Academic Senate Council Agenda
October 24, 2025, 1:30-3:30pm
San Luis Obispo: 3134; North County: N1128
Guest Zoom meeting access:
https://cuesta-edu.zoom.us/j/83108745151

President	Erich Tucker	Present/ Absent / AB 2449 remote
Vice-President	Ryan Lowenstein	Present/ Absent / AB 2449 remote
Curriculum Co-Chair	Steve Leone	Present/ Absent / AB 2449 remote
Secretary (non-voting)	Vacant	Present/ Absent / AB 2449 remote
ASCC (non-voting)	Yanelly Cardenas	Present/ Absent / AB 2449 remote
CCFT President (non-voting)	Greg Baxley	Present/ Absent / AB 2449 remote
Child Development, Education, & Ethnic Studies	Melina Simonds/Michele Gordon Johnson	Present/ Absent / AB 2449 remote
At Large, Full-Time	Dina Hallmark	Present/ Absent / AB 2449 remote
At Large, Part-Time	Vacant	Present/ Absent / AB 2449 remote
At Large, N.C.C.	Ron Clark	Present/ Absent / AB 2449 remote
Agriculture	Seth Abugho	Present/ Absent / AB 2449 remote
Biology	Devon Bradley	Present/ Absent / AB 2449 remote
Business	Kerry Bailey	Present/ Absent / AB 2449 remote
Skilled Trades & Technology	Jonathan Blackketter	Present/ Absent / AB 2449 remote

English	Steve Leone	Present/ Absent / AB 2449 remote
Fine Arts	Canguo Liu	Present/ Absent / AB 2449 remote
Movement and Health Sciences	Kate Haisch	Present/ Absent / AB 2449 remote
Languages & Communication	Vacant	Present/ Absent / AB 2449 remote
Learning Resources	Michelle Hopper	Present/ Absent / AB 2449 remote
Mathematics & Computer Science	Jennifer Sanders-Moreno	Present/ Absent / AB 2449 remote
Nursing & Allied Health	Vacant	Present/ Absent / AB 2449 remote
Performing Arts	Jennifer Martin	Present/ Absent / AB 2449 remote
Earth, Engineering, & Physical Sciences	Pat Len	Present/ Absent / AB 2449 remote
Social Science	Billy Keniston	Present/ Absent / AB 2449 remote
Student Development & Success	Amy Kayser	Present/ Absent / AB 2449 remote
Student Services-Counseling	Karen Geida	Present/ Absent / AB 2449 remote

Land Acknowledgment: We collectively acknowledge that Cuesta College occupies the ancestral, traditional, and contemporary lands of both the Salinan and the Northern Chumash who are the original, current, and future caretakers of the land upon which we, as guests, work, teach, and learn.

Cards:

Timekeeper:

Computer:

I. **Approval of Agenda** (3 minutes)
II. **Approval of Minutes Academic Senate Council Minutes 10-03-2025** (3 minutes)
III. **Public Comment** (9 minutes): All public comments will be limited to three minutes in length for each speaker. Interest in speaking during Public Comment must be expressed at the beginning of Public Comment.

IV.   **Presidents Report** (9 min)
V.   **Business Agenda**
Be sure to discuss these items with your division faculty so that you can adequately represent your division in reaching consensus on these items.

Contents:
1. Educational Master Plan (First Read, Feedback)
2. 2025-2028 Student Equity Plan (SEP) (Second Read, Approval)
3. Regular Substantive Interaction (RSI) for Online Courses Guidelines (Second Read, Approval)
4. Academic Senate for California Community Colleges Fall 2025 Resolutions (Information)

1. **Educational Master Plan (EMP)** (Elizabeth Coria, 20 minutes, First Read)

   Background: The purpose of this agenda item is to provide Academic Senate with a First-Read of the EMP Draft. The Educational Master Plan was developed in Spring of 2025. The draft was opened for campus-wide review from September 15 – September 26. Feedback provided from the campus community has been addressed. The draft is being presented for first-read to ASCC, Academic Senate, Planning & Budget, and College Council. The draft will be presented again to these four bodies in November for approval, with any additional feedback from the first read included. The intent is to submit the final document to the December Board of Trustees meeting for approval.

   Supporting Documents:
   Educational Master Plan Campus Feedback Sept 15-26
   Cuesta_EMP Final Draft v.9.3

   Proposal: The Academic Senate Council approves the feedback provided for updates to the Educational Master Plan as presented.

2. **2025-2028 Student Equity Plan (SEP)** (Dr. Araceli Espinoza-Wade and Dina Hallmark, 15 minutes, Second Read, Approval)

Background: This agenda item seeks to gather feedback and endorsement on the complete draft of the 2025-2028 Student Equity Plan (SEP). Input was collected through multiple venues: College Council (September 30, 2025), Equity and Student Success Committee (October 2, 2025), Academic Senate (October 3, 2025), Associated Students of Cuesta College (October 8, 2025), and the online feedback form available to the entire college community (September 23 through October 3, 2025). This updated version addresses and incorporated the feedback (see 2025-28 SEP Summary of Feedback Provided document) and has been shared with the College Council. It will also be shared with Associated Students of Cuesta College.

For the 2025-2028 SEP, the Chancellor's Office provided a standardized template, which the draft follows. The Chancellor's Office also prepopulated data for each of the five student success metrics, which are incorporated into the draft.

Supporting Documents:

2025-28 SEP Summary of Feedback Provided
2025-28 Student Equity Plan - REDLINE
2025-28 Student Equity Plan CLEAN

Proposal: The Academic Senate Council approves the 2025 - 2028 Student Equity Plan as presented.

3. **Regular Substantive Interaction (RSI) for Online Courses Guidelines** (Cynthia Wilshusen, Melina Simonds, Colleen Harmon, 15 minutes, First Read, Approval)

Background: This proposal relates to ongoing discussions at the state and local levels around online education growth and course quality. At Cuesta College, it is essential that our distance education offerings maintain the same high standards and academic integrity as our in-person classes. To achieve this, courses must align with state, federal and accreditation requirements that distinguish distance education from correspondence education, most notably, the requirement for Regular and Substantive Interaction (RSI) between instructors and students.

Federal regulations established by the U.S. Department of Education and reinforced by the Accrediting Commission for Community and Junior Colleges (ACCJC), mandate that distance education courses include consistent, meaningful, and instructor-initiated engagement to support student learning. In 2022,

California's Title 5 regulations were updated to align with this federal language, replacing the previous terminology of regular effective contact with a clearer definition of RSI and its required components.

During the pandemic, Cuesta College's Academic Senate Council approved Minimum Standards for Teaching Online to guide faculty in the rapid shift to remote instruction. While those standards were helpful during the emergency response, they provided limited detail regarding RSI requirements and did not fully reflect updated regulatory expectations.

To address this gap and ensure long-term compliance and instructional quality, the Online Education Committee has developed the Regular and Substantive Interaction (RSI) Guidelines. These guidelines provide faculty with:

· A clear definition of RSI aligned with federal and state requirements

· Specific examples of what constitutes regular and substantive interaction

· Best practices for incorporating RSI into online courses

· Guidance on documenting RSI within the Learning Management System (LMS)

The Regular and Substantive Interaction (RSI) Guidelines will:

· Ensure all distance education courses meet updated regulatory and accreditation standards

· Expand upon the existing Minimum Standards for Teaching Online with actionable, up-to-date guidance

· Support faculty in delivering high-quality, engaging, and compliant online instruction

· Protect institutional eligibility for federal financial aid by meeting federal RSI expectations

The Online Education Committee plans to integrate these guidelines into faculty training, online course development, and review processes, with continued support from the Online Education team.

This proposal has been shared with the Online Education Committee, and will be shared with Academic Senate, College Council and Accreditation Steering Committee.

We have incorporated feedback from the first read, as well as specific feedback from CCFT. Additionally, we have included visuals and background information that provides clarity to meet the needs of all users.

Supporting Documents:

[Draft Regular and Substantive Interaction ASC Feedback V2 REDLINE](#)
[Draft Regular and Substantive Interaction ASC Feedback V2 CLEAN](#)

Proposal: The Academic Senate Council approves the Regular Substantive Interaction (RSI) for Online Courses Guidelines as presented.

4. **Academic Senate for California Community Colleges Fall 2025 Resolutions** (Erich Tucker, 10 minutes, Informational)

   Background: The ASCCC uses formal resolutions as its primary mechanism to define positions, set priorities, and guide action across the California Community Colleges system. According to its Resolutions Handbook, resolutions "identify and record the will of the academic senates of the California community colleges" and drive the work of the ASCCC, its Executive Committee, and committees.

   For Fall 2025, the ASCCC has published a packet of proposed resolutions ahead of its Fall Plenary Session (to be held November 6-8, 2025)

   The process invites local academic senates to engage in the review of those proposed resolutions, generate their own possible resolutions or amendments, and participate in area meetings and the plenary debate.

   n short: as your local academic senate, it is essential to review the ASCCC's Fall 2025 resolutions packet because it is a key moment to contribute to statewide faculty governance, anticipate system-wide changes that will impact your college, align local work with emerging priorities (such as open educational resources, burden-free instructional materials, curriculum review, equitable student access), and ensure your faculty voice is represented in deliberations. A thoughtful review

will allow your senate to prepare a recommendation to faculty, reach consensus on positions, decide whether to support or propose amendments, and plan for the operational and governance implications once resolutions are adopted.

- What is the intent of the resolution?
- What issue(s) is it trying to address?
- Is this within the purview of the ASCCC?
- Is the request feasible?
- What are possible unintended consequences?
- Given the resolved as written, what are some actions that the ASCCC can undertake?
- Are the resolved statements clear?
- Does the resolution have statewide relevancy and impact or is it attempting to address one college's local issue?

Please provide input to your senate president or delegate about how your college should vote during debate.

Supporting Documents:

[Plenary Resolutions Packet](#)

VI. **Summit Items:** Are there any items, campus issues, and/or divisional concerns/issues that anyone wants to go to Summit for answers/clarification?

VII. **Standing Reports:**
   1. ASCC – Yanelly Cardenas
   2. CCFT – Greg Baxley
   3. Curriculum – Steve Leone
   4. Equity and Student Success – TBA
   5. Faculty Professional Development – Matthew Davis
   6. Online Educational Resources – Carina Love
   7. CMC – Sabrina Rock
   8. Online Education Committee – Cynthia Wilshusen
   9. Student Learning Outcomes Assessment – Kelli Gottlieb

+1 Other (if you are interested in presenting any report from your committee, please send a report to Erich Tucker before noon on the day of the ASC meeting)

Next Meeting: November 14, 1:30-3:30 pm
[Find Minutes and the Agendas on the ASC Website](#)

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VIII.   **10+1**

Title 5 § 53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Sections 53200 (c), "Academic and professional matters" mean the following policy development and implementation matters

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
    +
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

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