

# Academic Policy & Planning Committee Agenda

## Thursday Oct 20, 2022 at 2:00 PM

### AHC Board Room

#### VOTING MEMBERS (15)

Applied Behavioral Sciences – Christine Bisson	Academic/Student Affairs – Kerry Runkle
Business – Brent Darwin	Languages & Communication – Andria Keiser
Counseling – Lainey Campos	Life and Physical Sciences – Brian Youngblood
English – Chad Kelly	Mathematics Sciences – Derek Mitchem
Fine Arts – Shane Anderson	Public Safety – Susan Roehl
Kinesiology, Rec & Athletics – Paul LeSage	Social & Behavioral Sciences – Tom VanderMolen
Health Sciences – Mary Nelson	Student Representative – Pedro Navarrete
Industrial Technology – Loren Bradbury	

#### NON-VOTING MEMBERS

Chair – Larry Manalo Jr.  
 Vice chair/TRC/ Articulation - David DeGroot  
 VP, Academic Affairs – Robert Curry  
 Admissions & Records – Josie Cabanas and Eunice Barcenas  
 Community Education – Andria Keiser  
~~Part-Time Faculty Union – Joan Bergstrom-Smith~~  
 Curriculum Specialist – Rebecca Andres  
~~Schedule – Ricardo Lopez~~  
~~Distance Education – Fred Patrick~~  
[Part-Time Faculty Union – Joan Bergstrom-Smith](#)  
[Schedule – Ricardo Lopez](#)  
[Distance Education – Fred Patrick](#)

#### STANDING INVITEES

Dean, Academic Affairs – Margaret Lau	Dean, Extended Campus – Rick Rantz
Dean, Academic Affairs – Sean Abel	Associate Dean/ Public Safety Director – Mitch McCann
Dean, Academic Affairs – Richard Mahon	Associate Dean/Athletic Director – Kim Ensing
Dean, Matriculation/Counseling – Yvonne Teniente	Associate Dean/PCPA Director – Mark Booher
Dean, Academic Affairs – Sofia Ramirez Gelpi	Senate President – Alberto Restrepo

**I. Approval of Minutes: Oct 6, 2022.**

**II. Approval of the Agenda**

**III. Chair Comments:**

- Next AP&P Meeting: 11-03-2022. Last meeting.
- Next TRC Meeting: 10-27-2022.
- Spring Semester Retreat: Wed. Jan 18, 2023. 9 AM – 4 PM (PD Hours: 6 hours).
- Review of Summary Report: 11-03-2022. Senate: 11-22-2022. BOT: 12-20-2022.

**IV. Agenda Item: Consent Items**

Proposal Type	Prefix & Number	Course/Program Title	Units/Hours
Course Drop	DA 333	Success in Dental Assisting Practice	0.5
Course Drop	STEM 140	Math & Science Teaching Career Justification: The course has not been offered in many years. The last few times it was offered, it was cancelled due to low enrollment. The class was created as a statewide effort to stimulate interest in science and math teaching at the secondary level, but the statewide effort has been not operational for at least 5-7 years now. No Course/Program Impact.	1.000

**V. Agenda Item: First Readings**

Proposal Type	Prefix & Number	Course/Program Title	Units/Hours
New Noncredit <a href="#">9/8, 9/22</a>	<del>CITZ 7001</del>	<del>US Citizenship Interview Preparation Justification: To provide additional time/course/practice to allow students enough preparation and guidance to succeed in preparing for the US Citizenship exam.</del>	<del>18.000-24.000</del>

		<del>DE synchron only.</del>	
Major Modification	LE 330	Core Custody Academy Justification: Add content to address Santa Barbara County Sheriff's requirements on racial bias. Add course objective to reflect the content. Advisories: ENGL 306 and PE 141	13.500
<a href="#">9/8, 9/22</a>	<del>PLGL 106</del>	<del>Case Management</del> <del>Justification: Convert ERT to DE.</del>	<del>3.000</del>
<del>Course Review</del> <a href="#">9/8, 9/22</a>	<del>VEN 106</del>	<del>Winery/Vineyard Fin. Mgmt.</del> <del>Justification: DE conversion.</del> <del>Advisories: ACCT 130 / CBIS 371</del>	<del>3.000</del>
<a href="#">9/8, 9/22</a>	<del>VEN 114</del>	<del>Wine Business</del> <del>Justification: Text update.</del> <del>Advisories: BUS 101 and ENGL 514</del>	<del>3.000</del>
Major Program Modification	Business Education	<u>Entrepreneurship</u> Associate in Science Modifications: Drop ACCT 100 and ENTR 103. Add ACCT 105, BUS 103, and BUS 104.	36

**VI. Agenda Item: Second Readings**

Proposal Type	Prefix & Number	Course/Program Title	Units/Hours
New Course	POLS 110	Political Theory	3.000
New Noncredit	BASK 7017	Geometry: H.S. Eq Exam Prep	16.000-34.000
Major Modification	ANTH 107	Indigenous People of California	3.000
	ES 107	Indigenous People of California	3.000
	ENTR 102	Entrepreneurship Projects	3.000
	GEOG 105	Geography of California	3.000
	PLGL 101	Intro to Paralegal Studies	3.000
	PLGL 105	Legal Analysis & Writing	3.000
	PLGL 107	Ethics for Paralegals	1.000
	PLGL 110	Intellectual Property Law	3.000
	PLGL 112	Corporations, Partnership, LLC	3.000
Modify Noncredit	RE 302	Legal Aspects of Real Estate	3.000
	BASK 7011	Basic Math	32.000-55.000
	BASK 7012	Basic Reading and Writing	32.000-55.000
Course Review	PSY 113	Theories of Personality	3.000
	PD 101	Success in College	3.000
	PD 110	College Success Seminar	1.000
	VEN 103	Sensory Evaluation of Wine	3.000
	VEN 120	Viticulture Operations 1	3.000

**VII. Agenda Item: Request for Distance Education**

DE Type	Prefix & Number	Course Title
DE Sync or Async	POLS 110	Political Theory
DE Sync Only	BASK 7017	Geometry: HS Eq Exam Prep
DE Sync or Async	ANTH 107/ ES 107	Indigenous People of California
DE Sync or Async	ENTR 102	Entrepreneurship Projects
DE Sync or Async	PLGL 101	Intro to Paralegal Studies

DE Sync or Async	PLGL 105	Legal Analysis & Writing
DE Sync or Async	PLGL 107	Ethics for Paralegals
DE Sync or Async	PLGL 110	Intellectual Property Law
DE Sync or Async	PLGL 112	Corporations, Partnership, LLC
DE Sync or Async	RE 302	Legal Aspects of Real Estate
DE Sync Only	PD 101	Success in College
DE Sync Only	PD 110	College Success Seminar

**VIII. Agenda Item:** Request for Graduation Requirements: AHC GE, CSUGE, IGETC, MCGS, and H&W.

Prefix & Number	Course Title	Graduation Requirements
POLS 110	Political Theory	AHC GE Cat 2A Social Sciences CSU GE Area D8 Pol Sci, Gov, and Legal Inst IGETC Area 4H Pol Sci, Gov, and Legal Inst
ANTH 107/ES 107	Indigenous People of California	CSU GE Area F (Required modifications)

**IX. Agenda Item:** Request for Requisites

Prefix & Number	Course Title	Requisites
GEOG 105	Geography of California	Remove prerequisite ENGL 101
PSY 113	Theories of Personality	Remove requisites.

**X. Agenda Item:** MCGS and Ethnic Studies.

Next Steps:

- Discipline Faculty and departments review the courses listed in the MCGS.
- Determine if the courses can be considered for AHC GE, CSU GE, UC IGETC, and/or Ethnic Studies.
- Department Representatives: Follow-up on courses that are listed in MCGS. Work on considerations for AHC GE, CSU GE, UC IGETC, and/or Ethnic Studies.
- MCGS Task Group. Provide recommendations to AP&P Committee.
- Meetings: Nov 17 and Dec 1, 2022. 2 PM – 4 PM. ZOOM.
  - Student experience and philosophical considerations for and against MCGS retention-discontinuation including but not limited to graduation unit requirements, gender studies, double-counting, etc.
  - Student experience and philosophical considerations for AHC Ethnic Studies graduation requirement. CSU competencies serve as a template for developing Ethnic Studies courses.

**CSU Ethnic Studies Competencies:**

To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an Ethnic Studies (ES) prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 following core competencies.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions,

contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

**XI. Agenda Item: Diversity, Equity, and Inclusion. (ASCCC: Inclusion, Diversity, Equity, Anti-racism, and Access)**

- June 6, 2022. CCCC MEMO Diversity, Equity, and Inclusion: Model Principles and Practices
- ASCCC. CCCIO. CCCC: DEI in Curriculum: Model Principles and Practices (Excerpt)
- AHC Culturally Responsive Curriculum Assessment Tool

<p><b>Traditional Educational Practice</b> Supporting research may be found at the end of this document.</p>	<p><b>Equity Principle</b> Supporting research may be found at the end of this document.</p>	<p><b>Culturally Responsive Classroom Practices</b> All faculty can engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:</p>	<p><b>Culturally Responsive Practices for Curriculum Committees and Local Senates</b> Curriculum committees and senates can engage in equity-minded review processes of curriculum that may include but are not limited to the following:</p>
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**XII. Public Remarks**

The section of the agenda is intended for members of the public to address the committee on items involving curriculum development and approval. Time limits and procedures to address the committee apply to this part of the agenda. Public comment not pertaining to specific agenda items is welcome under this section as well. When public remarks are completed regarding a specific agenda item, discussion is then confined to committee members only. This practice is in accordance with the Brown Act.

**XIII. Reports:**

- a. AP&P Representatives
- b. AP&P Vice Chair / TRC Chair
- c. AP&P Chair
- d. Administration
- e. Admissions and Records
- f. Counseling/Matriculation
- g. Articulation
- h. CurriQunet & Support

**XIV. Call for Future Agenda Items.**

- Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA)
- Credit for Prior Learning, Challenge Policy, and Mirrored Courses

- Noncredit Curriculum Review and Approval

**XV. Call to Adjourn.**