

**Ohlone College
General Education Subcommittee Meeting Minutes
Monday May 12, 2008
3:00 p.m. to 5:00 p.m.
Room 8112**

Meeting Call to Order: 3:18 p.m.

Present: Michael Bowman, Deb Parziale, K.G. Greenstein, Jon Degallier, Heidi Barkow, Diane Berkland, Kenn Waters, Chris Warden, Narinder Bansal, Luc Desmedt, Sandra Klopping, Shelley Lawrence, Tom Holcomb

Approval March 10, 2008 minutes (10 minutes)

Luc Desmedt made the motion to approve the minutes of March 10, 2008, Kenn Waters seconded. Motion carried.

Update from Michael Bowman (10 minutes)

CSU Chancellors office we have had 5 courses approved for IGETC, 11 for CSU GE, will appear in the fall schedule and the new catalog. Next month is the time to send in courses to be reviewed for CSU approval. (Get lists from Michael)

CSU BREADTH APPROVED COURSES	AREA		IGETC APPROVED COURSES	AREA
ANTH-101	B3		ART-131	3A
ART-131	C1		CHEM-109	5A
ASL-142	C2		GEOG-105	4E
DEAF-311	C2		PS-104	4H
GEOG-101	B1		SPCH-105	4G
GEOG-105	D5			
GEOL-101	B1			
PS-104	D8			
PSY/BA-139	E			
SPCH-106	A3			
TAG-181B	C2			

Update from Chris Warden (10 minutes)

Rachel Sherman will be the Curriculum Chair next year. Chris will stay on Curriculum committee to represent his area, and will be staying on GE. Curriculum Institute is full for this year.

Chair Year-End Report, Next Year (15 minutes)

Jon Degallier is willing to stay on another year as chair – reason being that he is working on the gorilla survey. Has a class project to work on rebuilding gorilla survey to make it easier to pull data.

Re-affirmations from Klopping, Sandra (20 minutes)

ASL 102A Principles of American Sign Language II
ASL 104A Principles of American Sign Language IV
ASL 104B Principles of American Sign Language IV

All three for III-B. Humanities:

Description: Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people through the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign language, literature, philosophy, and religion. (Title 5)

2 SLOs:

Appraise the role of the arts, foreign language, literature, philosophy, and religion in cultural

development.

Assess the relationships among the arts, the humanities, and the self.

And Re-affirmations for IGETC (Plan C) 6. Language

ASL-102A, ASL-104A, ASL-104B – Tabled for one year

Re-affirmation from Holcomb, Thomas (10 minutes)

DEAF 311 Introduction to American Deaf Culture

VI. Cultural Diversity:

Description: Courses which satisfy the Ohlone College cultural diversity requirement shall be those courses which focus study on historically underrepresented group(s) in the United States of America in relation to the majority Eurocentric culture. Additionally, courses may focus on other group perspectives(s) such as culture, religion, disabled, age, gender, sexual orientation and/or socioeconomic background. The experience or experiences of the historically underrepresented culture(s) or group perspectives in U.S. society should be a primary focus of a course which qualifies. A course's approved description, objectives, outline, syllabi, and other instructional materials such as textbooks shall reflect this intent. Course authors seeking inclusion of a course on the approved cultural diversity list should submit materials to the Cultural Diversity Subcommittee for review. (Ohlone College definition; Title 5 requires ethnic studies to be offered in at least one of the required areas)

5 SLOs:

Explain the main cultural focus of the course.

Examine the relevant issues regarding one or more cultural groups.

Develop sensitivity and skills in living and working in a diverse community.

Analyze the various values, customs and lifestyles of the cultural group(s) under study in relation to the majority Eurocentric culture.

Examine how the group(s) help(s) structure contemporary American experiences.

Deb Parziale made the motion to approve DEAF 311; Kenn Waters seconded. Motion carried.

New request from Bansal, Narinder (10 minutes)

ENVS 101 Natural Resource Management

Natural Science:

Description: Courses in the natural science are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education Requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines. (Title 5)

3 SLOs:

Analyze basic concepts of biological and/or physical science to evaluate and debate the validity of scientific information presented in class, the media, and/or other source material.

Use the scientific method to distinguish between science and pseudo-science, analyze data, make observations, draw conclusions and distinguish between hypothesis and theory.

Solve scientific problems in a variety of contexts.

Proposal : This course will help students develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities.

New request from Bansal, Narinder (10 minutes)

ENVS 102 Environmental Law and Regulations

IV-B. Rationality

Description: Courses in language that cover the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Courses fulfilling the communication and analytical thinking

requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

2 SLOs:

Think logically and critically to solve problems; explain conclusions; and evaluate evidence, or critique the thinking of self and others.

Demonstrate the ability to make an effective decision in a variety of settings.

New request from Bansal, Narinder (10 minutes)

ENVS 103 The Environment and Human Health

II.Social and Behavioral Sciences/American Institutions

Description: Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the methods of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines. (Title 5; Ohlone College General Education requirements recognize American Institutions only)

3 SLOs:

Distinguish the ways human cultures develop and how people behave within the context of their cultures.

Demonstrate an understanding and appreciation of social, political, and economic institutions within a historical perspective.

Identify and apply the major theories and methods of inquiry of the social and behavioral sciences to specific cultures and social groups.

Kenn Waters made the motion to approve ENVS 101, 102, 103; seconded Deb Parziale. Motion carried.

Diane Berkland to help explain a statewide approval of applying AP to the Title V GE areas.:

Email:

http://207.62.192.204/~jond/ohlone/GE_5_12_08/Fwd_%20AP%20Survey%20For%20TCDALL.rtf/

Proposal:

http://207.62.192.204/~jond/ohlone/GE_5_12_08/S08%20CCC%20GE%20AP%20List%20Resolution.rtf

From: Diane Berkland <dberkland@ohlone.edu>

Date: April 30, 2008 4:31:06 PM PDT

To: All Counselors <AllCounselors@ohlone.edu>

Cc: Martha Brown <mbrown@ohlone.edu>, Walter Birkedahl <wbirkedahl@ohlone.edu>, Mikelyn Stacey <mstacey@ohlone.edu>, Ron Quinta <rquinta@ohlone.edu>, Chris Warden <cwarden@ohlone.edu>, Jon Degallier <jdegallier@ohlone.edu>

Subject: [Fwd: AP Survey For TCDALL]

I think I know what our general feeling would be about this, but I'm wanting to garner any feedback (pro/con) that anyone might have. Take a look at the attachments to get a true sense of what's being proposed - this would be a statewide approval of applying AP to the Title V GE areas. Please send your responses to me by May 16th.

Thanks!

Diane

----- Original Message -----

Subject:	AP Survey For TCDALL
Date:	Wed, 30 Apr 2008 09:47:30 -0700
From:	Vorhies, Joanne < JVorhies@CCCCO.EDU >

Reply-To:	Vorhies, Joanne < JVorhies@CCCCO.EDU >
To:	TCD-ALL@LISTSERV.CCCCCO.EDU

Transfer Center Directors,

At the California Intersegmental Articulation Council (CIAC) Conference last week a number of recently passed Academic Senate for California Community College (ASCCC) Advanced Placement (AP) resolutions were discussed during the CCC Segmental breakout session. This email addresses the CCC GE AP List resolution – see attachment #1. It appeared that all at the conference were in favor of the development of a CCC GE AP list.

I am surveying all CCC articulation officers and transfer center directors to confirm the support for a CCC GE AP List. I believe if the articulation officers and transfer center directors support the development of a CCC GE AP list and provide a proposed list to the ASCCC it might well be adopted.

PLEASE take the time out of your busy schedule to complete this short survey. My goal is to have responses from all 109 community colleges before the end of the spring semester/quarter.

RESPOND to this email by sending it to my email address: ddegroot@hancockcollege.edu

Thank you,

Dave DeGroot

CCC GE AP List Survey

- 1) Do you believe a CCC GE AP list would benefit students?
 Yes
 No

- 2) If yes, do you believe aligning a CCC GE AP list with the revised CSU GE and new IGETC AP list would benefit students?
 Yes
 No

- 3) If yes to the above two questions, would you support the attached (attachment #2) CCC GE AP list?
 Yes
 No

Diane Berkland
Counselor/Transfer Center Director
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Ohlone College
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Fremont, CA 94539

**4.04 S08 CCC GE Advanced Placement (AP) Equivalency
PASSED**

**Dave DeGroot, Allan Hancock College, Articulation and Transfer Ad Hoc
Committee**

Whereas, Title 5 §55063, Minimum Requirements for the Associate Degree outlines specific general education area requirements that each college must include for the associate degree;

Whereas, The only way for a California community college student to receive associate degree General Education area credit for an AP score is if an equivalency has been locally established;

Whereas, Many students attend more than one California community college campus and AP course equivalencies may not exist or may vary greatly among the California community college campuses; and

Whereas, AP GE area course equivalencies exist system-wide for students completing IGETC or CSU GE breadth;

Resolved, That the Academic Senate for California Community Colleges develop a California community college General Education area Advanced Placement equivalency list for local consideration and potential adoption.

Adjournment: 5:00 p.m.

Parking Lot Issues: Other ideas?

- Meaningful Assessment Goal: add an assessment component to our discipline (next semester – next year?), in order to help model this State requirement with our colleagues in GE.
- Study State Senate (or other) papers on GE issues in order to stay more informed of our role
- Update the GE Philosophy Document, to include additions since 2005
- Recruit new members for GE and who wants to be new chair after this semester – Jon can stay longer, Brenda wants to chair again