

GE TECH REVIEW – SPRING 2024

ARTS & HUMANITIES, AND INFORMATION LITERACY

ENGL 114: Creative Writing: Introduction to Story

GE TECH REVIEW: GE SLO 1 (Course is not yet aligned to GE)

GE TECH REVIEW: I reviewed this course outline based on the new set of GE SLOs passed by the Academic Senate in May 2020 and implemented Fall 2021. In addition to Reading, Writing and Critical Thinking, which the Curriculum Committee will evaluate as required by Title 5, all GE courses must meet one of the six new GE SLOs. **Arts and Humanities** courses are generally assigned to integrate **GE SLO1: Human Communication — At the completion of the LMC GE program a student will be able to communicate and collaborate effectively as a speaker, visual communicator, and/or performer.** At COOR author and department discretion, the course may meet any other more appropriate GE SLO instead. I find that Human Communication is not yet represented in the COR, (the sample assignments CSLOs) as needed. (Reviewed by Sara Toruno-Conley, GE Committee Member, 1/30/24)

Music 010: Music Literature

GE TECH REVIEW: (CSLO 4 = GE SLO 1; Reading 1 = GE SLO 1)

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Music 012: Popular Music in American Culture

GE TECH REVIEW: (CSLO 1 = GE SLO 1; No sample assignment yet)

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assignment explaining that presentation. Until then, I find that Music 12 does not yet align to our local GE requirements. (Reviewed by Sara Toruno-Conley, GE Committee Member, 4/10/24)

DRAMA 016: Theater Production

GE Tech Review (CSLO 1 – GE SLO 1 Assignment)

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GE TECH REVIEW: Reading 1 = GE SLO 1; CSLO 1 = GE SLO1; Reading 2 and CSLO 1 = GE SLO 1; Writing 1 and CSLO 3 = GE SLO 2; Writing 2 and CSLO 2 = GE SLO 1; Writing 2 and CSLO 4 = GE SLO 4, Writing 2 and CSLO 5 = GE SLO 5

GE SLO 1 is represented in CSLO 1 and 2. CSLO 1 states students will “Read and dissect a play script orally and in writing to recognize dramatic structure, the creation of dramatic characters and the point of view incorporated in tragedy, comedy, tragicomedy, melodrama” Reading 1 and 2 are mapped to CSLO 1. Writing 1 and 2 are mapped to CSLO 2. Students are asked to write a review of a play and provide supporting evidence for observations.

GE SLO 2 is represented in CSLO 3. CSLO 3 states students will “Synthesize ideas, concepts and facts from a variety of disciplines such as drama, film, dance, visual art, music, literature, science, philosophy, ethics and sociology in order to evaluate the content and meaning of theater” Writing 1 and 2 are mapped to CSLO 3. The writings need an information literacy component. Perhaps Writing 2 could incorporate searching for theater reviews and evaluate the information presented.

GE SLO 4 is represented in CSLO 4. CSLO 4 States students will “Apply moral reasoning to ethical dilemmas posed in plays” Writing 2 is mapped to CSLO 4. Current assignment does not ask students to identify and discuss diverse perspectives.

GE SLO 5 is represented in CSLO 5. CSLO 5 states students will “Discuss and write about cultural differences and similarities among Americans and peoples from all over the globe as depicted in drama in a way which stresses the positive aspects of such diversity” Writing 2 is mapped to CSLO 5. GE SLO 5 is Quantitative Reasoning. Writing 2 does not involve the application of mathematical ideas.

(Reviewed by Rick Estrada GE Member 4/13/24)

The GE Committee reviewed the Business-059 course for inclusion in our local GE program as a new GE option. The committee agreed to include the course with the following changes made (see below). Business faculty were present and agreed to the edits to their course.

GE local degree placement, should be **LR2a: Communication** (currently marked as the incorrect box).

CSLO alignment should be edited to the following (edits are in bold below):

CSLO 1: Use critical thinking, **including research and evaluation**, to create positive, negative, and persuasive business correspondence, business letters, reports..."Use critical thinking, including research and evaluation, to create positive, negative, and persuasive business correspondence, business letters, reports... (**GESLO 2**)

CSLO 3: Apply and explain the communication process and its purpose on building effective employees and **diverse** workplace environments. (**GESLO 4**)

Assignments should be coded as follows:

Reading 1= GESLO 2

Reading 2= GESLO 2

Writing 1= GESLO 2

Writing 2= GESLO 2

Lab field= GESLO 2, GESLO 4

(Reviewed by the entire GE committee on 4/24/24)

MUSIC012 Popular Music in American Culture

Mapping= CSLO 1=GESLO 1; GESLO 2, 3, and 5=GESLO 4; GESLO 4=GESLO 3;

Assignments map as follows: Reading 1=GESLO 3; Reading 2=GESLO 4; Other=GESLO 1

The GE Committee reviewed the course and determined that Human Communication, Ethical Insight, and Diverse Perspectives were well represented in both the CSLOs and the sample assignments. The course includes a mini presentation as a sample assignment and asks students to "communicate effectively as a writer and speaker." Likewise, the CSLOs have several areas in which it focuses on diversity, such as in CSLO when it says that students will compare "diverse cultural strands in American Popular Musical." This is reflected in the reading two assignment when it asks students to "Identify if their race, gender, class, ethnicity, sexual orientation, religion or political persuasions affected their music and musical outputs." Finally, ethical insight is reflected in the reading assignment about computer generated music and CSLO 4 about how music is consumed in our current times. For these reasons, we recommend placement in Human Communication (Arts and Humanities), Ethical Insight (Social and Behavioral Sciences), and Diverse Perspectives (Ethnic/Multicultural). The GE Committee, 4/24/24

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MATH & NATURAL SCIENCES

PHYS 015: Introduction to Physics

(CSLO 1 and 3 = GESLO 5; CSLO 2 and 3 = GESLO 6; Sample assignments: Writing 1 and Lab Report = GESLO 5; Writing 2 and Lab Report = GESLO 6)

CSLOs 1 and 3 all exhibit the criteria from GESLO 5, Quantitative Reasoning. CSLO 1 asks students to analyze physics problems and solve them/justify them with calculations while CSLO 2 asks for lab reports with logical formats to assess results of experiments. CSLO 2 and 3 align with GESLO 6, Scientific Inquiry. CSLO 2 asks students to design an assemble an everyday household item, such as a refrigerator while CSLO 3 asks students to perform physics experiments. Both GESLOs have sample assignments for assessment purposes. Writing assignment 1 gives an equation to solve: What is the coefficient of friction between the box and the surface? Writing Assignment 2 asks students to design and assemble their household item. Lab reports 1 also aligns to both GESLO 5 and GESLO 6. I recommend that PHYS 015 be reaffirmed as part of LMC's GE Program in the area NS: Natural Sciences. Adrianna Simone, GE Committee Chair, 3/8/2024

CHEM028 Organic Chemistry

CSLOs 1-3 should be mapped to GESLO 6; Reading 1 and Reading 2 maps to GESLO 6

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Although the words “scientific inquiry” and “scientific method” do not appear in the CSLOs it is implied in CSLOs 1 and 3: “predict the products of...” and “perform laboratory analyses of...” It is also embedded in the nature of the course. In addition, one of the assignment examples asks students to “predict the kinetic and thermodynamic products of the reaction...” a direct connection to scientific method. It is currently approved as a GE course for transfer in CSU Breadth B1/B3 and IGETC Transfer 5A/5C. So, while it could use more attention to wording throughout regarding the LMC GE SLO: Scientific Inquiry, we recommend that it become part of LMC's GE Program course offerings in Area NS; Natural Sciences. We also recommend the CSLOs be keyed to GESLO 6. *(GE Committee 4/24/24)*

CHEM029 Organic Chemistry

Mapping= CSLO 1 and CSLO 3= GESLO 6; Lab field=GESLO 6

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must meet one of the six new GE SLOs. **Science courses** are generally assigned to integrate GE SLO6: Scientific Inquiry — At the completion of the LMC GE program a student will be able to apply methods of scientific inquiry in real world situations. At COOR author and department discretion, the course may meet any other more appropriate GE SLO instead.

Although the words “scientific inquiry” and “scientific method” do not appear in the CSLOs it is implied in CSLOs 1 and 3: “predict the products of...” and “perform laboratory analyses of...” It is also embedded in the nature of the course. In addition, one of the assignment examples asks students to “use the results of your polarimeter analysis to...” a direct connection to scientific method. It is currently approved as a GE course for transfer in CSU Breadth B1/B3 and IGETC Transfer 5A/5C. So, while it could use more attention to wording throughout regarding the LMC GE SLO: Scientific Inquiry, we recommend that it become part of LMC's GE Program course offerings in Area NS; Natural Sciences. We also recommend the CSLOs be keyed to GESLO 6.
(GE Committee 4/24/24)

BIOSC010 General Biology:

CSLOs 1-4 all map to GESLO 6; CSLO 4 maps to GESLO 4; Reading 1=GESLO 4; Reading 2, Writing 1, and lab assignment all map to GESLO 6. The GE committee reviewed the course BIOSC010 General Biology and found that two GESLOs are mapped within the CSLOs and the assignments, Scientific Inquiry and Diverse Perspectives. For example, CSLO 1 notes that the “scientific method” will be used “to conduct hypothesis driven lab experiments.” A sample assignment that reflects scientific inquiry includes reading 2 in which “students must read and follow experimental directions” to be prepared “to perform scientific experimentation.” For GESLO 4, diverse perspectives are captured in GESLO 4 that asks students to “examine the role of human activity and its impact on the environment through a biological lens for the purpose of recognizing personal connections to the environment and the consequences of lifestyle choices.” Reading assignment 1 asks students “to choose an ecological topic that has regional and/or global significance,” which will allow them to explore diversity based on regional or global areas. The GE committee recommends continued placement in the NS box and inclusion in the EM box. (Reviewed on 4/25/24)

PHYS038 General College Physics Calculus Supplement II

CSLO 3= GESLO 5; Writing 1= GESLO 5

The GE committee reviewed this course and saw quantitative reasoning expressed in CSLO 3 and writing assignment 1. CSLO 3 asks students to “justify certain calculus-based fluid dynamics, wave phenomena, electromagnetism, and modern physics formulas from first principles.” Writing assignment 1 asks students to use quantitative reasoning to solve an equation: “A certain radioactive isotope has a half-life of 3 days. If you started with 5 kg of it at the beginning of the first day, then how much would be left in exactly 5 days?” For these reasons, the committee has recommended that the course be included in our Natural Sciences GE box. Approved by Robert Moore and Rick Estrada, 4/24/24)

PHYS037 General College Physics Calculus Supplement I

CSLO 3= GESLO 5; Writing 1= GESLO 5

The GE committee reviewed this course and saw quantitative reasoning expressed in CSLO 3 and writing assignment 1. CSLO 3 asks students to “justify certain calculus-based mechanics and

thermodynamics physics formulas from first principles.” Writing assignment 1 asks students to use quantitative reasoning to use “the integral formula for the moment of inertia” and make a computation. For these reasons, the committee has recommended that the course be included in our Natural Sciences GE box.

(Approved by Robert Moore and Rick Estrada, 4/24/24)

PHYSC005 General Physical Science

CSLO 1=CSLO 6; remove GESLO 2 from CSLO 2; CSLO 3 remove GESLO 1 and 3/leave GESLO 2; CSLO 4 and 5 no mapping; assignments should be mapped as: GESLO 2 and GESLO 6

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SOCIAL & BEHAVIORAL SCIENCES, ETHNIC & MULTICULTURAL STUDIES

ETHN-122 (Race, Ethnicity and Political Activism)

Assignments: Reading 1 explicitly directs students to consider ethical insights or implications inherent in US historical documents, hence it maps to GESLO3 (ethical insights). Writing, problem solving and performance 2 maps to GESLO4 (diverse perspectives) because it directs students to consider a particular racial/racialized group and give their unique history/perspective on political activism.

CSLOs: CSLO1 requires students to analyze ethnic studies concepts pertaining to a wide variety of groups (diverse perspectives) and to consider ethical implications in this analysis (ethical insight). Thus, CSLO1 maps to both GESLO3 and GESLO4.

Approved for local GE on Nov 22, 2023 (Bob Moore, Rick Estrada, Nila Adina)

SOCIO016 Introduction to Social Problems

Mapping: CSLO 1=GESLO 1; CSLO 4=GESLO 3; CSLO 5=GESLO 4; Writing 1=GESLO 1; Writing 2= GESLO 3 Writing 1 and Reading 2= GESLO 4

The GE committee reviewed this course and found human communication reflected in CSLO 1 as it asks the student to “communicate effectively” as a “speaker.” Writing assignment 1 presents the students with speaking opportunities in the class. GESLO 3 Ethical Insight is represented in CSLO 4. Although the word “ethics” is not used in the CSLO, the emphasis on “solutions to American social problems” implies that ethical insight and morality will come into the discussions. In writing assignment 2, although the word “ethics” is not used, there are implications of moral discussions that would require an understanding of ethics, such as discussing “political decisions... [and] how these decisions could impact the lives of upper-, middle-, and working-class Americans.” Diverse perspectives are represented in CSLO 5 and writing 1 and reading 2 as the students will read “the topic of Race and Ethnic Inequality” and gender diversity is discussed in writing assignment 1. For these reasons, the GE committee recommends that the class be added to the Arts and Humanities box, the Social and Behavioral Science box, and the Ethic and Multicultural box.

(4/24/24 GE Committee)