CALL TO ORDER:
3:07pm

MEMBERS PRESENT:
Robin Kurotori (Chair), Nadia Dadgar, Carrie Dameron, Emmanuel Garcia, KG Greenstein, Chieko Honma, Gary Kauf, Paul Mueller, Nancy Pauliukonis, Isabel Reichert, Tim Roberts, Mike Taguchi

MEMBERS ABSENT:
None

NON-VOTING MEMBERS PRESENT:
Mike Bowman, Bob Bradshaw, Lesley Buehler, Dr. Gale Carli, Duncan Graham, Mark Lieu, Kimberly Robbie, Chris Warden

OTHERS PRESENT:
Bill Parks, Janel Tomblin-Brown

MINUTES TAKEN BY:
Katie Alvarez, Curriculum and Schedule Specialist

AGENDA MODIFICATIONS: (Information)
Lesley requested to have her items reviewed sooner. There was concern about only one of Lesley’s items, CAOT-101A. The Curriculum Committee agreed to pull this course from the agenda for discussion following the Chair’s Report.

APPROVAL OF MINUTES: (Consent/Information)
May 1, 2017 minutes
Minutes approved as consent agenda item, with three abstentions.

CHAIR’S REPORT: (Action/Information)
- Welcome New Curriculum Committee Members
  Robin welcomed new Curriculum Committee members and lead introductions.

  - Overview of Thursday, August 24 Training Meeting
    - The California Community Colleges Chancellor’s Office (CCCCO) has streamlined the curriculum approval process. The CCCCO introduced an automated approval process (not “automatic”), which places responsibility on the colleges to ensure that the curriculum meets requirements set forth by Title 5, the PCAH, and Ed Code.
    - Per Title 5, the course outline of record (COR) must now include total outside-of-class hours, in addition to total contact hours. We are working with Governet to have this information programmed into CurricUNET.
      - One lecture hour requires two outside-of-class hours; two activity hours require one outside-of-class hour; lab hours do not require outside-of-class hours. It was confirmed that Ohlone does not have any courses that include “activity” hours; all courses include lecture and/or lab hours.
    - Committee members should ensure that the student learning outcomes section of course proposals should list outcomes, not objectives.
    - When entering requisites in CurricUNET, it is important to use the comment boxes on the Entry Knowledge page to explain the content review process followed and faculty involved when vetting the appropriateness of adding the new requisite(s) and to explain how the requisite(s) will lead to student success in the target course.
• Approval Deadlines for Fall 2017
  o Robin asked members to please share the approval deadlines with their division faculty.

• Curriculum Committee Goals 2017-2018
  o Robin requested feedback about the proposed goals; the Curriculum Committee will vote to approve the goals at the October Curriculum Committee meeting.

• Changes at the Chancellor’s Office and the effect on our procedures
  o Streamlined approval means the Curriculum Committee should continue to hold standards high when screening courses.

• Review of tutorials on CurricUNET
  o There are a number of CurricUNET tutorials available to help faculty navigate CurricUNET. Robin asked that Curriculum Committee members please share the tutorials with their faculty, especially when requesting revisions, to allow for faster turnaround.

• Changes to the Curriculum Committee Guidelines
  o Robin proposed changes to the membership section of the Curriculum Committee Guidelines. She recommended reducing the number of representatives from two to one for each of the following divisions/areas:
    ▪ Business, Technology, and Career Technical Education
    ▪ Counseling
    ▪ ASOC/Students
  o The current membership guidelines allow for one representative for every 15 full-time faculty in each division; Robin proposes keeping this ratio as-is. However, due to a shortage of available full-time faculty, the membership roster need to be updated to reflect the ratio.

ARTICULATION UPDATES:
None

SELECTED TOPICS: (Consent/Action)
None

MINOR REVISIONS: (Consent/Information)

AJ-255   Search Warrant Investigator – Libby Flores
Remove repeatability. Revise student learning outcomes; course assignments; textbook.

BA-125   Introduction to Business – Terry Exner
Change grading option from GC to GR. Revise methods of evaluation; textbooks.

BSM-110F Stress Management in the Workplace – Lesley Buehler
Change title from Stress Management. Change grading option from GC to CR. Change catalog description: This course is designed to acquaint students with key elements of stress management in the workplace. This course is beneficial for students seeking to improve their skills in recognizing and managing stress. Change class schedule description: This course is designed to acquaint students with key elements of stress management in the workplace. Revise counselor information.

BSM-110G Team Building – Lesley Buehler
Change catalog description: 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. This course is designed for students seeking to improve their team building skills. Change class schedule description: 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. Revise counselor information.

BSM-110K Customer Service – Lesley Buehler
Change catalog description: This course covers key skills and attitudes necessary to effectively meet the customer's needs. Revise counselor information.
PD-241 College Success For Athletes – Wayne Takakuwa
Change field trips from may be required to not required. Change class schedule description: This course is for incoming student-athletes and covers eligibility, educational plan, learning strategies, study skills, and time management. Revise student learning outcomes; course content; methods of evaluation.

Minor revisions approved as consent agenda item, with three abstentions.

DEACTIVATIONS: (Consent/Action)
Courses have not been taught in several years:
BIOT-120A Introduction to SEM Technology – Laurie Issel-Tarver
BIOT-120B SEM - Biological Applications and Techniques – Laurie Issel-Tarver
BIOT-120C SEM - Applications in Physical Science & Engineering – Laurie Issel-Tarver
ENVS-104 Solar Photovoltaic Design and Installation – Gale Carli
ENVS-106 Wind Energy: Design and Development – Gale Carli
MUS-354A String Techniques-Ohlone Chamber Orchestra – Walt Birkedahl
NUR-118 Strategies for Success – Gale Carli
NUR-316 Maternal-Newborn & Women’s Health Review – Gale Carli
TD-180 Make a Movie – Michael Smith
TD-181 Directing for the Camera – Michael Smith

Courses are no longer offered:
TD-117A Audition/Portfolio Preparation – Michael Smith
TD-117A1 Audition/Portfolio Preparation – Michael Smith
TD-117A2 Audition/Portfolio Preparation – Michael Smith

Motion to approve deactivations made by Emmanuel Garcia, seconded by Isabel Reichert. Motion carried.

SUBCOMMITTEE APPROVALS/REPORTS:

Distance Education Subcommittee (Action):

Approved for Hybrid Only:
GA-120 Packaging and Promotional Design
MM-106 Advanced Interaction Design for Web and Mobile
MM-110/ Digital Video for the Web and DVD
ART-140

Approved for Hybrid and Fully Online:
CNET-175 Cloud Security Fundamentals
SOC-101 Introduction to Sociology

Motion to approve made by Nancy Pauliukonis, seconded by KG Greenstein. Motion carried.

General Education Subcommittee: (Action)

Reaffirmations:
Area II, Social and Behavioral Sciences: SOC-101
Area IIIB, Humanities and Participatory Arts: MM-110/ART-140
Area VI, Intercultural/International Studies: SOC-101

New Approvals:
Area I, Natural Sciences: CHEM-106A, CHEM-106B
Area VA, Physical Education: PE-384A3, PE-384B3
Denied:
Area IIIA, Fine Arts Theory: MM-110/ART-140
Course content does not fit this area

A question was raised if a course may be approved for all three GE plans, and the answer was yes. Faculty must submit courses for approval for Ohlone GE (Plan A) only; faculty do not need to submit courses for approval in CurricUNET for CSU GE (Plan B) or IGETC (Plan C) approvals. The Articulation Officer submits courses, as appropriate, for CSU GE and/or IGETC, per the eligibility criteria for each GE plan. The criteria for each GE plan is available online and Robin will share the links.

**Motion to approve made by Nancy Pauliukonis, seconded by Carrie Dameron. Motion carried.**

**SLOAC**
None

**COURSE REACTIVATION: (Consent/Action)**

**JOUR-132** Introduction to Public Relations – Bill Parks
54.00 hours lecture
Units: 3.00
Accepted for Credit: CSU

Students will explore the field and practice of public relations, including public relations history, theories, and techniques. They will employ practical approaches to creating press releases and organizing and executing public relations campaigns. Organizing and executing a public relations campaign includes print, photo, online, and video elements. Finally, students will practice ethical and research based responses to challenges facing organizations. This course is appropriate for any student interested in working in the mass media field. (GC)

Bill Parks explained that there are many jobs in the public relations field. Currently Ohlone does not offer any public relations courses and students have been asking for a course like this. This course would prepare students for baccalaureate degrees in public relations. If approved, this course will be added to the Journalism associate degree.

Gary asked if there were plans to cross-reference this course with the Business Department. Bill and Chris explained that the course is more appropriate to be offered in the Journalism Department, as the course teaches skills used in journalism (e.g. writing, layout, video, sound).

**Motion to approve made by Gary Kauf, seconded by Emmanuel Garcia. One abstention. Motion carried.**

**REQUISITES: (Action)**

**INT-199C** Introduction to Medical Interpreting – Roberto Santiago
Add prerequisite: Admission to the Interpreter Preparation Program or working Deaf and hearing interpreters with instructor’s consent

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

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

**CAOT-101A/CS-101A** Computer Application Fundamentals – Lesley Buehler

DENIED

Change units from 2.00 to 3.00. Change lecture hours from 27.00 to 36.00; change lab hours from 27.00 to 54.00; change total hours from 54.00 to 90.00. Change catalog description: This course covers introductory to intermediate level skills and competency in the use of MS Office Suite applications, along with mastery of keyboard touch-typing. Students will be introduced to applications used in creating professional documents, worksheets, presentations, databases, and email. The applications covered in this course include Word, Excel, PowerPoint, Access, and Outlook. Change class schedule description: Use MS Office Suite with introductory to intermediate level skills to create documents, worksheets,
presentations, databases, and email. Revise student learning outcomes; course content; methods of evaluation; textbooks.

**CHEM-102 Preparation for General Chemistry – Lisa Wesoloski**
Change catalog description: This course is a preparatory chemistry course covering the fundamentals of modern inorganic chemistry with emphasis on problem solving and mathematical calculations. Topics include classification of matter; atomic and molecular structure; chemical formula and nomenclature; chemical equations and stoichiometry; thermochemistry; and gas laws and solutions. CHEM-102 is intended primarily as a preparation for students planning to take CHEM-101A. CHEM-102 is recommended for students who have been away from high school chemistry for more than two years or those whose previous chemistry background is inadequate for CHEM-101A. Revise student learning outcomes; course content; course assignments; methods of evaluation; textbooks; supplies.

**ENGL-104 The Short Story – Mark Brosamer**
Change catalog description: Students will read and discuss a wide variety of short stories. The short story is seen as a reflection of historical and contemporary concerns, as a happy entertainment alternative to television, and as a traditional and experimental literary form. Change class schedule description: This course covers reading, discussing, and writing about a wide variety of short stories. Revise course assignments; methods of evaluation; methods of instruction; textbook.

**ENGL-109 The Graphic Novel – Tracy Virgil**
Change field trips from not required to may be required. Change catalog description: This course examines graphic novels and related literature genres about characters from various ethnic, cultural, socio-economic, historical, and geo-political backgrounds. These graphic novels will be analyzed with a focus on language, art, design, ideology, and content in order to explore the genre of the graphic novel as an art form as well as to recognize the undercurrent of themes running through this form of literature. Studying the artists’ works and examining the historical, social, psychological, and cultural forces shaping the literary and artistic form of the graphic novel will allow students to become aware of this genre of literature as a unique contribution to the study of literature and art. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

**ENGL-151RW Introduction to College Reading and Writing – Alison Kuehner**
Remove prerequisites: ENGL-151A and ENGL-162. Revise counselor information.

**ETEC-107 Properties of Materials – Rose-Margaret Itua**
Remove advisory: MATH-151.

**INT-199C Introduction to Medical Interpreting – Roberto Santiago**
Add prerequisite: Admission to the Interpreter Preparation Program or working Deaf and hearing interpreters with instructor’s consent. Remove corequisite: For IPP students: INT-253 or Instructor approval for working and Deaf interpreter. Change catalog description: This course introduces students to interpreting in the medical setting. Topics include the wide variety of situations and consumers in the medical setting: environmental considerations, interpersonal considerations, medical discourse, situational ethics, and resources. Revise student learning outcomes; course content; course assignments; methods of evaluation; textbook; supplies.

**JOUR-155/BRDC-155 Mass Media and Society – Bill Parks**
Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbook.

**PE-301A2 Beginning Volleyball – Jeremy Peneflor**
Change catalog description: This course is designed for students wishing to learn the fundamental concepts, skills, and rules of beginning volleyball. Change class schedule description: This course covers concepts and skills of beginning volleyball. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation.
PE-301B2 Intermediate Volleyball – Jeremy Peneflor
Change catalog description: This course is designed for students wishing to learn the intermediate strategies and skills of volleyball. Change class schedule description: This course covers strategies and intermediate skills of volleyball. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; textbook.

PE-320A2 Basic Golf Skills – Mike Cowan
Change grading option from GR to GC. Change catalog description: This course is designed to give the student an understanding of the fundamentals of the game of golf including grip, stance, swing, rules, and etiquette. Change class schedule description: Basic golf fundamentals including grip, stance, swing, rules, etiquette. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbook; supplies.

PE-320A3 Basic Golf Skills – Mike Cowan
Change catalog description: This course is designed to give the student an understanding of the fundamentals of the game of golf including grip, stance, swing, rules, and etiquette. Change class schedule description: Basic golf fundamentals including grip, stance, swing, rules, etiquette. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbook.

PE-328 Golf Course Experience – Mike Cowan
Change units from 4.00 to 2.00. Change lecture hours from 36.00 to 0.00; change total hours from 144.00 to 108.00. Change catalog description: This course is designed to help the student develop the proper shot making skills, help reduce stress, and use positive feedback techniques while playing leisure and tournament-style golf. The student will also play various golf formats and establish a golf handicap. Change class schedule description: Leisure and tournament-style golf to establish mental and physical skills and establish a golf handicap. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbook; supplies.

PE-366A3 Cardio Dance – Robin Kurotori
Change title from Dance Aerobics. Change catalog description: Students will maintain and improve cardiovascular fitness through fat-burning, dance-based workout routines that tone and shape arms, legs, and core muscles. Students will improve balance and coordination while moving to Latin, hip hop, country, and pop hits. Change class schedule description: Maintain and improve cardiovascular fitness through dance-based workout routines. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbook.

RT-107 Intermediate Clinical Practice – Michael Blaisdell
Change catalog description: This is a supervised clinical experience course at area hospitals for Respiratory Therapist students. The course emphasizes the practice of beginning and intermediate-level problem-solving and technical skills including assessment, oxygen therapy, humidity and aerosol administration, chest physical therapy, hyperinflation therapy, airway management, and beginning artificial ventilation. Students practice focused assessment related to disease processes specific to varying ethnic populations in order to provide appropriate care. Revise student learning outcomes; course content.

TD-107 History of Film – Michael Smith
Change catalog description: This course examines the impact of film on our lives and history. Students will review films; discuss and analyze techniques used. Change class schedule description: This course examines the art, history, and production of films. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbook.

TD-112 Acting Styles-Classical – Michael Smith
Remove prerequisite: and/or equivalent. Change class schedule description: Analysis and performance of Shakespeare's classics with contemporary flair and relevance. Revise counselor information; student learning outcomes; methods of evaluation; textbook.
WS-101 Introduction to Gender and Women's Studies – Heather McCarty
Change catalog description: This course offers an introduction to Women's and Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. Central to this course are the ways in which place, race, ethnicity, sexuality, gender orientation, class, religion, and age intersect to shape women's experiences and the various socio-political meanings of gender. This course poses questions in a global context. Change class schedule description: Introduction to concepts in gender and women's studies, such as place, race, ethnicity, sexuality, gender orientation, religion, class, and age. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

Motion to approve all major revisions, except CAOT-101A, made by Nadia Dadgar, seconded by Emmanuel Garcia. Motion carried.

Regarding CAOT-101A/CS-101A:
Tim was concerned that the course SLOs read more like objectives; one SLO, for example, stated that students will learn to type at least 35 words per minute. Lesley said the SLOs are appropriate as written because CAOT-101A/CS-101A is a CTE course. Discussion ensued about whether there should be different SLO standards for each type of course (e.g. CTE, transfer, etc.). Committee members agreed that SLO standards should be consistent across all course types; SLOs should be more general (e.g. students will meet a minimum typing speed); specifics may be listed as methods of evaluation (e.g. 35 words per minute). As such, CAOT-101A/CS-101A should be revised accordingly.

Motion to deny CAOT-101A made by Tim Roberts, seconded by Gary Kauf. Motion carried. One abstention.

NEW COURSES – CREDIT: (Action)
None

NEW COURSES – NONCREDIT: (Action)
None

DEGREES/CERTIFICATES: (Action)
Deactivated Degrees and Certificates:
None

Revised Degrees and Certificates:
Physical Anthropology: Certificate of Accomplishment
Accounting: Certificate of Achievement

New Degrees and Certificates:
English as a Second Language: Certificate of Completion (Noncredit)

Deactivated Certificates and Degrees:
None

Revised Degrees and Certificates:
Certificate of Accomplishment: Physical Anthropology – Sandra Chacko
The Physical Anthropology certificate is designed to provide students with a basic foundation in the interaction between biology and culture. Upon completion of this certificate students will have completed lecture and laboratory training in physical anthropology and archaeology, as these relate to the evolution of man. This certificate is well suited to prepare students to pursue further studies in fields that require an appreciation for our evolutionary and cultural past.

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. Demonstrate an understanding of the scientific method and major anthropological concepts related to human biological evolution
2. Apply anthropological perspectives to contemporary issues related to human evolution, genetics and environmental change

**ANTH-101** Physical Anthropology 4
**ANTH-103** Introduction to Archaeology 3
**ANTH-103L** Field Archaeology Laboratory 1
**ANTH-108** Introduction to Forensic Anthropology 3
**BIOL-105** Heredity, Evolution & Society 3
**ENVS-103** The Environment and Human Health OR 3
**ENVS-108** Introduction to the Environment 3

Total Units = 17

- Remove ANTH-105.
- Add ANTH-103L and BIOL-105.
- Change total units from 16 to 17.

**Certificate of Achievement: Accounting – Jim Andrews**

The goal and objective of this program is to prepare students for entry-level accounting positions in business, industry, or government. There is a large and growing need for this skill-set in the community. Graduates often start as a beginning level accountant in a small business or enter a specialty field in industry. Such opportunities include working in payroll, accounts receivable/payable, and general ledger. The qualified individual often advances rapidly to a professional accounting position, particularly in small business.

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

Student Learning Outcomes
1. Apply knowledge of the activities of business and government and of the environments in which they operate.
2. Demonstrate knowledge of financial accounting, including content, concepts and structure of the various statements, both for internal and external use.
3. Understand the process of identifying, gathering, measuring, summarizing and analyzing financial data in business organizations, including the use of computer based information.

**MAJOR FIELD**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BA-101A</td>
<td>Financial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>BA-101B</td>
<td>Managerial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>BA-102A</td>
<td>Principles of Economics-Macroeconomics</td>
<td>3</td>
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<tr>
<td>BA-102B</td>
<td>Principles of Economics-Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BA-125</td>
<td>Introduction to Business</td>
<td>3</td>
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Total Units = 19

- Revise catalog description.
- Remove BA-104, BA-105, and BA-123.
- Add BA-102A and BA-125.
- Change total units from 23 to 19.
Motion to approve revisions to both certificates made by Emmanuel Garcia, seconded by Gary Kauf. Motion carried.

New Degrees and Certificates:

Certificate of Completion (Noncredit): English as a Second Language – Mark Lieu
The noncredit English as a Second Language (ESL) program offers seven courses each semester which address reading, writing, grammar, listening, speaking, and general communication skills. The goal of the ESL Certificate of Completion is to provide non-native learners of English with the English language skills and cultural knowledge they will need in their academic studies, workplace, personal lives, or other pursuits. The Certificate of Completion in English as a Second Language (ESL) attests to a student's readiness for developmental and transfer-level English courses.

In order to earn a certificate of completion students must:
- complete a minimum of two noncredit ESL courses, including ESL-984RW.
- complete all of the courses at Ohlone College.

Student Learning Outcomes
1. Demonstrate the listening/speaking skills necessary to participate successfully in oral English exchanges in a variety of academic, personal and/or professional settings.
2. Demonstrate the reading/writing skills necessary to comprehend English texts intended for developmental (or higher level) English courses and write clear, coherent English paragraphs for academic and/or personal purposes.

MAJOR FIELD
ESL-984RW  Reading and Writing, Level IV  0
Total Units = 0

Complete a minimum of one course from the following courses:
ESL-981LS  Listening and Speaking, Level I  0
ESL-981RW  Reading and Writing, Level I  0
ESL-982LS  Listening and Speaking, Level II  0
ESL-982RW  Reading and Writing, Level II  0
ESL-983LS  Listening and Speaking, Level III  0
ESL-983RW  Reading and Writing, Level III  0
Total Units = 0

Motion to approve made by Tim Roberts, seconded by Mike Taguchi. Motion carried.

ISSUES: (Action/Information)
None

ANNOUNCEMENTS:
- Screening/Norming Meeting: Monday, September 18, 2017, 3:00pm-5:00pm, Fremont campus 7104
- Next Issues Meeting: Monday, October 2, 2017, 3:00pm-5:00pm, Fremont campus 7101, Newark campus NC1317, and Zoom Video Conference

Adjournment:
5:01pm