



Academic Senate Council Agenda
 March 20, 2026, 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	Matt Knudsen	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	Vacant	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 3-13-2026 DRAFT](#) (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. **South County Educational Site Workgroup** (First Read, Approval)
 - 2. **Syllabus Standards Taskforce** (First Read, Approval)
 - 3. **BP/AP 4235 Credit for Prior Learning** (Second Read, Approval)
 - 4. **2026 ISER Standards 1.1 and 4.1 Drafts** (First Read)
 - 5. **Proposed Revisions to Dual Enrollment Annual Course Review Form and Processes for High School Led Courses** (First Read)
 - 6. **Draft AP 5031 Instructional Materials** (First Read)
 - 7. **Update to the SLOA Coordinator Description**
 - 8. **Updates to DE Minimum Requirements** (First Read)
1. **South County Educational Site Workgroup** (Erich Tucker, 10 minutes, First Read, Approval)

Background: The Academic Senate provided a workgroup that was instrumental in the development of the instructional planning for the South County Educational Site Proposal adopted in 2024. We anticipate having a construction management firm identified at the April Board of Trustees meeting and will be ready to get an architect started in May. To support this effort, I'm requesting that the Academic Senate Council appoint a group to review that plan for currency and collaborate with Dr. Curtis on updates. Having a site secured moves our planning from theoretical to operational, and it is critical that the instructional plan is updated accordingly.

Supporting Documents:

[South County Education Site Proposal v4-24](#)

Proposal: The Academic Senate Council approves the formation of a South County Site Workgroup as presented.

2. **Syllabus Standards Taskforce** (Cynthia Wilshusen, Alex Kahane, 10 Minutes, First Read, Approval)

Background: This proposal stems from the need to update the Cuesta College Syllabus Standards for currency and consistency, following recent approval of the AI Policy Language and the RSI (Regular Substantive Interaction), as well as ongoing recognition (accessibility, etc) that the current standards (last updated 2015) no longer reflect current expectations for syllabi across modalities. It has been, or will be, shared with the Academic Senate Council, College Council, and relevant committees (such as curriculum, distance education and CCFT) for review and input.

The purpose of this agenda item is to establish a faculty taskforce charged with reviewing and updating the Cuesta College Syllabi Standards, so it reflects current college guidance, supports clear communication with students, and incorporates newly approved language and expectations (including AI Policy Language and RSI).

Background information includes the following: the current Cuesta College Syllabus Standards were last updated in 2015. Since then, college practices, instructional modalities, and compliance expectations have evolved. In particular, the recent approval of AI Policy Language creates a need for consistent, student-friendly syllabus language across courses, and the RSI requires clearer guidance, especially for distance education on how instructor-initiated interaction is achieved in courses. Without an updated, shared Standards, syllabi may vary widely in completeness and accuracy, resulting in inconsistent messaging to students and uneven alignment with current expectations.

The proposal recommends forming a Faculty Syllabus Standards Review Taskforce to produce an updated Cuesta College Syllabus Standards and supporting guidance. The taskforce would:

- Review the existing Standards for relevance, clarity, and completeness
- Incorporate the approved AI Policy Language in a consistent section designed for appropriate course-level customization
- Integrate RSI-aligned language and prompts that support clear articulation of instructor-student interaction expectations (particularly for online/hybrid courses)
- Ensure the Standards support faculty across modalities while remaining adaptable by discipline

Deliver:

- An updated Cuesta College Syllabus Standards, one for in-person and one for online. The task force may make recommendations for one syllabus standard if they feel appropriate.
- A brief “how to use/customize” guidance document
- A summary of changes documenting key updates and rationale

Suggested taskforce structure:

- 6–10 faculty members representing a cross-section of disciplines and modalities
- Instructional design/DE support member and other relevant areas

Timeline:

- The task force should present recommendations by the end of the Spring 2026 semester for Fall 2026 implementation.

Proposal: The Academic Senate Council approves the formation of a faculty taskforce to review and update the Cuesta College Syllabus Standards

3. BP/AP 4235 Credit for Prior Learning (Jennifer Burchett, 10 minutes, Second Read, Approval)

Background: BP/AP 4235 Credit for Prior Learning was reviewed by the Policy & Procedure Review Committee on 8/19/2025. BP 4235 applies if a district grants credit for prior learning. AP 4235 is suggested as good practice, but it is legally advised that a board adopt a policy to allow credit for prior learning.

There are no recommended changes to BP 4235, but it will move through governance with AP 4235 to keep them on the same review cycle. Revisions to AP 4235 were proposed by the Credit for Prior Learning Workgroup and have been reviewed by AS/VP, Instruction and AS/VP, Students Success & Support Programs.

The approval process for BP/AP 4235 Credit for Prior Learning began in Academic Senate Council and was presented for first read on 9/12/2025 where there was consensus on feedback, with no recommended changes. College Council approved BP/AP 4235 on first read on 3/11/2026 with no feedback or changes.

Supporting Documents:

[CCLC AP 4235 Credit for Prior Learning Rev. 10-25-21](#)

[CCLC BP 4235 Credit for Prior Learning Rev. 10-24-21](#)

[BP 4235 Credit for Prior Learning 2025.05.06 - CLEAN](#)

[AP 4235 Credit for Prior Learning 2025.05.06 2025.08.19 - REDLINE](#)

[AP 4235 Credit for Prior Learning 2025.05.06_2025.08.19 - CLEAN](#)

Proposal: The Academic Senate Council approves BP/AP 4235 Credit for Prior Learning as presented.

4. **2026 ISER Standards 1.1 and 4.1 Drafts** (Jason Curtis, 15 minutes, First Read, Feedback)

Background: The Accreditation Steering Committee and College Council provided feedback on the Standards 1.1 and 4.1 drafts at their meetings on 3/10/26. The drafts will be presented at the 4/7/26 Planning and Budget Committee with the same proposed outcome.

Please provide feedback on content only; style and formatting will be edited later. All feedback will be discussed at the next Accreditation Steering Committee meeting.

Supporting Documents:

[ISER Std 1.1 Narrative 10 Mar 2026](#)

[ISER Std 4.1 Narrative 10 Mar 2026](#)

Proposal: The Academic Senate Council approves the feedback provided on the 2026 ISER Drafts of Standards 1.1 and 4.1 as presented.

5. **Proposed Revisions to Dual Enrollment Annual Course Review Form and Processes for High School Led Courses** (Mario Espinoza-Kulick, 10 minutes, First Read)

Background: This proposal stems from the work of an Academic Senate Council Approved Task Force to assess and propose revisions to the annual review process for dual enrollment courses taught by high school instructors. This has been identified as an area for improvement by high school instructors and Cuesta College faculty designees from multiple divisions over the past few years.

It has been shared with Task Force members, Division Chairs, and current faculty designees for review and input. It will also be shared with Human Resources, CCFT, and IPPR.

The purpose of this agenda item is to provide greater clarity and more efficient forms to ensure that annual reviews of high school led courses provide a meaningful evaluation of course delivery without creating excess labor for high school teacher partners or Cuesta College faculty designees.

Supporting Documents:

[CCAP Student Evaluation Questions - Final Proposed](#)

[CCAP Assessment of Dual Enrollment Course - Final Proposed](#)

Proposal: The Academic Senate Council approves the feedback provided on the 4 proposed revisions to Dual Enrollment Annual Course Review Form and Processes for High School Led Courses.

6. **Draft AP 5031 Instructional Materials** (Carina Love, Michelle Hopper, Cynthia Wilshusen, Alex Kahane, 10 minutes, First Read)

Background: The Academic Senate Council created an OER/ZTC workgroup to help implement OER/ZTC initiatives. The committee met to advise on the Chancellor's Office's required revision of AP/BP 5031. Based on the template provided by the Chancellor's Office, Cuesta needs to draft from other colleges; the workgroup prepared a draft of AP 5031 to send to the PPRC.

Supporting Documents

[BP 5031 Required Instructional Materials 2020 - REDLINE](#)

[BP 5031 Required Instructional Materials 2020 - CLEAN](#)

[AP 5031 Instructional Materials - REDLINE](#)

[AP 5031 Instructional Materials - CLEAN](#)

Proposal: The Academic Senate Council approves sending this draft of AP 5031 Instructional Materials to PPRC to launch its participatory governance review and approval process.

7. **Update to the SLOA Coordinator Description** (Kelli Gottlieb, 10 minutes, First Read)

Background: Spring 2026 marks the final semester of the current SLOA Coordinator's last term, as the position is limited to three terms under the Academic Senate bylaws. As a call for a new SLOA coordinator will be issued soon, the current SLOA coordinator seeks to update the position description to reflect changes that have occurred since it was last revised.

Changes include:

- Replacing "eLumen" with a more general term, as Cuesta will no longer be using eLumen software
- Adding the responsibility of serving as a standing member of the Strategic Planning Committee
- Expanding certain descriptor items to better reflect the expectations of the role
- Minor rewording for clarity and accuracy

Supporting Documents:

[SLOA Coord Position Description update 3-12-2026 - REDLINE](#)

[SLOA Coord Position Description update 3-12-2026 - CLEAN](#)

Proposal: The Academic Senate Council approves the updates to the SLOA coordinator position description as presented.

8. **Updates to DE Minimum Requirements** (Cynthia Wilshusen, 10 minutes, First Read)

Background: This proposal stems from the Online Education Committee's continued review of the Distance Education Minimum Requirements for teaching online and the need to ensure that the document accurately reflects current institutional expectations and regulatory guidance for online instruction. The minimum requirements were originally developed during the pandemic to establish baseline skills and expectations for faculty teaching online courses. Since that time, the document has continued to serve as a reference to the Instructional Designer and CCPOCR team for determining whether newly hired faculty requesting equivalency possess sufficient prior experience and/or training to meet local minimum expectations for online teaching, as well as for identifying the preparation expected of faculty who wish to teach in the online environment. This proposal has been, or will be, shared with the Online Education Committee, College Council, CCFT, and other appropriate campus committees and constituencies for review and input.

The purpose of this agenda item is to present revisions to the Distance Education Minimum Requirements for teaching online for Senate consideration. Background information includes the original adoption of these requirements during the pandemic, when the college established a framework to support quality online instruction and define minimum faculty readiness for teaching in the distance education modality. As the institution has moved beyond the temporary conditions that prompted the original document, it is appropriate to revise the language so that it reflects ongoing practice rather than emergency circumstances. The proposed revisions remove references to the pandemic and other temporary language and update the document to better reflect current expectations regarding Regular and Substantive Interaction and Accessibility.

Supporting Documents:

[Minimum course requirements for DE - REDLINE](#)

Proposal: The Academic Senate Council approves the feedback provided on the Distance Education Minimum Requirements for teaching online as the campus standard for evaluating faculty preparation and establishing expectations for online instruction.

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 – Matt Knudsen
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: April 10, 1:30-3:30 pm

[Find Minutes and the Agendas on the ASC Website](#)



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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