

Academic Policy & Planning Committee Meeting Minutes
Thursday, Feb 19, 2026, 2:00 PM
Location: Bldg A. Board Room.

VOTING MEMBERS (15)

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

NON-VOTING MEMBERS

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

- X Erin Krier

I. Approval of Minutes: Feb 5, 2026.

Committee Action: A motion was made to approve the minutes as distributed. (M/S/P: B. Darwin/ K. Kruse). C. Bisson, B. Darwin, R. Navarette, S. Anderson, P. Koivisto, A. Perdue Keiser, B. Youngblood, C. Eachus, K. Kruse, L. Conrad, and F. Davis. No: 0. Abstain: K. Runkle.

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

Committee Action: A motion was made to approve the minutes as distributed. (M/S/P: B. Darwin/ K. Kruse). C. Bisson, B. Darwin, R. Navarette, S. Anderson, P. Koivisto, K. Runkle, A. Perdue Keiser, B. Youngblood, C. Eachus, K. Kruse, L. Conrad, and F. Davis. 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: L. Manalo Jr. shared the catalog development schedule. All course and program approvals until Oct 1, 2026 will be included in the 2027-28 catalog.

IV. Agenda Item: Consent Items

Prefix & Number	Course Title	Units
Text Change		
CS 111	Fundamentals of Programming 1 Modification: Zero text cost. Allen B. Downey. Think Python: How to Think Like a Computer Scientist.	4.0
Course Drop		
LE 353	Field Training Administrator Justification: Unsuccessful offering. POST decertified.	1.5
Noncredit Course Drop		
NESL 7555	Pronunciation for ESL	

	Justification: Replaced by a new noncredit course.	
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Discussion:

- NESL 7555 – include corresponding language modifications to the mirrored credit course.

Committee Action: A motion was made to approve the consent agenda items. (M/S/P: B. Darwin/ K. Kruse). C. Bisson, B. Darwin, R. Navarette, S. Anderson, P. Koivisto, K. Runkle, A. Perdue Keiser, B. Youngblood, C. Eachus, K. Kruse, and F. Davis. No: 0. Abstain: 0.

V. Agenda Item: First Reading

Prefix & Number	Course Title	Units
Review and Modify Courses		
AG 161	Introduction to Plant Science Justification: The update of the discipline placement removes two historic options that should not have been included as options for the minimum qualifications of an instructor for this class. The class should require a master’s degree in agriculture, which was always one of the options and will remain the sole option to prevent unqualified instructors from being considered to teach this lecture/lab course that requires in-depth plant science knowledge. When students register for this class, particularly those from majors outside of agriculture who are taking the course as a general education lab science requirement, they should be made aware of the expectation that some of the lab participation will require hands-on work in the program’s living laboratory at the AHC student farm. The work completed on the farm is an integral component of the course learning process and does expose students at times to uncomfortable weather and some physical labor, of which they should be aware at the time of registration.	4.0
ENGR 152	Statics Justification: Align with Standardized Attendance Accounting Method (SAAM).	3.0
MATH 105	Mathematics for Teachers Justification: SAAM alignment.	4.0
MATH 131	College Algebra Justification: SAAM alignment. Prerequisite: MATH 331 Algebra 2	3.0
MATH 183	Multivariable Calculus Justification: SAAM alignment.	4.0
PHYS 161	Engineering Physics 1 Note: Need SAAM alignment. Justification: Update text and lab content.	5.0
STAT C1000	Introduction to Statistics Justification: SAAM alignment.	4.0
New Program		
Applied Behavioral Sciences	Cybersecurity Associate in Science (Local) Justification: No associate degree for this discipline. Current industry needs.	29
Modify Program		
Applied Behavioral Sciences	Culinary Arts and Management Associate in Science	28
Public Safety	State Hospital Academy Certificate of Achievement	19

	Modification: Replace LE 310 with LE 424.	
Deactivate Program		
Counseling	Transfer Studies UC/CSU (Math, Engineering, and Science Majors)	?

Discussion:

- AG 161. E. Krier provided insights regarding the modification on the discipline placement that best captures the intent of the course.
- Alignment of hours and units of MATH and STAT. The course hours and unit changes are in compliance with the Standardized Attendance Accounting Method. The MATH department continue to look at the implications of the changes in the number of hours on student completion, schedule and room assignments, and faculty load and staffing. The department will keep the committee abreast of the decisions on reconfiguring the hours and units.
- PHYS 161. The hours and units are adjusted to align with SAAM. The course impacts the total units for a few programs. D. DeGroot shared that recent changes to the Biology, Chemistry, and Computer Sciences AST will be able to accommodate the course change back to 5 units (4 hours lecture and 3 hours lab).
- There were no issues related to the program proposals.

Committee Action: A motion was made to approve the consent agenda items. (M/S/P: B. Darwin/ K. Kruse). C. Bisson, B. Darwin, R. Navarette, S. Anderson, P. Koivisto, K. Runkle, A. Perdue Keiser, B. Youngblood, C. Eachus, K. Kruse, and F. Davis. No: 0. Abstain: 0.

VI. Agenda Item: Update.

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	Does not exist	

	Associate in Science PCN 10157		
	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 Associate in Arts PCN 05851	Does not exist	Deactivate
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	Does not exist	

	PCN 44560		
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Discussion: L. Manalo Jr. stated that the table will be shared with chairs and deans to determine the department course of action.

VII. Agenda Item: Implementing IDEA: AP&P Committee Process and Course Outlines

Discussion: L. Manalo Jr. shared a draft of the “what, why, and how” of integrating inclusion, diversity, equity, and access (IDEA) in the course outline of records based on available resources. These documents were shared with the committee for further review and scrutiny. D. DeGroot shared that the TRC is working on integrating IDEA language and prompts for in the CurriQunet proposal fields.

Committee Action: None.

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

X. Reports

- a. Library
- b. AP&P Representatives.
 - C. Bisson shared details regarding her artificial intelligence webinar. She requests the topic to be a future agenda item. Include conversations on artificial intelligence use in authorship of open educational resources and corresponding appropriate citations.
- c. AP&P Vice Chair / TRC Chair
- d. AP&P Chair
- e. Administration
- f. Admissions and Records
 - L. Martinez Polanco shared that efforts are underway for creating credit for prior learning pathways.
- g. Counseling/Matriculation
 - R. Navarette shared current action on developing credit for prior learning pathways. Praised the roll out of common course numbering as well-done. The Common Course Numbering website was also updated.

h. Articulation

D. DeGroot reported that there are upcoming ADT program proposals that will be coming to the committee this spring 2026 including AAT Chicano Studies, AST Hospitality Management, AAT Economics, AST Environmental Studies, and AST Social Work and Human Services.

h. CurriQunet & Support

J. Taylor Burns shared that catalog development continues. It gets even busier with program maps and guided pathways by Apr 2026.

XI. Call for Future Agenda Items

OER, Text, and Artificial Intelligence.

XII. Call to Adjourn. The meeting was adjourned at 4:05 PM.

Inclusion, Diversity, Equity, and Accessibility (IDEA) Policy and Procedure

Policy

Course outlines of record shall include representative descriptions of approaches faculty may use to reasonably accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students (Title 5 § 55001.5 (b)).

The Academic Policy and Planning Committee reviews and recommends course proposals that have undergone technical review. Technical review includes the examination of how course proposals meet criteria outlined by Title 5 Regulations.

The District provides reasonable accommodations for every student, and in so doing, ensures individuals with disabilities can equally participate in learning. Additional accommodations may be included in the course outlines of record in accordance with District board policies and administrative procedures such as BP/AP 3225 Institutional Effectiveness and BP/AP 5140 Disabled Student Programs and Services (Learning Assistance Program).

BP/AP 4105 Distance Education provides that courses meet the requirements of the Americans with Disabilities Act (ADA) and Rehabilitation Act of 1973 §508.

All course instructional materials and strategies, whether conducted face-to-face, online, or any other instructional modality, reflect universal design principles of multiple means of engagement, representation and action and expression to support learner diversity and variability.

The Academic Policy and Planning Committee empowers faculty to create and maintain course outlines of record that integrate inclusion, diversity, equity, and accessibility. This is achieved through annual training, ongoing professional development, distribution of resources, and concerted collaboration among stakeholders.

Procedure

1. The AP&P Committee department representative and/or IDEA support faculty will collaborate with course initiators.
2. The course initiator includes a statement that explains and summarizes course outline modifications that integrated IDEA principles.
3. The Technical Review Committee provides feedback on course compliance with state regulations.
4. The AP&P Committee will review and approve the course modifications.

A Guide to Integrating Inclusion, Diversity, Equity, and Access (IDEA) in Course Outlines

Guide Questions

Background. Making the course culturally responsive involves intentional curriculum design that reflect and honor diverse experiences of students. Culturally responsive approaches aim to make the course relatable and applicable to the students’ personal, academic, and/or career goals. Deeper learning occurs when the student understands the importance and develops personal connections with the subject matter.

Question 1. Review at least one of these course elements: **objectives, learning outcomes, or content**. How does the course modification create a rich and relatable learning experience?

Background. Instructors who actively reach out to students to address learning concerns have a profound effect on student success. These interactions create opportunities for students to take ownership and accountability in their own learning.

Question 2. Review of the **assignments and methods of evaluation**. What modifications in assignments and methods of evaluation would help ensure student engagement and progress?

Background. Students from low socio-economic backgrounds struggle to afford time and costs of texts and materials.

Question 3. Review the **text, materials, fees, and field trips**. What modifications in text, materials, fees, and field trips ensure equity and access to instructional/learning materials?

Background. Access includes instructional design elements, teaching strategies, technology, and communication. Americans with Disability Act (ADA) and Section 508 of the rehabilitation Act of 1973 require that all students have access to the course content and supplemental materials.

Question 4. Review **methods of instruction**. Describe how the course meets access standards. Include alternatives to serve diverse student abilities.

COR Elements	Goals	Criteria	Examples
Course Title and Description	Ensure students can read the description and understand what the course will cover and how it may be relevant for the individual student.	Title. Descriptive, accurate, inclusive, and student centered. Description. Inviting and has accessible and inclusive language. Well-defined discipline-specific terms.	ASCCC. Shift language from impersonal verbiage and descriptions to warm, culturally responsive content. ASCCC. Reword language from a colonized mindset to an equity mindset Example: colonized v. colonial, enslaved v. slaves. Etc.
<p>Example: Modify course description. BIOL course.</p> <p>Old: Human development, from conception to death. Conception, growth, maturation, and aging are studied as a natural continuum, influenced by our biophysical and psychosocial environment. Includes developmental theories and scientific methods used to study development. Field trips to several off-campus sites are required.</p> <p>Modified: Human development over the lifespan. Starting before conception, the continuum of life events influenced by genetics and environment. to death. Learn about childbirth and how postnatal maternal and child develops. Learn about childbirth and how postnatal maternal and child health is assessed. Continue development through childhood into adolescence with both sexual development and the acquisition of gender identity. Watch the development progress through the lifespan into young adulthood, middle age, and older adulthood. At all stages, common diseases and injuries</p>			

<p>are considered. Look at developmental through developmental theories. Apply scientific thinking and analysis to look at health disparities and how these impact development. At the end of life, learn about hospice and death process. After death, learn about the choices to handle human remains including cremation, burial, and ceremonies. Field trips to several off-campus sites are required.</p>			
Requisite	Eliminate barriers to enrollment that may disproportionately impact students.	Appropriately validate requisites. Ensure equitable access to the course.	
Units and Hours	Reduce the time to completion. Higher units and hours can slow student progress and have consequences for financial aid.	Align with transfer institutions and model curricula. Validate high units and the disproportionate impact on groups.	
Objectives	Provide inclusive, diverse, equitable, accessible, and anti-racism instructional objectives.	Align with course content and other COR elements.	<p>Include relationships among ideas.</p> <p>Chunk information to build topical units.</p> <p>ASCCC Include discussions on inclusion, diversity, equity, and access, value cross-functional input, and solicit interdisciplinary feedback.</p>
<p>Example: Add objectives. ENGL C1000. CCN.</p> <ul style="list-style-type: none"> • Read and analyze selections of significant culturally relevant literature representing diverse backgrounds and perspectives. • Distinguish specific rhetorical strategies writers use to advance their arguments based on purpose and audience. 			
Methods of Instruction	Create multiple instructional methods to engage diverse learners.	Include multiple methods of instruction.	<p>Offer text, visual, and aural information.</p> <p>Use a variety of familiar contexts to ground new ideas.</p> <p>Use lecture capture software and other video resources.</p> <p>Offer multiple ways to solve problems.</p> <p>Provide guides for note taking.</p> <p>Prompt learners to stop and think about a key concept.</p> <p>ASCCC. Coach and “water up” - meaning to create learning environments where students become active agents in their own learning (see Hammond’s definition in the Glossary of Terms below).</p> <p>ASCCC. Intentionally create collaborative engagement opportunities (e.g., group work, peer-to-peer work, pair shares, etc.)</p>
<p>Watering up — instructional practices with the science of learning that we can apprentice students to be active agents in their own learning, instead of watering them down with compliance-oriented deficit views. This process requires</p>			

students to build and braid together multiple neural, relational, and experiential processes to produce their own unique learning acceleration process (Hammond, 2021).			
Assignments	Enhance inclusion and equity in learning experiences.	Align with the content. Authentic assignments.	Offer both individual and group work. Allow learner selection of topics. Design face-to-face or online engagement. Provide examples of low-stakes assignments. Solicit student feedback. Ask learners to ground ideas in context. Allow learners to communicate knowledge and understanding in multiple formats
<p>Example: Modify assignment. Computer Science course.</p> <ul style="list-style-type: none"> Select and research a topic that is interesting or important to you. Write a one-page proposal on how a computer program might be used to help others interested in this topic. The program must include decision structures, loops, arrays, and files. In a group, research one or two famous computer scientists and prepare a short five-minute presentation for the class. 			
Text and Materials	Foster equity and inclusivity by curating course materials that reflect diverse perspectives in authorship, content, and ideas.	Include diverse representation of texts and materials. Ensure ADA-compliance. Use OER, LTC, and ZTC when able.	Use resources that use visuals to clarify vocabulary.
Learning Outcomes	Establish equitable outcomes and foster holistic, enriching learning environment.	Align with content and objectives.	Include immersive learning experiences like service learning. ASCCC. Rethink mapping and milestones within a student-centered focus.
Content	Include content on inclusion, diversity, equity, access, and anti-racism.	Explicitly include culturally responsive topics and applications.	Include real world applications and testimonies from prior students and employers. Include a glossary of terms and access to resources. Hyperlink information or footnotes.
<p>Example: Modify content. CHLD 148. Child Health, Safety, and Nutrition. Old Content: Promote good health with families, teachers, and children involved in culturally, linguistically, and developmentally appropriate ways. Modified content: Add State recommendations. Add: Application of cultural, diverse, and linguistic concepts on early childhood education programs.</p>			
Methods of Evaluation	Provide multiple evaluation measures to engage diverse learners.	Align with the content. Authentic evaluation measures. Include formative and summative evaluation.	Provide opportunities for feedback and revision.

Distance Education	Provide multiple strategies to engage diverse learners.	Ensure access to diverse learners.	Provide on-campus and online discussions. Offer text or spoken equivalents of visual materials.
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References:

- McNulty, L., Peoples, L.Q., and Rantz, R. (2024). AHC Culturally Responsive Higher Education Curriculum Assessment Tool.
- Cuesta College rubric.
- ASCCC. (2022). DEI in Curriculum: Model Principles and Practices.
- Center for Applied Special Technology. Universal Design for Learning.
- SBCC Guide Questions.