

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 T	_Course Title:									
Faculty	Author:												
This co	urse is be	eing propos	sed <mark>for ren</mark>	<mark>noval</mark> fror	n the follo	owing Ven	tura Coll	ege Gener	al Education	on area(s):		
A1: □	A2: □	B1: □	В2: □	C1: [☐ C2:	□ D1	L: 🗆 🛚 🖸	02: □	E1: □	E2: □	F: □		
Course	aligns wi	ith Title 5 G	General Ed	ucation a	rea descri	ption (see	page 2 fo	or full desc	criptions):				
□ (A) □	Natural So	ciences	☐ (B) : Science		Behavior	al □ (C) H	umanitie	5	☐ (D) Lar Rationalit	0 0	ıd		
□ (E) H	_	ith VCCCD I nd Physical nesiology		eral Educa	tion area			I l descripti der Studie	-				
(AP 40	The alig	nents of the inment of the or and come oility of the r Curricului	he course prehensiv course fo	outcome e nature r fulfilling	to generate to generate the countries to the countries to generate the countries the	al educati ırse as a l	on outcor ower-divi	ne of the p sion introd	proposed duction int	o the disc	cipline		
This ar		e filled out											
This co	urse has l	been appro	ved to be	removed	from the	following a	areas:						
A1: □	A2: □	B1 : □	B2: □	C1: □	C2: □	D1: □	D2: □	E1: □	E2: □	F: □	N/A: □		
This co	urse has ı	not been ap	oproved to	be remo	ved from	the follow	ing areas:						
A1: □	A2: □	В1: □	B2: □	C1: □	C2: □	D1: □	D2: □	E1: □	E2: □	F: □	N/A: □		
Rationa	ale on dec	cision:											
Signatu Discipli Signatu Discipli Signatu	ne Facult ire: ne Facult ire: ne Facult	y's y's											
Depart Signatu	ment Cha ıre:	nir's											

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.

1: Articulation Process for Local General Education Approval and

j diagram outlines the typical approval and removal process for discipline faculty to submit VC VC GE status. The process usually occurs during an academic year from August through ithority body of the local GE recommendation is within the purview of the P&GE workgroup. intonity and of the P&GE recommendation is within the purview of the VC curiculum. piproval of the P&GE recommendations is only thin the purview of the VC curiculum. The determination of a cloude GE status usually renders within the same year for the effective extracademic year. Last Updated. November 7, 2019

> Faculty design and/or revise course outlines of record to meet GE criteria as outlined in Title 5 section 55063, AP 4025, and W. GE rubbles, applied to the course of the and VC GE rubrics, as appropriate.

O updates the approved courses in the local GE notifies curriculum staff dating the database anner and Degree Works. removal dates are input in

Discipline faculty submits GE rubrics to AO at their own discretion, or with the AO's recommendation, prior to the P&GE meetings in the fall and spring semester. GE proposal dates and rubrics are entered and uploaded in the CIM course system for tracking. For removal, there is no rubric.

ocal GE decisions to the ndations from the fall and b. The decisions are minutes and in the in effective Fall term of the mic vear.

Note: A course must be approved by VC CC before it can be considered for a local GE recommendation by the P&GE workgroup. A course approval and its GE proposal car occur simultaneously, however, a COR approval must be obtained prior to the GE approval.

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

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

The following diagram outlines the typical approval and removal approval process for discipline fact submit VC courses for a transferable GE status. The process usually occurs annually with a Decem submission and May-July decision notifications. The notifications may not be received timely or all a 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 academic year. Last Updated: November 7, 2019

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

Early Fall semester CC meeting: AO notifies the approved CSUGEDIGETC decisions to VC CC for the GE crase that is specified as the local GE approval. Local GE approval in the appropriate CE areas (Area A to D). Local GE requirements (Area E and F) GE proposals will go through a separate GE approval process. AO creates a Catalog Addendum, when necessary.

Discipline Faculty submit a GE propi the CIM course system at the discret faculty, or per the AO's recommends for GSU Breadth and/or IGETC. Note course has to be UC transferable, i.e. course was previously approved for UC TCA, prior to IGETC submission.

April - May

April - May

April - May

Ao receives CSU GE/IGETC decisions. AO reviews the decisions, appeals if necessary, updates the catalog and the GE

Correspondence Between Local GE and Transfer GE below. Notifies curriculum staff members for data update in various curriculum detabase systems. Notify the PAGE workgroup.

GE Courses must be approved by the last CC meeting in November | Title 5 and accreditation complian as catalog deadlines. Note: the CC approves the new or revised COR does not approve the transferable status, the State GE Reviewers du

December AO submits to State GE Reviewers via ASSIST

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			
•	 (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 											
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	Rationale on decision:											
	f P&GE roup signa	ture:	_						Date:			

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B)

Course II	D: <u>AG V</u>	701	Course Title: Agriculture and Society: Agriculture as the Foundation for Modern	
Faculty A	uthor:	Dorothy M Fa	<u>Civilization</u> rias	
Course is	being p	roposed for:	□ B1: American History/Institutions× B2: Social and Behavioral Sciences	
as member course shisciences. response This categ	ers of soc all be de t shall b to their ory wou	ciety. To satisfy signed to develoe designed to stack to stack to stack the societies and should introdude introduce	courses in the social and behavioral sciences are those which the general education requirement in social and behavioral op an awareness of the method of inquiry used by the social simulate critical thinking about the ways people act and have ould promote appreciation of how societies and social subgructory or integrative survey courses in cultural anthropological science, psychology, sociology and related disciplines	sciences, a and behavioral acted in roups operate. gy, cultural
Respond t	o the fo	llowing items:		
×I	10	e in one of the d □ YES te the discipline	isciplines listed in the definition above?	
	NO	e introductory of × YES n (Use course de	r integrative? escription, course objectives and course content to support	your answer):
economic and implications critical analythe present	nd polition of futur vsis of ag situation	cal institutions, i e changes and i riculture within n and current iss	the history of modern agriculture, including its integration its biological systems, the causes and impact of world hunge nnovations in the production of food and fiber. The course we the United States and California, both from a historical personant. The focus is on increasing awareness of the prevalence early all aspects of modern daily life	er, and the will emphasize spective as well a
	NO	× YES	eople as members of society? description, course objectives and course content to support	: your answer):
Describe th	e origins	of agriculture a	and social implications as a human technology throughout	
		the role of word to the develop	men and various ethnic groups in agricultural development ping world.	
Describe the			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 behavioral sciences?	by the social and
	□ 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	cultural activities and artistic expressions humanities, a course shall be designed e throughout the ages and in different in artistic and cultural creation and he e value judgments. Such courses could uages, literature, philosophy, and religion	to elp
	Respond to the following items	:		
	i. × NO ☐ YES	he disciplines listed in the definition		
	b. Is this course introducton i. NO × YES If 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	s, its biological systems, the causes and innovations in the production of forming the United States and California,	re, including its integration in social, and impact of world hunger, and the ood and fiber. The course will emphasiz both from a historical perspective as wareness of the prevalence and importate.	ell as
	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	eographical 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	e student develop an awareness of	the ways in which people throughout the	he

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.

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: <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)

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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 requing the second of the s	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:												
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2	2.)	× '					se obje	ctives aı	nd cours	se con	tent to	supp	ort you	ır answe	er):
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3	3.)	× '	/ES	·					s, and its		·			r answer	·):
•	Le ^v	vels of o	organiz	ation	(SLOs 1				,						,,,,,,		,
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	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 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		3) Social a ciences	Social and Behavioral ences			☐ (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 cou	urse has no	t been app	roved fo	r the follo	wing area	s:							
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:													

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.