

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 Α1 D2 AG V11 AG V30 Α1 AG V61 Α1 AG V01 B2 AND C2 ART V09A C2 CHST V01/ AES V20 CHST V02/ C2, F AES V23 B1, B2, C2, F CHST V03/ 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 California Education Code Section 66055.8

ACCJC Accreditation Standard II.A

Title 5, Section 55061
Title 5, Section 55062
Title 5, Section 55063

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 socioeconomic 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:

- 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 N										
	urse is be	ing propos it in C2)	ed for the	following	Ventura (College Ge	eneral Edu	ıcation ar	ea(s): (Pri	marily fit	is in B2,	
A1: □	A2: □	B1: □	B2: X	C1:	☐ C2:	X D1	:□ D	2: 🗆	E1: □	E2: □	F: □	
Course	aligns wit	th Title 5 G	eneral Edu	ıcation ar	ea descrip	tion (see	page 2 fo	r full desc	riptions):			
□ (A) I	Natural Sc	iences	× (B) Soci	al and Be	havioral	□ ×((0	C) Humani	ties	☐ (D) Lar Rationalit		d	
Course	aligns wit	th VCCCD L	ocal Gene	ral Educat	tion areas	(see page	2 for full	descripti	ons):			
□ (E) H	Healthy an	d Physical	Education/	Kinesiolo _!	gy	☐ (F) Et	hnic/Gend	der Studie	es			
This ar	The aligi The rigo Applicab Curriculu ea is to be	ents of the nment of the r and comp illity of the um (IGETC e filled out	ne course orehensive course for trans by P & GE	outcome e nature c fulfilling fer Workgrou	to genera of the cour CSU GE-l up only	l educationse as a lo	n outcom	e of the p	proposed a luction into	the disc		
A1: □		В1: □	B2: □	C1: □	C2: □	D1: □	D2: □	E1: □	E2: □	F: □	N/A: □	
		ot been ap					<i>52</i>	L1. —	L2.		1471	
A1: □	A2: □	В1: □	B2: □	C1: □	C2: □	D1: □	D2: □	E1: □	E2: □	F: □	N/A: □	
Ration	ale on dec	ision:										
	f P&GE roup signa	ture:	_						Date:			

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

- **(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:

- **(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.

B)

Course ID: AG V01	Course Title: Agriculture and Society: Agriculture as the Foundation for Modern
Faculty Author: <u>Dorotl</u>	<u>Civilization</u> ny M Farias
Course is being proposed	for: B1: American History/Institutions × B2: Social and Behavioral Sciences
as members of society. To course shall be designed to sciences. It shall be design response to their societies This category would include	nces: Courses in the social and behavioral sciences are those which focus on people satisfy the general education requirement in social and behavioral sciences, a develop an awareness of the method of inquiry used by the social and behavioral ed to stimulate critical thinking about the ways people act and have acted in and should promote appreciation of how societies and social subgroups operate. e introductory or integrative survey courses in cultural anthropology, cultural tory, political science, psychology, sociology and related disciplines.
Respond to the following i	:ems:
1. Is this course in one one one one one one one of the second in the s	
2. Is this course introdu ☐ NO × YES If yes, explain (Use co	, -
economic and political instit implications of future chang critical analysis of agriculture the present situation and cu	ction to the history of modern agriculture, including its integration in social, utions, its biological systems, the causes and impact of world hunger, and the es and innovations in the production of food and fiber. The course will emphasize within the United States and California, both from a historical perspective as well a rrent issues. The focus is on increasing awareness of the prevalence and importance is on nearly all aspects of modern daily life
□ NO × YE	is on people as members of society? Sourse description, course objectives and course content to support your answer):
Describe the origins of agric history.	ulture and social implications as a human technology throughout
Distinguish between the role in the U.S. compared to the	e of women and various ethnic groups in agricultural development developing world.
Describe the history and evo	lution of agriculture, and analyze its effects on human civilization

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	t your answer):								
	ss, analyze and critique the development of modern agriculture in the western sphere with special emphasis on agricultural development in the United States.									
•	ze the economic importance of agricultural production and distribution in the United and California.									
Recog	nize the nature of international trade and its effects on the U.S. and world economies.									
	ze the impact of various technological advances on the development of modern lature.									
	If yes, explain (Use course description, course objectives and course content to support the history and evolution of agriculture, and analyze its effects on human civilization are perment.									
	nguish between the role of women and various ethnic groups in agricultural lopment in the U.S. compared to the developing world.									
Descri histor	ibe the origins of agriculture and social implications as a human technology throughout y.									
Comp	are and contrast agricultural productions systems in various geographical locations.									
	ate future trends in agricultural production and formulate possible solutions to issues as food insecurity.									
	ourse offers an introduction to the history of agriculture, including its integration in social, econom									

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.

C)

	Course ID:Faculty Author:	Course Title:		
	· · · · · · · · · · · · · · · · · · ·	☐ C1: Fine/Performing Arts ☐ × C2: Humanities		
:)	human beings. To satisfy the ge help the student develop an aw cultures have responded to the the student develop aesthetic u	eneral education requirement in the vareness of the ways in which people mselves and the world around them understanding and an ability to make	ultural activities and artistic expressions of humanities, a course shall be designed to e throughout the ages and in different in artistic and cultural creation and help e value judgments. Such courses could uages, literature, philosophy, and religion.	
	Respond to the following items	:		
	i. × NO ☐ YES	he disciplines listed in the definition		
	b. Is this course introductoi. NO × YESIf yes, explain (Use course		course content to support your answer):	
e ir c tl	conomic and political institution mplications of future changes an ritical analysis of agriculture with he present situation and current	d innovations in the production of for hin the United States and California,	and impact of world hunger, and the bood and fiber. The course will emphasize both from a historical perspective as well a vareness of the prevalence and importance	
	i. NO × YES		essions of human beings? course content to support your answer):	
	Describe the history and evolution evelopment.	n of agriculture, and analyze its effec	ets on human civilization and societal	
(Compare and contrast agricultur	al productions systems in various ge	ographical locations.	
	Distinguish between the role of want the U.S. compared to the deve	vomen and various ethnic groups in loping world.	agricultural development	
	d. Does this course help th	ne student develop an awareness of	the ways in which people throughout the	

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)

and cultural creation?

i. NO

× YES

ages and in different cultures have responded to themselves and the world around them in artistic

- 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.

		se ID: AG V11 Course Title: AG Sales & Communication
		ty Author: Dorothy M Farias
	Cours	se is being proposed for: D1: English Composition
		× D2: Communication/Analytical Thinking
D)	princip evalua Comp exposi comm	age and Rationality: Courses in language and rationality are those which develop for the student the oles and applications of language toward logical thought, clear and precise expression and critical ation of communication in whatever symbol system the student uses. Such courses include: (i) English osition: Courses fulfilling the written composition requirement shall be designed to include both tory and argumentative writing; (ii) Communication and Analytical Thinking: Courses fulfilling the unication and analytical thinking requirement include oral communication, mathematics, logic, statistics, ater languages and programming, and related disciplines.
	Respon	nd to the following items:
	1.	Is this course an English Composition course? × NO
	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:

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 approaches, why and how people buy, prospecting, territory management, and customanagement, communication, and interpersonal skills necessary in developing mana leadership qualities, and facilitating teamwork within the agribusiness sector will be will gain experience through role-play, formal sales presentations, and job shadowing content is organized to give students an in-depth understanding of the factors and in affect the agribusiness industry on a day-to-day basis.	omer service. Self- gerial abilities, explored. Students g. The course									
Analyz	e and apply the component parts and dynamics of the sales process.										
Analyz	e successful sales techniques and methods of handling sales objections.										
	nstrate characteristics of a good public speaker through role-play situations, using uter presentation software, and delivering formal sales presentations.										
Demoi	nstrate interpersonal and organizational communication skills.										
	nstrate principles of good listening, overcoming communication barriers, and effective and non-verbal communication.										
Recogn	nize factors affecting ethical choices, criteria for ethical decision-making, and managing co	ompany ethics.									

Re

- 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

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

VENTURA COLLEGE

Philosophy and General Education Workgroup General Education Approval Form

Course II	D: <u>AGV11</u>	(Course T	itle: <u>Ag Sa</u>	ales & Cor	<u>mmunicat</u>	ion				
Faculty A	uthor: D	orothy M I	Farias								
This cour	se is being	proposed	for the	following	Ventura	College G	eneral Edi	ucation ar	ea(s):		
A1: □	A2: □	B1: □	B2:	C1 : [☐ C2:	D1	.: 🗆 C	2: X	E1: □	E2: □	F: □
☐ (A) Na Course a	ligns with intural Scient ligns with interesting and F	ices E So VCCCD Loc	3) Social ciences cal Gene	and Behav	vioral	☐ (C) H	lumanitie	S	X (D) Lan Rational	guage and	d
• 7	5) Elemen The alignm The rigor a Applicabilit Curriculum I is to be file	ent of the nd compre y of the co (IGETC)	course ehensive ourse for trans	outcome e nature c fulfilling fer	to genera of the cou CSU GE-	l educationse as a lo	on outcom ower-divis	ne of the p sion introd	roposed uction int	o the disc	
	se has bee	•		•							
A1: □	A2: □ B	1: 🗆	B2: □	C1: □	C2: □	D1: □	D2: □	E1 : □	E2: □	F: □	N/A: □
This cour	se has not	been appr	oved for	r the follo	wing area	s:					
A1: □	A2: □ B	1: 🗆	B2: □	C1: □	C2: □	D1: □	D2: □	E1: □	E2: □	F: □	N/A: □
Rationale Chair of F	e on decisio	on:									

Date: _____

Workgroup signature: _____

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

- **(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.
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VCCCD (AP 4025) General Education Area descriptions:

- **(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.
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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.

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VENTURA COLLEGE

Philosophy and General Education Workgroup General Education Approval Form

Course l	D: <u>AGV30</u>		Course T	itle: <u>Plan</u> t	t Propaga	tion and P	roduction	1			
Faculty	Author: _	Dorothy M	1 Farias								
This cou	ırse is beir	ng propose	d for the	following	Ventura (College Ge	eneral Edu	ıcation ar	ea(s):		
A1: X	A2: □	B1: □	B2:	C1 : [☐ C2:	D1	.: □ D	2: 🗆	E1: □	E2: □	F: □
□ × ((,	A) Natural	h Title 5 Ge I Sciences h VCCCD Lo d Physical E	3) Social a Sciences Ocal Gene	ind Behav ral Educat	ioral	☐ (C) H	umanities	descripti	☐ (D) La Rationali ons):	nguage ar	d
•	The align The rigor Applicabil Curricului	ents of the ment of th and comp lity of the o m (IGETC filled out b	e course rehensive course for) for trans	outcome e nature c fulfilling fer	to genera of the cour CSU GE-	l educationse as a lo	n outcom wer-divis	e of the p	proposed luction int	o the disc	
		een approv	•	•							
A1: □	A2: □		B2: □	C1: 🗆	C2: □	D1: □	D2: □	E1: □	E2: □	F: □	N/A: □
This cou	ırse has no	ot been ap	proved fo	r the follo	wing area	s:					
A1: 🗆	A2: □	B1: □	B2: □	C1: □	C2: □	D1: □	D2: □	E1: □	E2: □	F: □	N/A: □
Rational Chair of	le on decis	sion:									

Date: _____

Workgroup signature: _____

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

- **(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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 - (i) English Composition: Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.
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VCCCD (AP 4025) General Education Area descriptions:

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Co	urse ID:	AG V30)		ourse Title: nd Productic	Plant Propaga	ation_		
Fac	culty Aut	hor: [Dorothy	M Faria					
Со	urse is be					ogical Science	e	☐ A2: Physical S	Science
forn shal ence wou geo	ns, and it I be desi ourage a Ild includ	s natura gned to n unders le introd	I pheno help the standing uctory o	mena. To student of the re or integra	o satisfy the develop an elationships ative courses	general educa appreciation a between scients in astronomy	ation requinand unders nce and others of the property of the p	mine the physical rement in natural standing of the scientific the human activition chemistry, general opology, physics are	sciences, a course entific method, and es. This category physical science,
Res	pond to t	he follo	wing ite	ms:					
1.	×	NO	\square YES			in the definiti			
2.	Is this o	course ir	troduct × YES	ory or in	tegrative?			- se content to supp	oort your answer):
vegeta agricu planti	ables, orr Iltural fie ng, trans	namenta ld crop, planting	ils, seed nursery, , fertiliza	s, spores and cor ation, irr	s, cuttings, la ntrolled-envii igation, plan	yering, graftir ronment oper t growth regu	ng and bud ations included lators, pes	exual and asexual: ding. An emphasis uding propagation t and disease iden als will be covered	will be placed on media, rooting aids, tification and
3.)	× YES	·	•	·	·	s natural phenome	
Expla	in the ef	fect of t	· emperat	ure. wat	er. humiditv	, and fertility	on plant gr	owth.	
Deter	mine the	proper	timing f	or the va	•	gation and pro			
Integr	ate and	evaluate	the prin	nciples a	nd practices	of plant repro	oduction ar	nd propagation.	
•	_	gs (3,4) ements	of cutti	ng prop	agation				
•	Graftin	g and E	Budding	Techni	ques (3,4)				
•	Microp	ropaga	tion/tiss	ue cultu	ıre (3,4)				
4.)	× YES		·			erstanding of the s e content to suppo	cientific methods? ort your answer):

- 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

Course	ID: <u>AG \</u>	/61		Title: <u>Introduction to</u> Science	
Faculty	Author:	Dorothy M Fa		Science	_
-		proposed for:		A1: Biological Science	☐ A2: Physical Science
forms, a shall be encoura would in	nd its nati designed ge an und clude intr meteoro	ural phenomena to help the stude erstanding of th oductory or inte	. To satis ent deve e relatio egrative (sfy the general education elop an appreciation and enships between science courses in astronomy, b	nich examine the physical universe, its life on requirement in natural sciences, a course d understanding of the scientific method, and e and other human activities. This category piology, chemistry, general physical science, al anthropology, physics and other scientific
Respond	to the fo	llowing items:			
	× NO	e in one of the di YES ate the discipline	·	s listed in the definition	above?
	□ NO	introductory orYESain (Use course			nd course content to support your answer):
cultural instantions and science	stitutions. atomical a e and tec	Various aspects and physiologica hnology on mod	of comr I system ern lives	mon animals use in agri s, the adaptations and tock production system	tegration of livestock in social, economic and cultural production will be studied, including uses of livestock for humans, animal behaviors. The course will emphasize critical analysises, as well as issues facing animal agriculture
	□ NO	× YES			s, and its natural phenomena? nd course content to support your answer):
physiology supply of a	, nutrition inimal pro	n, genetics, and endoucts and their	epidemio uses; the	ology. Topics will includ	ry, encompassing aspects of animal anatomy, e a survey of the livestock industry and the phasis on the origin, characteristics, griculture industry.
	•	physiology (SLion of external		Os 2, 4) y of various species	
b. A	nalysis d	of body systems	3		
i.	-	ductive			
ii.	respir				
iii.	diges	tive			

iv.

٧.

immune

circulatory

- 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 cours	e 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

- 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?

 \square 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)

Course ID:	AG V61	Course Title: <u>Intro</u> Animal Science	duction to	
Faculty Au	thor: Dorothy M			
•	peing proposed for:	× A1: Biologica	al Science	☐ A2: Physical Science
forms, and shall be des encourage a would inclu	its natural phenome igned to help the st an understanding of de introductory or i	ena. To satisfy the gene udent develop an appro the relationships betw ntegrative courses in as	ral education require eciation and underst een science and oth stronomy, biology, cl	nine the physical universe, its life ement in natural sciences, a course anding of the scientific method, and er human activities. This category nemistry, general physical science, pology, physics and other scientific
Respond to	the following items	:		
×		e disciplines listed in the	e definition above?	
□N		- -	objectives and course	e content to support your answer):
cultural institution various anato and science a	utions. Various aspe mical and physiolog nd technology on m	ects of common animals gical systems, the adapt odern livestock produc	suse in agricultural pations and uses of livition systems. The co	of livestock in social, economic and production will be studied, including vestock for humans, animal behavior urse will emphasize critical analysis as issues facing animal agriculture
□N	O × YES	the physical universe, i e description, course ol		natural phenomena? content to support your answer):
physiology, no supply of anir	utrition, genetics, ar	nd epidemiology. Topics	s will include a surve special emphasis on	npassing aspects of animal anatomy, y of the livestock industry and the the origin, characteristics, industry.
•	y and physiology (ntification of extern	SLO 2, COs 2, 4) al anatomy of various	s species	
b. Ana	lysis of body syste	ems		
i.	reproductive			
ii.	respiratory			
iii.	digestive			

iv.

٧.

immune

circulatory

- 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
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 - b. Animal handling
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4.	Does this cours	e 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):

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

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

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

 \square NO

× YES

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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: □	В1: □	B2:	C1 : [☐ C2:	D:	l: 🗆 🛚 🖸	02: □	E1: □	E2: □	F: □
Course aligns with Title 5 General Education area description (see page 2 for full descriptions):											
☐ × ((A) Natural Sciences 3) Social a Sciences			ind Behav	d Behavioral (C) Humanities			5	☐ (D) Language and Rationality			
Course	aligns with	NCCCD Lo	cal Gene	ral Educat	tion areas	(see page	e 2 for ful	l descript		,	
\square (E) Healthy and Physical Education/Kinesiology \square (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 are	ea is to be	filled out b	y P & GE	Workgrou	up 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: □
Rationa	le on decis	ion:									
Chair of P&GE Workgroup signature: Date:											

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(Cou	rse ID:	AG V	56				tle: <u>Ar</u> y of An		<u>and</u>							
F	acı	ulty Aut	hor:	Dorc	thy M I		, 5.0.0										
(Cou	rse is be	eing pr	opose	d for:		× A1:	Biolog	gical Sc	ience		□ A	2: Phy	sical S	cience		
fc sh er w	orm nall nco oul	s, and it be design urage a d includ	s natu gned to n unde le intro	ral ph o help erstan oducto	enomer the stu ding of t ory or in	na. To dent o the rel tegrat	satisfy develo ations ive co	the ge p an ap hips be urses in	neral e precia etween n astroi	educatio tion and science nomy, b	on required in required in the second in the	remen standir her hu chemis	t in na ig of th man ac stry, ge	tural s ne scie ctivitie neral	science entific r es. This physic	se, its life s, a cour method, s categor al scienc er scienti	rse and y e,
Re	esp	ond to t	he foll	owing	; items:												
1	l.	×	NO			-				finition	above?	_					
2	2.)	× '					se obje	ctives aı	nd cours	se con	tent to	supp	ort you	ır answe	er):
ana The app	lyze ph lica	es the bo	ody str sectic structu	uctur on of t ire an	es and s he cour d function	ystem se will on to	is, com emph clinical	nparing asize fu	dome: unctior	stic anin	ernal or	nmonl gans a	y found nd boo	d in ve dy syst	eterina tems. T	ecies. It ry medic The relev ary medic	ant
3	3.)	× '	/ES	·					s, and its		·			r answer	·):
•	Le ^v	vels of o	organiz	ation	(SLOs 1				,						,,,,,,		,
	0	Cellula	ır														
	0	Cellula	r trans	port													
	0	Tissue															
	0	Organ															
	0	System	1														
	0	Organi	sm														
		ll anator eletal sy	•	• •	•		. ,		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)

- 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 cour	se help the student develop an appreciation and understanding of the scientific methods?
	□ NO	× YES
	If yes, explair	(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	Course ID: AGV66 Course Title: Anatomy & Physiology of Animals										
Faculty	aculty Author: Dorothy M Farias										
This cou	his course is being proposed for the following Ventura College General Education area(s):										
A1: X	A2: □	В1: □	B2:	C1 : [☐ C2:	D:	l: 🗆 🛚 🖸	02: □	E1: □	E2: □	F: □
	Course aligns with Title 5 General Education area description (see page 2 for full descriptions):										
□ ×((☐ X ((A) Natural Sciences 3) Social and Behavioral ☐ (C) Humanities ☐ (D) Language and Rationality										
Course	Course aligns with VCCCD Local General Education areas (see page 2 for full descriptions):										
□ (E) H	lealthy and	l Physical Ed	ducation	/Kinesiolo	gy	☐ (F) E	thnic/Gen	der Studi	es		
(AP 40:	 (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 are	ea is to be	filled out b	y P & GE	Workgrou	up only						
This cou	ırse has be	en approve	ed for the	e following	g areas:						
A1: □	A2: □	B1: □	B2: □	C1: □	C2: □	D1 : □	D2: □	E1: □	E2: □	F: □	N/A: □
This cou	This course has not been approved for the following areas:										
A1: □	A2: □	B1: □	B2: □	C1: □	C2: □	D1 : □	D2: □	E1: □	E2: □	F: □	N/A: □
Rationa	le on decis	ion:									
Chair of Workgr	P&GE oup signati	ure:							Date:		

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

- **(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:

- **(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.

Cour	se ID: ARTV	′09A	Course Title:	Art of the Ancient Americas
Facu	lty Author:	Maline Werness	s-Rude	
of the and/o	diverse histor r should lead	orical roots and I to an understa	an appreciatio anding of the ca	I gender studies should help students develop an awareness n of the cultural contribution of minorities and women; auses and consequence of socio-economic inequality based on ethnicity; and explore ways of eliminating such inequities.
Respo	nd to the fol	lowing items:		
1.	appreciation	n of the cultural	contributions (an awareness of the diverse historical roots and an of minorities and/or women? urse objectives, and course content to support your answer):
2.	based on rad	ce, sex or ethni	city?	of the causes and consequences of socio-economic inequality urse objectives, and course content to support your answer):
3.		IO 🗆 YES	•	ng such inequalities? urse objectives, and course content to support your answer):

Course ID: NS V40 & NS V41 Faculty Author: Sandy Melton	Course Title: Patient-Centered Care III and Transition to Professional Practice Patient-Centered Care III and Transition to Professional Practice: 30- UO
Course is being proposed for:	☑ E1: Health Education
	☐ E2: Intercollegiate Athletics/Kinesiology
and Kinesiology should help stude	nte Athletics and Kinesiology: Courses in Health, Intercollegiate Athletics nts develop the understanding of integrated wellness strategies and the ementing, and maintaining a healthy lifestyle.
Respond to the following items:	
 Is this course in one of the ✓ NO ☐ YES If yes, indicate the disciplin 	disciplines listed with the definition above? e:
healthful life? □ NO ☑ YES	student develop the understanding and skills necessary to maintain a description, course objectives and course content to support your answer):
issues and advanced concepts of pro multisystem alterations in health. Em skills in the management of patients skills, as well as priority setting, clinic	units of theory and 15 hours of clinical weekly. The course focuses on contemporary of pressional nursing care as they relate to older adult and adult patients with complex, aphasis is placed on implementing time management, organizational, and delegation with multiple needs while collaborating with the interdisciplinary team. Complex clinical judgment, and tenets of legal and ethical practice, are integrated throughout the the student an opportunity to apply theoretical concepts in the management of patient lety of settings.
these disease processes have risks the healthy lifestyle changes and wellness	rsing care related to the respiratory, cardiovascular, and neurological systems. Many of that are related to lifestyle choices. Students are required to teach their patients about as strategies as they discuss the normal and abnormal wellness and disease states. The nent to the care continuum. In addition, nurse burnout is discussed and the strategies
The catalog notes states: This course Nursing.	e fulfills one Health Education requirement for the Associate in Science Degree in

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

Cou	rse ID: <u>PM V01</u>	Course Title: Paramedic Theory
Facu	ılty Author: <u>Tom O'Conn</u>	or
Cou	rse is being proposed for:	☑ E1: Health Education
		☐ E2: Intercollegiate Athletics/Kinesiology
In ur im	tercollegiate Athletics ar nderstanding of integrated was plementing, and maintaining	egiate Athletics and Kinesiology: Courses in Health, and Kinesiology should help students develop the wellness strategies and the skills necessary for designing, and a healthy lifestyle.
Respo	and to the following items:	
1.	Is this course in one of the ⊠ NO ☐ YES If yes, indicate the discipl	e disciplines listed with the definition above?
2.	necessary to maintain a ☐ NO	e student develop the understanding and skills healthful life? e description, course objectives and course content to
	the various aspects of huma the course includes cognitiv pharmacology, airway mana	tains 18.5 units (13.4 lecture and 5 laboratory weekly) covering in body. Per the course description listed in the college catalog, e content associated with: preparatory, anatomy and physiology, agement, special patient populations, and EMS operations. s associated with these topics as well.
	happens when it is in various in an emergent setting, and hopes of guiding them to a responders. Knowing what	dents learn what the body does in a healthy state and what is levels of illness or injury, the methods to correct these variances general education points to deliver to patients encountered for healthier lifestyle following their interaction with emergency happens to the body along the full continuum of ages and dent to be well informed about what is needed to maintain a
	The catalog note lists: This c in Science Degree in Emerge	ourse fulfills one Health Education requirement for the Associate ency Medical Services.

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

Course ID: CHST V01/AES V20 Course Title: Intro to Chicano Studies
Faculty Author: Rubisela Gamboa Course is being proposed for: Course is being proposed for Course is being proposed fo
X 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 numanities, 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: I. Is this course in one of the disciplines listed in the definition above? NO X YES
f yes, indicate the discipline: Chicana/o Studies and American Ethnic Studies
2. Is this course introductory or integrative? ☐ NO X YES f 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.
B. Does this course study the cultural activities and artistic expressions of human beings? NO X YES f yes, explain (Use course description, course objectives and course content to support your enswer): 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 iterary work.
1. 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 X YES
f 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 X 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.

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: \Box C1	· · · · · · · · · · · · · · · · · · ·
	Humanities
artistic expressions of human being humanities, a course shall be design which people throughout the ages at the world around them in artistic and understanding and an ability to make	umanities are those which study the cultural activities and is. To satisfy the general education requirement in the ned to help the student develop an awareness of the ways in and in different cultures have responded to themselves and not cultural creation and help the student develop aesthetic ke value judgments. Such courses could include introductory preign languages, literature, philosophy, and religion.
Respond to the following items:	
1. Is this course in one of the discip \square NO X YES	lines listed in the definition above?
If yes, indicate the discipline: Chicar	na/o Studies and American Ethnic Studies
2. Is this course introductory or inte \Box NO X YES	egrative?
If yes, explain (Use course descripti answer):	on, course objectives and course content to support your
This course will assess the similarities a	and differences of multiple cultures that have contributed to the e and provide introductory concepts such as Chicana/o/x identity.
3. Does this course study the cultur \Box NO X YES	al activities and artistic expressions of human beings?
If yes, explain (Use course descriptions answer):	on, course objectives and course content to support your
This course will explore multiple facets cultural analysis of an Indigenous and o	s of cultural and artistic expressions wile examining comparative colonial experience. Engagement with interdisciplinary readings, cana/o/x and Latina/o/x popular culture and contemporary
· · · · · · · · · · · · · · · · · · ·	t develop an awareness of the ways in which people at cultures have responded to themselves and the world I creation?
	on, course objectives and course content to support your
This course includes an examination of principles and practices to analyze the	f historical perspectives by incorporating social science research impact of economic, political, cultural, social, and institutional a/o/x and Latina/o/x experience in the United States.

Does this course help the student develop aesthetic understanding and an ability to make
value judgments?
□ NO X 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.

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? \Box NO X 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 socioeconomic inequality based on race, sex or ethnicity? ☐ NO X 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 X 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.

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

Faculty Author: Rubisela Gamboa

Course is being proposed for: ☐ B1: American History/Institutions X 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 fol	lowing	items:
--------------------	--------	--------

1	. Is this	s course	in one	of the	disciplines	listed in	n the	definition	above?
	NO X	YES							

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

2. Is this course introductory or integrative?

□ NO X 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 XYES

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 X 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 X 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.

Course ID: CHST V03/AES V03 Course Title: Chicana Contemporary Issues
Faculty Author: Rubisela Gamboa
Course is being proposed for: ☐ C1: Fine/Performing Arts
X 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 X YES
If yes, indicate the discipline: Chicana/o Studies and American Ethnic Studies
2. Is this course introductory or integrative? □ NO X 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 X 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 X 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 X 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.

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

dentity, or ethinicity, and explore ways or eliminating such inequities.
Respond to the following items: 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 X YES
f yes, explain (Use course description, course objectives, and course content to support your inswer):
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.
Does this course lead to an understanding of the causes and consequences of socio- economic inequality based on race, sex or ethnicity? NO X YES
f 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 X 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:	「V47/AES V47	Course Ti	itle: US F	listory: Fo	cus on Cl	nicanos u	ntil 1850			
Faculty Autho	r: Rubisela G	amboa								
This course is	being proposed	d for the	following	Ventura (College Ge	eneral Ed	ucation a	rea(s):		
A1: □ A2:	□ B1: X	B2: ☒	C1 : [☐ C2:	X D1	.: 🗆	02: □	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 ☐ (C) Humanities ☐ (D) Language and										
L (A) Natural	ociences	Science		Dellaviole	in (C) ii	umamile.	•	Rationali		iu
_	with VCCCD Loc and Physical Ec						l descript i der Studie	-		
The a The ri Applic	ements of the ignment of the gor and comprability of the column (IGETC)	course of the course of the course for transfer transfer course for transfer transfe	outcome to nature of fulfilling (fer	to genera f the cour CSU GE-I	l educationse as a lo	n outcon ower-divis	ne of the paid	proposed duction in	to the disc	
This area is to	be filled out by	/ P & GE '	Workgrou	ıp only						
This course ha	s been approve	d for the	following	areas:						
A1: □ A2:	□ B1: □	B2: □	C1: □	C2: □	D1: □	D2: □	E1: □	E2: □	F: □	N/A: □
This course ha	s not been app	roved for	the follow	wing areas	s:					
A1: □ A2: □	□ B1: □	B2: 🗆	C1: 🗌	C2: □	D1: □	D2: 🗌	€1 : □	E2: □	F: □	N/A: □
Rationale on d	ecision:									
Chair of P&GE										

Workgroup signature:

Date:

VENTURA COLLEGE

Philosophy and General Education Workgroup General Education Approval Form

Course ID:			Course T	Γitle:							
Facult	ty Author:										
This c	ourse is be	ing propo	sed for the	following	Ventura (College Ge	neral Edu	cation are	ea(s): A1:		
	A2: □	B1:	B2: □	C1: □	C2: X	D1: □	D2: □	E1: □		E2: □	F: □
□ (A)	Natural Sc e aligns wi	iences	General Ed (B) Science Local General	Social and es eral Educa	Behaviora	al x (C) (see page	Humanitie	es descriptio	☐ (D) Lan Rationality ons):		d
•	The rigor and comprehensive nature of the course as a lower-division introduction into the discipline										
This a	rea is to be	e filled ou	it by P & GE	Workgro	up only						
This c	ourse has b	oeen appr	oved for the	e following	g areas:						
A1: □	A2: □	В1: □	B2: □	C1: □	C2: □	D1: □	D2: □	E1: □	E2 : □	F: □	N/A: □
This c	ourse has r	not been a	approved fo	r the follo	wing areas	s:					
A1: □	A2: □	В1: □	B2: □	C1: □	C2: □	D1: □	D2: □	E1: □	E2: □	F: □	N/A: □
Ratio	nale on dec	cision:									
Chair	of P&GE										
	group signa	ature:							Date:		

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

- **(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:

- **(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)

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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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VENTURA COLLEGE

Philosophy and General Education Workgroup General Education Approval Form

Cours	e ID:		Course	litle:							
Facult	ty Author:										
This c	ourse is be	eing propo	sed for the	following	Ventura (College Ge	neral Educ	cation are	ea(s): A1:		
	A2: □	B1:	B2: □	C1 : □	C2: X	D1: □	D2: □	E1: □		E2: □	F: X
□ (A)	Natural So	ciences	General Ed (B) Science Local General Education	Social and es eral Educa	Behaviora	al x (C) (see page	Humanitie	s d escriptic	☐ (D) Lan Rationalit		d
(AP 4	The alig The rigo Applical	nment of or and cor bility of the	he review the course nprehensive course fo C) for trans	outcome e nature or fulfilling	to genera	ıl educatio rse as a lo	n outcome wer-divisi	e of the pon introdu	roposed a uction into	the disc	
This a	rea is to b	e filled ou	t by P & GE	Workgro	up only						
This c	ourse has	been appr	oved for th	e followin	g areas:						
A1: □] A2: □	B1: □	B2: □	C1: □	C2: □	D1: □	D2: □	E1: □	E2: □	F: □	N/A: □
This c	ourse has	not been a	approved fo	r the follo	wing area	s:					
A1: □	A2: □	B1: □	B2: □	C1: □	C2: □	D1: □	D2: □	E1: □	E2: □	F: □	N/A: □
Ration	nale on de	cision:									
	of P&GE										
Work	group sign:	ature:							Date:		

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VENTURA COLLEGE

Philosophy and General Education Workgroup General Education Approval Form

Course ID:			Course 1								
Facult	y Author:	-									
This c	ourse is be	ing propo	sed for the	following	y Ventura C	ollege Ge	neral Edu	cation are	ea(s): A1:		
	A2: □	B1: X	B2: X	C1: □	C2: X	D1: □	D2: □	E1: □		E2: □	F: X
	e aligns wi Natural Sc		General Ed o X (B) So Science	ocial and	r ea descrip Behavioral		page 2 for Humanitie		r iptions): □ (D) Lan Rationalit		d
Cours	e aligns wi	th VCCCD	Local Gene	ral Educa	tion areas	(see page	2 for full	descriptio	ons):		
□ (E)	Healthy ar	nd Physica	l Education,	/Kinesiolo	gy	x (F) Eth	nic/Gende	r Studies			
•	The alig The rigo Applicat Curricul	nment of or and cor oility of the um (IGET	the review the course mprehensive e course fo C) for trans	outcome e nature or r fulfilling sfer	to general of the cours CSU GE-E	educatio se as a lo	n outcome wer-divisi	e of the ponder on introd	roposed a uction into	the disc	
This a	rea is to be	e filled ou	it by P & GE	Workgro	up only						
This c	ourse has b	een appr	oved for the	e following	g areas:						
A1: □	A2: □	B1: □	B2: □	C1: □	C2: □	D1: □	D2: □	E1: □	E2 : □	F: □	N/A: □
This c	ourse has r	not been a	approved fo	r the follo	wing areas	:					
A1: □	A2: □	B1: □	B2: □	C1: □	C2: □	D1: □	D2: □	E1: □	E2 : □	F: □	N/A: □
Ration	nale on dec	ision:									
	of P&GE	nturo:							Date:		

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Cou	urse ID: History	V47/AES V47	Course Title:	United States His	tory: Focus on Chicano	os until 1850
Fac	ulty Author: F	R. Gamboa				
Cou	urse is being pro	posed for:	🗵 B1: Ameri	can History/Insti	tutions	
			■ B2: Social	and Behavioral S	Sciences	
peop a co scien resp This	ole as members urse shall be des nces. It shall be o onse to their so category would	of society. To signed to deve designed to sti cieties and should include introc	satisfy the ger lop an awarer mulate critica ould promote luctory or inte	eral education reless of the methor thinking about the appreciation of high grative survey co	equirement in social od of inquiry used by the ways people act a	ial subgroups operate. hropology, cultural
Resp	oond to the follo	wing items:				
1.	Is this course in □ NO	n one of the di	sciplines listed	I in the definitior	above?	
	If yes, indicate	the discipline:	History, Ameri	can Ethnic Studies	, Chicano Studies	
2.	Is this course in □ NO	ntroductory or	integrative?			
	This course exam	nines the histor	ical developme historical analy	nt of Mexico, the Usis methods used	d course content to s nited States, and the A by Chicana/o Historian	support your answer): american Southwest. as to trace the
3.	Does this cours	se focus on pe	ople as memb	ers of society?		
	□ NO	ĭ YES	•	,		
	If yes, explain	(Use course d	escription, co	ırse objectives a	nd course content to	support your answer):
	the conclusion	cuses on the de of the Americar in both Mexico	invasion of Me	xico. The course v	om indigenous times, tl vill look specifically at tl	hrough the colonial era, until he development of identity,
4.	Does this cours behavioral sci	ences?	dent develop	an awareness of	the method of inqui	ry used by the social and
	□ NO	▼ YES				
	Students will lea	rn methods of a ver, students wil	nalyzing history I be required to	thorough primary write research par	nd course content to sources and historiogr pers that will develop th	support your answer): aphical neir own
5.	Is this course d	lesigned to stir	nulate critical	thinking about t	he ways people act a	nd have acted in
	response to th	eir societies ar	nd promote ap	preciation of ho	w societies and socia	I subgroups operate?
	\square NO	X YES				
		•	•	•		support your answer):
	given to the dy	camines the dev namic forces in onial Mexico and	fluencina the de	evelopment of attitude	ana/o identity. Specific udes towards skin color	attention will be r, class, and

Cou	rse ID: History V47/AES V47 Course Title: United States History: Focus on Chicanos until 1850
Fac	ulty Author: R. Gamboa
Cou	rse is being proposed for: C1: Fine/Performing Arts
	区2: Humanities
of hu to he cultu	lumanities: Courses in the humanities are those which study the cultural activities and artistic expressions iman beings. To satisfy the general education requirement in the humanities, a course shall be designed elp the student develop an awareness of the ways in which people throughout the ages and in different ires have responded to themselves and the world around them in artistic and cultural creation and help
	tudent develop aesthetic understanding and an ability to make value judgments. Such courses could de introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.
Resp	ond 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
	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.

Cou	Irse ID: History V47/AES V47 Course Title: United States History: Focus on Chicanos until 1850
Facu	ulty Author: R. Gamboa
of the	thnic/Gender Studies: Courses in ethnic and gender studies should help students develop an awareness be diverse historical roots and an appreciation of the cultural contribution of minorities and women; or should lead to an understanding of the causes and consequence of socio-economic inequality based or , sex, sexual orientation, gender identity, or ethnicity; and explore ways of eliminating such inequities.
Resp	ond 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 asses 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

Faculty designs and/or revises course outlines of record to meet GE criteria as outlined in Title 5 section 55063 and VC GE rubrics, as appropriate.

Fall semester: AO updates the approved GE courses in the local GE worksheet, creates a catalog addendum, and notifies curriculum staff members for updating the database systems i.e.: Banner and Degree Work. The approval dates are entered in the CIM course system.

Discipline faculty submits GE rubrics to AO at their own discretion, or with the AO's recommendations, prior to the P&GE meetings in the fall and spring semester meetings. GE proposal dates and rubrics are entered and uploaded in the CIM course system for tracking.

Early Fall semester: VC CC renders local GE decisions to the P&GE recommendations from the fall and spring meetings of previous year. The decisions are documented in minutes with an effective Fall term of the current academic

Note: The local GE proposal of a new or significantly-modified course is required to be approved by the VC CC prior to the local GE recommendation. The local GE proposal of an existing course is not required to undergo a separate COR approval.

Fall/Spring P&GE meetings: the workgroup reviews and renders GE recommendations to the VC CC in the fall and spring meetings. The recommendations are forwarded to the VC CC in fall.

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

January-October

Collaboration and/or consultation between discipline faculty and the Articulation Officer for development and/or revision of CORs to meet a GE CSU GE Breadth/IGETC standards

Early Fall semester CC meeting: AO forwards the approved CSUGEB/IGETC decisions to VC CC for a local GE approval in the appropriate GE areas (Area A to C). Local GE requirements (Area D, E, and F) GE proposals will go through a separate GE approval process. AO creates a Catalog Addendum, when necessary.

January-October
Discipline Faculty submits a GE proposal in the CIM course system at the discretion of faculty, or per the AO's recommendations, for CSU Breadth and/or IGETC. Note: a course has to be UC transferable, meaning the course has to be approved on UCTCA prior to IGETC submission.

April/May

AO receives CSU GE/IGETC decisions .AO reviews the decisions, appeals when necessary, updates the catalog, and the GE worksheets. Notifies curricular staff members for update in various curriculum database systems. Notify P&GE workgroup.

November

GE Course must be approved by the CC on the last CC meeting to meet Title 5 and accreditation compliance. Note: the CC approve the new or revision of the course COR. The CC does not approve the GE status, the State GE Reviewers do.

December
AO submits to State
GE Reviewers via
ASSIST