety. Not provided for on drawings.

5. Build wall in lobby of basement to conceal drain and sprinkler pipes. $1,432.00
  Requested by: College.
  Reason for Change: To conceal drain and pipes and provide finished look.
6. Gypsum board return and trims at corridor interior windows
   #227, 233, 231, 351, 352. $1,751.00
   **Requested by:** College.
   **Reason for Change:** Need to provide clean finish appearance because frames were offset.

7. Furnish and install 20 pieces of structural steel angles for support of first floor exterior plaster, radius soffit. $687.00
   **Requested by:** College.
   **Reason for Change:** Required for structural support to install exterior soffit.

8. Add framing, drywall and taping at north wall in Lobby 201 $1,536.00
   **Requested by:** College.
   **Reason for Change:** To provide a uniform drywall finish similar to other areas of the building.

**TOTAL FOR CHANGE ORDER NO. 6** $8,482.00

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The Date of Substantial Completion shall remain the same.

**Fiscal Impact:** $8,482. Original contingency reserve $1,504,159 less previous changes there was a balance of $1,041,044. Deducting amount of current change order results in a current contingency reserve balance of $1,032,562 for this project.
GLENDALE COMMUNITY COLLEGE DISTRICT

JUNE 25, 2007

NEW BUSINESS REPORT NO. 10

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

REVIEWED BY: Lawrence R. Serot, Exec Vice President, Administrative Services

PREPARED BY: William F. Taylor, Director, Business Services

SUBJECT: CHANGE ORDER NO. 8 -- ALLIED HEALTH/LAB PROJECT

Bid #138-03-06 PLUMBING – H L MOE INC

It is recommended that the change order as outlined below on the Allied Health/Lab Project - Plumbing project be approved and that the contract price be amended to reflect the change.

CHANGE ORDER NO. 8

1. Add storm drain piping to connect drains on grounds maintenance shed and loading dock $1,639.00

Reason for change: Piping not shown on drawings. Needed to route water from roof to storm drain.

Requested by: College.

TOTAL FOR CHANGE ORDER NO. 8 $1,639.00

Original Contract Price $789,980.00
New Change by previous Change Orders $ 37,832.86
Contract Price prior to this Change Order $827,812.86
Amount Contract Price increased by this C/O $ 1,639.00
New Contract Price $829,451.86

The Date of Substantial Completion shall remain the same.

Fiscal Impact: $1,639.00. Original contingency reserve $1,504,159 less previous changes there was a balance of $1,032,962. Deducting amount of current change order results in a current contingency reserve balance of $1,030,923 for this project.

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GLENDALE COMMUNITY COLLEGE DISTRICT

JUNE 25, 2007

NEW BUSINESS REPORT NO. 11

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

REVIEWED BY: Lawrence R. Serot, Exec Vice President, Administrative Services

PREPARED BY: William F. Taylor, Director, Business Services

SUBJECT: CHANGE ORDER NO. 10 – PARKING STRUCTURE/ELEVATOR TOWER AND BRIDGE

It is recommended that the Change Order 9 as outlined below on the Parking Structure/Elevator Tower and Bridge project be approved and that the contract price be amended to reflect the change.

CHANGE ORDER NO. 10

1. Add weep holes and waterproofing along east side at entrance road to parking lot. $3,480.00
   Requested by: College. PCO-PS00044
   Reason for change: To add waterproofing and drainage behind new retaining wall to prevent leaching throughout exposed western face of entrance wall. Not shown on original drawings.

2. Add drywall framing for callfire button for elevator at lobbies of Elevator Tower. $1,231.00
   Requested by: College and Architect. PCO-PS0026
   Reason for change: Framing needed to add block out for elevator push buttons due to conflict with reinforcing rebar.

3. Add 2L Steel members and plates to stiffen upper truss members. $45,000.00
   Requested by: Contractor. PCO-PS0041
   Reason for change: Drawings did not detail connection for 2L steel members and added attachment plates.

4. Reroute main conduit electrical feeds from transformer to electrical room to avoid shoring wall penetrations and around slab on grade footings. $27,652.00
   Requested by: Contractor. PCO-PS0023
   Reason for change: Contractor proposed to route electrical feed west and under first floor entrance to avoid penetrating shoring wall and slab on grade footings.

TOTAL FOR CHANGE ORDER NO. 10 $82,652.00
TOTAL Change in CONTRACT TIME: 15 days

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<td>The Date of Substantial Completion shall be increased by 15 (fifteen) days.</td>
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Fiscal Impact: $82,652.00. Funds available from project Contingency Reserves. The original contingency reserve for this project was $1,574,571 and an additional $81,938 from the Certificates of Participation for a total of $1,656,509. Deducting charges for the previous change orders there a current balance of $904,993. Deducting amount of current change order results in a current project contingency reserve balance of $722,301.

Note: It should be taken into account that the District will receive a partial reimbursement for the Truss Assembly for the City of Glendale of approximately $34,000. In addition, the Change Order for the Mountain Street Improvements has yet to be finalized but is estimated at $800,000. Reserves must be set aside for this large anticipated Change Order.
GLENDALE COMMUNITY COLLEGE DISTRICT

JUNE 25, 2007

NEW BUSINESS REPORT NO. 12

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

REVIEWED BY: Lawrence R. Serot, Executive Vice President, Administrative Services

PREPARED BY: William F. Taylor, Director, Business Services

SUBJECT: AGREEMENT WITH SIMPLEX FOR FIRE ALARM EQUIPMENT MAINTENANCE AND MONITORING SERVICES

It is recommended that an agreement with Simplex in the amount of $57,875 for fire alarm equipment maintenance services and for monitoring services for fiscal year 2007-2008, be approved.

This agreement will allow the College to renew the current maintenance agreement with Simplex for equipment inspection and testing services for the fire protection system at the main campus as well as at the Garfield campus. In addition, Simplex will be providing monitoring services for the fire alarm as well as for the security alarm system for the Garfield Campus. The term of the agreement is from July 1, 2007 to June 30, 2008. The agreement is on file at the Purchasing Office.

Fiscal Impact: $57,875. Funds provided for within FY 07-08 Fund 01 College Security Budget.
GLENDALE COMMUNITY COLLEGE DISTRICT

JUNE 25, 2007

NEW BUSINESS REPORT NO. 13

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

REVIEWED BY: Lawrence R. Serot, Executive Vice President,
Administrative Services

PREPARED BY: William F. Taylor, Director, Business Services

SUBJECT: AGREEMENTS WITH COMPANIES TO PROVIDE
PROFESSIONAL SUPPORT SERVICES FOR PROFESSIONAL
DEVELOPMENT CENTER PROGRAMS

It is recommended that agreements with the following companies, which
may exceed $10,000 each, to provide professional support services for
programs administered by the PDC for FY 2007-2008, be approved.

The continuation of numerous programs administered by the PDC creates the need to
establish formal agreements with various companies to provide professional support. These services would include, but not be limited to, course instruction, assessment, interviews, evaluations and curriculum development.

APICS San Fernando Valley
CAD Doctor
Environmental Management & Training
Estupinan & Associates
Global Learning Partners
Golden Aspen Communications Services
McEndree and Associates
Richard D. Paul, Consulting
RMG Consulting
Sierra Consulting Services
Tallymark 5 Associates
Up and Running CNC Consulting
Victor L. Cardinali Consulting

Fiscal Impact: Costs to be distributed within specific ETP/PDC program budgets.
GLENDALE COMMUNITY COLLEGE DISTRICT

JUNE 25, 2007

NEW BUSINESS REPORT NO. 14

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

REVIEWED BY: Lawrence R. Serot, Executive Vice President, Administrative Services

PREPARED BY: William F. Taylor, Director, Business Services

SUBJECT: APPROVAL OF AGREEMENT FOR COMPREHENSIVE MAINTENANCE OF CHILLER UNITS

It is recommended that the "Assured Maintenance Agreement" with McQuay Services in the amount of $36,240, be approved.

The agreement is a renewal for the preventative maintenance of the San Gabriel Building and Library HVAC chillers. The agreement provides for 24 hour a day service, seven days a week as well as regular inspections. The term of the contract is from July 1, 2007 through June 30, 2008. A copy of the agreement is on file in the Purchasing Office.

Fiscal Impact: $36,240. Funds provided in FY 07-08 Facilities Budget.
GLENDALE COMMUNITY COLLEGE DISTRICT

JUNE 25, 2007

NEW BUSINESS REPORT NO 15

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

REVIEWED BY: Lawrence R. Serot, Executive Vice President,
Administrative Services

PREPARED BY: William F. Taylor, Director, Business Services

SUBJECT: GENERAL SERVICES AGREEMENT BETWEEN GLENDALE
UNIFIED SCHOOL DISTRICT AND GLENDALE COMMUNITY
COLLEGE FOR FISCAL YEAR 2007-2008

It is recommended that the General Services Agreement between Glendale Unified School District and Glendale Community College for Fiscal Year 2007-2008 be approved.

Since 1982 Glendale Community College District has contracted with Glendale Unified School District for classroom rental. Community Services and Adult Education will utilize classroom space at the rate of $23.00 per classroom per day which is two dollars more than last year. This rate had been the same for the last three years. Hoover High School will be under renovation so other GUSD schools will most likely be used by Community Services. If it should be used, a fee will be assessed in the amount of $46.00 per hour for HVAC usage at Hoover High School which is the same as last year’s rate. All other terms remain the same. A copy of the agreement is on file in the Purchasing Office.

Fiscal Impact: Approximately $30,000. Funds will be available in the FY 2007-2008 budgets for Community Services and Adult Education.
GLENDALE COMMUNITY COLLEGE DISTRICT
JUNE 25, 2007
NEW BUSINESS REPORT NO. 16
REPORT OF RECOMMENDATION
TO: Board of Trustees
SUBMITTED BY: Audre Levy, Superintendent/President
REVIEWED BY: Lawrence R. Serot, Executive Vice President, Administrative Services
PREPARED BY: William F. Taylor, Director, Business Services
SUBJECT: APPROVAL OF CLINICAL FACILITIES AGREEMENT FOR THE NURSING PROGRAM

It is recommended that the agreement with the following facility for the Glendale College Nursing Program, be approved.

White Memorial Hospital

The Glendale College Nursing Program is currently utilizing various locations for clinical experience for the Nursing Program. This renewal of the agreement will allow students to continue get experience at this location. A copy of the agreement is on file in the Purchasing Office.

Fiscal Impact: No cost to the District.
GLENDALE COMMUNITY COLLEGE

JUNE 25, 2007

NEW BUSINESS REPORT NO. 17

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Audre Levy, Superintendent/President

REVIEWED BY: Lawrence R. Serot, Executive Vice President, Administrative Services

PREPARED BY: William F. Taylor, Director, Business Services

SUBJECT: APPROVAL OF AGREEMENT WITH P2S ENGINEERING FOR DESIGN SERVICES FOR CENTRAL PLANT 2 CHILLED WATER CONNECTION

It is recommended that an agreement with P2S Engineering in the amount of $41,500 to provide engineering services with respect to the design of the Central Plant 2 Chilled Water Connection, be approved.

This College is in need of engineering services to design the Central Plant project which connects the chilled water from the new central plant to Advanced Technology, Aviation Arts, San Gabriel, the Library and Bookstore. P2S will perform load calculations, provide a cost estimate and provide drawings for the scope of the work.

Fiscal Impact: Not to Exceed $41,500. Planning and Construction Funds are available in the FY 06-07 Scheduled Maintenance and Measure G Allied Health Building project savings and Infrastructure Allocation.
GLENDALE COMMUNITY COLLEGE

JUNE 25, 2007

NEW BUSINESS REPORT NO. 18

REPORT OF RECOMMENDATION

TO: Board of Trustees

SUBMITTED BY: Anda Levy, Superintendent/President

REVIEWED BY: Lawrence R. Serot, Executive Vice President, Administrative Services

PREPARED BY: William F. Taylor, Director, Business Services

SUBJECT: APPROVAL OF PURCHASE OF COMPUTER EQUIPMENT FROM DELL UNDER VOLUME DISCOUNT CMAS AGREEMENT

It is recommended that the acquisition of 260 computers for the upgrading various computer labs on campus in the amount of $270,964.81 from Dell, be approved.

Several computer labs are due for upgrade. In order to get a volume discount, the College has gotten a quote for the labs. Dell has an agreement with the State of California under the California Multiple Award Schedule (CMAS) therefore, it is not necessary to go out for bid for this equipment. In addition, Dell offered a discount of approximately $21,000 off of the purchase through this volume discount agreement. Staff has determined that this is in the best interests of the College to proceed with this acquisition.

Fiscal Impact: $270,964.81. Funds are available from FY 06-07 and 07-08 CTE and the VTEA Grant monies.
Glendale Community College District

June 25, 2007

NEW BUSINESS REPORT NO. 19

REPORT OF RECOMMENDATION

TO: Board of Trustees

REVIEWED BY: Andre Levy, Superintendent/President

SUBMITTED BY: Larry Serot, Exec Vice President, Administrative Services

PREPARED BY: Larry Serot, Exec Vice President, Administrative Services

SUBJECT: Use of Volunteers for the 2007-08 Fiscal Year

It is recommended that the Board of Trustees authorize the use of volunteers (must be 16 years of age or older) to assist in the operations of the District. Volunteers may not use any District facilities, equipment or material, except under the direct supervision of a District employee, and may not obligate or expend any public money. For liability and worker’s compensation purposes, at the start of a new fiscal year, the Board of Trustees must annually authorize the use of volunteers in the areas listed below:

- Classrooms, laboratories, the library and learning centers, and any area where instruction and learning takes place;
- Glendale College Foundation activities;
- Athletics and intramural activities;
- Associated Student activities and clubs;
- Booster organizations, such as the Patron’s Club and Alumni Association, associated with college activities;

A monthly list of all volunteers must be maintained by the areas in which they volunteer, with a copy filed in the Business Services office.
GLENDALE COMMUNITY COLLEGE

June 25, 2007

PERSONNEL REPORT NO. 12

REPORT OF RECOMMENDATION

TO: BOARD OF TRUSTEES

FROM: Audre Levy, Superintendent/President

SUBMITTED BY: Vicki Nicholson, Associate Vice President, Human Resources

SUBJECT: TENURE STATUS

It is recommended that the Board of Trustees approve the following faculty for tenure:

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<tr>
<td>Hironymous, Patricia</td>
<td>ESL Instructor</td>
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<td>Hughes, Jennifer</td>
<td>Electronics and Computer Technology</td>
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<td>Young, Andrew</td>
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GLENDALE COMMUNITY COLLEGE

June 25, 2007

PERSONNEL REPORT NO. 12

REPORT OF RECOMMENDATION

TO: BOARD OF TRUSTEES

FROM: Audre Levy, Superintendent/President

SUBMITTED BY: Vicki Nicholson, Associate Vice President, Human Resources

REVIEWED BY: Rina Tarverjian, Employee Services Sr. Technician

SUBJECT: ACADEMIC PERSONNEL REPORT

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Notes: C = Class in snowy environment
Example: C1 = C = Class 1, Step 1

Rate Legend
1 = Day
2 = Evening
3 = Non-Credit

Glenfield Community College
June 25, 2007
Report No. 12
Academic Personnel Report
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**Rate Legend**
- C = Class in Session Schedule
- E = Evening
- N = Non-Credit
- D = Day
- S = Summer
- P = Per Term
- R = Retention Grant
- A = Assignment

**Account Percent**
- C1 = Class 1
- S1 = Step 1
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- **01** = Day
- **02** = Evening
- **03** = Non-Credit

**Rate Legend**
- C = Class in Salary Schedule
- Example: C1 - 1 = Class 1, Step 1
REPORT OF RECOMMENDATION

TO: BOARD OF TRUSTEES
FROM: Andre Levy, Superintendent/President
SUBMITTED BY: Vicki Nicholson, Associate Vice President, Human Resources
REVIEWED BY: Rima Tarverdian, Employee Services Sr. Technician
SUBJECT: CLASSIFIED PERSONNEL REPORT

It is recommended that the various entries on the following page be approved as presented.
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<table>
<thead>
<tr>
<th>Full Name</th>
<th>Location</th>
<th>Position</th>
<th>Dates</th>
<th>Account No</th>
<th>Hours</th>
<th>Rate</th>
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Rate Legend:
NH = Management Hourly Rate
R = Regular Classified Range/Row
UR = Unclassified Hourly Rate
URH = Unclassified Range Rate
KD = Night Differential
Example: R = Range 1, Step 1 of the Salary Schedule