CALL TO ORDER:
3:05pm

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

MEMBERS ABSENT:
Carrie Dameron

NON-VOTING MEMBERS PRESENT:
Mike Bowman, Bob Bradshaw, Lesley Buehler, Kimberly Robbie

OTHERS PRESENT:
Brenda Ahntholz, Ralph Ballart, Paul Belasky, Elizabeth Blau Ogilvie, Luc Desmedt, Mark Grabiner, Kyle Livie, Raj Misra, Bill Parks

MINUTES TAKEN BY:
Katie Alvarez, Curriculum and Schedule Specialist

AGENDA MODIFICATIONS: (Information)
The following courses were pulled for discussion: CAOT-101A/CS-101A, PHYS-141, and RE-128.

APPROVAL OF MINUTES: (Consent/Information)
September 11, 2017 minutes
Minutes approved as consent agenda item.

CHAIR’S REPORT: (Action/Information)
Robin welcomed Phoebe Pham as new member of the Curriculum Committee; she will serve as a student representative.

1. Vote on revisions to Curriculum Committee Membership section of the Curriculum Committee Guidelines (Action)
   Robin asked if there were any concerns about the Curriculum Committee Membership revisions as presented, which would reduce the number of faculty in certain divisions. Isabel shared that it would be beneficial to have more Curriculum Committee members to help with the workload. Nadia agreed, and suggested having a minimum number of required Curriculum Committee members per division and a number of recommended members per division. There was concern about faculty availability, volunteering vs. appointing committee members, over- and under-representation of departments and divisions, and proxy representation.
   Motion to approve the revisions as presented made by Mike Taguchi, seconded by Nancy Pauliukonis. Motion carried.

2. Review new outside-of-class hours section in COR (Information)
   Robin explained that due to changes in Title 5 the COR must now include total outside-of-class hours; she presented a screenshot of this feature in CurricUNET.

3. Review Entry Knowledge section in CurricUNET and explain how to complete or assist Originators in completion (Information)
   Requisite course information is entered on two pages in CurricUNET: the Entry Knowledge page and the Requisites page. The Entry Knowledge page should be completed first, as the...
information entered there will appear on the Requisites page; this makes it easier to complete the Requisites page.

The Entry Knowledge page is used to associate the SLOs from a requisite course to a target course. The comments entered on this page should explain why the requisite is necessary to succeed in the target course.

The course(s) entered on the Requisites page will appear on the COR. When entering a requisite, Originators will need to select the appropriate type of requisite from the following options:

- Authorized or required by statute or regulation
- Closely related lecture/lab within the same department
- Health and safety requirements
- Intended to establish communication or computation
- Learning community
- Required for articulation by a UC or CSU institution
- Sequential course in a department

The default selection for this field is “authorized or required by statute or regulation.” Originators must change this if it is not the appropriate selection; if it is the appropriate selection, Originators must list in the Comment box the statute or regulation that is being referenced.

4. Adopt Curriculum Committee Goals for 2017-2018 (Action)
   Motion to approve made by Mike Taguchi, seconded by Nadia Dadgar. Motion carried.

5. Review Guided Pathways (Information)
   This item was not discussed during the meeting.

6. Curriculum Screening Reminders (Information)
   Robin presented a document containing specific reminders about what to look for in each of the following sections of course proposals: student learning outcomes, course assignments, and methods of evaluation.

7. New Courses – Guidelines for Approval (Information)
   Robin shared reminders about how to review proposals for new courses. Screeners should consider the need for the course, how it connects to the mission of the college, and how the course would fit into the current curriculum. Originators should be able to answer all of these questions. Isabel recommended using the CCCCO database for a credible source of employment forecast information.

ARTICULATION UPDATES:
None

SELECTED TOPICS: (Consent/Action)
None

MINOR REVISIONS: (Consent/Information)

   BA-102A Principles of Economics-Macroeconomics – Tina Mosleh
   Revise textbooks.

   BA-102B Principles of Economics-Microeconomics – Tina Mosleh
   Revise methods of instruction; textbooks.

Robin shared that these courses are up for six-year course review and recommended that the SLOs be revised at that time.

Minor revisions approved as consent agenda item.
DEACTIVATIONS: (Consent/Action)
Courses have not been taught in several years:
- DEAF-343  Field Work in Deaf Education – Darline Gunsauls
- EDUC-105  Math and Science Future Teacher Seminar – Mark Lieu
- ENGL-119  The Gothic Novel – Mark Lieu
- ESL-150   English Pronunciation I – Mark Lieu
- ESL-191   Grammar and Editing Skills – Mark Lieu
- MATH-166  Finite Mathematics – Andy Bloom
- PD-101    College Survival Techniques – Carl Jew
- PD-149    Career Testing Workshop – Carl Jew

Courses will no longer be offered:
- ASL-190A  Workshop in Beginning ASL – I – Darline Gunsauls
- BIOL-140  Sierra Nevada Natural History – Bob Bradshaw
- PE-323    Golf One on One – Mike Cowan

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

Please note that ASL-190A was deactivated. The agenda incorrectly listed ASL-190 as a deactivation.

SUBCOMMITTEE APPROVALS/REPORTS:

Distance Education Subcommittee (Action):

Approved for Hybrid Only:
- TD-115A  Theatre Improvisation

Approved for Hybrid and Fully Online:
- ENGL-109  The Graphic Novel
- MATH-153  Intermediate Algebra
- PD-111    Strategies for College Success
- TD-107    History of Film
- WS-101    Introduction to Gender and Women's Studies

Motion to approve DE recommendations made by Tim Roberts, seconded by Nancy Pauliukonis. Motion carried.

General Education Subcommittee: (Action)

Reaffirmations:
- Area I, Natural Sciences: CHEM-102
- Area IIIB, Humanities and Participatory Arts: JOUR-155/BRDC-155, TD-115A
- Area IVB, Analytical Thinking and Oral Communication: MATH-153
- Area IVC, Math Proficiency: MATH-153
- Area VI, Intercultural/International Studies: WS-101

New Approvals:
- Area I, Natural Sciences: ETEC-107
- Area IIIB, Humanities and Participatory Arts: WS-101
- Area VI, Intercultural/International Studies: RT-107 approved with a contingency that the PSLOs are revised during Program Review to include diversity. TABLED

Removed from GE:
- Area IIIB, Humanities and Participatory Arts: MUS-354A, TD-181
- Area IVB, Analytical Thinking and Oral Communication: MATH-166
• Area IVC, Math Proficiency: MATH-166
• Area VA, Physical Education: PE-323

Motion to approve GE recommendations made by Nancy Pauliukonis, seconded by Tim Roberts.

Mike Bowman asked if it might be better to approve RT-107 when the contingency is met. Robin agreed.

Amendment to the motion to approve all GE recommendations except RT-107 made by Nancy Pauliukonis, seconded by Tim Roberts. Motion carried.

SLOAC
None

COURSE REACTIVATION: (Consent/Action)
None

REQUISITES: (Action)
AJ-265 Crisis Intervention Team Training – Libby Flores
Add prerequisites: Commission on Police Officer Standards & 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: officer safety; proper and safe tactical movement; proper and safe arrest and control technique; effective verbal communication used in policing; effective non-verbal communication used in policing. These skills and abilities will not be taught in the course; they will be the starting point for advanced officer training that builds upon them.

AJ-274A1 Bicycle Patrol – Libby Flores
Add prerequisites: Commission on Police Officer Standards & 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, knowledge of, and ability to demonstrate the following skills: officer safety; patrol procedures; arrest and control; traffic stops; crowd control; pursuits; lifetime fitness; vehicle codes, how to safely handle and use a firearm. These skills will not be taught in the course; rather they will be the starting point for advanced officer training that builds upon them.

COMM-190A Communication Lab Consultant – Brenda Ahntholz
Remove prerequisite: SPCH-101. Add prerequisite: COMM-111

GEOL-104L Historical Geology Laboratory – Paul Belasky
Add corequisite: GEOL-104

PHYS-106 Physics for Respiratory Therapy – Ralph Ballart
Add prerequisite: MATH-153

PHY-121A Introduction to Physics II - Calculus Supplement – Luc Desmedt
Add corequisite: PHYS-121

Motion to approve made by Nadia Dadgar, seconded by Chieko Honma. Motion carried.

MAJOR COURSE REVISIONS: (Consent/Action)
BA-109B Computerized Accounting for Small Business – Lesley Buehler
Change class schedule description: This course provides an introduction to computerized accounting for small business using a commercial software package such as QuickBooks. Revise student learning outcomes; course content; course assignments; methods of evaluation; textbook.
BIOL-130  Essential Biology – Mark Grabiner
Change title from Introduction to Biology. Change catalog description: This course is an introduction to biological principles for non-science majors. Students will explore the essential biology behind the news, the doctor's office, and the living world around us. Fundamental biological principles are covered including cell structure and function, ecology, evolution, genetics, and human anatomy and physiology. Change class schedule description: This course is an introduction to biology for non-science majors. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; textbooks.

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

COMM-190A  Communication Lab Consultant – Brenda Ahntholz
Change title from Speech Communication Lab Consultant. Remove prerequisite: SPCH-101. Add prerequisite: COMM-111. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction.

ENGL-101C  Critical Thinking and Composition – Perri Gallagher
Change class schedule description: This course provides an introduction to critical reading, thinking, and writing. Revise course assignments; methods of evaluation; textbooks.

ENGL-118  Introduction to Shakespeare – Mike Taguchi
Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbook.

ETEC-106  Electronics for Technology – Rose-Margaret Itua
Remove advisory: Knowledge of basic algebra and trigonometric relationships. Add advisory: MATH-151 and MATH-181. Change catalog description: This course is an introduction to electricity and electronic devices. Students will learn the basic theory of electricity and apply that knowledge to build, test, and troubleshoot electrical circuits. In the lab students will learn to operate the test and measurement instrumentation necessary to support construction of electrical circuits. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbook; supplies.

GEOL-101  Introduction to Geology – Paul Belasky
Change grading option from GC to GR. Change field trips from may be required to required. Change catalog description: This course covers geological processes that shape the earth and its history. The course emphasizes global geological phenomena (earthquakes, volcanoes, plate tectonics), the concept of "deep" time, climate change, natural resources, and the interaction between humans and their environment. One Saturday field trip is required. Change class schedule description: Earthquakes and other physical processes that have shaped the Earth, resulting in geological hazards and natural resources. This course includes one Saturday field trip. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbook; supplies.

GEOL-104L  Historical Geology Laboratory – Paul Belasky
Add corequisite: GEOL-104. Remove advisory: GEOL-104. Change catalog description: This course is the laboratory component to GEOL-104, The Changing Earth: Historical Geology, that satisfies the physical science lab requirement for transfer. The course includes hands-on studies of Earth history as revealed by rocks, fossils, age of earth materials, the Geologic Time Scale, stratigraphy, plate tectonics,
biological evolution, and processes of global change (geologic, biologic, climatic) in the past 4.6 billion years of Earth history. Change class schedule description: This course is the laboratory component to GEOL-104 and covers hands-on studies of the Earth and life through geologic time. Revise counselor information.

HIST-106A World History to 1500 – Heather McCarty
Change class schedule description: This course provides a survey of the development of world civilizations to 1500. Revise counselor information; course assignments; methods of evaluation; textbooks.

HIST-106B World History Since 1500 – Heather McCarty
Change class schedule description: This course includes a survey of the development of world civilizations since 1500. Revise counselor information; student learning outcomes; course assignments; methods of evaluation; textbooks.

JOUR-101A Newswriting – Bill Parks
Remove prerequisite: ENGL-101A. Add advisory: Eligible for ENGL-101A. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

JOUR-171 Newspaper Writing Staff – Bill Parks
Change title from Newspaper Writing and Editing Staff. Change catalog description: Staff members gather information, write, and edit stories for publication in the college newspaper, the Monitor, and the Monitor's online edition. They also write columns and editorials. Working as a team, the staff plans and designs each issue. JOUR-171 students are expected to contribute two stories per issue. Change class schedule description: Staff members write, edit, and produce the college newspaper, the Monitor, and its online editions. Students contribute two stories per issue. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbook.

PHYS-108 Survey of Physics – Raj Misra
Change grading option from GC to GR. Remove advisory: Eligible for ENGL-151B, ENGL-163, and MATH-151. Add advisory: MATH-153. Change catalog description: This is a general education course for non-science majors that gives a non-mathematical survey of physics, exploring the fundamental underlying principles of mechanics, electromagnetism, quantum mechanics, relativity and recent developments, with illustrations to commonly encountered situations. The student can then continue to apply these basic principles to situations encountered in the physical world of everyday life. The knowledge of physics provided in this course will also help students better understand science-related current events and public policy issues. Demonstrations are used extensively. Change class schedule description: Lecture, demonstration, and discussion of the basic principles of physics in everyday life. Topics will be chosen from mechanics, matter, heat, sound, electromagnetism, light, and modern physics. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbook.

PHYS-120 Introduction to Physics I – Luc Desmedt
Change catalog description: This course is the first semester of a two-semester sequence of algebra/trigonometry based introductory physics for biomedical majors. This course is a study of Newtonian mechanics that focuses on the kinematics of point masses with constant acceleration; the dynamics of point masses and rigid bodies with constant forces or torques and accelerations, including circular motion, rolling motion, and spinning motion. Besides Newton's laws of motion, the impulse-momentum and work-energy approaches are explored and applied to a variety of physical situations, including collisions and oscillatory motions. Special attention is given to the concept of energy and its transformations; to phases of matter; and other topics in thermal physics. The equations of fluid statics and dynamics; wave equation; and wave behavior are briefly introduced and discussed. Change class schedule description: The course studies the motion of point masses, rigid bodies and fluids, oscillatory and wave motion, energy and its transformations, the phases of matter, and other topics in thermal physics. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.
PHYS-120A  Introduction to Physics I - Calculus Supplement – Luc Desmedt
Change title from Introduction to Physics - Calculus Supplement. Change catalog description: This course reviews the basic concepts of limits, differentiation and integration through their application to problems of Newtonian mechanics. The material is directly related to the topics studied in the main course (PHYS 120), but the application of calculus enables the solution of a wider range of problems. This supplement focuses on the kinematics of point masses with variable acceleration, the dynamics of point masses and rigid bodies with variable forces and accelerations, including circular motion, oscillatory motion and rotations, the calculation of impulse and work by variable forces, the calculation of potential energy functions for variable forces, the evaluation of center-of-mass and moment of inertia of rigid bodies, the equations of fluid statics and dynamics, and the wave equation. Change class schedule description: This course focuses on problems that are extensions of those studied in PHYS-120. Calculus is required to study variable accelerations and forces, center-of-mass, and moment of inertia of objects. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbook; supplies.

PHYS-121  Introduction to Physics II – Raj Misra
Change catalog description: This course is the second semester of a two-semester sequence of algebra/trigonometry based introductory physics for biomedical majors. This course is designed to provide a good foundation in electromagnetism, wave and geometrical optics and modern physics. Topics in electromagnetism include electrostatics, including electric field and potential, electric current and basic circuits, magnetism, magnetic fields, Lorentz force, electromagnetic induction and electromagnetic waves. Topics in optics include wave optics, interference, diffraction, polarization, ray optics, including optical instruments. In modern physics, it covers special relativity, basic ideas of quantum physics and their application to the photon theory of light, atomic and nuclear physics. Change class schedule description: This course covers the study of electrical and magnetic phenomena, including electrical circuits, wave and geometrical optics, and modern physics. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

PHYS-121A  Introduction to Physics II - Calculus Supplement – Luc Desmedt
Add corequisite: PHYS-121. Change catalog description: This course reviews basic concepts in vectors, differentiation and integration, through their application to problems in electromagnetism. The material is directly related to the topics studied in the main course (PHYS 121), but the application of calculus enables the solution of a wider range of problems. This supplement focuses on the calculation of static electric fields and their corresponding potentials due to various continuous charge distributions, calculation of static magnetic fields generated by electric current distributions, flux and induced field calculations, derivation of the capacitance and resistance of certain interesting geometries, and problems on circuits with time-dependent currents. Vector theory and a variety of integration and differentiation techniques are required. Change class schedule description: This course focuses on physics problems that are extensions of those studied in PHYS 121. Calculus is required to study non-uniform electric and magnetic fields, and time-dependent currents. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.

PHYS-140  Mechanics – Luc Desmedt
Remove advisory: MATH-101B. Change catalog description: This course is the first semester of a three-semester sequence of calculus-based introductory physics for scientists and engineers. This course provides a strong foundation in a vector-based formulation of Newtonian mechanics applied to a point mass and to a system of particles. Topics include one-and two-dimensional kinematics, including planetary and satellite orbits, Newton's laws of motion, free-body diagrams, everyday forces, impulse-momentum, work-energy, conservative and non-conservative forces, potential energy, conservation of momentum and energy, rotation dynamics and static equilibrium of rigid objects utilizing the concepts of torque, angular acceleration and conservation of angular momentum, Newton’s law of universal gravitation, basic fluid statics and dynamics, oscillations and an introduction to (mechanical) wave motion including sound, and the superposition and interference of waves. Change class schedule description: Conceptual and quantitative analysis of point-mass, rigid body and fluid mechanics, of energy and its transformations, and of wave motion. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks; supplies.
PHYS-141 Electricity and Magnetism – Raj Misra
Change catalog description: This course is the second semester of a three-semester sequence of calculus-based introductory physics for scientists and engineers. This course builds a strong foundation in the physical laws and principles of electromagnetism, grounded in a careful vector and calculus-based discussion. Throughout the course, emphasis is placed on developing the field-model of electromagnetism and on the strong connection between electrical and magnetic phenomena. Topics include the atomic basis of macroscopic electromagnetism, Coulomb’s law, electric fields of static discrete and continuous charge distributions, electric dipoles, Gauss Law, electric potential and potential energy, conductors and insulators, capacitance, electrical current and fundamentals of electric circuits including RC circuits, magnetism, Biot-Savart’s law and the magnetic fields of common current distributions, magnetic dipoles, Lorentz force, Ampere’s law, electromagnetic induction, Lenz’s and Faraday’s laws. A brief introduction to displacement current, Maxwell’s equations and electromagnetic waves will be provided. Change class schedule description: Study of electrical and magnetic phenomena and analysis of basic electrical circuits. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbook; supplies.

RE-128 Real Estate Appraisal – Lesley Buehler
Revise student learning outcomes; course content; course assignments; methods of evaluation.

Motion to approve all except the PHYS-141, CAOT-101A/CS-101A, and RE-128 made by Gary Kauf, seconded by Tim Roberts. Motion carried.

Regarding PHYS-141: Isabel was concerned about the optional course assignments and optional assessments. Luc clarified that the assignment is optional for the instructors to assign and evaluate. If assigned, students would be required to complete the assignments, and instructions would be required to evaluate the assignments.

Motion to approve PHYS-141 made by Tim Roberts, seconded by Nancy Pauliukonis. Motion carried.

Regarding CAOT-101A/CS-101A: Chieko pointed out that there was a typo in the methods of evaluation section; Robin agreed to fix the typo.

Motion to approve CAOT-101A/CS-101A made by Chieko Honma, seconded by Nadia Dadgar. Motion carried.

Regarding RE-128: Mike asked if there should be examples of writing prompts listed in the assignment section. Robin stated that as long as the rigor, scope, and breadth of the assignments are clear, there is no need for specific examples.

Motion to approve RE-128 made by Mike Taguchi, seconded by Nancy Pauliukonis. Motion carried.

NEW COURSES – CREDIT: (Action)
AJ-265 Crisis Intervention Team Training – Libby Flores
9.00 hours lecture, 18.00 hours lab
Units: 0.50
Prerequisites: Commission on Police Officer Standards & 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: officer safety; proper and safe tactical movement; proper and safe arrest and control technique; effective verbal communication used in policing; effective non-verbal communication used in policing. These skills and abilities will not be taught in the course; they will be the starting point for advanced officer training that builds upon them. This course provides students with the proper techniques for safe and secure contact; detainment and transport of individuals with mental disorders (Welfare and Institution Code section 5150); developmental disabilities; intellectual disabilities; and substance use disorders. (CR)
AJ-274A1  Bicycle Patrol – Libby Flores
9.00 hours lecture, 36.00 hours lab
Units: 1.00
Prerequisites: Commission on Police Officer Standards & 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, knowledge of, and ability to demonstrate the following skills: officer safety; patrol procedures; arrest and control; traffic stops; crowd control; pursuits; lifetime fitness; vehicle codes, how to safely handle and use a firearm. These skills will not be taught in the course; rather they will be the starting point for advanced officer training that builds upon them.
This course is designed to give students basic knowledge of the use of the bicycle in police patrol and to improve their bicycle riding skills. The course covers physical fitness, subject/suspect contact, off-road bicycle-handling skills, maintenance, and the history of the bicycle. Repeatable = 5 times (CR)

Tim stated that the Curriculum Committee tends to treat the public safety (Consortium) courses differently than other Ohlone courses. Kimberly reminded the Curriculum Committee that the public safety courses are Ohlone courses and encouraged Curriculum Committee members to raise their concerns regarding public safety courses, as the CCCCO is expecting college Curriculum Committees to fully scrutinize all of their courses. Robin agreed that the Curriculum Committee should review all courses in a consistent manner. Tim shared concerns about both AJ-265 and AJ-274A1. AJ-265 is about how to ride a bicycle as a police officer; the prerequisite for both courses is to be a police officer; the SLOs are objectives; and the course outline does not separate lecture and lab activities.

Motion to approve AJ-265 and AJ-274A1 made by Mike Taguchi, seconded by KG Greenstein. Motion failed.

BIOL-102  Introduction to Biology for Health Sciences – Mark Grabiner
54.00 hours lecture, 54.00 hours lab
Units: 4.00
Accepted for Credit:  CSU
Advisory: Eligible for ENGL-151B and ENGL-163
This course is an introduction to biology designed to prepare healthcare-oriented students for more advanced biology courses like anatomy and physiology and microbiology. Foundational biological concepts will be covered including the chemistry of living things, cell structure and function, genetics, animal physiology, and evolution. (GR)

Justification statement given by Mark Grabiner. Currently BIOL-130 serves two different student populations: students who wish to take the course to fulfill the GE requirement and students preparing for a major in the health sciences. If approved, BIOL-102 will better prepare health science majors for anatomy, physiology, and microbiology courses, as BIOL-130 does not provide enough rigor. BIOL-130 will not change; it will remain as a prerequisite for the anatomy, physiology, and microbiology courses. Students intending to major in health sciences will be encouraged to complete BIOL-102 instead of BIOL-130.

Motion to approve BIOL-102 made by Nadia Dadgar, seconded by Paul Mueller. Motion carried.

HIST-109  History of Modern East Asia – Kyle Livie
54.00 hours lecture
Units: 3.00
Accepted for Credit:  CSU
This course is an introduction to the history of modern East Asia from 1600 to the present, focusing on the intersecting histories of China, Japan, and Korea. The course emphasizes the development of political, economic, and cultural traditions in East Asia as part of a larger story of global change in the modern period, with special attention paid to revolutionary movements; governmental structure; the influence of Europe and the United States on regional economies and statecraft; and literary and artistic production. (GR)
HIST-110 History of Modern Latin America – Kyle Livie
54.00 hours lecture
Units: 3.00
Accepted for Credit: CSU
This course provides an introduction to the cultural, economic, and political history of modern Latin America, exploring the complex historical changes that occurred in Central and South America from European colonization to the present, focusing on the development of national systems of governance in the nineteenth century through to the pressures of globalization at the start of the twenty-first century. While emphasizing issues of cultural development and political economy via the exploration of specific case studies, the course is by nature interdisciplinary, with attention paid to social structures, art, literature, film, and cultural studies to build an appreciation for the interplay of scholarship throughout the social sciences and the humanities. (GR)

Justification statement given by Kyle Livie for HIST-109 and HIST-110. A goal of these courses is to expose students to different regions and cultures through exploration of non-western heritage. Another goal is to better prepare history major students for transfer. The courses were designed to align with the lower division courses offered at CSUs and UCs. If approved, these courses will be added to ADT in history and the certificate in global studies.

Motion to approve both HIST-109 and HIST-110 made by Paul Mueller, seconded by Mike Taguchi. Motion carried.

PHYS-106 Physics for Respiratory Therapy – Ralph Ballart
36.00 hours lecture, 54.00 hours lab
Units: 3.00
Accepted for Credit: CSU
Prerequisite: MATH-153
Advisory: ENGL-151B and ENGL-163
This course provides an algebra-based survey of physics, including the topics most relevant to respiratory therapy. These topics include linear motion, Newton’s laws, energy, gravity, the atomic hypothesis, the phases of matter, temperature and heat, waves, electrical current, and quantum mechanics. Special emphasis will be placed on Hooke’s law, pressure, gas laws, and topics related to fluid flow. Graphs and unit conversions of interest to respiratory therapy will be used. (GR)

Justification statement given by Ralph Ballart. The intent of this course is to offer a physics course for students who wish to apply to the Respiratory Therapy (RT) program, as the RT faculty have expressed a need for more physics preparation for RT students. Currently, students are required to complete PHYS-108 to apply to the RT program, which is a broad survey course; PHYS-106 will have a lab component and offer more depth and relevance to RT.

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

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

Revised Degrees and Certificates:
Mass Communication: Certificate of Accomplishment
English: Associate in Arts
English: Associate in Arts for Transfer
Liberal Arts: Language Emphasis: Associate in Arts

New Degrees and Certificates:
Business Information Worker, Introductory: Certificate of Accomplishment

Deactivated Certificates and Degrees:
None
Revised Degrees and Certificates:

Certificate of Accomplishment: Mass Communication – Mark Lieu

The Mass Communication Certificate of Accomplishment provides students with communication skills, theory, and training required for academic and professional careers in the mass communication field including journalism, TV, radio, and public relations. This certificate also provides students with the fundamental communication skills for further study in mass communication.

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 Accomplishments consist of a maximum of 17.5 units and allow students to finish the program in a shorter period of time. Certificates of Accomplishment 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. Understand and apply the principles and laws of freedom of speech and press including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
2. Demonstrate an understanding of the history of the various forms of mass media especially the relationship between communication theory, social trends, technological trends, and media development.
3. Write and speak effectively for diverse audiences in various contexts.
4. Utilize the principles of ethics in research and use critical thinking in evaluating sources and content.
5. Apply the principles and practices of mass communication through a service-learning project in at least one of the various media outlets at Ohlone College. (May include such areas as ONTV, KOHL, Midnight Magazine, The Monitor, and websites.)

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRDC-120</td>
<td>Introduction to Electronic Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM-111</td>
<td>Introduction to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>JOUR-101A</td>
<td>Newswriting</td>
<td>3</td>
</tr>
<tr>
<td>JOUR-155</td>
<td>Mass Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>BRDC-123A</td>
<td>Radio Operations I OR</td>
<td>3</td>
</tr>
<tr>
<td>BRDC-141</td>
<td>Live TV Newscast OR</td>
<td>3</td>
</tr>
<tr>
<td>JOUR-171</td>
<td>Newspaper Writing and Editing Staff OR</td>
<td>2</td>
</tr>
<tr>
<td>JOUR-172</td>
<td>Newspaper Writing and Editing Staff</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units = 14-15

- Remove COMM-108 as “or” with COMM-111 so COMM-108 can be deactivated.

Associate in Arts: English – Mark Lieu

The Associate in Arts in English is designed to provide students with the skills necessary to think critically and write persuasively about literary works in poetry, fiction, and drama. Students can survey major writers in English or American literature, or explore their interest in specific forms such as the novel, poetry, or Shakespeare. The program emphasizes critical analysis and interpretation in all of its courses. The associate degree in English prepares students for upper division academic work in literature and for careers in fields requiring critical thinking and persuasive writing, such as teaching, journalism, business, and law.
Requirements for AA Degree:
   a. Complete Major Field, Supporting, and Elective courses with a grade of C or better
   b. 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.
   c. Complete at least 60 degree-applicable units with a grade of C or better.
   d. Complete at least 12 units at Ohlone College.

Student Learning Outcomes
   1. Analyze and interpret various kinds of literary texts, including poems, short stories, essays, novels, and plays.
   2. Effectively express their interpretations of literary texts in clear, coherent prose.
   3. Demonstrate knowledge of works, genres, and periods of American, English, and world literature.

MAJOR FIELD
ENGL-101A  Reading and Written Composition 4
ENGL-101B  Reading and Composition (Introduction to Literature) 4
Total Units = 8

SUPPORTING COURSES
Complete three courses from the following courses:
ENGL-112  Modern Fiction 3
ENGL-113  Poetry 3
ENGL-118  Introduction to Shakespeare 3
ENGL-120A  Survey of American Literature: Beginning to 1865 3
ENGL-120B  Survey of American Literature: 1865 to Present 3
ENGL-125A  English Literature: From the Middle Ages to the Restoration/18th century 3
ENGL-125B  English Literature: From Romanticism to Modernism 3
Total Units = 9

ELECTIVES
Complete one of the following courses. Courses may not be double-counted to apply towards Supporting Courses and Electives requirements.
ENGL-101C  Critical Thinking and Composition 3
ENGL-104  The Short Story 3
ENGL-106  Reading Banned Books 3
ENGL-107  Literature and Film 3
ENGL-109  The Graphic Novel 3
ENGL-111A  Beginning Creative Writing 3
ENGL-111B  Intermediate Creative Writing 3
ENGL-113  Poetry 3
ENGL-114  World Mythology 3
ENGL-115  Women in Literature OR 3
WS-115  Women in Literature 3
ENGL-117  Science Fiction and Fantasy 3
ENGL-118  Introduction to Shakespeare 3
ENGL-120A  Survey of American Literature: Beginning to 1865 3
ENGL-120B  Survey of American Literature: 1865 to Present 3
ENGL-121  The Mystery: Unlocking Its Secrets 3
ENGL-122  Environmental Literature 3
ENGL-125A  English Literature: From the Middle Ages to the Restoration/18th century 3
ENGL-125B  English Literature: From Romanticism to Modernism 3
ENGL-127  Autobiography: Writing Journals and Memoirs 3
ENGL-129  Psychology and Literature 3
ENGL-130  American Stories: Multicultural Autobiography and Memoir 3
ENGL-131  Hip Hop/Slam Poetry 3
ENGL-141  Advanced Novel and Short Story Writing 3
Total Units = 3
Total Units = 20
RECOMMENDED COURSE
One year of college-level foreign language, with a grade of C or better

- Remove ENGL-119 from Electives so ENGL-119 can be deactivated.

**Associate in Arts for Transfer: English – Mark Lieu**
The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 Arts in English for Transfer 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. In order to earn one of these degrees, 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.

Completion of the requirements for the Associate in Arts in English for Transfer prepares a student for transfer to a California State University to engage in upper-division work towards a bachelor's degree in English. Students who complete this associate degree will be able to analyze and interpret various kinds of literary texts, including poems, short stories, essays, novels, and plays; effectively express their interpretations of literary texts in clear, coherent prose; and demonstrate knowledge of works, genres, and periods of American, English, and world literature.

**Requirements for ADT:**
- a. Complete Required Core, List A, List B, and List C courses with a grade of C or better.
- b. Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
- c. Complete 60 CSU-transferable semester units.
- d. 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.
- e. Complete 19 semester units in the English major.
- f. Complete at least 12 units at Ohlone College.

**Student Learning Outcomes**
1. Analyze and interpret various kinds of literary texts, including poems, short stories, essays, novels, and plays.
2. Effectively express their interpretations of literary texts in clear, coherent prose.
3. Demonstrate knowledge of works, genres, and periods of American, English, and world literature.

**REQUIRED CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-101B</td>
<td>Reading and Composition (Introduction to Literature)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL-101C</td>
<td>Critical Thinking and Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units = 7

**LIST A. Complete two courses from the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-120A</td>
<td>Survey of American Literature: Beginning to 1865</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-120B</td>
<td>Survey of American Literature: 1865 to Present</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-125A</td>
<td>English Literature: From the Middle Ages to the Restoration/18th century</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-125B</td>
<td>English Literature: From Romanticism to Modernism</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units = 6

**LIST B. Complete one course from the following courses. Courses cannot be double-counted to apply towards both List A and List B.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-111A</td>
<td>Beginning Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-111B</td>
<td>Intermediate Creative Writing</td>
<td>3</td>
</tr>
</tbody>
</table>
ENGL-112  Modern Fiction 3
ENGL-113  Poetry 3
ENGL-114  World Mythology 3
ENGL-118  Introduction to Shakespeare 3
ENGL-120A  Survey of American Literature: Beginning to 1865 3
ENGL-120B  Survey of American Literature: 1865 to Present 3
ENGL-125A  English Literature: From the Middle Ages to the Restoration/18th century 3
ENGL-125B  English Literature: From Romanticism to Modernism 3
ENGL-130  American Stories: Multicultural Autobiography and Memoir 3

Total Units = 3

LIST C. Complete one course from the following courses. Courses cannot be double-counted to apply towards List A, List B, and/or List C.
ENGL-104  The Short Story 3
ENGL-106  Reading Banned Books 3
ENGL-107  Literature and Film 3
ENGL-109  The Graphic Novel 3
ENGL-111A  Beginning Creative Writing 3
ENGL-111B  Intermediate Creative Writing 3
ENGL-112  Modern Fiction 3
ENGL-113  Poetry 3
ENGL-114  World Mythology 3
ENGL-115  Women in Literature 3
ENGL-117  Science Fiction and Fantasy 3
ENGL-118  Introduction to Shakespeare 3
ENGL-120A  Survey of American Literature: Beginning to 1865 3
ENGL-120B  Survey of American Literature: 1865 to Present 3
ENGL-121  The Mystery: Unlocking Its Secrets 3
ENGL-122  Environmental Literature 3
ENGL-125A  English Literature: From the Middle Ages to the Restoration/18th century 3
ENGL-125B  English Literature: From Romanticism to Modernism 3
ENGL-127  Autobiography: Writing Journals and Memoirs 3
ENGL-130  American Stories: Multicultural Autobiography and Memoir 3
ENGL-131  Hip Hop/Slam Poetry 3
ENGL-141  Advanced Novel and Short Story Writing 3

Total Units = 3
Total Units = 19

- Remove ENGL-119 from List C so ENGL-119 can be deactivated.

Associate in Arts: Liberal Arts: Language Emphasis – Mark Lieu
The Associate in Arts in Liberal Arts has three areas of emphasis: Language, Humanities, and Communication. A liberal arts education allows students to explore any number of career possibilities. Employment prospects are generally strong after graduation: often employers prefer to hire people with the education in the right skills (critical thinking, writing, and analysis) rather than the right subjects. Liberal arts degrees are also an excellent choice for students who want to pursue a higher degree, as universities often prefer candidates with a proven ability to learn and succeed. A liberal arts education offers much more than career-specific training, because it teaches students to understand problems, develop solutions, and lead a balanced and well-rounded life.

It is imperative that students entering Ohlone's Associate in Arts in Liberal Arts meet with a counselor at the start of their academic work. Counselors will assist students in preparing a Student Education Plan that will prepare them to achieve their academic goals.

Requirements for AA Degree:
- Complete Major Field courses with a grade of C or better.
- Complete a minimum of twenty units selected from the areas of emphasis below.
c. Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) General Education requirements. These requirements are specified in the Ohlone College catalog. Students who do not intend to transfer may complete Ohlone College General Education; students who intend to transfer may complete either CSU GE or IGETC. Counselors will advise students on the general education plan that best prepares them for pursuing an associate degree and/or transfer.

d. Complete at least 60 degree-applicable units with a 2.0 grade point average.

e. Complete at least 12 units at Ohlone College.

Student Learning Outcomes
1. Enrich and deepen self-knowledge by exploring different academic experiences.
2. Articulate and understand their experiences through effective writing, reading, speaking, and various modes of artistic expression.
3. Demonstrate fundamental knowledge and basic skills appropriate to their personal and professional goals in their chosen area of specialization.

MAJOR FIELD
This area of emphasis is designed to help students demonstrate progressive oral competence of the language; decipher progressively more difficult texts; become more competent in writing ability; and demonstrate rudimentary to more advanced level of cultural and historical understanding of the Societies associated with the target language.

Courses prepare students for entry into a variety of careers in which effective critical thinking, effective writing skills, and multilingual skills are important.

Complete a minimum of twenty units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARBC-101A</td>
<td>Elementary Arabic</td>
<td>5</td>
</tr>
<tr>
<td>ASL-101A</td>
<td>Principles of American Sign Language I</td>
<td>5</td>
</tr>
<tr>
<td>ASL-101B</td>
<td>Principles of American Sign Language I</td>
<td>5</td>
</tr>
<tr>
<td>ASL-102A</td>
<td>Principles of American Sign Language II</td>
<td>5</td>
</tr>
<tr>
<td>ASL-102B</td>
<td>Principles of American Sign Language II</td>
<td>5</td>
</tr>
<tr>
<td>ASL-103A</td>
<td>Principles of American Sign Language III</td>
<td>5</td>
</tr>
<tr>
<td>ASL-103B</td>
<td>Principles of American Sign Language III</td>
<td>5</td>
</tr>
<tr>
<td>ASL-104A</td>
<td>Principles of American Sign Language IV</td>
<td>5</td>
</tr>
<tr>
<td>ASL-104B</td>
<td>Principles of American Sign Language IV</td>
<td>5</td>
</tr>
<tr>
<td>ASL-140</td>
<td>Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>ASL-142</td>
<td>Deaf Culture</td>
<td>3</td>
</tr>
<tr>
<td>ASL-145</td>
<td>Deaf History</td>
<td>3</td>
</tr>
<tr>
<td>ASL-150</td>
<td>Linguistics of ASL</td>
<td>3</td>
</tr>
<tr>
<td>ASL-155</td>
<td>ASL Literature</td>
<td>3</td>
</tr>
<tr>
<td>ASL-158</td>
<td>Classifiers in ASL</td>
<td>3</td>
</tr>
<tr>
<td>CHIN-101A</td>
<td>Elementary Mandarin Chinese I</td>
<td>5</td>
</tr>
<tr>
<td>CHIN-101B</td>
<td>Elementary Mandarin Chinese II</td>
<td>5</td>
</tr>
<tr>
<td>CHIN-102A</td>
<td>Intermediate Mandarin Chinese I</td>
<td>5</td>
</tr>
<tr>
<td>CHIN-102B</td>
<td>Intermediate Mandarin Chinese II</td>
<td>5</td>
</tr>
<tr>
<td>COMM-130</td>
<td>Oral Interpretation of Literature</td>
<td>3</td>
</tr>
<tr>
<td>DEAF 311</td>
<td>Introduction to American Deaf Culture</td>
<td>3</td>
</tr>
<tr>
<td>DEAF 312</td>
<td>Linguistics of ASL</td>
<td>3</td>
</tr>
<tr>
<td>DEAF 330</td>
<td>Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-101A</td>
<td>Reading and Written Composition</td>
<td>4</td>
</tr>
<tr>
<td>ENGL-101B</td>
<td>Reading and Composition (Introduction To Literature)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL-101C</td>
<td>Critical Thinking and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-104</td>
<td>The Short Story</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-106</td>
<td>Reading Banned Books</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-107</td>
<td>Literature and Film</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-111A</td>
<td>Beginning Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-111B</td>
<td>Intermediate Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-112</td>
<td>Modern Fiction</td>
<td>3</td>
</tr>
</tbody>
</table>
ENGL-113  Poetry  3
ENGL-114  World Mythology  3
ENGL-115  Women in Literature  3
ENGL-117  Science Fiction and Fantasy  3
ENGL-118  Introduction to Shakespeare  3
ENGL-120A  Survey of American Literature: Beginning to 1865  3
ENGL-120B  Survey of American Literature: 1865 to Present  3
ENGL-127  Autobiography: Writing Journals and Memoirs  3
ENGL-129  Psychology and Literature  3
ENGL-130  American Stories: Multicultural Autobiography and Memoir  3
FREN-101A  Elementary French  5
FREN-101B  Elementary French  5
FREN-102A  Intermediate French  5
FREN-102B  Intermediate French  5
JPNS-101A  Elementary Japanese  5
JPNS-101B  Elementary Japanese  5
JPNS-102A  Intermediate Japanese  5
SPAN-101A  Elementary Spanish  5
SPAN-101B  Elementary Spanish  5
SPAN-102A  Intermediate Spanish  5
SPAN-102B  Intermediate Spanish  5

Total Units = 20

- Revise degree requirements.
- Remove ENGL-119 so it can be deactivated.

Motion to approve all program revisions made by Tim Roberts, seconded by Nadia Dadgar. Motion carried.

New Degrees and Certificates:

Certificate of Accomplishment: Business Information Worker, Introductory – Lesley Buehler
This certificate has been designed to help students increase their office automation competencies in Microsoft Windows and Microsoft Office, as well as develop strong digital and web literacy skills. This certificate will provide students with entry-level skills to get a job and allow them to bring efficiency and productivity to the workplace. This is the first of two certificates that can be completed as part of the Business Information Worker (BIW) Pathway established by the California Community Colleges Chancellor's Office.

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 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. Display proficiency with the Microsoft Office Suite: Microsoft Word, Microsoft Excel, Microsoft Access, Microsoft PowerPoint, and Microsoft Outlook.
2. Demonstrate a proficient level of keyboarding speed and accuracy.
3. Demonstrate proficiency in writing documents that focus on customer service and business.

BA-116  Business English and Communication  4
BSM-110K  Customer Service  0.5
CAOT-101A  Computer Application Fundamentals  2.3
CS-101  Introduction to Computers and Information Technology  3

Total Units = 9.5 10.5
KG stated that web literacy skills are not taught in this certificate. Robin agreed to remove “web literacy” from the catalog description, with Lesley’s permission. Mike Bowman pointed out that CAOT-101A was approved for unit value changes earlier in this meeting. CAOT-101A is now three units, making this certificate a total of 10.5 units. Both of these changes are reflected above.

**Motion to approve with the change in the catalog description and units as noted above made by Mike Taguchi, seconded by Tim Roberts. Motion carried.**

**ISSUES: (Action/Information)**

None

**ANNOUNCEMENTS:**

- Screening/Norming Meeting: Monday, October 16, 2017, 3:00pm-5:00pm, Fremont campus 7104
- Next Issues Meeting: Monday, November 6, 2017, 3:00pm-5:00pm, Fremont campus 7101, Newark campus NC1317, and Zoom Video Conference

Robin asked that before the Issues Meeting insignificant formatting or spelling changes be emailed to her for correction; this action will save time during the Curriculum Committee meetings.

**Adjournment:**

5:12pm