

Moorpark College Curriculum Review Schedule 2019 - 2025

2019-2020			
Due	Discipline	#	Yr
Sep	Film Television Media	22	2013
Sep	Film Television Media - CTE		
Oct	Biotechnology - CTE		
Oct	Film Studies	8	2015
Oct	Health Science	4	2015
Oct	Journalism	10	2013
Oct	Nutritional Science	4	2015
Nov	RADT/Nuclear Medicine	35	2014
Nov	Radiologic Technology - CTE		
Nov	Computer Information Sys	5	2013
Dec	Biotechnology	8	2013
Dec	Learning Skills	7	2014
Dec	Work Experience	2	2010
Jan	Kinesiology Exerc Science - CTE		
Jan	Physical Science	4	2013
Jan	Physics	12	2013
Feb	CNSE - CTE		
Feb	Music	45	2014
Mar	Health Education	6	2014
Mar	Humanities	4	2013
Apr	Kinesiology/ICA	29/31	2014
TOTALS		154	

2020-2021			
Due	Discipline	#	Yr
Sept	Multimedia	7	2015
Sept	Anthropology	20	2015
Sept	Biological Sciences (remaining)	33	2014
Oct	Psychology	15	2014
Oct	Commercial Photography	9	2015
Oct	Photography	7	2014
Nov	History	21	2015
Dec	Geography	8	2016
Dec	Geology	11	2016
Dec	Engineering	16	2015
Jan	World Languages	18	2014
Jan	Astronomy	4	2015
Jan	Dance	47	2016
Feb	CNSE - CTE		
Feb	Counseling	6	2016
Feb	Environmental Science	10	2016
Feb	Economics	5	2016
Feb	Communication Studies	20	2015
Feb	Health Information Management	6	2015
Mar	Biomedical Device Manufacturing-CTE		
TOTALS		263	

2021-2022			
Due	Discipline	#	Yr
Sept	Nursing - CTE		
Sept	Photography - CTE		
Sept	Sociology	13	2016
Sept	Child Development	34	2017
Oct	EATM	46	2016
Oct	EATM - CTE		
Oct	Child Development-CTE		
Oct	Multimedia - CTE		
Oct	Graphics - CTE		
Oct	Biotechnology - CTE		
Nov	College Strategies	3	2016
Dec	CNSE	38	2017
Dec	Journalism - CTE		
Jan	Technical Theatre - CTE		
Jan	Computer Science	10	2017
Jan	Education	4	2017
Feb	English	26	
Feb	Business - CTE		
Mar	Photovoltaic (Solar Tech PA) - CTE		
TOTALS		174	

2022-2023			
Due	Discipline	#	Yr
Sept	Professional Development (I)*		
Sept	Nursing Science	27	2017
Sept	English as a Second Language	3	2016
Sept	Chemistry	10	2017
Oct	Political Science	10	2017
Nov	Art	37	2017
Nov	Art History	8	2017
Dec	Business	11	2014
Dec	Accounting	9	2018
Dec	Film Television Media - CTE		
Jan	Criminal Justice - CTE		
Jan	Theatre	47	2018
Jan	Technical Theatre	16	2018
Feb	CNSE - CTE		
Feb	Mathematics	27	2017
Feb	Philosophy	15	2018
Mar	Registered Behavior	2	2018
Mar	Optical Technology	14	2018
Mar	Emergency Medical Technician	3	2018
Mar	Radiologic Technology - CTE		
Mar	Biomedical Device Manufacturing-CTE		
TOTALS		239	

2023-2024			
Due	Discipline	#	Yr
Sept	Nursing - CTE		
Sept	Photography - CTE		
Sept	Biological Sciences	33	2019*
Oct	EATM - CTE		
Oct	Child Development-CTE		
Oct	Multimedia - CTE		
Oct	Graphics - CTE		
Oct	Biotechnology - CTE		
Oct	Biotechnology	8	2019*
Oct	Humanities	7	2019*
Nov	Computer Information Sys	1	2019*
Dec	Film Television Media	22	2019*
Dec	Physics	14	2019*
Jan	Technical Theatre - CTE		
Jan	Hospitality	4	2017
Jan	Criminal Justice	21	2018
Jan	Kinesiology/ICA	29/31	2019*
Jan	Health Education	6	2019*
Feb	Business - CTE		
Feb	Botany	3	2018
Feb	Music	45	2019*
Feb	Health Science	4	2019*
Feb	Nutritional Science	4	2019*
Mar	GIS	5	2018
Mar	Photovoltaic (Solar Tech PA)- CTE		
TOTALS		177	

2024-2025			
Due	Discipline	#	Yr
Sept	RADT/Nuclear Medicine	35	2019*
Sept	Radiologic Technology - CTE		
Oct	Biotechnology - CTE		
Oct	Humanities	7	2019*
Nov	Computer Information Sys	1	2019*
Nov	Learning Skills	7	2019*
Dec	Film Television Media - CTE		
Dec	Engineering	16	2019*
Dec	Film Television Media	22	2019*
Dec	Physics	14	2019*
Jan	Kinesiology/ICA	29/31	2019*
Jan	Health Education	6	2019*
Feb	Music	45	2019*
Feb	CNSE - CTE		
Feb	Film Studies	8	2019*
Feb	Health Science	4	2019*
Feb	Nutritional Science	4	2019*
Feb	Physical Science	4	2019*
TOTALS		173	

GRAND TOTAL = 1180
 Due = Month review is due
 # = Number of courses in a discipline
 YR = Year of most recent review
 * = Estimated review year

To: **ALL FACULTY**

From: **GENERAL EDUCATION (GE) WORKGROUP OF THE MOORPARK
COLLEGE CURRICULUM COMMITTEE**

- I. **Introduction**
- II. **Instructions for CourseLeaf**
- III. **Moorpark College General Education Philosophy Statement**

I. Introduction

When you prepare a Course Outline of Record (COR) on which you recommend that the course be included on the Moorpark College Associate Degree General Education list, you must complete the District General Education section of the COR in CourseLeaf (CL). The following information is intended to provide you with an understanding of the nature of GE courses and instructions for completing the appropriate sections in CL.

What is a General Education Course?

Per Title 5 of the California Education Code, a “general education” course is typically an **introductory** or **survey** course which ***explores the breadth of a discipline***. A non-survey course *may* satisfy a general education requirement if the course integrates the basic principles and methodologies of that discipline with the specific subject matter of the course.

Not every course can be or should be a “general education” course. In fact, most courses are not GE courses. A course may be applicable to an associate degree (AA or AS), transferable to California State University (CSU) and/or University of California (UC) without being a GE course if the course meets specific degree requirements or can satisfy “electives” requirements.

II. Instructions for CourseLeaf

New Courses: Instructions for Completing the GE Section of COR on CL

There are 2 options for proposing a new course for GE and obtaining approval as outlined below. Based on the option that you choose, the appropriate sections in CL must be completed.

Option #1: Propose the Course for CSU GE or IGETC (Intersegmental General Education Transfer Curriculum)

This process could take up to two years, from the time of proposing the course for GE consideration to obtaining approval from the CSU or UC system. However, once the course has received CSU GE or IGETC approval, it will automatically also receive local Moorpark College GE approval. With this option there will be no need for the faculty to fill out the local MC “GE Request Template(s)” and attach to the COR for GE Workgroup review and recommendation.

In CL the sections marked as “District General Education” and “CSU GE-Breadth” and “IGETC” must be filled out as follows:

- a) Select the area(s) for which the course is being proposed for GE consideration and approval
- b) Enter the current date in the “Date Proposed” box. This is the date that this section is being completed. The Articulation Officer will complete the other date boxes as appropriate.

Option #2: Propose the Course for Moorpark College GE Only

This process requires a shorter wait time, however, the faculty will need to fill out the local MC “GE Request Template(s)” and attach the template(s) to the COR for GE Workgroup review and recommendation. These templates can be found in the Resources section of the Curriculum Committee’s webpage on Moorpark College website. Go to: <https://www.moorparkcollege.edu/faculty-and-staff/curriculum-committee/resources>

In CL the section marked as “District General Education” must be filled out as follows:

- a) Select the area(s) for which the course is being proposed for GE consideration and approval
- b) Enter the current date in the “Date Proposed” box. This is the date that this section is being completed.
- c) Complete and attach the appropriate “GE Request Template” for the areas that the course is being proposed as GE.

Please Note: The GE Workgroup will review the documentation and **forward a recommendation** to the Technical Review Committee and Curriculum Committee.

The GE Workgroup only makes a recommendation. The final decision is made by the Curriculum Committee as a whole. Also, if a course has local MC GE approval, it **does not mean** that it also has CSU GE or UC GE (IGETC) approval.

Course Revisions: Instructions for Completing the GE Section of COR on CL

There are 2 options:

Option #1: Revision Without Substantial Changes

Substantial changes include changes in course content, learning objectives, unit change, and credit status change. Changes other than what is listed previously is considered a non-substantial change. Revised courses without substantial changes will be forwarded to the GE Workgroup as a consent agenda item for record keeping purposes. No action is required from the faculty.

Option #2: Revision With Substantial Changes

Substantial changes include changes in course content, learning objectives, unit change, and credit status change. In this case, there are 2 options again similar to proposing a NEW course:

- 1) The course is being proposed for CSU GE or IGETC
- 2) The course is being proposed for local MC GE only

Please refer to the section on NEW Course GE Proposal above for instructions.

III. Moorpark College General Education Philosophy Statement

An Associate Degree signifies more than an accumulation of units; it signifies the successful completion of a pattern of learning experiences designed to develop certain capabilities and insights that lead to the fulfillment of individual human potential. Therefore, in addition to the Basic Requirements for graduation relating to units, residency, and competency in reading, written expression, and mathematics, students must also satisfy General Education requirements as required by Title 5 of the California Education Code and by Ventura County Community College District Governing Board Policy. The philosophy underlying “general education” is that no discipline is an isolated endeavor; instead, each relies upon and contributes to a common body of knowledge, ideas, intellectual processes, cultural traditions, and modes of perception. One’s understanding of a specific subject area is greatly enhanced and enriched by knowledge in and experience with other disciplines. Thus, the General Education requirements are designed to introduce students to the variety of means through which people comprehend the modern world and fulfill their potential and, in so doing, serve family, community, and society. The General Education requirements reflect the conviction that those who receive a degree 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 their knowledge to evaluate and appreciate the physical environment, the culture, and the society in which they live. In addition, they must have a good self-understanding and the capacity to adapt to an ever-changing and global environment through an ongoing intellectual curiosity and commitment to life-long learning.

Upon successful completion of **all** of the General Education requirements, students will be able to:

- 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

General Education Divisions of Learning

[A-D below taken from Title 5 section 55806 of the California Education Code and E-F taken from VCCCD Governing Board Policy Manual]

- 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 methods, 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, or other scientific disciplines.

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, or related disciplines.

- B. 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.
- C. 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.
1. English Composition – Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.
 2. 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.

- D. Health/Physical Education - Courses in health and physical education should help students develop the understanding and the skills necessary to maintain a healthful life.
- E. Ethnic/Women's Studies - Courses in ethnic and women's studies should help students develop an awareness of the diverse historical roots and an appreciation of the cultural contributions of minorities and women; lead to an understanding of the causes and consequences of socio-economic inequality based on race, sex or ethnicity; and explore ways of eliminating such inequities.

Additionally, Division A – Natural Sciences is sub-divided into (1) Biological Science and (2) Physical Science; Division B – Social and Behavioral Sciences into (1) American History/Institutions and (2) Other Social Science; and Division C – Humanities into (1) Fine or Performing Arts and (2) Other Humanities.

GE REQUEST TEMPLATE

Area 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 should include *introductory* or *integrative* courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, or other scientific disciplines. [Definition from Title 5 of the California Education Code]

Which General Education (GE) area in *Section A - Natural Sciences* are you requesting consideration for?

A1 – Biological Science

A2 – Physical Science

Please explain how your course meets the general education (GE) criteria as outlined below. To support your answer refer to your course description, course objectives, and course content.

General Education Criteria

- Is this course introductory or integrative?
- How does this course examine the physical universe, its life forms, and its natural phenomena?
- How does this course help the student develop an appreciation and understanding of the scientific methods?
- How does this course encourage and understanding of the relationships between science and other human activities?

Student Learning Outcome (SLO) Mapping

How do your course learning outcomes (CLOs) map to the GE Learning Outcomes (GELOs) in your requested area? List those CLOs which map to a particular GELO. For the list of GELOs for the Natural Science area, refer to the Moorpark College General Education Student Learning Outcomes section in the current catalog.

GE REQUEST TEMPLATE

Area 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.

[Definition from Title 5 of the California Education Code]

Which General Education (GE) area(s) in *Section B - Social and Behavioral Sciences* are you requesting consideration for?

B1 - American History/Institutions

B2 - Social & Behavioral Sciences

Please explain how your course meets the general education (GE) criteria(s) as outlined below. To support your answer refer to your course description, course objectives, and course content.

General Education Criteria

- Is this course introductory or integrative?
- How does this course focus on people as members of society?
- How does this course help the student develop an awareness of the method of inquiry used by the social and behavioral sciences?
- How does the design of this course 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?

Student Learning Outcome (SLO) Mapping

How do your course learning outcomes (CLOs) map to the GE Learning Outcomes (GELOs) in your requested area? List those CLOs which map to a particular GELO. For the list of GELOs for the Social and Behavioral Sciences area, refer to the Moorpark College General Education Student Learning Outcomes section in the current catalog.

GE REQUEST TEMPLATE

Area 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 should include **introductory** or **integrative** courses in the arts, foreign languages, literature, philosophy, and religion. [Definition from Title 5 of the California Education Code]

Which General Education (GE) area(s) in *Section C - Humanities* are you requesting consideration for?

C1 - Fine/Performing Arts

C2 - Humanities

Please explain how your course meets the general education (GE) criteria(s) as outlined below. To support your answer refer to your course description, course objectives, and course content.

General Education Criteria

- Is this course introductory or integrative?
- Does this course study the cultural activities and artistic expressions of human beings?
- How 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?
- How does this course help the student develop aesthetic understanding and an ability to make value judgments?

Student Learning Outcome (SLO) Mapping

How do your course learning outcomes (CLOs) map to the GE Learning Outcomes (GELOs) in your requested area? List those CLOs which map to a particular GELO. For the list of GELOs for the Humanities area, refer to the Moorpark College General Education Student Learning Outcomes section in the current catalog.

GE REQUEST TEMPLATE

Area 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. **English Composition** - Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

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. [Definition from Title 5 of the California Education Code]

Which General Education (GE) area in *Section D – Language and Rationality* are you requesting consideration for?

D1 - English Composition

D2 - Communication/Analytical Thinking

Please explain how your course meets the general education (GE) criteria(s) as outlined below. To support your answer refer to your course description, course objectives, and course content.

General Education Criteria

- Is this course introductory or integrative?
- How does this course include argumentative writing?
- How 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?

Student Learning Outcome (SLO) Mapping

How do your course learning outcomes (CLOs) map to the GE Learning Outcomes (GELOs) in your requested area? List those CLOs which map to a particular GELO. For the list of GELOs for the Language and Rationality area, refer to the Moorpark College General Education Student Learning Outcomes section in the current catalog.

GE REQUEST TEMPLATE

Area E – HEALTH and PHYSICAL EDUCATION/KINESIOLOGY

Courses in health and physical education/kinesiology should help students develop the understanding and the skills necessary to maintain a healthful life. [Definition from the VCCCD Governing Board Policy Manual] This category could include courses in health education, nutritional science, physical education, dance, or related disciplines.

Which GE area in *Section E – Health and Physical Education/Kinesiology* are you requesting consideration for?

E1 - Health Education

E2 - Physical Education/Kinesiology

Please explain how your course meets the general education (GE) criteria as outlined below. To support your answer refer to your course description, course objectives, and course content.

General Education Criteria

- How does this course help the student develop the understanding and skills necessary to maintain a healthful life?

Student Learning Outcome (SLO) Mapping

How do your course learning outcomes (CLOs) map to the GE Learning Outcomes (GELOs) in your requested area? List those CLOs which map to a particular GELO. For the list of GELOs for the Health and Physical Education/Kinesiology area, refer to the Moorpark College General Education Student Learning Outcomes section in the current catalog.

GE REQUEST TEMPLATE

Area 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 contributions of minorities and women; lead to an understanding of the causes and consequences of socio-economic inequality based on race, sex or ethnicity; and explore ways of eliminating such inequities. [Definition from the VCCCD Governing Board Policy Manual] This category could include courses in a variety of disciplines.

Please explain how your course meets the general education (GE) criteria as outlined below. To support your answer refer to your course description, course objectives, and course content.

- How 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?
- How does this course lead to an understanding of the causes and consequences of socio-economic inequality based on race, gender, or ethnicity?
- How does this course explore ways of eliminating the above mentioned inequalities?

Student Learning Outcome (SLO) Mapping

How do your course learning outcomes (CLOs) map to the GE Learning Outcomes (GELOs) in your requested area? List those CLOs which map to a particular GELO. For the list of GELOs for the Ethnic/Gender Studies area, refer to the Moorpark College General Education Student Learning Outcomes section in the current catalog.

VCCCD UNITS AND HOURS CALCULATION

Unit Value (Sem)	Total Student Learning Hrs/Sem ^C	Lecture: Min and Max Contact/In-Class Hrs/Sem ^A	Lecture: Min and Max Outside-of-Class Hrs/Sem ^B	Laboratory: Min and Max Contact/In-Class Hrs/Sem ^A	Laboratory: Requires NO Outside-of-Class Hours ^B	Activity: Min and Max In-Class/ Contact Hrs/Sem ^A	Activity: Min and Max Outside-of- Class Hrs/Sem ^B
0.5	26.25	8.75	17.50	26.25	0.00	17.5	8.75
1	52.5	17.5	35.00	52.5	0.00	35	17.5
1.5	78.75	26.25	52.50	78.75	0.00	52.5	26.25
2	105	35	70.00	105	0.00	70	35
2.5	131.25	43.75	87.50	131.25	0.00	87.5	43.75
3	157.5	52.5	105.00	157.5	0.00	105	52.5
3.5	183.75	61.25	122.50	183.75	0.00	122.5	61.25
4	210	70	140.00	210	0.00	140	70
4.5	236.25	78.75	157.50	236.25	0.00	157.5	78.75
5	262.5	87.5	175.00	262.5	0.00	175	87.5
5.5	288.75	96.25	192.50				
6	315	105	210.00				
7	367.5	122.5	245.00				

NOTES:

VCCCD uses 17.5 weeks/semester. Title 5 allows for 16-18 weeks/sem

Lecture: Lecture, Discussion, Seminar and Related work

Laboratory: Traditional Lab, Natural Science Lab, Clinical, and Similar

Activity: Activity, Lab w/ Homework, Studio, and Similar

$A + B = C$

Reference: Title 5, Section 55002.5; PCAH - 6th Ed. 2017