CALL TO ORDER:
3:05pm

MEMBERS PRESENT:
Mike Taguchi (Chair), Gary Kauf, Robin Kurotori, Jesse MacEwan, Maru Grant, Isabel Reichert, Sima Sarvari, Luba Voloshko

MEMBERS ABSENT:
Sheida Parvazi

NON-VOTING MEMBERS PRESENT:
Mike Bowman, Lesley Buehler, Dr. Andrew LaManque, Mark Lieu, Kimberly Robbie, Dr. Lori Silverman

OTHERS PRESENT:
Debi Lemon

MINUTES TAKEN BY:
Jacqlyn Vetter, Curriculum and Schedule Specialist (25%)

AGENDA MODIFICATIONS: (Information)
The following items were pulled for discussion:
- BA-916B, CAOT-920B, CAOT-923 – Curricular concerns
- ESPTS-101 – Concerns about self-paced language
- ECS-309 – Appears twice in Reaffirmations for GE

APPROVAL OF MINUTES: (Consent/Information)
May 6, 2019 minutes
Motion to approve the minutes made by Robin Kurotori, seconded by Luba Voloshko. Motion carried.

CHAIR’S REPORT: (Action/Information)
- 2019-2020 members were welcomed and introduced themselves.
- 2019-2020 Curriculum Committee Calendar was shared outlining Screening dates/deadlines and Issues meetings.
- 2019-2020 Goals were shared.

Motion to adopt the 2019-2020 Curriculum Committee Goals as written was made by Robin Kurotori, seconded by Gary Kauf. Motion carried.

ARTICULATION UPDATES:
None

SELECTED TOPICS: (Consent/Action)
None

MINOR REVISIONS: (Consent/Information)
None

DEACTIVATIONS: (Consent/Action)
This course is no longer offered.
EDUC-203 Special Projects – Ghada Al-Masri

Motion to approve made by Robin Kurotori, seconded by Isabel Reichert. Motion carried.
SUBCOMMITTEE APPROVALS/REPORTS:

**Distance Education Subcommittee (Action):**

Approved for Hybrid and Fully Online:
- ANTH-102 Cultural Anthropology
- ANTH-103 Introduction to Archaeology
- ANTH-104 Survey of North American Indian Cultures
- ANTH-106 Magic, Witchcraft, and Religion
- ANTH-107 Introduction to Linguistic Anthropology
- CAOT-150 Excel for the Sciences
- CAOT-151 Mathematical Computation and Communication
- ENVS-108 Introduction to the Environment
- MATH-900A Applications of Math I
- MATH-900B Applications for Math II
- MATH-951 Algebra I
- MATH-952 Algebra II
- MATH-992 Arithmetic and Pre-Algebra
- PHIL-104 Logic
- PHIL-107 Critical Thinking
- PSY-102 Introduction to Experimental Psychology
- PSY-105 Child Development
- PSY-106 Adolescent Development
- PSY-108 Human Development
- PSY-112 Social Psychology
- PSY-139/BA-139 Psychology in the Workplace

Approved for Hybrid Only:
- ANTH-101 Biological Anthropology
- ESL-182RW Reading and Writing, Level II
- ESL-183RW Reading and Writing, Level III
- ESL-184RW Reading and Writing, Level IV

Motion to approve made by Isabel Reichert, seconded by Robin Kurotori. Motion carried.

**General Education Subcommittee (Action):**

Reaffirmations:
- Area IIIB, Humanities and Participatory Arts: ECS-314
- Area IVB, Analytical Thinking and Oral Communication: PHIL-104, PHIL-107
- Area VI, Intercultural/International Studies: ECS-309

New Approvals:
- Area II, Social and Behavioral Sciences: ECS-309
- Area VI, Intercultural/International Studies: ANTH-106

Deny Reaffirmations:
- None

Deny New Approval:
- Area IVC, Math Proficiency: PHIL-104
  - Course doesn’t utilize algebraic math, as per the area’s definition.
- Area VI, Intercultural/International Studies: PSY-108
  - Course is not wholly focused on a group in the area’s definition.

Remove from Plan A:
- Area IIIIB: PHIL-104, PHIL-107

Motion to approve with the exception of ECS-309 listed as a Reaffirmation for Area II. ECS-309 is seeking New Approval for Area II and Reaffirmation for Area VI. Motion made by Robin Kurotori, seconded by Isabel Reichert. Motion carried.
**Student Learning Outcomes and Assessment**

None

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

None

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

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRDC-135</td>
<td>Advanced Video Editing and Post-Production Recording</td>
<td>Change title from Final Cut Pro Suite Master. Change grading option from GR to GC. Add advisory: BRDC-134. Change catalog description: Students learn advanced video and audio editing techniques used in commercial film and video production including color correction, grading, ADR (Advanced Dialogue Replacement), and Foley Work. Change class schedule description: Students learn advanced video and audio editing techniques used in commercial film and video production, including color correction, grading, ADR (Advanced dialogue replacement), and Foley work. Revise counselor Information; student learning outcomes; course content; course assignments; methods of evaluation; textbooks; supplies.</td>
</tr>
<tr>
<td>CS-101</td>
<td>Introduction to Computers and Information Technology</td>
<td>Remove advisory: ENGL-163. Change catalog description: This course is a general introduction to the area of computers and information technology, and is designed for all students. This survey course examines a broad overview of topics including software, hardware, the networking of computer systems, information technology, and survey of programming languages. Students explore the implications of this technology with regard to today's information society. Change class schedule description: This course provides an overview of computer hardware, software, networking, the Internet, information systems, and their applications and impacts. Revise counselor information; course assignments; methods of evaluation; methods of instruction; textbooks.</td>
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<tr>
<td>CNET-101</td>
<td></td>
<td></td>
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<tr>
<td>CS-118</td>
<td>Introduction to Assembly Language Programming</td>
<td>Change catalog description: This course is an introduction to assembly language for computers. Topics include numbering systems, architecture, native machine instructions, memory addressing, subroutines, system calls, file I/O, and interaction between assembly language programs, the operating system, and other languages. Change class schedule description: This course provides an introduction to assembly language for computers. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; textbooks.</td>
</tr>
<tr>
<td>ECS-306</td>
<td>Guidance and Discipline of Young Children</td>
<td>Change catalog description: The principle of guidance and positive discipline based on contemporary research and child development is discussed in this course. Application of the principles of effective communication; understanding child development and behavior; appropriate limits and rules; and structuring problem solving and consequences are discussed. This course is appropriate for teachers, parents, and others working with children. Change class schedule description: This course covers principles of guidance and positive discipline for parents, teachers, and other adults working with children. Revise student learning outlines; course content; course assignments; methods of evaluation; textbooks.</td>
</tr>
<tr>
<td>ECS-307A4</td>
<td>Practicum – Field Experience</td>
<td>Change catalog description: Under guided supervision, students utilize practical classroom experiences to make connections between theory and practice; develop professional behaviors; and build a comprehensive understanding of children and families. Reflective practice is emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. Change class schedule description: Students observe, plan, and implement activities for young children as Assistant Teacher in the lab. Revise counselor information; course content; course assignments; methods of evaluation.</td>
</tr>
<tr>
<td>ENVS-142</td>
<td>Environmental Biology</td>
<td>Change catalog description: This lecture and lab course is an introduction to the biological sciences focusing on diversity; organismal interactions with their environment (ecology); the effects humans have on the environment; and conservation of the environment.</td>
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<tr>
<td>BIOL-142</td>
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</tbody>
</table>
had on biological diversity and ecosystems; and efforts to protect species and their habitats (conservation). No previous biology experience required. Change class schedule description: This course covers biology of organismal interactions and distribution; human environmental impact; and conservation of natural resources. Revise student learning outcomes; methods of evaluation; textbooks.

MUS-111B  Musicianship II – Tim Roberts
Change catalog description: This course continues the development and application of skills in sight-singing, ear training, and the ability to take musical dictation. This curriculum parallels the analytical concepts presented in MUS-110B, Harmony. Change class schedule description: Students develop continued growth in sight singing, ear training, and ability to take musical dictation. Change field trips to May be Required. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

MUS-111C  Musicianship III – Tim Roberts
Change catalog description: This course continues the development and application of skills in sight singing, ear training, and the ability to take musical dictation. This curriculum parallels the analytical concepts presented in MUS-110C, Advanced Harmony. Change class schedule description: Students develop facility in sight singing, ear training, and the ability to take musical dictation. Change field trips to May be Required. Revise counselor information; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

MUS-111D  Musicianship IV – Tim Roberts
Change catalog description: This course continues the development and application of skills in sight-singing, ear training, and the ability to take musical dictation. This curriculum parallels the analytical concepts presented in MUS-110D, Advanced Harmony. Change class schedule description: Students develop facility in sight-singing, ear training, and the ability to take musical dictation. Change field trips to May be Required. Revise counselor information; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

MUS-121  The History of Jazz – Tim Roberts
Remove advisories: ENGL-151B, ENGL-163. Change class schedule description: This course involves the study of jazz, its historical background, and its development in the world. Change field trips to May be Required. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

MUS-169A  Jazz Guitar – Tim Roberts
Change advisory: Some guitar playing ability required. Change catalog description: The course examines various aspects of jazz guitar with special emphasis on harmony and melodic improvisation in a group setting. Students need to supply their own electric or acoustic guitar. Change class schedule description: This course provides group instruction in jazz guitar performance. Students need to supply their own electric or acoustic guitar. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

MUS-169B  Blues/Rock Guitar – Tim Roberts
Remove prerequisite: Previous playing experience. Change catalog description: This course provides group instruction in blues/rock improvisation and accompaniment including lecture, demonstration, and in-class playing. Students need to supply their own electric guitar and small amp, or an acoustic guitar with light-gauge strings. Change class schedule: This course provides group instruction in blues/rock improvisation and accompaniment. Students need to supply their own electric guitar and small amp, or an acoustic guitar with light-gauge strings. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

PS-102  Introduction to American Politics – Katherine Michel
Change title from Introduction to American Government. Change catalog description: This course provides an introduction to the principles of government and the practice of politics within the United States. The course examines political actors, institutions, processes, and policies at the federal, state, and local levels. Change class schedule description: Students learn about the principles and processes of government within the United States. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.
PS-103 Introduction to International Relations – Katherine Michel
Change title from International Relations. Change grading option from GC to GR. Change catalog
description: This course provides an introduction to theories of international relations. The course
examines the roles of sub-national, national, international, and transnational actors, and considers how
their institutions, interactions, and processes relate to contemporary global issues. Change class
schedule description: Students learn about the analytical study of the relations between states. Revise
counselor information; student learning outcomes; course content; course assignments; methods of
evaluation; textbooks.

TD-178 Fundamentals of Rigging – Matt O’Donnell
Remove advisory: TD-150. Change advisory: Ability to climb ladders and lift 40 pounds. Change catalog
description: This course offers an introduction to the rigging systems and equipment commonly used in
the entertainment industry. Through a combination of classroom and lab, earn the fundamental concepts
of safe rigging techniques. Change class schedule description: This course provides an introduction to
rigging systems, equipment, and safe practices and procedures for the entertainment industry. Revise
student learning outcomes; course content; course assignments; methods of evaluation; methods of
instruction; textbooks.

Motion to approve all major revisions made by Maru Grant, seconded by Jesse MacEwan. Motion
carried.

NEW COURSES – CREDIT (Action)
ESPTS-101 Introduction to Esports – Debi Lemon
54.00 hours lecture
Units: 3.00
This is an introductory course where students examine the history and grassroots growth of competitive
esports. Students review the wide variety of careers that have spawned in this dynamic industry, and
examine popular esports communication and streaming applications. Students learn about the games
with the largest competitions, both in the commercial world as well as collegiate and high school leagues.
Students demonstrate understanding of how emerging technologies enabled large scale viewership
supporting the remarkable rise of esports as an industry. (GC)

Justification provided by Debi Lemon and Mark Lieu. This course part of a global initiative. This course is
an opportunity to apply the passion of gaming to a variety of disciplines. This course will not be accepted
by other universities at this time, but the faculty wanted to try the course first and will then work with
articulation. There is a commitment to run this course for one year and then assess the success of the
course. The self-paced option for Methods of Instruction was chosen by mistake and will be removed
from the course. Spelling of Esports will be “Esports; the word doesn’t have a hyphen.

Motion to approve ESPTS-101 with the removal of self-paced language from the Methods of
Instruction made by Robin Kurotori, seconded by Maru Grant. Motion carried.

MM-103 History of Games and Play – Isabel Reichert
54.00 hours lecture
Units: 3.00
Accepted for Credit: CSU
This course examines the historical and cultural role of analog and electronic games, the current
industrial landscape, and possible future developments in technology, design and gaming culture. The
course investigates the socio-cultural impacts of interactive entertainment and explores how games help
construct beliefs and morals, develop ideologies and shape identity and in turn, how culture and society
are expressed in gameplay. Students will explore and analyze historical and contemporary games and
their cultural context while reading current research and theory from a variety of sources in the sciences,
social sciences, humanities, and the industry. (GR)

Justification statement provided by Isabel Reichert. This is a theory course, not a practical course. The
course has the potential to be articulated with UCs and CSUs. It is a contextualized GE course created
design students interested in the effect of mass media on influencing behavior. MM-103 does include
board games.

Motion to approve MM-103 made by Gary Kauf, seconded by Jesse MacEwan. Motion carried.
MM-159  Introduction to Social Media – Isabel Reichert
36.00 hours lecture
18.00 hours lab
Units: 2.00
Accepted for Credit: CSU
This course is an introduction to social media and social media platforms such as Twitter, Facebook, twitch, Snapchat, LinkedIn, and others for career, community building, communication, and marketing. Social media technologies enable individuals to create, collaborate, promote, and share messages with audiences and communities. Students explore the possibilities and limitations of social media and have hands-on experience with several forms of social media/platform technology. Class discussions, presentations by students, readings, case studies, and invited speakers, highlight new, effective strategies and applications of these platforms. (GR)

Justification statement provided by Isabel Reichert. MM-159 follows a CE model worksheet. This course is an equivalent to a course offered at San Diego State. There is a labor market need for this course. This course creates a pathway between Fremont Adult School and Ohlone.

Motion to approve MM-159 made by Gary Kauf, seconded by Jesse MacEwan. Motion carried.

TD-117  Musical Theatre Performance – Michael Smith
216.00 hours lab
Units: 4.00
Accepted for Credit: CSU
Prerequisite: Audition
This course is designed to familiarize students with the principles and complexities involved in the preparation of a musical theatre production. Specific instruction is given to actors, dancers, and singers in taking and implementing direction and applying it in a theatrical production. (GR)

Motion to table TD-117 made by Maru Grant, seconded by Sima Sarvari. Motioned carried. No representative present during the meeting to represent this course.

NEW COURSES – NONCREDIT: (Action)

BA-916B  Basic Business English Writing II – Amber Hatter
36.00 hours lecture
This noncredit course is designed to provide students with additional skills necessary to effectively compile documents for business applications. Not applicable to associate degree. Repeatable = Unlimited times, per Title 5 §55002(c)(4) (CR)

CAOT-920B  Beginning Word Processing II – Amber Hatter
36.00 hours lab
This noncredit course allows students to acquire additional word processing functions within the word processing program for business application. Not applicable to associate degree. Repeatable = Unlimited times, per Title 5 §55002(c)(4) (CR)

CAOT-921B  Beginning Spreadsheet Software II – Amber Hatter
36.00 hours lab
This is a noncredit course introducing additional software function tools for creating spreadsheets for business applications. Not applicable to associate degree. Repeatable = Unlimited times, per Title 5 §55002(c)(4) (CR)

Justification made by Lesley Buehler. CAOT-921B is a sequential class. It was created out of a need expressed by the SBDC grant. This course provides a pathway for adult education students to Ohlone.

CAOT-923  Email for Business – Amber Hatter
9.00 hours lab
This noncredit introductory course teaches students how to use email for business. Students learn how to compose, save, print, and send email and attachments. Not applicable to associate degree. Repeatable = Unlimited times, per Title 5 §55002(c)(4) (CR)

DENIED
Motion to approve CAOT-921B made by Robin Kurotori, seconded by Sima Sarvari.

Motion to deny BA-916B, CAOT-920B, CAOT-923 made by Robin Kurotori so major curricular issues can be addressed. Motion carried.

REQUISITES: (Action)
None

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

Revised Degrees and Certificates:
Certificate of Accomplishment: Music Theory
Certificate of Accomplishment: Piano Performance
Certificate of Achievement: Early Childhood Studies
Associate in Arts for Transfer: History

New Degrees and Certificates:
Certificate of Completion: Business Support Specialist II
Certificate of Achievement: 3D

Revised Degrees and Certificates:

Music Theory: Certificate of Accomplishment – Tim Roberts
The Music Department at Ohlone College has developed the Music Theory Certificate of Accomplishment to recognize the completion of acquired skills in the field of music theory and musicianship. Students who demonstrate the personal dedication and passion to finish this program are rewarded with an expanded skills set in music theory and musicianship; the conceptual tools to apply the same techniques to other life tasks; and the continued pride of program completion. This certificate is a stepping stone on the path to either the Ohlone Associate in Arts in Music or the Associate in Arts in Music for Transfer.

Requirements for certificate of accomplishment:
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 the ability to analyze musical compositions in terms of form, language, and historical style.
2. Apply theoretical knowledge to the performance and creation of music.
3. Develop basic skills in sight-reading and ear training

MAJOR FIELD
MUS-110A Music Theory and Harmony 3
MUS-110B Harmony 3
MUS-111A Musicianship I 1
MUS-111B Musicianship II 1
MUS-160A Beginning Class Piano 1

Total Units = 9

- Change catalog description.
- Change student learning outcomes.
- Remove MUS-102.
- Change total units from 12 to 9.
Piano Performance: Certificate of Accomplishment – Tim Roberts

Completion of this certificate demonstrates that students have attained basic piano proficiency, some performance experience, and a basic understanding of music theory. This certificate is also a stepping stone on the path to either the Associate in Arts in Music or the Associate in Arts in Music for Transfer.

Requirements for certificate of accomplishment:

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 intermediate level of piano technique.
2. Demonstrate a basic knowledge of music theory.
3. Develop an understanding and appreciation of the place of piano repertoire in the history and evolution of both Western and Non-Western music styles.
4. Exhibit increased confidence when performing before an audience.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-103</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS-166A</td>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Units = 4</strong></td>
<td></td>
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</tbody>
</table>

Complete three courses from the following courses:

*Students may test out of this course using credit by exam. Credit by exam can only be used to complete one out of the three required piano courses. At least two semesters of class piano must be completed in residence.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-160A</td>
<td>Beginning Class Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS-160B</td>
<td>Class Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS-160C</td>
<td>Class Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS-160D</td>
<td>Class Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS-160E</td>
<td>Piano Repertoire</td>
<td>1</td>
</tr>
<tr>
<td>MUS-160F</td>
<td>Piano Repertoire</td>
<td>1</td>
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<td><strong>Total Units = 3</strong></td>
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</table>

Complete one course from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-101</td>
<td>Music Appreciation: Western Classical Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS-102</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS-121</td>
<td>The History of Jazz</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Units = 3</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Total Units = 10</strong></td>
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</tr>
</tbody>
</table>

- Change catalog description.
- Reduce total units of required Piano courses (MUS-160A-F) from 4 to 3.
- Change total units from 11 to 10.
- Reduce total units. Students only need three units selecting from MUS-160A-F.
The Early Childhood Studies Certificate of Achievement at Ohlone College prepares students for employment in child development programs including preschools, children’s centers, family childcare centers, school age programs, and infant and toddler programs. The Ohlone College program meets or exceeds the requirements for teachers in centers and programs licensed in the State of California by the Department of Social Services. The program also meets the requirements for the Child Development Permit issued by the California Commission on Teacher Credentialing. All Early Childhood Studies majors should plan to follow the suggested flow of courses, beginning with ECS-300. Options in a particular area of child development involve the completion of an additional six to nine units in courses specific to that area. The Certificate of Achievement is also aligned with the Associate in Arts in Early Childhood Studies, allowing students to easily pursue the associate degree if they choose to do so.

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. Examine factors affecting child development in family relationships, while demonstrating an understanding of diverse family and cultural groups, their rituals and traditions in the United States of America.
2. Demonstrate understanding, application and implementation of Developmentally Appropriate Practices (DAP) in the Early Childhood Environment (ECE) and reporting to agencies as needed within a variety of curriculum philosophies; and development of child and professional portfolios.
3. Demonstrate the ability to: identify and describe typical development, basic needs, major theories, problem areas, and the impact of familial, community, and social influences on a child’s development.
4. Illustrate the understanding of biological, psychological, physical and linguistic development processes of children from conception through adolescence.
5. Demonstrate knowledge of a variety of observation and assessment methods and tools used to assess children’s typical and atypical development and behavior, apply assessment data to develop developmentally appropriate classroom and individual curriculum plans, guidance and discipline plans, developmentally appropriate environments, and the development of both child and professional portfolios.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS-300</td>
<td>Principles and Practices of Teaching Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECS-301</td>
<td>Childhood Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>ECS-302</td>
<td>Introduction to Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>ECS-303</td>
<td>Child, Family, and Community</td>
<td>3</td>
</tr>
<tr>
<td>ECS-304</td>
<td>Observation and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>ECS-305</td>
<td>Health, Safety, and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ECS-306</td>
<td>Guidance and Discipline of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECS-307A4</td>
<td>Practicum - Field Experience</td>
<td>4</td>
</tr>
<tr>
<td>ECS-309</td>
<td>Teaching In A Diverse Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units = 30

- Change catalog description.
- Change student learning outcomes.
History: Associate in Arts for Transfer – Heather McCarty

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 Arts in History 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.

Historians analyze the events and processes of the past, both to gain more understanding of human nature, in any place and at any time, and to explain the distinctive dynamics of particular societies, usually in regional and chronological contexts. Moreover, historical study is a fundamental contribution to liberal, humanistic education and the development of critical intelligence. Hence Ohlone’s history courses are intended to strengthen critical reading, writing, and thinking skills that students will use in any field of study and/or profession. In addition, studying the past prepares students to better discharge the responsibilities of citizenship. Most careers in history require education beyond the associate degree and some require a graduate degree. The most common career options for students with history preparation include archivist, business person, diplomatic corps, government analyst, historian, journalist, lawyer, librarian, museum curator, park historian, professor, teacher, and writer.

Requirements for Associate in Arts for Transfer Degree:
   a. Complete Required Core, List A, and List B (Areas 1 and 2) 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.
   e. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA.
   f. Please consult with a counselor for more information.
   g. Complete 18 semester units in the History major.
   h. Complete at least 12 units at Ohlone College.

Student Learning Outcomes
   1. Demonstrate knowledge of and assess the significance of the cause and effect relationship among various issues, groups, and events; key social, political, and economic forces; and major concepts and theoretical perspectives in history.
   2. Understand the interpretive nature of the field of history by analyzing, interpreting, and differentiating between primary and secondary sources used by each discipline.
   3. Construct hypotheses demonstrating critical thinking, reading, and writing skills.

Required Core
HIST-117A History of the United States 3  
HIST-117B History of the United States 3  
Total Units = 6

List A
HIST-106A World History to 1500 3  
HIST-106B World History Since 1500 3  
Total Units = 6

List B: Area 1
Complete one course from the following courses. Courses cannot be counted more than once to apply towards requirements.
CHS-102A Chicana/o History I 3  
CHS-102B Chicana/o History II 3  
HIST-109 History of Modern East Asia 3  
HIST-110 History of Modern Latin America 3  
HIST-114A African American History 1619 to 1877 3  
HIST-114B African American History 1877 to Present 3  
HIST-115 Asian-American History 3
HIST-116  Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies  3
HIST-119A  Bad Girls: Women in America Before 1890  3
HIST-119B  Bad Girls: Women in America From 1890  3

Total Units = 3

List B: Area 2
Complete one course from the following courses. Courses cannot be counted more than once to apply towards requirements.

CHS-102A  Chicana/o History I  3
CHS-102B  Chicana/o History II  3
HIST-104A  Western Civilization With a World Perspective until 1600  3
HIST-104B  Western Civilization With a World Perspective From 1600  3
HIST-105  History of California  3
HIST-109  History of Modern East Asia  3
HIST-110  History of Modern Latin America  3
HIST-114A  African American History 1619 to 1877  3
HIST-114B  African American History 1877 to Present  3
HIST-115  Asian-American History  3
HIST-116  Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies  3
HIST-118  Contemporary U.S. History: 1945 -  3
HIST-119A  Bad Girls: Women in America Before 1890  3
HIST-119B  Bad Girls: Women in America From 1890  3
HIST-141  History of Rock and Roll: Music and Culture of the 1950's  3
HIST-142  History of Rock and Roll: Music and Culture of the 1960's  3
PS-102  American Government  3
PS-103  International Relations  3
PS-105  Introduction to Comparative Politics  3

Total Units = 3
Total Units = 18

- Removed HIST-104A and HIST-104B from List A.
- Remove HIST-106A, HIST-106B from List B: Area 1.
- Add HIST-109, HIST-110, HIST-116 to List B: Area 1.

Motion to approve all revised certificates and degrees made by Sima Sarvari, seconded by Luba Voloshko. Fixed typo on “History: Associate for Transferr.” Motion carried.

New Degrees and Certificates:

Certificate of Completion (Noncredit): Business Support Specialist II – Amber Hatter  TABLED

This noncredit certificate teaches students advanced skills on how to create more complex business documents. Students also gain additional skills in how to write and format business documents. This is the second certificate in a series of three Business Support Specialist certificates.

Requirements for certificate of completion:

a. complete all of the courses at Ohlone College.

Student Learning Outcomes

1. Identify and effectively use the principles of verbal and written communication in a variety of business documents.

MAJOR FIELD

BA-916B  Basic Business English Writing II  36
CAOT-920B  Beginning Word Processing II  36
CAOT-921B  Beginning Spreadsheet Software II  36
CAOT-923  Email for Business  9

Total Hours = 117

Motion to table this certificate since the courses were not all approved made by Sima Sarvari, seconded by Maru Grant. Motion carried.
The 3D Certificate of Achievement signifies that students have acquired skills in the fundamentals of three dimensional art. This certificate provides a firm foundation for continued study in any field of 3D arts: sculpture, glass, ceramics, or installation arts. In addition, students will explore self, identity, culture and the history of 3D arts. Attaining this certificate of achievement is the foundation for completion of the Associate in Arts in Studio Arts for Transfer.

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. Evaluate and critique art objects for contextual, formal, and technical success.
2. Demonstrate an understanding of the historical and contemporary aspects of 3D art and apply that knowledge to the students’ own work.
3. Apply the basic techniques presented to the media selected for a particular project and integrate history, theory, and criticism.

MAJOR FIELD

ART-103A  Survey of Western Art from Prehistory through the Middle Ages  4
or
ART-103B  Survey of Western Art from Renaissance to Contemporary  4
ART-104B  3D Design  3
ART-105A  Glass Art and Design  3
ART-116A  Basic Sculpture  3
ART-121A  Introductory Ceramics I  3
ART-127  Site Specific Socially Engaged Installation Art  3

Total Units = 19

Motion to table this certificate made by Gary Kauf, second by Sima Sarvari. Motion carried. No representative present during the meeting to represent this certificate.

ISSUES: (Action/Information)
None

ANNOUNCEMENTS:

- Screening/Norming Meeting: Monday, September 16, 2019, 3:00pm-5:00pm, Fremont campus 7104
- Issues Meeting: Monday, October 7, 2019, 3:00pm-5:00pm, Fremont campus 7101 and Zoom Video Conference

ADJOURN:
4:25pm