

## **I. GENERAL MATTERS**

### **A. Roll Call**

*Present:* Aseltyne, Crossman, Decker, Mendoza, Montes (arrived at 10:29 a.m.), Polak, Renderman, Simpson-Logg, Swift, Walsh, Whetzel, Xu

*Absent:* Combs, Finnegan, Varela

*Guests:* Banta, Cimmiyotti, Feigin, Indermill

*Recorder:* Nelson

**B. Approval of Minutes:** M/S/C (Swift/Crossman) to approve minutes of October 2, 2020 as presented.

**C. Agenda Revisions:** None

**D. Approval of Agenda:** M/S/C (Walsh/Decker) to approve the agenda as presented.

## **II. PUBLIC COMMENT**

None

## **III. CONSENT AGENDA**

M/S/C (Mendoza/Decker) to approve the consent agenda as presented.

### **A. CDV (Nole)**

#### **1. CDV 70A – Ages and Stages of Development**

a. Distance education (Fully Online Under Mutual Agreement)

#### **2. CDV 70B – Language and Literacy Development with Young Children**

a. Distance education (Fully Online Under Mutual Agreement)

#### **3. CDV 70C – Guidance and Discipline for Young Children**

a. Distance education

#### **4. CDV 70D – Math and Science for Young Children**

a. Distance education

#### **5. CDV 79 – Effective Adult-Child Relationships**

a. Distance education

#### **6. CDV 125 – Creative Activities**

a. Distance education

#### **7. CDV 126 – Music and Movement**

a. Distance education

#### **8. CDV 161 – Active Learning and Play**

a. Distance education

### **B. ENG (Rall)**

#### **1. ENG 41A – English Bridge A**

a. Distance education

#### **2. ENG 41B – English Bridge B**

a. Distance education

#### **3. ENG 41C – English Bridge C**

a. Distance education

### **C. HUS (Feigin)**

#### **1. HUS 101 – Introduction to Helping Professions**

a. Course modification (Five-year review – Textbook, objectives, distance education review)

#### **2. HUS 152 – Basic Skills for Human Services Workers**

- a. Course modification (Five-year review – Textbook, SLO, assignments, advisory review, distance education)
- 3. HUS 155 – Group Leadership and Group Process**
  - a. Course modification (Five-year review – Textbook, SLO, advisory review, distance education – FOMA)
- 4. HUS 156 – Case Management and Documentation**
  - a. Course modification (Five-year review – Textbook, SLO, advisory review, distance education)
- 5. HUS 157 – Co-Occurring Disorders and Mental Health Issues**
  - a. Course modification (Five-year review – Textbook, SLO, advisory review, distance education)
- 6. HUS 159 – Intervention Theory and Techniques**
  - a. Course modification (Five-year review – Textbook, SLO, advisory review, distance education - hybrid)
- 7. HUS 160 – Law, Ethics and Human Services**
  - a. Course modification (Five-year review – Textbook, SLO, advisory review, distance education)
- 8. HUS 161 – Introduction to Family Counseling Approaches**
  - a. Course modification (Five-year review – Textbook, advisory review, distance education)
- 9. HUS 162 – Community Prevention Theory and Practice**
  - a. Course modification (Five-year review – Textbook, SLO, advisory review, distance education)
- 10. HUS 163 – Professional Competency and Growth**
  - a. Course modification (Five-year review – Textbook, SLO, advisory review, distance education)
- 11. HUS 171 – Working with Transition Age Youth**
  - a. Course modification (Five-year review – Textbook, objectives, advisory review, distance education review)
- 12. HUS 173 – Mindfulness Practice in Human Services**
  - a. Course modification (Five-year review – Textbook, SLO, advisory review, distance education)
- 13. HUS 197A – Human Service Worker Practicum**
  - a. Course modification (Five-year review – SLO, Prerequisite/co-requisite review, distance education)
- 14. HUS 501 – Working in Tribal Communities**
  - a. Course modification (Five-year review – SLO, Textbook, advisory review, distance education)
- D. PTA (Bogner)**
  - 1. PTA 103L – Patient Care Skills Lab**
    - a. Distance education (Fully Online Under Mutual Agreement)
  - 2. PTA 104L – Clinical Kinesiology Lab**
    - a. Distance education (Fully Online Under Mutual Agreement)
  - 3. PTA 105L – Therapeutic Exercise Lab**
    - a. Distance education (Fully Online Under Mutual Agreement)
  - 4. PTA 106L – Therapeutic Agents Lab**
    - a. Distance education (Fully Online Under Mutual Agreement)

**5. PTA 107L – Orthopedic Management Lab**

- a. Distance education (Fully Online Under Mutual Agreement)

**6. PTA 108L – Neurology and Development Lab**

- a. Distance education (Fully Online Under Mutual Agreement)

**7. PTA 109L – Neurologic Management Lab**

- a. Distance education (Fully Online Under Mutual Agreement)

**8. PTA 110L – Advanced Procedures Lab**

- a. Distance education (Fully Online Under Mutual Agreement)

**9. PTA 120 – Clinical Practicum I**

- a. Distance education

**10. PTA 121 – Clinical Practicum II**

- a. Distance education

**11. PTA 122 – Clinical Practicum III**

- a. Distance education

**E. PHY (Beck)**

**1. PHY 211 – General Physics II**

- a. Distance education

**IV. COURSE/PROGRAM MODIFICATIONS/PROPOSALS**

**A. HUS (Feigin)**

**1. HUS 103 – Field Placement and Practicum Seminar**

- a. M/S/C (Walsh/Swift) to approve HUS 103 as presented.
- b. M/S/C (Mendoza/Swift) to approve the assignment of discipline of Counseling or Addiction Paraprofessional Training.

**2. HUS 154 – Fundamentals for Interviewing and Counseling**

- a. M/S/C (Mendoza/Decker) to approve HUS 154 as presented.
- b. M/S/C (Crossman/Swift) to approve HUS 154 to retain MC GE Area D2.

**3. HUS 170 – Introduction to Social Work**

- a. M/S/C (Walsh/Renderman) to approve HUS 170 as presented.
- b. M/S/C (Crossman/Swift) to approve HUS 170 to retain MC GE Area B2.

**4. HUS 172 – Working in Tribal Communities**

- a. M/S/C (Mendoza/Renderman) to approve HUS 172 as presented.
- b. M/S/C (Decker/Crossman) to approve HUS 172 to retain MC GE Culture.

**V. DISCUSSION**

**A. Call to Action - Review of Course Outlines - faculty committee members -  
*Presentation***

At the last curriculum meeting, Whetzel asked all faculty committee members to complete a cultural audit on one of their CORs to review at the following meeting. Whetzel began by sharing her edits to LRS 523, Basic Learning Skills Laboratory. Whetzel shared that she looked at student's individual needs as well as cultural needs/beliefs and educational needs while reviewing her COR. Next, Mendoza shared her review of CCS 124, Becoming a Successful Online Student. Some of the edits Mendoza made included Internet access, SLO on diversity and different communication styles, becoming a culturally competent student, and textbooks. Finally, Renderman reviewed her edits to MTH 178, Applied Math. Renderman added that the course was created to look at the world through a social lens so

she had a few minor edits, one being a change to the title that would accurately reflect the true nature of the course.

Walsh reflected on the questions she originally created for the cultural audit and considered editing or adding questions. Whetzel asked the committee to review the questions and to bring back any suggestions. Mendoza said she liked the questions as they are but suggested adding tips or things to consider.

AS President Indermill expressed gratitude for all the work the Curriculum Committee has done. Indermill added that it would be interesting to have a faculty member who is not on the Curriculum Committee review and audit a COR using the questions as a guideline.

Whetzel asked the remaining faculty committee members to bring an example to share at the next meeting scheduled for Friday, November, 13.

**B. Math Co-Requisite consistency - Whetzel- Discussion**

Whetzel began by providing the committee with some background on AB 705 and the rubric the math department created in response to these changes. Crossman noticed inconsistency on some math CORs where the co-requisite was spelled out on some CORs and not others. Whetzel suggested bringing this conversation to the Curriculum Committee for discussion. VPAA Polak highlighted the importance of the placement tool to help guide students to the appropriate courses. While the math rubric is an integral tool, the placement tool will provide students with the appropriate co-requisite as the co-requisite is a requirement of the student, not necessarily the course. Both Whetzel and Crossman had some suggestions of statements to add to CORs that were shared with the committee. Montes suggested adding a statement to the catalog description to alert students to the potential of needing to enroll in a co-requisite. Banta liked that idea. It was decided that a statement alerting students to a possible co-requisite requirement will be added to the catalog description to MTH 80, MTH 178, and MTH 220.

Meeting adjourned: 11:32 a.m.

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