1. **GENERAL MATTERS**
   1. **Roll Call**

*Present:* Aseltyne, Crossman, Decker, Finnegan, Mendoza, Montes, Polak, Renderman, Simpson-Logg, Swift, Walsh, Whetzel, Xu

*Absent:* Combs, Varela

*Guests:* Ahders, Banta, Cardimona, Cimmiyotti, Edelman, Indermill, Terrill, Velazquez-Zvierkova

*Recorder:* Nelson

* 1. **Approval of Minutes:** M/S/C(Renderman/Walsh) to approve minutes of August 28, 2020 as presented.
  2. **Agenda Revisions:** None
  3. **Approval of Agenda:** M/S/C (Crossman/Renderman) to approve the agenda as presented.

1. **PUBLIC COMMENT**

None

1. **CONSENT AGENDA**

M/S/C (Swift/Renderman) to approve the consent agenda as presented.

* 1. **Associates in Science in Mathematics for Transfer –** *No changes*
  2. **CAM 130A – Baking I –** *Hybrid*
  3. **CAM 130B – Baking II –** *Hybrid*
  4. **CAM 130C – Pastry and Desserts –** *Hybrid*
  5. **EAS 210 – Geology of California –** *Hybrid, Fully Online Under Mutual Agreement*
  6. **EAS 212 – Introduction to Geographic Information System –** *Distance education*
  7. **EAS 222 – Applied GIS –** *Inactivation*
  8. **GEO 206 – Physical Geography –** *Hybrid, Fully Online Under Mutual Agreement*
  9. **MTH 30 – Math Success –** *Assignments, distance education review*
  10. **MTH 32 – Just in Time Support for Statistics –** *Textbook*
  11. **MTH 40A – Mathematics Laboratory A –** *Assignments*
  12. **MTH 40B – Mathematics Laboratory B –** *Assignments*
  13. **MTH 40C – Mathematics Laboratory C –** *Assignments*
  14. **MTH 40D – Mathematics Laboratory D –** *Assignments*
  15. **MTH 41A – Mathematics Institute A –** *No changes*
  16. **MTH 41B – Mathematics Institute B –** *No changes*
  17. **MTH 41C – Mathematics Institute C –** *No changes*
  18. **MTH 121 – Trigonometry –** *Assignments, MOE, textbook, SLOs, distance education review, prerequisite review*
  19. **MTH 178 – Applied Math –** *Catalog description, outline, prerequisite review*
  20. **MTH 200 – Precalculus Mathematics –** *Textbook, distance education review, prerequisite review*
  21. **MTH 210 – Calculus and Analytic Geometry I –** *Catalog description, assignments, textbook, objectives, SLOS, outline, prerequisite review*
  22. **MTH 211 – Calculus and Analytic Geometry II –** *Assignments, textbook, SLOs, outline, prerequisite review*
  23. **MTH 212 – Calculus and Analytic Geometry III –** *Assignments, MOE, textbook, objectives, SLOs, prerequisite review*
  24. **MTH 214 – Linear Algebra –** *Assignments, MOE, textbook, objectives, SLOs, prerequisite review*
  25. **MTH 215 – Differential Equation –** *Auditable, assignments, MOE, textbook, SLOs, prerequisite review*
  26. **MTH 220 – Statistics –** *Distance education review*
  27. **MTH 532 – Just in Time Support for Statistics –** *Textbook*
  28. **MTH 540 – Supplemental Mathematics Lab –** *Catalog description, assignments, MOE*
  29. **NUR 50 – LVN-RN Transition –** *Fully Online Under Mutual Agreement*
  30. **NUR 52B – Nursing Technical Lab II –** *Fully Online Under Mutual Agreement*
  31. **NUR 52D – Nursing Technical IV –** *Fully Online Under Mutual Agreement*
  32. **NUR 52T – Nursing LVN-RN Transition Lab –** *Fully Online Under Mutual Agreement*
  33. **NUR 112 – Nursing Concepts and Skills II –** *Fully Online Under Mutual Agreement*
  34. **NUR 115 – Pharmacology –** *Distance education review*
  35. **NUR 116 – Introduction to Nursing Seminar –** *Distance education*
  36. **NUR 121 – Leadership and Management I –** *Distance education review*
  37. **NUR 126 – Nursing Seminar I –** *Distance education review*
  38. **NUR 131 – Leadership and Management II –** *Hybrid, Fully Online Under Mutual Agreement*
  39. **NUR 132 – Complex Medical/Surgical Nursing II –** *Fully Online Under Mutual Agreement*
  40. **NUR 135 – Pharmacology IV –** *Distance education*
  41. **NUR 136 – Nursing Seminar II –** *Distance education review*
  42. **SPN 211 – Spanish for Spanish Speakers: Level II –** *Fully Online Under Mutual Agreement*
  43. **SPN 212 – Introduction to Latin-American Literature and Film –** *Fully Online Under Mutual Agreement*
  44. **THE 210A – Acting Improvisation –** *Fully Online Under Mutual Agreement*
  45. **THE 210C – Intermediate Acting: Scene Study –** *Fully Online Under Mutual Agreement*
  46. **THE 212A – The Actor’s Voice I –** *Fully Online Under Mutual Agreement*
  47. **THE 212B – The Actor’s Voice II –** *Fully Online Under Mutual Agreement*
  48. **THE 212C – The Actor’s Voice III –** *Fully Online Under Mutual Agreement*
  49. **THE 219 – Introduction to Directing –** *Fully Online Under Mutual Agreement*

1. **COURSE/PROGRAM MODIFICATIONS/PROPOSALS**
   1. **MTH (Ahders, Banta, Cimmiyotti, Edington, Terrill)**
      1. **MTH 46 – Pre-College Mathematics**
         1. M/S/C (Swift/Mendoza) to approve MTH 46 as presented.
      2. **MTH 60 – Beginning Algebra for STEM and Business Majors**
         1. M/S/C (Crossman/Decker) to approve MTH 60 as presented.
      3. **MTH 77 – Geometry**
         1. M/S/C (Swift/Mendoza) to approve MTH 77 as presented.
         2. M/S/C (Crossman/Decker) to approve the addition of Integrated Math to the prerequisite.
      4. **MTH 79 – Mathematics for Technical Fields**
         1. M/S/C (Decker/Walsh) to approve MTH 79 as presented.
         2. M/S/C (Swift/Crossman) to retain MC GE Area D2.
      5. **MTH 230 – Business Calculus for Business and Economics**
         1. M/S/C (Swift/Mendoza) to approve MTH 230 as presented.
      6. **MTH 541 – Mathematics Institute**
         1. First reading for MTH 541. Terrill explained that this new course is a non-credit version of the credit course MTH 41A-C. Walsh inquired about which students will take the non-credit course verses the credit course and if the two will run simultaneously. Banta clarified that the intention is to give students options to take the course without fully committing. Banta compared it to a boot camp in the way students get what they need from the course, not a full sequence. Walsh added that she is happy to see more non-credit classes. Renderman included that students who enroll in the class during the summer often don’t want a grade, so this non-credit version will give those students an option to take the class. Polak also added that these lower-level math courses are very appropriate for non-credit as basic skills courses and added that these courses can be scheduled as open entry/exit if wanted to allow students an opportunity to pick which modules they want to complete.
      7. **MTH 546 – Pre-College Mathematics**
         1. First reading for MTH 546. Similar to MTH 541, MTH 546 is a non-credit version of MTH 46. This course is designed to help students fill in the gaps and gives them a non-credit option offered in a lab setting.
      8. **MTH 560 – Beginning Algebra for STEM and Business Majors**
         1. First reading for MTH 560, a non-credit version of MTH 60. Crossman asked about the lab format of this course verses lecture. Banta explained the course is set-up for individualized lectures as students work in modules and allows students to complete a significant amount of their work in the classroom. Crossman asked about how the content will be delivered. Banta informed the committee that there will be mini-lessons per the module they are working on as well as some videos for on-ground sections and all video instruction for online sections.
   2. **SCT (Woodhouse)**
      1. **SCT 505 – Introduction to the Construction Trades Lab**
         1. M/S/C (Crossman/Swift) to approve SCT 505 as presented.
         2. M/S/C (Renderman/Swift) to approve the following assignment of disciplines: Building Codes and Regulations, Building Maintenance, Cabinet Making, Carpentry, Construction Management, Construction Technology, Masonry, or Vocational (Short-Term): Non-Credit.
2. **DISCUSSION**
   1. **Call to Action – Review Sub-Committee Work**

Whetzel shared a draft of the cultural audit review questions. Walsh, who developed the questions, explained her intention was to keep the questions simple and clear and a guiding light for such a big topic. The questions are two sided as they are asking faculty to look at the content of their course as well as student representation. Whetzel added that the goal is to get to a point that these questions would be used as a resource guide for faculty when they are reviewing or creating curriculum. Decker mentioned he spoke to our librarian regarding a resource that vets books that are inclusive. He is not aware of a resource, so Decker suggested we create our own database as faculty research their textbooks. Montes suggested also considering the cost of textbooks and if the textbook is available as an open education resource. Crossman asked how these questions will be applied in such courses as chemistry. Whetzel explained that the intention is for this to be a resource for faculty when reviewing their courses. This is not a punitive process and it will be more straight forward for some disciplines than others. Walsh added that the goal is to provoke a discussion among faculty. Polak included that the objective of these questions is to help faculty look at their content through a different lens. Polak shared a PowerPoint presentation from the Curriculum Institute titled *Curriculum Design and Delivery through an Equity Lens* as well as a link to Portland State University that provides resources on creating culturally responsive curriculum. Whetzel will share the PP and link with the committee. Mendoza asked if there was a sample courses as she is working on the five-year review for CCS and is challenged on how to address some of the questions in her review. Swift added that an example would be very helpful. Walsh said she is happy to review the resources presented and will expand the questions and work on some examples. AS President Indermill commented that Senate is working on formalizing some professional development for faculty. She also added that she is pleased with how the committee is responding.

Adjourned 11:11 a.m.

FUTURE MEETINGS: October 2, October 23, November 13, December 4, February 5, March 5, March 26, April 23, May 14