CALL TO ORDER: 3:04pm

MEMBERS PRESENT: Robin Kurotori, Co-Chair; Jesse MacEwan, Co-Chair; Steve Bitzer; John Collan, Student; Larissa Favela; Debra Franklin; KG Greenstein; Richard Grotegut; Laurie Issel-Tarver; Maria Ramirez; Jo Rainie Rodgers

MEMBERS ABSENT: Mark Bauermeister; Shane Kumar, Student

NON-VOTING MEMBERS: Mike Bowman, Lesley Buehler, Gale Carli, Darline Gunsauls, Kimberly Robbie, Dr. Leta Stagnaro, Chris Warden

OTHERS PRESENT: Narinder Bansal (via telephone), Cathrael Hackler, Gary Kauf, Patty Lessard, Nancy Pauliukonis, Isabel Reichert, Kim Stiles

MINUTES TAKEN BY: Melissa Stewart, Curriculum and Schedule Assistant

AGENDA MODIFICATIONS (Informational): Lesley Buehler requested to revise the agenda to give a rationale for the new Business Supervision/Management courses and Customer Service Academy program after the Chair’s Report.

APPROVAL OF MINUTES: (Action)

• October 6, 2014 minutes

Jesse MacEwan made the motion to approve the October 6, 2014 minutes; seconded by Debra Franklin. Motion carried.

CHAIR’S REPORT: (Informational)

• Baccalaureate degree option – Robin Kurotori and Dr. Leta Stagnaro (I)

Robin Kurotori shared that Senate Bill-850 is a baccalaureate degree pilot program. The baccalaureate degree pilot program authorizes the Board of Governors of the California Community Colleges, in consultation with the California State University and the University of California, to establish a statewide baccalaureate degree pilot program at not more than 15 community college districts, with one baccalaureate degree program each, to be determined by the chancellor and approved by the board of governors. Timeline: 2017-2018 academic years–2022-2023 academic years.

Dr. Leta Stagnaro presented Senate Bill-850 Public Postsecondary Education: Community College Districts; Baccalaureate Degree Pilot Program PowerPoint found on the Curriculum Committee website at http://www.ohlone.edu/org/curriculumcomm/packets/20142015/20141103/SenateBill850presentation.pdf

Leta is presenting Senate Bill-850 at College Council and Faculty Senate this week. There are still a few unknowns about the pilot program. Pilot program timeline is 2017-2018 and would finish in 2022-2023. The pilot program would be completed in five years and could be extended. Process timeline deadlines are approaching quickly. The following are the upcoming deadlines:

November 12, 2014 Certification of Interest submitted to Chancellor’s Office.
November 17, 2014 Application and process reviewed by the Board of Governors and modified accordance with their input.
November 20, 2014 Applications made available to all colleges.
November 24, 2014 Inform the CCCCO of intent to apply.
December 19, 2014 Applications due to Office of the Chancellor
January 8, 2015 Chancellor determines pilot colleges to be recommended to the Board of Governors for consideration.
January 21, 2015       Board of Governors selects and announces Pilot Colleges
March 16, 2015       Chancellor’s Office develops and submits a funding model to support statewide
                     Baccalaureate for consideration by the Board of Governors

Funding model for the baccalaureate degree pilot program is to be determined. Admission to the program should be at an affordable price for students. Community colleges can educate students at a more affordable cost. Students should not be charged fees higher than system wide fees charged for baccalaureate degrees at CSUs. Fees for upper division coursework in baccalaureate degree pilot program are $84.00 per unit. Major components are to identify and document unmet workforce needs in the subject area of the baccalaureate degree and offer the degree at a campus in a subject area with unmet workforce needs in the local community or region of the district. If the CSU or UC offers the baccalaureate degree the community college districts are unable to apply for that type of program.

Ohlone has two departments that have expressed interest in the baccalaureate pilot program; these are Interpreter Preparation Program and Respiratory Therapy. Data of enrollment, sections, and FTES have been compiled for these two programs. Statewide there are already two Interpreter Preparation Programs. California State University, Northridge offers a Bachelor of Arts degree in Deaf Studies and California State University, Fresno offers a Bachelor of Arts in Communicative Disorders, with emphasis in Deaf Education or Sign Language Interpreting. From the data collected and reviewed it is recommended that Ohlone submit a proposal for a Bachelor of Science in Respiratory Care. A Bachelor of Science in Respiratory Care is required in order to take the certification exam. The Associate in Science in Respiratory Therapist program offered at Ohlone has good success rates and has been recognized nationally. The next step is to inform the Chancellor’s Office that Ohlone is interested in the baccalaureate degree pilot program for Respiratory Therapy.

Robin Kurotori praised the Curriculum Committee members for their time and effort of screening courses in order for courses to be on the Curriculum Committee agenda for the November meeting.

**ARTICULATION UPDATES:**
None

**SELECTED TOPICS:** (Consent/Action)
None

**CONSORTIUM COURSES:** (Consent/Action)
None

**MINOR REVISIONS:** (Consent/Information)

**BRDC-145 Digital Reporting I – Gary Kauf**
Change catalog description: This course is an introduction to digital storytelling with an emphasis on journalism. Students will learn to write and use video, audio, blogs, and social media to create interactive news and feature stories for the Internet and mobile devices. The course also will include techniques in digital research, critical thinking, and synthesis. Change class schedule description: An introduction to digital storytelling with an emphasis on journalism. Students use video, blogs, and social media tools to create stories for the Internet. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation.

**DEAF-120A Developing Writing and Grammar Skills I – Nancy Pauliukonis**
Change title from Basic Writing and Grammar I.

**DEAF-120B Developing Writing and Grammar Skills II - Nancy Pauliukonis**
Change title from Basic Writing and Grammar II. Revise student learning outcomes.
DEAF-121B  Building Writing and Grammar Skills II - Nancy Pauliukonis
Change title from Intermediate Writing and Grammar II. Change catalog description: This course is the second of two courses (DEAF-121A and DEAF-121B) designed for Deaf/Hard-of-Hearing students who wish to further develop their grammar skills at the low-intermediate ESL level through practice and application. Students will apply grammar rules through interactive exercises, studying sentence structure, performing error analysis, and writing sentences and paragraphs of increasing complexity. Taught in ASL. Not applicable to associate degree. Change class schedule description: The second of two courses focusing on grammar rules and their application in writing at the low-intermediate ESL level. Taught in ASL. Not applicable to associate degree. Revise counselor information; student learning outcomes; methods of instruction.

TD-120B4  Student Repertory Theatre – Janel Tomblin-Brown
Revise textbooks.

DEACTIVATIONS: (Consent/Action)
Course no longer offered:
AJ-144  Leadership Skills Development – Walt Birkedahl
ART-112  Watercolor – Walt Birkedahl
ATHL-226  Intercollegiate Basketball, Women – Chris Warden
ATHL-227  Intercollegiate Basketball, Men – Chris Warden
COMM-101  Computer Mediated Communication – Brenda Ahnholtz
DEAF-146  Work Experience Seminar – Nancy Pauliukonis
DEAF-176A  Academic Vocabulary I – Nancy Pauliukonis
DEAF-188C  Intensive University Preparation: Academic Writing III – Nancy Pauliukonis
DEAF-189C  Intensive College Preparation: Academic Reading III – Nancy Pauliukonis
PD-240  College Success for Pre-Health Science Majors – Mike DeUnamuno

Motion to approve Deactivations made by Jo Rainie Rodgers; seconded by Laurie Issel-Tarver. Motion carried.

SUBCOMMITTEE APPROVALS/REPORTS: (Action/Information)
Distance Education Subcommittee:
ENGL-111A  Beginning Creative Writing
HLTH-150/WS-150  Women’s Health Issues
MM-102A  Introduction to Multimedia
RE-122  Real Estate Practice

Motion to approve Distance Education Subcommittee courses made by Steve Bitzer; seconded by Jo Rainie Rodgers. Motion carried.

General Education Subcommittee:
New Approvals:  None

Disapproved for New Approvals:  None

Reaffirmation of GE Approvals:
Area I, Natural Sciences:  BIOL-101B, BIOL-107
Area VB, Wellness:  HLTH-150/WS-150
Area VI, Intercultural/International Studies:  HLTH-150/WS-150

Disapproved for Reaffirmation:  None

Deleted from GE Plan A:  Area VA, Physical Education:  ATHL-226, ATHL-227
Motion to approve General Education courses made by KG Greenstein; seconded by Jo Rainie Rodgers. Motion carried.

__SLOAC UPDATES:__
None

**COURSE REACTIVATION (Consent/Action)**
None

**REQUISITES: (Action)**
INT-106  Discourse Analysis: ASL – Shelley Lawrence  
Add prerequisite: Admission to the Interpreter Preparation Program

INT-107  Interpreter Orientation – Shelley Lawrence  
Add prerequisite: Admission to the Interpreter Preparation Program

INT-112  Comparative Linguistics: ASL and English – Shelley Lawrence  
Add prerequisite: Admission to the Interpreter Preparation Program

INT-115  Interpreting Preparation Skills – Shelley Lawrence  
Add prerequisite: Admission to the Interpreter Preparation Program

INT-153  Interpreting: ASL to English - Shelley Lawrence  
Add prerequisite: INT-115

INT-253  Interpreting: English to ASL – Shelley Lawrence  
Add prerequisite: INT-153

RT-104A  Principles of Respiratory Therapy II – Michael Blaisdell  
Add prerequisite: Admission to the Respiratory Therapist Program

Motion to approve Requisites made by Laurie Issel-Tarver; seconded by Jesse MacEwan. Motion carried.

**MAJOR COURSE REVISIONS (Consent/Action)**
AH-151  Applied Clinical Pharmacology – Michael Blaisdell  
Change catalog description: This course provides the respiratory therapist student or practitioner with a working knowledge of drug therapy in current use with acutely ill patients. Revise counselor information; textbooks.

COMM-100  Introduction to Communication Theory – Brenda Ahntholz  
Change catalog description: In this course students will analyze, evaluate, and apply the major communication theories and research in the communication studies field such as interpersonal, group/organization, cultural communication, rhetoric, and mass communication. Change class schedule description: Introduction to communication theory and research as broad based social science general education course. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

COMM-111  Introduction to Public Speaking – Brenda Ahntholz  
Change department and course number from SPCH-101. Remove prerequisite: ENGL-151B or ENGL-101A. Add advisory: ENGL-151RW, or ENGL-151B and ENGL-163. Change catalog description: This course covers rhetorical theory and practice of speech making in groups and public settings. A variety of perspectives and techniques are used to research, organize, deliver, and evaluate public presentations. Emphasis is on rights and responsibilities of citizenship in a free democratic society. (Formerly SPCH-101) Change class schedule description: Practice the art and theory of public speaking through delivery, organizing outlines, and use of research methodology. (Formerly SPCH-101) Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

COMM-115  Intercultural Communication – Brenda Ahntholz
Change department and course number from SPCH-105. Change catalog description: In this course we will examine the connections of culture and communication from a variety of perspectives, while exploring how our own cultural identities are co-constructed through our communication practices and interactions. Understand how we communicate and interact with others across dimensions of race, class, nation, histories, power, privilege and many other categories of identity in order to be able to practice more productive and effective communication across cultural differences locally and globally. (Formerly SPCH-105) Change class schedule description: Explore cultural identity and how culture shapes how we communicate, interact and co-create meaning in our social worlds. (Formerly SPCH-105) Revise counselor information; student learning outcomes; course assignments; methods of evaluation; methods of instruction; textbooks.

COMM-118/ Gender Communication – Brenda Ahntholz
WS-108
Change department and course number from SPCH-108. Change catalog description: In this course students will examine the myriad communicative process which function to create, maintain, reinforce, and challenge cultural expectations of gender performances. (Formerly SPCH-108) Change class schedule description: Examine the multitude of ways in which communication operates to construct gender identities. (Formerly SPCH-108) Revise counselor information; student learning outcomes; course assignments; methods of evaluation; methods of instruction; textbooks.

DEAF-121A Building Writing and Grammar Skills I – Nancy Pauliukonis
Change title from Intermediate Writing and Grammar I. Remove advisory: DEAF-120A and DEAF-120B. Change catalog description: This course is the first of two courses (DEAF-121A and DEAF-121B) designed for Deaf/Hard-of-Hearing students who wish to improve their grammar skills through practice and application at the high-beginning ESL level. Students will learn grammar rules through interactive exercises, studying sentence structure, performing error analysis, and writing sentences and paragraphs. Taught in ASL. Not applicable to associate degree. Change class schedule description: The first of two courses focusing on grammar rules and their application in writing at the high-beginning ESL level. Taught in ASL. Not applicable to associate degree. Revise counselor information; student learning outcomes; methods of instruction.

DEAF-130A Reading & Vocabulary Development I – Nancy Pauliukonis
Change title from Literacy I. Revise student learning outcomes; course content; course assignments; methods of evaluation.

DEAF-130B Reading and Vocabulary Development II - Nancy Pauliukonis
Change title from Literacy II. Revise student learning outcomes; course content; course assignments; methods of evaluation.

DEAF-131A Reading and Vocabulary Building I – Nancy Pauliukonis
Change title from Intermediate Literacy I. Revise student learning outcomes; course content; course assignments; methods of evaluation.

DEAF-131B Reading and Vocabulary Building II - Nancy Pauliukonis
Change title from Intermediate Literacy II. Revise student learning outcomes; course content; course assignments; methods of evaluation.

DEAF-157A Fundamentals of English Composition I – Nancy Pauliukonis
Change title from English Composition Techniques. Change catalog description: This course is the first of two intermediate ESL courses with emphasis on fundamental English Composition skills. After studying a variety of model paragraphs, students are guided through the process of planning, composing, and revising their own writings. Taught in ASL. Not applicable to associate degree. Change class schedule description: First of two introductory composition courses focusing on paragraph development and grammar skills. Taught in ASL. Not applicable to associate degree. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

DEAF-157B Fundamentals of English Composition II – Nancy Pauliukonis
Change title from Principles of Composition. Change catalog description: This course is the second of two intermediate ESL courses with emphasis on fundamental English composition skills. After studying a
variety of model writings, students are guided through the process of planning, composing, and revising their own paragraphs and essays. Taught in ASL. Not applicable to associate degree. Change class schedule description: Second of two intermediate composition courses focusing on paragraph and essay development and grammar skills. Taught in ASL. Not applicable to associate degree. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

**DEAF-159A  Fundamentals of College Reading I – Nancy Pauliukonis**
Change title from Reading Strategies. Change catalog description: DEAF-159A is the first of two courses with an emphasis on fundamental reading and study techniques. Students learn to analyze a variety of printed materials including paragraphs, textbook passages, and news articles. The course is designed to introduce students to the reading process and academic study skills. This course is taught in ASL. Not applicable to associate degree. Change class schedule description: First of two courses in fundamental reading and study skills. Taught in ASL. Not applicable to associate degree. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

**DEAF-159B  Fundamentals of College Reading II – Nancy Pauliukonis**
Change title from Reading Techniques. Change catalog description: DEAF-159B is the second of two courses with an emphasis on fundamental reading and study techniques. Students learn to analyze a variety of printed materials including paragraphs, textbook passages, and news articles. The course is designed to guide students through the reading process and the development of academic study skills. Taught in ASL. Not applicable to associate degree. Change class schedule description: Second of two courses in fundamental reading and study skills. Taught in ASL. Not applicable to associate degree. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

**DEAF-175A  IUPP Grammar I – Nancy Pauliukonis**
Add advisory: ASL fluency. Change catalog description: This course is the first of a two semester English grammar series designed for students who have an intermediate to advanced ESL knowledge of English sentence structure, but who wish to strengthen their grammar and other language skills. Taught in ASL. Not applicable to associate degree. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

**DEAF-175B  IUPP Grammar II – Nancy Pauliukonis**
Add advisory: ASL fluency. Change catalog description: This course is the second of a two-semester English grammar series designed for students who have intermediate to advanced ESL knowledge of English sentence structure, but who wish to further strengthen and refine their grammar and other language skills. Taught in ASL. Not applicable to associate degree. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

**DEAF-188A  Intensive University Preparation: Academic Writing I – Nancy Pauliukonis**
Change catalog description: This course is the first course in a two-semester program in writing with an emphasis on composition, critical reading skills, and the development of natural English expression. This course reviews the fundamentals of paragraph development and focuses on reading critically and writing well-developed and well-organized paragraphs and essays. The course is designed to prepare students with strong academic potential for college-level English composition and academic work. Taught in ASL. Not applicable to associate degree. Change class schedule description: First of two intensive writing courses to prepare students for college coursework. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

**DEAF-188B  Intensive University Preparation: Academic Writing II – Nancy Pauliukonis**
Change catalog description: This course is the second course in a two-semester program in writing with an emphasis on composition, critical reading skills, and the development of natural English expression. This course reviews the fundamentals of essay development and focuses on reading critically and writing well-developed and well-organized paragraphs and essays. This course is designed to prepare students who are fluent in ASL for college-level English composition and academic course work. Taught in ASL. Not applicable to associate degree. Change class schedule description: Second of two intensive writing courses to prepare students for college coursework. Taught in ASL. Not applicable to associate degree. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.
DEAF-189A  Intensive University Preparation – Academic Reading I – Nancy Pauliukonis
Change catalog description: DEAF-189A is the first course of a two-semester academic reading program. This course provides an introduction to reading and study techniques. Students learn to analyze, annotate, and summarize a variety of printed materials including essays, news articles, and textbook chapters. The course is designed to prepare students for college-level course work. Taught in ASL. Not applicable to associate degree. Change class schedule description: The first of two intensive study courses focusing on reading and study skills. Taught in ASL. Not applicable to associate degree. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

DEAF-189B  Intensive University Preparation – Academic Reading II – Nancy Pauliukonis
Change catalog description: DEAF-189B is the second course of a two-semester reading program. This course focuses on strengthening reading and research skills. Students analyze, annotate, and summarize readings of increasing length and complexity. The course is designed to prepare students for college-level course work. Taught in ASL. Not applicable to associate degree. Change class schedule description: The second of two intensive study courses focusing on reading and research skills. Taught in ASL. Not applicable to associate degree. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

DEAF-312  Linguistics of ASL – Thomas Holcomb
Change catalog description: This course is an introduction to the language of American Deaf people. Phonology, morphology, grammar, and semantics of American Sign Language are covered. Taught in ASL. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; textbooks.

ECS-308  Administration I: Programs in Early Childhood Education – Janice Jones
Change title from Administration of Programs for Young Children. Remove advisory; Eligible for ENGL-101A. Add advisory: ENGL-101A. Change catalog description: This course is an introduction to the administration of early childhood programs. The course covers program types, budget, management, regulations, laws, and the development and implementation of policies and procedures. The course also examines administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program. Revise student learning outcomes; course content; course assignments; methods of evaluation; textbooks.

ECS-316  Children with Special Needs in Programs for Young Children – Janice Jones
Remove advisory: Eligible for ENGL-101A. Add advisory: ENGL-101A. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

ECS-321  Administration II: Personnel and Leadership in Early Childhood Education – Janice Jones
Change title from Supervision in Early Childhood Programs. Remove prerequisite: ECS-303. Remove advisory: ENGL-101A. Change catalog description: This course covers effective strategies for personnel management and leadership in early care and education settings. Included in the course are legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

ECS-322  Mentoring and Supervision in Early Childhood Programs – Janice Jones
Remove advisory: ECS-302; eligible for ENGL-101A. Add advisory: ECS-321. Change catalog description: This course includes the methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and leaders. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

ENGL-111B  Intermediate Creative Writing – Carmen Madden
Change catalog description: This course provides students the opportunity to experiment with creative principles such as fiction, non-fiction, drama, and poetry, and provides a critical analysis of the student's
work. Revise student learning outcomes; course assignments; methods of evaluation; methods of instruction; textbooks.

**HLTH-160 Human Sexuality – Robin Kurotori**
Change catalog description: This course examines the physiological and psychological aspects of sexual health in our contemporary society. Understanding the interrelationship of attitude and behavior as it relates to sexual integrity is a primary focus. Emphasis will be on knowledge, attitudes, and behavior that contribute to a healthy individual. Revise student learning outcomes; course assignments; methods of evaluation; methods of instruction; textbooks.

**INT-106 Discourse Analysis: ASL – Shelley Lawrence**
Remove prerequisite: Accepted into the IPP. Add prerequisite: Admission to the Interpreter Preparation Program. Remove corequisites: INT-107, INT-112, INT-115, INT-116, INT-127. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

**INT-107 Interpreter Orientation – Shelley Lawrence**

**INT-112 Comparative Linguistics: ASL and English – Shelley Lawrence**
Change lecture hours from 3.00 to 2.00. Change lab hours from 0.00 to 3.00. Change total hours from 54.00 to 90.00. Remove prerequisite: Acceptance into the IPP. Add prerequisite: Admission to the Interpreter Preparation Program. Remove corequisites: INT-106, INT-107, INT-115, INT-116, INT-127. Change class schedule description: A comparison of the linguistics of ASL and English with particular emphasis on syntax. This class is only for students accepted into the Interpreter Preparation Program. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction.

**INT-115 Interpreting Preparation Skills – Shelley Lawrence**
Remove prerequisite: Acceptance into the IPP. Add prerequisite: Admission to the Interpreter Preparation Program. Remove corequisites: INT-106, INT-107, INT-112, INT-116, INT-127. Change catalog description: This course provides the theoretical basis for interpretation. The interpreting process is broken down into process parts, isolated, and then practiced. Skills include memory discrimination, cloze, summarizing, and paraphrasing skills. ASL transcription and translation work and expressive fingerspelling are also practiced. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

**INT-153 Interpreting: ASL to English - Shelley Lawrence**
Change lab hours from 2.00 to 6.00. Change total hours from 108.00 to 180.00. Remove corequisites: INT-145, INT-199A, INT-148 and INT-199B. Add prerequisite: INT-115. Change class schedule description: ASL to English Interpreting, consecutive and simultaneous. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; supplies.

**INT-253 Interpreting: English to ASL – Shelley Lawrence**
KIN-240 Introduction to Kinesiology – Mike Curran
Revise course content; course assignments; methods of evaluation; methods of instruction; textbooks.

KIN-251 Fitness for Life – Robin Kurotori
Change class schedule description: Introduction to assessment, design, and implementation of a personal fitness and wellness program for healthy living. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

MATH-152A Algebra II (Part 1) – Geoffrey Hirsch
Revise student learning outcomes; course content; course assignments; methods of evaluation; textbooks.

NUR-301 Foundations of Nursing – Kim Stiles
Change catalog description: Nursing 301 is the first course in the nursing sequence. Students are introduced to caring theory and practice of nursing based on nurse caring science. This course focuses on assessment of patients' physical and psychological systems across the adult life span, including variations for the geriatric client. Health and wellness are explored within the context of the health care delivery system. Students begin holistic nursing socialization process into the role of the professional registered nurse, learning holistic communication skills, multiple ways of knowing, and the role of critical thinking in caring for culturally diverse patients in acute care settings. This course focuses on assessing, developing, implementing, and evaluating a plan of care that respects the uniqueness of patients and their care preferences related to sexual orientation, ethnicity, religion, developmental stage, and socioeconomic background. Detailed objectives are written for each class and correlate with required preparation. Simulated practice of fundamental nursing skills occurs in a multimedia setting with utilization of both high and low fidelity mannequins. Clinical application of caring theory and skills occurs in the hospital. Change class schedule description: Introduction to patient assessment, holistic communication, and nurse caring theory/practice. Revise student learning outcomes; course content; methods of evaluation; textbooks.

NUR-302 Nursing Care of the Medical-Surgical Patient I – Kim Stiles
Change catalog description: Nursing 302 is the second course in the nursing sequence. The focus of this course is beginning concepts in nursing care of the medical-surgical patient experiencing chronic physical and psychological changes related to cardiovascular, respiratory, endocrine protective, and ingestion-elimination systems. Issues surrounding chronicity and nursing care of high-risk populations will be explored. Students are introduced to pre-operative, intra-operative, and post-operative nursing roles. Pharmacology is expanded in this course and is addressed in each subsequent course. This course focuses on assessing, developing, implementing, and evaluating a plan of care that respects the individual's cultural beliefs related to their health and experience of chronic illness. Detailed objectives are written for each class and correlate with required preparation. Simulated practice of nursing skills occurs in a multimedia setting with utilization of high and low fidelity mannequins. Clinical application of nurse caring theory and skills occurs in the hospital. Change class schedule description: Nursing care of the medical-surgical patient experiencing physical and psychological changes related to chronic illness. Revise student learning outcomes; course content; course assignments; methods of evaluation; textbooks; supplies.

NUR-303 Nursing Care of Women and Children – Debra Franklin
Change catalog description: Nursing 303 is the third course in the nursing sequence. This course focuses on applying nurse caring science principles in providing nursing care to the childbearing, child rearing family. Nursing roles of being a provider and manager of care and a member of the nursing profession are explored in women's health care, labor and delivery, post-partum, newborn nursery, and pediatric settings. The course incorporates lectures, discussion, and extensive video and multimedia components. Course content includes pathophysiology, nursing implications of diagnostic tests, and related pharmacology. Students assess patients, identify nursing diagnoses, and implement and evaluate nursing interventions to promote healing responses in women and children experiencing health and family changes. The course focuses on assessing, developing, implementing, and evaluating a plan of care that respects the individual's cultural and ethnic childbearing beliefs regarding pregnancy, labor and delivery, and post-partum care of the mother and the newborn. Additionally, this course explores legal and ethical situations concerning parent-child rights; legal and cultural responses to child abuse and the child with congenital anomalies; and culturally appropriate education of families. Detailed objectives are written for each class and correlate with required preparation. Simulated practice of nursing skills in a multimedia
setting with the use of intermediate and high-fidelity mannequins is included. Clinical application of nursing caring theory and skills occurs in hospital and community settings. Revise student learning outcomes; course content; course assignments; methods of evaluation; textbooks; supplies.

NUR-304 Nursing Care of the Medical-Surgical Patient II – Kim Stiles
Remove prerequisite: Must be admitted to the nursing program. Change catalog description: Nursing 304 is the fourth course in the nursing sequence. The focus of this course is intermediate concepts in nursing care of the medical-surgical patient experiencing acute physical and psychological changes related to cardiovascular, respiratory, neurosensation, endocrine-protective, and ingestion-elimination systems. Complex situations concerning acute care nursing of high risk and oncology patients will be explored, including ethical and legal concerns with palliative and end-of-life care. This course focuses on assessing, developing, implementing, and evaluating a plan of care that respects the individual’s cultural beliefs related to their health and experience of cancer and other medical surgical conditions. Detailed objectives are written for each class and correlate with required preparation. Simulated practice of nursing skills occurs in a multimedia setting with utilization of high and low fidelity mannequins. Clinical application of nurse caring theory and skills occurs in the hospital. Change class schedule description: Care of the patient experiencing cancer and other medical surgical conditions requiring intermediate nursing care. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

NUR-305 Nursing Care of the Medical-Surgical Client III – Kim Stiles
Change catalog description: Nursing 305 is the fifth course in the nursing sequence. This course focuses on providing advanced, often urgent or intensive nursing care to adult and geriatric patients with complex alterations in the cardiovascular, respiratory, endocrine-protective, elimination, and neuro/sensation systems. Students will use caring nursing process and advanced clinical reasoning to develop an individualized, culturally sensitive plan of care for the patient that interrelates pathophysiology, nursing assessments, diagnostic tests, pharmacology and medical treatments. Detailed objectives are written for each class and correlate with required preparation. Simulated practice of related skills occurs in a multimedia setting with utilization of high fidelity mannequins. Clinical application of caring theory and skills occurs in acute care hospitals. Change class schedule description: Advanced acute care of patients with complex life-threatening conditions that require urgent or intensive nursing care. Revise student learning outcomes; course content; course assignments; methods of evaluation; textbooks; supplies.

NUR-306 Nursing Care of the Mental Health Client and Advanced Gerontologic Care – Kim Stiles
Change catalog description: Nursing 306 is the sixth course in the nursing sequence. This course focuses on providing comprehensive nursing care with emphasis on therapeutic communication to mental health clients. Additionally, students will build on previously learned caring skills for older adults to address more complex care needs and concerns of the geriatric population across the care continuum. Nursing roles of being a provider and manager of care, communicator, teacher, and member of the profession are explored in caring for clients in community-based inpatient behavioral health, and geriatric settings. Nurse caring skills will focus on assessments, holistic communication the importance of self-care, multiple ways of knowing and critical thinking, spiritual health, and cultural diversity. These caring skills will be practiced in actual clinical situations, through role-playing, and/or through simulations in a multimedia setting. Students will assess, develop, implement, and evaluate care plans that respect client’s cultural beliefs related to verbal and nonverbal behaviors and the part of the mental health-mental illness continuum that clients are experiencing. Sources of stress and coping among diverse ethnic groups that may lead to violence, substance abuse, or altered life skills will be considered in care planning. In the geriatric clinical rotation, students will implement the leadership role of the RN as a manager and coordinator of care with ancillary staff. Detailed objectives are written for each class and correlate with required preparation. Clinical application of caring theory and skills occurs in acute care and community settings. Change class schedule description: Comprehensive nursing care to promote healing responses in complex health challenges of the mental health and geriatric patient. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.
NUR-307 Nursing Leadership and Preceptorship – Kim Stiles
Change catalog description: Nursing 307 is the final course in the nursing sequence. This course focuses on providing nursing care and first level management skills for groups of patients. Emphasis is placed on managing a full patient assignment in acute care, gerontological, and community settings. The registered nurse preceptor directly supervises the student under the guidance of the nursing faculty liaison. Professional development as well as current issues in nursing are discussed. This course focuses on managing groups of adults and geriatric patients with respect for the individual's cultural diversity, ethnicity, developmental stage, sexual orientation, gender, religion, and socioeconomic background related to health care practices. Students are expected to complete a senior capstone research based project on a patient care protocol used at their clinical site. Detailed objectives are written for each class and correlate with required preparation. Clinical application of caring theory and skills occurs in hospital, community, and gerontological health care settings. Simulated practice of advanced, comprehensive nursing skills occurs in a multimedia setting with high fidelity mannequins. Revise student learning outcomes; course content; methods of evaluation; methods of instruction; textbooks; supplies.

NUR-316 Maternal-Newborn & Women’s Health Review – Debra Franklin
Change catalog description: Nursing 316 is a review of obstetrical and newborn care, with an additional focus on women’s health. The course is meant as a content review for the new nursing graduate who is preparing for NCLEX examinations, or the registered nurse who desires to reenter the profession. One CEU is available for RNs. Not applicable to associate degree. Change class schedule description: Review of OB-newborn care and women's health for students preparing for NCLEX or RNs reentering the profession. One CEU is available for RNs. Not applicable to associate degree. Revise course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

RT-104A Principles of Respiratory Therapy II – Michael Blaisdell
Remove prerequisites: RT-101, RT-101L, RT-102, RT-103. Add prerequisite: Admission to the Respiratory Therapist Program. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

Motion made by Richard Grotegut to approve the Major Revisions; seconded by Jo Rainie Rodgers. Motion carried.

NEW COURSES: (Action)
BSM-110A Communications in the Workplace – Lesley Buehler
9.00 hours lecture
Units: 0.50
This course is designed to introduce the students to key elements in communication within business organizations. Topics will include verbal and nonverbal communication, active listing, and specific workplace communication skills. (CR)

BSM-110B Writing Skills for Managers – Lesley Buehler
9.00 hours lecture
Units: 0.50
This course is designed to provide the student with the skills necessary to effectively write various business documents. Topics include the guidelines necessary to produce effective written communications, introduction to various communication devices used internally in an organization, preparation of written communications for use outside the organization, and business communication and the law. (CR)

BSM-110C Attitude in the Workplace - Lesley Buehler
9.00 hours lecture
Units: 0.50
This course is designed to provide students with certain key skills in the area of attitude so that they may effectively maintain a positive attitude in the workplace and at home. Students will be introduced to the concepts of how attitudes are communicated and how to adjust one’s attitude. (CR)

BSM-110D Decision Making and Problem Solving - Lesley Buehler
9.00 hours lecture
Units: 0.50
This course is designed to introduce the student to decision making and problem solving techniques including brainstorming, creativity in the workplace, how to find new perspectives, and seeking alternatives. (CR)

BSM-110E Managing Organizational Change - Lesley Buehler
9.00 hours lecture
Units: 0.50
This course is designed to provide students with an understanding of change and the influence it has on an organization and the individuals in that organization. Topics will include understanding organization change, stages of change, and how to manage organizational change. (CR)

BSM-110F Stress Management - Lesley Buehler
9.00 hours lecture
Units: 0.50
This course is designed to acquaint the student with key elements of stress management. Topics will include the recognition of stress, causes of stress, and the benefits of stress management. Various stress management techniques will be covered. (CR)

BSM-110G Team Building - Lesley Buehler
9.00 hours lecture
Units: 0.50
This course is designed to provide students with an understanding of how teams work together, and common problems teams encounter and how to solve them. Students will learn to recognize various personalities and how their strengths and weaknesses impact a team. Students will be introduced to team building in the workplace. (CR)

BSM-110H Time Management - Lesley Buehler
9.00 hours lecture
Units: 0.50
This course is designed to introduce students to time management principles and specific tools that assist in making maximum use of time. Emphasis will be placed on how to prioritize, identifying time wasters, and goal setting. (CR)

BSM-110I Conflict Resolution - Lesley Buehler
9.00 hours lecture
Units: 0.50
This course is designed to introduce students to the meaning of conflict, the causes of conflict, and strategies for resolving interpersonal conflict, as well as dealing with difficult customers. (CR)

BSM-110J Values and Ethics - Lesley Buehler
9.00 hours lecture
Units: 0.50
This course is designed to acquaint students with the importance of values and ethics in the workplace. Emphasis will be place on how values influence actions, evaluating one’s ethical behavior, and helping people do the right thing. (CR)

Rationale: Lesley Buehler stated many students graduate without internal and external customer service skills, also known as soft skills. Namely, this need presented itself in an advisory meeting in May 2014, attended by 50 employers, who expressed a desire for these courses at Ohlone College. Additionally, several articles have been published in the past year describing the “skills gap” of students graduating from college without the necessary soft skills to enter the workplace. Employers have shared that students have degrees but cannot write an email, project the right attitude, nor communicate effectively, in some cases not being able to even interview properly. These are half unit courses, bundled in to a full program to allow students to earn a certificate showing the new skills acquired for their career entry. A certificate will show value and completion for the students, especially those who may not have attended college previously. Additionally, it greatly supplements the current offerings in the BSM program.

Students that are employed can come to Ohlone to learn professional customer service skills to use in their work environment, and in some cases after taking one to two workshops, may choose to enroll in other Ohlone credit offerings; Merced saw this happen as many of the participants concurrently, or later, enrolled in other credit classes being offered at the college. In addition to helping individual students, this program will help with economic development in the Tri Cities area as employers will be able to send their
employees for gain valuable skills. (Ohlone College goal number two). Ultimately, offering these BSM courses at Ohlone will help enrollment, and give students a formula to use for improved communication skills, problem solving techniques, conflict management, teamwork, leadership, and the benefits of stress management.

The idea of the Customer Service Academy came from Professor Jonae Pistoresi at Merced College after she met with her local Chambers and they expressed the need for this type of training. Merced College offers these courses in its Management program, and has included them as a requirement for certain degree programs.

Motion to approve BSM courses made by Jesse MacEwan; seconded by Debra Franklin. Motion carried.

GEOG-106   Economic Geography: Resources and Society – Narinder Bansal
54.00 hours lecture
Units: 3.00
Accepted for Credit: CSU
This course focuses on the ways in which economic activities are organized, how they impact regions and society, and how they change over time. Students will examine what is old and what is new about globalization and how it matters to people, places, culture, and the environment. The course will use a political economy approach, concentrating on the relationship among economic processes, political institutions, and sociocultural structures. (GR)

Rationale: This course is designed to help students think critically about globalization, and how the world trade organization is causing problems that lead to political planet problems. The solution to these problems is explained in more depth in this course. There is a new degree offered at University of California, Santa Barbara that focuses on the concept of global studies. Students in this course will go on a field trip to Farmers Market in San Francisco. Students use the worksheet to gather information about in-depth farming practices and ways local farmers use here in the Bay Area.

Motion to approve GEOG-106 made by Richard Grotegut; seconded by Laurie Issel-Tarver. Motion carried.

HLTH-170   Foundations of Mindfulness – Robin Kurotori
18.00 hours lecture, 54.00 hours lab
Units: 2.00
Accepted for Credit: CSU
This experiential course will provide tangible tools in developing mindful awareness of your body and sensory experiences, gratitude and compassion, mindfulness of your thoughts and emotions, mindful communication with others, as well as current scientific findings on neuroplasticity which is the ability to use your mind to change your brain. Benefits of mindfulness practice have been scientifically proven to reduce stress and anxiety, increase executive functioning, and improve overall balance and quality of life. (GC)

Rationale: Robin Kurotori shared this course was developed to build a certificate that is health-appropriate. There is a need for students to enroll in courses that teach stress management, and there are very few health degree options. This course was created to be included in the future Holistic Health Certificate of Achievement or Tai Chi Certificate of Accomplishment, and it is CSU transferable.

Motion to approve HLTH-170 made by Jo Rainie Rodgers; seconded by Maria Ramirez. Motion carried. Robin Kurotori abstained.

MM-100   Introduction to Concepts in Digital Media – Isabel Reichert
54.00 hours lecture
Units: 3.00
Accepted for Credit: CSU
Digital technologies continue to have a profound effect on all aspects of human society, and new forms of digital media are increasingly perceived as essential to contemporary daily life. These technologies have altered how we work, communicate, learn, and interact with each other. We can observe unprecedented transformations and innovations in new media technologies almost every day. This course is a non-technical introduction to the history, theory, and practice of digital technologies and their applications.
within science, society and art. Students will gain an understanding of new media through an in-depth analysis of the history and trends within emerging technologies. They will examine the work of scientists, designers, political organizers, and multimedia artists who have developed technologies and explored new means of integrating these technologies into everyday life. Students will gain insight into the ways interdisciplinary collaboration and information sharing impact the development of the digital frontier. (GR)

Rationale: Isabel Reichert shared this is a course about technology and how it relates to life and history. Students understand how technology works within arts and science.

Motion to approve MM-100 made by KG Greenstein; seconded by Steve Bitzer. Motion carried.

**DEGREES/CERTIFICATES: (Action)**

Deactivated Degrees and Certificates:
- Administration of Justice: Certificate of Achievement

Revised Degrees and Certificates:
- Multimedia: Associate in Arts /Certificate of Achievement

New Degrees and Certificates:
- Customer Service Academy: Certificate of Accomplishment

Deactivated Certificates and Degrees:
- Administration of Justice: Certificate of Achievement – Rich Cominos

The Administration of Justice Certificate of Achievement is being deactivated because there is no reason for prospective police officers to obtain the Certificate of Achievement.

Motion to approve program deactivation made by Jesse MacEwan; seconded by Jo Rainie Rodgers. Motion carried.

Revised Degrees and Certificates:

**Certificate of Achievement: Multimedia – Isabel Reichert**

This program is designed to provide students with technical skills and a strong foundation in design. Students have the opportunity to explore the many different areas of multimedia while following professional practices and employing industry-standard software.

Requirements for Certificate of Achievement:
- Complete Major Field courses as indicated below.
- Complete at least six units at Ohlone College.
- Maintain a 2.0 grade point average in Major Field courses.

**Associate in Arts: Multimedia**

This program is designed to provide students with technical skills and a strong foundation in design. Students have the opportunity to explore the many different areas of multimedia while following professional practices and employing industry-standard software.

Requirements for AA Degree:
- Complete Major Field, Graphic/Arts Area, and Supporting Courses with a grade of C or better.
- Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
- Complete at least 60 degree-applicable units with a 2.0 grade point average.
- Complete at least 12 units at Ohlone College.

**Student Learning Outcomes**

1. Use technical skills and professional workmanship by demonstrate proficiency using multimedia software.
2. Use conceptual skills by innovating, brainstorming, sketching, problem-solving, building prototypes and scenarios, constructing narratives.
3. Use visual communication by demonstrating the ability to design projects that communicate specific ideas and illustrate concepts of design.

4. Exhibit professional behavior and work ethics.

5. Express recognition of the diverse cultural contributions to art and design.

**MAJOR FIELD**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM-100</td>
<td>Introduction to Concepts in Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>MM-102A</td>
<td>Introduction to Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>MM-105</td>
<td>Web Site Design</td>
<td>4</td>
</tr>
<tr>
<td>MM-110</td>
<td>Digital Video for the Web and DVD</td>
<td>4</td>
</tr>
<tr>
<td>MM-160</td>
<td>Multimedia Portfolio Development</td>
<td>3</td>
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</table>

Total Units = 17

**GRAPHICS/ART AREA:**

Complete one course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-139A</td>
<td>Beginning Digital Photography OR</td>
<td>3</td>
</tr>
<tr>
<td>GA-109A</td>
<td>Beginning Graphic Design I (Letter Forms and Typography) OR</td>
<td>3</td>
</tr>
<tr>
<td>GA-160A</td>
<td>Computer Graphics I</td>
<td>4</td>
</tr>
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</table>

Total Units = 3-4

**SUPPORTING COURSES:**

Complete 12-14 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS-162</td>
<td>XHTML</td>
<td>4</td>
</tr>
<tr>
<td>MM-106</td>
<td>Advanced Interaction Design for Web and Mobile</td>
<td>3</td>
</tr>
<tr>
<td>MM-107</td>
<td>WordPress</td>
<td>0.5</td>
</tr>
<tr>
<td>MM-109</td>
<td>2D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM-113</td>
<td>Mobile Application Development</td>
<td>3</td>
</tr>
<tr>
<td>MM-118</td>
<td>Introduction to Video Game Design</td>
<td>2</td>
</tr>
<tr>
<td>MM-119</td>
<td>Video Game Development</td>
<td>3</td>
</tr>
<tr>
<td>MM-121A</td>
<td>3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MM-121B</td>
<td>3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM-121C</td>
<td>Advanced 3D Modeling and Animation</td>
<td>3</td>
</tr>
<tr>
<td>MUS-112A</td>
<td>Pro Tools 101</td>
<td>3</td>
</tr>
<tr>
<td>WEX-195A1</td>
<td>Occupational Work Experience Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Units = 12-14

Total Units = 32-35

- Add MM-100 to Major Field.
- Change Major Field units from 14 to 17.
- Add MM-109 to Supporting Courses.
- Change total units from 29-32 to 32-35

**Motion to approve revised degree and certificate made by KG Greenstein; seconded by Maria Ramirez. Motion carried.**

**New Degrees and Certificates:**

**Certificate of Accomplishment: Customer Service Academy – Lesley Buehler**
This program is a Customer Service Academy workforce readiness program that teaches students best practices for customer service need.

Certificates of Accomplishment are awarded upon the completion of an organized course of study for a specific course, usually career or job related. Certificates of Accomplishment consist of a maximum of 17.5 units and allow students to finish the program in a shorter period of time. In order to earn a Certificate of Accomplishment students must:

a. Complete satisfactorily the courses listed for the particular certificate.
b. Complete at least 50% of the required units at Ohlone College.
c. Maintain a 2.0 grade point average
Student Learning Outcomes
1. Develop the skills necessary for managing change.
2. Define the characteristics of an effective team.
3. Describe stress and what it costs the workplace.
4. Describe appropriate ways to communicate change.
5. Analyze different problem solving techniques.
6. Examine why people participate in unethical behavior.

MAJOR FIELD
BSM-110A  Communications in the Workplace 0.5
BSM-110B  Writing Skills for Managers 0.5
BSM-110C  Attitude in the Workplace 0.5
BSM-110D  Decision Making and Problem Solving 0.5
BSM-110E  Managing Organizational Change 0.5
BSM-110F  Stress Management 0.5
BSM-110G  Team Building 0.5
BSM-110H  Time Management 0.5
BSM-110I  Conflict Resolution 0.5
BSM-110J  Values and Ethics 0.5
CAOT-101A  Computer Applications I 2

Total Units = 7

Motion to approve new certificate made by Jesse MacEwan; seconded by KG Greenstein. Motion carried.

ISSUES: (Action/Information)
- New business items to be considered for December 2014 Curriculum Committee agenda – Robin Kurotori
  Jesse MacEwan shared that he would like to discuss on a future agenda standardizing degree requirement phrases in the catalog in order to make the wording consistent.

ANNOUNCEMENTS:
- Screening: Monday, November 24, 2014; 3:00pm-5:00pm
- Next Issues Meeting: December 1, 2014, 3:00pm-5:00pm, Fremont campus 7104 and Newark campus NC1317

ADJOURN: 4:31 pm