



**VENTURA COLLEGE  
PHILOSOPHY AND GENERAL EDUCATION  
(Workgroup of Curriculum Committee)  
Multidisciplinary Center West (MCW) 312  
Tuesday, December 3, 2019  
3:00 - 4:30 PM  
Agenda**

**I. Procedures (see attachments)**

- A. Draft Form for Local GE Removal (see attachment)
- B. Draft Diagram 1 and Diagram 2 of the Faculty Guide to Articulation (see attachment)

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

AG V01	B2, C2
AG V61	A1
AG V66	A1

**III. Future Agenda Items**

CHST V03/AES V03	B1, B2, C2, F
HIST V47/AES V47	B1, B2, C2, F

**VENTURA COLLEGE**  
**Philosophy and General Education Workgroup**  
**General Education Removal Form –**

**Instruction: Department Chair's Signature and 51% majority of the Department Faculty are required.**

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

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

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

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

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

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

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

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

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

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

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

This course has been approved to be removed from the following areas:

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

This course has not been approved to be removed from the following areas:

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

Rationale on decision:

Discipline Faculty's  
Signature: \_\_\_\_\_

Discipline Faculty's  
Signature: \_\_\_\_\_

Discipline Faculty's  
Signature: \_\_\_\_\_

Discipline Faculty's  
Signature: \_\_\_\_\_

Department Chair's  
Signature: \_\_\_\_\_

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

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**(A) Natural Sciences:** Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

**(B) Social and Behavioral Sciences:** Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

**(C) Humanities:** Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

**(D) Language and Rationality:** Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

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

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

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

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

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

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

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

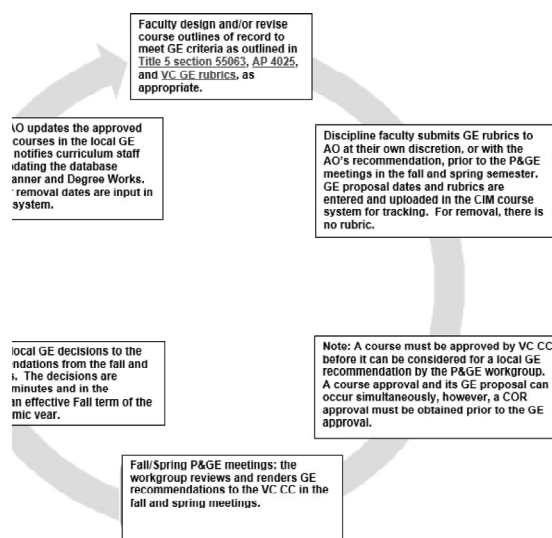
This understanding involves the ability to think and to communicate clearly and effectively, both orally and in writing; to understand and apply mathematical concepts; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through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

To meet the objectives of general education:

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

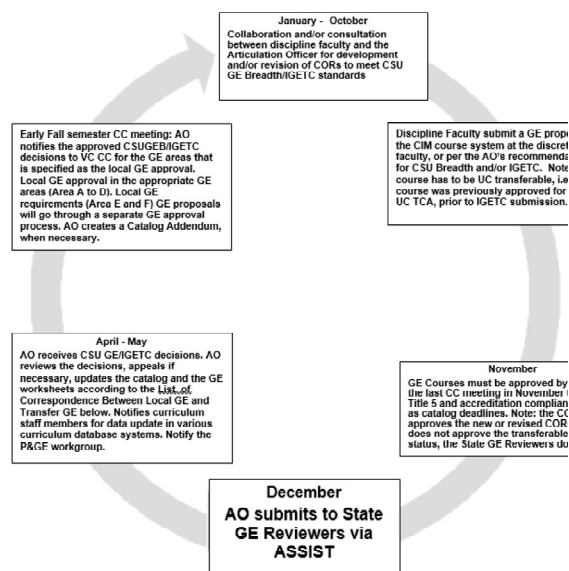
## 1: Articulation Process for Local General Education Approval and

This diagram outlines the typical approval and removal process for discipline faculty to submit VC GE status. The process usually occurs during an academic year from August through May. The authority body of the local GE recommendation is within the purview of the P&GE workgroup. The determination of a course GE status usually renders within the same year for the effective next academic year. Last Updated: November 7, 2019



## Diagram 2: Articulation Process for all General Education Requests (Approval or Removal)

This diagram outlines the typical approval and removal process for discipline faculty to submit VC courses for a transferable GE status. The process usually occurs annually with a December submission and May-July decision notifications. The notifications may not be received timely or all. The authority body of the transferable GE approval is within the purview of the CSUCO/UCOP. The determination of a course GE status usually renders within the same year for the effective term of the next academic year. Last Updated: November 7, 2019



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

Course ID: AGV01

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

Faculty Author: Dorothy M Farias

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

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

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

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

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

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

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

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

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

This course has been approved for the following areas:

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

This course has not been approved for the following areas:

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

Rationale on decision:

Chair of P&GE

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

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

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

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**(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.

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

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## 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.

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- 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.
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- E.** Courses in **health and physical education/kinesiology** help students develop the understanding and skills necessary to maintain a healthful life.
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## General Education Area definitions & Evaluation Rubric

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

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

**B) Social and Behavioral Sciences:** Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

Respond to the following items:

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

☒ NO ☐ YES

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

2. Is this course introductory or integrative?

☐ NO ☒ YES

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

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

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

☐ NO ☒ YES

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

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

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

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

## General Education Area definitions & Evaluation Rubric

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

☐ NO ☒ YES

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

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

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

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

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

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

☐ NO ☒ YES

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

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

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

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

Compare and contrast agricultural productions systems in various geographical locations.

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

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

## General Education Area definitions & Evaluation Rubric

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

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

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

**C) Humanities:** Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

Respond to the following items:

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

i. ☒ NO ☐ YES

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

b. Is this course introductory or integrative?

i. NO ☒ YES

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

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

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

i. NO ☒ YES

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

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

Compare and contrast agricultural productions systems in various geographical locations.

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

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

i. NO ☒ YES

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

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

## General Education Area definitions & Evaluation Rubric

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

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

- i. NO ☒ YES

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

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

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

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

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

Compare and contrast agricultural productions systems in various geographical locations.

## General Education Area definitions & Evaluation Rubric

## General Education Area definitions & Evaluation Rubric

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

Faculty Author: Dorothy M Farias

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

☐ A2: Physical Science

**(A) Natural Sciences:** Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

Respond to the following items:

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

☒ NO ☐ YES

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

2. Is this course introductory or integrative?

☐ NO ☒ YES

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

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

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

☐ NO ☒ YES

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

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

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

a. Identification of external anatomy of various species

b. Analysis of body systems

i. reproductive

ii. respiratory

iii. digestive

iv. immune

v. circulatory

## General Education Area definitions & Evaluation Rubric

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

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

☐ NO ☒ YES

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

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

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

## General Education Area definitions & Evaluation Rubric

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

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

Analyze genetic change through artificial/natural selection.

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

☐ NO ☒ YES

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

Identify animal contributions to the development of human civilizations

Identify and discuss current issues affecting animal agriculture.

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

Describe economically significant breeds of animals and their unique adaptations.

Explain basic strategies for disease control, prevention and management.

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



## General Education Area definitions & Evaluation Rubric

## General Education Area definitions & Evaluation Rubric

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

Faculty Author: Dorothy M Farias

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

☐ A2: Physical Science

**(A) Natural Sciences:** Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

Respond to the following items:

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

☒ NO ☐ YES

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

2. Is this course introductory or integrative?

☐ NO ☒ YES

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

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

a. Identification of external anatomy of various species

b. Analysis of body systems

i. reproductive

ii. respiratory

iii. digestive

iv. immune

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## General Education Area definitions & Evaluation Rubric

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

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

☐ NO ☒ YES

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

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

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

## General Education Area definitions & Evaluation Rubric

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

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

Analyze genetic change through artificial/natural selection.

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

☐ NO ☒ YES

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

Identify animal contributions to the development of human civilizations

Identify and discuss current issues affecting animal agriculture.

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

Describe economically significant breeds of animals and their unique adaptations.

Explain basic strategies for disease control, prevention and management.

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

## General Education Area definitions & Evaluation Rubric

## General Education Area definitions & Evaluation Rubric

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

Faculty Author: Dorothy M Farias

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

☐ A2: Physical Science

**(A) Natural Sciences:** Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

Respond to the following items:

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

☒ NO ☐ YES

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

2. Is this course introductory or integrative?

☐ NO ☒ YES

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

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

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

☐ NO ☒ YES

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

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

## General Education Area definitions & Evaluation Rubric

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

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

☐ NO ☒ YES

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

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

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

☐ NO ☒ YES

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

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

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

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

Faculty Author: Dorothy M Farias

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

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

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

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

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

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

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

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

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

This course has been approved for the following areas:

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

This course has not been approved for the following areas:

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

Rationale on decision:

Chair of P&GE

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

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



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

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**(A) Natural Sciences:** Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

**(B) Social and Behavioral Sciences:** Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

**(C) Humanities:** Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

**(D) Language and Rationality:** Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

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

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

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

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

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

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

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

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

To meet the objectives of general education:

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