



Academic Senate Council MINUTES  
 September 12, 2025, 1:30-3:30pm  
 San Luis Obispo: 3134; North County: N1128  
 Guest Zoom meeting access:  
<https://cuesta-edu.zoom.us/j/83108745151>

<b>President</b>	Erich Tucker	xPresent/ Absent / AB 2449 remote
<b>Vice-President</b>	Ryan Lowenstein	xPresent/ Absent / AB 2449 remote
<b>Curriculum Co-Chair</b>	Steve Leone	Present/ Absent / AB 2449 remote
<b>Secretary (non-voting)</b>	Vacant	Present/ Absent / AB 2449 remote
<b>ASCC (non-voting)</b>	Lucia Landeros	Present/ Absent / AB 2449 remote
<b>CCFT President (non-voting)</b>	Greg Baxley	Present/ Absent / AB 2449 remote
<b>Child Development, Education, &amp; Ethnic Studies</b>	Melina Simonds/Michele Gordon Johnson	Present/ Absent / AB 2449 remote
<b>At Large, Full-Time</b>	Dina Hallmark	Present/ Absent / AB 2449 remote
<b>At Large, Part-Time</b>	Vacant	Present/ Absent / AB 2449 remote
<b>At Large, N.C.C.</b>	Ron Clark	Present/ Absent / AB 2449 remote
<b>Agriculture</b>	Seth Abugho	Present/ Absent / AB 2449 remote
<b>Biology</b>	Devon Bradley	Present/ Absent / AB 2449 remote
<b>Business</b>	Kerry Bailey	Present/ Absent / AB 2449 remote
<b>Skilled Trades &amp; Technology</b>	Jonathan Blackketter	Present/ Absent / AB 2449 remote
<b>English</b>	Steve Leone	Present/ Absent / AB 2449 remote
<b>Fine Arts</b>	Canguo Liu	Present/ Absent / AB 2449 remote
<b>Movement and Health Sciences</b>	Kate Haisch	Present/ Absent / AB 2449 remote
<b>Languages &amp; Communication</b>	Vacant	Present/ Absent / AB 2449 remote
<b>Learning Resources</b>	Michelle Hopper	Present/ Absent / AB 2449 remote
<b>Mathematics &amp; Computer Science</b>	Jennifer Sanders-Moreno	Present/ Absent / AB 2449 remote
<b>Nursing &amp; Allied Health</b>	Vacant	Present/ Absent / AB 2449 remote
<b>Performing Arts</b>	Jennifer Martin	Present/ Absent / AB 2449 remote
<b>Earth, Engineering, &amp; Physical Sciences</b>	Pat Len	Present/ Absent / AB 2449 remote
<b>Social Science</b>	Billy Keniston	Present/ Absent / AB 2449 remote
<b>Student Development &amp; Success</b>	Amy Kayser	Present/ Absent / AB 2449 remote
<b>Student Services- Counseling</b>	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: Kate Haisch

Timekeeper:

Computer: Canguo Liu

- I. **Approval of Agenda** (3 minutes)
  - Motion to approve the agenda. Consensus.
- II. **Approval of Minutes** [Draft Minutes 8-22-2025](#) (3 minutes)
  - Motion to approve the minutes. 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.
  - Kelli Gottlieb, Chemistry Instructor, respectfully ask that an external audit to inspect systems for safety purposes. ([Copy of Statement](#))
  - Alex Kahane - information about legislature for community colleges to be able to offer BSN (Bachelor). Shared background information and how similar legislation has been blocked previously, but there is hope that this will go through. Shared that Cuesta has previously sought an exemption so degrees for liberal studies and education could be completed.
- IV. **Presidents Report** (9 min)
  - Evaluation Timeline. Going to ask PT/FT to be two separate forms
  - Faculty Consultation Taskforce – ball dropped, didn't realize he needed to reach out to stakeholders.
  - PT at Large rep still needed.
  - Chancellor's office communication – AI assisted program has been launched. If interested, please look for info in the senate news letter
  - Study Jam – NCC Tues 9/30, and Wed 10/1, 5-11pm, SLO W 10/1, T 10/2 5-11pm
  - 50% load issue, OOI has released memo, please contact chairs
  - Committee appointments please email Erich directly, and copy Ryan
  - Going to open up legislative liaison, and going to appoint Alex Kahane
- 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. BP/AP 4235 Credit for Prior Learning (First Read)
  2. AP 5520 Student Discipline Procedures (First Read)
  3. Call for the formation of SLOA DATA Taskforce (First Read, Approval)
  4. CCAP/Dual Enrollment Updates to the Instruction Program Review Documents
  5. Academic Senate Priorities 2025-2026 (Second Read, Approval)
  1. **BP/AP 4235 Credit for Prior Learning** (Jennifer Burchett, 10 minutes, First Read)

**Background:** BP/AP 4235 Credit for Prior Learning were reviewed by the Policy & Procedure Review Committee (PPRC) on 8/19/2025. BP 4235 applies if the district grants credit for prior learning. AP 4235 is suggested as good practice but is legally advised if the board adopts a policy to allow credit for prior learning.

There are no recommended changes BP 4235, but it will go through governance with the AP to keep them on the same review cycle.

Revisions proposed by the Credit for Prior Learning Workgroup have been shared with Drs. Curtis and Coria; no feedback was provided.

The approval process for BP/AP 4235 Credit for Prior Learning will be initiated by Academic Senate Council and is presented for feedback on first read. Following College Council review, BP/AP 4235 will return to Academic Senate Council for second read.

**Supporting Documents:**

[BP 4235 Credit for Prior Learning Clean 2025.05.06.pdf](#)

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

[AP 4235 Credit for Prior Learning Clean 2025.05.06 2025.08.19.pdf](#)

[AP 4235 Credit for Prior Learning Redline 2025.05.06 2025.08.19.pdf](#)

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

**Proposal:** The Academic Senate Council approves the feedback provided on BP/AP 4235 Credit for Prior Learning.

- Presenter reviewed the proposal and supporting information.
- AP/BP 4235 Credit for Prior Learning and recommendations and revisions were shared with VPSS and VPI and no additional feedback from them was provided, so it now comes to senate for review and feedback. Opened the floor for questions.
- Senator noted that this has important information, and a question regarding what 'validated' for experience means, and who is responsible for that.
- Alex Kahane noted that if there is an opportunity, contact your division, and then it can be set up to provide that.
- Equivalency at non-accredited institutions – any outside instruction that is not institutionally accredited, they would have to go through the CPL process to make a determination. It would be reviewed by faculty in that discipline to determine.
- Question regarding what 'appropriate system'. Dina Hallmark explained that it currently done through a program called 'MAP', but used a more generic term in order to not have to make changes to the document in the future if the program changes.
- Question regarding what the 'gateway' is? Yes, appropriate process.
- Call for consensus on feedback. Consensus.

**2. AP 5520 Student Discipline Procedures** (Jennifer Burchett, 15 minutes, First Read)

**Background:** The Policy & Procedure Review Committee (PPRC) reviewed AP 5520 Student Discipline Procedures on 08/19/2025. AP 5520 is legally required. There is no corresponding BP in the Cuesta College or CCLC Policy & Procedure libraries. AP 5520 has been reviewed by SSSP (VP and Deans).

AP 5520 was reviewed by College Council on 8/26/2025 on first read. Feedback provided (grammatical) has been incorporated.

AP 5520 is presented to Academic Senate Council for first read. Following Academic Senate Council review, AP 5520 will return to College Council for second read.

**Supporting Documents:**

[AP 5520 Student Discipline Procedures Clean 2025.08.19.pdf](#)  
[AP 5520 Student Discipline Procedures Redline 2025.08.19.pdf](#)  
[CCLC AP 5520 Student Discipline Procedures 4-3-25.pdf](#)

**Proposal:** The Academic Senate Council approves the feedback provided AP 5520 Student Discipline Procedures.

- Presenter reviewed the AP. No BP. Legally required, and reviewed by all appropriate VPs.
- Opened the floor for feedback.
- Question regarding some terms that need to be corrected, and noted that 'Student Code of Conduct' is not what Cuesta has, needs to be changed to the same name.
- Faculty (Instructional Faculty/Service Faculty) would be appropriate.
- The Redline was not a true redline. Asked in the future that a true redline be sent out. Noted there are some lines in the original document that is not in the 'redline' copy. Also, notation about 'holidays.'
- Strike the information about code of conduct, because it is not what this document is about, it is for the enforcing.
- Faculty member contacted senator, that there is no information noting the outcome report to the faculty member. Before III, that the faculty will be notified of the outcome, if it doesn't break confidentiality. Wants it to be clear.
- Top of page 5, students needing to be enrolled in mental health, or off campus drug treatment. Could be limiting, and should have notes about low cost options or waivers.
- Some definitions were removed. Example time suspension. From a student friendly perspective can understand why it wouldn't be front a center, but it should be at the end or provided, need definitions of those particular items.
- Strike 'warning' for severe infractions. Next sentence could be edited to say if severe or continue infraction, after a warning.
- How a student can provide additional information that was not considered, and as to why they should not get proposed discipline. Students can submit written responses.

- III, the notice must be provided within 20 days. Old policy included two other provisions, that issues that happened more than 20 days should be included. The date needs to come from when the action was filed and not from the incident.
  - V – removal by instructor. Needs to be clarified of what the process is. Should include the steps of the role of the instructor in having a student removed from a classroom setting. Needs to be clear what the form is that would be used. Another gap in document is, the process
  - 10 minutes added. Consensus.
  - Senator continued, there is no information as to what the process is during the meeting between the student, VPI, and Instructional Dean. Inferred that there will be a remove period, but it is not clear. As faculty, would like the language to be clearer.
  - 4B disciplinary conference meeting – missing from the process – to discuss the action being considered. Student should know what punishment is being levied on them.
  - 3-1, after the decision is made, that the timelines are not aligned. #2 in section above should be one piece or the other.
  - Page 7, #10 – longer term suspension. Term is inconsistent. Should be di
  - Bottom of page 8 – student only has two days to respond. Should go back to 5 days.
  - Page 9 – appeal hearing panel, is referred to peer committee... should be consistent in the meeting. Also renumber to be correct processes.
  - In D – This section changed from previous version. Asked if it was a conscious decision to remove information about attorneys.
  - Also, transcription removed, does provision still need to be there.
  - #11 – decision from hearing panel, why does it need to go to the VP after?
  - Under administrative due process – when student requests to have 3<sup>rd</sup> party. Line that is troubling due to no context, B3, failure by the advisory to adhere to their role will be removed. Suggests that information be provided in the be much clearer.
  - Should be clear that the process also protects the faculty. Would want to limit the appeals. Once this procure kicks in, the student should not be able to interact with faculty in any other way. Would be some relief for the faculty.
  - Senator noted that there needs to be protection for faculty, and that if the student is projecting violence and not cooperative, should be removed even while the process is going on.
  - Call for consensus on feedback provided. Consensus.
3. **Call for the formation of SLOA DATA Taskforce** (Kelli Gottlieb, 15 minutes, First Read, Approval)
- Background:** During the summer, the Vice President of Instruction received an email alerting the college that our current instance of eLumen will be sunsetting 12/31/2026; the time has come to search for something new. To evaluate replacement software and make a recommendation, the SLOA coordinator is requesting the formation of a Senate taskforce.

The Student Learning Outcomes Assessment Data And Tracking Application taskforce, or SLOA DATA taskforce, would be charged with evaluating different SLOA applications and bringing a recommendation to the Academic Senate for what to select by the end of this academic year.

The proposed composition would include:

- SLOA Coordinator
- Instructional Designer (or designee)
- 1 or 2 additional faculty members (if there is interest)
- Member from Institutional Research
- VPI or manager from instruction
- IT
- Director of Library and Distance Education (or designee)
- Accreditation Steering Committee Member

**Proposal:** The Academic Senate approves the immediate formation of the SLOA DATA Taskforce to consist of members of the SLOA Coordinator, Instructional Designer, VP of Instruction or designee, Information Technology or designee, Director of Library and Distance Education, Accreditation Steering Committee Member, 1-2 faculty members and/or other appointed, interested faculty with the goal of bringing a recommendation back to the Academic Senate Council in Fall 2025.

- Presenter requests that the group be on the small side so they are nimbler with meeting times.
- Question regarding the possible types of recommendations this taskforce would use.
  - This taskforce would only be to help find a new program to take over after eLumen is unsettled.
- Question about where we are with stats in eLumen?
  - Presenter noted that we are behind, partly because of Covid, and some is because of the un-friendly program.
- Asked about how many other possible replacements are being looked at?
  - Response was 4-5, and VPI and Research may have ideas too.
- Is there an option or path to develop an in-house system?
  - Yes, there is possibility but the concern is if the person who designs leaves, then there are issues. Having a contract with accompany to avoid those issues.
- The LOARE form, will be part of the package. Would like to have more thoughtful data and how it is collected.
- Are there incoming changes to our COR?
  - Now across the board per Title V that SLOS are part of COR.
  - Question if we currently do that?
  - Yes, but may need to have discussion about how SLO's are changed. May still need to make change due to Title V language changes.
- Will chancellor's office be finally supporting the changes?
  - The short answer, no.
- Call for consensus on the forming of a taskforce. Consensus.

4. **CCAP/Dual Enrollment Updates to the Instruction Program Review Documents**  
(Kelli Gottlieb, 10 minutes, First Read)

**Background:** In collaboration with the CCAP faculty coordinator and the Associate Director of Instruction (Dual Enrollment/CCAP), a CCAP/Dual Enrollment-specific addendum has been drafted to add to the Instruction CPPR and APPW (as well as some language referring to the addenda). These addenda would serve as a place to tell a program's story related to program review – including a place to start advocating for necessary resources to start, maintain, or grow CCAP/Dual Enrollment in the program.

A partially completed example version of the CPPR addenda has been included.

**Supporting Documents:**

[CCAP CPPR Addendum draft.pdf](#)

[CCAP APPW Addendum draft.pdf](#)

[CCAP CPPR Addendum CHEM example.pdf](#)

**Proposal:** The Academic Senate Council approves the feedback provided for the updates to the Instruction Program Review Documents.

- Provided background regarding the document. Worked with Kristina Vastine and Mario Espinoza-Kulick. These forms are being brought forth at this time, and this is because we are leaving important data out, and to able to have them all together. Everywhere in the document CCAP/DUEN, found out that is not official and leave it to Kristina and Mario. There will be remove of CCAP/DUEN to just CCAP. College and Career Pathways (CCAP)(Dual Enrollment) is how it will be noted.
- Very unusual data section – important to get this on program review for this year. It is possible to have Tableaus pull the data, but may not be possible in time to do this.
- Ask for some increase in stipend increase due to large workload for some, example 12 courses and 25 sections.
- Question about High School lead instruction and how the data can be reviewed without the lens that cuesta led classes do. Discussion about process of how that can be achieved.
- Senator noted the large number of HS students, are we offering classes that HS students are available to take, or are they taking regular cuesta classes?
  - Clarification, if he is referring to enrichment vs. dual enrollment. Dual Enrollment refers to classes that are taken at the HS, and have either a HS Instructor lead or Cuesta lead. HS Students that happen to take classes on our campus are considered enrichment students.
- Call consensus for 10 minutes added to discussion time. Consensus.
- #5 seems redundant, can it be eliminated?
- Also asked what info from #6, could it be anecdotal?
- #7, there may not be data to report, how can we address those. Is there something that can be updated for that?
- Presenter noted that if your department doesn't have to fill out if they are not CCAP classes.

- Are we trying get more dual enrollment? It is a goal for CCC system?
- In Math, we had an issue. There was an issue with a HS faculty having a 50% policy... there were no zeros, but would get 50%. Classes need to in line with the college curriculum and grading.
- Senator clarified that they were talking about disaggregated data, such as race/ethnicity, etc., in relation to completion and success.
- Some more parallel language, as there is some informal language.
- Also have data as to why a class can't be offered. Such as they need it to be Cuesta led, but there is not faculty available.
- Recommend striking, 'what is student success', if you can't actually see how many students are completing.
- Recommended to evaluate the syllabi and offering mentoring.
- Retiring that there is large difference between Cuesta led and HS led. Possibly have separate forms for HS led, and Cuesta led.
- Call for consensus on feedback. Consensus.

5. **Academic Senate Priorities 2025-2026** (Erich Tucker, Ryan Lowenstein, 20 minutes, Second Read, Approval)

**Background:** We are not obligated to set committee initiatives, but identifying priorities helps us advocate more effectively for support in these areas. Last year's priorities have been reviewed, and the following have been identified as the initiatives for this year. We invite the Academic Senate to consider these and provide additional suggestions for new priorities.

The Academic Senate proposes the following priorities in 2025-2026:

- Support curriculum implementation, including Common Course Numbering, the onboarding of the new Local General Education pattern, and the transition to CalGETC.
- Collaborate to develop support strategies for the full implementation of AB 1705.
- Partner with faculty to address and support the impacts of the transition to a 16-week calendar.
- Preserve and protect academic freedom across the district.
- Strengthen shared governance by fostering trust, transparency, and mutual accountability through co-developed processes that advance student success and institutional health campus wide.

**Proposal:** The Academic Senate approves the committee proposals provided on the Academic Senate Priorities for 2025-2026.

- Common course numbering. AB 1705, and transiting to 16-week calendar, and academic freedom, have better conversations across campus about communication and be able to trust each other.
- Want to bridge senate and campus climate group. Want senate to support results of survey and improve communication.
- Recommendation to keep the ideas broader priorities.
- Edit suggestions. First, not onboarding local GE, and transition to CalGETC. Full implementation of AB 1705. Collaborate to suggest to create strategies.



- Evaluation of longitudinal data. In English it is a done deal, but need support strategies for our students.
- Separate union role and senate role.
- Preserve and protect academic freedom, in CBA, in collaboration with bargaining unit.
- Institutional health, is vague, but does have to do with communication. Advance collegial consultation.
- August 22 meeting had AI, was it removed?
  - When we started adding it became too many initiatives.
- Are they priorities, can we apply for money for funding for them? Having an AI priority would allow for that.
  - Response is regarding AI that there was a policy last term. Senate taskforce has only approved the policies, but this semester is a chance to look at them and see if there are additional impacts to implement them. 'Embracing AI', should be brought back in as one of the 6 priorities of the year.
- Senator noted they would be willing to remove AB 1705 from priorities as it is a college priority, if we can only have 6.
- Another senator reiterated that with the recent announcement of Google partnering, that AI is going to be an important in the near future.
- Bring back, word for word what we had in the last agenda if we only need 5.
- AS President noted that he is not opposed to having 6.
- 3<sup>rd</sup> item, supporting the impacts... with AI supporting items.
- AS President asked that if anyone has specific language to please email him.
- Motion to change the proposal to feedback. Consensus.
- Motion to accept feedback. Consensus.

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

1. Bookstore signage and lighting
2. Coffee and Tea for sale
3. Governance 2.0 Joint Taskforce Administration/Faculty
  - Noted that some of the feedback was not incorporated.
  - Emeritus faculty BP – senate council may recommend... and granted upon AS recommendation and approval. Official recognition will be given at opening day. We should be able to propose any time of year, and not just once a year. Not in the policy but that has been the practice.
  - More faculty voice in the commencement, and role in the ceremony. Have more input and be part of the process.
4. Get administrative support for creating Senate agendas and booking rooms

**VII. Standing Reports:**

1. ASCC – Lucia Landeros
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: September 26, 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.

#### **Contact:**

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