



Ohlone Community College District
General Education Subcommittee – Minutes

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) 3:06 PM

In attendance: Walt Birkedahl, KG Greenstein, Deb Parziale, Brenda Ahnholz, Janice Jones, Kimberly Robbie, Nadia Dadgar, Shelley Lawrence, Tina Mosleh,

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

Janice made motion to approve minutes. Nadia seconded. Motion carried.

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>

The most recent faculty senate minutes Nov. 2nd (draft) had a nice summary of the retreat as told by Jeff O'Connell, Jesse MacEwan, and Mike Bowman.

Course repeatability. Brenda Ahnholz expressed concern over the new rules regarding repeatability of courses. Inability to repeat courses will have a negative impact on forensics and journalism classes. Further clarification from Kimberly Robbie: The current Title 5 changes to repeatability affect non-repeatable credit courses, such as ENGL-101A and HIST-117A. The repeatability for repeatable credit courses (which includes any course in the Ohlone catalog with "Repeatable = X times") has not changed. While repeatability for these courses may change in the future, no changes have been made yet.

2) Campus GE Assessment Project

As a result of attendance at the WASC Retreat, the 13 Ohlone attendees came up with a project to assess one of Ohlone's GE areas. The plan is to assess a group of GE Plan A natural science courses. One idea is to develop a signature assignment and assess it with a rubric developed by science faculty. KG said that WASC recommended creating a small, pilot GE assessment project.

4. GE Reaffirmations (A)

Area III Fine arts/Humanities

A. Fine Arts TD109 Theatre for Today (correction from humanities to fine arts)

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. **Shelley made motion. Nadia seconded. Motion carried.**

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. **Deb made motion. Tina seconded. Motion carried.**

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. **Deb made motion. Nadia seconded. Motion carried.**

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, and 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. **Deb made motion. Nadia seconded. Motion carried.**

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.

Note: Concern expressed that the course SLOs for BIOL 141 and PHYS 108 do not mention anything about the scientific method and therefore do not align with the Area I SLO. The courses were approved for GE Area I on the condition that the course SLOs will be revised and strengthened. Deb Parziale volunteered to work with faculty to make the revisions. Brenda made motion. Nadia seconded. Motion carried.

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.

Deb made motion. Shelley seconded. Motion carried.

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.

Note: Concern expressed that course SLOs do not fully meet the Area II SLOs. Course approved on the condition that revisions to SLOs will be made. Deb volunteered to work with Heather on course SLO revisions. Deb made motion. Shelley seconded. Motion carried.

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. **Shelley made motion. Nadia seconded. Motion carried.**

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. **Deb made motion. Shelley seconded. Motion carried.**

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.

KG will send the revision out to the committee for proof reading.

Area III Fine Arts/Humanities Walt presented the revisions to the Fine Arts/Humanities definitions and SLOs. Most of the language was adopted from Mt. San Antonio College in Walnut (southern CA).

Area III. Fine Arts/Humanities

Courses in the fine arts and humanities area cultivate intellect, imagination, sensibility and sensitivity. They encourage students to respond subjectively as well as objectively and to develop a sense of the integrity of emotional and intellectual responses. Courses fulfilling this requirement study great work of the human imagination; increase awareness and appreciation of the traditional humanistic disciplines such as fine and performing arts, literature, music, philosophy, history, and communications; impart an understanding of the interrelationship between creative art, the humanities, and the self; provide exposure to both Western and non-Western cultures; may include a foreign language course that contains a cultural component as opposed to a course that focuses solely on skills acquisition.

A. Fine Arts. Courses in this area are theory-based or historical.

Upon receipt of an associate degree from Ohlone College, a student will be able to analyze and value modes of artistic expression.

B. Humanities. In addition to the traditional lecture classes in humanities, this area may include arts courses that are experiential or participatory.

Upon receipt of an associate degree from Ohlone College, a student will be able to identify the influence of culture on human experience and/or expression.

Brenda made motion. Shelley seconded. Motion carried.

Area VI Cultural Diversity title changed to: Area VI Intercultural/International Studies

Area VI Intercultural/International Studies

The Intercultural/International Studies requirement is intended to instill in students an appreciation of peoples and cultures other than their own. Students who fulfill this requirement are able to empathize with and respect those from different cultural backgrounds, and realize the interconnectedness of all peoples. The requirement is meant to help ensure that Ohlone College graduates acquire the perspective necessary for an enlightened, diverse global citizenry. Students taking a course in these areas will be able to recognize and negotiate the complex ethics and politics of construing meaning and building social relationships across differences; e.g. ethnocentrism, nationalism, cultural imperialism, cultural appropriation, and homogenization of nations and cultures.

Courses which satisfy the Ohlone College Intercultural/International Studies requirement shall be courses wholly focused on the following topics: culture; race; ethnicity; gender; religion; age; sexual orientation, disability; socioeconomic background, and/or language. Courses that satisfy the Intercultural/International Studies requirement may focus on any of the aforementioned topics within a U.S. context, or within an international or global context such as technology, economic development, cross national communication, cultural relations, and world art and literature.

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

1. Analyze to better understand the ways historical, cultural, and/or social conditions impact a particular intercultural/international group or culture.
2. Develop sensitivity and skills for living and working in a culturally diverse world.
Janice made motion. Brenda seconded. Motion carried.

These revisions will go the Curriculum committee meeting in December. If approved, all of the seven GE Plan areas will have been updated and revised and will appear in the next catalog.

8. Adjournment 4:45 PM

Minutes:

KG Greenstein

November 15, 2011