**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 7 - Lifelong Learning:**

Courses in Lifelong Learning empower students with the knowledge, skills, and attitudes necessary to adapt and thrive in an ever-changing world. These courses focus on the holistic development of individuals as integrated intellectual, physiological, social, and psychological beings in relation to their communities and the environment. Lifelong learning emphasizes the ability to apply acquired knowledge across disciplines, encouraging students to think critically, solve problems, and make informed decisions in diverse contexts.

A key component of this area is experiential learning, where students are provided opportunities to bridge disciplines and apply skills in real-world settings. These experiences foster independence, adaptability, and effectiveness as lifelong learners.

Foothill College also recognizes the importance of physical activity in supporting lifelong learning. Physical activity courses are included in this area, provided they involve movement overseen by a faculty member.

### **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 7 - Lifelong Learning. 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. **Cross-Disciplinary Application**Acquire and demonstrate knowledge, skills, and attitudes that can be applied across two or more disciplines of study.
   * Matching course component(s):
2. **Practical Problem-Solving Tools**Develop practical tools for problem-solving and decision-making that address current issues and adapt to future situations.
   * Matching course component(s):
3. **Health and Well-Being Awareness**Comprehend and apply principles of health and well-being to individuals and society, fostering physical and mental wellness.
   * Matching course component(s):
4. **Ethical and Effective Information Use**The set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.
   * Matching course component(s):
5. **Critical Analysis of Contemporary Issues**Identify and analyze current issues that influence health, communication, and learning within 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. **Career and Life Planning**Define career and life planning strategies, including goal setting, time management, learning styles, and self-awareness, while fostering leadership and a positive work ethic.
   * Matching course component(s):
2. **Bias and Social Awareness**Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities, especially regarding contemporary societal challenges.
   * Matching course component(s):
3. **Physical Fitness and Mental Health**Understand the importance of physical fitness and its impact on an individual’s physical and mental health.
   * Matching course component(s):
4. **Technology Integration**Use technology effectively to analyze problems and create innovative solutions in personal, academic, and professional contexts.
   * Matching course component(s):
5. **Interpersonal and Communication Skills**Develop skills for effective communication, teamwork, and collaboration in diverse personal, academic, and professional settings.
   * 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:**