**Course Number & Title or Degree Program Name:**

**Indicate if this is: ☐ a course, or ☐ a degree program**

**Overview:**

Foothill College’s General Education curriculum provides students with a well-rounded education, fostering critical thinking, communication, and interdisciplinary understanding. Faculty play a central role in ensuring GE courses align with these goals and prepare students for academic, professional, and civic success.

This form guides instructors in demonstrating how their course meets the learning outcomes for its designated GE area. Instructors should explain how their course develops analytical and communication skills, integrates diverse perspectives, and fosters interdisciplinary connections. Your contributions help maintain a rigorous and relevant GE curriculum that supports student achievement.

**Breadth Criteria:**

Foothill College’s General Education curriculum equips students with broad and deep knowledge, preparing them to be independent thinkers and engaged members of a diverse society. GE courses encourage intellectual curiosity, interdisciplinary exploration, and critical engagement with the world.

Students gain exposure to a range of disciplines, including the arts, humanities, natural sciences, social sciences, and mathematics. This breadth fosters connections across fields and deepens understanding of cultural, social, and physical environments.

All GE courses emphasize critical analysis and ethical reasoning, challenging students to evaluate complex issues, articulate perspectives, and engage thoughtfully with diverse viewpoints. The curriculum also promotes equity, inclusion, and global awareness, ensuring students are prepared to contribute meaningfully to an interconnected world.

A completed GE pattern enables students to acquire, apply, and demonstrate competence in essential academic and professional competencies.

**Depth Criteria for Area 1B - Oral Communication & Critical Thinking:**

Courses in Oral Communication & Critical Thinking develop students’ abilities to articulate ideas, evaluate arguments, and engage in reasoned decision-making. These courses emphasize the clear and logical expression of knowledge, information, and ideas, while fostering critical thinking skills to analyze, interpret, and respond to diverse viewpoints. Through oral presentations, discussions, and analytical exercises, students learn to communicate effectively and assess the validity of arguments and methodologies.

The curriculum promotes confidence, clarity, and ethical responsibility in communication, preparing students to participate actively and thoughtfully in academic, professional, and civic contexts.

### **Instructions for Mapping Course Components to Criteria**

Please follow the steps below to demonstrate how your course (or degree program) fulfills the Breadth and Depth criteria for General Education Area 1B - Oral Communication & Critical Thinking. Use specific components from the Course Outline of Record (COR), such as course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

If mapping a degree program, please indicate from which course in the sequence you are sourcing COR components.

### **Breadth Mapping**

For each of the following competencies, indicate if and how your course or degree program meets the requirement and provide corresponding course component(s) from the COR.

1. **Communication**
Analytical reading, writing, speaking, and listening skills, including evaluation, synthesis, and research.
	* Matching course component(s):
2. **Computation**
Application of mathematical concepts or principles of data collection and analysis to solve problems.
	* Matching course component(s):
3. **Critical Expression**
Clearly and precisely express ideas in a logical and organized manner using discipline-appropriate language.
	* Matching course component(s):
4. **Community and Global Awareness**
Consideration of one's role in society at local, national, and global levels in the context of cultural constructs and historical/contemporary issues.
	* Matching course component(s):
5. **Information and Digital Literacy**
The set of integrated abilities that includes: the reflective discovery of information, the understanding of how information is produced and valued, the use of information in creating new knowledge, the ethical participation in communities of learning, and the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.
	* Matching course component(s):

### **Depth Mapping**

#### **Mandatory Depth Outcomes**

Your course must address all the following outcomes. For each outcome, map the corresponding course component(s) from the COR.

1. **Effective Oral Communication**Clearly and precisely express ideas in a logical and organized manner using discipline-appropriate language.
	* Matching course component(s):
2. **Critical Evaluation of Ideas**Critically assess the ideas of others, organize and refine their own ideas, and articulate a well-reasoned position.
	* Matching course component(s):
3. **Analytical Thinking**Analyze and evaluate arguments, identifying underlying assumptions, strengths, weaknesses, and implications.
	* Matching course component(s):
4. **Ethical and Responsible Communication**Demonstrate an understanding of the ethical responsibilities associated with effective communication and argumentation.
	* Matching course component(s):
5. **Problem-Solving Through Communication**Apply communication and critical thinking skills to resolve problems and make informed decisions.
	* Matching course component(s):

#### **Optional Depth Outcomes**

In addition to the mandatory outcomes, your course or sequence must address **at least two** of the following outcomes. For each selected outcome, map the corresponding course component(s).

1. **Listening and Interpretation**Develop active listening skills to accurately interpret and respond to spoken messages.
	* Matching course component(s):
2. **Rhetorical Strategies**Utilize rhetorical techniques to adapt messages to diverse audiences and purposes.
	* Matching course component(s):
3. **Collaborative Communication**Engage effectively in group discussions, demonstrating teamwork and interpersonal communication skills.
	* Matching course component(s):
4. **Cultural Awareness**Recognize and respect cultural differences in communication styles and adapt accordingly.
	* Matching course component(s):
5. **Application Across Disciplines**Apply oral communication and critical thinking skills to analyze problems and arguments in other academic disciplines.
	* Matching course component(s):

**Submit your completed form to your Division Curriculum Reps**

Requesting Faculty: Date:

Division Curriculum Rep: Date:

**FOR USE BY CURRICULUM OFFICE:**

Approved: Denied: CCC Co-Chair Signature: Date:

###

###

### **Degree Program Addendum**

If you are submitting a complete degree program (sequence of courses) to fulfill the requirements for this General Education Area, please provide a justification for why a sequence is being proposed instead of a single course. This justification must clearly demonstrate how the sequence, taken as a whole, meets the **Breadth** and **Depth** criteria outlined for this area.

The justification should also touch on how the sequence of courses:

**Integrates learning outcomes** (The sequence is designed as a cohesive program where learning outcomes are distributed across courses to achieve the required breadth and depth.)

 and provides

**Progressive development** (The sequence builds skills or knowledge progressively, with later courses dependent on foundational learning established in earlier ones.)

#### **Instructions for Mapping Degree Programs**

1. Identify which courses in the sequence address specific **Mandatory Depth Outcomes** and **Optional Depth Outcomes**.
2. Provide a clear explanation of how each course contributes to fulfilling the **Breadth** criteria, noting any overlaps or unique contributions within the sequence.
3. Ensure the justification highlights the interdependence and integration of the courses within the sequence.

***Example:****Course A introduces foundational concepts in literature and philosophy, addressing Depth Outcomes 1 and 3. Course B expands on these foundations through artistic and historical analysis, addressing Depth Outcomes 2, 4, and 5. Together, the sequence fulfills all mandatory outcomes and optional outcomes 1 and 3.*

**Your Response:**