



Academic Senate Council MINUTES-DRAFT
 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
Vice-President	Ryan Lowenstein	Present
Curriculum Co-Chair	Matt Knudsen	Present
Secretary (non-voting)	Vacant	Present/ Absent / AB 2449 remote
ASCC (non-voting)	Yanelly Cardenas	Absent
CCFT President (non-voting)	Greg Baxley	Present/ Absent / AB 2449 remote
Child Development, Education, & Ethnic Studies	Melina Simonds/Michele Gordon Johnson	Present
At Large, Full-Time	Dina Hallmark	Present
At Large, Part-Time	Vacant	Present/ Absent / AB 2449 remote
At Large, N.C.C.	Ron Clark	Present
Agriculture	Seth Abugho	Present/ Absent / AB 2449 remote
Biology	Devon Bradley	Present/ Absent / AB 2449 remote
Business	Kerry Bailey	Present
Skilled Trades & Technology	Jonathan Blackketter	Present
English	Vacant	Present/ Absent / AB 2449 remote
Fine Arts	Canguo Liu	Present
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
Nursing & Allied Health	Vacant	Present/ Absent / AB 2449 remote
Performing Arts	Jennifer Martin	Present
Earth, Engineering, & Physical Sciences	Pat Len	Present
Social Science	Billy Keniston	Present
Student Development & Success	Amy Kayser	Present
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: Jen Sanders-Moreno

Timekeeper:

Computer: Malina Simons

- I. **Approval of Agenda** (3 minutes)
 - Motion to move #8 to after # 2. Consensus.
 - Motion to approve minutes with approved change. Consensus.
- II. **Approval of Minutes [Academic Senate Council MINUTES 3-13-2026 DRAFT](#)** (3 minutes)
 - Motion to have Minutes approval tabled to next meeting, as some comments are still being worked out. Consensus.
- 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.
 - None
- IV. **Presidents Report** (9 min)
 - Noted the fend around new SLO Campus Center coming down. There will be tours, and it will be done.

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.

- Dr. Stearns requested AS put together a workgroup to read and report back on the input from South County. Things are moving quickly.
- Question about when meetings will be? Possibly in June.
- Question regarding if it is open to any faculty, response yes.
- Question if PT faculty would be compensated? AS President noted, that there may be funding to compensate.
- Asked senator if they know of any PT faculty interested. Response, yes from ESL division. They have a pretty big presence in the South County so it would be important for them to have input. Will get AS some names.

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

- Presenter reviewed the proposal, and why the standards are in desperate need of updating, and would like to get a taskforce together.
- Senator noted that some in his division are cautious because they don’t want to be a template.
 - Response from presenter was that they will be able to maintain academic freedom, it will not be a template, but will have information that will be required to be in the document, as well as recommended information. The faculty will still have the ability to still have academic freedom.
- Senator noted 3 items his division would like to note... 1st to include some equity minded practice. #2, requested that AS president appoint faculty

with equity minded background to taskforce. #3 give taskforce more time beyond end of semester, for more thought in putting it together.

- Question from AS President if they had an equity person in mind.
- Question regarding the timeline. Response was to have it worked on this semester, and have possibly come back. If more time needed bump it back to fall.
- Question if this was for Welcome letter too? Answer, no only syllabi.
- Get list of names: that volunteered: Kerry Bailey, Sabrina Rock, Marie Goertz
- Call to approve the formation of taskforce. Consensus.

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.

- Presenter reviewed that this is a 2nd read, and that it has moved through other governance.
- There are redline and clean versions for review.

- Call for consensus. Consensus.
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.

- Presenter reviewed the standards that are being presented. Average 2 pages of narrative. About 70-75 pages. These were some of the shorter ones. They are being written as they go.
 - Open to feedback. No additional feedback at this time.
 - Call for consensus on drafts provided. Consensus.
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.

- Presenter reviewed proposal, and the updates included on the documents. Thanked several faculty for their collaboration and effort. Specifically, Katie Mervin, Bret Clark, Shannon Gilham, Erich Veach and Rebecca Reid.
- Continued work of previous taskforce, and the course assessment. To align the process to what it is supposed to be. The course, not the instructor.
- Share the completed work with taskforce members, and feedback from other divisions.
- The questions have been changed to reflect dual enrollment questions. Following questions are more course related, and not faculty related.
- A new column where designee visits and does an observation, or zoom meeting with HS instructor, or an asynchronous observation.
- Section 2, the question wording to 'this course'.
- Section 3, instructional materials. The verbiage and intent are about course material and not instructor. Shared a comment box for 'Excels' or 'needs improvement'.
- Now mirrors what faculty are familiar with as consistent with our faculty evaluations.
- Observations will be 3 years, unless HS instructor changes or the site changes.
- Curriculum review form was also updated. Currently same format, but could be updated. It is consistent with COR. The Course review form is to ensure the HS site syllabus meets the COR requirements.
- Feedback from senator that approved the proposed changes, and streamlining of the forms. Has experience with current forms, and likes the new ones.
- Question if HS students have access to in-person tutors. No.
- Section 1. Stronger wording that should follow COR. The terms of excels to meets standards needs to be defined.
- Section 3. Course workload for students, is it comparable to an on campus class? Response is that the wording would need to be worked on, because there are some sites that are different than what our students have. Need to raise question with if there are equivalency. Might be best to be part of student survey.
- Last question, was about checkboxes are a little fussy, and maybe should be dropped down or pop up menu.
- Dr. Curtis made suggestion about including a guided pathways question... I understand how this course fits with my degrees and certificates.
- Canguo Lui offered to help with formatting the form, and creating workable PDF.
- Presenter reviewed the DE website to confirm what resources and services are available to DE students. There is not enough and it is not equivalent to what traditional students have.
- Call for consensus on materials presented. Consensus.

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.

- Reviewed the proposal and the background.
 - These requirements aligns with AP 4105.
 - Screen shared with redline version.
 - What is the ultimate intent of the document. To serve as way to on board people with experience. Response, the intent is to outline the minimum requirements that all faculty teaching in this modality need to maintain in their course. If faculty are attending professional development, they can demonstrate they are doing the minimum, and should be eligible.
 - Call for consensus. Consensus.
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.

- Presenter shared background. The redline link not working, so will share her screen so it can be reviewed.
- Pointed out some of the main changes that were made to the description.
- Call for consensus to approve the updated description. Consensus.

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?
- Vending machine in location request for Martinez building was shot down due to it not working within the law ADA requirements. Considering another location.
 - Comment about STAR Signal. When “academic applause” doesn’t say what the email exactly is, only that it is a STAR signal. They won’t know what it is until they open the link in the email. – Senator noted they worked with AEW on START signal and will take back feedback.
 - College Hour food, and having enough when we all the students are all there at the same time. Dr. Hampton noted that food service is not going to change. There is a big 16 week issue is no cafeteria or food. Is there going to be a plan to monitor, and possible solutions?
 -

VII. Standing Reports:

1. ASCC – Yanelly Cardenas
2. CCFT – Greg Baxley
3. Curriculum – Matt Knudsen – working on Common Course Templates. Dean Review Checklist, working on some guidelines. Trying to get UC/CSU coordination before templates are approved.
4. Equity and Student Success – TBA
5. Faculty Professional Development – Matthew Davis
6. Online Educational Resources – Carina Love
7. CMC – Sabrina Rock – Rising Scholars 2030 updates coming up in program. Even with budget crunches and funding issues in other areas, Rising Scholars is actually getting more. We have 24 faculty teaching 22 course. 305 at Grizzly. Offering 7 degrees at CMC. Addiction Studies certificate they can get while incarcerated. The program is really growing. Always looking for more faculty, interest and support.
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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