



**VENTURA COLLEGE**  
**PHILOSOPHY AND GENERAL EDUCATION**  
**(Workgroup of Curriculum Committee)**  
**Campus Center Conference Room (CCCR)**  
**Tuesday, October 29, 2019**  
**3:00 - 4:30 PM**  
**Agenda**

**I. Procedures (see attachments)**

- A. Recommendation for procedure for Local GE Removal
- B. Recommendation for procedure for CSU-GE/B and IGETC Approval and Removal

List of additional electronic attachments:

[Title 5 section 55061 Philosophy and Criteria for Associate Degree and General Education.](#)

[IGETC Standards 2.0](#)

[CSU and UC Guiding Notes for General Education Course Reviewers](#)

[CSU Executive Order 1100 Revised: CSU General Education Breadth](#)

[CSU Executive Order 1061: American Institutions](#)

**II. Course Approval Recommendations – effective academic year 2020/2021**

NS V40            E1

Special request: Pay attention to the Enrollment Limitation that the discipline faculty request “Enrollment limitation applicable to students who are admitted into the ADN Programs only”

NS V41            E1

Special request: Pay attention to the Enrollment Limitation that the discipline faculty request “Enrollment limitation applicable to students who are admitted into the ADN Programs only”

PM V01            E1

Special request: Pay attention to the Enrollment Limitation that the discipline faculty request “Enrollment limitation applicable to students who are admitted into the Paramedic Programs only”

AG V66            A1

AG V11            D2

AG V30            A1

AG V61            A1

AG V01            B2 AND C2

ART V09A          F

CHST V01/          C2

AES V20

CHST V02/          C2, F

AES V23

CHST V03/          B1, B2, C2, F

AES V03

HIST V47/

AES V47          B1, B2, C2, F

**III. Course Removal Recommendations – effective academic year 2020/2021**

- A. ANAT V01





Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION
Code	AP 4025
Status	Active
Legal	<a href="#">California Education Code Section 66055.8</a> <a href="#">ACCJC Accreditation Standard II.A</a> <a href="#">Title 5, Section 55061</a> <a href="#">Title 5, Section 55062</a> <a href="#">Title 5, Section 55063</a>
Adopted	July 14, 2009
Last Revised	May 9, 2017

### **Philosophy and Criteria for Associate Degree**

The philosophy and criteria for the associate degree and general education of the Ventura County Community College District address the considerations contained in the references listed above. These include, but are not limited to:

The programs of District colleges are consistent with the District mission, objectives, demographics and economics of its community.

The philosophy and criteria regarding the associate degree reference the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including but not limited to:

- The ability to think, communicate, speak, and write clearly and effectively
- The ability to understand and apply mathematical concepts
- The ability to understand the modes of inquiry of the major disciplines
- Being aware of other cultures and time periods
- Achieving insights gained through experience in thinking about ethical problems
- Developing the capacity for self understanding

The Curriculum Committee of each District college establishes a curriculum proposal and review process that methodically and consistently validate the above principles within the college's course and program inventory.

At a secondary level, the District Technical Review Workgroup-Instructional (DTRW-I) provides technical oversight to ensure that the colleges' course and program curriculum are in regulatory compliance.

### **Philosophy and Criteria for General Education**

The philosophy and criteria regarding general education reference the policy of the Board of Governors that general education should lead to better self-understanding, including:

- Understand the modes of inquiry and critique used in the natural, social, and behavioral sciences and the humanities
- Understand and appreciate the role of culture and the arts in society and in one's personal life
- Think logically and communicate effectively
- Understand and adopt the concepts of personal health and fitness to enhance the quality of life
- Recognize the multitude of diversities in the physical and human environments and how these diversities impact individuals and society
- Understand the connections among the various disciplines
- Use a variety of means to find information, examine it critically, and apply it appropriately



- Work ethically and effectively with others
- Apply the skills necessary for successful living in an ever-changing and global environment
- Become productive workers and life-long learners
- Meet the objectives of general education

General education is designed to introduce students to the variety of means through which people comprehend the modern world.

General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology proficiency, affective and creative capabilities, social aptitude, and an appreciation for cultural diversity.

To meet the objectives of general education, each District college shall place GE courses in the following areas:

(A) Natural Sciences: A minimum of 6 units including one course in Biological Sciences and one course in Physical Science.

(B) Social and Behavioral Sciences: A minimum of 6 units including one course in American History/Institutions and one course in other Social and Behavioral Science.

(C) Humanities: A minimum of 6 units including one course in Fine Arts/Performing Arts and one course in any other Humanities.

(D) Language and Rationality: A minimum of 6 units including one course in English Composition and one course from Communication/Analytical Thinking.

(E) Health and Physical Education/Kinesiology: No unit minimum. One Health Education course and one Physical Education/Kinesiology Activity course.

(F) Ethnic/Gender Studies: A minimum of 3 units. Students who plan to earn an Associate in Arts degree in General Studies must complete a course in Ethnic/Gender Studies.

The Curriculum Committees of the colleges, as part of the curriculum proposal and review process, shall specifically address the placement of courses into the general education areas.

#### **(A) Natural Sciences**

Courses in the natural sciences 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 relationship 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.

#### **(B) Social and Behavioral Sciences**

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 method 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 an 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.

#### **(C) Humanities**

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 throughout 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 languages, literature, philosophy, and religion.

#### **(D) Language and Rationality**

Courses in language and rationality are those which develop for the student 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. Such courses include:

(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

#### **(E) Health and Physical Education/Kinesiology**

Courses in Health and Physical Education/Kinesiology should help students develop an understanding of integrated wellness strategies and the skills necessary for designing, implementing, and maintaining a healthy lifestyle.

#### **(F) Ethnic/Gender Studies**

Courses in ethnic/gender studies should help students develop an awareness of the diverse historical roots and an appreciation of the



cultural contribution of minorities and women; and/or should lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.

Elements of the review process shall include, at a minimum, the following:

- The alignment of the course outcome to the general education outcome of the proposed area
- The rigor and comprehensive nature of the course as a lower-division introduction to the discipline
- Applicability of the course for fulfilling California State University General Education Breadth (CSU GE Breadth) or Intersegmental General Education Transfer Curriculum (IGETC) for transfer.

Each college shall have student learning outcomes (SLO) to assess these GE courses.

Completion of the District College General Education pattern shall be required for all associate degrees except:

1. When prohibited by legislated transfer degrees (Associate in Arts for Transfer and Associate in Science for Transfer) that require completion of CSU GE Breadth, CSU GE Breadth for STEM (Science, Technology, Engineering, and Mathematics), IGETC, or IGETC for STEM and forbid additional District graduation requirements.
2. General Studies Pattern II requires students to complete a transfer institution's own general education pattern while also meeting the 18 units of general education minimum established in Title 5. The additional District graduation requirements of Health/PE and Kinesiology and Ethnic/Gender Studies still apply.
3. General Studies Pattern III requires students to complete either CSU GE Breadth or IGETC. The additional District graduation requirements of Health and PE/Kinesiology and Ethnic/Gender Studies still apply.
4. When the degree is designed specifically for transfer and another general education pattern (such as CSU GE Breadth, IGETC, or a university's native general education pattern) more adequately serves the needs of the students.
5. When the program goal is "Career Technical Education (CTE) and Transfer" as required in the Program and Course Approval Handbook (PCAH) the degree may require CSU GE Breadth, IGETC, GE pattern for a four-year institution in an adjacent state, or a local GE pattern.
6. Nursing students who have already earned a baccalaureate or higher degree from a regionally accredited institution of higher education. These students only need to complete the coursework required for completion of a registered nursing program, including prerequisites and nursing coursework.



**VENTURA COLLEGE**  
**Philosophy and General Education Workgroup**  
**General Education Approval Form**

Course ID: AGV01

Course Title: Agriculture and Society: Agriculture as the foundation for modern civilization

Faculty Author: Dorothy M Farias

This course is being proposed for the following Ventura College General Education area(s): (Primarily fit is in B2, possible it may fit in C2)

A1: ☐ A2: ☐ B1: ☐ B2: ☒ C1: ☐ C2: ☒ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐

Course aligns with Title 5 General Education area description (see page 2 for full descriptions):

☐ (A) Natural Sciences ☒ (B) Social and Behavioral Sciences ☐ ☒ (C) Humanities ☐ (D) Language and Rationality

Course aligns with VCCCD Local General Education areas (see page 2 for full descriptions):

☐ (E) Healthy and Physical Education/Kinesiology ☐ (F) Ethnic/Gender Studies

**(AP 4025) Elements of the review process will include, at a minimum, the following:**

- The alignment of the course outcome to general education outcome of the proposed area
- The rigor and comprehensive nature of the course as a lower-division introduction into the discipline
- Applicability of the course for fulfilling CSU GE-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) for transfer

**This area is to be filled out by P & GE Workgroup only**

This course has been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

This course has not been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

Rationale on decision:

Chair of P&GE

Workgroup signature: \_\_\_\_\_

Date: \_\_\_\_\_



## **Title 5 (§55063(b)) General Education Area descriptions:**

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**(A) Natural Sciences:** Courses in the natural sciences 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.

**(B) Social and Behavioral Sciences:** 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 method 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.

**(C) Humanities:** 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 throughout 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 languages, literature, philosophy, and religion.

**(D) Language and Rationality:** Courses in language and rationality are those which develop for the student 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. Such courses include:

**(i) English Composition:** Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

**(ii) Communication and Analytical Thinking:** Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

## **VCCCD (AP 4025) General Education Area descriptions:**

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**(E) Health/Physical Education and Kinesiology:** Courses in Health, Physical Education and Kinesiology should help students develop the understanding of integrated wellness strategies and the skills necessary for designing, implementing, and maintaining a healthy lifestyle.

**(F) Ethnic/Gender Studies:** Courses in ethnic and gender studies should help students develop an awareness of the diverse historical roots and an appreciation of the cultural contribution of minorities and women; and/or should lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.



## Ventura College General Education Philosophy Statement (VC Catalog)

General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of the college that those who receive our degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding.

This understanding involves the ability to think and to communicate clearly and effectively, both orally and in writing; to understand and apply mathematical concepts; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, students shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

To meet the objectives of general education:

- A.** Courses in the **natural sciences** are those that help students examine the physical universe, its life forms, and its natural phenomena; and develop an understanding and appreciation of the scientific method and of the relationships between science and other human activities.
- B.** Courses in the **social and behavioral sciences** help students develop an understanding of the method of scientific inquiry used in the social and behavioral sciences; stimulate in students critical thinking about human behavior; and promote an appreciation of how societies and social subgroups have operated in the past and function in the present.
- C.** Courses in the **humanities** help students develop an awareness of how people of different cultures throughout the ages have responded to themselves, other people, and their environment in artistic and cultural creation; develop aesthetic understanding and the ability to make value judgments; and participate in creative experiences.
- D.** Courses in **language and rationality** help students develop principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol systems the students use.
- E.** Courses in **health and physical education/kinesiology** help students develop the understanding and skills necessary to maintain a healthful life.
- F.** Courses in **ethnic and gender studies** help students develop an awareness of the historical roots and an appreciation of the cultural contributions of diverse ethnic populations and women; lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.



## General Education Area definitions & Evaluation Rubric

Course ID: AG V01 Course Title: Agriculture and Society: Agriculture as the Foundation for Modern Civilization  
Faculty Author: Dorothy M Farias

Course is being proposed for: ☐ B1: American History/Institutions  
☒ **B2: Social and Behavioral Sciences**

**B) Social and Behavioral Sciences:** 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 method 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.

Respond to the following items:

1. Is this course in one of the disciplines listed in the definition above?

☒ NO ☐ YES

If yes, indicate the discipline: \_\_\_\_\_

2. Is this course introductory or integrative?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course offers an introduction to the history of modern agriculture, including its integration in social, economic and political institutions, its biological systems, the causes and impact of world hunger, and the implications of future changes and innovations in the production of food and fiber. The course will emphasize critical analysis of agriculture within the United States and California, both from a historical perspective as well as the present situation and current issues. The focus is on increasing awareness of the prevalence and importance of agriculture, and its impacts on nearly all aspects of modern daily life

3. Does this course focus on people as members of society?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Describe the origins of agriculture and social implications as a human technology throughout history.

Distinguish between the role of women and various ethnic groups in agricultural development in the U.S. compared to the developing world.

Describe the history and evolution of agriculture, and analyze its effects on human civilization and societal development.



## General Education Area definitions & Evaluation Rubric

4. Does this course help the student develop an awareness of the method of inquiry used by the social and behavioral sciences?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Discuss, analyze and critique the development of modern agriculture in the western hemisphere with special emphasis on agricultural development in the United States.

Analyze the economic importance of agricultural production and distribution in the United States and California.

Recognize the nature of international trade and its effects on the U.S. and world economies.

Analyze the impact of various technological advances on the development of modern agriculture.

5. Is this course designed to stimulate critical thinking about the ways people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Describe the history and evolution of agriculture, and analyze its effects on human civilization and societal development.

Distinguish between the role of women and various ethnic groups in agricultural development in the U.S. compared to the developing world.

Describe the origins of agriculture and social implications as a human technology throughout history.

Compare and contrast agricultural productions systems in various geographical locations.

Evaluate future trends in agricultural production and formulate possible solutions to issues such as food insecurity.

This course offers an introduction to the history of agriculture, including its integration in social, economic and political institutions, its biological systems, challenges such as global hunger, and the implications of future innovations in the production of food and fiber to meet the needs of a growing population. Likewise the development of agriculture and modern production systems within the United States and California will be examined. Focus on increasing awareness of the prevalence and importance of agriculture, and its impacts on nearly all aspects of modern daily life.



## General Education Area definitions & Evaluation Rubric

Course ID: \_\_\_\_\_ Course Title: \_\_\_\_\_

Faculty Author: \_\_\_\_\_

Course is being proposed for: ☐ C1: Fine/Performing Arts  
☒ **C2: Humanities**

**C) Humanities:** 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 throughout 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 languages, literature, philosophy, and religion.

Respond to the following items:

a. Is this course in one of the disciplines listed in the definition above?

i. ☒ NO ☐ YES

If yes, indicate the discipline: \_\_\_\_\_

b. Is this course introductory or integrative?

i. NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course offers an introduction to the history of modern agriculture, including its integration in social, economic and political institutions, its biological systems, the causes and impact of world hunger, and the implications of future changes and innovations in the production of food and fiber. The course will emphasize critical analysis of agriculture within the United States and California, both from a historical perspective as well as the present situation and current issues. The focus is on increasing awareness of the prevalence and importance of agriculture, and its impacts on nearly all aspects of modern daily life.

c. Does this course study the cultural activities and artistic expressions of human beings?

i. NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Describe the history and evolution of agriculture, and analyze its effects on human civilization and societal development.

Compare and contrast agricultural productions systems in various geographical locations.

Distinguish between the role of women and various ethnic groups in agricultural development in the U.S. compared to the developing world.

d. Does this course help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation?

i. NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

**Agriculture's origins and development: Fertile Crescent to modern day (SLOs 1, 2)**



## General Education Area definitions & Evaluation Rubric

- a. The seeds of global civilization (COs 1, 2, 10,12)
- b. The Americas - exploration and colonization (COs 1, 10, 12)
- c. American agriculture development (COs 2, 3, 12)
- d. The role of women and various ethnic groups in agriculture (COs 1, 12)

e. Does this course help the student develop aesthetic understanding and an ability to make value judgments?

- i. NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Describe the origins of agriculture and social implications as a human technology throughout history.

Analyze the impact of various technological advances on the development of modern agriculture.

Distinguish between the role of women and various ethnic groups in agricultural development in the U.S. compared to the developing world.

Identify and compare the extent, causes and factors contributing to hunger and propose possible solutions for global food insufficiency.

Compare and contrast agricultural productions systems in various geographical locations.



## General Education Area definitions & Evaluation Rubric



## General Education Area definitions & Evaluation Rubric

Course ID: AG V11 Course Title: AG Sales & Communication

Faculty Author: Dorothy M Farias

Course is being proposed for: ☐ D1: English Composition  
☒ **D2: Communication/Analytical Thinking**

**D) Language and Rationality:** Courses in language and rationality are those which develop for the student 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. Such courses include: **(i) English Composition:** Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing; **(ii) Communication and Analytical Thinking:** Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

Respond to the following items:

1. Is this course an **English Composition** course?

☒ NO ☐ YES

If no, skip to question 5.

2. Does this course include expository writing?

☐ NO ☐ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

3. Does this course include argumentative writing?

☐ NO ☐ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

4. Does this course develop for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication?

☐ NO ☐ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

5. Is this course a **communication and analytical thinking** course?

☐ NO ☒ YES

If yes, complete questions 6 & 7.

6. Is this course in one of the disciplines listed in the definition above?

☒ NO ☐ YES If yes, indicate the discipline: \_\_\_\_\_



## General Education Area definitions & Evaluation Rubric

7. Does this course develop for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication?

☐ NO

☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course covers the study of principles and practices of the selling process: selling strategies and approaches, why and how people buy, prospecting, territory management, and customer service. Self-management, communication, and interpersonal skills necessary in developing managerial abilities, leadership qualities, and facilitating teamwork within the agribusiness sector will be explored. Students will gain experience through role-play, formal sales presentations, and job shadowing. The course content is organized to give students an in-depth understanding of the factors and influences that affect the agribusiness industry on a day-to-day basis.

Analyze and apply the component parts and dynamics of the sales process.

Analyze successful sales techniques and methods of handling sales objections.

Demonstrate characteristics of a good public speaker through role-play situations, using computer presentation software, and delivering formal sales presentations.

Demonstrate interpersonal and organizational communication skills.

Demonstrate principles of good listening, overcoming communication barriers, and effective verbal and non-verbal communication.

Recognize factors affecting ethical choices, criteria for ethical decision-making, and managing company ethics.

1. Communication skills
  - a. Behavioral styles and communication techniques
  - b. Overcoming barriers in communication
  - c. Effective listening skills
  - d. Non-verbal communication (image, body language, proxemics, and senses)
2. Prospecting
3. The sales presentation
  - a. Approach
  - b. Presentation/demonstration
  - c. Features and benefits
  - d. Negotiations/objections



## General Education Area definitions & Evaluation Rubric

- e. Closing
- f. Post-closing follow-up



## General Education Area definitions & Evaluation Rubric



**VENTURA COLLEGE**  
**Philosophy and General Education Workgroup**  
**General Education Approval Form**

Course ID: AGV11 Course Title: Ag Sales & Communication

Faculty Author: Dorothy M Farias

This course is being proposed for the following Ventura College General Education area(s):

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☒ E1: ☐ E2: ☐ F: ☐

Course aligns with Title 5 General Education area description (see page 2 for full descriptions):

☐ (A) Natural Sciences      ☐ (B) Social and Behavioral sciences      ☐ (C) Humanities      ☒ (D) Language and Rationality

Course aligns with VCCCD Local General Education areas (see page 2 for full descriptions):

☐ (E) Healthy and Physical Education/Kinesiology      ☐ (F) Ethnic/Gender Studies

**(AP 4025) Elements of the review process will include, at a minimum, the following:**

- The alignment of the course outcome to general education outcome of the proposed area
- The rigor and comprehensive nature of the course as a lower-division introduction into the discipline
- Applicability of the course for fulfilling CSU GE-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) for transfer

**This area is to be filled out by P & GE Workgroup only**

This course has been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

This course has not been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

Rationale on decision:

Chair of P&GE

Workgroup signature: \_\_\_\_\_

Date: \_\_\_\_\_



## **Title 5 (§55063(b)) General Education Area descriptions:**

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**(A) Natural Sciences:** Courses in the natural sciences 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.

**(B) Social and Behavioral Sciences:** 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 method 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.

**(C) Humanities:** 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 throughout 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 languages, literature, philosophy, and religion.

**(D) Language and Rationality:** Courses in language and rationality are those which develop for the student 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. Such courses include:

**(i) English Composition:** Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

**(ii) Communication and Analytical Thinking:** Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

## **VCCCD (AP 4025) General Education Area descriptions:**

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**(E) Health/Physical Education and Kinesiology:** Courses in Health, Physical Education and Kinesiology should help students develop the understanding of integrated wellness strategies and the skills necessary for designing, implementing, and maintaining a healthy lifestyle.

**(F) Ethnic/Gender Studies:** Courses in ethnic and gender studies should help students develop an awareness of the diverse historical roots and an appreciation of the cultural contribution of minorities and women; and/or should lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.



## Ventura College General Education Philosophy Statement (VC Catalog)

General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of the college that those who receive our degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding.

This understanding involves the ability to think and to communicate clearly and effectively, both orally and in writing; to understand and apply mathematical concepts; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, students shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

To meet the objectives of general education:

- A.** Courses in the **natural sciences** are those that help students examine the physical universe, its life forms, and its natural phenomena; and develop an understanding and appreciation of the scientific method and of the relationships between science and other human activities.
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- E.** Courses in **health and physical education/kinesiology** help students develop the understanding and skills necessary to maintain a healthful life.
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**VENTURA COLLEGE**  
**Philosophy and General Education Workgroup**  
**General Education Approval Form**

Course ID: AGV30

Course Title: Plant Propagation and Production

Faculty Author: Dorothy M Farias

This course is being proposed for the following Ventura College General Education area(s):

A1: **X**    A2: ☐    B1: ☐    B2: ☐    C1: ☐    C2: ☐    D1: ☐    D2: ☐    E1: ☐    E2: ☐    F: ☐

Course aligns with Title 5 General Education area description (see page 2 for full descriptions):

☐ **X** (A) Natural Sciences    ☐ Social and Behavioral Sciences    ☐ (C) Humanities    ☐ (D) Language and Rationality

Course aligns with VCCCD Local General Education areas (see page 2 for full descriptions):

☐ (E) Healthy and Physical Education/Kinesiology    ☐ (F) Ethnic/Gender Studies

**(AP 4025) Elements of the review process will include, at a minimum, the following:**

- The alignment of the course outcome to general education outcome of the proposed area
- The rigor and comprehensive nature of the course as a lower-division introduction into the discipline
- Applicability of the course for fulfilling CSU GE-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) for transfer

**This area is to be filled out by P & GE Workgroup only**

This course has been approved for the following areas:

A1: ☐    A2: ☐    B1: ☐    B2: ☐    C1: ☐    C2: ☐    D1: ☐    D2: ☐    E1: ☐    E2: ☐    F: ☐    N/A: ☐

This course has not been approved for the following areas:

A1: ☐    A2: ☐    B1: ☐    B2: ☐    C1: ☐    C2: ☐    D1: ☐    D2: ☐    E1: ☐    E2: ☐    F: ☐    N/A: ☐

Rationale on decision:

Chair of P&GE

Workgroup signature: \_\_\_\_\_

Date: \_\_\_\_\_



## **Title 5 (§55063(b)) General Education Area descriptions:**

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**(A) Natural Sciences:** Courses in the natural sciences 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.

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## **VCCCD (AP 4025) General Education Area descriptions:**

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## General Education Area definitions & Evaluation Rubric

Course ID: AG V30 Course Title: Plant Propagation  
And Production

Faculty Author: Dorothy M Farias

Course is being proposed for: ☒ **A1: Biological Science**

☐ A2: Physical Science

**(A) Natural Sciences:** Courses in the natural sciences 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.

Respond to the following items:

1. Is this course in one of the disciplines listed in the definition above?

☒ NO ☐ YES

If yes, indicate the discipline: \_\_\_\_\_

2. Is this course introductory or integrative?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course will review the principles and methods of propagating plants, sexual and asexual: field crops, fruits, vegetables, ornamentals, seeds, spores, cuttings, layering, grafting and budding. An emphasis will be placed on agricultural field crop, nursery, and controlled-environment operations including propagation media, rooting aids, planting, transplanting, fertilization, irrigation, plant growth regulators, pest and disease identification and control. The use and maintenance of common tools, equipment and materials will be covered.

3. Does this course examine the physical universe, its life forms, and its natural phenomena?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Explain the effect of temperature, water, humidity, and fertility on plant growth.

Determine the proper timing for the various propagation and production techniques appropriate to the plant species and propagation method.

Integrate and evaluate the principles and practices of plant reproduction and propagation.

- Cuttings (3,4)
- Requirements of cutting propagation
- Grafting and Budding Techniques (3,4)
- Micropropagation/tissue culture (3,4)

4. Does this course help the student develop an appreciation and understanding of the scientific methods?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):



## General Education Area definitions & Evaluation Rubric

- Introduction to plant environmental requirements (1)
- General aspects of plant propagation (2,11)
- Objectives in the study of plant propagation
- Methods of propagating plants
- Basic types of reproduction
  - Sexual propagation (3,4)
    - Principles of sexual propagation and hybridization
      - Production of flowers
      - Production of the embryo
      - Apomixes
      - Fruit and seed development
      - The mature seed
  - Asexual propagation (3,4)
    - Importance and reasons for using asexual propagation
    - The clone
    - The plant patent law
    - Different types of asexual propagation

5. Does this course encourage an understanding of the relationships between science and other human activities?

☐ NO      ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

- The relationship of plant breeding to nursery practices
- Seed germination requirements and practice
- Seed collection and processing
- Cultural considerations of plant production (5,6,7,8)
- Developing crop schedules
- Utilizing fertilizers



## General Education Area definitions & Evaluation Rubric



## General Education Area definitions & Evaluation Rubric

Course ID: AG V61 Course Title: Introduction to Animal Science

Faculty Author: Dorothy M Farias

Course is being proposed for: ☒ **A1: Biological Science**

☐ A2: Physical Science

**(A) Natural Sciences:** Courses in the natural sciences 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.

Respond to the following items:

1. Is this course in one of the disciplines listed in the definition above?

☒ NO ☐ YES

If yes, indicate the discipline: \_\_\_\_\_

2. Is this course introductory or integrative?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course offers an introduction to animal science, including its integration of livestock in social, economic and cultural institutions. Various aspects of common animals use in agricultural production will be studied, including various anatomical and physiological systems, the adaptations and uses of livestock for humans, animal behavior and science and technology on modern livestock production systems. The course will emphasize critical analysis of the scientific method as it applies to modern agricultural practices, as well as issues facing animal agriculture today.

3. Does this course examine the physical universe, its life forms, and its natural phenomena?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course will provide a scientific approach to the livestock industry, encompassing aspects of animal anatomy, physiology, nutrition, genetics, and epidemiology. Topics will include a survey of the livestock industry and the supply of animal products and their uses; there will be a special emphasis on the origin, characteristics, adaptation, and contributions of livestock animals to the modern agriculture industry.

1. Anatomy and physiology (SLO 2, COs 2, 4)

a. Identification of external anatomy of various species

b. Analysis of body systems

i. reproductive

ii. respiratory

iii. digestive

iv. immune

v. circulatory



## General Education Area definitions & Evaluation Rubric

2. Animal reproduction (SLO 2, COs 2, 3, 4)
  - a. Animal breeding systems
  - b. Reproductive management and technology
  - c. Fertility assessment
3. Genetics (SLO 2, COs 2, 3, 4)
  - a. Introduction and review of genetic principles
  - b. Gene modification and genetic interactions
  - c. Genetic improvement and variation
  - d. Inheritance and population genetics
4. Nutrition (SLO 2, COs 2, 5)
  - a. Classes of nutrients
  - b. Feed identification and composition
  - c. Livestock feeding management practices
5. Animal behavior (ethology) (SLO 2, COs 4, 6)
  - a. Behavioral characteristics
  - b. Animal handling
  - c. Safety conditioning
6. Animal Health (SLO 2, COs 2, 5, 7)
  - a. Biosecurity
  - b. Vital signs
  - c. Indications of health vs disease
  - d. Common diseases
  - e. Prevention, treatment and care

4. Does this course help the student develop an appreciation and understanding of the scientific methods?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Utilize the scientific method to collect data, calculate production parameters and make scientifically-based management decisions.

1. The scientific method (SLO1, CO 8)
  - a. Research in animal agriculture
  - b. Developing a research model
  - c. Humane treatment of research animals
2. Issues affecting animal agriculture (SLO1, CO 9)
  - a. Animal welfare issues
  - b. Advances in biotechnology
  - c. Governmental and environmental concerns



## General Education Area definitions & Evaluation Rubric

- d. Food safety
- e. Public policy and consumer awareness

Identify external and internal anatomical features of livestock using appropriate terminology and describe their functions.

Analyze genetic change through artificial/natural selection.

5. Does this course encourage an understanding of the relationships between science and other human activities?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Identify animal contributions to the development of human civilizations

Identify and discuss current issues affecting animal agriculture.

Describe animal behavior as it relates to animal domestication, health and performance.

Describe economically significant breeds of animals and their unique adaptations.

Explain basic strategies for disease control, prevention and management.

1. Introduction to animal agriculture (SLO 1, CO 1)
  - a. Importance of domestic animals to the world and to the United States
  - b. Economic importance of animal agriculture
  - c. Animal contributions to human needs
  - d. Ethnic and cultural contributions to animal domestication
  - e. Career Opportunities
2. Unique adaptations of various species (SLO 1, COs 1, 4)
  - a. Natural selection vs artificial selection
3. Livestock animal use and production (SLO 1, COs 1, 2)



## General Education Area definitions & Evaluation Rubric



## General Education Area definitions & Evaluation Rubric

Course ID: AG V61 Course Title: Introduction to Animal Science

Faculty Author: Dorothy M Farias

Course is being proposed for: ☒ **A1: Biological Science** ☐ A2: Physical Science

**(A) Natural Sciences:** Courses in the natural sciences 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.

Respond to the following items:

1. Is this course in one of the disciplines listed in the definition above?

☒ NO ☐ YES

If yes, indicate the discipline: \_\_\_\_\_

2. Is this course introductory or integrative?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course offers an introduction to animal science, including its integration of livestock in social, economic and cultural institutions. Various aspects of common animals use in agricultural production will be studied, including various anatomical and physiological systems, the adaptations and uses of livestock for humans, animal behavior and science and technology on modern livestock production systems. The course will emphasize critical analysis of the scientific method as it applies to modern agricultural practices, as well as issues facing animal agriculture today.

3. Does this course examine the physical universe, its life forms, and its natural phenomena?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course will provide a scientific approach to the livestock industry, encompassing aspects of animal anatomy, physiology, nutrition, genetics, and epidemiology. Topics will include a survey of the livestock industry and the supply of animal products and their uses; there will be a special emphasis on the origin, characteristics, adaptation, and contributions of livestock animals to the modern agriculture industry.

1. Anatomy and physiology (SLO 2, COs 2, 4)

a. Identification of external anatomy of various species

b. Analysis of body systems

i. reproductive

ii. respiratory

iii. digestive

iv. immune

v. circulatory



## General Education Area definitions & Evaluation Rubric

2. Animal reproduction (SLO 2, COs 2, 3, 4)
  - a. Animal breeding systems
  - b. Reproductive management and technology
  - c. Fertility assessment
3. Genetics (SLO 2, COs 2, 3, 4)
  - a. Introduction and review of genetic principles
  - b. Gene modification and genetic interactions
  - c. Genetic improvement and variation
  - d. Inheritance and population genetics
4. Nutrition (SLO 2, COs 2, 5)
  - a. Classes of nutrients
  - b. Feed identification and composition
  - c. Livestock feeding management practices
5. Animal behavior (ethology) (SLO 2, COs 4, 6)
  - a. Behavioral characteristics
  - b. Animal handling
  - c. Safety conditioning
6. Animal Health (SLO 2, COs 2, 5, 7)
  - a. Biosecurity
  - b. Vital signs
  - c. Indications of health vs disease
  - d. Common diseases
  - e. Prevention, treatment and care

4. Does this course help the student develop an appreciation and understanding of the scientific methods?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Utilize the scientific method to collect data, calculate production parameters and make scientifically-based management decisions.

1. The scientific method (SLO1, CO 8)
  - a. Research in animal agriculture
  - b. Developing a research model
  - c. Humane treatment of research animals
2. Issues affecting animal agriculture (SLO1, CO 9)
  - a. Animal welfare issues
  - b. Advances in biotechnology
  - c. Governmental and environmental concerns



## General Education Area definitions & Evaluation Rubric

- d. Food safety
- e. Public policy and consumer awareness

Identify external and internal anatomical features of livestock using appropriate terminology and describe their functions.

Analyze genetic change through artificial/natural selection.

5. Does this course encourage an understanding of the relationships between science and other human activities?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Identify animal contributions to the development of human civilizations

Identify and discuss current issues affecting animal agriculture.

Describe animal behavior as it relates to animal domestication, health and performance.

Describe economically significant breeds of animals and their unique adaptations.

Explain basic strategies for disease control, prevention and management.

1. Introduction to animal agriculture (SLO 1, CO 1)
  - a. Importance of domestic animals to the world and to the United States
  - b. Economic importance of animal agriculture
  - c. Animal contributions to human needs
  - d. Ethnic and cultural contributions to animal domestication
  - e. Career Opportunities
2. Unique adaptations of various species (SLO 1, COs 1, 4)
  - a. Natural selection vs artificial selection
3. Livestock animal use and production (SLO 1, COs 1, 2)



## General Education Area definitions & Evaluation Rubric



**VENTURA COLLEGE**  
**Philosophy and General Education Workgroup**  
**General Education Approval Form**

Course ID: AGV66 Course Title: Anatomy & Physiology of Animals

Faculty Author: Dorothy M Farias

This course is being proposed for the following Ventura College General Education area(s):

A1: ☒ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐

Course aligns with Title 5 General Education area description (see page 2 for full descriptions):

☐ ☒ (A) Natural Sciences ☐ (B) Social and Behavioral Sciences ☐ (C) Humanities ☐ (D) Language and Rationality

Course aligns with VCCCD Local General Education areas (see page 2 for full descriptions):

☐ (E) Healthy and Physical Education/Kinesiology ☐ (F) Ethnic/Gender Studies

**(AP 4025) Elements of the review process will include, at a minimum, the following:**

- The alignment of the course outcome to general education outcome of the proposed area
- The rigor and comprehensive nature of the course as a lower-division introduction into the discipline
- Applicability of the course for fulfilling CSU GE-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) for transfer

**This area is to be filled out by P & GE Workgroup only**

This course has been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

This course has not been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

Rationale on decision:

Chair of P&GE

Workgroup signature: \_\_\_\_\_

Date: \_\_\_\_\_



## **Title 5 (§55063(b)) General Education Area descriptions:**

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To meet the objectives of general education:

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- D.** Courses in **language and rationality** help students develop principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol systems the students use.
- E.** Courses in **health and physical education/kinesiology** help students develop the understanding and skills necessary to maintain a healthful life.
- F.** Courses in **ethnic and gender studies** help students develop an awareness of the historical roots and an appreciation of the cultural contributions of diverse ethnic populations and women; lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.



## General Education Area definitions & Evaluation Rubric

Course ID: AG V66 Course Title: Anatomy and Physiology of Animals

Faculty Author: Dorothy M Farias

Course is being proposed for: ☒ **A1: Biological Science**

☐ A2: Physical Science

**(A) Natural Sciences:** Courses in the natural sciences 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.

Respond to the following items:

1. Is this course in one of the disciplines listed in the definition above?

☒ NO ☐ YES

If yes, indicate the discipline: \_\_\_\_\_

2. Is this course introductory or integrative?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course consists of comparative normal anatomy and physiology of selected domestic animal species. It analyzes the body structures and systems, comparing domestic animals commonly found in veterinary medicine. The physiology section of the course will emphasize functions of internal organs and body systems. The relevant application of structure and function to clinical medical situations is addressed. Appropriate veterinary medical terminology is included with each system.

3. Does this course examine the physical universe, its life forms, and its natural phenomena?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

- Levels of organization (SLOs 1, 2) (COs 7, 8)
  - Chemical/molecular
  - Cellular
  - Cellular transport
  - Tissue
  - Organ
  - System
  - Organism
- Cell anatomy and types (SLOs 1, 2) (CO 8)
- Skeletal system and clinical implications (SLOs 1, 2, 3) (CO 13)
- Muscular system and clinical implications (SLOs 1, 2) (COs 4, 13)
- Cardiovascular system and clinical implications (SLOs 1, 2) (COs 5, 6, 11)
- Endocrine system and clinical implications (SLOs 1, 2) (COs 8, 9, 12)



## General Education Area definitions & Evaluation Rubric

- Respiratory system and clinical implications (SLOs 1, 2) (COs 6, 8, 11)
- Nervous system and clinical implications (SLOs 1, 2) (COs 1, 8, 9)
- Digestive system and clinical implication (SLOs 1, 2) (COs 2, 8)
- Urinary system and clinical implications (SLOs 1, 2) (COs 3, 8)
- Reproductive system and clinical implications (SLOs 1, 2) (COs 8, 10)
- Special sensory organs and clinical implications (SLOs 1, 2) (COs 7, 8)
- Laboratory techniques

4. Does this course help the student develop an appreciation and understanding of the scientific methods?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

- Compare and contrast the function of each of the body's eleven systems.
- Differentiate between and give examples of the four mechanisms of cellular transport as used in the various anatomical systems.
- Categorize and distinguish, using examples, the homeostatic mechanisms employed by each system to maintain the organism's overall homeostasis.
- Differentiate between the major components of the nervous system.
- Identify and describe the location and function for epithelial, muscular, nervous, and connective tissues utilizing microscopes and photographs.

5. Does this course encourage an understanding of the relationships between science and other human activities?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

- Define general anatomical descriptive terms used in veterinary anatomy and physiology.
- Distinguish between the major bones that compose the skeleton of large and small animals.
- Explain the anatomy and function of the major components of the digestive system and describe the major events in mechanical and chemical digestion.
- Differentiate between the major components of the nervous system.
- Explain the flow of blood as it relates to arterial and venous blood system.



**VENTURA COLLEGE**  
**Philosophy and General Education Workgroup**  
**General Education Approval Form**

Course ID: AGV66 Course Title: Anatomy & Physiology of Animals

Faculty Author: Dorothy M Farias

This course is being proposed for the following Ventura College General Education area(s):

A1: **X** A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐

Course aligns with Title 5 General Education area description (see page 2 for full descriptions):

☐ **X** (A) Natural Sciences ☐ (B) Social and Behavioral Sciences ☐ (C) Humanities ☐ (D) Language and Rationality

Course aligns with VCCCD Local General Education areas (see page 2 for full descriptions):

☐ (E) Healthy and Physical Education/Kinesiology ☐ (F) Ethnic/Gender Studies

**(AP 4025) Elements of the review process will include, at a minimum, the following:**

- The alignment of the course outcome to general education outcome of the proposed area
- The rigor and comprehensive nature of the course as a lower-division introduction into the discipline
- Applicability of the course for fulfilling CSU GE-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) for transfer

**This area is to be filled out by P & GE Workgroup only**

This course has been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

This course has not been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

Rationale on decision:

Chair of P&GE

Workgroup signature: \_\_\_\_\_

Date: \_\_\_\_\_



## **Title 5 (§55063(b)) General Education Area descriptions:**

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**(A) Natural Sciences:** Courses in the natural sciences 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.

**(B) Social and Behavioral Sciences:** 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 method 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.

**(C) Humanities:** 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 throughout 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 languages, literature, philosophy, and religion.

**(D) Language and Rationality:** Courses in language and rationality are those which develop for the student 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. Such courses include:

**(i) English Composition:** Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

**(ii) Communication and Analytical Thinking:** Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

## **VCCCD (AP 4025) General Education Area descriptions:**

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**(E) Health/Physical Education and Kinesiology:** Courses in Health, Physical Education and Kinesiology should help students develop the understanding of integrated wellness strategies and the skills necessary for designing, implementing, and maintaining a healthy lifestyle.

**(F) Ethnic/Gender Studies:** Courses in ethnic and gender studies should help students develop an awareness of the diverse historical roots and an appreciation of the cultural contribution of minorities and women; and/or should lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.



## Ventura College General Education Philosophy Statement (VC Catalog)

General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of the college that those who receive our degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding.

This understanding involves the ability to think and to communicate clearly and effectively, both orally and in writing; to understand and apply mathematical concepts; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, students shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

To meet the objectives of general education:

- A.** Courses in the **natural sciences** are those that help students examine the physical universe, its life forms, and its natural phenomena; and develop an understanding and appreciation of the scientific method and of the relationships between science and other human activities.
- B.** Courses in the **social and behavioral sciences** help students develop an understanding of the method of scientific inquiry used in the social and behavioral sciences; stimulate in students critical thinking about human behavior; and promote an appreciation of how societies and social subgroups have operated in the past and function in the present.
- C.** Courses in the **humanities** help students develop an awareness of how people of different cultures throughout the ages have responded to themselves, other people, and their environment in artistic and cultural creation; develop aesthetic understanding and the ability to make value judgments; and participate in creative experiences.
- D.** Courses in **language and rationality** help students develop principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol systems the students use.
- E.** Courses in **health and physical education/kinesiology** help students develop the understanding and skills necessary to maintain a healthful life.
- F.** Courses in **ethnic and gender studies** help students develop an awareness of the historical roots and an appreciation of the cultural contributions of diverse ethnic populations and women; lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.



## General Education Area definitions & Evaluation Rubric

Course ID: ARTV09A Course Title: Art of the Ancient Americas

Faculty Author: Maline Werness-Rude

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**(F) Ethnic/Gender Studies:** Courses in ethnic and gender studies should help students develop an awareness of the diverse historical roots and an appreciation of the cultural contribution of minorities and women; and/or should lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.

Respond to the following items:

1. Does this course help the student develop an awareness of the diverse historical roots and an appreciation of the cultural contributions of minorities and/or women?

☐ NO    ☒ YES

If yes, explain (Use course description, course objectives, and course content to support your answer):

2. Does this course lead to an understanding of the causes and consequences of socio-economic inequality based on race, sex or ethnicity?

☐ NO    ☐ YES

If yes, explain (Use course description, course objectives, and course content to support your answer):

3. Does this course explore ways of eliminating such inequalities?

☐ NO    ☐ YES

If yes, explain (Use course description, course objectives, and course content to support your answer):



## General Education Area definitions & Evaluation Rubric

Course ID: NS V40 & NS V41 Course Title: Patient-Centered Care III and Transition to Professional Practice  
Faculty Author: Sandy Melton UO ~~Patient-Centered Care III and Transition to Professional Practice: 30-~~  
Course is being proposed for: ☒ E1: Health Education  
☐ E2: Intercollegiate Athletics/Kinesiology

**(E) Health Education/Intercollegiate Athletics and Kinesiology:** Courses in Health, Intercollegiate Athletics and Kinesiology should help students develop the understanding of integrated wellness strategies and the skills necessary for designing, implementing, and maintaining a healthy lifestyle.

Respond to the following items:

1. Is this course in one of the disciplines listed with the definition above?

☒ NO ☐ YES

If yes, indicate the discipline: \_\_\_\_\_

2. Does this course help the student develop the understanding and skills necessary to maintain a healthful life?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

The above listed course contains 4 units of theory and 15 hours of clinical weekly. The course focuses on contemporary issues and advanced concepts of professional nursing care as they relate to older adult and adult patients with complex, multisystem alterations in health. Emphasis is placed on implementing time management, organizational, and delegation skills in the management of patients with multiple needs while collaborating with the interdisciplinary team. Complex clinical skills, as well as priority setting, clinical judgment, and tenets of legal and ethical practice, are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts in the management of patient care and the leadership role in a variety of settings.

The focus of this course is on the nursing care related to the respiratory, cardiovascular, and neurological systems. Many of these disease processes have risks that are related to lifestyle choices. Students are required to teach their patients about healthy lifestyle changes and wellness strategies as they discuss the normal and abnormal wellness and disease states. Patient education is a critical component to the care continuum. In addition, nurse burnout is discussed and the strategies that are important for self care.

The catalog notes states: This course fulfills one Health Education requirement for the Associate in Science Degree in Nursing.

***Enrollment limitation applicable to students who are admitted into the ADN Program only.***



## General Education Area Definitions & Evaluation Rubric

Course ID: PM V01 Course Title: Paramedic Theory  
Faculty Author: Tom O'Connor  
Course is being proposed for: ☒ E1: Health Education  
☐ E2: Intercollegiate Athletics/Kinesiology

**(E) Health Education/Intercollegiate Athletics and Kinesiology:** Courses in Health, Intercollegiate Athletics and Kinesiology should help students develop the understanding of integrated wellness strategies and the skills necessary for designing, implementing, and maintaining a healthy lifestyle.

Respond to the following items:

1. Is this course in one of the disciplines listed with the definition above?

☒ NO ☐ YES

If yes, indicate the discipline: \_\_\_\_\_

2. Does this course help the student develop the understanding and skills necessary to maintain a healthful life?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

The above listed course contains 18.5 units (13.4 lecture and 5 laboratory weekly) covering the various aspects of human body. Per the course description listed in the college catalog, the course includes cognitive content associated with: preparatory, anatomy and physiology, pharmacology, airway management, special patient populations, and EMS operations. Psychomotor skills training is associated with these topics as well.

Throughout the course, students learn what the body does in a healthy state and what happens when it is in various levels of illness or injury, the methods to correct these variances in an emergent setting, and general education points to deliver to patients encountered for hopes of guiding them to a healthier lifestyle following their interaction with emergency responders. Knowing what happens to the body along the full continuum of ages and conditions prepares the student to be well informed about what is needed to maintain a healthy lifestyle.

The catalog note lists: This course fulfills one Health Education requirement for the Associate in Science Degree in Emergency Medical Services.

***Enrollment limitation applicable to students who are admitted into the Paramedic Program only.***



## General Education Area definitions & Evaluation Rubric

Course ID: CHST V01/AES V20 Course Title: Intro to Chicano Studies

Faculty Author: Rubisela Gamboa

Course is being proposed for: ☐ C1: Fine/Performing Arts

☒ C2: Humanities

**(C) Humanities:** 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 throughout 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 languages, literature, philosophy, and religion.

Respond to the following items:

1. Is this course in one of the disciplines listed in the definition above?

☐ NO ☒ YES

If yes, indicate the discipline: Chicana/o Studies and American Ethnic Studies

2. Is this course introductory or integrative?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course provides an interdisciplinary survey of the Mexican American/Chicano heritage with emphasis on the contemporary experience in the United States. As an introductory course basic understanding of peoples, times, and places affecting the Mexican/Chicano experience will be examined.

3. Does this course study the cultural activities and artistic expressions of human beings?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Students will evaluate key personalities who have made contributions to the social, economic, political, and cultural experience of the Mexican-American/Chicano, including language, art, musicians and literary work.

4. Does this course help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):



This course survey will include an analysis of the economic, political, social, and intellectual elements of the culture of the Mexican American/Chicano community, and a study of the changing relationship of the community to the general society of the United States.

5. Does this course help the student develop aesthetic understanding and an ability to make value judgments?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Students will develop aesthetic understanding by comparing the historical experience of the Mexican-Americans in the west to those in the eastern and southern regions of the U.S. as well as assessing the major historical trends in Mexican-American/Chicano history since 1848, and analyzing how these trends have impacted the Mexican-American/Chicano experience.



## General Education Area definitions & Evaluation Rubric

Course ID: CHST V02/AES V23

Course Title: Chicana/o/x and Latina/o/x Studies Issues

Faculty Author: Rubisela Gamboa

Course is being proposed for: ☐ C1: Fine/Performing Arts

☒ C2: Humanities

**(C) Humanities:** 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 throughout 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 languages, literature, philosophy, and religion.

Respond to the following items:

1. Is this course in one of the disciplines listed in the definition above?

☐ NO ☒ YES

If yes, indicate the discipline: Chicana/o Studies and American Ethnic Studies

2. Is this course introductory or integrative?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course will assess the similarities and differences of multiple cultures that have contributed to the Chicana/o/x and Latina/o/x experience and provide introductory concepts such as Chicana/o/x identity.

3. Does this course study the cultural activities and artistic expressions of human beings?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course will explore multiple facets of cultural and artistic expressions while examining comparative cultural analysis of an Indigenous and colonial experience. Engagement with interdisciplinary readings, videos, art and self-expressions in Chicana/o/x and Latina/o/x popular culture and contemporary American society.

4. Does this course help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course includes an examination of historical perspectives by incorporating social science research principles and practices to analyze the impact of economic, political, cultural, social, and institutional factors which have shaped the Chicana/o/x and Latina/o/x experience in the United States.



5. Does this course help the student develop aesthetic understanding and an ability to make value judgments?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Students will develop aesthetic understanding by assessing the economic, political, social, cultural, and institutional issues in the contemporary Chicana/o/x and Latina/o/x experience along with categorizing the major obstacles that may impact the full participation of Chicana/o/x and Latina/o/x in American society.



## General Education Area definitions & Evaluation Rubric

Course ID: CHST V02 / AES V23 Course Title: Chicana/o/x and Latina/o/x Studies Issues

Faculty Author: Rubisela Gamboa

**(F) Ethnic/Gender Studies:** Courses in ethnic and gender studies should help students develop an awareness of the diverse historical roots and an appreciation of the cultural contribution of minorities and women; and/or should lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.

Respond to the following items:

1. Does this course help the student develop an awareness of the diverse historical roots and an appreciation of the cultural contributions of minorities and/or women?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives, and course content to support your answer):

This course will introduce the indigenous experience and explain its shift to a new Mestizaje, identifying the major ideologies that have shaped the lives of Chicana/o/x and Latina/o/x communities. Students will assess the economic, social, political, cultural, and institutional issues that are important to the contemporary Chicana/o/x and Latina/o/x experience.

2. Does this course lead to an understanding of the causes and consequences of socio-economic inequality based on race, sex or ethnicity?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives, and course content to support your answer):

This course categorizes the major obstacles that may impact the full participation of Chicana/o/x and Latina/o/x in American society and addresses specifically Chicanx and Latinx (LGBT Latina/os), feminism and critical race theory.

3. Does this course explore ways of eliminating such inequalities?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives, and course content to support your answer):

This course does a comparative cultural analysis that identifies the roles of colonized racial structures and intra-Chicanxracist ideologies and examines solutions through political representation and administrative justice.



## General Education Area definitions & Evaluation Rubric

Course ID: CHST V03/ AES V03 Course Title: Chicana Contemporary Issues

Faculty Author: Rubisela Gamboa

Course is being proposed for: ☐ B1: American History/Institutions

☒ B2: Social and Behavioral Sciences

**(B) Social and Behavioral Sciences:** 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 method 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.

Respond to the following items:

1. Is this course in one of the disciplines listed in the definition above?

☐ NO ☒ YES

If yes, indicate the discipline: Chicana/o Studies and American Ethnic Studies

2. Is this course introductory or integrative?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course will introduce students to Chicana contemporary issues. Students will identify and discuss the basic tenets of Chicana feminism, utilizing a Chicana feminist framework in assessing the education and lived experiences of Chicanas/Latinas. Lecture content will introduce Indigenous concepts of gender and sexuality.

3. Does this course focus on people as members of society?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course will introduce students to the current social, political, cultural and economic experiences of women of Latin American origin in the United States, with particular emphasis on the experiences of Mexican-origin women. Students will critique the societal structures contributing to class differences in the US and abroad/internationally. Chicana contemporary issues will include lectures on Chicanas in the labor and Women's movement as well within religious, education and health reform movements within the United States.



4. Does this course help the student develop an awareness of the method of inquiry used by the social and behavioral sciences?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Students will develop and awareness of the method of inquiry by providing historical and contemporary research, writing, and scholarship that address a specific issue by and about Chicanas. These topics will be explored through a critical engagement with interdisciplinary readings, poetry, Chicana popular culture, and film.

5. Is this course designed to stimulate critical thinking about the ways people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Students will Write a comparative essay on the Chicana Feminist Movement with relation to the Chicano Movement and the American Women's Movement, from the 1960s/70s to the present. Students will be comparing and contrasting the intersectionality of race, class, gender, sexuality, indigeneity and spiritually in relationship to the marginalized status of Chicanas/Latinas.



## General Education Area definitions & Evaluation Rubric

Course ID: CHST V03/AES V03 Course Title: Chicana Contemporary Issues

Faculty Author: Rubisela Gamboa

Course is being proposed for: ☐ C1: Fine/Performing Arts

☒ C2: Humanities

**(C) Humanities:** 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 throughout 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 languages, literature, philosophy, and religion.

Respond to the following items:

1. Is this course in one of the disciplines listed in the definition above?

☐ NO ☒ YES

If yes, indicate the discipline: Chicana/o Studies and American Ethnic Studies

2. Is this course introductory or integrative?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course will introduce students to Chicana contemporary issues. Students will identify and discuss the basic tenets of Chicana feminism, utilizing a Chicana feminist framework in assessing the education and lived experiences of Chicanas/Latinas. Lecture content will introduce Indigenous concepts of gender and sexuality.

3. Does this course study the cultural activities and artistic expressions of human beings?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course will explore a critical engagement with interdisciplinary readings, poetry, Chicana popular culture, and film. Students will examine Chicana/Latina forms of cultural self-expressions and contributions to American artistic production.

4. Does this course help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):



This course will help students develop an awareness of Chicana culture, identity, sexuality, indigeneity and spirituality within multiple facets such as film, poetry, art, music and writing. Emphasis within the Chicano movement will include self and social expression.

5. Does this course help the student develop aesthetic understanding and an ability to make value judgments?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Students will develop aesthetic understanding by Identifying and discussing the basic tenets of Chicana feminism, utilizing a Chicana feminist framework in assessing the education and lived experiences of Chicanas/Latinas. Students will have the ability to make value judgments as they understand the role of Chicanas in a historical, social, and cultural context.



## General Education Area definitions & Evaluation Rubric

Course ID: CHST V03 / AES V03 Course Title: Chicana Contemporary Issues

Faculty Author: Rubisela Gamboa

**(F) Ethnic/Gender Studies:** Courses in ethnic and gender studies should help students develop an awareness of the diverse historical roots and an appreciation of the cultural contribution of minorities and women; and/or should lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.

Respond to the following items:

1. Does this course help the student develop an awareness of the diverse historical roots and an appreciation of the cultural contributions of minorities and/or women?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives, and course content to support your answer):

This course will introduce students to Chicana contemporary issues while examining historical events that have shaped the current social, political, cultural and economic experiences of women of Latin American origin in the United States, with particular emphasis on the experiences of Mexican-origin women. Particular attention to the topic of gender, sexuality, patriarchy, spirituality and intersectionality will frame this course.

2. Does this course lead to an understanding of the causes and consequences of socio-economic inequality based on race, sex or ethnicity?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives, and course content to support your answer):

This course will introduce the causes and consequences of socio-economic inequality within intersectionality of race, class, gender, sexuality, indigeneity and spiritually in relationship to the marginalized status of Chicanas/Latinas. An examination of the history of colonization, patriarchy and sexual violence and its impact on contemporary Chicanas.

3. Does this course explore ways of eliminating such inequalities?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives, and course content to support your answer):

This course examines activism and political engagement of Chicanas/ Latinas. Students are introduced to the obligations that we as a people must engage and participate within in order to eliminate inequalities. Students explore their civic engagement roles in society and are asked to come up with solutions to address the inequalities.



**VENTURA COLLEGE**  
**Philosophy and General Education Workgroup**  
**General Education Approval Form**

Course ID: HIST V47/AES V47 Course Title: US History: Focus on Chicanos until 1850

Faculty Author: Rubisela Gamboa

This course is being proposed for the following Ventura College General Education area(s):

A1: ☐ A2: ☐ B1: ☒ B2: ☒ C1: ☐ C2: ☒ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☒

Course aligns with Title 5 General Education area description (see page 2 for full descriptions):

☐ (A) Natural Sciences ☒ (B) Social and Behavioral Sciences ☒ (C) Humanities ☐ (D) Language and Rationality

Course aligns with VCCCD Local General Education areas (see page 2 for full descriptions):

☐ (E) Healthy and Physical Education/Kinesiology ☒ (F) Ethnic/Gender Studies

**(AP 4025) Elements of the review process will include, at a minimum, the following:**

- The alignment of the course outcome to general education outcome of the proposed area
- The rigor and comprehensive nature of the course as a lower-division introduction into the discipline
- Applicability of the course for fulfilling CSU GE-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) for transfer

**This area is to be filled out by P & GE Workgroup only**

This course has been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

This course has not been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

Rationale on decision:

Chair of P&GE

Workgroup signature: \_\_\_\_\_ Date: \_\_\_\_\_



**VENTURA COLLEGE**  
**Philosophy and General Education Workgroup**  
**General Education Approval Form**

Course ID: \_\_\_\_\_ Course Title: \_\_\_\_\_

Faculty Author: \_\_\_\_\_

This course is being proposed for the following Ventura College General Education area(s): A1:

☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☒ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐

Course aligns with Title 5 General Education area description (see page 2 for full descriptions):

☐ (A) Natural Sciences ☐ (B) Social and Behavioral Sciences ☒ (C) Humanities ☐ (D) Language and Rationality

Course aligns with VCCCD Local General Education areas (see page 2 for full descriptions):

☐ (E) Healthy and Physical Education/Kinesiology ☐ (F) Ethnic/Gender Studies

**(AP 4025) Elements of the review process will include, at a minimum, the following:**

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- The rigor and comprehensive nature of the course as a lower-division introduction into the discipline
- Applicability of the course for fulfilling CSU GE-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) for transfer

**This area is to be filled out by P & GE Workgroup only**

This course has been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

This course has not been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

Rationale on decision:

Chair of P&GE

Workgroup signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **Title 5 (§55063(b)) General Education Area descriptions:**

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**(A) Natural Sciences:** Courses in the natural sciences 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.

**(B) Social and Behavioral Sciences:** 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 method 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.

**(C) Humanities:** 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 throughout 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 languages, literature, philosophy, and religion.

**(D) Language and Rationality:** Courses in language and rationality are those which develop for the student 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. Such courses include:

**(i) English Composition:** Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

**(ii) Communication and Analytical Thinking:** Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

## **VCCCD (AP 4025) General Education Area descriptions:**

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**(E) Health/Physical Education and Kinesiology:** Courses in Health, Physical Education and Kinesiology should help students develop the understanding of integrated wellness strategies and the skills necessary for designing, implementing, and maintaining a healthy lifestyle.

**(F) Ethnic/Gender Studies:** Courses in ethnic and gender studies should help students develop an awareness of the diverse historical roots and an appreciation of the cultural contribution of minorities and women; and/or should lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.



## Ventura College General Education Philosophy Statement (VC Catalog)

General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of the college that those who receive our degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding.

This understanding involves the ability to think and to communicate clearly and effectively, both orally and in writing; to understand and apply mathematical concepts; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, students shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

To meet the objectives of general education:

- A.** Courses in the **natural sciences** are those that help students examine the physical universe, its life forms, and its natural phenomena; and develop an understanding and appreciation of the scientific method and of the relationships between science and other human activities.
- B.** Courses in the **social and behavioral sciences** help students develop an understanding of the method of scientific inquiry used in the social and behavioral sciences; stimulate in students critical thinking about human behavior; and promote an appreciation of how societies and social subgroups have operated in the past and function in the present.
- C.** Courses in the **humanities** help students develop an awareness of how people of different cultures throughout the ages have responded to themselves, other people, and their environment in artistic and cultural creation; develop aesthetic understanding and the ability to make value judgments; and participate in creative experiences.
- D.** Courses in **language and rationality** help students develop principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol systems the students use.
- E.** Courses in **health and physical education/kinesiology** help students develop the understanding and skills necessary to maintain a healthful life.
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**VENTURA COLLEGE**  
**Philosophy and General Education Workgroup**  
**General Education Approval Form**

Course ID: \_\_\_\_\_ Course Title: \_\_\_\_\_

Faculty Author: \_\_\_\_\_

This course is being proposed for the following Ventura College General Education area(s): A1:

☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☒ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☒

Course aligns with Title 5 General Education area description (see page 2 for full descriptions):

☐ (A) Natural Sciences ☐ (B) Social and Behavioral Sciences ☒ (C) Humanities ☐ (D) Language and Rationality

Course aligns with VCCCD Local General Education areas (see page 2 for full descriptions):

☐ (E) Healthy and Physical Education/Kinesiology ☒ (F) Ethnic/Gender Studies

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- Applicability of the course for fulfilling CSU GE-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) for transfer

**This area is to be filled out by P & GE Workgroup only**

This course has been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

This course has not been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

Rationale on decision:

Chair of P&GE

Workgroup signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **Title 5 (§55063(b)) General Education Area descriptions:**

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## **VCCCD (AP 4025) General Education Area descriptions:**

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**VENTURA COLLEGE**  
**Philosophy and General Education Workgroup**  
**General Education Approval Form**

Course ID: \_\_\_\_\_ Course Title: \_\_\_\_\_

Faculty Author: \_\_\_\_\_

This course is being proposed for the following Ventura College General Education area(s): A1:

☐ A2: ☐ B1: x B2: x C1: ☐ C2: x D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: x

Course aligns with Title 5 General Education area description (see page 2 for full descriptions):

☐ (A) Natural Sciences      x (B) Social and Behavioral Sciences      x (C) Humanities      ☐ (D) Language and Rationality

Course aligns with VCCCD Local General Education areas (see page 2 for full descriptions):

☐ (E) Healthy and Physical Education/Kinesiology      x (F) Ethnic/Gender Studies

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This course has been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

This course has not been approved for the following areas:

A1: ☐ A2: ☐ B1: ☐ B2: ☐ C1: ☐ C2: ☐ D1: ☐ D2: ☐ E1: ☐ E2: ☐ F: ☐ N/A: ☐

Rationale on decision:

Chair of P&GE

Workgroup signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **Title 5 (§55063(b)) General Education Area descriptions:**

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## **VCCCD (AP 4025) General Education Area descriptions:**

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## General Education Area definitions & Evaluation Rubric

Course ID: History V47/AES V47 Course Title: United States History: Focus on Chicanos until 1850

Faculty Author: R. Gamboa

Course is being proposed for: ☒ B1: American History/Institutions  
☒ B2: Social and Behavioral Sciences

**(B) Social and Behavioral Sciences:** 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 method 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.

Respond to the following items:

1. Is this course in one of the disciplines listed in the definition above?

☐ NO ☒ YES

If yes, indicate the discipline: History, American Ethnic Studies, Chicano Studies

2. Is this course introductory or integrative?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course examines the historical development of Mexico, the United States, and the American Southwest. Moreover students will learn the historical analysis methods used by Chicana/o Historians to trace the development of this time period (2,000 BCE - 1850 CE).

3. Does this course focus on people as members of society?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course focuses on the development of Chicana/o identity from indigenous times, through the colonial era, until the conclusion of the American invasion of Mexico. The course will look specifically at the development of identity, race, and class in both Mexico and the United States.

4. Does this course help the student develop an awareness of the method of inquiry used by the social and behavioral sciences?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

Students will learn methods of analyzing history through primary sources and historiographical analysis. Moreover, students will be required to write research papers that will develop their own contribution to the historiography of the eras this course covers.

5. Is this course designed to stimulate critical thinking about the ways people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course examines the development and creation of the Chicana/o identity. Specific attention will be given to the dynamic forces influencing the development of attitudes towards skin color, class, and religion in Colonial Mexico and British America.



## General Education Area definitions & Evaluation Rubric

Course ID: History V47/AES V47 Course Title: United States History: Focus on Chicanos until 1850

Faculty Author: R. Gamboa

Course is being proposed for: ☐ C1: Fine/Performing Arts  
☒ C2: Humanities

**(C) Humanities:** 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 throughout 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 languages, literature, philosophy, and religion.

Respond to the following items:

1. Is this course in one of the disciplines listed in the definition above?

☐ NO ☒ YES

If yes, indicate the discipline: History, American Ethnic Studies, Chicano Studies

2. Is this course introductory or integrative?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course will use Historical methods of analysis and critique to assess the role of pre-Cuauhtemoc and colonial art on the development of the Mexican, American, and Chicana/o Psyche. Specific attention will be given to works and artists such as: Mexica Codices, For Juana Ines de la Cruz, Colonial Baroque Art, and Indigenous Art.

3. Does this course study the cultural activities and artistic expressions of human beings?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

The course will cover a significant portion of the development of the artistic expression Mexicans, Americans, and Chicanas/os. The course will connect colonial artistic forms of expression to modern Chicana/o forms of artistic expression. Specific attention will be given to the styles of ratablo paintings, the art of the Virgen de Guadalupe, and Indigenous featherwork; and it's influence on modern Chicana/o artists.

4. Does this course help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

The span of history this course covers includes pre-Cuauhtemoc, colonial, post-colonial, and early 19th century history. This history facilitates an understanding of the cultural legacy of those periods. The art and literature developed during this period will be analyzed within that context.

5. Does this course help the student develop aesthetic understanding and an ability to make value judgments?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives and course content to support your answer):

This course will explore the attitudes artists, both indigenous and non-indigenous, faced when attempting to validate their art. Moreover, the course will explore attitudes that shun non-Eurocentric art forms. These analyses will assist in developing more tolerant minded students.



## General Education Area definitions & Evaluation Rubric

Course ID: History V47/AES V47 Course Title: United States History: Focus on Chicanos until 1850

Faculty Author: R. Gamboa

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**(F) Ethnic/Gender Studies:** Courses in ethnic and gender studies should help students develop an awareness of the diverse historical roots and an appreciation of the cultural contribution of minorities and women; and/or should lead to an understanding of the causes and consequence of socio-economic inequality based on race, sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.

Respond to the following items:

1. Does this course help the student develop an awareness of the diverse historical roots and an appreciation of the cultural contributions of minorities and/or women?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives, and course content to support your answer):

Students will assess the role race, history, and art played in the development of Chicana/o Cultural identity. In addition, issues of gender, race, and colorism will be explored through a historical lens. The course will explore the various factors that have the Chicana/o community to find liberation through art, music, culture, and a personal understanding of the history of the United States and Mexico.

2. Does this course lead to an understanding of the causes and consequences of socio-economic inequality based on race, sex or ethnicity?

☐ NO ☒ YES

If yes, explain (Use course description, course objectives, and course content to support your answer):

Students will explore the origins of both Mexico and the United States in order to develop and understanding of race, gender, and colorism. In addition, the historical development of both nations will be examined and analyzed in order to find the origins of socio-economic and racial discrimination in both the U.S. and Mexico.

3. Does this course explore ways of eliminating such inequalities?

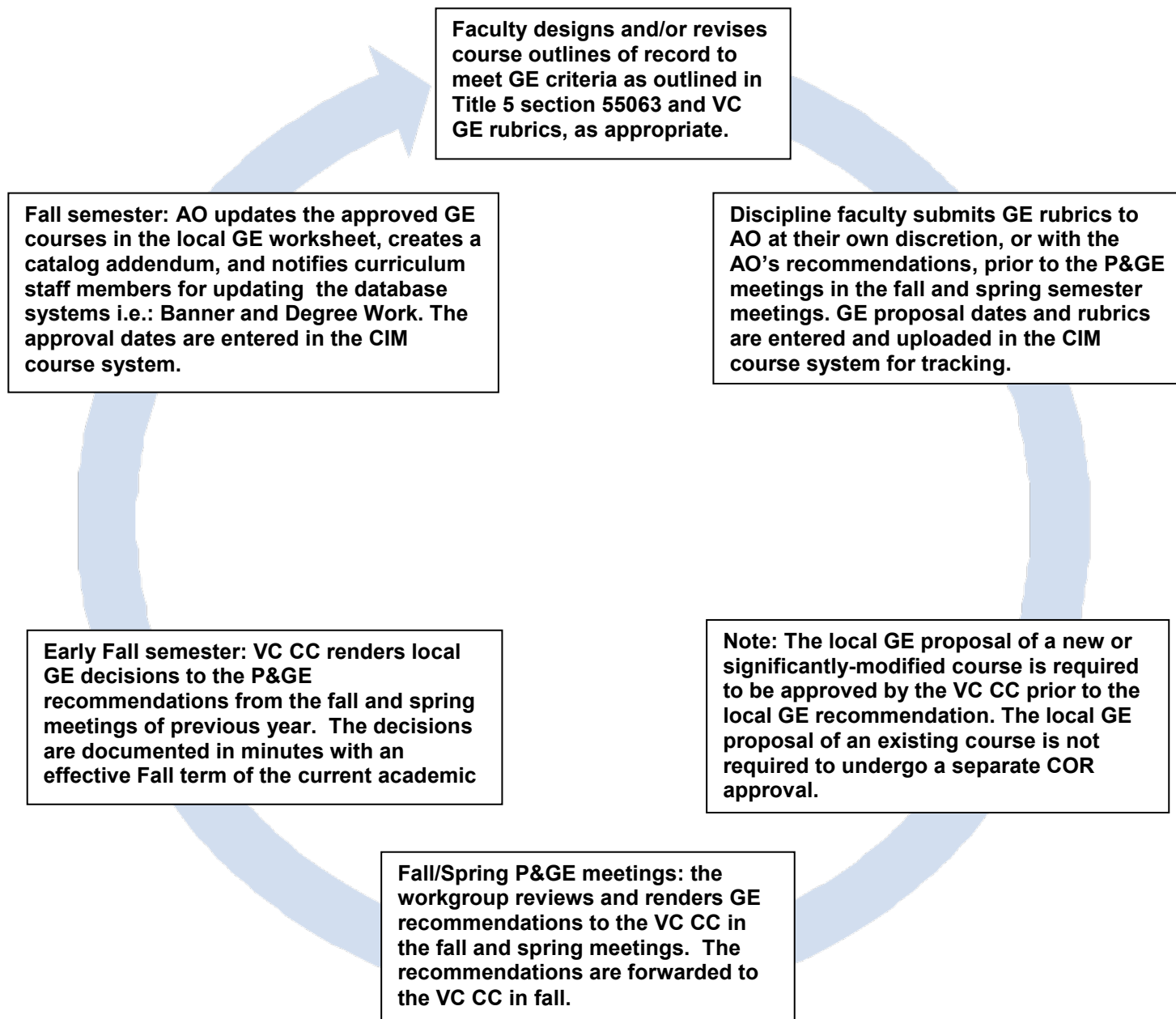
☐ NO ☒ YES

If yes, explain (Use course description, course objectives, and course content to support your answer):

Identifying the socio-economic and racial disparities present during the conquest of the Americas, the student will not only make connections between historical and modern issues, but they will be able to examine the origins of inequality. Once a thorough understanding of those issues, both historical and modern, have been addressed solutions can be found within the student community.



## Diagram 1: Articulation Process: Local General Education Approval and Placement





## Diagram 2: Articulation Process: VC, CSU, and IGETC Proposals Approved by the State GE Reviewers

