**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 4 - Social & Behavioral Sciences:**

The Social and Behavioral Sciences encompass a wide range of interrelated disciplines that explore the complex relationships between individuals and societies. These fields investigate human behavior, social structures, cultural norms, and institutions, examining how these elements shape and are shaped by historical, economic, political, and environmental forces. The Social and Behavioral Sciences seek to provide students with a deeper understanding of the dynamics of human interaction and the diverse factors influencing societal development.

By analyzing patterns of human thought and action, this area fosters critical thinking and global awareness, equipping students to engage with pressing social issues in informed and meaningful ways. Students will explore topics such as identity, equity, governance, power, and cultural exchange, gaining tools to critically evaluate the challenges and opportunities facing societies today and in the future.

### **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 4 - Social & Behavioral Sciences. 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. **Interactions of People and Societies**Explain the interactions of people as members of societies, cultures, and social subgroups.
   * Matching course component(s):
2. **Critical Thinking and Multiple Perspectives**Exercise critical thinking and analytical oral and/or written skills, including consideration of events and ideas from multiple perspectives.
   * Matching course component(s):
3. **Application of the Scientific Method**Demonstrate knowledge and application of the scientific method and other methods of inquiry relative to the discipline.
   * Matching course component(s):
4. **Understanding Power and Influence**Assess the distribution of power and influence within social, economic, and political systems.
   * Matching course component(s):
5. **Engagement with Social Issues**Comprehend and engage in social, economic, and political issues at the local, national, and global levels.
   * 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. **Diverse Cultures and Sensitivity**Demonstrate appreciation of and sensitivity toward diverse cultures, including their social, behavioral, and organizational structures.
   * Matching course component(s):
2. **Global Development and Relationships**Explain world development and global relationships in historical and contemporary contexts.
   * Matching course component(s):
3. **Psychological and Social Dynamics**Explain the association between psychological well-being, mental processes, emotions, and societal functioning.
   * Matching course component(s):
4. **Historical and Ethical Contexts of Behavior**Analyze current events and global issues in the context of historic, ethical, and social patterns.
   * Matching course component(s):
5. **Human Behavior and the Natural World**Describe how individual interactions with the natural world and external societies shape and influence human behavior.
   * 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:**