CALL TO ORDER:  
3:03pm

MEMBERS PRESENT:  
Robin Kurotori (Chair), Arianna Azim (student), Tamara Cooper, Nadia Dadgar, Larissa Favela, Emmanuel Garcia, Chieko Honma, Gary Kauf, Paul Mueller, Nancy Pauliukonis, Phoebe Pham (student), Isabel Reichert, Tim Roberts, Mike Taguchi

MEMBERS ABSENT:  
None

NON-VOTING MEMBERS PRESENT:  
Lesley Buehler, Kimberly Robbie

OTHERS PRESENT:  
Manija Ansari, Long Nguyen, Rosalind Toliver, Wayne Yuen

MINUTES TAKEN BY:  
Katie Alvarez, Curriculum and Schedule Specialist

AGENDA MODIFICATIONS: (Information)  
The following courses were pulled for discussion: ART-104A, ART-104B, ESL-982LS, ESL-983LS, FT-236A2, and GA-101.

APPROVAL OF MINUTES: (Consent/Information)  
April 2, 2018 minutes  
Correction to the minutes: Paul Mueller was present at the meeting and should be listed as such.  
Minutes approved under consent agenda with the change as noted above.

CHAIR’S REPORT: (Action/Information)  
1. Six Year Course Review Status Report  
   Robin shared that the Curriculum Committee has made much progress on the six-year course reviews; she also shared the course review goals for 2018-2019. A question was raised about reviewing courses that are no longer offered; Robin explained that such courses should be considered for deactivation.

2. Year End Report  
   Robin shared the Curriculum Committee’s progress on the 2017-2018 goals, including: improving the quality and consistency of course SLOs, updating CurricUNET processes, and streamlining the curriculum approval process. Robin also shared goals for 2018-2019, including: getting proper distance education training for faculty, offering CurricUNET trainings at the department level, AB 705 compliance, developing a Curriculum Committee Training Manual, and possibly conducting a SWOT analysis.

3. Farewell to Curriculum Committee members Nadia, Paul and Nancy  
   Robin thanked Curriculum Committee members for their participation.

ARTICULATION UPDATES:  
None
SELECTED TOPICS: (Consent/Action)
None

MINOR REVISIONS: (Consent/Information)
BRDC-151  Introduction to Documentary Filmmaking – Gary Kauf
Change catalog description: Students will research, write, and direct a short documentary working in groups and individually. Students gather information using the Internet and various social media platforms. Students will need to bring or purchase a 32 GB SD card. Change class schedule description: Students will research, write, and direct a short documentary working in groups and individually. Students will need to bring or purchase a 32 GB SD card. Revise counselor information; supplies.

CS-125  Introduction to Java Programming – Yong Gao
Change title from Introduction to Programming Using Java. Change catalog description: This course is an introduction to computer programming. The course's primary objective is to teach the fundamentals of programming using the Java programming language. Emphasis will be placed on basic Java programming concepts and skills. This course is designed primarily for computer science and related transfer majors. Change class schedule description: This course provides for students with no programming experience an introduction to computer programming using Java. Revise course assignments; textbooks.

TD-114A  Acting for the Camera I – Michael Smith
Change course number from 114 to 114A. Change title from Acting for the Camera. Change catalog description: This course includes analysis and practical study of techniques and skills necessary for performing in front of the camera. Emphasis is placed on acting, but the course includes daily work in practical cinematography, directing, script supervision, and crewing for all styles of film and video. Change class schedule description: This course includes commercial workshop, contemporary film scenes, and full video production. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

Minor revisions approved under consent agenda.

DEACTIVATIONS: (Consent/Action)
These courses are no longer needed:
FT-225  Fire Fighter I Academy – Libby Flores
FT-225A12  Fire Fighter I Academy – Libby Flores

Motion to approve made by Emmanuel García, seconded by Nancy Pauliukonis. Motion carried.

SUBCOMMITTEE APPROVALS/REPORTS:

Distance Education Subcommittee (Action):
Approved for Hybrid and Fully Online:
BIOT-113  GMP/GLP and Writing SOPs
ART-100/  Survey of the Arts
IS-100/MUS-100/TD-100
ART-101  Art: An Introduction
IS-110  Introduction to Ethnic Studies
PS-105  Introduction to Comparative Politics
SOC-102  Social Problems
SOC-105  Marriage and Family
SOC-108  Social Inequalities

Approved for Hybrid Only:
BSM-910A  Communication in the Workplace
BSM-910B  Writing Skills for Managers
BSM-910C  Attitude in the Workplace
BSM-910D  Decision Making and Problem Solving
BSM-910E Managing Organizational Change
BSM-910F Stress Management in the Workplace
BSM-910G Team Building
BSM-910H Time Management
BSM-910I Conflict Resolution
BSM-910J Values and Ethics
BSM-910K Customer Service
ESL-181LS Listening and Speaking, Level I
ESL-981LS Listening and Speaking, Level I
MM-101 Visual and Interaction Design
MM-109 2D Animation
SOC-103 Social Science Research Methods

Motion to approve made by Tamara Cooper, seconded by Larissa Favela. Motion carried.

General Education Subcommittee: (Action)

Reaffirmations:
- Area II, Social and Behavioral Sciences: IS-110, PS-105, SOC-102, SOC-105
- Area IIIA, Fine Arts Theory: ART-100/IS-100/MUS-100/TD-100, ART-101
- Area VI, Intercultural/International Studies: IS-110, SOC-102

New Approvals:
- Area II, Social and Behavioral Sciences: SOC-103, SOC-108
- Area IIIB, Humanities and Participatory Arts: MM-101
- Area IVB, Analytical Thinking and Oral Communication: MM-101
- Area VI, Intercultural/International Studies: SOC-108
- Area VII, Information Competency: SOC-103

Motion to approve made by Nadia Dadgar, seconded by Nancy Pauliukonis. Motion carried.

SLOAC

Year-End Report
Robin shared the SLOAC year-end report on Rachel Sherman’s behalf. In 2017-2018, SLOAC reassessed its goals, and as a result, changed the structure of the committee meetings/workshops and its membership. SLOAC also made progress in course SLO assessment; program SLO assessment; GE Plan A/Institutional SLO assessment; dialogue and communication; documentation and tracking; and professional development.

COURSE REACTIVATION: (Consent/Action)
None

REQUISITES: (Action)

ART-120B Ceramic Studio Development and Maintenance II – Katie Frank
Add prerequisite: ART-120A

ART-122B Ceramic Throwing II – Katie Frank
Add prerequisite: ART-122A

AJ-259A15 DA Investigator – Libby Flores
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills. These skills will not be taught in the course; rather, they will be the starting point for advanced officer training that builds upon them. Familiarity with the criminal justice system; juvenile law and procedures; search and seizure techniques; evidence collection; preservation and presentation; knowledge of the Code of Ethics.
FT-236A2  **CDE Cal Fire Academy Refresher** – Libby Flores  
Prerequisite: State Fire Marshall certified basic firefighting academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills. These skills will not be taught in the course; rather, they will be the starting point for advanced officer training which builds upon them. These minimum knowledge and skill levels include: knowledge of fire service organization, firefighter safety, rescue procedures, and vehicle extraction procedures; familiarity with fire behavior, personal protective equipment, fire hoses, tools, equipment, ladders, and wildland fires.

MM-120  **Video Game Design and Development Capstone** – Isabel Reichert  
Prerequisites: MM-118, MM-119

TD-113  **Advanced Acting** – Michael Smith  
Prerequisite: TD-111

TD-114B  **Acting for the Camera II** – Michael Smith  
Prerequisite: TD-114A

**Motion to approve made by Isabel Reichert, seconded by Tamara Cooper. Motion carried.**

**MAJOR COURSE REVISIONS: (Consent/Action)**

**ART-104A  Two-Dimensional 2D Design** – Katie Frank  
Change catalog description: This lecture/studio course introduces the beginning student to the techniques and concepts related to the organization of two-dimensional imagery. Studio work will include pen and ink, collage, painting, drawing, and bookmaking. Students have access to general art materials but need to purchase paper; students may want to supplement the available supplies with acrylic paint, brushes, pencils, and bookmaking materials. Change class schedule description: The course provides an introduction to techniques and concepts of two-dimensional imagery and process, including color theory. Students are given general art materials but need to purchase paper. Revise student learning outcomes; course content; course assignments; methods of evaluation; supplies.

**ART-104B  3D Design** – Katie Frank  
Change catalog description: This course is for students who are interested in making objects that are three-dimensional, understanding the characteristics of a three-dimensional object and/ or needing to understand the principles in building the illusion of a 3-D object on a two-dimensional surface. Students are provided basic materials; however, they may want to supply additional materials for their individual projects. Change class schedule description: A major emphasis in this course is on the principles of 3-D form. Students are provided basic materials; however they may want to supply additional materials. Revise counselor information; student learning outcomes; course assignments; methods of evaluation; textbooks; supplies.

**ART-104C  Color** – Katie Frank  
Change catalog description: This lecture/studio course introduces the beginning student to various theories of color; hands-on experience in mixing and using colors; and practical observation in color relationships and effects. Basic supplies are provided but students need to supply paper. Students may want to supplement supplies with additional paints, markers, brushes, or pens. Change class schedule description: This course provides an introduction to mixing and applying color, and observing the qualities of colors. Basic supplies are provided but students need to supply paper. Revise student learning outcomes; course content; course assignments; methods of evaluation; supplies.

**ART-119A  Three-Dimensional Studio Lab** – Katie Frank  
Change title from 3-Dimensional Studio Lab. Change catalog description: This course is a lab component of all three-dimensional studio courses in the Art Department. Students will produce portfolio projects in clay, glass, or other sculptural materials. Students will need to purchase art materials such as clay, glass, wood, and plaster. Change class schedule description: This class is the open studio hours for practical studies in three-dimensional lab techniques. Students will need to purchase art materials such as clay,
glass, wood, and plaster. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; textbooks; supplies.

**ART-120A  Ceramic Studio Development and Maintenance I – Katie Frank**
Change catalog description: This course is an introduction to the development and maintenance of a ceramic studio. Students will gain general and practical working experience in the acquisition, installation, and use of all necessary studio equipment and supplies by helping to maintain the Ohlone ceramic studio. The machinery includes kilns, wheels, pug mill, slab roller, extruder, spray booth, compressor, glaze materials and ceramic library. Change class schedule description: This course covers the development and maintenance of a ceramic studio including kiln, wheels, and glazes. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

**ART-120B  Ceramic Studio Development and Maintenance II – Katie Frank**
Remove prerequisite: ART-121B. Add prerequisite: ART-120A. Change catalog description: Students gain general and practical working experience in the acquisition, installation, and use of all necessary studio equipment and supplies by helping to maintain the Ohlone ceramic studio. In addition, students teach incoming students on the appropriate treatment and use of equipment. Change class schedule description: The course covers the continued development and maintenance of a ceramic studio including kiln, wheels, and glazes. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

**ART-121A  Introductory Ceramics I – Katie Frank**
Change catalog description: This course is an introduction to the fundamental techniques of hand-constructed and wheel-thrown clay forms. This course is a survey of clay and glaze materials and their ceramic applications. The course includes includes low, mid-range, and high firing temperatures of stoneware clay bodies. Students need to purchase clay; purchase of a simple clay tool kit is suggested. Change class schedule description: This course provides fundamental techniques of hand-constructed and wheel-thrown clay forms. Students need to purchase clay; purchase of a simple clay tool kit is suggested. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; textbooks; supplies.

**ART-121B  Introductory Ceramics II – Katie Frank**
Change catalog description: The emphasis of this course is on intermediate hand-building, wheel throwing, and glaze application. Students will work on strong craftsmanship as well as the meaning of the piece. Students need to purchase clay; purchase of a simple clay tool kit is suggested. Change class schedule description: Gain general and practical work experience in acquisition, installation, and help in maintaining the Ohlone ceramic studio equipment and supplies. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

**ART-122A  Ceramic Throwing I – Katie Frank**
Change catalog description: The emphasis for this course is on the designing, throwing, and glazing of more complex and difficult forms, including lidded containers, closed shapes, and thin-necked bottles. Students need to purchase clay; purchase of a simple clay tool kit is suggested. Change class schedule description: Students will learn to design, throw, and glaze complex forms. Students will need to provide clay. Students need to purchase clay; purchase of a simple clay tool kit is suggested. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

**ART-122B  Ceramic Throwing II – Katie Frank**
Add prerequisite: ART-122A. Change catalog description: The emphasis for this course is on the designing, throwing, glazing, and firing of advanced thrown and hand-built forms. This process involves working on some ceramic projects for weeks a time. There will be projects involving a combination of thrown and hand-built forms. This course will also emphasize appropriate glazes for particular forms. Students need to purchase clay; purchase of a simple clay tool kit is suggested. Change class schedule description: This course's emphasis is on the designing, throwing, glazing, and firing of advanced thrown and hand-built forms. Students need to purchase clay; purchase of a simple clay tool kit is suggested.
Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

**ART-123 Ceramic Decorating – Katie Frank**
Change catalog description: This course emphasizes all aspects of ceramic decoration including texture, carving, flattening, applied ornament, colored clays, engobes, brush making, resists, stencils, slip trailing, combing, commercial underglazes, raw oxides and overglazes. Students need to purchase clay; purchase of a simple clay tool kit is suggested. Change class schedule description: This course emphasizes all aspects of ceramic decoration: texture, carve, engobes, resists, stencils, and oxides. Students need to purchase clay; purchase of a simple clay tool kit is suggested. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

**ART-124 Advanced Ceramic Decorating – Katie Frank**
Change catalog description: The emphasis for this course is on designing and forming completed ceramic works. This course includes large outdoor ceramic shapes such as tiles, murals, and non-functional ceramic sculpture. Students need to purchase clay; purchase of a simple clay tool kit is suggested. Change class schedule description: The emphasis for this course is on designing and forming ceramic works. Students need to purchase clay; purchase of a simple clay tool kit is suggested. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

**ART-127A Site-Specific Public Art – Katie Frank**
Change catalog description: The major emphasis for this introductory lecture/studio class is making public art for indoor and outdoor installation using the principles of two and three-dimensional forms. Students may want to supplement basic materials with materials purchased at a thrift shop. Change class schedule description: The emphasis of this introductory course is learning about public art through installation. Students may want to supplement basic materials with materials purchased at a thrift shop. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

**BA-101B Managerial Accounting – Jim Andrews**
Change class schedule description: Students will learn to analyze and interpret accounting data to aid management. Revise counselor information; course assignments; methods of evaluation; methods of instruction; textbooks.

**BA-116 Business English and Communication – Jim Andrews**
Change class schedule description: This course reviews English grammar and development of writing skills from a business approach. Written, verbal, non-verbal, cross-cultural, and cross-gender communication are explored. Revise counselor information; student learning outcomes; methods of evaluation; textbooks.

**BA-121A Developing Your Business Plan – Jim Andrews**
Change class schedule description: Elements of a basic business plan will be covered in this course, including product/service, market analysis, marketing, and financial statements. Revise student learning outcomes; course content; course assignments; methods of evaluation.

**BA-121B Legal Aspects of Small Business – Jim Andrews**
Change catalog description: This course is designed for students interested in establishing a business and who need information about the legal issues involved. Legal aspects such as forms of ownership, licensing, and taxes will be covered. Change class schedule description: In this course students will learn about the legal aspects of starting and operating a small business. Revise student learning outcomes; course content; course assignments; methods of evaluation.

**BA-123 Math for Accounting and Business – Long Nguyen**
Add advisory: BA-101A. Change class schedule description: Students will learn methods of problem interpretation and solve common business calculations. Revise student learning outcomes; course content; course assignments; methods of evaluation; textbooks.
BRDC-143  Writing for Media – Gary Kauf
Change grading option from GR to GC. Change catalog description: This is a beginning course in writing and storytelling for film, television, and electronic media. This course teaches introductory skills required to work in these industries. Change class schedule description: This is a beginning course in writing and storytelling for film, television, and electronic media. This course teaches introductory skills required to work in these industries. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; supplies.

BRDC-160  Internship - Film, Television, and Electronic Media – Gary Kauf
Change catalog description: Students identify, apply and successfully complete an internship working on a film set, in television, TV news, or electronic media. Change class schedule description: Students identify, apply and successfully complete an internship working on a film set, in television, TV news, or electronic media. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction.

ENGL-173  Improvement of Learning Techniques – Rakesh Swamy
Change catalog description: This course is for students who wish to improve learning skills through individualized practice of effective reading, studying, and listening. Course materials are assigned after pretesting. Not applicable to associate degree. Change class schedule description: This course provides improvement of learning skills through individualized practice of reading, studying, and listening. Not applicable to associate degree. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

ENGL-174  Spelling Improvement – Rakesh Swamy
Change catalog description: This course is for students who wish to improve spelling skills through individualized practice. Course materials are assigned after pretesting. Not applicable to associate degree. Change class schedule description: This course provides improvement of spelling skills through individualized practice. Not applicable to associate degree. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

ENGL-175  Reading and Comprehension Improvement – Rakesh Swamy
Change catalog description: This course is for students who wish to improve reading comprehension through individualized work on specific weaknesses. Course materials are assigned after pretesting. Not applicable to associate degree. Change class schedule description: This course provides improvement of reading skills through individualized work on specific weaknesses. Not applicable to associate degree. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

ESL-182LS  Listening and Speaking, Level II – Vicki Curtis
Change catalog description: This course is designed to develop skills in American English. The course is open to students whose native language is not English. The course provides practice in listening and speaking skills, with an emphasis on fluency, vocabulary development, verb tenses, and basic sentence structure. Not applicable to associate degree. Change class schedule description: This course provides development of listening and speaking skills in American English. Not applicable to associate degree. Revise counselor information; student learning outcomes; course assignments; methods of evaluation; methods of instruction; textbooks.

ESL-183LS  Listening and Speaking, Level III – Vicki Curtis
Change catalog description: This course is designed to develop aural/aural skills in American English for students whose native language is not English. This course provides practice in listening and speaking skills, with an emphasis on fluency, comprehension, vocabulary development, verb tenses, beginning note-taking, and intermediate sentence structure. Not applicable to associate degree. Change class schedule description: Students develop oral/aural communication skills in idiomatic and academic English. The focus of this course is on fluency, comprehension, and vocabulary. Not applicable to associate degree. Revise counselor information; student learning outcomes; course assignments; methods of evaluation; methods of instruction; textbooks.
LE-230A3  Basic Public Safety Dispatcher – Libby Flores
Change course number from 230 to 230A3. Change lecture hours from 29.99 to 27.00; change total contact hours from 119.99 to 117.00. Remove repeatability. Remove advisory: Eligible for ENGL-151B. Change catalog description: This course satisfies the Commission on Peace Officers Standards and Training (POST) minimum training requirements for entry-level dispatchers. The course also prepares students for the fundamental principles, procedures, techniques, and duties of a public safety dispatcher within the law enforcement agency, including ethics and professionalism; criminal justice system; workplace communication; telephone technology and procedures; missing persons; domestic violence; community policing; cultural diversity; law enforcement technologies; radio technologies and procedures; critical incidents; and an overview of many other aspects of public safety. Change class schedule description: This course provides training for entry-level and experienced dispatchers. The course meets POST training standards. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

MM-119  Video Game Development – Isabel Reichert
Change catalog description: This course focuses on producing video games using 3D software and game engines. Students work individually and in a team environment and follow production practices employed in the video game industry. Topics include 2D and 3D game development processes, graphics, game scripting, motion control, narratives in games, interface design for game development, Mobile Gaming, Virtual Reality, music, and sound. Change class schedule description: Students develop video games for mobile and virtual reality using 3D software and game engines. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

PE-350D2  Competitive Swimming – Gene Kendall
Change catalog description: This course consists of a swimming workout of progressively more difficult interval training. All four competitive strokes will be implemented as well as all associated starts, turns, and breakouts. Change class schedule description: This course is designed for students who wish to train for competitive swimming. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

PE-350D3  Competitive Swimming – Gene Kendall
Change catalog description: This course consists of swimming workouts of progressively more difficult interval training. All four competitive strokes and their associated rules and strategies will be taught. Change class schedule description: This course is designed for students who wish to train for competitive swimming. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

PE-351A2  Aquatic Conditioning – Gene Kendall
Change catalog description: This course is designed for students who want to improve their swimming and conditioning skills by training the five physiological systems of the body. This course enables students to become physically fit while minimizing the risk of injury to joints of the body and improving swimming technique. Change class schedule description: This is a gradually progressive course in swimming and conditioning. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

PE-351A3  Aquatic Conditioning – Gene Kendall
Remove advisory: Develop a personal swimming-fitness program. Add advisory: Medical check within the last year. Change catalog description: This course is designed for students who want to improve their swimming and conditioning skills by training the five physiological systems of the body. This course enables students to become physically fit while minimizing the risk of injury to joints of the body and improving swimming skills. Change class schedule description: This is a gradually progressive course in swimming and conditioning. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

PE-360A2  Badminton – Mike Curran
Change catalog description: This course is designed to teach students the basic fundamentals of badminton, including rules and game strategy. Change class schedule description: This course provides
instruction in beginning badminton concepts and game strategy. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

**PE-397A2 Adaptive Physical Education - Exercise – Chris Warden**
Change class schedule description: This is an individualized course designed to meet the needs of physically limited students. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; supplies.

**SPAN-101A Elementary Spanish – Deborah Lemon**
Change class schedule description: This course provides an introduction to listening, speaking, reading, and writing of Spanish. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

**TD-127 Summerfest - Chorus and Ensemble – Michael Smith**
Change title from Summerfest — Chorus, Ensemble, and Instrument Members. Change catalog description: This course is designed to familiarize students with the principles and complexities involved in the preparation and production of the Summerfest production as a chorus or ensemble member. Specific instruction and direction will be given in acting, movement, speech, and the implementation of directorial notes as they relate to the style and history of the piece. Change class schedule description: This course provides instruction and direction in musical theatre and related performance arts as a chorus or ensemble member. Revise counselor information; student learning outcomes; course content; methods of evaluation.

**Motion to approve all except ART-104A and ART-104B. Motion made by Larissa Favela, seconded by Nadia Dadgar. Motion carried.**

Regarding ART-104A and ART-104B: Kimberly asked the Curriculum Committee to consider changing the title for ART-104A and/or ART-104B for consistency between the use of “three-dimensional” and “3D;” and the use of “two-dimensional” and “2D.”

**Motion to approve ART-104A and ART-104B with changes as noted above. Motion made by Paul Mueller, seconded by Isabel Reichert. Motion carried.**

**MAJOR COURSE REVISIONS - NONCREDIT: (Consent/Action)**

**ESL-982LS Listening and Speaking, Level II – Vicki Curtis**
Change catalog description: This noncredit course is designed to develop skills in American English. The course is open to students whose native language is not English. The course provides practice in listening and speaking skills, with an emphasis on fluency, vocabulary development, verb tenses, and basic sentence structure. Not applicable to associate degree. Change class schedule description: This noncredit course provides development of listening and speaking skills in American English. Not applicable to associate degree. Revise counselor information; student learning outcomes; course assignments; methods of evaluation; textbooks.

**ESL-983LS Listening and Speaking, Level III – Vicki Curtis**
Change class schedule description: In this noncredit course students will develop oral/aural communication skills in idiomatic and academic English. The focus of this course is on fluency, comprehension, and vocabulary. Revise counselor information; student learning outcomes; course assignments; methods of evaluation; methods of instruction; textbooks.

**Motion to approve ESL-982LS and ESL-983LS made by Mike Taguchi, seconded by Tamara Cooper. Motion carried.**
NEW COURSES – CREDIT: (Action)

AJ-259A15 DA Investigator – Libby Flores
18.00 hours lecture, 27.00 hours lab
Units: 1.50
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills. These skills will not be taught in the course; rather, they will be the starting point for advanced officer training that builds upon them. Familiarity with the criminal justice system; juvenile law and procedures; search and seizure techniques; evidence collection; preservation and presentation; knowledge of the Code of Ethics. This course provides students with the skills and knowledge required of a District Attorney Investigator. Topics include evidence search and seizure; trial preparations; district attorney specific investigations; legal aspects and investigative techniques; investigator safety; and legal updates. (CR)

Motion to approve made by Emmanuel Garcia, seconded by Tamara Cooper. Motion carried.

FT-236A2 CDF Cal Fire Academy Refresher – Libby Flores
18.00 hours lecture, 63.00 hours lab
Units: 2.00
Prerequisite: State Fire Marshall certified basic firefighting academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills. These skills will not be taught in the course; rather, they will be the starting point for advanced officer training that builds upon them. These minimum knowledge and skill levels include: knowledge of fire service organization, firefighter safety, rescue procedures, and vehicle extraction procedures; familiarity with fire behavior, personal protective equipment, fire hoses, tools, equipment, ladders, and wildland fires.

This is a refresher course for the Basic CDF Cal Fire Firefighter Academy. Returning firefighters must pass the returning firefighter written examination before working on an emergency incident. The subjects are intended to give the Firefighter 1 a basic knowledge which is needed prior to emergency response. Students are required to meet the minimum standard as noted in the behavioral objective for each subject/topic. Candidates for qualification under this course must meet the basic requirements for employment as a CDF Firefighter 1 or Cal Fire I. Repeatable = Unlimited times, per Title 5 §55040(b)(8) (GR)

FT-236A2 was changed after the course was approved at the Screening Step in CurricUNET; the changes are noted above.

Motion to approve FT-236A2 with changes as noted above. Motion made by Tamara Cooper, seconded by Larissa Favela. Motion carried.

GA-101 Visual and Interaction Design – Isabel Reichert

PULLED

36.00 hours lecture, 54.00 hours lab
Units: 3.00
Accepted for Credit: CSU

This course introduces students to the fundamental principles and practices of Design Thinking, User Interface Design (UI), and Interaction Design (IxD). The course examines how text, navigational systems, visual representation, time, and human behavior play a part in these disciplines and examines how to manage a systematic and iterative design process. Students are introduced to industry tools and methodologies for researching, conceptualizing, designing, and testing interactive and user-centric interfaces to properly communicate their design to key clients and to meet specific and meaningful experience goals for users. Specialized projects encourage students to develop organizing principles, workflows, prototypes, and interfaces that demonstrate principles of Visual and Interaction Design and an understanding of different target platforms. (GR)

Isabel asked to pull this course from the agenda; she plans to propose the course for approval at a later time.
HIST-116  Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies – Kyle Livie
54.00 hours lecture
Units: 3.00
Accepted for Credit: CSU
Advisory: ENGL-101A
This course is an interdisciplinary, multicultural exploration of Lesbian, Bisexual, Gay, Transgender, and Queer (LGBTQ) people, focusing on the historical, cultural, and social contexts of LGBTQ life. Using primary and secondary texts from a range of fields in the humanities and the social sciences, students will consider the histories of LGBTQ people/communities as well as contemporary LGBTQ politics and society; theories about sexuality and sexual identity; and cultural production including literature, film, and other genres in mass culture. (GR)

This course was proposed at the April 2, 2018 Curriculum Committee meeting where revisions were recommended. Since then, the word “queer” was added to the course outline of record and the department has been changed from Gender and Women’s Studies (WS) to History (HIST).
Motion to approve made by Mike Taguchi, seconded by Isabel Reichert. Motion carried.

MM-120  Video Game Design and Development Capstone – Isabel Reichert
36.00 hours lecture, 54.00 hours lab
Units: 3.00
Accepted for Credit: CSU
Prerequisites: MM-118, MM-119
This game design and development capstone course provides students with an opportunity to advance their skills. Students create an original game from concept development through implementation, testing and launch. In addition to feedback from peers, students have the chance to gain feedback from game industry professionals. (GC)

Isabel Reichert explained that this is a capstone course where students will create a fully-developed video game; if approved, MM-120 will be added to the AA in Game Design, which is in development.
Motion to approve made by Mike Taguchi, seconded by Chieko Honma. Motion carried.

TD-113  Advanced Acting – Michael Smith
54.00 hours lecture, 54.00 hours lab
Units: 4.00
Accepted for Credit: CSU
Prerequisite: TD-111
This course explores advanced exercises and techniques which enable students to create a believable character and access real emotions in theatre rehearsals and performances. Students will build off of the basic and foundational lessons learned in previous Acting courses, and will expand their repertoire in contemporary and classical theatre. (GR)

TD-114B  Acting for the Camera II – Michael Smith
54.00 hours lecture, 54.00 hours lab
Units: 4.00
Accepted for Credit: CSU
Prerequisite: TD-114A
This course is an advanced analysis and practical study of techniques and skills necessary for performing in front of the camera. Emphasis is placed on true emotional accessibility, complex character development, substitution, imagery, and inner monologues while filming on a film or TV set. (GR)

TD-113 and TD-114B will deepen students’ understanding of film and television acting; if approved these courses will be added to a certificate in acting, which is in development.
Motion to approve TD-113 and TD-114B made by Isabel Reichert, seconded by Mike Taguchi. Motion carried.
NEW COURSES – NONCREDIT: (Action)

CNET-901A  Introduction to Computers and Information Literacy – Ron Sha
54.00 hours lecture
This noncredit course is a general introduction to the area of computers and computer literacy. This course will cover a broad overview of topics including hardware and software terms, computer systems, and technology vocabulary. With technology growing quickly, keeping your computer skills up to date while maintaining proficiency in new basic computer skills is a great way to obtain and retain employment in any industry. Not degree applicable to associate degree. Repeatable = Unlimited times, per Title 5 §55002(c)(4) (NG)

The purpose this course is to prepare students for credit courses that require computer skills. The content of this course is similar to an existing credit course in computer literacy; the credit course will remain as-is. If approved, CNET-901A will be added to a certificate program that is in development.

Motion to approve with the change as noted above. Motion made by Mike Taguchi, seconded by Gary Kauf. Motion carried.

DEGREES/CERTIFICATES: (Action)

Deactivated Degrees and Certificates:
None

Revised Degrees and Certificates:
Java Developer: Certificate of Accomplishment
Mathematics: Associate in Science for Transfer

New Degrees and Certificates:
None

Deactivated Certificates and Degrees:
None

Revised Degrees and Certificates:

Certificate of Accomplishment: Java Developer – Yong Gao
Upon completion of the Java Developer Certificate of Accomplishment students will be able to develop Java programs and applications for the Internet, cloud-computing, and databases.

Certificates of accomplishment are awarded upon the completion of an organized course of study for a specific purpose, usually career or job related. Certificates of accomplishment consist of a maximum of 17.5 semester units and allow students to finish the program in a shorter period of time. Certificates are approved by Ohlone's Curriculum Committee and the Ohlone Community College District Board of Trustees, but are not approved by the California Community Colleges Chancellor's Office. Therefore, per Title 5 of the California Code of Regulations (55070.b), certificates of accomplishment may not appear on a student's transcript.

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. Recognize the Java development tools used in internet, database, cloud computing, and Web Services.
   2. Create integrated business applications in Web Services using Java, database, and cloud computing tools.
### MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS-125</td>
<td>Introduction to Programming Using Java</td>
<td>4</td>
</tr>
<tr>
<td>CS-170</td>
<td>Java Programming</td>
<td>4</td>
</tr>
<tr>
<td>CNET-137</td>
<td>Introduction to SQL</td>
<td>4</td>
</tr>
<tr>
<td>CNET-175</td>
<td>Cloud Security Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Units = 16</strong></td>
<td></td>
</tr>
</tbody>
</table>

- Revise catalog description.
- Revise requirements statement.
- Revise student learning outcomes.
- Remove CS-172, CS-173, and CS-178.
- Add CNET-137, CNET-175, and CS-125.
- Change total units from 15 to 16.

### Associate in Science for Transfer: Mathematics – Bob Bradshaw

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an “associate degree for transfer,” a newly established variation of the associate degrees traditionally offered at a California community college. The Associate in Science for Transfer in Mathematics is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. Students will learn the basic mathematical theory which is needed to study advanced math topics at a baccalaureate university.

Mathematics is a traditional program of university study, with a heritage dating back centuries. In addition to being an academic program worthy of study for its own merits, a degree in mathematics allows a student to enter the workforce in a broad range of areas, including finance, data analysis, and teaching. A degree in mathematics also provides the background for students to pursue graduate programs in many areas such as engineering, law, medicine, and business. A degree in mathematics is often considered as a strong indication that a student possesses good critical thinking skills, the ability to process complicated ideas, and the ability to both follow and create logical processes.

In order to earn the Associate in Science in Mathematics for Transfer students must complete 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

### Requirements for Associate in Science for Transfer Degree

- Complete Major Field and Supporting Courses with a grade of C or better.
- Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
- Complete 60 CSU-transferable semester units.
- Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
- Complete a minimum of 21 units in the Mathematics major.
- Complete at least 12 units at Ohlone College.

### Student Learning Outcomes

1. Learn the foundation mathematics necessary for further studies in engineering, mathematics, and science.
2. Demonstrate proficiency at problem solving techniques.
3. Demonstrate a rudimentary level of knowledge for the construction of formal proofs.
4. Apply the knowledge of problem solving techniques towards the solution of problems in engineering and science.
MAJOR FIELD
MATH-101A  Calculus With Analytic Geometry  5
MATH-101B  Calculus With Analytic Geometry  5
MATH-101C  Calculus With Analytic Geometry  5

Total Units = 15

Complete one course from the following courses:
MATH-103  Introduction to Linear Algebra  3
MATH-104  Differential Equations  5

Total Units = 3-5

Complete one course from the following courses. Courses cannot be counted more than once to apply towards requirements.
CS-102  Introduction to Computer Programming Using C++  3
MATH-103  Introduction to Linear Algebra  3
MATH-104  Differential Equations  5
MATH-159  Introduction to Statistics  5
PHYS-140  Mechanics  4

Total Units = 3-5
Total Units = 21-25

- Remove ENGI-111.

Kimberly explained that ENGI-111 is being removed for articulation reasons.

Motion to approve program revisions. Motion made by Chieko Honma, seconded by Tamara Cooper. Motion carried.

New Degrees and Certificates:
None

ISSUES: (Action/Information)
None

ANNOUNCEMENTS:
- Training for new and fairly new Curriculum Committee members: Monday, August 20, 2018, 10:00am-12:00pm, location TBD
- Screening/Norming Meeting: Monday, August 20, 2018, 1:00pm-3:00pm, location TBD
- Next Issues Meeting: Monday, September 10, 2018, 3:00pm-5:00pm, location TBD

Regarding cross-referenced courses: Courses that are being proposed for cross-referencing must be proposed for Curriculum Committee approval at the same meeting. Robin explained that in some cases, cross-referencing courses is advantageous; other times it's not. Robin also shared that a cross-reference policy is in development.

ADJOURN:
4:19pm