



Ohlone Community College District
General Education Subcommittee – Agenda

Monday, November 14, 2011

3:00 – 4:30 p.m.

Room 7104 (Student Services Building)

A=Action

I=Information

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

2. Approval of Minutes from Oct. 10, 2011 (A)

3. Announcements (I)

- 1) WASC Retreat on Assessment. Link to materials: To download the materials binder (all presentations and handouts) from the WASC Retreat on Assessment in Practice, please copy and paste the following link into your address bar.

<https://wascsenior.box.net/shared/02a9q68424kb2qrk432b>

- 2) Campus GE Assessment Project

4. GE Reaffirmations (A)

Area III Fine arts/Humanities

A. Humanities TD109 Theatre for Today

Rationale for SLO 1: This course teaches students how to evaluate theatre aesthetically. Through studying the elements and history of theatre and relating that to the other types of entertainment that rely on those principles. The students will learn how to evaluate and recognize the elements of theatre through weekly reading and research projects that involve key features such as script, style, and presentation.

Rationale for SLO2: Additionally, there are secondary assignments studying websites and blogs involving theatre artists work from a variety of historical eras and cultural backgrounds. And finally, there are suggested theatre field trips which further the students' understanding of aesthetics by exposing them to live presentations.

B. Humanities TD115A Theatre Improvisation Rationales:

Rationale for SLO 1: This course teaches students how to evaluate theatre performance and gain personal public confidence through scene study and the principles of improvisation. The students learn how to appraise and evaluate the aesthetic elements of the theatre as a fine art.

Rationale for SLO 2: Through lectures, live demonstrations as well as improvisational scene work and stage presentations they view, see and experience the theatre at work from a variety of cultural perspectives. There may be a required field trip which furthers the students' understanding of aesthetics by exposing them to a finished production. Their final, a live presentation with invited audience, ultimately demonstrates their proficiency and skills learned in class.

Area V Physical Education/Wellness

Area V A. Physical Education SLO 1. Value the importance of and develop a regular regimen of physical activity and/or exercise.

Area V A. Physical Education SLO 2. Demonstrate fundamental skills incorporating the techniques, rules, and strategies of the activity.

Area V B. Wellness SLO 1. A student will be able to formulate a personal wellness plan incorporating the basic principles of a healthful lifestyle.

B. Physical Education PE 341A2 Strength Training

Rationale for SLO 1: This course will provide skills necessary for strength training exercises that utilize a gym or fitness center as well as body weight and cardiorespiratory exercises that do not require special equipment. As such, the student is given the tools necessary to support a regular regimen of physical activity and/or exercise.

Rationale for SLO 2: This course will focus on resistance training techniques, alignment, and safety. Principles of training, including frequency, intensity and duration, will give the student an understanding of the proper way to build/maintain muscular strength and endurance.

B. Wellness KIN 240 Introduction to Kinesiology

Rationale for SLO 1: This course introduces the concepts of physical activity experiences as essential dimensions of everyday life. Upon course completion, each student will have the knowledge necessary to create their own personal wellness plan using historical perspectives regarding the sub-disciplines of Kinesiology as well as an investigation of their own personal activity histories via required class assignments. Students also gain insight regarding career options in the sub-disciplines of Kinesiology, including exercise prescription, teaching physical activities, motor behavior, psychosocial aspects of human movement, sport management and allied health care fields, which enhances perspective regarding how they want to use information about human movement in their personal and professional endeavors.

5. New Courses (A)

Area I Natural Science

Area I SLO: Analyze and apply concepts of biological and/or physical science obtained through the scientific method.

BIOL 141 Marine Biology

Rationale: The concepts taught in this course are based on observation, experimentation, and questioning which are the heart of the scientific method. In this course the student must analyze and apply the following concepts in the context of the scientific method: properties of water, respiration, photosynthesis, geology pertaining to the ocean, evolution, marine organisms, marine ecosystems and ecology, the human impact on the ocean.

PHYS 108 Survey of Physics

Rationale: The student learns laws and theories based on observation, experiment, and questioning; these are the heart of the scientific method. In this course the student must analyze and apply the following concepts in the context of the scientific method: speed, velocity, acceleration, stopping distance, force,

gravity, weightlessness, momentum, collisions, rotation, torque, angular momentum, work and energy, oscillations, heat capacity, fusion, vaporization, thermal energy, electrostatics, current, voltage, power, AC/DC, magnetism, DC motor, generators, electromagnetic waves, light, reflection, refraction, diffraction, atoms, structure, crystals.

Area II Social and Behavioral Sciences

Area II SLOs

SLO 1 Identify and apply the major theories and methods of inquiry of the relevant social or behavioral science to a variety of contexts in order to investigate, analyze, or predict individual or group behavior.

SLO 2 Describe how individuals and/or groups are influenced by their social, cultural, and/or historical contexts.

SLO 3 Apply disciplinary knowledge from the social or behavioral sciences to contemporary ethical or social dilemmas.

HIST 119 A Bad Girls: Women in American before 1890 and HIST 119B Bad Girls: Women in America from 1890

Rationale for SLO 1: Students develop, learn, and apply historical analysis skills, including close primary source analysis of images, music, writings, and other materials produced in the historical time period studied. Students also master the major historiographical shifts for applicable historical topics.

Rationale for SLO 2: Students explore the ways in which women negotiate race, class, gender, work, and sexuality to challenge meanings of emancipation.

Rationale for SLO 3: Students learn to apply historical analysis skills to better understand systemic modes of oppression in the past, and assess their impact on the current status of women in the United States today.

PS 104 Introduction to Political Theory

Rationale for SLO 1: This course explores the competing traditions in European and American political theory. It traces the impact of political thought on the development of classical and contemporary political institutions. Students examine primary works in political thought while considering the nature and scope of politics. Students demonstrate an ability to utilize the analytical approach of exegesis to works in political thought.

Rationale for SLO 2: Students explain selected aspects of political thought from ancient times to the present.

Rationale for SLO 3: Students define a systematic understanding of various theoretical approaches to politics. Students explain selected aspects of political thought from ancient times to the present.

Area III Fine Arts/Humanities

B. Humanities

JPNS 102A Intermediate Japanese Rationales:

Rationale for SLO 1: This is an intermediate level Japanese language class with an emphasis on listening, speaking, reading, and writing in Japanese. Students demonstrate an advanced ability to speak and converse in a variety of cultural situations using correct formal language. Students develop an understanding of Japanese culture through discussion of topics such as Japanese art, theatre, literature, and history.

Rationale for SLO 2: Students examine and appraise various aspects of Japanese culture and develop hypotheses to illustrate differences and similarities between Japanese cultural values and the student's own cultural values.

JPNS 102B Intermediate Japanese Rationales:

Rationale for SLO 1: This is an intermediate level Japanese language class with an emphasis on listening, speaking, reading, and writing in Japanese as well as in-depth study of Japanese culture. Students demonstrate an advanced ability to speak and converse using correct language formality levels. Students develop an understanding of Japanese culture through discussion of topics such as Japanese art, theatre, literature, and history.

Rationale for SLO 2: Students examine and appraise various aspects of Japanese culture and develop hypotheses to illustrate differences and similarities between Japanese cultural values and the student's own cultural values.

6. GE Plan A Course Deactivations (I)

Area II Social and Behavioral Sciences CHS 102, HIST 112

Area VI Cultural Diversity CHS 102, HIST 112

7. GE Plan A Area III Fine Arts/Humanities and Cultural Diversity Revisions (I/A)

Draft of revisions for Area III will be distributed at the meeting.

8. Adjournment