



4-19-2021

**04.19.21.**

Lauren Beasley

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## Meeting Minutes for 4/19/21

- I. Meeting is called to order at: 5:05 PM**
- II. Moment of Silence/Inspirational quote**
  - A. INSPIRATIONAL QUOTE**

Read By: Senator Golden
- III. Mission Statement**
  - A.** The ASWC Senate, as the governing body of the Associated Students of Whittier College, is dedicated to the betterment of the college as an institution and as a member of the broader community. The Senate shall assist on-campus clubs and organizations in creating, promoting and implementing dynamic programs and events that involve students and add value to their educational experience. This body will act as an open forum for students to voice their opinions and desires, always keeping the best interests of the ASWC in mind. In all its actions, the Senate will serve the students first with integrity, dedication, responsibility and humility.

Read By: Pres. Eccles
- IV. Roll Call – Senator J. Torres**
  - A. Present:** President Eccles, Vice President Brost, Treasurer Estrada, Director Royster, Director Robinson, Senator Armstrong, Senator Beyene- Martin, Senator Maldonado, Senator J Torres, Senator D Torres, Senator Iseri, Senator Yamawaki, Senator Garrison, Senator Coco, Senator Angileri, Senator Golden, Senator Schoech, Senator Waldorf , Senator Magana, Sen. Perez
  - B. Absent excused:** Secretary Beasley, Senator Saldana,
  - C. Unexcused:** Senator Lopez,
- V. Minutes Amendment/Approval**
  - A. N/A This week will be up Next week**
- VI. Public Voice**
  - A. Curriculum Conversation**
    1. Rebecca Overmyer-Velazquez: Chair of the Curriculum Committee introduces herself and rest of committee present
      - a) Professor Doreen O’Connor
      - b) Professor Sylvia Vetrone
      - c) Professor Ayesha Shaikh
      - d) Professor Danny Jauregui

## KEY CURRICULAR REQUIREMENTS: 30-32 COURSES (PLUS SOME MODULES) TO GRADUATE

FIRST-YEAR EXPERIENCE	SECOND-YEAR EXPERIENCE	INTERDISCIPLINARY MINOR/MAJOR+	TRADITIONAL MAJOR	WRITING	LIFE SKILLS
<p>The First-Year Seminar (FYS) would focus primarily on project-based learning and peer writing, replacing the current "Freshman Writing Seminar." Through project-based experiential learning, students in each FYS would be asked to approach a topic from multiple perspectives. We imagine that many departments could tailor existing introductory courses to meet the experiential, interdisciplinary spirit of the FYS.</p> <p>FYS could incorporate 2-5 writing assignments aimed to introduce students to the expectations of college writing. Included could be a personal statement that would become the foundation of the advising portal (see below). This could also allow FYS instructors to assess their mentee's writing abilities (see the Writing Program below).</p> <p>The first-year experience would likely extend across both semesters through curricular and co-curricular options that actively engage students and allow them to explore majors.</p> <p><i>Transfer: This requirement would likely not apply to transfer. Or we could design a course or series of them for transfer students.</i></p>	<p>The second-year experience could be focused on experiential learning. These experiences might include: travel, internships, paid work, research experiences for undergraduates (REU) or fellowships, service learning, undergraduate research with faculty, etc. The requirement would be flexible enough to incorporate a wide variety of experiences. Each student would be required to complete one of the options, and some of them could be completed concurrently as long as they are appropriately documented and as long as the student is able to meet the learning objectives.</p> <p><i>Transfer: We could waive this requirement for students coming in after the second year or we could create prior experience.</i></p>	<p>In addition to the traditional major, students would be required to take a certain number of courses that would comprise a minor. They could choose from an array of pre-designed interdisciplinary minors built of existing courses (think Latino studies, Black and African Studies, ENSTIENVIS, GCS and Public Health) or they could create their own minor, possibly through WSP. The interdisciplinary minor could augment their minor in a wide variety of ways (think the term MajorPlus).</p> <p><i>Transfer: We could be flexible and create about existing courses from other institutions toward this requirement.</i></p>	<p>Students would choose at least one major by the end of their sophomore year. Major would embed in their course covered of the skills/competencies/learning outcomes that the faculty deem important for all of our students to learn. (See Lib Ed in the Major below)</p> <p><i>Transfer: We would likely approach this in the way we currently approach the major.</i></p>	<p>We are proposing that faculty embed writing into the curriculum so that students have repeated opportunities to practice writing in various disciplines and at all levels. There would be no visible writing requirement. Instead, departments would construct their major in such a way that would ensure students receive ample opportunity to hone their writing skills (see writing program below).</p> <p><b>QUANTITATIVE REASONING</b></p> <p>Students would accumulate points based on courses that meet quantitative learning outcomes. A total of 3 points would be required for graduation. A course could count for one, two or three points based on the learning outcomes met. The learning outcomes all emphasize real-world applications, data analysis, and decision making. A wide variety of disciplines could offer points including the social sciences, sciences, the arts, humanities, etc.</p> <p><b>BREADTH</b></p> <p>Students would take at least one course from each division, and some percentage of courses from outside the major.</p> <p><i>Transfer: In terms of quantitative literacy we would be flexible about how to count points in terms of writing, we would only require the breadth requirement would remain the same.</i></p>	<p>These modular experiences would assist students in developing life skills that would help them to belong and flourish well beyond their time at Whittier. Topics could include career preparation, financial literacy, wellness, networking skills, etc.</p> <p>Life skills modules might also be used to familiarize students with CAAS, the library, Career Center, etc.</p> <p>Students would be required to complete all of the requisite modules before graduation.</p> <p><i>Transfer: We could be flexible about this. Maybe they could opt in to a certain number of modules based on credits earned.</i></p>

## INTEGRATED CURRICULAR COMPONENTS:

<p><i>These elements would be designed to support student learning in relation to the themes, skills and literacies we choose to highlight. They differ from the curricular requirements above in that they represent faculty-led efforts to supplement the curriculum.</i></p>	<p><b>LIB ED IN THE DISCIPLINE</b></p> <p>Integrated and applied learning would be emphasized in all majors. Many of the skills and themes we deem most valuable will be embedded within majors. Departments might think about how they could incorporate the themes (knowledge/competencies, global and local community and social justice), skills (communication, creativity, collaboration, interdisciplinary and critical thinking) and literacies (digital, media, numerical, scientific, linguistic, financial and information) into as many of their classes as possible.</p> <p>Majors might have sophomore/junior/senior seminars or discuss classes that incorporate experiential learning and that also address career education and preparation. These seminars or discuss courses might also house the junior and senior advising portal program (see Advising and Mentoring and Advising Portal). Offering these at these different stages will help transfer.</p>	<p><b>ADVISING AND MENTORING</b></p> <p>Advising would become less about checking off DegreeWorks boxes and more about guiding students through their education with an emphasis on self-reflection. Advisors would have access to student advising portal writing prompts, and could use these to help guide students toward internship and career opportunities that might align with their interests. (These could also be used to suggest writing modules.)</p> <p>Advising day(s) without classes could include career-related events such as career fairs, alumni talks/mentoring, departmental open houses, etc. All advising faculty would be on-campus at the same time.</p> <p><b>ADVISING PORTAL</b></p> <p>The advising portal would include a series of assignments generated in the first-year experience, the second-year experience, life skills modules, and in courses within the major. These writings would support the articulation of skills, literacies, themes and learning outcomes with the goal of imbuing more intention and reflection into the educational experience.</p> <p>This might also include a series of anonymous/online surveys/modules/workshops/activities aimed at helping students with career choices and preparation.</p>	<p><b>WRITING PROGRAM</b></p> <p>We propose to make writing central to what we do by embedding it into our teaching at all levels and across the curriculum. This will provide students with repeated and varied opportunities to practice and hone their skills at every stage of their academic career. Instead of offering only discuss "writing courses," we could ask that departments emphasize writing in a variety of ways: a wide array of courses at varied levels might include 1-2 writing assignments that focus on form; or departments might choose to house writing intensive courses within a few seminars or, more likely, departments could do both. The approach would allow for scaffolding and an emphasis on discipline-specific writing. And because students would rarely take courses outside of their major, they will experience writing in a variety of disciplines.</p> <p><b>Directed Self-Placement:</b> Instead of requiring all first-year students to enroll in a writing course, students would be able to opt in to a variety of writing experiences. In conjunction with their mentors, they might decide to take a traditional introductory writing course; they might decide to take some of the in-person or online writing modules that cover specific topics offered by the writing center; or they might choose to seek regular help from the writing center staff. Some students together with their mentors, might decide that none of the above are necessary.</p> <p>See Writing Center: Labs and Modules.</p>	<p><b>WRITING CENTER</b></p> <p>We envision a writing center that would offer a wide variety of support structures. This would be staffed by a trained professional who would oversee the center, offer student mentor training, develop modules, collaborate with faculty and provide professional development.</p> <p><b>Writing Labs:</b> These could be staffed by student peer mentors and would be available to assist in all courses across the curriculum. Students would have personal time to plan, draft, revise, and receive feedback, and faculty could assign students to go to the lab with specific projects.</p> <p><b>Writing Modules:</b> Students could continue to practice their writing each year through participation in online/in-person modules, workshops, and/or courses designed to help students in various aspects of writing.</p>	<p><b>QUANTITATIVE LITERACY CENTER</b></p> <p>We envision a quantitative literacy center that would offer a wide variety of support structures. This would be staffed by a trained professional who would oversee the center, offer student mentor training, develop modules, collaborate with faculty and provide professional development.</p> <p><b>Quant Literacy Labs:</b> These could be available to assist in all courses across the curriculum. Students would have personal time to work, revise, and receive feedback, and faculty could assign students to go to the lab with specific projects.</p> <p><b>Quant Literacy Modules:</b> Students could continue to practice various skills each year through participation in online/in-person modules, workshops, and/or courses designed to help students in various aspects of quantitative literacy.</p>
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**PROPOSED THEMES**

**The Curriculum Committee proposes these themes based on all the feedback we heard from faculty and students last fall. The learning outcomes and skills/literacies are offered here as examples and are not exhaustive. As a proposal, we invite further input.**

Discovery/Inquiry	Global & Local Community	Social Justice
<p>Discovery/Inquiry is central to the construction of knowledge and is the reward for our active curiosity about the world. Through research, praxis, and application, discovery and inquiry help us to flourish as we develop a better understanding of who we are and of the world around us. It is through the application of our <b>creative and critical thinking that we adjust our worldview</b>, which is essential to flourish in a rapidly changing world.</p> <p>1. Students will describe and explain how prior knowledge and forms have been constructed using similar observational, experimental, or artistic processes.</p> <p>Skills: critical thinking, communication, collaboration Literacies: numerical, scientific</p> <p>2. Students will produce, contextualize, and disseminate an original work that uses tools from specific disciplines.</p> <p>Skills: critical thinking, creativity, communication Literacies: numerical, scientific, information, linguistic</p> <p>3. Students will evaluate and document their self-discovery over time.</p> <p>Skills: critical thinking, creativity, communication Literacies: linguistic, digital (in a presentation using digital formats, for example)</p>	<p>Community is how we connect to and participate in the larger world. Community, both at the global and local scale, indicates a place of belonging and connections. In turn, by being connected both we and the community can flourish. We recognize that biophysical, political, economic, and technological systems are interconnected with human cultures and that our personal and collective actions within these systems have impacts we can analyze and understand.</p> <p>1. Students will identify the structures and reciprocal impacts of biophysical, technological, political, and/or economic systems and identify their roles within these systems.</p> <p>Skills: critical thinking, communication, interdisciplinarity Literacies: numerical, scientific, linguistic, financial, media, information</p> <p>2. Students will recognize and articulate similarities, differences, and interconnections existing between groups and worldviews other than their own.</p> <p>Skills: critical thinking, communication, collaboration, interdisciplinarity Literacies: media, information, linguistic</p> <p>3. Students will design individual and collective solutions to community challenges.</p> <p>Skills: critical thinking, creativity, communication, collaboration Literacies: numerical, scientific, media, information, linguistic, digital</p> <p>4. Students will recognize that technology links nations and individuals and will analyze how it enables and influences global cultures.</p> <p>Skills: critical thinking, communication, interdisciplinarity Literacies: numerical, scientific, media, information, linguistic, digital</p>	<p>The practice of social justice envisions societies where all members have equal access in all areas of life. It acknowledges the contemporary manifestations of past oppressions and it empowers members to address and remove social, political, environmental, and economic inequities. Ultimately, it promotes imagining and constructing alternative futures.</p> <p>1. Students will analyze the social construction of identities and how various social actors have encountered and challenged past and contemporary oppressions.</p> <p>Skills: critical thinking, communication, interdisciplinarity Literacies: media, information, linguistic</p> <p>2. Students will identify the historical and contemporary structural and institutional barriers leading to social, economic, political, and environmental disparities.</p> <p>Skills: critical thinking, communication, interdisciplinarity Literacies: numerical, scientific, media, information, linguistic</p> <p>3. Students will illustrate possible solutions to the reduction of barriers to inclusion at all levels.</p> <p>Skills: critical thinking, communication, interdisciplinarity, collaboration Literacies: numerical, scientific, media, information, linguistic</p> <p>4. Students will distinguish between equity and equality in social, economic, political, and environmental contexts.</p> <p>Skills: critical thinking, communication, interdisciplinarity Literacies: numerical, scientific, media, information, linguistic</p>

**Skills:** COMMUNICATION - CREATIVITY - COLLABORATION - INTERDISCIPLINARITY - CRITICAL THINKING  
**Literacies:** DIGITAL - MEDIA - NUMERICAL - SCIENTIFIC - LINGUISTIC - FINANCIAL - INFORMATION

- 3.
4. Pres. Eccles- How is getting rid of English 100 going to help in each major?
5. Rebecca Overmyer-Velzaquez - We will be asking majors to include intensive writing components in core courses of the major. We are trying to imbue a lot of writing skills within each major. Add questions to jamboard
6. Rep. Angeliri- In what capacity has been given to the athletic dept? With internships, it might be harder to juggle sports and school?
7. Ayesha Shaikh- Rock sits on ESAC. It's not a one size fits all option. Not everyone will have to do an internship. The internship doesn't have to be done in a specific semester. There will be a lot of flex
8. Rep. Angeliri- How will that affect the flexibility of double majoring?
9. Danny Jauregui - We did sample student majors in order to figure out what time management will look like. Also keep in mind that we are getting rid of GEDs.
10. Sylvia Vetrone- The requirements will be a bit more streamline. It will be easier to move around classes.
11. Zoe Benn- Has this been communicated to the Whittier Scholars Program? How has that been communicated? Will this differ due to the flexibility?

12. Rebecca Overmyer- Velazquez - It is a lot like the WSP major program. Difference is that this is still going to have a fix major and work class around that. The director of the WSP program is part of the committee and has been included in these conversations. We are trying to model this in a way that looks kind of like WSP.
13. Sen. Armstrong- Thank you for doing this. As an art major this definitely helps when it comes to taking classes that I need.
14. Danny Jauregui- On one hand I want art students taking science classes but I also get where you're only taking that class only because you need it. Our goal is to make sure that you are a well rounded individual.
15. FCC Pres. Waldorf- Will this be able to affect my class? How soon is this going to or take effect?
16. Rebecca - If it was my choice it would be by fall, but it's not just up to me. It is up to faculty to decide. We have been working on this for 2 years and we are getting close to having a complete proposal. We are continuing to revise the curriculum. Our hope for next year's committee is to firm up the curriculum proposal. It will not be done in one full blow. This will go into effect in stages. You are not responsible for meeting the new requirements that are coming in. You are responsible for the requirements we set up your 1st year. We need students to tell us what you like about this model and what you want to see change. Feedback can be anonymous.
17. Director Royster- Link for Jamboard on senate ig
18. Rebecca - Id love to include more of your comments, questions and feedback by our next meeting.
19. VP Brost- Director Royster, please let us know when all the flyers will be ready so that we can share them.

## **VII. President's Message - *President Eccles***

### **A. Good evening all!**

I hope everyone had a great week last night.

As most of you should know the covid vaccines are available to all people under 16 and so if you haven't looked into getting them yet I would encourage you all too. Elections season is really kicking off now with campaigning starting, remember to keep your eyes on social media for candidates and their platforms. Encourage as many people as we can to be active and vote in these elections as they are super important for situating out table for next year! We are eagerly awaiting the winners so that we can congratulate those who will be serving next year. I want to thank our student body reps who put on the state of the senate event last week, I wasn't able to make it at that time but scheduling any event this year takes time and effort so thank you all for getting that done! Just like last

week I want to end reminding you all to work hard for these last few weeks of the year, but stay safe, stay healthy and take time for yourself. Congratulations to our Secretary Lauren Beasley, while also congratulating all other students who are currently participating in Model UN they have worked so hard during this time and I hope it was an amazing experience.

Have a great week everyone!

**VIII. Treasurer's Report - *Treasurer Estrada***

A. I have emailed various people looking to submit a budget request and helping them understand the process to do so.

**B. Budget**

1. **General Fund Balance:** \$51,465.93
2. **Operational Account Balance:** \$5,477.80
3. **Reserve Account Balance:** \$34,631.00
4. **Allocated Thus Far:** \$74,795.14
5. **First Readings:** \$0
6. **Daily Calendar Considerations:** \$0

**IX. First Readings**

A. N/A

**X. Miscellaneous Business**

A.

**XI. Constituent Reports**

**A. Academic Affairs Chair: *Sen. D. Torres***

1.

**B. First-Year Class Council: *Sen. Waldorf***

1. This was brought up to me after I already sent in my constituent report but I felt that it was important to speak about so sorry about that. An email went out today saying all students visiting campus must have their College ID. However, first-years have not received IDs so that means first-years in the Whittier area cannot visit if they wanted. I would like to have this added to the agenda please!

**C. Commuter Representative: *Sen. Lopez***

1.

**D. Residential Hall Representative: *Sen. Magana***

1.

**E. Non-Traditional Student Representative: *Sen. J. Torres***

1.

**F. Student Body Representative: *Sen. Armstrong***

1. Updates:

- a) If anyone needs someone to talk to during this time, I am available on Instagram and google voice/text (:
- b) Working on a student reference document in collaboration with FCC President Waldorf to send out sometime soon
- c) I am a Student Representative on the Covid-19 Task Force, if anyone has any questions/comments/concerns for the table we have a [google form](#) you can fill out
- d) I am working on building a calendly link for office hours w/ constituents (:
- e) Sending an email to admin of feedback to be heard from soon-to-be graduates
  - (1) Received a dm from students to relay their feedback anonymously to admin and overall echo their voices

**G. Student Body Representative: *Sen. Beyene- Martin***

1.

**H. Student Body Representative: *Sen. Maldonado***

1. Updates

- a. This week I attended my first meeting for the environmental committee where they caught me up what they have been working on this module. This includes a Senate bill that is being written as well as Senator Golden's plan for Earth Day.
- b. I also attended the State of the Senate where Senators went into further detail of what they have done since the beginning of module III and what they have planned. This really inspired me to look at what I want to accomplish as the school year ends.
- c. I am currently compiling a list of student questions I have gathered about the next Senate meeting where a new curriculum is going to be discussed. One or two students were actually confused as to what the meeting was really about and I tried to clarify to the best of my ability.

**I. Inter-Club Council Representative: *Sen. Iseri***

1. The ICC Executive board is meeting this Monday, 4/19. We will be talking about our plans for transitioning and our plans for accomplishing any other outstanding business.
2. The ICC has our next full-body meeting this Wednesday, 4/21, at 4:30 pm via zoom.

**J. Diversity Council Representative: *Sen. Yamawaki***

1.

**K. Social Justice Coalition Representative: *Sen. Perez***

1.

**L. Media Council Representative: *Sen. Garrison***

1.

**M. Poet Student Athlete Leadership Academy Male Representative: *Sen. Coco***

1. We have not had any meetings as we are hoping our student-athletes focus on finishing the third module strong and finishing out the year. Preventing zoom burnout and keeping the mental health from deteriorating is the name of the game as we are in the long stretch now. PSALA will do lots of work over the summer to prepare for next year

**N. Poet Student Athlete Leadership Academy Female Representative: *Sen. Angileri***

1. We did not meet for PSALA this last week since we just finished up D3 week. It was successful! We will probably meet this coming Monday.

**O. Inter-Society Council Female & Male Representative: *Sen. Saldana and Sen. Schoech***

1.

**XII. Committee Reports**

**A. Administrative – *Vice President Brost***

1. Program Board is working on Earth Day events and care packages

**B. Budget- *Treasurer Estrada***

1. Budget Committee meets on Wednesdays from 12:30 pm - 1:30 pm on zoom. Everyone that is signed up will be reminded through slack and text.

**C. Campus Relations- *Director Royster***

1. We are beginning to go through the transition reports we have received this far. As well as begin to give our Senior Shoutouts starting 4//2/21

**D. Elections- *Secretary Beasley***

1. Elections are happening! If anyone has any questions about elections, the campaign process, or the candidates do not hesitate to email [aswc\\_sec@poets.whittier.edu](mailto:aswc_sec@poets.whittier.edu)

**E. Program Board – *Director Robinson***

1. Program Board is working on Earth Day events and care packages

**F. Advocacy- *President Eccles***

1.

**G. Student Feedback Committee**

1. Updates:
  - a. April 15, Thursday @ 4:00 - 6:00(ish) PST (meeting link Director Royster)
    - i. Recording purposes
      1. Consent form - successful



- a. To enter zoom meeting, students will need to consent to recording
  - b. Hide participants w/ cameras off & hiding names
  2. Reminder graphic of recording - successful
  3. Follow up meeting/event for after-thoughts
    - a. Livestream on sfc or senate take-over?
  4. The recording posted as a reel on Instagram - successful
2. Email subscriptions:
- a. Weekly Emails
    - i. Wed. Afternoon - Thurs. Morning: Meeting Agendas
    - ii. Friday Evening: Meeting Breakdowns
3. Posting Ideas:
- a. Instagram: @aswc\_sfc
    - i. "Senate Meeting In A Minute" ?? \*\*
      1. Senate meeting simple summary
      2. reel/story highlight
    - ii. Reach out to orgs/clubs to promote e/o content
    - iii. Giveaway after reaching a specific (100) follower count
      1. Poets email verification
      2. 55 FOLLOWERS
  - b. Live Streams!
    - i. Hangout & Check-Ins:
      1. Topic ideas: ??? \*\*\* email us for ideas! \*\*\*

#### **H. Student Finance Committee- *Tres. Estrada***

1. The Student Finance committee is getting feedback from students on what they think is most important to upload on engage.

#### **I. Environmental- *Sen. Golden***

1. Last week in environmental, we continued to work on our senate bill. We are also planning a film screening for Earth Day on April 22nd and will have some information out for it soon. Thank you!

### **XIII. Announcements**

- A. Vice President Brost: I do need your help, if anyone that you know that has sat on the table for the full year and is a Senior please have them reach out to me. I do know of Manny Alvarez, but if you know of any other Seniors.
- B. Senator Natasha Waldorf- There was an email sent out about resources on campus that are available but you need a student ID. When can 1st years expect their IDs?

- C. Christine Hernandez: You can check in with Campus Safety, and they should be able to print it out for you.
- D. Deanna Merino-Contino: I will contact the on campus offices in order for them to know.
- E. Christine Hernandez- many on the table were awarded a student life award. If you are receiving a student life award please fill out the google form that was sent to you.
- F. Deanna Merino COntino : I am excited to announce that I have been working very hard and we will be having an event, please provide feedback on possible days or time.
  - 1. Possibly Tuesday's 12:30-1:20 or Thursday's @ 5:00
  - 2. Recording the zoom and then posting it as an IGTV so that it can be seen by multiple students
- G. Senator Ashley Magana: ProgramBoard, WLA, and OSE has an event tomorrow @ 5pm. Second guest speaker is on the 28th and the third guest speaker is on the 29th.. Please join MECHA for loteria night the 22nd . How to dance event next month.
- H. Director Royster: Transitory reports are due by April 30th. I will be sending an email as the deadline approaches.
- I. Senator Kat Garrison: I just wanted to give everyone that over 200 students worked on the green leaf review this year, if you would like to pick up a copy please head on over to the bookstore. You can also contact Tori Ocampo and she can hook you up with a copy.
- J. Senator Alyssa Armstrong: There have been some team members from WCtheRock who have put together a competition for both residential students and then all of the student body for a mask decoration contest. There are three prizes, you can design your mask online. Deadline is next Monday by 11:59 PM.
- K. Sen. Golden: Enviro committee is doing a film watch about indiginous sovereignty. Keep an eye out for the flyer on social media.

**XIV. Adjournment**

- A. Motioned By: Sen. Magana**  
**Second By: Sen. Garrison**
- B. Time: 6:21 PM**

**whit**

**Respectfully Submitted by Tori Royster Campus Relations Director of the ASWC**