



Ohlone Community College District
General Education Subcommittee

Monday, Sept. 19, 2011

3:00 – 4:30 p.m.

Room 7104 (Student Services Building)

A=Action

I=Information

1. Meeting Call to Order – KG Greenstein (A)

In attendance: Rachel Sherman, Nadia Dadgar, Mike Bowman, Bob Ortt, Tina Mosleh, Janice Jones, Brenda Ahnholz, Shelley Lawrence, Walt Birkedahl, KG Greenstein, Deb Parziale

2. Approval of Minutes from May 9, 2011 (A)

Correction: Add Deb's name to list of attendees. Tina made motion. Brenda seconded. 3 in favor. 2 abstentions. Motion carried.

3. GE Chair Updates (I)

- Meeting dates, minutes, documents, etc. on the GE Web site <http://www.ohlone.edu/org/gecomm/>
- Committee goals for 2011-12
- GE Committee voted to approve the following in April 2011: "If any program has courses on GE Plan A, the GE SLOs need to be added in the Program Review module as "program outcomes." **This plan needs to go to the Curriculum Committee for approval.**
- Status report on area definitions and SLO revisions. **Still pending are Area II Language and Rationality, Area III Fine Arts/Humanities, and Area VI Cultural Diversity. Deb offered to work with Walt and faculty from the fine arts/humanities areas to revise the Area III Fine Arts/Humanities definitions and SLOs and perhaps to reorganize this area to make it less confusing.**

4. GE Reaffirmations (A)

Area III Fine Arts/Humanities

A. Fine Arts

TD-100 Survey of the Arts

Rationale: This course teaches students how to evaluate art, music, and theatre aesthetically. Through studying the elements and principles of the three disciplines the students learn how to appraise and evaluate the aesthetic elements of the fine arts. Through lectures, recordings, multi-media, and live demonstrations they view, see, and experience artists' work from a variety of historical eras and cultural backgrounds. And finally, there is a required field trip in each discipline (art, music, theatre) which furthers the students' understanding of aesthetics by exposing them to a wide variety of original artworks.

Deb made motion. Tina seconded. Motion carried. Note: approval is for also for cross referenced courses: ART-100, IS-100, and MUS-100

MUS-104 Music of World Cultures (pending from May) Rationale: MUS 104 explores the musical diversity of African, Asian, South American and Native American cultures, and the function of music in those diverse populations (HUM SLO 1). It enables the student to relate these musical discoveries to his own musical and cultural experiences (HUM SLO 2, FA SLO 2). MUS 104 also incorporates the terminology and logic of formal musical analysis (FA SLO 2).

Deb made motion. Shelley seconded. Motion carried.

TD-102 Introduction to Theatre Appreciation (hold for Oct. meeting; need GE rationales)

B. Humanities

MUS-104 Music of World Cultures (pending from May) Rationale: MUS 104 explores the musical diversity of African, Asian, South American and Native American cultures, and the function of music in those diverse populations (HUM SLO 1). It enables the student to relate these musical discoveries to his own musical and cultural experiences (HUM SLO 2, FA SLO 2). MUS 104 also incorporates the terminology and logic of formal musical analysis (FA SLO 2).

Deb made motion. Shelley seconded. Motion carried.

MUS-110A Music Theory and Harmony (pending from May) Rationale: MUS 110A covers basic music theory. Students appraise the role of music in the Arts by developing an understanding of Western musical structures and forms including major and minor scales, modal tonality, chord construction, rhythmic meters, and the introductory analysis of diatonic harmony and non-harmonic tones. (SLO 1) Through analysis of basic musical structures and composition, students deepen their understanding of and appreciation for music as a fine art. (SLO 2)

Shelley made motion. Janice seconded. Motion carried.

MUS- 111A Musicianship (pending from May) Rationale: MUS 111A is a required co-requisite of 110A. (Often colleges combine these two courses into a single, 5-unit course.) This course covers the development of the technical skills necessary to effectively analyze, categorize and synthesize music through the elements of sight-singing and ear training. (SLO 1) Students are exposed to diverse methods of practice, such as Italian solfeggio, Indian sargam, and American number system. (SLO 2)

Shelley made motion. Janice seconded. Motion carried.

MUS-162A Class Voice-Beginning Rationale: MUS 162A is a beginning group voice class. Live performance experiences greatly strengthen the student's self-confidence and stage presence (SLO1). The additional requirement of foreign language performance further expands the student's cultural awareness of the global possibilities of singing (SLO 2).

Shelley made motion. Janice seconded. Motion carried.

MUS-166A Applied Music Rationale: MUS 166 is the course in which students of all levels of ability apply the techniques learned in their private instrumental and vocal lessons to performance situations in front of a critical jury of their peers. This process of perform/evaluate/perform again addresses Fine Arts SLO 1. Constructive criticism of musical performances from a variety of eras, styles and instruments expands the aesthetic horizons of all concerned – performers AND observers (SLO 2).

Shelley made motion. Janice seconded. Motion carried.

TD-110 Introduction to Acting

Rationale: Rationale: This course teaches students how to evaluate theatre performance and gain personal public confidence through scene study, the principles of acting. The students learn how to appraise and evaluate the aesthetic elements of the theatre as a fine art. Through lectures, recordings, multi-media, live demonstrations as well as scene study and stage presentations they view, see and experience the theatre at work from a variety of historical eras and cultural perspectives. There is a required field trip which furthers the students' understanding of aesthetics by exposing them to a finished production. Finally their final, a live presentation with invited audience, caps their learning and growth in class.

Janice made motion. Brenda approved. Motion carried.

Area VI Cultural Diversity

MUS-104 Music of World Cultures (pending from May) Rationale: MUS 104 explores the musical diversity of African, Asian, South American and Native American cultures, and the function of music in those diverse populations (HUM SLO 1). It enables the student to relate these musical discoveries to his own musical and cultural experiences (HUM SLO 2, FA SLO 2). MUS 104 also incorporates the terminology and logic of formal musical analysis (FA SLO 2).

The GE rationales do not address Area VI SLOS. Motion to keep MUS104 on GE Plan A, Area VI Cultural Diversity until revisions to the definition and SLOS for Area VI Cultural Diversity are completed.

Janice made motion. Brenda seconded. Motion carried.

5. GE Course Deactivations (A)

Area V Physical Education/Wellness

AH 130/HLTH 130- Accupressure Connection I

Deb made motion. Shelley seconded. Motion carried.

6. Area IV Language and Rationality – Definition and SLO Revisions (A)

****note proposed changes are in bold italics**

Courses in Language and Rationality provide students with the opportunity to develop their critical thinking and communication skills, as well as their computational skills. Courses in these areas focus on writing, argument, analysis, problem solving, and verbal communication.

Area IV Language and Rationality Student Learning Outcomes

A. English Composition

Upon receipt of an associate degree from Ohlone College, a student will be able to:

1. Write a well-organized paper in Standard English which presents a main idea supported by effective documentation and details.
2. ***Demonstrate the ability to write effectively for a variety of purposes, using correct grammar and appropriate style.***

B. Analytical Thinking and Oral Communication

Upon receipt of an associate degree from Ohlone College, a student will be able to:

1. ***Think logically and critically to solve problems, draw conclusions, and evaluate evidence.***
2. ***Communicate an idea clearly, either verbally or in written form.***

C. Math Proficiency

Upon receipt of an associate degree from Ohlone College, a student will be able to:

1. Demonstrate the ability to think analytically by applying the concepts and techniques of arithmetic and beginning algebra to the solution of real world math applications. (No change)

Motion to approve revisions to A and B. Brenda made motion. Janice seconded. Motion carried. Mike Bowman noted that the SLO for math proficiency does not address higher level math courses. Deb will work with Bob Bradshaw regarding revisions to C.

7. **GE Plan A Area VI Cultural Diversity (A) Discussion and call for committee to work on definition and SLOS. Discussion: Dennis Keller raised the point via email that Ohlone's current cultural diversity requirement is, in his opinion, too narrowly focused on the U.S. experience. Dennis wrote, "I would like to advocate that the Cultural Diversity definition be enlarged to include the study of world or global cultures, as part of what can help a student satisfy this requirement." This opinion was echoed by Eddie West via email. Eddie wrote, "While I agree that it's awfully important that students be offered opportunities to learn about historically underrepresented groups in the U.S., they ALSO should be at least as strongly encouraged to learn about non-U.S. based cultures."**

There is much vaguery about the ethnic diversity requirement in Title 5; every California community college handles the requirement differently. KG distributed an email that summarized the origin of Ohlone's current GE Plan A Cultural Diversity requirement (see attached). Deb pointed out college goals #6 and #7. KG mentioned that last year there was discussion about College Council creating a campus wide "cultural diversity task force." Last year there were professional development workshops that addressed the issue of cultural diversity but there is no one person or group working on this issue at a college wide level. Mike pointed out that GE Plan A Area VI Cultural Diversity is a curriculum issue and is therefore a faculty issue rather than an issue for College Council. Deb pointed out that the ethnic studies issue was mentioned in Ohlone's last accreditation report. Brenda suggested that we consider changing the name of the requirement to "Ethnic Studies."

Action: The committee decided to form a Cultural Diversity Task Force to study the issues, make recommendations, and revise the GE Plan A Area VI definition and SLOs. The task force members are: Brenda Ahnholz, Nadia Dadgar, and Janice Jones. Walt mentioned that Jim MacManus might be interested in serving on the task force.

8. Adjournment 4:30

Minutes taken by KG Greenstein