

# Academic Policy & Planning Committee Meeting Minutes

## Thursday, Feb 5, 2026, 2:00 PM

### Location: Bldg A. Board Room.

#### VOTING MEMBERS (15)

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| X Applied Behavioral Sciences – Christine Bisson   | Academic/Student Affairs – Kerry Runkle            |
| X Business – Brent Darwin                          | X Languages & Communication – Andria Perdue Keiser |
| X Counseling – Ricardo Navarrete                   | X Life and Physical Sciences – Brian Youngblood    |
| X English – Trevor Passage                         | X Mathematics Sciences – Chris Eachus              |
| X Fine Arts – Shane Anderson                       | X Public Safety – Kurt Kruse                       |
| X Kinesiology, Rec & Athletics – Patricia Koivisto | Social & Behavioral Sciences – Lexy Conrad         |
| Health Sciences – Leanne Wolfram                   | X Student Representative – Faith Davis             |
| X Industrial Technology – Hector Ramos Martinez    |  |

#### NON-VOTING MEMBERS

- X Chair – Larry Manalo Jr.
- X Vice chair/TRC/ Articulation - David DeGroot
- X VP, Academic Affairs – Robert Curry
- Admissions & Records – X Josie Cabanas and Luis Martinez
- X Noncredit Education – Andria Perdue Keiser
- X Curriculum Analyst – Vickey Smith
- X Curriculum Technician – Jay Taylor-Burns
- X Library – Trevor Passage

#### STANDING INVITEES

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|--|--|
| Dean, Academic Affairs – Thomas Lamica           | Dean, Academic Affairs – Monica Millard        |
| Dean, Academic Affairs – Sean Abel               | Associate Dean/Athletic Director – Kim Ensing  |
| Dean, Academic Affairs – Mary Patrick            | Associate Dean/PCPA Director – Mark Booher     |
| Dean, Matriculation/Counseling – Yvonne Teniente | Senate President – Alberto Restrepo            |
| Dean, Academic Affairs – Alicia Paniagua         | Schedule – Ricardo Lopez                       |
| Dean, Academic Affairs – Deborah Pirman          | Distance Education – Fred Patrick              |
|  | Part-Time Faculty Union – Joan Bergstrom Smith |

#### GUESTS

### I. Approval of Minutes: Nov 20, 2025.

**Committee Action:** A motion to approve the minutes of Nov 20, 2026 meeting as distributed. (M/S/P: A. Perdue-Keiser/T. Passage). Yes: C. Bisson, R. Navarrete, T. Passage, S. Anderson, P. Koivisto, H. Ramos Martinez, A. Perdue Keiser, C. Eachus, and K. Kruse. No: 0. Abstain: B. Youngblood and B. Darwin.

### II. Approval of the Agenda. Include typographical corrections and sequence of changes to accommodate guest presenters.

**Discussion:** A. Perdue Keiser requested that DISA 7002B is to be added in the agenda due to the need for timely alignment of the TOP code with the SAM code. There are no other changes to the course and thus, there is no course proposal in CurriQunet.

**Committee Action:** A motion to approve the agenda with the addition of DISA 7002B. (M/S/P: A. Perdue-Keiser/T. Passage). Yes: C. Bisson, R. Navarrete, T. Passage, S. Anderson, P. Koivisto, H. Ramos Martinez, A. Perdue Keiser, C. Eachus, K. Kruse, B. Youngblood, and B. Darwin. No: 0. Abstain: 0.

### III. Chair Comments

- Summary Report: Mar 5, 2026. Senate: Mar 10, 2026. BOT: Mar 17, 2026.
- 2026 Catalog Development Calendar

**Discussion:** As discussed in the fall 2025 meeting, there will be no course or program additions to the upcoming 2026-27 catalog. The course and program proposals for the spring 2026 and fall 2026 will be implemented in the 2027-28 catalog.

### IV. Agenda Item:

Department	Program	CurriQunet Status	Department Action and Rationale
Applied Behavioral Sciences	Dietetic Service Supervisor PCN 13701	Historical	Deactivate

Apprenticeships	Apprenticeship: Operating Certificate of Achievement PCN 07177	Does not exist	
	Electrical Apprenticeship Certificate of Achievement PCN05857	Does not exist	
	Plumbing Apprenticeship Certificate of Achievement PCN 05858	Does not exist	
Fine Arts	Applied Design/Media: Animation. Traditional Drawing Associate in Science PCN 09515	Does not exist	
	Graphic Communication Associate in Science PCN 07181	Does not exist	
Industrial Technology	Communications Systems Technician Certificate of Achievement PCN 19909	Does not exist	
	Computer Applications PCN 24224	Does not exist	
	Electronics Technology: Communications Systems Associate in Science PCN 10157	Does not exist	
	Electronics Technology: Digital Systems Associate in Science PCN 10156	Does not exist	
	Interior/Exterior Maintenance Repair Technology Certificate PCN 24138	Does not exist	
	Welding Technology: Metal Fabrication Associate in Science PCN 15599	Does not exist	
	Welding Technology: Pipe Welding Associate in Science PCN 15600	Does not exist	
Kines, Health Ed, & Athletics	Exercise Science/Pre Physical Therapy Associate in Arts PCN 09116	Does not exist	Deactivate
	Physical Education Associate in Arts PCN 33731	Does not exist	Deactivate
	Physical Education: Teaching	Does not exist	Deactivate

	Associate in Arts PCN 05851		
Public Safety	EMS: Paramedic Training Certificate of Achievement PCN 16771	Historical	
	Wildland Firefighting Logistics, Finance, Planning Associate in Science PCN 11354	Historical	
	Wildland Firefighting Logistics, Finance, Planning Certificate of Achievement PCN 19932	Historical	
	Wildland Firefighting Prevention, Investigation, Prescribed Associate in Science PCN 11353	Does not exist	
	Wildland Firefighting Prevention, Investigation, Prescribed Certificate of Achievement PCN 19933	Historical	
Community Education	Gardening and Landscaping PCN 24217	Does not exist	
	Instructional Aide PCN 44560	Does not exist	

**Discussion:** These were incidental findings in the AHC COCI inventory. These programs have been found to have a program control number but did not have any existing program outline. To ensure that these programs are vetted by the respective departments, the department representatives will report to their departments and share department action with the committee.

**Committee Action:** Pending department action on these programs.

**V. Agenda Item:** DISA 7002B. Align the SAM code with the TOP code.

**Committee Action:** A motion to approve the alignment of the SAM code with the TOP code. (M/S/P: A. Perdue-Keiser/T. Passage). Yes: C. Bisson, R. Navarrete, T. Passage, S. Anderson, P. Koivisto, H. Ramos Martinez, A. Perdue Keiser, C. Eachus, K. Kruse, B. Youngblood, and B. Darwin. No: 0. Abstain: 0.

**VI. Agenda Item:** Review and Approval Process for Integrating Inclusion, Diversity, Equity, Accessibility, and Anti-racism (IDEAA) in Course Outlines

- Technical Review Committee
- IDEAA Summary Statement in Course Outlines

**Discussion:**

- T. Passage shared IDEAA implementation practices from both Cuesta College and SB City College. Santa Barbara City College Practices:
  - Added four questions on Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA) to our Course Outline of Record to capture the DEIAA approaches being done in course design, as well as to inspire faculty to consider new ways of thinking. [website](#) with resources and examples to help faculty. It's a work in progress!

- Offered training sessions and workshops for faculty. We've tried to come at this from the perspective that we cannot simply ask faculty to completely redesign their courses. They need resources and mentorship, and it too is a work in progress.
- Here are the questions we require:
  1. Making a course culturally relevant involves intentionally designing the curriculum, teaching methods, and assessment practices to reflect and honor the diverse backgrounds and experiences of students. This approach aims to not only educate, but also resonate deeply with students by making the course relatable and applicable to their personal, educational, and career goals. Deeper learning occurs when students understand the importance of a subject and how it relates to them, making culturally relevant approaches a key teaching and learning tool.  
PROMPT: Looking at least one element of the course outline (such as course objectives, student learning outcomes, or course content) provided in this proposal, how does the design of the course curriculum create a rich and relatable learning experience for all?
  2. In the classroom, a blend of both intrusive and proactive communication methods can have a profound effect on student success. "Intrusive" and "proactive" communication in teaching essentially refer to the same concept, meaning an instructor actively reaches out to students to anticipate potential issues and provide support before problems arise, rather than waiting for students to come to them with concerns. These communication methods lead to student success because they help instructors take the initiative to build strong relationships with students as well as monitoring student progress closely, ensuring student success by creating opportunities for students to take ownership and engagement in their learning.  
PROMPT: Looking at the methods of evaluation provided in this proposal, what intrusive and proactive communication methods do instructors plan to employ to ensure students remain engaged and on track?
  3. Many students, particularly those from low-income backgrounds, struggle to afford the high cost of textbooks, software, lab materials, and other required resources. This financial burden can lead to students delaying purchasing course materials or choosing to not buy the materials at all. When students don't have access to required course materials, they are at a disadvantage compared to their peers who can afford them. This creates a situation where financial barriers directly affect academic performance and can lead to lower grades, missed learning opportunities, and increased risk of failure.  
PROMPT: Looking at the textbooks and required course fees provided in this proposal, how will instructors ensure equitable and affordable access to all course materials and tools?
  4. Classroom accessibility involves instructional design elements, teaching strategies, technological aids, and communications. If the methods of instruction are to be aligned with accessibility standards, it's important to ensure that all students, including those with disabilities or other barriers to learning, have equitable access to the course content and can successfully engage with the material. This includes understanding the American Disabilities Act (ADA) and how Section 508 of the Rehabilitation Act of 1973 ensures electronic and information technology is accessible to people with disabilities. Inclusive classrooms provide all students with equal opportunities and the tools they need to succeed. As you design your class, always keep accessibility and equity in mind. A class activity or resources is only effective if all students can access it.  
PROMPT: Looking at the methods of instruction provided in this proposal, describe how they meet accessibility standards and/or how will instructors create alternatives to serve students?

Cuesta College developed a rubric with a comment section.

COR DIEA GOALS	DEIA CRITERIA	COMMENTS
<b>COURSE TITLE AND DESCRIPTION</b> <ul style="list-style-type: none"> <li>Goal: Ensure students can read the description and understand what the course will cover and how it may be relevant for that individual student.</li> </ul>	Title is descriptive, accurate, inclusive, and student-centered. Description incorporates accessible, inviting, and inclusive language, focusing on what the student will gain from the course. Discipline-specific terminology is appropriately defined or explained through context.	
<b>LIMITATIONS ON ENROLLMENT</b> <ul style="list-style-type: none"> <li>Goal: Eliminate barriers to enrollment, such as pre and co-requisites or advisories, that may disproportionately impact students.</li> </ul>	Requisites or other limitations on enrollment have been appropriately validated. Students have equitable access to the course.	
<b>UNITS/HOURS</b> <ul style="list-style-type: none"> <li>Goal: Reduce time to completion. Higher units and hours can slow student progress and have consequences for student financial aid.</li> </ul>	Course units align with transfer institutions and model curricula. If units are high, this has been validated using disaggregated data that identifies the effects on enrollment for disproportionately impacted groups.	
<b>METHODS OF INSTRUCTION AND EVALUATION</b> <ul style="list-style-type: none"> <li>Goal: Create more equitable outcomes and a more inclusive learning experience by delivering course content via multiple learning styles and various methods to demonstrate learning.</li> </ul>	Includes multiple methods of instruction, engagement, and evaluation, including some authentic assessments capturing more contextualized understanding.	
<b>ASSIGNMENTS</b> <ul style="list-style-type: none"> <li>Goal: Enhance the inclusivity and equity of the learning experience by developing a comprehensive repository of example assignments.</li> </ul>	Provides example assignments that act as a guide to new faculty for ideas and development. Examples align with equitable course content and opportunities for students to bring their experiences to the course. Assignment examples are both formative and summative.	
<b>COURSE MATERIALS</b> <ul style="list-style-type: none"> <li>Goal: Foster equity and inclusivity by curating course materials that reflect diverse perspectives in both authorship and content.</li> </ul>	Textbooks, manuals, or other materials include diverse representations in authorship and content. If they do not, supplemental materials are included. Course materials are ADA-accessible and affordable. Appropriate, open educational resource alternatives have been considered.	
<b>LEARNING OUTCOMES</b> <ul style="list-style-type: none"> <li>Goal: Establish Student Learning Outcomes (SLOs) that cultivate equitable outcomes and foster a holistic, enriching educational environment.</li> </ul>	SLOs align with the course content and ensure that students' learning includes equity and anti-racism when applicable.	
<b>COURSE OUTLINE</b> <ul style="list-style-type: none"> <li>Goal: Create a learning environment that actively promotes equity and inclusivity.</li> </ul>	Where appropriate, the outline explicitly includes culturally responsive and anti-racist content in the course topics with consideration to language and terminology.	
<b>DELIVERY METHODS &amp; DISTANCE EDUCATION</b> <ul style="list-style-type: none"> <li>Goal: Remove barriers to access and foster equitable outcomes to provide all students with the opportunity to engage.</li> </ul>	Delivery method limitations on enrollment and distance education policies have been considered and ensure equitable access and completion of the course.	

- Current discussions regarding integrating IDEA-A elements in the course outlines continue to swirl among faculty with offerings on culturally responsive tool, grading for equity, and artificial intelligence. The college continues to seek a curriculum design specialist but to no avail. Some ideas are:
  - Use of available resources including: ASCCC DEI Models and Practices, Universal Design for Learning, Grading for Equity, Standards for Accessibility, and Culturally Responsive Tools for Higher Education.
  - Include IDEA-A champions in providing support and review of course proposals.
  - Professional development and working sessions on course modifications to integrate IDEA-A.
  - Addition of IDEA-A champions and super-users in the Technical Review Committee to support and review course proposals.

**VII. Agenda Item: How to Integrate Inclusion, Diversity, Equity, Accessibility, and Anti-racism in Course Outlines?**

- PD: Course Modifications.
- Discussion: Larry M. shared a presentation on the use of Universal Design for Learning.

**VIII. 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 comments not pertaining to specific agenda items are 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.

**IX. Information Item: Technical Review Committee Assignments.**

Updated: Fall 2025.

David DeGroot	Brent Darwin	Derek Mitchem	David DeGroot	Melinda Nishimori Andria Perdue-Keiser
Counseling	Business	Fine Arts	Applied Behave Sci	Community Ed

LDER, LS, PD, PROD  <b>Social-Behave Sc</b> ANTH, ECON, ES, GEOG, GBST, HIST, HUM, HUSV, LGBT, PHIL, POLS, PSY, SOC  <b>Public Safety</b> EMS, FT, LE, WFT, WFTL, WFTO  <b>Health Sciences</b> DA, NURS, MA, MB, RT, HIT  <b>Kin, Rec, and Athletics</b> ATH, HED, PE, PEIA	ACCT, BUS, CBIS, CBOT, ENTR, PLGL, RE  <b>Industrial Tech</b> AB, AT, EL, CEL, ENVT, ET, MT, WLDT, ARCH	ART, DANC, DRMA, FILM, GRPH, MMAC, MUS, PHTO, THEA  <b>Math Sciences</b> CS, MATH, ENGR, STEM  <b>Physical Sciences</b> AG, ASTR, BIOL, CHEM, GEOL, PHSC, PHYS, RVT, VEN	AJ, CA, ECS, EDUC, FCS, FSN  <b>APRN</b>  <b>Cosmetology</b>  <b>CWE</b>	<b>Noncredit</b>  <b>English</b> ENGL, LBRY, READ  <b>Languages &amp; Comm</b> ASL, EDTC, ESL, FRCH, SPCH, SPAN
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## X. Reports

- a. Library
- b. AP&P Representatives
- c. AP&P Vice Chair / TRC Chair
- d. AP&P Chair
- e. Administration
- f. Admissions and Records
- g. Counseling/Matriculation
- h. Articulation. D. DeGroot provided an update on Phase III Common Course Numbering. As the course templates become available, he will be working with faculty to create the proposals.
- i. CurriQunet & Support

## XI. Call for Future Agenda Items

## XII. Call to Adjourn