**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 6 - Ethnic Studies:**

Ethnic Studies examines the histories, experiences, cultures, and contributions of racially and ethnically marginalized groups within the United States. These courses explore systems of power and privilege, resistance, and resilience, focusing on how race and ethnicity intersect with other aspects of identity such as gender, class, sexuality, and ability. Ethnic Studies emphasizes critical thinking, self-reflection, and civic engagement, equipping students to challenge systemic inequities and contribute to a more inclusive and equitable society.

Through the study of race and ethnicity, students develop a deeper understanding of the historical and contemporary struggles for social justice and equity, gaining tools to analyze, understand, and act on issues that shape diverse communities.

### **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 6 - Ethnic Studies. 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. **Historical and Cultural Contexts**Analyze the histories and cultures of racially and ethnically marginalized groups in the United States, emphasizing their contributions and experiences.
	* Matching course component(s):
2. **Systems of Power and Oppression**Examine how systems of power, privilege, and oppression shape social structures and individual experiences.
	* Matching course component(s):
3. **Intersectional Analysis**Explore how race and ethnicity intersect with other aspects of identity, such as gender, class, sexuality, and ability, to shape lived experiences.
	* Matching course component(s):
4. **Social Justice and Equity**Identify and evaluate movements for social justice and equity, both historically and in contemporary contexts.
	* Matching course component(s):
5. **Critical Thinking and Self-Reflection**Develop critical thinking and self-reflective skills to analyze personal and societal biases and their impact on diverse communities.
	* 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. **Community Engagement**Participate in activities or discussions that connect classroom knowledge to real-world issues impacting diverse communities.
	* Matching course component(s):
2. **Media and Representation**Analyze the role of media and popular culture in shaping perceptions of race and ethnicity.
	* Matching course component(s):
3. **Comparative Studies**Compare the experiences of racially and ethnically marginalized groups within and across historical and geographic contexts.
	* Matching course component(s):
4. **Cultural Expression**Explore artistic, literary, and cultural expressions as forms of resistance and resilience among marginalized groups.
	* Matching course component(s):
5. **Policy and Advocacy**Examine the role of public policy in perpetuating or addressing racial and ethnic inequities, and propose strategies for advocacy and change.
	* 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:**