

**College Curriculum Committee Meeting Agenda**  
**Tuesday, March 2, 2021**  
**2:00 p.m. – 3:30 p.m.**  
**Meeting will be held virtually via ConferZoom**

<b>Item</b>	<b>Time*</b>	<b>Action</b>	<b>Attachment(s)</b>	<b>Presenter(s)</b>
1. Minutes: February 16, 2021	5 min.	Action	#3/2/21-1	Kuehnl
2. Report Out from Division Reps	5 min.	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		
4. Announcements a. Credit for Prior Learning Brown Bag Lunch Series b. Distance Learning Addendum form—change to Question 5	10 min.	Information	#3/2/21-2  #3/2/21-3	CCC Team
5. Consent Calendar a. GE Applications	5 min.	Action	#3/2/21-4-11	Kuehnl
6. New Program Application: Education Technology Specialist CA	10 min.	2nd Read/ Action	#3/2/21-12 & 15	Kuehnl
7. New Program Application: Emerging Educational Technology Leadership CA		2nd Read/ Action	#3/2/21-13 & 15	Kuehnl
8. New Program Application: STEAM Instructional Leadership CA		2nd Read/ Action	#3/2/21-14 & 15	Kuehnl
9. Stand Alone Approval Request: APPT 198	5 min.	2nd Read/ Action	#3/2/21-16	Kuehnl
10. Changes to Course Families: Art Dept. (Fine Arts & Communication)	10 min.	1st Read	#3/2/21-17	Kuehnl
11. Two COR Deadlines for 2022-23	10 min.	Discussion		Vanatta
12. Good of the Order	5 min.			Kuehnl
13. Adjournment				Kuehnl

*\*Times listed are approximate*

**Consent Calendar:**

Foothill General Education (attachments #3/2/21-4-11)

*Area IV—Social & Behavioral Sciences: CNSL 3, 3H*

*Area VI—United States Cultures & Communities: CNSL 3, 3H; ETHN 51, 52, 53, 55*

**Attachments:**

- #3/2/21-1 Draft Minutes: February 16, 2021
- #3/2/21-2 Credit for Prior Learning (CPL) Brown Bag Lunch Series
- #3/2/21-3 Foothill College Distance Learning Addendum—updated
- #3/2/21-12 & 15 New Program Application: Education Technology Specialist CA
- #3/2/21-13 & 15 New Program Application: Emerging Educational Technology Leadership CA
- #3/2/21-14 & 15 New Program Application: STEAM Instructional Leadership CA
- #3/2/21-16 Stand Alone Course Approval Request: APPT 198
- #3/2/21-17 ART Course Family Updates 2021-22

## **2020-2021 Curriculum Committee Meetings:**

<u>Fall 2020 Quarter</u>	<u>Winter 2021 Quarter</u>	<u>Spring 2021 Quarter</u>
<del>10/6/20</del>	<del>1/19/21</del>	4/20/21
<del>10/20/20</del>	<del>2/2/21</del>	5/4/21
<del>11/3/20</del>	<del>2/16/21</del>	5/18/21
<del>11/17/20</del>	3/2/21	6/1/21
<del>12/1/20</del>	3/16/21	6/15/21

*Standing reminder: Items for inclusion on the CCC agenda are due no later than one week before the meeting.*

## **2020-2021 Curriculum Deadlines:**

<del>12/1/20</del>	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
<del>12/1/20</del>	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
<del>2/16/21</del>	Deadline to submit local GE applications for 2021-22 catalog (Faculty/Divisions).
TBD	Curriculum Sheet updates for 2021-22 catalog (Faculty/Divisions).
6/1/21	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
TBD	COR/Title 5 updates for 2022-23 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

## **Distribution:**

Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Ben Armerding (LA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Anthony Cervantes (Dean, Enrollment Services), Mark Ferrer (SRC), Owen Flannery (KA), Valerie Fong (Interim Dean—LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Eric Kuehl (Faculty Co-Chair), Andy Lee (CNSL), Debbie Lee (Acting Dean—FA & KA), Laurence Lew (BSS), Kristy Lisle (VP Instruction), Don Mac Neil (KA), Kathryn Maurer (AS President), Kent McGee (Evaluations), Michelle McNearly (LA), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Kas Pereira (BSS), Katy Ripp (KA), Lisa Schultheis (BH), Ram Subramaniam (Dean—BH & PSME), Mary Vanatta (Curriculum Coordinator), Priya Vasu (ASFC), Anand Venkataraman (PSME)

**COLLEGE CURRICULUM COMMITTEE**

Committee Members – 2020-21

Meeting Date: 3/2/21Co-Chairs (2)

<input checked="" type="checkbox"/>	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehneric@fhda.edu
<input checked="" type="checkbox"/>	Kurt Hueg	7179	Interim Associate Vice-President of Instruction	huegkurt@fhda.edu

Voting Membership (1 vote per division)

<input checked="" type="checkbox"/>	Micaela Agyare	7086	Library	agyaremicaela@fhda.edu
<input checked="" type="checkbox"/>	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input checked="" type="checkbox"/>	Mark Ferrer		SRC	ferrermark@fhda.edu
<input type="checkbox"/>	Owen Flannery	7213	KA	flanneryowen@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong	7135	Interim Dean—LA	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input checked="" type="checkbox"/>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<input checked="" type="checkbox"/>	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
<input checked="" type="checkbox"/>	Allison Herman	7460	LA	hermanallison@fhda.edu
<input checked="" type="checkbox"/>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<input checked="" type="checkbox"/>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
<input checked="" type="checkbox"/>	Debbie Lee	7497	Acting Dean—FA, KA	leedebbie@fhda.edu
<input checked="" type="checkbox"/>	Laurence Lew	6138	BSS	lewlaurence@fhda.edu
<input checked="" type="checkbox"/>	Don Mac Neil	7248	KA	macneildon@fhda.edu
<input checked="" type="checkbox"/>	Ché Meneses	7015	FA	menesesche@fhda.edu
<input type="checkbox"/>	Brian Murphy		APPR	brian@pttc.edu
<input checked="" type="checkbox"/>	Ron Painter		PSME	painterron@fhda.edu
<input checked="" type="checkbox"/>	Kas Pereira	7319	BSS	pereiracassandra@fhda.edu
<input type="checkbox"/>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

<input checked="" type="checkbox"/>	Priya Vasu		ASFC Rep.	asfc.priyav@gmail.com
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
<input type="checkbox"/>	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
<input type="checkbox"/>			SLO Coordinator	

Visitors


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 Chris Allen, Kristy Lisle, Teresa Ong, Ram Subramaniam
 

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**College Curriculum Committee  
Meeting Minutes  
Tuesday, February 16, 2021  
2:00 p.m. – 3:30 p.m.  
Meeting held virtually via ConferZoom**

Item	Discussion
1. Minutes: February 2, 2021	<b>Approved by consensus.</b>
2. Report Out from Division Reps	<p><b>Speaker: All</b>                      Apprenticeship: No updates to report.</p> <p>Bio Health: Working on Guided Pathways.</p> <p>BSS: No updates to report.</p> <p>Counseling: No updates to report.</p> <p>Fine Arts: Art dept. faculty met w/ De Anza to revise course families; list being reviewed/approved by division CC soon. Also discussing FSAs for MDIA courses.</p> <p>Kinesiology: No updates to report.</p> <p>Language Arts: Received feedback re: seat count discussion; ENGL 50C changing TOP Code from English to Technical Communication (CTE), minimum qualifications remain unchanged.</p> <p>Library: No updates to report.</p> <p>PSME: Computer Science dept. sent three new certificates to governance groups for feedback, will come to CCC soon.</p> <p>Articulation: No updates to report.</p> <p>D. Lee asked if Apprenticeship topic returning—Kuehnl noted not on today's agenda but should return soon. Gilstrap would like to continue discussion of how college plans to handle situation for students who earn Apprenticeship degree using GE mapping and then return to Foothill for add'l degree. Apprenticeship rep believes degree will be local to Foothill and that students who wish to transfer will need to take GE at other college. Gilstrap clarified his comment specific to students returning to Foothill for add'l degree—would they be able to use same GE for add'l degree, or required to take other Foothill GE courses to satisfy? Addressed topic of transfer, noting that transfer institution may not necessarily see on transcript that student took GE courses. Stressed importance of ensuring students are not under impression that this type of GE will transfer. Fine Arts rep noted GE subcommittees review GE course substitution forms, which involves reviewing syllabi to determine substitution; assumes other colleges have similar review process. Gilstrap noted we cannot control what other colleges will do, and stressed importance of messaging to students. Hueg mentioned remaining GE applications for Apprenticeship should be coming to CCC soon.</p>
3. Public Comment on Items Not on Agenda	<p>Subramaniam shared follow-up from Kristy Lisle re: Stand Alone courses (discussed at previous meeting). Lisle followed up with the state to confirm that we may offer them.</p> <p>Ong shared link for Credit for Prior Learning workshop on Feb. 26th.</p>

<p>4. Announcements</p> <p>a. New Course Proposal</p> <p>b. Notification of Proposed Requisites</p> <p>c. Business Administration 2.0 ADT</p>	<p><b>Speakers: CCC Team</b></p> <p>The following proposal was presented: PSYC 2. Please share with your constituents. No comments.</p> <p>Updated prerequisite for C S 10 (eff. 2021-22); ongoing requisite for C S 1M, for which a Content Review form was not on file. No comments.</p> <p>Gilstrap shared that CCCCO has mandated new ADT for Business Administration ("2.0"); currently working with faculty on documentation. Once approved, we will offer two separate Business Administration ADTs; original will eventually be phased out (timeline for that is TBD, and will be driven by CSU). We currently offer all courses on 2.0 TMC, so no new courses need created. CCC Team discussed process for this unique situation, and determined best to treat the same way as early ADTs (required by CCCCO)—division CC approval, followed by CCC approval via Consent Calendar, without need for feedback process. Fong asked for details re: differences between original and new ADTs—removal of Lists A &amp; B (AKA support courses), so only core (required) courses; two MATH courses required; and BUSI 11 removed. Lew cautioned colleagues in other disciplines to become involved in five-year ADT review to ensure their voices heard, noting a lot of contention around these changes (particularly removal of BUSI 11).</p>
<p>5. New Program Application: Education Technology Specialist CA</p>	<p><b>Speaker: Eric Kuehnl</b></p> <p>First read of new Education Technology Specialist Certificate of Achievement. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>6. New Program Application: Emerging Educational Technology Leadership CA</p>	<p><b>Speaker: Eric Kuehnl</b></p> <p>First read of new Emerging Educational Technology Leadership Certificate of Achievement. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>7. New Program Application: STEAM Instructional Leadership CA</p>	<p><b>Speaker: Eric Kuehnl</b></p> <p>First read of new STEAM Instructional Leadership Certificate of Achievement. Fong asked for more information re: how STEAM-related programs incorporate the arts—Sewell from KCI helped draft program, noted that arts will be integrated; program will look at best practices in math and data sciences, with integrated arts aspects such as graphic design.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>8. Stand Alone Approval Request: APPT 198</p>	<p><b>Speaker: Eric Kuehnl</b></p> <p>First read of Stand Alone Approval Request for APPT 198. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>9. Adding Department FYI Notification to COR Workflow in CourseLeaf</p>	<p><b>Speaker: Mary Vanatta</b></p> <p>Continuing discussion of possibly adding dept. notification at beginning of COR workflow. Would be an FYI email, not an approval step, to allow for increased visibility into who is submitting a COR. Following previous meeting, CCC Team discussed and is proposing allowing each division or dept. to make own decision re: using this notification. If group agrees, need to set deadline by which reps must submit lists of faculty for depts. that want notification; going forward, reps will be responsible for notifying Vanatta of any updates (e.g., new hires).</p> <p>Fine Arts rep asked for clarification about COR ownership—not possible in CourseLeaf. Also asked if this would change existing FYI email (re: division CC review)—no, this would be an addition to workflow and wouldn't replace</p>

	<p>or change any existing steps. Vanatta noted that CourseLeaf is still very new to us, and if divisions want to make changes to who receives the division CC-related FYI email, they're welcome to do so. Language Arts rep asked about noncredit subject codes and which depts. those will go to—those codes, as well as a few others, are mapped to academic depts. (Paul Starer as AVPI worked w/ deans to determine mapping); for example, NCEL mapped to ESLL. Vanatta offered to review mapping with reps to ensure correct; easy to make changes.</p> <p>Vanatta asked reps for suggestion of timeframe for reps to respond, following Kuehnl sending out list of full-time faculty—two weeks. Kuehnl will work on getting list.</p>
<p>10. Two COR Deadlines for 2022-23</p>	<p><b>Speaker: Mary Vanatta</b>          Proposal to set two separate deadlines for CORs for the 2022-23 catalog, instead of just one deadline in June. Intent to spread out workload for faculty and reps, especially since curriculum sheets are being done later than usual; additionally, due to transition to CourseLeaf Vanatta might not have Title 5 list ready as early as usual.</p> <p>Shared simple graphic outlining two deadlines. First deadline would be same as usual, Friday before finals week of spring quarter (June 18); would apply to all new courses, and major changes to transferable courses: units, prereqs/coreqs, significant changes to course objectives and/or content. Second deadline would be middle of fall quarter (suggested Nov. 5th); would apply to Title 5 updates, minor changes to transferable courses, all changes to non-transferable courses (incl. noncredit and Apprenticeship). Additionally, change to deadline for Foothill GE applications—would be included in second deadline. Challenges with timing of current GE deadline, and now that app. is incorporated into CourseLeaf COR form, faculty must submit full COR update to apply for GE.</p> <p>Vanatta asked the group for their thoughts, acknowledging that two different deadlines could be challenging, re: ensuring faculty are clear about what falls under which deadline. Hope is that this will help address frequent requests from faculty for later COR deadline, noting that if it works well, this year, two deadlines could become usual practice. Language Arts rep asked Vanatta to share graphic for reps to send to constituents, noted appreciation of clarity and hope for this to become normal practice, moving forward. Vanatta will email graphic to the reps, following meeting.</p> <p>Kuehnl asked reps to share proposal with their constituents and bring feedback to next meeting, so that a decision can be made.</p>
<p>11. Guided Pathways Mapping 101</p>	<p><b>Speaker: Eric Kuehnl</b>          Guest presenter: Fatima Jinnah, counselor and co-lead of Meta Majors/ Program Mapping team w/ Natalie Latteri, Humanities faculty. Began by sharing Group Map and inviting the group to collaborate on the web during the meeting, to share thoughts on topic (positive aspects, challenges, what they find interesting). Guided Pathways (GP) is study group within Equity &amp; Education Council, comprised of four teams, each w/ co-leaders serving one-year terms. Jinnah's team has three working groups: Program Mapping, Counseling Mapping, Career Counseling. Played CCCCCO video, "The What and Why of Guided Pathways."</p> <p>Jinnah noted that student in video expressed confusion re: course requirements, and frustration re: excessive units and "time to degree"; desire for structured guidelines—this is where GP comes in. Colleges have been using "cafeteria model" of lots of choices for students, which students can find overwhelming. Curriculum sheets provide many options for students ("pick one..."). Statewide data says &lt;40% of community college</p>

students reach their goals, and those who do take 5+ years, on average. Foothill students take just over 3 years to earn associate degree—much better than average—and take, on average, 100 units (90 units req. for associate degree). Mentioned Foothill's successful AB 705 rollout.

Program Map is equity tool, reducing barriers to accessing information—doesn't require students to have family background of knowing how college works. Map also communication tool and default plan to help students understand requirements; provides "ideal" plan. GP hopes to eliminate unnecessary excess units. Instructional faculty and counselors work together to design plans—faculty bring knowledge of program requirements, and counselors know graduation requirements. Plan to incorporate LMI to provide info on how degree may apply to a career.

GP is not program discontinuance, nor curriculum reform. GP is not in lieu of counseling—a default plan won't work for everyone, but it gives students opportunity to see clear options. GP does not limit student exploration or choice—it provides direction but makes clear to students that they can meet w/ counselor or explore other resources (e.g., curriculum sheets) to see other options. Maps are "living documents" and "iterative process"—updates to requirements, such as transfer GE, will prompt changes.

Jinnah shared example of Map drafted by Anthropology dept. faculty for ADT using IGETC-CSU GE pattern, currently in review process. Pointed out prompts—important notes for students, which they should discuss w/ counselor. Includes specifics re: ability to stack majors and earn multiple degrees by taking certain elective courses. Includes units for each course and how many units student would take each year. D. Lee asked why Map lists specific course for GE Area 5 but not Area 3—Area 5 course meets a certain requirement but there is no one course for Area 3 that the faculty feel students specifically need to take. Noted not all schools list specific courses for each GE Area. Question re: student involvement—two students on Program Mapping team; planning two focus groups in March to review draft Maps. So far, team has worked w/ nine depts. to create Maps from different divisions (e.g., STEM, BSS, Kinesiology).

Jinnah shared example of how faculty collaboratively work on mapping process. Mentioned benefits of program mapping, noting intent to create two-year maps—research shows that the longer students are in college, the less likely they are to complete. By faculty creating Maps, counselors can better inform and guide students. Additionally, may help deans with scheduling, including offering classes on predictable schedules.

Jinnah shared design principles, noting that data on leading indicators is used to inform Maps. Shared timeline and next steps. Language Arts rep asked for more details re: how to advise students who want to change majors—counselors will still be just as available to meet with students, and intent is not to box students in. D. Lee asked if Maps available to students yet—no, still being drafted, and approval process has not yet been created. Hope for initial rollout in fall quarter. Question about aligning multiple Maps, to help guide students who change majors—hope for next iteration of Maps to incorporate meta-majors (grouping of majors under common umbrella). Likely to begin next year, following initial mapping of all majors at Foothill; meta-majors will need to be determined locally, first. Still need to determine who should be involved in approving Maps—could be a question for CCC. D. Lee noted would be good for other depts. to see Maps—Jinnah agreed, noting difficulties of sharing template, as different online apps have resulted in technical issues; currently working with Online Learning dept. to hopefully upload in Canvas.

*Draft Minutes, February 16, 2021*

	Jinnah noted that Group Map will remain open, and encouraged group to enter feedback if they haven't yet. Kuehnl thanked Jinnah for the presentation, and thanked the group for staying a little late.
12. Good of the Order	
13. Adjournment	<b>3:41 PM</b>

**Attendees:** Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Ben Armerding (LA), Zach Cembellin (PSME), Owen Flannery (KA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Fatima Jinnah (CNSL), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Debbie Lee (Acting Dean, FA & KA), Laurence Lew (BSS), Don Mac Neal (KA), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Justin Sewell (KCI), Ram Subramaniam (Dean, BH & PSME), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

**Minutes Recorded by:** M. Vanatta



## **Credit for Prior Learning (CPL) Brown Bag Lunch Series**

Join us every day during the lunch hour, from Monday, March 8th through Thursday, March 11th for a CCCCCO sponsored nuts and bolts series on Credit for Prior Learning (CPL). Learn specific approaches and practices from Community College colleagues throughout the state who are developing and implementing CPL assessment methods.

### **CPL Overview: Engaging Your College in Credit for Prior Learning (CPL)**

**Monday, March 8 from 12pm - 1pm**

<https://palomar-edu.zoom.us/j/99997930552>

Engage in a conversation about the “why” and “how” to get your colleagues on board with CPL and explore creative opportunities for CPL professional development.

- Presenters
  - Ben Mudgett, Palomar College Articulation Officer, CPL Lead and Associate Faculty of Business
  - Kate Maher, Ed.D, Shasta College Dean, Innovation and Strategic Initiative
  - Sunny Greene, PhD Guided Pathways Regional Coordinator, Bay Area & North/Far North Regions Foundation for California Community Colleges
- Moderator
  - Terence Nelson MEd MS, Faculty Saddleback College

### **Portfolio Review and CPL**

**Tuesday, March 9 from 12pm - 1pm**

<https://palomar-edu.zoom.us/j/93303704455>

Learn effective and creative methods for utilizing portfolio assessment through eportfolios, rubrics and step-by-step tutorial videos to guide students through the portfolio building process.

- Presenter
  - Justin Garcia, West Hills College Interim Dean of Educational Services
- Moderator
  - Candace Rose, Palomar College CPL Coordinator, Associate Faculty of Media Studies

### **Industry Certification and CPL**

**Wednesday, March 10 from 12pm - 1pm**

<https://palomar-edu.zoom.us/j/96801486234>

Learn how to identify industry certifications within your discipline to verify prior learning that has taken place in the workforce, and to identify possible CPL opportunities and partnerships with local industries.

- Presenter
  - Anthony Fedon, Palomar College Chair of Trade and Industry, Associate Faculty of Automotive Technology
- Moderator
  - Candace Rose, Palomar College CPL Coordinator, Associate Faculty of Media Studies

**Formal Military Training and CPL  
Thursday, March 11 from 12pm - 1pm**

<https://palomar-edu.zoom.us/j/99661688241>

Learn to identify ACE (American Council on Education) IDs on a military transcript and then search the ACE website for military courses or occupations recommended for credit for prior learning.

- Presenter
  - Peggy Campo, Norco College Professor Anatomy and Physiology
- Moderator
  - Terence Nelson MEd MS, Faculty Saddleback College

**Full Zoom invites:**

**MONDAY 3/8**

Topic: CPL Overview: Engaging Your College in Credit for Prior Learning (CPL)

Time: Mar 8, 2021 12:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://palomar-edu.zoom.us/j/99997930552>

Meeting ID: 999 9793 0552

One tap mobile

+16699009128,,99997930552# US (San Jose)

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Dial by your location

+1 669 900 9128 US (San Jose)

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+1 346 248 7799 US (Houston)

+1 646 558 8656 US (New York)

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+1 312 626 6799 US (Chicago)

Meeting ID: 999 9793 0552

Find your local number: <https://palomar-edu.zoom.us/u/asdeH1JSj>

Join by Skype for Business

<https://palomar-edu.zoom.us/skype/99997930552>

**TUESDAY 3/9**

Topic: Portfolio Review and CPL

Time: Mar 9, 2021 12:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://palomar-edu.zoom.us/j/93303704455>

Meeting ID: 933 0370 4455

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Meeting ID: 933 0370 4455

Find your local number: <https://palomar-edu.zoom.us/u/ac0KdFx1gL>

Join by Skype for Business

<https://palomar-edu.zoom.us/skype/93303704455>

**WEDNESDAY 3/10**

Topic: Industry Certification and CPL

Time: Mar 10, 2021 12:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://palomar-edu.zoom.us/j/96801486234>

Meeting ID: 968 0148 6234

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+1 346 248 7799 US (Houston)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

Meeting ID: 968 0148 6234

Find your local number: <https://palomar-edu.zoom.us/u/acM6HYcGat>

Join by Skype for Business

<https://palomar-edu.zoom.us/skype/96801486234>

**THURSDAY 3/11**

Topic: Formal Military Training and CPL

Time: Mar 11, 2021 12:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://palomar-edu.zoom.us/j/99661688241>

Meeting ID: 996 6168 8241

One tap mobile

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+13462487799,,99661688241# US (Houston)

Dial by your location

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+1 346 248 7799 US (Houston)

+1 253 215 8782 US (Tacoma)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

Meeting ID: 996 6168 8241

Find your local number: <https://palomar-edu.zoom.us/u/ac8jRbHn1E>

Join by Skype for Business

<https://palomar-edu.zoom.us/skype/99661688241>

## Distance Learning Addendum Question 5

### Current Version

5

Distance Learning status \*

*Note: "State of Emergency" refers to any situation where the FHDA Board of Trustees has declared that the physical campus is closed due to public health emergency or natural disaster*

- Approved for Distance Learning under all circumstances (including Online-Only delivery during State of Emergency)
- Approved for Distance Learning only if required during State of Emergency
- Approved for Distance Learning only via Hybrid delivery if required during State of Emergency (note that Hybrid delivery includes on-campus attendance, at scheduled days and times; course(s) would be cancelled if Hybrid delivery is not possible)
- Not approved for Distance Learning, even during State of Emergency (course(s) would be cancelled)

### Proposed Update

5

Distance Learning status \*

*Note: "State of Emergency" refers to any situation where the FHDA Board of Trustees has declared that the physical campus is closed due to public health emergency or natural disaster*

- Approved for Distance Learning under all circumstances (including Online-Only delivery during State of Emergency)
- Approved for Distance Learning only if required during State of Emergency, and only via delivery using the modalities specified in the next question (courses(s) would be cancelled if delivery using the selected modalities is not possible)
- Not approved for Distance Learning, even during State of Emergency (course(s) would be cancelled)

Additionally, if the faculty selects the second response to Question 5 ("Approved... only if required during State of Emergency..."), they will be prompted to select modalities (Question 6). The form currently prompts Question 6 only if the faculty selects the first response to Question 5.

## General Education Review Request AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: CNSL 3: Identity, Culture & Education

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### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area IV - Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** CNSL 3: Identity, Culture & Education

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Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

**Depth Map: Must include the following:**

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course component(s):**

**From Course Content (Body of knowledge)**

B. Collective, cross-cultural and societal contexts to identity

1. Weinreich's Identity Structure Analysis
2. Self-categorization theory
3. The need to belong

I. Agents of socialization

1. Bronfenbrenner's ecological theory
2. Relationships with self and others
3. Role of educational institutions

J. Connections between social structures

1. Race
2. Gender
3. Social class and socioeconomic status
4. Disability status
5. Social institutions

L. Prejudice and stereotypes

1. Development of stereotypes
2. Racism, classism, sexism, and ableism
3. Stereotype threat

M. Ethnocentrism and cultural identity

1. Psychological factors contributing to ethnocentrism
2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking
4. Institutional discrimination and oppression

**From Method of Instruction**

C. Group presentations of major projects followed by in-class discussion and evaluation.

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- B. compare and contrast the theories related to self-esteem
- G. examine personal and educational values and compare and contrast to diverse cultures



**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**From Course Content (Body of knowledge)**

- J. Connections between social structures
1. Race
  2. Gender
  3. Social class and socioeconomic status
  4. Disability status
  5. Social institutions
- O. Critical pedagogy
1. Freire's praxis
  2. Banking education
  3. Critical consciousness

**From Methods of Evaluation**

- B. Essay exams
- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**From Method of Instruction**

- C. Group presentations of major projects followed by in-class discussion and evaluation.

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course component(s):**

**From Course Content (Body of knowledge)**

- C. Critical assessment of research methods in the study of identity
1. Observation
  2. Ethnography
  3. Critical race theory

**From Method of Instruction**

- C. Group presentations of major projects followed by in-class discussion and evaluation.

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**Depth Map: Additionally, must include at least three of the following:**

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

- B. Collective, cross-cultural and societal contexts to identity
  - 1. Weinreich's Identity Structure Analysis
  - 2. Self-categorization theory
  - 3. The need to belong
- I. Agents of socialization
  - 1. Bronfenbrenner's ecological theory
  - 2. Relationships with self and others
  - 3. Role of educational institutions
- J. Connections between social structures
  - 1. Race
  - 2. Gender
  - 3. Social class and socioeconomic status
  - 4. Disability status
  - 5. Social institutions
- L. Prejudice and stereotypes
  - 1. Development of stereotypes
  - 2. Racism, classism, sexism, and ableism
  - 3. Stereotype threat
- M. Ethnocentrism and cultural identity
  - 1. Psychological factors contributing to ethnocentrism
  - 2. Intergroup attitudes
  - 3. Ethnocentrism and stereotypic thinking
  - 4. Institutional discrimination and oppression
- N. Inequality and social justice
  - 1. Privilege
  - 2. Oppression
  - 3. Civil liberties
  - 4. Human rights

**From Method of Instruction**

- C. Group presentations of major projects followed by in-class discussion and evaluation.

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**S5.** Explain world development and global relationships;

**Matching course component(s):**

Intentionally left blank.

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**General Education Review Request  
AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Matching course component(s):**

**From Course Content (Body of knowledge)**

**B. Collective, cross-cultural and societal contexts to identity**

1. Weinreich's Identity Structure Analysis
2. Self-categorization theory
3. The need to belong

**F. Motivational theories**

1. Humanistic theories, Maslow's hierarchy of needs
2. Behavioral theories and extrinsic motivation
3. Cognitive theories and intrinsic motivation

**H. Self-regulation**

1. Cognitive restructuring
2. Values clarification
3. Kohlberg's theory of moral development
4. Learning and education as cultural values

**I. Agents of socialization**

1. Bronfenbrenner's ecological theory
2. Relationships with self and others
3. Role of educational institutions

**M. Ethnocentrism and cultural identity**

1. Psychological factors contributing to ethnocentrism
2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking
4. Institutional discrimination and oppression

**N. Inequality and social justice**

1. Privilege
2. Oppression
3. Civil liberties
4. Human rights

**O. Critical pedagogy**

1. Freire's praxis
2. Banking education
3. Critical consciousness

**S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;**

**Matching course objective(s):**

Intentionally left blank.

**S8. Assess the distribution of power and influence;**

**Matching course component(s):**

**From Course Content (Body of knowledge)**

**M. Ethnocentrism and cultural identity**

1. Psychological factors contributing to ethnocentrism
2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking
4. Institutional discrimination and oppression

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**N. Inequality and social justice**

1. Privilege
2. Oppression
3. Civil liberties
4. Human rights

**S9. Analyze current events and global issues in the context of historic, ethical and social patterns;**

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

**K. People of color in America**

1. European Americans
2. African Americans
3. Asian Americans
4. Latino Americans
5. Middle Eastern Americans
6. Native Americans

**L. Prejudice and stereotypes**

1. Development of stereotypes
2. Racism, classism, sexism, and ableism
3. Stereotype threat

**M. Ethnocentrism and cultural identity**

1. Psychological factors contributing to ethnocentrism
2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking
4. Institutional discrimination and oppression

**N. Inequality and social justice**

1. Privilege
2. Oppression
3. Civil liberties
4. Human rights

**S10. Comprehend and engage in social, economic and political issues at the local, national and global level;**

**Matching course component(s):**

**From Course Content (Body of knowledge)**

**J. Connections between social structures**

1. Race
2. Gender
3. Social class and socioeconomic status
4. Disability status

**General Education Review Request  
AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

5. Social institutions

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course component(s):**

**From Course Content (Body of knowledge)**

**D. Self-concept**

1. Schemas
2. Actual self, ideal self, and ought self
3. Personal discrepancies

**E. Self-esteem**

1. Rogers' humanistic theory of personality
2. Temperament styles
3. Parenting style

**F. Motivational theories**

1. Humanistic theories, Maslow's hierarchy of needs
2. Behavioral theories and extrinsic motivation
3. Cognitive theories and intrinsic motivation

**G. Arousal level and performance**

1. Development of self-efficacy
2. Learned helplessness and learned optimism
3. Persistence and self-monitoring

**H. Self-regulation**

1. Cognitive restructuring
2. Values clarification
3. Kohlberg's theory of moral development
4. Learning and education as cultural values

**I. Agents of socialization**

1. Bronfenbrenner's ecological theory
2. Relationships with self and others
3. Role of educational institutions

**J. Connections between social structures**

1. Race
2. Gender
3. Social class and socioeconomic status
4. Disability status
5. Social institutions

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Matching course component(s):**

**From Course Content (Body of knowledge)**

- J. Connections between social structures
1. Race
  2. Gender
  3. Social class and socioeconomic status
  4. Disability status
  5. Social institutions

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course component(s):**

**From Course Content (Body of knowledge)**

- I. Agents of socialization
1. Bronfenbrenner's ecological theory
  2. Relationships with self and others
  3. Role of educational institutions
- J. Connections between social structures
1. Race
  2. Gender
  3. Social class and socioeconomic status
  4. Disability status
  5. Social institutions
- M. Ethnocentrism and cultural identity
1. Psychological factors contributing to ethnocentrism
  2. Intergroup attitudes
  3. Ethnocentrism and stereotypic thinking
  4. Institutional discrimination and oppression

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course component(s):**

**From Course Content (Body of knowledge)**

- A. Aspects of identity
1. Erikson's theory of psychosocial development
  2. Marcia's theory of achievement of a personal identity
  3. Tajfel's theory of social identity
- B. Collective, cross-cultural and societal contexts to identity
1. Weinreich's Identity Structure Analysis
  2. Self-categorization theory
  3. The need to belong
- D. Self-concept
1. Schemas
  2. Actual self, ideal self, and ought self
  3. Personal discrepancies
- E. Self-esteem

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

1. Rogers' humanistic theory of personality
2. Temperament styles
3. Parenting style

**F. Motivational theories**

1. Humanistic theories, Maslow's hierarchy of needs
2. Behavioral theories and extrinsic motivation
3. Cognitive theories and intrinsic motivation

**G. Arousal level and performance**

1. Development of self-efficacy
2. Learned helplessness and learned optimism
3. Persistence and self-monitoring

**L. Prejudice and stereotypes**

1. Development of stereotypes
2. Racism, classism, sexism, and ableism
3. Stereotype threat

**M. Ethnocentrism and cultural identity**

1. Psychological factors contributing to ethnocentrism
2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking
4. Institutional discrimination and oppression

**N. Inequality and social justice**

1. Privilege
2. Oppression
3. Civil liberties
4. Human rights

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- B. compare and contrast the theories related to self-esteem
- C. demonstrate an understanding of self-regulation concepts
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- H. employ the computer for research
- I. describe the culture of higher education

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles

**From Method of Instruction**

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course component(s):**

**From Course Content (Body of knowledge)**

- C. Critical assessment of research methods in the study of identity
  - 1. Observation
  - 2. Ethnography
  - 3. Critical race theory

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles

**From Method of Instruction**

- C. Group presentations of major projects followed by in-class discussion and evaluation.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures

**From Methods of Evaluation**

- B. Essay exams
- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**From Method of Instruction**

- C. Group presentations of major projects followed by in-class discussion and evaluation.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class



**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures

**From Course Content (Body of knowledge)**

**J. Connections between social structures**

- 1. Race
- 2. Gender
- 3. Social class and socioeconomic status
- 4. Disability status
- 5. Social institutions

**K. People of color in America**

- 1. European Americans
- 2. African Americans
- 3. Asian Americans
- 4. Latino Americans
- 5. Middle Eastern Americans
- 6. Native Americans

**L. Prejudice and stereotypes**

- 1. Development of stereotypes
- 2. Racism, classism, sexism, and ableism
- 3. Stereotype threat

**M. Ethnocentrism and cultural identity**

- 1. Psychological factors contributing to ethnocentrism
- 2. Intergroup attitudes
- 3. Ethnocentrism and stereotypic thinking
- 4. Institutional discrimination and oppression

**N. Inequality and social justice**

- 1. Privilege
- 2. Oppression
- 3. Civil liberties
- 4. Human rights

**From Method of Instruction**

- C. Group presentations of major projects followed by in-class discussion and evaluation.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- H. employ the computer for research

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles

**General Education Review Request  
AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

Requesting Faculty: Voltaire Villanueva Date: January 11, 2021  
Division Curriculum Rep: Maritza Jackson Sandoval, Andy Lee Date: 1/21/21

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**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Kay Thornton

Recommended for Approval:  Not Recommended for Approval:  Date: 2/22/21

In the box below, please provide rationale regarding the subcommittee's recommendation:

No comments provided.

**FOR USE BY CURRICULUM OFFICE:**

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

## General Education Review Request AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: CNSL 3H: Honors Identity, Culture & Education

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### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area IV - Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** CNSL 3H: Honors Identity, Culture & Education

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Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

**Depth Map: Must include the following:**

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course component(s):**

**From Course Content (Body of knowledge)**

B. Collective, cross-cultural and societal contexts to identity

1. Weinreich's Identity Structure Analysis
2. Self-categorization theory
3. The need to belong

I. Agents of socialization

1. Bronfenbrenner's ecological theory
2. Relationships with self and others
3. Role of educational institutions

J. Connections between social structures

1. Race
2. Gender
3. Social class and socioeconomic status
4. Disability status
5. Social institutions

L. Prejudice and stereotypes

1. Development of stereotypes
2. Racism, classism, sexism, and ableism
3. Stereotype threat

M. Ethnocentrism and cultural identity

1. Psychological factors contributing to ethnocentrism
2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking
4. Institutional discrimination and oppression

**From Method of Instruction**

C. Group presentations of major projects followed by in-class discussion and evaluation.

D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find

common ground while participating in a conversation

E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- B. compare and contrast the theories related to self-esteem
- G. examine personal and educational values and compare and contrast to diverse cultures

**From Course Content (Body of knowledge)**

- J. Connections between social structures
  - 1. Race
  - 2. Gender
  - 3. Social class and socioeconomic status
  - 4. Disability status
  - 5. Social institutions
  
- O. Critical pedagogy
  - 1. Freire's praxis
  - 2. Banking education
  - 3. Critical consciousness

**From Methods of Evaluation**

- B. Essay exams
- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**From Method of Instruction**

- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course component(s):**

**From Course Content (Body of knowledge)**

- C. Critical assessment of research methods in the study of identity
  - 1. Observation
  - 2. Ethnography
  - 3. Critical race theory

**From Method of Instruction**

- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Depth Map: Additionally, must include at least three of the following:**

**S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;**

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

B. Collective, cross-cultural and societal contexts to identity

- 1. Weinreich's Identity Structure Analysis
- 2. Self-categorization theory
- 3. The need to belong

I. Agents of socialization

- 1. Bronfenbrenner's ecological theory
- 2. Relationships with self and others
- 3. Role of educational institutions

J. Connections between social structures

- 1. Race
- 2. Gender
- 3. Social class and socioeconomic status
- 4. Disability status
- 5. Social institutions

L. Prejudice and stereotypes

- 1. Development of stereotypes
- 2. Racism, classism, sexism, and ableism
- 3. Stereotype threat

M. Ethnocentrism and cultural identity

- 1. Psychological factors contributing to ethnocentrism
- 2. Intergroup attitudes
- 3. Ethnocentrism and stereotypic thinking
- 4. Institutional discrimination and oppression

N. Inequality and social justice

- 1. Privilege
- 2. Oppression
- 3. Civil liberties
- 4. Human rights

**From Method of Instruction**

C. Group presentations of major projects followed by in-class discussion and evaluation.

D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation

E. Service learning - students will apply course concepts and principles with marginalized communities and

**General Education Review Request  
AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

present their project for evaluation.

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**S5.** Explain world development and global relationships;

**Matching course component(s):**

Intentionally left blank.

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course component(s):**

**From Course Content (Body of knowledge)**

B. Collective, cross-cultural and societal contexts to identity

- 1. Weinreich's Identity Structure Analysis
- 2. Self-categorization theory
- 3. The need to belong

F. Motivational theories

- 1. Humanistic theories, Maslow's hierarchy of needs
- 2. Behavioral theories and extrinsic motivation
- 3. Cognitive theories and intrinsic motivation

H. Self-regulation

- 1. Cognitive restructuring
- 2. Values clarification
- 3. Kohlberg's theory of moral development
- 4. Learning and education as cultural values

I. Agents of socialization

- 1. Bronfenbrenner's ecological theory
- 2. Relationships with self and others
- 3. Role of educational institutions

M. Ethnocentrism and cultural identity

- 1. Psychological factors contributing to ethnocentrism
- 2. Intergroup attitudes
- 3. Ethnocentrism and stereotypic thinking
- 4. Institutional discrimination and oppression

N. Inequality and social justice

- 1. Privilege
- 2. Oppression
- 3. Civil liberties
- 4. Human rights

O. Critical pedagogy

- 1. Freire's praxis
- 2. Banking education
- 3. Critical consciousness

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**From Method of Instruction**

E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

Intentionally left blank.

**S8.** Assess the distribution of power and influence;

**Matching course component(s):**

**From Course Content (Body of knowledge)**

M. Ethnocentrism and cultural identity

1. Psychological factors contributing to ethnocentrism
2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking
4. Institutional discrimination and oppression

N. Inequality and social justice

1. Privilege
2. Oppression
3. Civil liberties
4. Human rights

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

K. People of color in America

1. European Americans
2. African Americans
3. Asian Americans
4. Latino Americans
5. Middle Eastern Americans
6. Native Americans

L. Prejudice and stereotypes

1. Development of stereotypes
2. Racism, classism, sexism, and ableism
3. Stereotype threat

M. Ethnocentrism and cultural identity

1. Psychological factors contributing to ethnocentrism



**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking
4. Institutional discrimination and oppression

**N. Inequality and social justice**

1. Privilege
2. Oppression
3. Civil liberties
4. Human rights

**S10. Comprehend and engage in social, economic and political issues at the local, national and global level;**

**Matching course component(s):**

**From Course Content (Body of knowledge)**

**J. Connections between social structures**

1. Race
2. Gender
3. Social class and socioeconomic status
4. Disability status
5. Social institutions

**S11. Display knowledge of human motivations, behaviors and relationships;**

**Matching course component(s):**

**From Course Content (Body of knowledge)**

**D. Self-concept**

1. Schemas
2. Actual self, ideal self, and ought self
3. Personal discrepancies

**E. Self-esteem**

1. Rogers' humanistic theory of personality
2. Temperament styles
3. Parenting style

**F. Motivational theories**

1. Humanistic theories, Maslow's hierarchy of needs
2. Behavioral theories and extrinsic motivation
3. Cognitive theories and intrinsic motivation

**G. Arousal level and performance**

1. Development of self-efficacy
2. Learned helplessness and learned optimism
3. Persistence and self-monitoring

**H. Self-regulation**

1. Cognitive restructuring
2. Values clarification
3. Kohlberg's theory of moral development
4. Learning and education as cultural values

**I. Agents of socialization**

1. Bronfenbrenner's ecological theory
2. Relationships with self and others
3. Role of educational institutions

**General Education Review Request  
AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

- J. Connections between social structures
1. Race
  2. Gender
  3. Social class and socioeconomic status
  4. Disability status
  5. Social institutions

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course component(s):**

**From Course Content (Body of knowledge)**

- J. Connections between social structures
1. Race
  2. Gender
  3. Social class and socioeconomic status
  4. Disability status
  5. Social institutions

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course component(s):**

**From Course Content (Body of knowledge)**

- I. Agents of socialization
1. Bronfenbrenner's ecological theory
  2. Relationships with self and others
  3. Role of educational institutions
- J. Connections between social structures
1. Race
  2. Gender
  3. Social class and socioeconomic status
  4. Disability status
  5. Social institutions
- M. Ethnocentrism and cultural identity
1. Psychological factors contributing to ethnocentrism
  2. Intergroup attitudes
  3. Ethnocentrism and stereotypic thinking
  4. Institutional discrimination and oppression

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course component(s):**

**From Course Content (Body of knowledge)**

- A. Aspects of identity
1. Erikson's theory of psychosocial development

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

2. Marcia's theory of achievement of a personal identity
3. Tajfel's theory of social identity

**B. Collective, cross-cultural and societal contexts to identity**

1. Weinreich's Identity Structure Analysis
2. Self-categorization theory
3. The need to belong

**D. Self-concept**

1. Schemas
2. Actual self, ideal self, and ought self
3. Personal discrepancies

**E. Self-esteem**

1. Rogers' humanistic theory of personality
2. Temperament styles
3. Parenting style

**F. Motivational theories**

1. Humanistic theories, Maslow's hierarchy of needs
2. Behavioral theories and extrinsic motivation
3. Cognitive theories and intrinsic motivation

**G. Arousal level and performance**

1. Development of self-efficacy
2. Learned helplessness and learned optimism
3. Persistence and self-monitoring

**L. Prejudice and stereotypes**

1. Development of stereotypes
2. Racism, classism, sexism, and ableism
3. Stereotype threat

**M. Ethnocentrism and cultural identity**

1. Psychological factors contributing to ethnocentrism
2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking
4. Institutional discrimination and oppression

**N. Inequality and social justice**

1. Privilege
2. Oppression
3. Civil liberties
4. Human rights

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).

**Matching course component(s):**

**From Course Objectives**

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- B. compare and contrast the theories related to self-esteem
- C. demonstrate an understanding of self-regulation concepts
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- H. employ the computer for research
- I. describe the culture of higher education

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course component(s):**

**From Course Content (Body of knowledge)**

- C. Critical assessment of research methods in the study of identity
  - 1. Observation
  - 2. Ethnography
  - 3. Critical race theory

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles

**From Method of Instruction**

- C. Group presentations of major projects followed by in-class discussion and evaluation.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures

**From Methods of Evaluation**

- B. Essay exams
- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**From Method of Instruction**

- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures

**From Course Content (Body of knowledge)**

J. Connections between social structures

1. Race
2. Gender
3. Social class and socioeconomic status
4. Disability status
5. Social institutions

K. People of color in America

1. European Americans
2. African Americans
3. Asian Americans
4. Latino Americans
5. Middle Eastern Americans
6. Native Americans

L. Prejudice and stereotypes

1. Development of stereotypes
2. Racism, classism, sexism, and ableism
3. Stereotype threat

M. Ethnocentrism and cultural identity

1. Psychological factors contributing to ethnocentrism
2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking

**General Education Review Request  
AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

4. Institutional discrimination and oppression

**N. Inequality and social justice**

1. Privilege
2. Oppression
3. Civil liberties
4. Human rights

**From Method of Instruction**

C. Group presentations of major projects followed by in-class discussion and evaluation.

D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation

E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

**O. Critical pedagogy**

1. Freire's praxis
2. Banking education
3. Critical consciousness

**Q. Forging a new identity**

1. Meaning-making
2. Action theory
3. Human agency

**From Methods of Evaluation**

- B. Essay exams
- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**From Method of Instruction**

**General Education Review Request  
AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

Requesting Faculty: Voltaire Villanueva Date: January 11, 2021  
Division Curriculum Rep: Maritza Jackson Sandoval, Andy Lee Date: 1/21/21

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**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Kay Thornton

Recommended for Approval:  Not Recommended for Approval:  Date: 2/22/21

In the box below, please provide rationale regarding the subcommittee's recommendation:

No comments provided.

**FOR USE BY CURRICULUM OFFICE:**

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

# General Education Review Request

## AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: CNSL 3: Identity, Culture & Education

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### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area VI - United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include **all of the following** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.



**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**Course Number & Title:** CNSL 3: Identity, Culture & Education

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Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

**Depth Map: Must include the following:**

**U1.** Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

B. Collective, cross-cultural and societal contexts to identity

- 1. Weinreich's Identity Structure Analysis
- 2. Self-categorization theory
- 3. The need to belong

I. Agents of socialization

- 1. Bronfenbrenner's ecological theory
- 2. Relationships with self and others
- 3. Role of educational institutions

J. Connections between social structures

- 1. Race
- 2. Gender
- 3. Social class and socioeconomic status
- 4. Disability status
- 5. Social institutions

L. Prejudice and stereotypes

- 1. Development of stereotypes
- 2. Racism, classism, sexism, and ableism
- 3. Stereotype threat

M. Ethnocentrism and cultural identity

- 1. Psychological factors contributing to ethnocentrism
- 2. Intergroup attitudes
- 3. Ethnocentrism and stereotypic thinking
- 4. Institutional discrimination and oppression

N. Inequality and social justice

- 1. Privilege

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

2. Oppression
3. Civil liberties
4. Human rights

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

**U2.** Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

B. Collective, cross-cultural and societal contexts to identity

1. Weinreich's Identity Structure Analysis
2. Self-categorization theory
3. The need to belong

I. Agents of socialization

1. Bronfenbrenner's ecological theory
2. Relationships with self and others
3. Role of educational institutions

J. Connections between social structures

1. Race
2. Gender
3. Social class and socioeconomic status
4. Disability status
5. Social institutions

K. People of color in America

1. European Americans
2. African Americans
3. Asian Americans
4. Latino Americans
5. Middle Eastern Americans
6. Native Americans

L. Prejudice and stereotypes

1. Development of stereotypes
2. Racism, classism, sexism, and ableism
3. Stereotype threat

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- M. Ethnocentrism and cultural identity
1. Psychological factors contributing to ethnocentrism
  2. Intergroup attitudes
  3. Ethnocentrism and stereotypic thinking
  4. Institutional discrimination and oppression

- N. Inequality and social justice
1. Privilege
  2. Oppression
  3. Civil liberties
  4. Human rights

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

**U3.** Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

- B. Collective, cross-cultural and societal contexts to identity
1. Weinreich's Identity Structure Analysis
  2. Self-categorization theory
  3. The need to belong

- F. Motivational theories
1. Humanistic theories, Maslow's hierarchy of needs
  2. Behavioral theories and extrinsic motivation
  3. Cognitive theories and intrinsic motivation

- H. Self-regulation
1. Cognitive restructuring
  2. Values clarification
  3. Kohlberg's theory of moral development
  4. Learning and education as cultural values

- I. Agents of socialization
1. Bronfenbrenner's ecological theory
  2. Relationships with self and others
  3. Role of educational institutions

- M. Ethnocentrism and cultural identity

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

1. Psychological factors contributing to ethnocentrism
2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking
4. Institutional discrimination and oppression

**N. Inequality and social justice**

1. Privilege
2. Oppression
3. Civil liberties
4. Human rights

**O. Critical pedagogy**

1. Freire's praxis
2. Banking education
3. Critical consciousness

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

**Depth Map: Additionally, must include at least three of the following:**

**U4. Critically examine the contributions of many groups to a particular aspect of United States culture;**

**Matching course component(s):**

**From Course Content (Body of knowledge)**

**J. Connections between social structures**

1. Race
2. Gender
3. Social class and socioeconomic status
4. Disability status
5. Social institutions

**K. People of color in America**

1. European Americans
2. African Americans
3. Asian Americans
4. Latino Americans
5. Middle Eastern Americans
6. Native Americans

**P. Constructing a student identity**

1. Emotional intelligence
2. Multiple intelligences
3. Yosso's cultural wealth model
4. Intercultural communication

**Q. Forging a new identity**

1. Meaning-making
2. Action theory
3. Human agency

**U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;**

**Matching course component(s):**

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**From Course Objectives**

The student will be able to:

- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures

**From Course Content (Body of knowledge)**

J. Connections between social structures

- 1. Race
- 2. Gender
- 3. Social class and socioeconomic status
- 4. Disability status
- 5. Social institutions

K. People of color in America

- 1. European Americans
- 2. African Americans
- 3. Asian Americans
- 4. Latino Americans
- 5. Middle Eastern Americans
- 6. Native Americans

L. Prejudice and stereotypes

- 1. Development of stereotypes
- 2. Racism, classism, sexism, and ableism
- 3. Stereotype threat

M. Ethnocentrism and cultural identity

- 1. Psychological factors contributing to ethnocentrism
- 2. Intergroup attitudes
- 3. Ethnocentrism and stereotypic thinking
- 4. Institutional discrimination and oppression

N. Inequality and social justice

- 1. Privilege
- 2. Oppression
- 3. Civil liberties
- 4. Human rights

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

**U6.** Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

**K. People of color in America**

- 1. European Americans
- 2. African Americans
- 3. Asian Americans
- 4. Latino Americans
- 5. Middle Eastern Americans
- 6. Native Americans

**L. Prejudice and stereotypes**

- 1. Development of stereotypes
- 2. Racism, classism, sexism, and ableism
- 3. Stereotype threat

**M. Ethnocentrism and cultural identity**

- 1. Psychological factors contributing to ethnocentrism
- 2. Intergroup attitudes
- 3. Ethnocentrism and stereotypic thinking
- 4. Institutional discrimination and oppression

**N. Inequality and social justice**

- 1. Privilege
- 2. Oppression
- 3. Civil liberties
- 4. Human rights

**C. Critical assessment of research methods in the study of identity**

- 1. Observation
- 2. Ethnography
- 3. Critical race theory

**P. Constructing a student identity**

- 5. Emotional intelligence
- 6. Multiple intelligences
- 7. Yosso's cultural wealth model
- 8. Intercultural communication

**Q. Forging a new identity**

- 4. Meaning-making
- 5. Action theory
- 6. Human agency

**From Methods of Evaluation**

- B. Essay exams
- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

**U7.** Explain culture as a concept and how it can unite or divide people into various groups;

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

B. Collective, cross-cultural and societal contexts to identity

- 1. Weinreich's Identity Structure Analysis
- 2. Self-categorization theory
- 3. The need to belong

C. Critical assessment of research methods in the study of identity

- 1. Observation
- 2. Ethnography
- 3. Critical race theory

D. Self-concept

- 1. Schemas
- 2. Actual self, ideal self, and ought self
- 3. Personal discrepancies

I. Agents of socialization

- 1. Bronfenbrenner's ecological theory
- 2. Relationships with self and others
- 3. Role of educational institutions

J. Connections between social structures

- 1. Race
- 2. Gender
- 3. Social class and socioeconomic status
- 4. Disability status
- 5. Social institutions

K. People of color in America

- 1. European Americans
- 2. African Americans
- 3. Asian Americans
- 4. Latino Americans
- 5. Middle Eastern Americans
- 6. Native Americans

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- M. Ethnocentrism and cultural identity
1. Psychological factors contributing to ethnocentrism
  2. Intergroup attitudes
  3. Ethnocentrism and stereotypic thinking
  4. Institutional discrimination and oppression

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

**U8.** Apply information about groups presented in the class to contemporary social and cultural relations;

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

O. Critical pedagogy

1. Freire's praxis
2. Banking education
3. Critical consciousness

P. Constructing a student identity

1. Emotional intelligence
2. Multiple intelligences
3. Yosso's cultural wealth model
4. Intercultural communication

Q. Forging a new identity

1. Meaning-making
2. Action theory
3. Human agency

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

**U9.** Analyze and interpret how culture shapes human development and behavior.

**Matching course component(s):**

**From Course Objectives**

The student will be able to:



**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

- B. Collective, cross-cultural and societal contexts to identity
  - 1. Weinreich's Identity Structure Analysis
  - 2. Self-categorization theory
  - 3. The need to belong
- F. Motivational theories
  - 1. Humanistic theories, Maslow's hierarchy of needs
  - 2. Behavioral theories and extrinsic motivation
  - 3. Cognitive theories and intrinsic motivation
- H. Self-regulation
  - 1. Cognitive restructuring
  - 2. Values clarification
  - 3. Kohlberg's theory of moral development
  - 4. Learning and education as cultural values
- I. Agents of socialization
  - 1. Bronfenbrenner's ecological theory
  - 2. Relationships with self and others
  - 3. Role of educational institutions
- M. Ethnocentrism and cultural identity
  - 1. Psychological factors contributing to ethnocentrism
  - 2. Intergroup attitudes
  - 3. Ethnocentrism and stereotypic thinking
  - 4. Institutional discrimination and oppression
- N. Inequality and social justice
  - 1. Privilege
  - 2. Oppression
  - 3. Civil liberties
  - 4. Human rights

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).

**Matching course component(s):**

**From Course Objectives**

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- B. compare and contrast the theories related to self-esteem
- C. demonstrate an understanding of self-regulation concepts
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- H. employ the computer for research
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

**O. Critical pedagogy**

1. Freire's praxis
2. Banking education
3. Critical consciousness

**P. Constructing a student identity**

1. Emotional intelligence
2. Multiple intelligences
3. Yosso's cultural wealth model
4. Intercultural communication

**Q. Forging a new identity**

1. Meaning-making
2. Action theory
3. Human agency

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

**B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).**

**Matching course component(s):**

**From Course Content (Body of knowledge)**

- C. Critical assessment of research methods in the study of identity
  1. Observation
  2. Ethnography
  3. Critical race theory

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.  
C. Group presentations of major projects followed by in-class discussion and evaluation.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures

**From Course Content (Body of knowledge)**

C. Critical assessment of research methods in the study of identity

- 1. Observation
- 2. Ethnography
- 3. Critical race theory

P. Constructing a student identity

- 1. Emotional intelligence
- 2. Multiple intelligences
- 3. Yosso's cultural wealth model
- 4. Intercultural communication

Q. Forging a new identity

- 1. Meaning-making
- 2. Action theory
- 3. Human agency

**From Methods of Evaluation**

- B. Essay exams
- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures

**From Course Content (Body of knowledge)**

**J. Connections between social structures**

- 1. Race
- 2. Gender
- 3. Social class and socioeconomic status
- 4. Disability status
- 5. Social institutions

**K. People of color in America**

- 1. European Americans
- 2. African Americans
- 3. Asian Americans
- 4. Latino Americans
- 5. Middle Eastern Americans
- 6. Native Americans

**L. Prejudice and stereotypes**

- 1. Development of stereotypes
- 2. Racism, classism, sexism, and ableism
- 3. Stereotype threat

**M. Ethnocentrism and cultural identity**

- 1. Psychological factors contributing to ethnocentrism
- 2. Intergroup attitudes
- 3. Ethnocentrism and stereotypic thinking
- 4. Institutional discrimination and oppression

**N. Inequality and social justice**

- 1. Privilege
- 2. Oppression
- 3. Civil liberties
- 4. Human rights

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

- O. Critical pedagogy
  - 1. Freire's praxis
  - 2. Banking education
  - 3. Critical consciousness
- Q. Forging a new identity
  - 1. Meaning-making
  - 2. Action theory
  - 3. Human agency

**From Methods of Evaluation**

- B. Essay exams
- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

Requesting Faculty: Voltaire Villanueva Date: 1/11/2021  
Division Curriculum Rep: Maritza Jackson Sandoval Date: 1/21/21

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**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Milissa Carey, Scott Lankford, Leticia Serna

Recommended for Approval:  Not Recommended for Approval:  Date: 02/15/2021

In the box below, please provide rationale regarding the subcommittee's recommendation:

No comments provided.

**FOR USE BY CURRICULUM OFFICE:**

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

# General Education Review Request

## AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: CNSL 3H: Honors Identity, Culture & Education

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### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area VI - United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include **all of the following** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**Course Number & Title:** CNSL 3H: Honors Identity, Culture & Education

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Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

**Depth Map: Must include the following:**

**U1.** Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

B. Collective, cross-cultural and societal contexts to identity

- 1. Weinreich's Identity Structure Analysis
- 2. Self-categorization theory
- 3. The need to belong

I. Agents of socialization

- 1. Bronfenbrenner's ecological theory
- 2. Relationships with self and others
- 3. Role of educational institutions

J. Connections between social structures

- 1. Race
- 2. Gender
- 3. Social class and socioeconomic status
- 4. Disability status
- 5. Social institutions

L. Prejudice and stereotypes

- 1. Development of stereotypes
- 2. Racism, classism, sexism, and ableism
- 3. Stereotype threat

M. Ethnocentrism and cultural identity

- 1. Psychological factors contributing to ethnocentrism
- 2. Intergroup attitudes
- 3. Ethnocentrism and stereotypic thinking
- 4. Institutional discrimination and oppression

N. Inequality and social justice

- 1. Privilege

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

2. Oppression
3. Civil liberties
4. Human rights

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**U2.** Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

B. Collective, cross-cultural and societal contexts to identity

1. Weinreich's Identity Structure Analysis
2. Self-categorization theory
3. The need to belong

I. Agents of socialization

1. Bronfenbrenner's ecological theory
2. Relationships with self and others
3. Role of educational institutions

J. Connections between social structures

1. Race
2. Gender
3. Social class and socioeconomic status
4. Disability status
5. Social institutions

K. People of color in America

1. European Americans
2. African Americans
3. Asian Americans
4. Latino Americans
5. Middle Eastern Americans
6. Native Americans



**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- L. Prejudice and stereotypes
  - 1. Development of stereotypes
  - 2. Racism, classism, sexism, and ableism
  - 3. Stereotype threat
- M. Ethnocentrism and cultural identity
  - 1. Psychological factors contributing to ethnocentrism
  - 2. Intergroup attitudes
  - 3. Ethnocentrism and stereotypic thinking
  - 4. Institutional discrimination and oppression
- N. Inequality and social justice
  - 1. Privilege
  - 2. Oppression
  - 3. Civil liberties
  - 4. Human rights

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**U3.** Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

- B. Collective, cross-cultural and societal contexts to identity
  - 1. Weinreich's Identity Structure Analysis
  - 2. Self-categorization theory
  - 3. The need to belong
- F. Motivational theories
  - 1. Humanistic theories, Maslow's hierarchy of needs
  - 2. Behavioral theories and extrinsic motivation
  - 3. Cognitive theories and intrinsic motivation
- H. Self-regulation
  - 1. Cognitive restructuring

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

2. Values clarification
3. Kohlberg's theory of moral development
4. Learning and education as cultural values

I. Agents of socialization

1. Bronfenbrenner's ecological theory
2. Relationships with self and others
3. Role of educational institutions

M. Ethnocentrism and cultural identity

1. Psychological factors contributing to ethnocentrism
2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking
4. Institutional discrimination and oppression

N. Inequality and social justice

1. Privilege
2. Oppression
3. Civil liberties
4. Human rights

O. Critical pedagogy

1. Freire's praxis
2. Banking education
3. Critical consciousness

**From Method of Instruction**

A. Lecture presentations and classroom discussion using the language of personal and academic success.

B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.

C. Group presentations of major projects followed by in-class discussion and evaluation.

D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find

common ground while participating in a conversation

E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**Depth Map: Additionally, must include at least three of the following:**

**U4.** Critically examine the contributions of many groups to a particular aspect of United States culture;

**Matching course component(s):**

**From Course Content (Body of knowledge)**

J. Connections between social structures

1. Race
2. Gender
3. Social class and socioeconomic status
4. Disability status
5. Social institutions

K. People of color in America

1. European Americans
2. African Americans
3. Asian Americans
4. Latino Americans
5. Middle Eastern Americans
6. Native Americans

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- P. Constructing a student identity
1. Emotional intelligence
  2. Multiple intelligences
  3. Yosso's cultural wealth model
  4. Intercultural communication

- Q. Forging a new identity
1. Meaning-making
  2. Action theory
  3. Human agency

**U5.** Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;  
**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures

**From Course Content (Body of knowledge)**

- J. Connections between social structures
1. Race
  2. Gender
  3. Social class and socioeconomic status
  4. Disability status
  5. Social institutions
- K. People of color in America
1. European Americans
  2. African Americans
  3. Asian Americans
  4. Latino Americans
  5. Middle Eastern Americans
  6. Native Americans
- L. Prejudice and stereotypes
1. Development of stereotypes
  2. Racism, classism, sexism, and ableism
  3. Stereotype threat
- M. Ethnocentrism and cultural identity
1. Psychological factors contributing to ethnocentrism
  2. Intergroup attitudes
  3. Ethnocentrism and stereotypic thinking
  4. Institutional discrimination and oppression
- N. Inequality and social justice
1. Privilege
  2. Oppression
  3. Civil liberties
  4. Human rights

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**U6.** Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

K. People of color in America

- 1. European Americans
- 2. African Americans
- 3. Asian Americans
- 4. Latino Americans
- 5. Middle Eastern Americans
- 6. Native Americans

L. Prejudice and stereotypes

- 1. Development of stereotypes
- 2. Racism, classism, sexism, and ableism
- 3. Stereotype threat

M. Ethnocentrism and cultural identity

- 1. Psychological factors contributing to ethnocentrism
- 2. Intergroup attitudes
- 3. Ethnocentrism and stereotypic thinking
- 4. Institutional discrimination and oppression

N. Inequality and social justice

- 1. Privilege
- 2. Oppression
- 3. Civil liberties
- 4. Human rights

C. Critical assessment of research methods in the study of identity

- 1. Observation
- 2. Ethnography
- 3. Critical race theory

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- P. Constructing a student identity
5. Emotional intelligence
  6. Multiple intelligences
  7. Yosso's cultural wealth model
  8. Intercultural communication

- Q. Forging a new identity
4. Meaning-making
  5. Action theory
  6. Human agency

**From Methods of Evaluation**

- B. Essay exams
- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**U7. Explain culture as a concept and how it can unite or divide people into various groups;**

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

- B. Collective, cross-cultural and societal contexts to identity
  1. Weinreich's Identity Structure Analysis
  2. Self-categorization theory
  3. The need to belong
- C. Critical assessment of research methods in the study of identity
  1. Observation
  2. Ethnography
  3. Critical race theory
- D. Self-concept

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

1. Schemas
2. Actual self, ideal self, and ought self
3. Personal discrepancies

I. Agents of socialization

1. Bronfenbrenner's ecological theory
2. Relationships with self and others
3. Role of educational institutions

J. Connections between social structures

1. Race
2. Gender
3. Social class and socioeconomic status
4. Disability status
5. Social institutions

K. People of color in America

1. European Americans
2. African Americans
3. Asian Americans
4. Latino Americans
5. Middle Eastern Americans
6. Native Americans

M. Ethnocentrism and cultural identity

1. Psychological factors contributing to ethnocentrism
2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking
4. Institutional discrimination and oppression

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**U8.** Apply information about groups presented in the class to contemporary social and cultural relations;

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- O. Critical pedagogy
1. Freire's praxis
  2. Banking education
  3. Critical consciousness

- P. Constructing a student identity
1. Emotional intelligence
  2. Multiple intelligences
  3. Yosso's cultural wealth model
  4. Intercultural communication

- Q. Forging a new identity
1. Meaning-making
  2. Action theory
  3. Human agency

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**U9.** Analyze and interpret how culture shapes human development and behavior.

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

- B. Collective, cross-cultural and societal contexts to identity
  1. Weinreich's Identity Structure Analysis
  2. Self-categorization theory
  3. The need to belong
- F. Motivational theories
  1. Humanistic theories, Maslow's hierarchy of needs
  2. Behavioral theories and extrinsic motivation
  3. Cognitive theories and intrinsic motivation
- H. Self-regulation
  1. Cognitive restructuring
  2. Values clarification

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

3. Kohlberg's theory of moral development
4. Learning and education as cultural values

I. Agents of socialization

1. Bronfenbrenner's ecological theory
2. Relationships with self and others
3. Role of educational institutions

M. Ethnocentrism and cultural identity

1. Psychological factors contributing to ethnocentrism
2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking
4. Institutional discrimination and oppression

N. Inequality and social justice

1. Privilege
2. Oppression
3. Civil liberties
4. Human rights

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- B. compare and contrast the theories related to self-esteem
- C. demonstrate an understanding of self-regulation concepts
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- H. employ the computer for research
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

O. Critical pedagogy

1. Freire's praxis
2. Banking education
3. Critical consciousness



**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- P. Constructing a student identity
1. Emotional intelligence
  2. Multiple intelligences
  3. Yosso's cultural wealth model
  4. Intercultural communication

- Q. Forging a new identity
1. Meaning-making
  2. Action theory
  3. Human agency

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course component(s):**

**From Course Content (Body of knowledge)**

- C. Critical assessment of research methods in the study of identity
  1. Observation
  2. Ethnography
  3. Critical race theory

**From Methods of Evaluation**

- C. Research papers
- D. Summaries and analysis of primary source research articles

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

**Matching course component(s):**

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**From Course Objectives**

The student will be able to:

- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures

**From Course Content (Body of knowledge)**

C. Critical assessment of research methods in the study of identity

- 1. Observation
- 2. Ethnography
- 3. Critical race theory

P. Constructing a student identity

- 1. Emotional intelligence
- 2. Multiple intelligences
- 3. Yosso's cultural wealth model
- 4. Intercultural communication

Q. Forging a new identity

- 1. Meaning-making
- 2. Action theory
- 3. Human agency

**From Methods of Evaluation**

- B. Essay exams
- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities
- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**From Course Content (Body of knowledge)**

J. Connections between social structures

1. Race
2. Gender
3. Social class and socioeconomic status
4. Disability status
5. Social institutions

K. People of color in America

1. European Americans
2. African Americans
3. Asian Americans
4. Latino Americans
5. Middle Eastern Americans
6. Native Americans

L. Prejudice and stereotypes

1. Development of stereotypes
2. Racism, classism, sexism, and ableism
3. Stereotype threat

M. Ethnocentrism and cultural identity

1. Psychological factors contributing to ethnocentrism
2. Intergroup attitudes
3. Ethnocentrism and stereotypic thinking
4. Institutional discrimination and oppression

N. Inequality and social justice

1. Privilege
2. Oppression
3. Civil liberties
4. Human rights

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course component(s):**

**From Course Objectives**

The student will be able to:

- A. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
- D. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- E. distinguish American social structures of race and class
- F. describe important myths and stereotypes associated with different cultural groups
- G. examine personal and educational values and compare and contrast to diverse cultures
- I. describe the culture of higher education

**From Course Content (Body of knowledge)**

- O. Critical pedagogy
  - 1. Freire's praxis
  - 2. Banking education
  - 3. Critical consciousness

**Q. Forging a new identity**

- 1. Meaning-making
- 2. Action theory
- 3. Human agency

**From Methods of Evaluation**

- B. Essay exams
- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises

**From Method of Instruction**

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic Seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation
- E. Service learning - students will apply course concepts and principles with marginalized communities and present their project for evaluation.

Requesting Faculty: Voltaire Villanueva Date: 1/11/2021

Division Curriculum Rep: Maritza Jackson Sandoval, Andy Lee Date: 1/21/21

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**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Milissa Carey, Scott Lankford, Leticia Serna

Recommended for Approval:  Not Recommended for Approval:  Date: 02/18/2021

In the box below, please provide rationale regarding the subcommittee's recommendation:

**FOR USE BY CURRICULUM OFFICE:**

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

# General Education Review Request

## AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: ETHN 51 - Introduction to Ethnic Studies

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### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to

meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area VI - United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities *must* include *all of the following* student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities *must include at least three* of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

Course Number & Title: ETHN 51 - Introduction to Ethnic Studies

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Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

**Depth Map: Must include the following:**

**U1.** Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

**Matching course component(s):**

Course Objectives:

- Analyze the impact and histories of immigration, colonization, and diaspora in the shaping of ethnic and racial formations in the United States including Native Americans, African Americans, Asian Americans and Latinx Americans.
- Describe and evaluate major theories of race and ethnic, and how the intersections of social class, gender, sexuality and ability pervade racial and ethnic identity formations in the United States.
- Analyze race as a social construct and the changing definitions of race.
- Analyze historical roots and contemporary consequences of prejudice, discrimination, and institutional racism

**U2.** Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

**Matching course component(s):**

Course Objectives:

- Analyze the impact and histories of immigration, colonization, and diaspora in the shaping of ethnic and racial formations in the United States including Native Americans, African Americans, Asian Americans and Latinx Americans.

**U3.** Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

**Matching course component(s):**

Course Objectives:

- Analyze representations in the popular press and other media that influence race relations in ethnic and racial- groups in American society.
- Analyze historical roots and contemporary consequences of prejudice, discrimination, and institutional racism

**Depth Map: Additionally, must include at least three of the following:**

**U4.** Critically examine the contributions of many groups to a particular aspect of United States culture;

**Matching course component(s):**

Course Objectives:

Appraise artistic and cultural representations that speak to race and ethnicity in the United States.

**U5.** Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

**Matching course component(s):**

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**Course Objectives:**

Analyze the impact and histories of immigration, colonization, and diaspora in the shaping of ethnic and racial formations in the United States including Native Americans, African Americans, Asian Americans and Latinx Americans.

**U6.** Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

**Matching course component(s):**

**Course Objectives:**

Describe and evaluate major theories of race and ethnic, and how the intersections of social class, gender, sexuality and ability pervade racial and ethnic identity formations in the United States.

**U7.** Explain culture as a concept and how it can unite or divide people into various groups;

**Matching course component(s):**

**Course Objectives:**

Analyze historical roots and contemporary consequences of prejudice, discrimination, and institutional racism

**U8.** Apply information about groups presented in the class to contemporary social and cultural relations;

**Matching course component(s):**

**Course Objectives:**

- Analyze race as a social construct and the changing definitions of race.
- Analyze historical roots and contemporary consequences of prejudice, discrimination, and institutional racism

**U9.** Analyze and interpret how culture shapes human development and behavior.

**Matching course component(s):**

**Course Objectives:**

- Analyze race as a social construct and the changing definitions of race.
- Analyze historical roots and contemporary consequences of prejudice, discrimination, and institutional racism

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).

**Matching course component(s):**

**Course Objectives:**

- Analyze race as a social construct and the changing definitions of race.
- Analyze the impact and histories of immigration, colonization, and diaspora in the shaping of ethnic and racial formations in the United States including Native Americans, African Americans, Asian Americans and Latinx Americans.
- Analyze historical roots and contemporary consequences of prejudice, discrimination, and institutional racism
- Analyze representations in the popular press and other media that influence race relations in ethnic and racial- groups in American society.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**General Education Review Request  
AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**Matching course component(s):**

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

**Matching course component(s):**

Course Objectives:

Describe and evaluate major theories of race and ethnic, and how the intersections of social class, gender, sexuality and ability pervade racial and ethnic identity formations in the United States.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course component(s):**

Course Objectives:

Identify and evaluate social movements and/or policy debates for racial justice and equity.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course component(s):**

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments:

Viewing and analysis, including information literacy and media regarding communities and narrative

Requesting Faculty: David Marasco & Voltaire Villanueva Date: 11/13/2020

Division Curriculum Rep: Allison Herman Date: 11/23/20

**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Leiticia Serna, Scott Lankford, Milissa Carey

Recommended for Approval:  Not Recommended for Approval:  Date: 2/26/21

In the box below, please provide rationale regarding the subcommittee's recommendation:

No comments provided.

**FOR USE BY CURRICULUM OFFICE:**

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



# General Education Review Request

## AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: ETHN 52 Introduction to African-American Studies

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### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical

way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area VI - United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities *must* include *all of the following* student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities *must include at least three* of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

Course Number & Title: ETHN 52 Introduction to African-American Studies \_\_\_\_\_

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

**Depth Map: Must include the following:**

**U1.** Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

**Matching course component(s):**

Course Objectives:

Identify and analyze the historic, social, and cultural impact that race, gender, sexuality, and identity play within institutions within the United States and how that has affected people who identify as Black and/or African American.

**U2.** Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

**Matching course component(s):**

Course Content:

Analyze the connection between the formation of the United States of America and the institution of slavery. Examine the impact of capitalism on the institution of slavery.

**U3.** Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

**Matching course component(s):**

Course Content:

Determine how an African-American world view assesses the life and culture of African-Americans, versus an African-centered worldview that assesses life and culture for African-Americans.

**Depth Map: Additionally, must include at least three of the following:**

**U4.** Critically examine the contributions of many groups to a particular aspect of United States culture;

**Matching course component(s):**

Course Content:

Acknowledge and appreciate the significance of social, cultural, artistic, scientific, historical, political, and economic contributions of Black and/or African American people living in the United States.

**U5.** Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

**Matching course component(s):**

Course Content:

Question and assess current issues impacting contemporary African Americans, and the relationship between these issues and historical legacies present in America, including the practice of managing black bodies through racist policies and/or legislation.

**U6.** Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

**Matching course component(s):**

Course Content:

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

Determine how an African-American world view assesses the life and culture of African-Americans, versus an African-centered worldview that assesses life and culture for African-Americans.

**U7.** Explain culture as a concept and how it can unite or divide people into various groups;

**Matching course component(s):**

Course Content:

Compare and contrast ancient African religious traditions with subsequent and contemporary Black Christian and Islamic traditions.

**U8.** Apply information about groups presented in the class to contemporary social and cultural relations;

**Matching course component(s):**

Course Content:

Examine relationships between the groups, analyzing similarities and differences in philosophies, methodologies, and the impact on American society brought about by each one.

**U9.** Analyze and interpret how culture shapes human development and behavior.

**Matching course component(s):**

Course Objectives:

Investigate the significance of African traditions, values, beliefs, histories, and customs as it relates to members of the diaspora living within the United States.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).

**Matching course component(s):**

Course Content:

Identify current issues that impact Blacks/African-Americans, making connections between these issues and the historical legacies that remain present in U.S. society. Examine racist law enforcement practices and government legislation that seek to manage black bodies in U.S. society.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course component(s):**

Course Content:

Review the current political and economic trends in higher education and understand how those trends impact the discipline of African American Studies.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

**Matching course component(s):**

Course Content:

Examine the impact African American Studies has had on other disciplines; recognize the interdisciplinary components of African American Studies.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course component(s):**

**General Education Review Request  
AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**Course Content:**

Understand and analyze the Theory of Intersectionality.

Determine how an African-American world view assesses the life and culture of African-Americans, versus an African-centered worldview that assesses life and culture for African-Americans.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course component(s):**

**Course Objectives:**

Identify and analyze the historic, social, and cultural impact that race, gender, sexuality, and identity play within institutions within the United States and how that has affected people who identify as Black and/or African American.

**Types and/or Examples of Required Reading, Writing and Outside of Class Assignments**

Viewing and analysis, including information literacy and media regarding African American communities and narratives.

Requesting Faculty: Samuel White

Date: 11/17/20

Division Curriculum Rep: Allison Herman

Date: 11/23/20

**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Leticia Serna, Scott Lankford, Milissa Carey

Recommended for Approval:  Not Recommended for Approval:  Date: 2/26/21

In the box below, please provide rationale regarding the subcommittee's recommendation:

No comments provided.

**FOR USE BY CURRICULUM OFFICE:**

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

# General Education Review Request

## AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: ETHN 53 INTRODUCTION TO LATINX STUDIES

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### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to

meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area VI - United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include **all of the following** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**Course Number & Title:** ETHN 53 INTRODUCTION TO LATINX STUDIES

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Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

**Depth Map: Must include the following:**

**U1.** Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

**Matching course component(s):**

Course Objectives:

Identify and analyze historical and contemporary examples of racist and sexist practices informed by dominant, stereotypical narratives of Latinx people in the United States, and the impact these practices have on public policy, initiatives, and laws imposed on the Latinx community.

**U2.** Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

**Matching course component(s):**

Course Objectives:

Explain historical, cultural differences and intersectional relationships, and historical, cultural differences in the experiences of distinct Latinx identities and communities such as Afro-Latinx, Chicanx, Central American, South American, Puerto Rican, and Caribbean Americans.

**U3.** Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

**Matching course component(s):**

Course Objectives:

Recognize the conceptual framework of decolonization as a critique of the Eurocentric, historical, pedagogical, and structural approach to teaching and learning within the United States educational system.  
Identify and analyze historical and contemporary examples of racist and sexist practices informed by dominant, stereotypical narratives of Latinx people in the United States, and the impact these practices have on public policy, initiatives, and laws imposed on the Latinx community.

**Depth Map: Additionally, must include at least three of the following:**

**U4.** Critically examine the contributions of many groups to a particular aspect of United States culture;

**Matching course component(s):**

Course Objectives:

Assess the presence, impact, and contributions of the Latinx community on US culture, education, society, politics, labor, and economy.

**U5.** Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

**Matching course component(s):**

Course Objectives:

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

Identify and analyze historical and contemporary examples of racist and sexist practices informed by dominant, stereotypical narratives of Latinx people in the United States, and the impact these practices have on public policy, initiatives, and laws imposed on the Latinx community.

**U6.** Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

**Matching course component(s):**

Course Objectives:

Explain historical, cultural differences and intersectional relationships, and historical, cultural differences in the experiences of distinct Latinx identities and communities such as Afro-Latinx, Chicanx, Central American, South American, Puerto Rican, and Caribbean Americans.

**U7.** Explain culture as a concept and how it can unite or divide people into various groups;

**Matching course component(s):**

Course Objectives:

Analyze broad issues within the Latinx community of the U.S. as they are linked to grassroots activism, cultural resistance, and the social movements of the late 1960s, 1970s and contemporary society with a focus on influential activists within these movements.

**U8.** Apply information about groups presented in the class to contemporary social and cultural relations;

**Matching course component(s):**

Course Objectives:

Evaluate the contemporary academic and systemic challenges facing the discipline of Latinx studies.

**U9.** Analyze and interpret how culture shapes human development and behavior.

**Matching course component(s):**

Course Objectives:

Identify and examine the making of Modern Latin America and the impact of neoliberalism as it relates to the Latinx diaspora.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).

**Matching course component(s):**

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments:

Viewing and analysis, including information literacy and media regarding Latinx communities and narratives. Analytical essays on readings.

Method of Instruction:

Writing analytical responses to course materials.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course component(s):**

**General Education Review Request  
AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

<b>Matching course component(s):</b>  Types and/or Examples of Required Reading, Writing and Outside of Class Assignments: Analytical essays on readings.
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**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

<b>Matching course component(s):</b>  Types and/or Examples of Required Reading, Writing and Outside of Class Assignments: Social justice / service learning project (e.g., Foothill Research and Service Learning Symposium).
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**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

<b>Matching course component(s):</b>  Types and/or Examples of Required Reading, Writing and Outside of Class Assignments: Viewing and analysis, including information literacy and media regarding Latinx communities and narratives.
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Requesting Faculty: Susie Huerta Date: 11/20/20  
Division Curriculum Rep: Allison Herman Date: 11/23/20

**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Leticia Serna, Scott Lankford, Milissa Carey  
Recommended for Approval:  Not Recommended for Approval:  Date: 2/26/21

In the box below, please provide rationale regarding the subcommittee's recommendation:

No comments provided.
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**FOR USE BY CURRICULUM OFFICE:**

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



## General Education Review Request

### AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: ETHN 55 Introduction to Asian American Studies

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#### **Breadth Criteria:**

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to

meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### **Depth Criteria for Area VI - United States Cultures & Communities:**

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include **all of the following** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**Course Number & Title:** ETHN 55 Introduction to Asian American Studies

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Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

**Depth Map: Must include the following:**

**U1.** Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

**Matching course component(s):**

Course Objectives:

- A. Identify and differentiate among the historical, social, cultural, political, legal, and environmental circumstances of the individually lived experiences of Asian Americans, towards an understanding of migration factors, racialization, and marginalization of Chinese Americans, Japanese Americans, Filipinx Americans, Korean Americans, Pacific Islander Americans, South Asian Americans, and Southeast Asian Americans.
- B. Identify and examine relevant U.S. governmental actions, law, and policies and their impacts on Asian Americans past and present.
- C. Analyze with relevant theory the intersectionality of Asian American lived experiences along various vectors of identity, including race and ethnicity, gender and sexuality, socioeconomic class and labor, national origin, mixed heritages, religion / spirituality, generation, and ability.
- D. Recognize Asian American social and political activism, resistance to Eurocentric racialization, and solidarity from early immigration to the present, including identification of current Asian American social justice issues and possibilities for change.
- E. Understand "Asian American" as a category constructed in response to legal and social exclusion.

**U2.** Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

**Matching course component(s):**

Course Objectives:

- A. Identify and differentiate among the historical, social, cultural, political, legal, and environmental circumstances of the individually lived experiences of Asian Americans, towards an understanding of migration factors, racialization, and marginalization of Chinese Americans, Japanese Americans, Filipinx Americans, Korean Americans, Pacific Islander Americans, South Asian Americans, and Southeast Asian Americans.
- B. Identify and examine relevant U.S. governmental actions, law, and policies and their impacts on Asian Americans past and present.
- C. Analyze with relevant theory the intersectionality of Asian American lived experiences along various vectors of identity, including race and ethnicity, gender and sexuality, socioeconomic class and labor, national origin, mixed heritages, religion / spirituality, generation, and ability.
- D. Recognize Asian American social and political activism, resistance to Eurocentric racialization, and solidarity from early immigration to the present, including identification of current Asian American social justice issues and possibilities for change.
- E. Understand "Asian American" as a category constructed in response to legal and social exclusion.

**U3.** Develop and articulate an awareness of one's own culturally determined perspective and how it might be viewed from the perspective of others.

**Matching course component(s):**

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- A. Reading multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
- B. Viewing and analysis, including information literacy and media regarding Asian America
- C. Attending Asian American theater, film, or musical performances, or museums, and responding in writing
- D. Analytical essays on readings
- E. Journal entries
- F. Social justice/service learning project (e.g., Foothill Research and Service Learning Symposium)
- G. Group projects
- H. Reflective essays on personal experiences or interviews

**Depth Map: Additionally, must include at least three of the following:**

**U4. Critically examine the contributions of many groups to a particular aspect of United States culture;**

**Matching course component(s):**

Course Objectives:

- A. Identify and differentiate among the historical, social, cultural, political, legal, and environmental circumstances of the individually lived experiences of Asian Americans, towards an understanding of migration factors, racialization, and marginalization of Chinese Americans, Japanese Americans, Filipinx Americans, Korean Americans, Pacific Islander Americans, South Asian Americans, and Southeast Asian Americans.
- B. Identify and examine relevant U.S. governmental actions, law, and policies and their impacts on Asian Americans past and present.
- C. Analyze with relevant theory the intersectionality of Asian American lived experiences along various vectors of identity, including race and ethnicity, gender and sexuality, socioeconomic class and labor, national origin, mixed heritages, religion / spirituality, generation, and ability.
- D. Recognize Asian American social and political activism, resistance to Eurocentric racialization, and solidarity from early immigration to the present, including identification of current Asian American social justice issues and possibilities for change.
- E. Understand “Asian American” as a category constructed in response to legal and social exclusion.

**U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;**

**Matching course component(s):**

Course Content:

- B. Identify and examine relevant U.S. governmental actions, law, and policies and their impacts on Asian Americans past and present (examples below but not limited to):
  - 1. Immigration legislation, e.g. Chinese Exclusion Act(s) (1880ff); McCarran Walter Act (1952); 1965 Immigration and Naturalization Act; post-9/11 immigration policy; 2017 Executive Order 13769--the Muslim Ban.
  - 2. History of citizenship rights.
  - 3. Historical “Affirmative Action” programs at local, state, and federal levels.
  - 4. U.S. policy history regarding undocumented Asian Americans.
  - 5. U.S. colonial and neocolonial intrusions abroad (the Philippines, Southeast Asia), postcolonial analysis.
- D. Recognize Asian American social and political activism, resistance to Eurocentric racialization, and solidarity from early immigration to the present, including identification of current Asian American social justice issues and possibilities for change
  - 1. Labor movements, e.g., Chinese, Japanese, and Filipino farmworkers’ labor organization and activism.
  - 2. Literary and artistic resistance: prose, poetry, film, still or performance art creating a narrative of Asian American protest and empowerment.
  - 3. Historical study and practice of community-based activism, including voting enfranchisement, local lobbying and protests (e.g., 1968 San Francisco State Student Strikes and the establishment of Ethnic Studies programs in California).
  - 4. Recognition of media representation and resistance thereto.

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- E. Understand “Asian American” as a category that was constructed in response to legal and social exclusion
1. Examine the history of the Asian American movement of the 1960s and 1970s.
  2. Historicize the formation of Pan-Asian alliances and understand the struggles encountered inside and outside of political community
  3. Trace the cultural and legal usages of the term “Asian American” since its inception.

**U6.** Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

**Matching course component(s):**

**Course Content:**

- A. Identify and differentiate among the historical, social, cultural, political, legal, and environmental circumstances of the individually lived experiences of Asian Americans, towards an understanding of migration factors, racialization, and marginalization of Chinese Americans, Japanese Americans, Filipinx Americans, Korean Americans, Pacific Islander Americans, South Asian Americans, and Southeast Asian Americans.
1. Chinese American historical contexts, e.g., sugar making in Hawai’i, Paper Sons and Daughters, Angel Island Immigration Station, 2020 U.S. government response to COVID.
  2. Japanese American experiences, including World War II and Executive Order 9066 for Japanese American internment, agricultural labor and resistance.
  3. Filipinx American issues, such as U.S. colonization (1898-1945), World War II and its legacies, Filipinx Veterans’ equity.
  4. Korean American historical contexts: Japanese colonialism, comfort women, Saigu (1992 Korean riot victims in Los Angeles).
  5. Historical and cultural circumstances of American Pacific Islander groups, including Hawai’ian and Chamorro (e.g., the illegal overthrow and annexation of Hawai’i and the aftermath of cultural suppression; environmental destruction in Guam as a result of U.S. colonization).
  6. Southeast Asian American contexts: U.S. neocolonialism and the Vietnam War, refugee crises, Hmong immigration, Muslim American discrimination.
  7. South Asian American histories, including vestiges of British colonialism and post-9/11 profiling.
- C. Analyze with relevant theory the intersectionality of Asian American lived experiences along various vectors of identity, including race and ethnicity, gender and sexuality socioeconomic class and labor, national origin, mixed heritages, religion / spirituality, generation, and ability (including but not limited to):
1. Family, community, and intergenerational dynamics, social psychology of Asian Americans.
  2. Politics of gender and sexuality, gender and queer theories.
  3. Labor and socioeconomic class, Marxian theory.
  4. Multiethnic and transnational identities, acculturation, connections to the “homeland”; postcolonial theories.
  5. Language and linguistic topics, including Asian American literary narratives and their devices, non- or non-“traditional” English language narratives.
  6. Religious contexts, including Muslim Asian Americans’ issues of marginalization and religious discrimination.
  7. The “Model Minority” stereotype.
- D. Recognize Asian American social and political activism, resistance to Eurocentric racialization, and solidarity from early immigration to the present, including identification of current Asian American social justice issues and possibilities for change
1. Labor movements, e.g., Chinese, Japanese, and Filipino farmworkers’ labor organization and activism.
  2. Literary and artistic resistance: prose, poetry, film, still or performance art creating a narrative of Asian American protest and empowerment.
  3. Historical study and practice of community-based activism, including voting enfranchisement, local lobbying and protests (e.g., 1968 San Francisco State Student Strikes and the establishment of Ethnic Studies programs in California).
  4. Recognition of media representation and resistance thereto.
- E. Understand “Asian American” as a category that was constructed in response to legal and social exclusion

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

1. Examine the history of the Asian American movement of the 1960s and 1970s.
2. Historicize the formation of Pan-Asian alliances and understand the struggles encountered inside and outside of political community
3. Trace the cultural and legal usages of the term “Asian American” since its inception.

**U7. Explain culture as a concept and how it can unite or divide people into various groups;**

**Matching course component(s):**

Course Content:

C. Analyze with relevant theory the intersectionality of Asian American lived experiences along various vectors of identity, including race and ethnicity, gender and sexuality socioeconomic class and labor, national origin, mixed heritages, religion / spirituality, generation, and ability (including but not limited to):

1. Family, community, and intergenerational dynamics, social psychology of Asian Americans.
2. Politics of gender and sexuality, gender and queer theories.
3. Labor and socioeconomic class, Marxian theory.
4. Multiethnic and transnational identities, acculturation, connections to the “homeland”; postcolonial theories.
5. Language and linguistic topics, including Asian American literary narratives and their devices, non- or non-“traditional” English language narratives.
6. Religious contexts, including Muslim Asian Americans’ issues of marginalization and religious discrimination.
7. The “Model Minority” stereotype.

D. Recognize Asian American social and political activism, resistance to Eurocentric racialization, and solidarity from early immigration to the present, including identification of current Asian American social justice issues and possibilities for change

1. Labor movements, e.g., Chinese, Japanese, and Filipino farmworkers’ labor organization and activism.
2. Literary and artistic resistance: prose, poetry, film, still or performance art creating a narrative of Asian American protest and empowerment.
3. Historical study and practice of community-based activism, including voting enfranchisement, local lobbying and protests (e.g., 1968 San Francisco State Student Strikes and the establishment of Ethnic Studies programs in California).
4. Recognition of media representation and resistance thereto.

E. Understand “Asian American” as a category constructed in response to legal and social exclusion

1. Examine the history of the Asian American movement of the 1960s and 1970s.
2. Historicize the formation of Pan-Asian alliances and understand the struggles encountered inside and outside of political community
3. Trace the cultural and legal usages of the term “Asian American” since its inception.

**U8. Apply information about groups presented in the class to contemporary social and cultural relations;**

**Matching course component(s):**

Course Content:

B. Identify and examine relevant U.S. governmental actions, law, and policies and their impacts on Asian Americans past and present (examples below but not limited to):

1. Immigration legislation, e.g. Chinese Exclusion Act(s) (1880ff); McCarran Walter Act (1952); 1965 Immigration and Naturalization Act; post-9/11 immigration policy; 2017 Executive Order 13769--the Muslim Ban.
2. History of citizenship rights.
3. Historical “Affirmative Action” programs at local, state, and federal levels.
4. U.S. policy history regarding undocumented Asian Americans.
5. U.S. colonial and neocolonial intrusions abroad (the Philippines, Southeast Asia), postcolonial analysis.

C. Analyze with relevant theory the intersectionality of Asian American lived experiences along various vectors of identity, including race and ethnicity, gender and sexuality socioeconomic class and labor, national origin,

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

mixed heritages, religion / spirituality, generation, and ability (including but not limited to):

1. Family, community, and intergenerational dynamics, social psychology of Asian Americans.
  2. Politics of gender and sexuality, gender and queer theories.
  3. Labor and socioeconomic class, Marxian theory.
  4. Multiethnic and transnational identities, acculturation, connections to the “homeland”; postcolonial theories.
  5. Language and linguistic topics, including Asian American literary narratives and their devices, non- or non-“traditional” English language narratives.
  6. Religious contexts, including Muslim Asian Americans’ issues of marginalization and religious discrimination.
  7. The “Model Minority” stereotype.
- D. Recognize Asian American social and political activism, resistance to Eurocentric racialization, and solidarity from early immigration to the present, including identification of current Asian American social justice issues and possibilities for change
1. Labor movements, e.g., Chinese, Japanese, and Filipino farmworkers’ labor organization and activism.
  2. Literary and artistic resistance: prose, poetry, film, still or performance art creating a narrative of Asian American protest and empowerment.
  3. Historical study and practice of community-based activism, including voting enfranchisement, local lobbying and protests (e.g., 1968 San Francisco State Student Strikes and the establishment of Ethnic Studies programs in California).
  4. Recognition of media representation and resistance thereto.

**U9. Analyze and interpret how culture shapes human development and behavior.**

**Matching course component(s):**

Course Content:

- C. Analyze with relevant theory the intersectionality of Asian American lived experiences along various vectors of identity, including race and ethnicity, gender and sexuality socioeconomic class and labor, national origin, mixed heritages, religion / spirituality, generation, and ability (including but not limited to):
1. Family, community, and intergenerational dynamics, social psychology of Asian Americans.
  2. Politics of gender and sexuality, gender and queer theories.
  3. Labor and socioeconomic class, Marxian theory.
  4. Multiethnic and transnational identities, acculturation, connections to the “homeland”; postcolonial theories.
  5. Language and linguistic topics, including Asian American literary narratives and their devices, non- or non-“traditional” English language narratives.
  6. Religious contexts, including Muslim Asian Americans’ issues of marginalization and religious discrimination.
  7. The “Model Minority” stereotype.
- D. Recognize Asian American social and political activism, resistance to Eurocentric racialization, and solidarity from early immigration to the present, including identification of current Asian American social justice issues and possibilities for change
1. Labor movements, e.g., Chinese, Japanese, and Filipino farmworkers’ labor organization and activism.
  2. Literary and artistic resistance: prose, poetry, film, still or performance art creating a narrative of Asian American protest and empowerment.
  3. Historical study and practice of community-based activism, including voting enfranchisement, local lobbying and protests (e.g., 1968 San Francisco State Student Strikes and the establishment of Ethnic Studies programs in California).
  4. Recognition of media representation and resistance thereto.
- E. Understand “Asian American” as a category that was constructed in response to legal and social exclusion
1. Examine the history of the Asian American movement of the 1960s and 1970s.
  2. Historicize the formation of Pan-Asian alliances and understand the struggles encountered inside and outside of political community
  3. Trace the cultural and legal usages of the term “Asian American” since its inception.

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).**

**Matching course component(s):**

Method of Instruction:

- A. Reading of multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies.
- B. Viewing and analyzing various media regarding contemporary Asian American issues
- C. Viewing / observing / hearing Asian American cultural artifacts including art, performance, film, theater, music.
- D. Class discussion on relevant topics
- E. Writing analytical responses to course materials
- F. Actively engaging in social justice / service learning
- G. Guest speakers
- H. Field observation and field trips
- I. Collaborative learning and small group exercises.
- J. Discussion of course topics and videos in relation to real life examples drawn from students' experiences and observations.

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments

- A. Reading multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
- B. Viewing and analysis, including information literacy and media regarding Asian America
- C. Attending Asian American theater, film, or musical performances, or museums, and responding in writing
- D. Analytical essays on readings
- E. Journal entries
- F. Social justice/service learning project (e.g., Foothill Research and Service Learning Symposium)
- G. Group projects
- H. Reflective essays on personal experiences or interviews

**B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).**

**Matching course component(s):** N/A

**B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.**

**Matching course component(s):**

Methods of Evaluation:

- A. Critical papers
- B. Class presentations
- C. Reading journals
- D. Midterm examination
- E. Final examination
- F. Social justice / service learning project

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments

- A. Reading multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies

**General Education Review Request**  
**AREA VI - UNITED STATES CULTURES & COMMUNITIES**

- B. Viewing and analysis, including information literacy and media regarding Asian America
- C. Attending Asian American theater, film, or musical performances, or museums, and responding in writing
- D. Analytical essays on readings
- E. Journal entries
- F. Social justice/service learning project (e.g., Foothill Research and Service Learning Symposium)
- G. Group projects
- H. Reflective essays on personal experiences or interviews

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course component(s):**

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments

- A. Reading multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
- B. Viewing and analysis, including information literacy and media regarding Asian America
- C. Attending Asian American theater, film, or musical performances, or museums, and responding in writing
- D. Analytical essays on readings
- E. Journal entries
- F. Social justice/service learning project (e.g., Foothill Research and Service Learning Symposium)
- G. Group projects
- H. Reflective essays on personal experiences or interviews

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course component(s):**

Method of Instruction:

- A. Reading of multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies.
- B. Viewing and analyzing various media regarding contemporary Asian American issues
- C. Viewing / observing / hearing Asian American cultural artifacts including art, performance, film, theater, music.
- D. Class discussion on relevant topics
- E. Writing analytical responses to course materials
- F. Actively engaging in social justice / service learning
- G. Guest speakers
- H. Field observation and field trips
- I. Collaborative learning and small group exercises.
- J. Discussion of course topics and videos in relation to real life examples drawn from students' experiences and observations.

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments

- A. Reading multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
- B. Viewing and analysis, including information literacy and media regarding Asian America
- C. Attending Asian American theater, film, or musical performances, or museums, and responding in writing
- D. Analytical essays on readings
- E. Journal entries





**Foothill College**  
**Credit Program Narrative**  
**Certificate of Achievement in Education Technology Specialist**

**Item 1. Program Goals and Objectives**

The Certificate of Achievement in Education Technology Specialist is designed for pre-service teachers, education technology professionals, education technology entrepreneurs, and educators or trainers at any level, who want to develop and enhance their skills in utilizing education technology. This program emphasizes best practices when integrating technology into educational settings, as well as critically assessing and identifying technologies to solve specific educational problems. The program will also focus on culturally responsive teaching strategies and issues of equity as they relate to technology integration. Skills learned include the ability to identify high quality technology tools to integrate into instruction, differentiating pedagogy to meet the needs of diverse groups of learners, and best practices for developing projects and curriculum with education technology. Upon completion of the program, students will be prepared to use technology to increase student achievement at all levels, as well as support technology initiatives within their organizations.

Program Learning Outcomes:

- Students will be able to identify effective education technology for schools and districts.
- Students will be able to develop instructional materials that incorporate education technology.
- Students will be able to apply education technology to project-based learning.
- Students will be able to create multimedia projects that integrate cloud-based publishing tools.
- Students will be able to use online collaboration tools to enhance instruction and communication.
- Students will be able to integrate technology into a standards-based curriculum.
- Students will be able to facilitate interactions and collaboration to build a community that fosters active learning.
- Students will be able to curate and create instructional materials, tools, strategies, and resources to engage all learners and ensure achievement goals.
- Students will be able to use culturally responsive practices when integrating education technology into their lessons.

**Item 2. Catalog Description**

The Certificate of Achievement in Education Technology Specialist is designed for students working in or planning for a career in K-12 education, extracurricular programs, or technology training in for-profit and nonprofit organizations, with a special focus on new and pre-service K-12 educators. The program provides 12 units of Instructional Design and Technology coursework to support the integration of technology throughout a specified educational program in a culturally responsive manner. Students will learn to apply educational best practices to developing instructional materials, creating multimedia resources, and facilitating projects and activities with current technology tools and applications. Upon completion of the program, students will be prepared to use technology to increase student achievement at all levels, as well as support technology initiatives within their organizations.

### **Item 3. Program Requirements**

<b>Requirements</b>	<b>Course #</b>	<b>Title</b>	<b>Units</b>	<b>Sequence</b>
Core Courses (7 units)	LINC 50	Technology in the K-12 Classroom I	1	Year 1, Fall
	LINC 82B	Developing Instructional Materials	3	Year 1, Fall
	LINC 82C	Creating Interactive Media for Instruction	3	Year 1, Winter
Restricted Electives (select 5 units)	LINC 50A	Technology in the K-12 Classroom II	0.5	Year 1, Spring
	LINC 50F	Integrating Technology into a Standards- Based Curriculum I	2	Year 1, Spring
	LINC 57	Designing Learner-Centered Instruction	1	Year 1, Fall
	LINC 58	Global Project-Based Learning	2	Year 1, Winter
	LINC 62	Cloud-Based Word Processing Tools	1	Year 1, Winter
	LINC 66E	Cloud-Based Publishing Tools	1	Year 1, Spring
	LINC 75B	Instructional Technology Strategies	3	Year 1, Fall
	LINC 79	Multimedia Project Production	2	Year 1, Fall
	LINC 80A	Multimedia in the Classroom I	1	Year 1, Winter
	LINC 80B	Multimedia in the Classroom II	0.5	Year 1, Spring
	LINC 81	Using Digital Images	1	Year 1, Fall
LINC 90C	Online Collaboration Tools	2	Year 1, Winter	

**TOTAL UNITS: 12 units**

**Proposed Sequence:**

Year 1, Fall = 3-6 units

Year 1, Winter = 3-6 units

Year 1, Spring = 3-6 units

**TOTAL UNITS: 12**

### **Item 4. Master Planning**

Foothill College's mission is to offer equitable programs and services that empower students to achieve their goals and become productive citizens. By offering the Certificate of Achievement in Education Technology Specialist, Foothill will provide an invaluable opportunity for educators, coordinators and instructors at all levels--particularly those who come from underrepresented minority backgrounds--to establish themselves as specialists in the integration of technology into education. These educators would, in turn, be able to improve the experiences and potential of their students by providing them with technology-enhanced experiences and preparing them for the future workforce. By modeling and practicing best practices specific to education technology, students in the program will experience opportunities to deepen their understanding of the ways that technology can be used in the classroom to enhance instruction and improve engagement.

Education has been an industry that has become more reliant on technology over the years. At first it was focused on hardware such as physical computers, printers, and the internet. Now,

edtech has become more dynamic and diverse in the tools that are available to an educator. A recent Gallup and NewSchools Venture Fund study found that 89% of all students use digital learning tools at least a few times per week. The same study found that 81% of teachers, 88% of principals, and 92% of all administrators see great value in using digital learning tools in the classroom [1].

In 2018, PricewaterhouseCoopers released a survey that focused on technology in US schools. The results indicated that many teachers in the US do not have adequate training or experiences using technology in the most effective ways. More specifically, only 10% of K-12 teachers feel confident incorporating higher-level technology into student learning [2].

[1] Carlson, M. A. C. V. B. J. (2020, December 16). *Educators Agree on the Value of Ed Tech*. Gallup.Com. <https://www.gallup.com/education/266564/educators-agree-value-tech.aspx>

[2] PwC, Schuyler, S., & Buckley, E. (2018, January). *Technology in US Schools: Are we preparing our kids for the jobs of tomorrow?* <https://www.pwc.com/us/en/about-us/corporate-responsibility/assets/pwc-are-we-preparing-our-kids-for-the-jobs-of-tomorrow.pdf>

**Item 5. Enrollment and Completer Projections**

In the initial year, approximately 50 students are projected to complete the program. Given the current shifts toward increasing technology in schools (due in part, but not entirely, to COVID-19), it is anticipated that the program will need to expand to 2-3 cohorts per year within the first five years, leading to approximately 100 students completing the program each year after five years. These projections are based on application and enrollment trends in the KCI MERIT program over the past decade.

Course #	Course Title	Year 1 (18-19)		Year 2 (19-20)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
LINC 50	Technology in the K-12 Classroom I	1	50	1	40
LINC 82B	Developing Instructional Materials	1	44	2	75
LINC 82C	Creating Interactive Media for Instruction	N/A	N/A	N/A	N/A
LINC 50A	Technology in the K-12 Classroom II	N/A	N/A	N/A	N/A
LINC 50F	Integrating Technology into a Standards-Based Curriculum I	1	33	N/A	N/A
LINC 57	Designing Learner-Centered Instruction	1	35	1	30
LINC 58	Global Project-Based Learning	2	59	1	36

LINC 62	Cloud-Based Word Processing Tools	N/A	N/A	1	38
LINC 66E	Cloud-Based Publishing Tools	N/A	N/A	N/A	N/A
LINC 75B	Instructional Technology Strategies	N/A	N/A	1	21
LINC 79	Multimedia Project Production	2	69	1	24
LINC 80A	Multimedia in the Classroom I	N/A	N/A	N/A	N/A
LINC 80B	Multimedia in the Classroom II	2	62	1	61
LINC 81	Using Digital Images	1	64	1	35
LINC 90C	Online Collaboration Tools	1	35	2	57
Totals (using current enroll#)			359		425

**Item 6. Place of Program in Curriculum/Similar Programs**

Currently, Foothill College offers the Certificate of Achievement in Instructional Design and Technology. This 27-unit program provides a broad spectrum overview of instructional design, with particular focus on multimedia, graphic arts, and web design. Not yet in existence, but proposed, is a Certificate of Achievement in Emerging Educational Technology Leadership. The Certificate of Achievement in Education Technology Specialist focuses specifically on Education Technology from an instructional standpoint and can operate as a stand-alone program. Additionally, it can provide the foundational skills for students wishing to pursue either the Certificate of Achievement in Instructional Design and Technology or the Certificate of Achievement in Emerging Educational Technology Leadership, depending on their ultimate career goals.

**Item 7. Similar Programs at Other Colleges in Service Area**

There is a 12-credit education technology program offered at the University of San Francisco. Its goal is to evaluate a student’s readiness to pursue a more formal graduate degree in pathways that do not typically include classroom instruction.

There are several colleges, universities, and city and state education departments that offer a certificate for education technology. The New York State Department of Education, Molloy College, Rutgers University, and Pace University have programs that relate to the type of program proposed in this document. CSU Sacramento offers a Certificate of Competency in Educational Technology for 12 units, and the University of San Francisco also offers a 12-credit program with graduate units.

**Additional Information Required for State Submission:**

**TOP Code:** 0860.00 - Educational Technology

**Annual Completers:** 50-100

**Net Annual Labor Demand:** 111,890-116,705 (Bay Region)

**Faculty Workload:** PT Adjunct faculty load would be between .133 and .266 each quarter (combined with CA in Emerging Educational Technology Leadership program)

**New Faculty Positions:** 0

**New Equipment:** 0

**New/Remodeled Facilities:** 0

**Library Acquisitions:** 0

**Gainful Employment:** Yes

**Program Review Date:** February, 2022

**Distance Education:** 50-99%

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**FOOTHILL COLLEGE**  
**Temporary Program Creation Process**  
**Feedback Form for New Programs**

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below (simultaneous submission is recommended). Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.

After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

**Faculty Author(s):** Cassandra Pereira  
**Division:** Business and Social Science

**Program Title:** Education Technology Specialist  
**Program Units:** 12

**Workforce/CTE Program (Y/N):** Yes  
*Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.*

**Type of Award:**

- |  |   |
|--|---|
| <input type="checkbox"/> Non-transcriptable credit certificate | <input type="checkbox"/> AA/AS Degree (local)   |
| <input checked="" type="checkbox"/> Certificate of Achievement | <input type="checkbox"/> AA-T/AS-T Degree (ADT) |
| <input type="checkbox"/> Noncredit certificate                 |   |

<b>EQUITY &amp; EDUCATION</b> <a href="https://foothill.edu/gov/equity-and-education/">https://foothill.edu/gov/equity-and-education/</a>
<b>Date of meeting:</b>
<b>Comments:</b> Submitted to Equity and Education committee on January 7, 2021. No comments have been received.

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<b>REVENUE &amp; RESOURCES</b> <a href="https://foothill.edu/gov/revenue-and-resources/">https://foothill.edu/gov/revenue-and-resources/</a>
<b>Date of meeting:</b> 1/22/21
<b>Comments:</b> No concerns. These certificates have the potential of increasing revenue for the college and make sense for KCI's work.

<b>ADVISORY COUNCIL</b> <a href="https://foothill.edu/gov/council/">https://foothill.edu/gov/council/</a>
<b>Date of meeting:</b>
<b>Comments:</b> Submitted to Advisory Council committee on January 7, 2021. No comments have been received.

**Division Curriculum Committee Approval Date:** 1/25/2021

**Division CC Representative:** Cassandra Pereira & Laurence Lew



**Foothill College**  
**Credit Program Narrative**  
**Certificate of Achievement in Emerging Educational Technology Leadership**

**Item 1. Program Goals and Objectives**

The Certificate of Achievement in Emerging Educational Technology Leadership is designed for experienced educators, trainers, facilitators, school leaders, educational consultants, and educator coaches. This program will expand the capacity for teacher leadership through project-based learning, focused in emerging technologies. Participants will analyze and apply research in teacher leadership, current educational trends, and cutting-edge technological advancements. Skills learned include identifying high-quality technologies to integrate into instruction, differentiating pedagogy based on edtech use cases, and best practices for supporting peers and fellow educators with the use and development of technology-integrated curriculums. Upon completion of the program, students will be prepared to support emergent education technology initiatives in districts, schools, counties, or organizations, as well as provide relevant workshops and courses in edtech use and development.

**Program Learning Outcomes:**

- Students will be able to identify effective education technology for schools and districts based on research in emerging trends and applications.
- Students will be able to develop and share instructional materials that incorporate emerging education technologies.
- Students will be able to apply education technology trends, tools, and strategies to research-based pedagogies, such as project-based learning.
- Students will be able to create interactive multimedia projects that integrate emerging technologies.
- Students will be able to use online collaboration tools to enhance instruction and communication, and promote equitable learning environments.
- Students will be able to integrate emerging technologies into a standards-based curriculum.
- Students will be able to curate and create instructional materials, tools, strategies, and resources to engage all learners and ensure achievement goals.
- Students will be able to use culturally responsive practices when integrating education technology into their lessons.
- Students will be able to create training materials and deliver professional training to peers while demonstrating best practices using education technology.
- Students will be able to plan, facilitate, and assess a project involving emerging educational technology trends in a school, district, and/or educational organization.
- Students will be able to identify the positive and negative use cases of individual educational technology, and critically analyze current education technology trends.
- Students will be able to facilitate large group professional development around the best practices of educational technology.

**Item 2. Catalog Description**

The Certificate of Achievement in Emerging Educational Technology Leadership is designed for students working in or planning for a leadership-focused career in K-12 education, extracurricular programs, or edtech development in for-profit and nonprofit organizations.

Prerequisite skills in instructional design and use of common educational technologies are highly encouraged, but not required. Notably, this program is intended to assist educators and trainers in becoming leaders in their fields while remaining in their instructional spaces. The program seeks to provide an alternate pathway to teacher leadership besides administration. Students will complete 18 units of coursework in Instructional Design and Technology, with coursework specifically focusing on emerging technology trends, integration of edtech into curricular activities, evaluation of instructional programs, and data analysis tools. Upon completion of the program, students will be prepared to develop and support new education technology initiatives in schools, districts, counties, and communities, as well as lead other educators in the implementation of these initiatives.

### **Item 3. Program Requirements**

<b>Requirements</b>	<b>Course #</b>	<b>Title</b>	<b>Units</b>	<b>Sequence</b>
Core Courses (13 units)	LINC 50	Technology in the K-12 Classroom I	1	Year 1, Fall
	LINC 82B	Developing Instructional Materials	3	Year 1, Fall
	LINC 82C	Creating Interactive Media for Instruction	3	Year 1, Winter
	LINC 83F	Introduction to Digital Video Editing	1	Year 1, Spring
	LINC 87	Seminar in Teaching with Educational Technology	5	Year 1, Spring
Restricted Electives (select 5 units)	LINC 50A	Technology in the K-12 Classroom II	0.5	Year 1, Spring
	LINC 50F	Integrating Technology into a Standards-Based Curriculum I	2	Year 1, Spring
	LINC 57	Designing Learner-Centered Instruction	1	Year 1, Fall
	LINC 58	Global Project-Based Learning	2	Year 1, Winter
	LINC 62	Cloud-Based Word Processing Tools	1	Year 1, Winter
	LINC 66E	Cloud-Based Publishing Tools	1	Year 1, Spring
	LINC 75B	Instructional Technology Strategies	3	Year 1, Fall
	LINC 79	Multimedia Project Production	2	Year 1, Fall
	LINC 80	Multimedia Overview	1	Year 1, Fall
	LINC 80A	Multimedia in the Classroom I	1	Year 1, Winter
	LINC 80B	Multimedia in the Classroom II	0.5	Year 1, Spring
	LINC 81	Using Digital Images	1	Year 1, Fall
	LINC 82A	Introduction to Designing Instructional Technology Projects	3	Year 1, Fall
	LINC 90C	Online Collaboration Tools	2	Year 1, Winter
	LINC 95C	Assessment Strategies for Technology Integration	1	Year 1, Spring

**TOTAL UNITS: 18 units**

**Proposed Sequence:**

Year 1, Fall = 5-8 units  
Year 1, Winter = 5-8 units  
Year 1, Spring = 5-8 units  
**TOTAL UNITS: 18**

#### **Item 4. Master Planning**

Foothill College's mission is to offer equitable programs and services that empower students to achieve their goals and become productive citizens. By offering a Certificate of Achievement in Emerging Educational Technology Leadership, Foothill will provide an invaluable opportunity for educators, coordinators, and instructors at all levels--particularly those who come from underrepresented minority backgrounds--as well as edtech entrepreneurs, to establish themselves as current leaders in education technology. These leaders would be empowered to provide culturally responsive instruction and leadership in their organizations. By modeling best practices in education technologies, students in the program will experience opportunities to deepen their understanding of the way emerging trends and cutting edge technologies can be used in the classroom to enhance instruction and improve engagement.

Education is an industry that has steadily become more reliant on technology over the decades, with the tools available to educators becoming increasingly more dynamic and diverse. A recent Gallup and NewSchools Venture Fund study found that 89% of all students use digital learning tools at least a few times per week. The same study found that 81% of teachers, 88% of principals, and 92% of all administrators see great value in using digital learning tools in the classroom [1].

In 2018, PricewaterhouseCoopers released a survey that focused on technology in US schools. The results indicated that many teachers in the US do not have adequate training or experiences using technology in the most effective ways. More specifically, only 10% of K-12 teachers feel confident incorporating higher-level technology into student learning [2].

Most recently, in the summer of 2020, Digital Promise and Google for Education released a report focusing on the value of Edtech Coaches in the classroom, particularly during the shift to distance learning due to COVID-19. These findings indicated that Edtech Coaches played a key role as their districts and schools moved to online learning. The vast majority (77%) of all Edtech Coaches indicated that they provided professional development opportunities on the use of technology tools, and 57% provided learning resources and expectations about curriculum [3].

[1] Carlson, M. A. C. V. B. J. (2020, December 16). *Educators Agree on the Value of Ed Tech*. Gallup.Com. <https://www.gallup.com/education/266564/educators-agree-value-tech.aspx>

[2] PwC, Schuyler, S., & Buckley, E. (2018, January). *Technology in US Schools: Are we preparing our kids for the jobs of tomorrow?* <https://www.pwc.com/us/en/about-us/corporate-responsibility/assets/pwc-are-we-preparing-our-kids-for-the-jobs-of-tomorrow.pdf>

[3] Digital Promise, Bakhshaei, M., Seylar, J., Ruiz, P., & Chou Vang, M. (2020, August). *The Valuable Role of Edtech Coaches during the COVID-19 Pandemic: A National Survey*. <https://digitalpromise.org/wp-content/uploads/2020/08/Natl-COVIDCoachingResponseSurveyReport.pdf>

**Item 5. Enrollment and Completer Projections**

The intention of this certification is to build upon and advance the skills developed in the Certificate of Achievement in Education Technology Specialist program (also currently being proposed), so while initial year projections are low, they are expected to increase as the number of students completing the Education Technology Specialist certificate increases. Initially, approximately 24 students are projected to complete the program. It is anticipated that this number will grow each year as technology continues to be a central aspect of the education system, with a program increase to approximately 50-75 students per year after 5 years.

Course #	Course Title	Year 1 (18-19)		Year 2 (19-20)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
LINC 50	Technology in the K-12 Classroom I	1	50	1	40
LINC 82B	Developing Instructional Materials	1	44	2	75
LINC 82C	Creating Interactive Media for Instruction	N/A	N/A	N/A	N/A
LINC 83F	Instruction to Digital Video Editing	1	32	2	126
LINC 87	Seminar in Teaching with Educational Technology	N/A	N/A	N/A	N/A
LINC 50A	Technology in the K-12 Classroom II	N/A	N/A	N/A	N/A
LINC 50F	Integrating Technology into a Standards-Based Curriculum I	1	33	N/A	N/A
LINC 57	Designing Learner-Centered Instruction	1	35	1	30
LINC 58	Global Project-Based Learning	2	59	1	36
LINC 62	Cloud-Based Word Processing Tools	N/A	N/A	1	38
LINC 66E	Cloud-Based Publishing Tools	N/A	N/A	N/A	N/A
LINC 75B	Instructional Technology Strategies	N/A	N/A	1	21
LINC 79	Multimedia Project Production	2	69	1	24
LINC 80	Multimedia Overview	3	132	2	107
LINC 80A	Multimedia in the Classroom I	N/A	N/A	N/A	N/A

LINC 80B	Multimedia in the Classroom II	2	62	1	61
LINC 81	Using Digital Images	1	64	1	35
LINC 82A	Introduction to Designing Instructional Technology Projects	1	44	N/A	N/A
LINC 90C	Online Collaboration Tools	1	35	2	57
LINC 95C	Assessment Strategies for Technology Education	N/A	N/A	1	31
Totals (using current enroll#)		17	659	16	646

**Item 6. Place of Program in Curriculum/Similar Programs**

Currently, Foothill College offers the Certificate of Achievement in Instructional Design and Technology. This 27-unit program provides a broad spectrum overview of instructional design, with particular focus on multimedia, graphic arts, and web design. Not yet in existence, but proposed, is a Certificate of Achievement in Education Technology Specialist. The Certificate of Achievement in Emerging Educational Technology Leadership would build on the foundation of the proposed Certificate of Achievement in Education Technology Specialist, with a specific focus on emerging technologies and educational leadership. It is a natural progression from one to the next.

**Item 7. Similar Programs at Other Colleges in Service Area**

There is a 12-credit education technology program offered at the University of San Francisco. Its goal is to evaluate a student's readiness to pursue a more formal graduate degree in pathways that do not typically include classroom instruction.

There are several colleges, universities, and city and state education departments that offer certificates in education technology, but none that focus specifically on emerging technologies and leadership. The New York State Department of Education, Molloy College, Rutgers University, and Pace University have programs that relate to the type of program proposed in this document. CSU Sacramento offers a Certificate of Competency in Educational Technology for 12 units, and the University of San Francisco also offers a 12-credit program with graduate units.

**Additional Information Required for State Submission:**

**TOP Code:** 0860.00 - Educational Technology

**Annual Completers:** 24-75

**Net Annual Labor Demand:** 111,890-116,705 (Bay Region)

**Faculty Workload:** PT Adjunct faculty load would be between .133 and .266 each quarter (combined with CA in Education Technology Specialist program)

**New Faculty Positions:** 0

**New Equipment: 0**

**New/Remodeled Facilities: 0**

**Library Acquisitions: 0**

**Gainful Employment: Yes**

**Program Review Date: February, 2022**

**Distance Education: 50-99%**

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**FOOTHILL COLLEGE**  
**Temporary Program Creation Process**  
**Feedback Form for New Programs**

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below (simultaneous submission is recommended). Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.

After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

**Faculty Author(s):** Cassandra Pereira  
**Division:** Business and Social Science

**Program Title:** Emerging Educational Technology Leadership  
**Program Units:** 18

**Workforce/CTE Program (Y/N):** Yes  
*Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.*

**Type of Award:**

- |  |   |
|--|---|
| <input type="checkbox"/> Non-transcriptable credit certificate | <input type="checkbox"/> AA/AS Degree (local)   |
| <input checked="" type="checkbox"/> Certificate of Achievement | <input type="checkbox"/> AA-T/AS-T Degree (ADT) |
| <input type="checkbox"/> Noncredit certificate                 |   |

<b>EQUITY &amp; EDUCATION</b> <a href="https://foothill.edu/gov/equity-and-education/">https://foothill.edu/gov/equity-and-education/</a>
<b>Date of meeting:</b>
<b>Comments:</b> Submitted to Equity and Education committee on January 7, 2021. No comments have been received.

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<b>REVENUE &amp; RESOURCES</b> <a href="https://foothill.edu/gov/revenue-and-resources/">https://foothill.edu/gov/revenue-and-resources/</a>
<b>Date of meeting:</b> 1/22/21
<b>Comments:</b> No concerns. These certificates have the potential of increasing revenue for the college and make sense for KCI's work.

<b>ADVISORY COUNCIL</b> <a href="https://foothill.edu/gov/council/">https://foothill.edu/gov/council/</a>
<b>Date of meeting:</b>
<b>Comments:</b> Submitted to Advisory Council committee on January 7, 2021. No comments have been received.

**Division Curriculum Committee Approval Date:** 1/25/2021

**Division CC Representative:** Cassandra Pereira & Laurence Lew



**Foothill College**  
**Credit Program Narrative**  
**Certificate of Achievement in STEAM Instructional Leadership**

**Item 1. Program Goals and Objectives**

The Certificate of Achievement in STEAM Instruction Leadership is designed for pre-service teachers and educators at any level who want to grow as STEAM (Science, Technology, Engineering, Art, and Mathematics) leaders in their schools, districts, and/or counties. The focus of the program will be on interdisciplinary science, technology, engineering, and math topics that will provide participants with an opportunity to integrate those disciplines into all of their curriculum. The program will also focus on best practices to create a diverse workforce with materials that are culturally relevant to all participants. Skills learned include the ability to identify topics that can be interwoven into multiple subjects, including but not limited to foreign language, English and language arts, social sciences, history, business, math, computer science, engineering, and science. Upon completion of the program, students will be prepared to support any and all STEAM initiatives in their districts, schools, or counties, as well as provide relevant workshops and courses in STEAM instruction.

Program Learning Outcomes:

- Students will be able to integrate multiple STEAM disciplines into their curriculum.
- Students will be able to teach STEAM using culturally responsive practices that will support a diverse body of teachers and students.
- Students will be able to identify emerging STEAM fields that will influence instruction and workforce development.
- Students will be able to facilitate professional development for their peers/staff to incorporate STEAM into all subject areas.
- Students will be able to influence curriculum decisions around STEAM based on best practices and high content knowledge.
- Students will be able to facilitate interactions and collaboration to build a community that fosters active learning.
- Students will be able to identify technology that will facilitate the learning of STEAM in engaging and meaningful ways.
- Students will be able to curate and create STEAM instructional materials, tools, strategies, and resources to engage all learners and ensure achievement of academic goals.

**Item 2. Catalog Description**

The Certificate of Achievement in STEAM Instructional Leadership is designed for students working in or planning for a career in K-12 education, extracurricular programs, or STEAM outreach in for-profit and non-profit organizations. The program provides 12 units of instruction and support for the integration of STEAM throughout curriculum in a culturally responsive manner. Courses will focus on technology integration into STEAM lessons, evaluating instructional programs, and data analysis tools. Upon completion of the program, students will be prepared to develop and support STEAM initiatives in their districts, schools, counties, and communities, as well as provide relevant workshops and courses in STEAM instruction.

### **Item 3. Program Requirements**

<b>Requirements</b>	<b>Course #</b>	<b>Title</b>	<b>Units</b>	<b>Sequence</b>
Core Courses (9 units)	LINC 53	Integrating Technology into Mathematics	1	Year 1, Fall
	LINC 63	Cloud-Based Data Analysis Tools	1	Year 1, Spring
	LINC 88	Introduction to Computer Operating Systems	4	Year 1, Winter
	LINC 91A	Introduction to Assessing Instructional Technology	3	Year 1, Fall
Restricted Electives (select 3 units)	LINC 50A	Technology in the K-12 Classroom II	0.5	Year 1, Winter
	LINC 50B	Technology in the K-12 Classroom III	0.5	Year 1, Spring
	LINC 53B	Integrating Technology into Mathematics Grades 6-8	0.5	Year 1, Fall
	LINC 78A	Computational Thinking for Educators	2	Year 1 Fall
	LINC 79	Multimedia Project Production	2	Year 1 Winter
	LINC 91B	Evaluating Technology-Based Learning Outcomes	3	Year 1, Spring
	LINC 91C	Evaluating Instructional Programs	3	Year 1, Spring
	LINC 96B	Handheld Digital Media Devices I	0.5	Year 1, Fall
	LINC 98A	Teaching & Learning in the Digital Age I	0.5	Year 1, Fall
LINC 98B	Teaching & Learning in the Digital Age II	0.5	Year 1, Winter	

**TOTAL UNITS: 12 units**

#### **Proposed Sequence:**

Year 1, Fall = 4-6 units

Year 1, Winter = 4-6 units

Year 1, Spring = 4-6 units

**TOTAL UNITS: 12**

### **Item 4. Master Planning**

Foothill's mission is to offer equitable programs and services that empower students to achieve their goals and become productive citizens. By offering the Certificate of Achievement in STEAM Instructional Leadership, Foothill will provide an invaluable opportunity for educators, coordinators, and instructors at all levels, particularly those who come from underrepresented minority backgrounds, to establish themselves as leaders in STEAM instruction. These leaders would be empowered to provide culturally responsive instruction and leadership to their districts and counties. By modeling best practices in STEAM instruction, students in the program will experience opportunities to deepen their understanding of the interdisciplinary ways in which STEAM can be incorporated into learning experiences at all levels.

According to the Cambridge University Press, many of the top journals in STEAM have a 'WEIRD' problem, in that their focus is on Western, Educated, Industrialized, Rich, and

Democratic societies [1]. Black and Hispanic workers are underrepresented in the STEAM workforce, with Black workers representing 9% of the STEAM workforce and Hispanic workers making up only 7%, while combined they make up 27% of the total workforce [2]. There is a systemic need for programs to provide underrepresented minority educators with an opportunity to become leaders in STEAM education. This certificate will enable educators, coordinators, and instructors, particularly those of color, to establish themselves as thought leaders in STEAM education and engage in culturally responsive practices within this field.

In 2018, a report released by the Society for College and University Planning stated the importance of community colleges in tackling workforce development in STEAM, particularly focusing on the California Community College System. If coordinated properly, the CCCS could alleviate the problem and develop programs that diversify and grow the STEAM workforce [3]. Upon completion of the STEAM Instructional Leadership program, students will be able to provide high quality STEAM instruction, as well as high quality workshops and webinars on best practices of STEAM instruction.

[1] Henrich, J. (2010, June 15). *The weirdest people in the world?* | *Behavioral and Brain Sciences*. Cambridge Core. <https://www.cambridge.org/core/journals/behavioral-and-brain-sciences/article/weirdest-people-in-the-world/BF84F7517D56AFF7B7EB58411A554C17>

[2] Funk, C., & Parker, K. (2020, May 30). 1. *Diversity in the STEAM workforce varies widely across jobs*. Pew Research Center’s Social & Demographic Trends Project. <https://www.pewsocialtrends.org/2018/01/09/diversity-in-the-STEAM-workforce-varies-widely-across-jobs/>

[3] Monis, I. (2018). Designing for STEAM: California Community Colleges Are Helping Shape the STEAM Workforce of the Future. *Planning for Higher Education*, 47(1), 32+.

**Item 5. Enrollment and Completer Projections**

In the first year, there are projected to be 30 students who complete the certificate. After the first year, there will be two cohorts of 30 students. After five years, approximately 270 students will have completed the program. This projection is based on data from student participation in the Krause Center for Innovation’s FAME and EMPowered programs over the past decade.

Course #	Course Title	Year 1 (18-19)		Year 2 (19-20)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
LINC 53	Integrating Technology into Mathematics	1	30	1	20
LINC 63	Cloud-Based Data Analysis Tools	1	41	1	30
LINC 88	Introduction to Computer Operating Systems	N/A	N/A	N/A	N/A
LINC 91A	Introduction to Assessing Instructional Technology	N/A	N/A	1	22

LINC 50A	Technology in the K-12 Classroom II	N/A	N/A	N/A	N/A
LINC 50B	Technology in the K-12 Classroom III	N/A	N/A	N/A	N/A
LINC 53B	Integrating Technology into Mathematics Grades 6-8	N/A	N/A	1	20
LINC 78A	Computational Thinking for Educators	1	58	3	66
LINC 79	Multimedia Project Production	2	99	1	24
LINC 91B	Evaluating Technology-Based Learning Outcomes	1	25	1	32
LINC 91C	Evaluating Instructional Programs	1	18	1	17
LINC 96B	Handheld Digital Media Devices I	N/A	N/A	1	70
LINC 98A	Teaching & Learning in the Digital Age I	N/A	N/A	N/A	N/A
LINC 98B	Teaching & Learning in the Digital Age II	N/A	N/A	N/A	N/A
Totals (using current enroll#)			271		301

**Item 6. Place of Program in Curriculum/Similar Programs**

Currently, Foothill College doesn't offer a STEAM Instruction program, and this will tangentially relate to the Instructional Design and Technology certificate as there is a focus on the integration of technology into the curriculum. This certificate reflects the Krause Center for Innovation's mission to empower teachers and transform the learning experience through innovative and effective practices.

**Item 7. Similar Programs at Other Colleges in Service Area**

San Jose State University offers a Certificate in Math Instruction, but there is not a certification in the immediate area that offers a more holistic STEAM Instructional Leadership certification.

There are several colleges and universities that offer STEAM Instruction certificates, including Johns Hopkins University, Drexel University, National Institute of STEAM Education, Colorado University, Fresno Pacific University, California State University, San Bernardino, and several other schools across the country. The CSUSB certificate consists of 4 units of credit upon completion, whereas at Drexel students earn 12 units of credit.

**Additional Information Required for State Submission:**

**TOP Code:** 0860.00 - Educational Technology

**Annual Completers:** 50

**Net Annual Labor Demand:** 111,890-116,705 (Bay Region)

**Faculty Workload:** PT Adjunct faculty load would be between .044 and .133 each quarter

**New Faculty Positions:** 0

**New Equipment:** 0

**New/Remodeled Facilities:** 0

**Library Acquisitions:** 0

**Gainful Employment:** Yes

**Program Review Date:** February, 2022

**Distance Education:** 50-99%

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**FOOTHILL COLLEGE**  
**Temporary Program Creation Process**  
**Feedback Form for New Programs**

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After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

**Faculty Author(s):** Cassandra Pereira  
**Division:** Business and Social Science

**Program Title:** STEAM Instructional Leadership  
**Program Units:** 12

**Workforce/CTE Program (Y/N):** Yes  
*Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.*

**Type of Award:**

- |  |   |
|--|---|
| <input type="checkbox"/> Non-transcriptable credit certificate | <input type="checkbox"/> AA/AS Degree (local)   |
| <input checked="" type="checkbox"/> Certificate of Achievement | <input type="checkbox"/> AA-T/AS-T Degree (ADT) |
| <input type="checkbox"/> Noncredit certificate                 |   |

<b>EQUITY &amp; EDUCATION</b> <a href="https://foothill.edu/gov/equity-and-education/">https://foothill.edu/gov/equity-and-education/</a>
<b>Date of meeting:</b>
<b>Comments:</b> Submitted to Equity and Education committee on January 7, 2021. No comments have been received.

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<b>REVENUE &amp; RESOURCES</b> <a href="https://foothill.edu/gov/revenue-and-resources/">https://foothill.edu/gov/revenue-and-resources/</a>
<b>Date of meeting:</b> 1/22/21
<b>Comments:</b> No concerns. These certificates have the potential of increasing revenue for the college and make sense for KCI's work.

<b>ADVISORY COUNCIL</b> <a href="https://foothill.edu/gov/council/">https://foothill.edu/gov/council/</a>
<b>Date of meeting:</b>
<b>Comments:</b> Submitted to Advisory Council committee on January 7, 2021. No comments have been received.

**Division Curriculum Committee Approval Date:** 1/25/2021

**Division CC Representative:** Cassandra Pereira & Laurence Lew



# Education Technology Occupations Labor Market Information Report Foothill College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research  
February 2021

## Recommendation

Based on all available data, there appears to be an “undersupply” of Education Technology workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara county). There is a projected annual gap of about 9,648 students in the Bay region and 2,841 students in the Silicon Valley Sub-Region. In addition, because Foothill College’s intent with the three proposed new certificates is to train incumbent teachers in educational technology with varying specialties, the gap analysis that is normally done between supply and demand is not as relevant in this report.

## Introduction

This report provides student outcomes data on employment and earnings for TOP 0860.00 - Educational Technology programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Education Technology Occupations in the 12 county Bay region and in the Silicon Valley sub-region for three separate proposed new Certificates of Achievement in 1) Steam Instructional Leadership 2) Emerging Technology Leadership and 3) Education Technology Specialist at Foothill College. Foothill College indicates: “the three mentioned certificates are to train teachers in educational technology with varying specialties.”

- **Computer Occupations, All Other (15-1299):** All computer occupations not listed separately. Excludes “Computer and Information Systems Managers” (11-3021), “Computer Hardware Engineers” (17-2061), “Electrical and Electronics Engineers” (17-2070), “Computer Science Teachers, Postsecondary” (25-1021), “Multimedia Artists and Animators” (27-1014), “Graphic Designers” (27-1024), “Computer Operators” (43-9011), and “Computer, Automated Teller, and Office Machine Repairs” (49-2011).  
Entry-Level Educational Requirement: Bachelor’s degree  
Training Requirement: Moderate-term on-the-job training  
Percentage of Community College Award Holders or Some Postsecondary Coursework: 26%
- **Elementary School Teachers, Except Special Education (25-2021):** Teach students basic academic, social, and other formative skills in public or private schools at the elementary level. Substitute teachers are included in “Teachers and Instructors, All Other” (25-3099). Excludes “Special Education Teachers” (25-2050).  
Entry-Level Educational Requirement: Bachelor’s degree  
Training Requirement: None  
Percentage of Community College Award Holders or Some Postsecondary Coursework: 5%
- **Middle School Teachers, Except Special and Career/Technical Education (25-2022):** Teach students in one or more subjects in public or private schools at the middle, intermediate, or junior high level, which falls between elementary and senior high school as defined by applicable laws and regulations. Substitute teachers are



included in “Teachers and Instructors, All Other” (25-3099). Excludes “Career/Technical Education Teachers, Middle School” (25-2023) and “Special Education Teachers” (25-2050).

Entry-Level Educational Requirement: Bachelor’s degree

Training Requirement: None

Percentage of Community College Award Holders or Some Postsecondary Coursework: 5%

- **Secondary School Teachers, Except Special and Career/Technical Education (25-2031):** Teach students in one or more subjects, such as English, mathematics, or social studies at the secondary level in public or private schools. May be designated according to subject matter specialty. Substitute teachers are included in “Teachers and Instructors, All Other” (25-3099). Excludes “Career/Technical Education Teachers, Secondary School” (25-2032) and “Special Education Teachers” (25-2050).

Entry-Level Educational Requirement: Bachelor’s degree

Training Requirement: None

Percentage of Community College Award Holders or Some Postsecondary Coursework: 4%

- **Instructional Coordinators (25-9031):** Develop instructional material, coordinate educational content, and incorporate current technology in specialized fields that provide guidelines to educators and instructors for developing curricula and conducting courses. Includes educational consultants and specialists, and instructional material directors.

Entry-Level Educational Requirement: Master’s degree

Training Requirement: None

Percentage of Community College Award Holders or Some Postsecondary Coursework: 13%

## Occupational Demand

**Table 1. Employment Outlook for Education Technology Occupations in Bay Region**

Occupation	2019 Jobs	2024 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Computer Occupations, All Other	38,984	41,907	2,923	7%	18,757	3,751	\$ 41.02	\$ 56.52
Elementary School Teachers, Except Special Education	37,582	38,291	709	2%	14,960	2,992	\$ 29.42	\$ 38.09
Middle School Teachers, Except Special and Career/Technical Education	9,109	9,398	289	3%	3,739	748	\$ 28.28	\$ 35.56
Secondary School Teachers, Except Special and Career/Technical Education	21,926	22,466	540	2%	8,386	1,677	\$ 34.67	\$ 42.92
Instructional Coordinators	4,289	4,643	354	8%	2,416	483	\$ 26.45	\$ 34.30
<b>Total</b>	<b>111,890</b>	<b>116,705</b>	<b>4,815</b>	<b>4%</b>	<b>48,258</b>	<b>9,651</b>	<b>\$34.28</b>	<b>\$45.11</b>

Source: EMSI 2020.4

**Bay Region includes:** Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

**Table 2. Employment Outlook for Education Technology Occupations in Silicon Valley Sub-region**

Occupation	2019 Jobs	2024 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Computer Occupations, All Other	14,091	15,207	1,116	8%	6,826	1,365	\$ 47.30	\$ 64.70
Elementary School Teachers, Except Special Education	8,927	9,040	113	1%	3,457	691	\$ 32.93	\$ 42.33

Occupation	2019 Jobs	2024 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Middle School Teachers, Except Special and Career/Technical Education	1,857	1,899	42	2%	737	147	\$ 31.52	\$ 36.81
Secondary School Teachers, Except Special and Career/Technical Education	7,183	7,264	81	1%	2,629	526	\$ 34.83	\$ 43.59
Instructional Coordinators	940	1,043	103	11%	558	112	\$ 28.42	\$ 36.63
<b>Total</b>	<b>32,998</b>	<b>34,453</b>	<b>1,455</b>	<b>4%</b>	<b>14,207</b>	<b>2,841</b>	<b>\$39.27</b>	<b>\$51.68</b>

Source: EMSI 2020.4

Silicon Valley Sub-Region includes: Santa Clara County

### Job Postings in Bay Region and Silicon Valley Sub-Region

**Table 3. Number of Job Postings by Occupation for latest 12 months (Feb 2020 - Jan 2021)**

Occupation	Bay Region	Silicon Valley
Middle School Teachers, Except Special and Career/Technical Education	5,202	1,223
Elementary School Teachers, Except Special Education	3,632	707
Secondary School Teachers, Except Special and Career/Technical Education	2,453	444
Instructional Coordinators	501	122

Source: Burning Glass

**Table 4a. Top Job Titles for Education Technology Occupations for latest 12 months (Feb 2020 - Jan 2021)**

#### Bay Region

Title	Bay	Title	Bay
Nanny	201	Middle School Science Teacher	60
Teacher	191	High School Math Teacher	54
English Teacher	148	Middle School Teacher	52
Elementary Teacher	128	Physical Education Teacher	51
Spanish Teacher	120	Regular Babysitter For 3 Children	50
Science Teacher	95	History Teacher	45
Elementary School Teacher	72	High School English Teacher	40
Math Teacher	71	Occasional Babysitter For 3 Children	37
Middle School Math Teacher	65	English Language Arts Teacher	37

Source: Burning Glass

**Table 4b. Top Job Titles for Education Technology Occupations for latest 12 months (Feb 2020 - Jan 2021)**

#### Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Nanny	50	Elementary Teacher In Training	18
Teacher	46	Social Studies Teacher	15
English Teacher	43	Physical Education Teacher	15
Elementary Teacher	42	Middle School Science Teacher	15
Elementary School Teacher	26	Middle School Teacher	13
Science Teacher	23	Middle School Math Teacher	13
Spanish Teacher	19	Lunch And Extended Teacher	13

Title	Silicon Valley	Title	Silicon Valley
Math Teacher	19	Education Coordinator	12
Elementary Floater Teacher	19	Regular Babysitter For 3 Children	11

Source: Burning Glass

## Industry Concentration

**Table 5. Industries hiring Education Technology Workers in Bay Region**

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2019)	Jobs in Industry (2024)	% Change (2019-24)	% Occupation Group in Industry (2019)
Elementary and Secondary Schools (Local Government)	53,676	52,199	-3%	47%
Elementary and Secondary Schools	14,993	15,484	3%	13%
Custom Computer Programming Services	8,136	9,190	13%	7%
Computer Systems Design Services	4,654	4,975	7%	4%
Software Publishers	2,695	3,260	21%	3%
Internet Publishing and Broadcasting and Web Search Portals	2,481	2,920	18%	2%
Federal Government, Civilian, Excluding Postal Service	2,484	2,449	-1%	2%
Data Processing, Hosting, and Related Services	1,869	2,237	20%	2%
Corporate, Subsidiary, and Regional Managing Offices	1,425	1,304	-8%	1%
Other Computer Related Services	1,170	1,418	21%	1%

Source: EMSI 2020.4

**Table 6. Top Employers Posting Education Technology Occupations in Bay Region and Silicon Valley Sub-Region (Feb 2020 - Jan 2021)**

Employer	Bay	Employer	Silicon Valley
Oakland Unified School District	784	San Jose Unified School District	100
San Ramon Valley Unified School District	278	Stratford School	74
Pajaro Valley Unified School District	118	Alpha Public Schools	61
Envision	118	Nobel Learning Communities	46
Stratford School	107	Milpitas Unified	43
Pleasanton Unified School District	103	Santa Clara Unified School District	42
San Jose Unified School District	100	Ace Charter Schools	35
National Alliance For Public Charter Schools	95	Palo Alto Unified School District	32
Vacaville Unified School District	92	Summit Public Schools	31
Aspire Public Schools	92	Union Elementary School	30
Summit Public Schools	90	Campbell Union School District	29
Kipp Bay Area Schools	83	Foothill De Community College District	27
Dublin Unified School District	81	Diocese Of San Jose Dsj	27
Swing Education	70	Challenger School	26

Source: Burning Glass

## Educational Supply

There is a one (1) community college in the Bay Region issuing 3 awards on average annually (last 3 years ending 2018-19) on TOP 0860.00 - Educational Technology. In the Silicon Valley Sub-Region, there are no community colleges issuing awards on average annually (last 3 years) on this TOP code. There are no other CTE educational institutions in the Bay Region issuing awards on average annually (last 3 years ending 2016-17) on TOP 0860.00 - Educational Technology.

**Table 7. Community College Awards on TOP 0860.00 - Educational Technology in Bay Region**

College	Subregion	Certificate Low	Total
Merritt	East Bay	3	3
<b>Total</b>		<b>3</b>	<b>3</b>

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

## Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 9,651 annual openings for the Education Technology occupational cluster and 3 annual (3-year average) awards for an annual undersupply of 9,648 students. In the Silicon Valley Sub-Region, there is also a gap with 2,841 annual openings and no annual (3-year average) awards for an annual undersupply of 2,841 students. In addition, because Foothill College's intent with the three proposed new certificates is to train incumbent teachers in educational technology with varying specialties, the gap analysis that is normally done between supply and demand is not as relevant in this report.

## Student Outcomes

**Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0860.00 - Educational Technology**

2018-19	Bay All CTE Program	Foothill All CTE Program	State 0860.00	Bay 0860.00	Silicon Valley 0860.00	Foothill College 0860.00
Students with a Job Closely Related to Their Field of Study *	75%	88%	74%	82%	71%	71%
Median Annual Earnings for SWP Exiting Students	\$45,864	\$67,768	\$85,052	\$87,140	\$91,848	\$91,792
Median Change in Earnings for SWP Exiting Students	31%	46%	10%	10%	12%	11%
Exiting Students Who Attained the Living Wage	53%	72%	80%	84%	87%	90%

Source: Launchboard Strong Workforce Program (Version 2018-19). \*Asterisk shows (Version 2017-18)

## Skills, Certifications and Education

**Table 9. Top Skills for Education Technology Occupations in Bay Region (Feb 2020 - Jan 2021)**

Skill	Posting	Skill	Posting
Teaching	10,601	Learning Styles	304
Lesson Planning	1,215	Cardiopulmonary Resuscitation (CPR)	298
Special Education	688	Assessment Data	275
Tutoring	549	Child Development	259
Social Studies	446	Physics	259
Scheduling	442	Managing Student Data	238
Music	382	Group Instruction	235

Skill	Posting	Skill	Posting
Child Care	375	Customer Service	208
Progress Reports	375	Faculty Training	201
Educational Programs	355	Staff Development	199
Biology	353	Empower	190
Curriculum Development	352	Data Analysis	186
Chemistry	318	Working with Under-served Students	184
History	315	Early Childhood Education	180

Source: Burning Glass

**Table 10. Certifications for Education Technology Occupations in Bay Region (Feb 2020 - Jan 2021)**

Certification	Posting	Certification	Posting
Certified Teacher	1,071	Project Management Certification	27
Driver's License	280	Special Education Certification	22
Cross-Cultural Language and Academic Development	230	Food Handler Certification	13
First Aid Cpr Aed	227	Ca License	9
Certified Outpatient Coding (COC)	152	Board Certified/Board Eligible	9
Teaching English As A Foreign Language (TEFL)	44	Cdl Class C	6
Teachers of English To Speakers of Other Languages (TESOL)	44	Spanish Certification	5
Child Development Associate (CDA)	40	Security Clearance	5
Administrative Services Credential	32	Registered Dietitian	5
American Institute of Architects	30	Chartered Financial Analyst (CFA)	5

Source: Burning Glass

Note: 82% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

**Table 11. Education Requirements for Education Technology Occupations in Bay Region**

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
Associate's degree	206	4%
Bachelor's degree	4,532	78%
Master's degree and higher	1,034	18%

Source: Burning Glass

Note: 51% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

## Methodology

Occupations for this report were identified by use of skills listed in O\*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCCO Data Mart.

## Sources

O\*Net Online

Labor Insight/Jobs (Burning Glass)

Economic Modeling Specialists International (EMSI)

CTE LaunchBoard [www.calpassplus.org/Launchboard/](http://www.calpassplus.org/Launchboard/)

Statewide CTE Outcomes Survey  
Employment Development Department Unemployment Insurance Dataset  
Living Insight Center for Community Economic Development  
Chancellor's Office MIS system

## **Contacts**

For more information, please contact:

- Leila Jamoosian, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), [leila@baccc.net](mailto:leila@baccc.net)
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, [jcarrese@ccsf.edu](mailto:jcarrese@ccsf.edu) or (415) 267-6544

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

## FOOTHILL COLLEGE Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:** APPT 198

**Course Title:** PLUMBING SERVICE & REPAIR

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

This course provides students with a working knowledge of service and repair work. Students will learn basic identification and troubleshooting skills needed to complete repairs in a safe and timely manner.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Plumbing & Pipefitting Apprenticeship Program.

**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern  
 The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** *If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

**The Curriculum Committee must evaluate this application based on the following criteria:**

**Criteria A. Appropriateness to Mission**

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

- Transfer
- Workforce/CTE
- Basic Skills

**Criteria B. Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

There is a need to advance the skills of our workforce through training at the Pipe Trades Training Center in Monterey and Santa Cruz Counties in the area of basic plumbing techniques. These skills will be applied and mastered through on-the-job training at the employer's work site.

**Criteria C. Curriculum Standards (please initial as appropriate)**

SC The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

**Faculty Requestor:** Stephen Cry **Date:** 12/10/20

**Division Curriculum Representative:** Brian Murphy **Date:** 2/9/21

**Date of Approval by Division Curriculum Committee:** 2/9/21

**College Curriculum Co-Chairperson:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Foothill College

## Submission Course Outlines

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For Faculty and Staff use only

### Apprenticeship

**APPT 198 PLUMBING SERVICE & REPAIR**

**Summer 2021**

123 hours total: 37 hours lecture, 86 hours laboratory.

**5 Units**

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**Total Contact Hours: 0** (Total of All Lecture and Lab hours X 12)

**Total Student Learning Hours: 0** (Total of All Lecture, Lab hours and Out of Class X 12)

**Lecture Hours:**

**Lab Hours:**

**Weekly Out of Class Hours:**

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

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#### Repeatability -

**Statement:** Not Repeatable.

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#### Status -

**Course Status:** Active

**Grading:**

Letter Grade with P/NP option

**Degree Status:** Applicable

**Credit Status:**

Credit

**Degree or Certificate Requirement:** Stand Alone Course

**GE Status:** Non-GE

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#### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:**

**Validation:** 7/19

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#### Division Dean Information -

**Seat Count:**  
30

**Load Factor:**  
.185

**FOAP Code:**  
115000142221095230

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#### Instruction Office Information -

**FSA Code:**

**Distance Learning:** no

**Stand Alone Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

**Content Review Date:**

**Former ID:**

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#### 1. Description -

This course provides students with a working knowledge of service and repair work. Students will learn basic identification and troubleshooting skills needed to complete repairs in a safe and timely manner.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Plumbing & Pipefitting Apprenticeship Program.

## 2. Course Objectives -

The student will be able to:

- A. Troubleshoot defective plumbing system
- B. Identify proper tools needed to complete repair
- C. Safely complete system repair
- D. Communicate clearly with customer the extent of repairs needed
- E. Complete work order paperwork legibly and correctly

## 3. Special Facilities and/or Equipment -

- A. Classroom facilities with AV capabilities
- B. Plumbing lab with tools and training equipment
- C. Personal protective equipment

## 4. Course Content (Body of knowledge) -

- A. Plumbing service and repair tools
  - 1. Hand tools
  - 2. Fixture tools
  - 3. Power tools
  - 4. Snakes and drain cleaners
  - 5. Miscellaneous
- B. Safety
  - 1. Material safety sheets
  - 2. Job area
  - 3. Fire
  - 4. Confined space entry
  - 5. Trenching and shoring
- C. Drain waste and vent
  - 1. Drain cleaning
  - 2. Video inspection
  - 3. Pipe repair
  - 4. Water jetting
  - 5. Sewage ejector repair and maintenance
- D. Water distribution
  - 1. Systems
  - 2. Supply piping
  - 3. Pipe repair
  - 4. Flow detection
  - 5. Cross contamination
- E. Gas systems
  - 1. Piping
  - 2. Regulator repair
  - 3. Gas service valves
  - 4. Flame control
  - 5. Combustion
- F. Plumbing fixtures
  - 1. Commercial fixtures
  - 2. Residential fixtures
  - 3. Bathtubs and showers
  - 4. Drinking fountains/water coolers
- G. Appliances
  - 1. Disposers
  - 2. Dishwashers
  - 3. Water softeners/filters
  - 4. Reverse osmosis
- H. Water heaters
  - 1. Electric/gas fired
  - 2. Hot water supply
  - 3. Tankless
  - 4. Combination
  - 5. Accessories
  - 6. Troubleshooting
  - 7. Code requirements
- I. Boilers and hydronic systems

1. Operation
2. Hot water boilers
3. Terminal devices
4. Radiant and convection heating
5. Controls
6. Troubleshooting

**5. Repeatability** - Moved to header area.

**6. Methods of Evaluation -**

- A. Written exams
- B. Hands-on demonstration
- C. Classroom discussion
- D. Group exercise

**7. Representative Text(s) -**

United Association. Plumbing Service, Maintenance, and Repair. Washington D.C.: International Pipe Trades Joint Training Committee, 2017.

**8. Disciplines -**

Plumbing

**9. Method of Instruction -**

- A. Discussion
- B. Demonstration
- C. Hands-on learning

**10. Lab Content -**

- A. Students will work individually and in teams to troubleshoot faulty plumbing systems.
- B. Site safety check to identify any hazards.
- C. Rebuild and/or repair faulty systems.

**11. Honors Description** - No longer used. Integrated into main description section.

**12. Examples of Required Reading and Writing and Outside of Class Assignments -**

- A. Reading
  1. Material safety sheets
  2. Equipment specification sheets
  3. Manufacturers recommendations/repair manuals
  4. Textbook
  5. Internet resources
- B. Written
  1. Textbook worksheets
  2. Written analysis of defective system
  3. Daily report forms
  4. Material order forms

**13. Need/Justification -**

There is a need to advance the skills of our workforce through training at the Pipe Trades Training Center in Monterey and Santa Cruz Counties in the area of basic plumbing techniques. These skills will be applied and mastered through on-the-job training at the employer's work site.

**Foothill-De Anza Course Families**  
**ART/ARTS Revised - 2021**

*The following Foothill and De Anza Art faculty contributed to this revised document: Julie Hughes (DA), Rocky Lewycky (DA), Andy Ruble (FH), Jordan Fong (FH), Hilary Gomes (FH)*

**Drawing**

- ART 4B--Intermediate Drawing (FH)
- ART 4C--Representational Drawing (FH)
- ARTS 4B--Intermediate Drawing (DA)
- ARTS 4D--Representational Drawing (DA)

**Figure - new family**

- ART 4D--Figure Drawing I (FH)
- ART 4E--Heads and Hands Drawing (FH)
- ART 4I--Figure Drawing II (FH)
- ART 4J--Figure Modeling (FH)
- ARTS 4C--Life Drawing (DA)

**Painting Family being split into three new families:**

**Oil Painting**

- ART 19A--Oil Painting I (FH)
- ART 19C--Oil Painting II (FH)
- ARTS 16A--Oil Painting I (DA)
- ARTS 16B--Oil Painting II (DA)
- ARTS 16C--Oil Painting III (DA)

**Acrylic Painting**

- ART 19B--Acrylic Painting I (FH)
- ART 19D--Acrylic Painting II (FH)
- ARTS 15A--Acrylic Painting I (DA)
- ARTS 15B--Acrylic Painting II (DA)
- ARTS 15C--Acrylic Painting III (DA)

**Watercolor Painting**

- ART 47A--Watercolor I (FH)
- ART 47B--Watercolor II (FH)
- ARTS 14A--Watercolor Painting I (DA)
- ARTS 14B--Watercolor Painting II (DA)
- ARTS 14C--Watercolor Painting III (DA)

**Ceramic Construction Family being split into two new families:**

**Ceramic Handbuilding**

- ART 44--Ceramic Sculpture (FH)
- ART 45A--Beginning Ceramics Handbuilding (FH)

- ART 45C--Advanced Ceramics (FH)
- ARTS 18A--Beginning Ceramics (DA)
- ARTS 18D--Ceramics Hand Building (DA)
- ARTS 20--Ceramics Individual Laboratory (DA)

**Ceramic Wheel Throwing**

- ART 45B--Beginning Ceramics Potter's Wheel (FH)
- ART 46B--Potter's Wheel II (FH)
- ARTS 18B--Ceramics (Beginning Wheel Throwing) (DA)
- ARTS 18C--Ceramics (Intermediate Wheel Throwing) (DA)
- ARTS 18E--Ceramics (Advanced Wheel Throwing) (DA)

**Ceramic Surface**

- ART 45F--Low-Temperature Ceramic Firing & Glazing Techniques (FH)
- ARTS 19H--Ceramics Raku (DA)
- ARTS 19J--Ceramics Techniques (DA)
- ARTS 19K--Ceramics Decoration (DA)
- ARTS 19M--Ceramics Low Fire (DA)

**Sculpture**

- ART 5C--Sculpture (FH)
- ARTS 37A--Sculpture (DA)
- ARTS 37B--Intermediate Sculpture (DA)
- ARTS 37C--Advanced Sculpture (DA)

**Industrial Design**

- ARTS 58A--Furniture Design (DA)
- ARTS 58B--Intermediate Furniture Design (DA)
- ARTS 58C--Advanced Furniture Design (DA)

**Arts--Professional Practice**

- ARTS 70--Viewing Bay Area Art Museums and Galleries (DA)
- ARTS 71--Gallery and Exhibition Design (DA)
- ARTS 72--Internship in Art (DA)

**Removal of Printmaking Family:** The Foothill College Art department no longer offers printmaking courses, and within the District, GID 46 is the only printmaking course. Therefore, Art faculty are removing this family from the list.

Changes approved by Fine Arts & Communication division curriculum committee: 2/16/21