



College of the Canyons Academic Senate

February 26, 2026

3:00 p.m. to 4:50 p.m.

Hybrid Format, via Zoom & in-person in BONH 330

Join Zoom Meeting

<https://canyonsonline.zoom.us/j/82944492894?pwd=VEsTAWCAYGxMuhQNI5saxRfNnaKZPd.1>

Meeting ID: 829 4449 2894; Passcode: 305922

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AGENDA

Notification: *The meetings may be audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

ADA statement: If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Senate Office at academicsenateinfo@canyons.edu College of the Canyons

A. Routine Matters

1. Call to order
2. Public Comment
 - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:
 - Sarah Ethridge, School of SBS Representative on the MQE Committee
 - Tenure Committee for New Full-Time Faculty, Milan Manorat (pg. 14)
5. Sub-Committee Summaries:
 - Program Viability Committee meeting summary, February 12, 2026 – (pg. 8-10)
 - Senate Executive Committee meeting summary, February 19, 2026 (pg. 11-13)
6. Approval of the Consent Calendar

| | |
|---|---|
| I. Academic Senate Meeting Summary, February 12, 2026 (pg. 3-7) | II. Curriculum Committee Summary, February 19, 2026 |
|---|---|

B. Reports

These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. Career Education Committee & CE Liaison Annual Chair Report, Regina Blasberg (pg. 15-17)
2. Academic Senate Presidents Report, Lisa Hooper
3. Vice President Report, Garrett Rieck

C. Action Items

Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. Adjunct Minimum Qualifications & Equivalencies (MQE) List
 - I. Adjunct MQE List Fall 2025 (Part 2) (pg. 18-24)
 - II. Adjunct MQE List Winter 2026 (pg. 25-27)
 - III. Adjunct MQE List Spring 2026 (pg. 28-43)
2. Primer on Academic Freedom, Karyl Kicenski (pg. 44-46)

3. Academic Integrity Committee’s Statement on Faculty Use of Artificial Intelligence in Grading and Feedback, Dr. Shane Ramey
 - I. Draft version discussed at the February 12, 2026, Academic Senate Meeting (pg. 47)
 - II. Draft based on feedback received from February 12, 2026, Academic Senate meeting (pg. 48)

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. BP/AP 4300 (Field Trips), Gary Collis

| | |
|--|---|
| <ol style="list-style-type: none"> I. BP 4300 Field Trips and Excursions (Final for Senate) (pg. 49) II. AP 4300 Field Trips and Excursions (Final for Senate) (pg. 50-51) | <ol style="list-style-type: none"> I. BP 4300 (Field Trips and Excursions (Compare Version) (pg. 52) II. AP 4300 (Current) (pg. 57) |
|--|---|

2. Syllabi Best Practices, CETL Sub-Committee, Robert Wonser & Victoria Leonard (pg. 58-66)

E. Unfinished Business

Below is a list of items that can be discussed for a future date.

1. Faculty Evaluation Instruments
2. IRC Discussion - Automated Book Adoptions
3. Web Design/Senate Sub-Committee pages update

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. Tenure Committee Training Workshops
2. Department Chair Training Series Schedule

G. Announcements

- Next Academic Senate Meeting Dates Spring 2026: March 12th, March 26th, April 16th, April 30th, May 14th & May 28th
- 2026 ASCCC Spring Plenary, April 9th – 11th, Hyatt Regency, Santa Rosa, CA.
- 2026 Faculty Leadership Institute, June 11th – 13th, Hyatt Regency, Long Beach, CA.
- 2026 Curriculum Institute, July 15th – 18th, Sacramento Convention Center
- 2026 ASCCC Non-Credit Institute, April 30th – May 1st, San Jose Marriot
- Association of Community and Continuing Education (ACCE) Conference, March 11th – March 13th, The Dana in Mission Bay in San Diego, CA.

H. Adjournment

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/82944492894?pwd=VEsTAWCAYGxMuhQNI5saxRfNnaKZPd.1>

Please note:

This meeting will be broadcasted at the following locations via zoom

none

Academic Senate Meeting Summary for February 12, 2026

| | | | | | |
|-------------------------------|---|---|--|---|---|
| Vice President | Garrett Rieck | X | Learning Resources Senator | Jennifer Thompson | X |
| Curriculum Chair | Tricia George | X | Personal & Professional Learning Senator | Garrett Rieck | X |
| Policy Review Chair | Gary Collis | X | Public Safety | Jessica Crowley | X |
| Communications Officer | Erica Seubert | X | At Large Senator | Alene Terzian-Zeitounian | X |
| AT Senator | Regina Blasberg | X | At Large Senator | Erin Delaney | X |
| MSHP-MSE Senator | Thomas Gisel | X | At Large Senator | Rebecca Shepherd | X |
| MSHP-HPPS Senator | <i>Jesse Vera proxy for Lak Dhillon</i> | X | At Large Senator | Shane Ramey | X |
| VAPA Senator | <i>Regina Blasberg proxy for David Brill</i> | X | At Large Senator | Alexandra Dimakos | X |
| Student Services Senator | Jesse Vera | X | Adjunct Senator | Todd Fatta | X |
| Humanities Senator | Mike Harutunian | X | Adjunct Senator | <i>Linda Beauregard-Vasquez proxy for Lauren Rome</i> | X |
| Kinesiology/Athletics Senator | <i>Anna Hillary designee for Kathrina Almero-Fabros</i> | X | Adjunct Senator | Linda Beauregard-Vasquez | X |
| SBS Senator | Jennifer Paris | X | X= Present | A= Absent | |

Non-voting Members

| | | | |
|--|---|------------------------------------|---|
| Dr. David Vakil (Interim, CIO) | X | Jennifer Brezina VP of Instruction | X |
| Marilyn Jimenez | X | Jason Burgdorfer (COCA President) | X |
| Dan Portillo (AFT President) <i>Via Zoom</i> | X | ASG Student Representative: TBD | A |

Guest

| | | | | | | | |
|-------------------|---|------------------|---|-----------------|---|------------------|---|
| Ann Marchesan | X | Daylene Mueschke | X | Lauren Rome | X | Robert Wonser | X |
| Cassidy Bustow | X | Deanna Riveira | X | Maral Markarian | X | Rosario Gonzalez | X |
| Chad Peters | X | Dianne Avery | X | Michael Felix | X | Ruth Rassool | X |
| Chris Boltz | X | Eric Smith | X | Michelle LaBrie | X | Sarah Cox | X |
| Clinton Slaughter | X | Julie Johnson | X | Milan Manorat | X | Siane Holland | X |
| Cyndi Trudea | X | Karyl Kicsenski | X | Mireya Milian | X | Velia Jimenez | X |

I. Routine Matters

1. Call to order: 3:02 pm.
2. Public Comment:
 - **UCEN 304 Adjunct Office:** The adjunct office in UCEN 304 is not available. It was clarified that the UCEN office does not serve the purpose needed for adjuncts. There are two other single offices that David Vakil will showcase to Lisa Hooper.
 - **System for entering office hours:** This issue with this system has been known. It is not clear what progress is on this issue; however, the AFT union is aware of this issue.
 - **Special Welcome** to the new CIO of Instruction, David Vakil.

- **Request from the School of Public Safety & Health Professions:** To consider putting together a standardized process for recognizing the interactive procedures for AAC students regarding clinicals. The Policy Committee is working on revising BP and AP 5140 to include faculty centric language in the policy.
 - **Tree issue on Campus:** A pine tree that had rotted fell over into the tennis court. The whole area into West PE was blocked off. Other trees being looked at by an arborist.
3. Approval of the Agenda:
 - **Motion** to approve the agenda by Linda Beuregard-Vasquez, seconded by Regina Blasberg. Anna Hillary designee for Kathrina Almero-Fabros (yes, vote). Regina Blasberg proxy for David Bril, (yes vote). Jesse Vera proxy for Lak Dhillon (yes, vote). Gary Collis proxy for Gary Quire (yes, vote). Linda Beuregard-Vasquez proxy for Lauren Rome (yes, vote). Unanimous. Approved.
 4. Committee Appointments:
 - Kelly Cude, CASL Committee and Planning & Institutional Effectiveness PAT
 - Ben Riveira, Operations PAT
 5. Sub-Committee Summaries:
 - Program Viability Committee meeting summary, December 11, 2025 (pg. 8-11)
 6. Approval of the Consent Calendar
 - Academic Senate Meeting Summary, December 11, 2025 (pg. 3-7)
 - **Motion** to approve the agenda by Linda Beuregard-Vasquez, seconded by Regina Blasberg. Anna Hillary designee for Kathrina Almero-Fabros (yes, vote). Regina Blasberg proxy for David Bril, (yes vote). Jesse Vera proxy for Lak Dhillon (yes, vote). Gary Collis proxy for Gary Quire (yes, vote). Linda Beuregard-Vasquez proxy for Lauren Rome (yes, vote). Unanimous. Approved.

J. Reports

These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. Center for Excellence in Teaching & Learning (CETL) Annual Chair Report, Julie Johnson & Robert Wonser (pg. 12-15)
 - **FLEX week:** A two-hour FLEX session was offered on *“Problems with AI in the Classroom.”* The AI series will continue, and three courses are already on the schedule.
 - **FIT Program:** All classes are approved non-credit as HR no longer has the funds to coordinate. There is no funding for coordinators or mentors for any of these courses. Non-credit courses are self-sustaining and collect apportionment. The CETL 100 course on, *“Teaching Strategies”* will be added to the FIT program. If anyone knows any educators or those who aspire to be educators in the community, CETL is public facing, non-credit, and they can take the courses.
2. Academic Senate Presidents Report, Lisa Hooper
 - **Post Pandemic & Instructor Expectations:** Which modalities are options for each discipline? How do faculty ethically and responsibility navigate AI in higher education.
 - **State Level Influences on Faculty Work:** General Education changes with CALGETC and Local GE, CCN, CPL, Dual enrolment, Rising Scholars and Baccalaureate Degrees. The first cohort is due to graduate in the spring for the Baccalaureate degree.
 - **Rising Scholars Recognition:** This program has been recognized as the state. Congratulations to Garrett Rieck and Dianne Avery for all their hard work.
 - **Leadership Changes:** There are local leadership changes and governance changes being made. This is being done to be more transparent and inclusive.
 - **Gensler:** Local consultant that is working on helping the district reimagine the campuses such as in facilities and with solicitation from various stakeholders.
 - **Re-Brand of Canyon Country Campus:** this is being done with the help of the Partnership Resource Team (PRT).
 - **CEO Search/ CIO Interim Hiring committees:** Lisa has been working on these committees.
 - **MQE:** Lisa has worked with the district policy and administrative procedures to update the policies on discipline.

- **Campus Wide Drill:** Lisa has been working with the Reinhardt Schuerger, Director of Campus Safety, to ensure campus wide drills are scheduled with input from the Senate.
 - **Program Viability Committee Processes:** There are some changes that will be made.
 - **Senate Committees:** Work will be done to better align the new governance model and reduce duplicative efforts.
 - **Adjunct Advisory council:** With the help of the Office of Instruction there are attempts to recreate the council.
3. Vice President Report, Garrett Rieck
- **Rising Scholars Statewide Award:** Garrett attended the [Board of Governors meeting to accept the Rising Scholars Program award](#) on behalf of the college. This was a team effort. There is an in-jail program and an on-campus program. This is being done to create a holistic approach to helping students.
 - **Updated Adjunct Evaluation Forms:** For any chairs who received the email, they need to make sure they are using the new forms. The forms are broken up into instructional coaches, librarians, non-instruction counseling and whether it is online, online love or in person. These forms are effective spring 2026.

K. Action Items

Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. New Discipline Assignment for Milan Manorat (*Diagnostic Medical Technology (Diagnostic Medical Sonography, Neurodiagnostic Technology, Polysonographic Technology)*) (pg. 16)
 - **Motion** to approve the discipline assignment for Milan Manorat by Jesse Vera, seconded by Tom Gisel. Lak shared special thanks for helping hire Milan as she has stepped in help with the workload. Anna Hillary designee for Kathrina Almero-Fabros (yes, vote). Regina Blasberg proxy for David Bril, (yes vote). Jesse Vera proxy for Lak Dhillon (yes, vote). Gary Collis proxy for Gary Quire (yes, vote). Linda Beauregard-Vasquez proxy for Lauren Rome (yes, vote). Unanimous. Approved.
2. Additional Discipline Assignment for Kevin Larsen (*Architecture & Graphic Design*) (pg. 17-18)
 - **Motion** to approve the revised discipline for Kevin Larsen by Erica Seubert, seconded by Rebecca Shepherd. Anna Hillary designee for Kathrina Almero-Fabros (yes, vote). Regina Blasberg proxy for David Bril, (yes vote). Jesse Vera proxy for Lak Dhillon (yes, vote). Gary Collis proxy for Gary Quire (yes, vote). Linda Beauregard-Vasquez proxy for Lauren Rome (yes, vote). Unanimous. Approved.
3. BP/AP 4230 (**Grading and Academic Records Symbols**), Gary Collis

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|---|---|
| I. Summary of Changes for the Senate (pg. 19) | III. AP 4230 (Final for Senate) (pg. 21-25) |
| II. BP 4230 (Final for Senate) (pg. 20) | IV. BP 4230 (Current) (pg. 26-32) |

- A withdrawal symbol was added to the top of the table/chart. The reference to Pass/No Pass was removed as there is a standalone AP on Pass/No Pass. A brief sentence was also added about the note codes on transcripts for CPL. For local GE decisions, it was decided, a “C” would be passing for major classes. For elective units a “D” is sufficient to gain credit. There are, however, some limitations at some UCs and CSUs. The word “Passing” will be removed for Grade “D” to match Title IV language.
- **Motion** to approve BP 4230 by Erica Seubert, seconded by Rebecca Shepherd. Anna Hillary designee for Kathrina Almero-Fabros (yes, vote). Regina Blasberg proxy for David Bril, (yes vote). Jesse Vera proxy for Lak Dhillon (yes, vote). Gary Collis proxy for Gary Quire (yes, vote). Linda Beauregard-Vasquez proxy for Lauren Rome (yes, vote). Unanimous. Approved.
- **Motion** to approve AP 4230 by Rebecca Shepherd, seconded by Thomas Gisel. Anna Hillary designee for Kathrina Almero-Fabros (yes, vote). Regina Blasberg proxy for David Bril, (yes vote). Jesse Vera proxy for Lak Dhillon (yes, vote). Gary Collis proxy for Gary Quire (yes, vote). Linda Beauregard-Vasquez proxy for Lauren Rome (yes, vote). Unanimous. Approved.

L. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. Shelter in Place Drill SP26, Reinhardt Schuerger
 - [2026 Emergency Notification System \(EMS\)-Shelter-Flyer March 12th](#)
 - [Shelter in Place Checklist](#)
 - Last year the shelter in place drill took place on a Wednesday and this is why a different day was chosen. The drill will be hosted at 10:45 and 6:45pm. There is a work group that went to the dean's council. There will be a discussion in the fall to make sure this works for all faculty. The alert system switched from Alertis to RACE and there have been some glitches and delays. It is recommended for all to go through the checklist and talk it through. Faculty need to be a good role model and explain what to do. Institutional Research puts out a survey. Campus Safety will work with the locksmith to get all locks working properly. Faculty build their syllabus in advance, and they would like to know the date and time of the next drill, so they don't schedule a test during the drill. Oct. 15th is the date of the National Great Shakeout.
 - Students want to host an event with campus safety.
2. Academic Integrity Committee's Statement on Faculty Use of Artificial Intelligence in Grading and Feedback, Dr. Shane Ramey (pg. 33)
 - There may be one or more faculty using AI for the purpose of grading. It was important to consider what stance the district should take. Academic Freedom Committee also discussed this statement with the Academic Integrity Committee. There are some students who are concerned about not being allowed to use AI but having the teacher use AI to grade. There was a request for the committee to discuss faculty using AI to write textbooks or OER textbooks written for a department for common courses. ASCCC has an "AI for the OERI" that provides some guidance and how this is intersexed with OEI. If approved by the Senate, faculty will have a solidified statement that can turn to. The key is "human agency" could be the word or phrase included in the statement. It is getting to the point where it is not clear what AI is. Don't assign grades based on anything other than the criteria. This will return.
3. Primer on Academic Freedom, Karyl Kicenski (pg. 34-36)
 - This primer addresses the questions on the difference between Academic Freedom and the First Amendment. Tricia helped with much of the content in terms of regulation and curriculum and how state and federal mandates curve academic freedom. Many people use Academic Freedom to claim they have the capacity to be inappropriate with language or other areas in the classroom. Academic Freedom is broader than free speech. There can be an instance where an institution can discipline someone but not trample on their Academic Freedom. This item will return for another discussion prior to taking action.

M. Unfinished Business

Below is a list of items that can be discussed for a future date.

4. IRC Discussion - Automated Book Adoptions
5. Web Design/Senate Sub-Committee pages update
6. Proposed revisions to the Faculty Evaluation Instrument
7. BP/AP 4300 Field Trips and Excursions

N. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

3. Tenure Committee Training Workshops
4. Department Chair Training Series Schedule
 - i. This was approved at the last meeting. The finalized schedule will have all presenters confirmed. Marketing will go out tomorrow. The first session is on Feb. 20th, and all sessions are in person.

O. Announcements

- Next Academic Senate Meeting Dates Spring 2026: Feb. 26th, March 12th, March 26th, April 16th, April 30th, May 14th & May 28th
- 2026 ASCCC Spring Plenary, April 9th – 11th, Hyatt Regency, Santa Rosa, CA.
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P. Adjournment: 4:50 p.m.

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Please note:

This meeting will be broadcasted at the following locations via zoom

Program Viability Committee Summary

February 12, 2026, 10:00 a.m. to 11:30 a.m. – Zoom

| Voting Committee Members: | | | | | |
|---------------------------|--|---|------------------------------|---|---|
| Lisa Hooper | <i>Committee Chair</i> | X | Kathrina Almero-Fabros | <i>Transfer Discipline Rep./At-Large Member</i> | A |
| Kelly Cude | <i>Enrollment Services/Counseling</i> | X | VACANT | <i>ASG Student Rep.</i> | A |
| Jason Burgdorfer | <i>MSE, COCFA President</i> | X | | | |
| Jaya George | <i>Health Professions</i> | A | Administrator Voting Members | | |
| Jennifer Paris | <i>CTE Rep/ECE Rep/SBS</i> | X | David Vakil | <i>Interim Asst. Superintendent/CIO</i> | X |
| Jesse Vera | <i>Enrollment Services /Counseling</i> | X | Erin Tague | <i>Assist. Superintendent/VP of Facilities</i> | A |
| Karl Striepe | <i>SBS/Transfer Discipline Faculty</i> | X | Jason Hinkle | <i>Associate, VP, Business Services</i> | X |
| Ruth Rassool | <i>Humanities (Adjunct)/AFT Designee</i> | X | VACANT | <i>Assist. Superintendent/VP Tech, Inst. Dev. & Tech Computer Support</i> | A |
| Tricia George | <i>Curriculum Committee Chair/Humanities</i> | X | A = Absent | X = Present | |

| Guest: | | | | | | | |
|-------------------|---|------------------|---|------------------|---|-------------------------|---|
| Ali Naddafpour | X | Deanna Riveira | X | Heather Maclean | X | Monica Shukla Belmontes | X |
| Chad Peters | X | Dianne Avery | X | Jennifer Brezina | X | | |
| Clinton Slaughter | X | Daylene Meuschke | X | Marilyn Jimenez | X | | |

I. Routine Matters

1. Call to order: 10:01 am
2. Approval of the 12/11/2025 meeting minutes:
 - a. A correction will be made to summary to clarify that Erika Torgeson is the *Acting Dean of Counseling* and not the Acting Director of Counseling.
 - b. **Motion** by Tricia George, seconded by Monica Shukla Belmontes. Ruth Rassool abstained. Approved.
3. Approval of the Agenda:
 - a. **Motion** to approve the agenda by Jesse Vera, seconded by Ruth Rassool. Unanimous. Approved.

II. Reports

1. Final Report: N.C. ESL – Heather Maclean
 - a. **New Certificate of Conversational English-Beginning and Intermediate**: The enrollment for this program has been going well and has been very popular from the beginning.
 - b. **Non-Credit 50 Culture & Language Certificate Courses**: These courses had a harder time which speaks to the learning curve. Some tweaks have been made, and the program changed the title of the 50s courses. The title now for these courses is “Conversation through American Culture.” The hope is to enroll higher level students who have tried to crash the lower-level courses.
 - c. **Course Offering Timelines**: Core Courses, 1, 2, 3 & 4 will be offered in spring and fall. The other Conversation and Culture classes will be offered primarily in winter and summer to expand the learning and culture. Courses 1, 2, 3 & 4 will not be offered in the summer anymore as it was complicated scheduling and would leave the program off balance. The hope is to push more classes through the Curriculum.

- d. **Workplace ESL Certificate:** There have been some struggles with getting this course offered in the fall. The last time this course was successful was when it was offered in the summer. Courses need to be offered within a semester.
- e. **Resources:** There is no need for resources as the non-credit program has been very supportive.
- f. **Request for Chair Compensation Credit for Heather:** Heather needs chair compensation/hours for the non-credit side as she only has compensation/hours for the credit side.
- g. **Course Name changes for students:** The name changes were due to many students not registering. The decision stemmed from dept meetings. The easiest solution is to change the name of all highest level and add "conversation."
- h. **Training in the Community:** Newhall area has been challenging to get students to stay there. The program will go to areas if they are invited. They are open to pushing courses to the community and not the Valencia campus. Suggestion to create an enrollment graphic for students through PIO.
- i. **Online Live/Live Enrollment:** Many ESL students are turned off with zoom format due to the language barrier. This depends on the instructor and if there is marketing going out to the community.
- j. **Library:** The COC ESL program used to offer courses in the Newhall Library however, the adult school took over the courses. The Adult school serves the students in the way the library prefers the program to be offered. It was also offered at the Castaic Library for a while.
- k. **Request for additional resources:** Heather requested more marketing via social media for students as a means of communication. Students like printed brochures. One of the Phase 3 courses is in ESL and if they can be approved these courses have never been offered at COC. Heather has been writing this course.
- l. **Mirror Courses:** The program wants to take three courses and mirror in non-credit. Heather will work with Patrick Backes, suggesting this program is still undergoing changes.
- m. **Next Steps:** This was the final report for the proposal, however, there will be a discussion with the committee as to what this means given the upcoming changes/addition discussed.

III. Discussion

1. Possible refinements to the Program Viability and AP process
 - a. **How can this committee function?** There are 3 proposals Initiation, Substantial modification/revitalization and discontinuance.
 - b. **Initial Creation of the PV committee:** A few years ago, the accreditation team flagged the district as there was no process for how to discontinue a program. This was to prevent de facto discontinuation. However, there are times when faculty may choose to discontinue a program for other reasons. There are some requests made to discontinue certificates, and a discussion is needed regarding how the cancelling of a program would affect other programs with courses intended to be archived. There are concerns with the ability for students to complete a program when a program is discontinued.
 - c. **Substantial Modification:** This may not mean that a program needs more resources, it may be that a program needs more or different classes, or the curriculum to be packaged differently.
 - d. **How does the committee determine whether a program should be modified (curriculum changes) or revitalized (commitment of new and/or greater resources) or both?** If a program needs help and is not performing well, the program may or may not know what to ask for: a substantial modification for curriculum, and infusion of resources, or both.
 - e. **How long is a program in the PV process:** There is a need to identify what milestones need to be met for a program to progress through Program Viability and be finished. In the past it would take 3 years for faculty to write curriculum; that model is not fiscally sustainable. The district needs to support programs hitting milestones in reasonable timeframes.
 - f. **Discontinuance:** Need to make sure students can complete a program before it is discontinued? Does the district put a pause from enrolling in some programs? If so, how is this communicated.

- g. **Enrollment Management Principles:** Programs and courses which are under the PV umbrella are offered for special consideration in the current guidelines. Dr. Vakhil states that the principles only provide such deference for programs undergoing “initiation” through Program Viability. [SectionDevelopmentandSectionManagementPrinciplesFinal1.2.25.pdf](#)
- h. **How does the committee guide the district with resources for a program?** How are those recommendations ranked for certain programs. Is this a similar process to the academic staffing committee. If there are several programs requiring resources, is there a way guidance can be offered by this committee to district for prioritization?
- i. **Should a program sunset?** If a program has been approved for initiation and no progress is made after a period of time, should this program sunset requiring a new proposal?
- j. **Revitalization:** This is more so for the district to commit more resources, outfitted spaces, people etc. This was added later as the initial PV process only identified substantial modification proposals that were intended to consider major curriculum changes.
- k. **Who can initiate program discontinuation?** What should inform the decision to discontinue a program? Is this a faculty decision? Can administration recommend a program for discontinuance? What data should be used to inform a discontinuation proposal?
- l. **Reconsider the Enrollment Management principles:** This is a great question for the enrollment management committee. There is a discussion to possibly update the enrollment management plan.
- m. **Other possible questions:** PIO could be part of the committee, and they could sit on the committee or faculty can meet with them afterwards.
- n. The suggestion is to reach out to programs that have gone through the process to get some feedback and thoughts.
- o. **Next Steps:** If anyone has any questions, please reach out to Lisa. The plan for the semester is to answer the questions discussed today. Initiation proposals should probably only happen in the fall to provide the necessary planning and allocation of resources for the next budget year.

IV. **Adjournment:** 11:11 am.



COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING

February 19, 2026
11:00 a.m. to 12:00 p.m., Via Zoom

SUMMARY

Non-Voting Members:

| Faculty Name | Title | | Faculty Name | Title | |
|---------------|---|---|------------------|------------------------|---|
| Lisa Hooper | <i>Academic Senate President</i> | X | Jason Burgdorfer | <i>COCFA President</i> | A |
| Garrett Rieck | <i>Academic Senate Vice President</i> | X | Dan Portillo | <i>AFT President</i> | X |
| Erica Seubert | <i>Academic Senate Communications Officer</i> | X | | | |

Voting Members:

| Faculty Name | Title | | Faculty Name | Title | |
|-----------------|--|---|--------------------------|---|---|
| Alisha Kaminsky | <i>MQE</i> | X | Jesse Vera | <i>Legislative Liaison</i> | X |
| Chase Dimock | <i>Honors Steering Committee</i> | X | Julie Jonhson | <i>CETL</i> | X |
| Sara Breshears | <i>Elections Committee</i> | X | Linda Beauregard Vasquez | <i>Lead Adjunct Senator</i> | X |
| Erik Altenbernd | <i>Academic Staffing Committee Faculty</i> | A | Lisa Hooper | <i>President's Advisory Committee on the Budget Faculty</i> | X |
| Kelly Cude | <i>Program Review Committee</i> | X | Pamela William-Paez | <i>Scholarly Presentation (Tentative)</i> | A |
| Garrett Reick | <i>Noncredit Liaison</i> | X | Teresa Ciardi | <i>Faculty Professional Development Committee</i> | A |
| Lisa Hooper | <i>Program Viability</i> | X | Tricia George | <i>Curriculum Committee</i> | X |
| Gary Collis | <i>Policy Review Committee</i> | X | VACANT | <i>College Planning Team Committee Faculty</i> | |
| Regina Blasberg | <i>Career Education Liaison</i> | X | | | |

Additional Voting Members:

| Faculty Name | Title | | Faculty Name | Title | |
|----------------|-------------------------------------|---|---------------|------------------------------------|---|
| Shane Ramey | <i>Academic Integrity Committee</i> | A | Alene Terzian | <i>Equity Minded Practitioners</i> | X |
| Karyl Kicenski | <i>Academic Freedom Committee</i> | A | | | |

Non-Voting Members and Guest

| Faculty Name | Title | | Faculty Name | Title | |
|-----------------|---|---|--------------|-------|--|
| Marilyn Jimenez | <i>Academic Senate Administrative Assistant</i> | X | | | |

A. Routine Matters

1. Call to order: 11:05 am
2. Public Comment:
 - I. The Legislative report to the Academic Senate by Jesse Vera will be presented in March.
3. Approval of the Agenda:
 - I. Motion to approve by Jesse Vera, seconded by Alisha Kaminsky. Unanimous. Approved.

B. Consent Calendar

1. Adoption of October 30, 2025, Senate Executive Committee Summary (pg. 3-5)

2. Adoption of December 4, 2025, Senate Executive Committee Summary (pg. 6-8)
 - I. Motion to approve the consent calendar by Alene Terzian, seconded by Lisa Beuregard-Vasquez. Unanimous. Approved.

C. Reports

1. Presidents Report, Lisa Hooper
 - I. **HR MQE Procedures:** Gary Collis, Alisha Kaminsky and Lisa Hopper meet over the summer with HR to revise MQ procedures. HR will consult with the MQ committee before and after the interviews. This will help to clarify and confirm equivalencies for faculty.
 - II. **PV Committee Update:** Lisa Hooper is now chairing the PV Committee as Garrett Rieck had to step down due to overseeing the Rising Scholars program. The By-laws state the Academic Senate President will chair PV or assign a designee. There has been discussion regarding the allocation of resources for programs in PV
 - III. **Dept. Chair Training Series:** This series was launched by Miriam Golbert, Claudia Acosta and David Andrus. The series was condensed into 6 sessions, and a timeslot will be kept uniform. Feedback is welcomed.
 - IV. **CEO Screening:** The screening has completed and candidates will be invited for interviews in the coming weeks. PPL suggested that the college does not forward more than 5 candidates at once for the CEO positions at once.
 - V. **New Interim CIO:** The district has appointed David Vakil as the interim CIO, and this has created an opening for the Dean of MSE.
2. Vice President Report, Garrett Rieck
 - I. Exemplary Program Submission
 - a. In the fall COC applied for the award and won. Garrett went to the BOG meeting and Dianne Avery and Thea Alvarado were there. Garrett gave an acceptance speech. The award is now in the non-credit office. Special thanks to Chase Dimock for working with the non-credit program. Need to determine the process for the exemplary award locally.

D. Action: *None*

E. Discussion

1. Updates from faculty assigned to Shared Governance Project Advancement Teams: Instructional, Operational & Executive Councils
 - I. The governance structure has been changed, and faculty have been appointed to leadership PAT teams. There are 3 teams such as planning, student success and operational. Some faculty have stated this may not be the best use of time. For those who do not sit on Senate this may be productive. The idea is to have faculty give an update. One option for those faculty PAT roles is to choose a designee. Many PAT teams are in the independent stages and as they get more worked out it will be clearer. The shared governance council process for presentations was refined and structured to inform the CEO. The first meeting is scheduled for next week.
2. Academic Senate Faculty Awards, Garrett Rieck
 - I. Faculty Awards Description & Criteria Process
 - II. Academic Senate COC Standing Policy on Faculty Awards
 - i. The meeting invite for the next Executive Committee meeting is for April 23rd to deliberate the awards. The meeting title may change so we are not in violation of the Brown Act. An email will be sent next week and will have a deadline of April 16th at 12:00pm. This will allow sufficient time to upload documents to CANVAS and for deliberations.
 - ii. **Exemplary Program Award:** This year the college won the statewide award. There may be a possibility of soliciting nominations for a local award. This would require two distinctions on the wall for Senate. The intent of the local award was to align with the statewide awards.
 1. **Local Award Nominations:** These are done in the spring.
 2. **ASCCC Award Nominations:** These are announced on Oct. 1st and they are all due on

Nov. 9th. There is no way, locally, to complete the screening process in time and submit. If there is award in the spring a faculty member would need to get this award during this time and it needs to match the statewide theme.

- iii. **2 Exemplary Program Awards:** Some feel it is beneficial to have the local exemplary award and in Academic Senate identify if there are two award nominations. For example, one award for the Rising Scholars programs statewide and another other local.
- iv. This committee has selected the teacher of the year and received recognition. The committee has never differentiated between adjunct and full-time.
- v. **Incomplete Nomination Packets:** There have been nominations with incomplete packets, and this has posed challenges in the past. Garrett does not post nominations until after the deadlines.
- vi. **Next Meetings:** There are two meetings left, one for March 19th and April 23rd. If anyone has any topics for the March 19th meeting, please contact Garrett Rieck.
- vii. **Special thanks** to Sara Breashears for serving as the new Senate Elections committee chair.

F. Future Business

1. Future Discussion Topics

G. Unfinished Business: None

H. Announcements

- Department Chair Training Series Spring 2026 to begin Feb. 20th
- Next Academic Senate Meeting Dates Spring 2026: Feb. 26th, March 12th, March 26th, April 16th, April 30th, May 14th & May 28th
- [2026 ASCCC Spring Plenary](#), April 9th – 11th, Hyatt Regency, Santa Rosa, CA.
- [2026 Faculty Leadership Institute](#), June 11th – 13th, Hyatt Regency, Long Beach, CA.
- [2026 Curriculum Institute](#), July 15th – 18th, Sacramento Convention Center
- [2026 ASCCC Non-Credit Institute](#), April 30th – May 1st, San Jose Marriot
- [Association of Community and Continuing Education \(ACCE\) Conference](#), March 11th – March 13th, The Dana in Mission Bay in San Diego, CA.

I. Adjournment: 11:49 pm.

If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Senate Office at academicsenateinfo@canyons.edu College of the Canyons.

Tenure Committees 2025-2026 (as of 02.11.26)

| Last Name | First Name | School/Department | Committee Chair | Peer Evaluator | Administrator | FT Faculty Hire Date | Status |
|-----------|------------|--|-----------------|----------------|---------------|----------------------|----------|
| Manorat | Milan | Diagnostic Medical Technology (Diagnostic medical sonography, neurodiagnostic technology, polysonographic technology) | Lak Dhillon | Justin Hunt | Nadia Cotti | 2/2/2026 | 1st year |

CE Committee & CE Liaison Faculty Report to the Academic

Senate Feb 2026

CE Committee

- Regina Blasberg -Faculty Co-Chair and CE Liaison
- Harriet Happel – Administrative Co-Chair

The primary role of the Committee is to serve as a resource and advisory group for investigating and recommending options and strategies to the Academic Senate on policies, initiatives, budgets, grants, work plans, professional development, and curriculum directed to Career Education (CE).

The committee meets once per month on a Monday or Tuesday at 1:00pm via Zoom. All are welcome to attend. The official membership list is on the following page.

To date the committee has been focused on the following topics and discussions.

- Websites and Marketing
- Program Review and Budgets including Perkins, SWP, the CE tab and overall funding discussions with Daylene and Jason
- Valley Center Drive Property discussions with Erin and Jasmine
- Program Mapper
- AAC and student accommodations discussion especially related to clinicals and labs with Lauren Yeh
- Software Acquisition Processes - Worked with April Marin, Hsiawen Hull, and Scott McAfee to develop a more streamlined software purchase process

CTE Liaison

Generally, the role of the CE Liaison is to serve as the voice of the CTE faculty within the college, regionally, and at the state level.

To facilitate these efforts:

- Participate in numerous campus committees, teams, and projects
 - CE Committee Co-Chair
 - Academic Senate Meetings
 - Senate Executive Committee Meetings
 - Student Success and Inclusive Excellence PAT
 - Operations PAT
 - IEPI Mini PRT for CCC Branding
 - TOP to CIP Code Conversion Team
 - CPL Advisory Committee
- Attend regional and state events and conferences
 - CCCAOE (California Community College Association for Occupational Education) Fall and Spring Conference

- SCCRC (South Central Coast Regional Consortia) Meetings
- Communicate career education matters to the academic senate, CE faculty, and campus administrators through regular meetings, discussions, and emails
 - Weekly meetings with Harriet
 - Monthly meetings with the CIO
 - Monthly meetings with the VP of Facilities

Career Education Committee (CEC)

Meets: The committee meets once a month, alternating between Mondays and Tuesdays from 1:00-2:00pm

Location: Zoom

| | |
|-----------------------------|---|
| Regina Blasberg | Engineering Tech/CE Liaison/Committee Faculty Chair |
| Harriet Happel | Dean, Career Ed. Integrative Learning & Employment Center Administrator Chair |
| Faculty Appointments | School |
| Hencelyn Chu | Health Professions |
| Jaya George | Health Professions |
| Jeff Baker | Visual & Performing Arts |
| Jennifer Paris | Social & Behavioral Sciences |
| Jon Amador | Visual & Performing Arts |
| Juanita Jaramillo | Health Professions |
| Justin Hunt | Applied Technologies |
| Larry Alvarez | Public Safety |
| Mark Daybell | Visual & Performing Arts |
| Nicole Faudree' | Business/COCFA Rep. |
| SB Tucker | Public Safety |
| Siane Holland | Social & Behavioral Sciences (Adjunct) |
| Tim Baber | Applied Technologies |
| Xanth Stack | Applied Technologies |
| Other Members | |
| VACANT | Director, Fire Academy Programs |
| Daylene Meuschke | Vice President, Institutional Research, Planning and Institutional Effectiveness. |
| Dr. David Vakil | Assistant Superintendent/Vice President of Instruction |
| Nadia Cotti | Dean, Health Professions |
| Jason Hinkle | Associate VP, Business Services, Information Tech |
| Jeff Gregor | Educational Administrator, Asst. Superintendent/ Vice President, Workforce & Economic Advancement |
| Chad Peters | Dean, Kinesiology, Health & Wellness, Fitness and Athletics |
| Jennifer Brezina | Associate Vice President, Instruction |
| Marilyn Jimenez | Administrative Assistant to the Academic Senate and Instructional Support |
| Monica Shukla-Belmontes | Dean, Applied Technology/Dean, Business |
| Nancy Sandoval | Career and Technical Education Coordinator |

Adjunct Faculty Fall 2025, Part 2

| Name | Position Title | Discipline Assignment | MQ&E for the specified discipline as listed in the current MQ&E state handbook/ Equivalency | Evidence for how the faculty member meets MQ or Equivalency |
|-------------------|--|---|---|--|
| Racina, Christine | Adjunct – Academic Accommodations Center (AAC) Counselor | Community College Counselor of Students with Disabilities | Master’s degree in rehabilitation counseling OR Master’s degree in counseling, guidance counseling, student personnel, clinical or counseling psychology, education counseling, social work, career development, marriage and family therapy, marriage, family and child counseling, or a Bachelor’s degree in marriage and family therapy or in marriage, family and child counseling and possession of a license as a Marriage and Family Therapist (MFT); and either 15 or more semester units in upper division or graduate level course work related to people with disabilities, or completion of six semester units, or the equivalent of a graduate-level counseling practicum or counseling field work courses, in a post-secondary Disabled Students Programs and Services program or | M.S. in Educational Counseling from the University of La Verne and 19 years of full-time experience Counseling students with disabilities. |

| | | | | |
|-----------------|----------------------------------|---|--|--|
| | | | in a program dealing with people with disabilities, or two years of full time experience, or the equivalent, in one or more of the following: (A) Counseling for students with disabilities; or (B) Counseling in industry, government, public agencies, military or private social welfare organizations in which the responsibilities are for persons with disabilities, or the equivalent | |
| Stucker, Diane | Adjunct – Commercial Photography | Photographic Technology/ Commercial Photography | Any bachelor’s degree and two (2) years of full-time experience directly related to the faculty member’s teaching assignment OR Any associate degree and six (6) years of professional experience directly related to the Faculty member’s teaching assignment. | B.A. in History from UCLA and 4.4 years professional experience directly related to the faculty member’s teaching assignment. |
| Tunstad, Alicia | Adjunct – EOPS/CARE Counselor | Counseling: Extended Opportunity Programs and Services (EOPS) | Master’s degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work or career development, or the equivalent, | M.S. in Educational Counseling from USC, completed 16 units of coursework related to ethnic minorities, and 7.5 years’ experience in work relating to ethnic minorities or persons handicapped by language, social |

| | | | | |
|-------------------|--|------------|---|--|
| | | | <p>AND Have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social or economic disadvantages</p> <p>OR Have completed six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages</p> <p>AND In addition, an EOPS counselor hired after October 24, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social or economic disadvantages</p> | or economic disadvantages. |
| Romero, Dominique | Adjunct – Foster Youth (NextUp/Inspire Scholars) Counselor | Counseling | Master’s in counseling, rehabilitation counseling, clinical psychology, counseling | M.A. in Educational Counseling from USC. |

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| | | | psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.) | |
| Gides, John | Adjunct – Linguistics | Linguistics | Master's in linguistics or applied linguistics OR Bachelor's in linguistics AND Master's in TESOL, anthropology, psychology, sociology, English or any foreign language OR the equivalent | MA by Equivalency. Approved by Academic Senate 9/22/25. |
| Morales, Christopher | Adjunct - Mathematics | Mathematics | Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education | M.S. in Mathematics from CSU Northridge |
| Briggs, William | Adjunct – Noncredit Arrest and Control | Administration of Justice | Any bachelor's degree and two (2) years of full-time experience directly related to the faculty member's assignment OR | B.A. in Sociology, Criminology and Criminal Justice from CSU Northridge and five years professional experience |

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|-------------------------|---|-----------------------------------|--|--|
| | | | Any associate degree and six (6) years of professional experience directly related to the Faculty member's teaching assignment. | directly related to the faculty member's teaching assignment. |
| Stephens, Cindy | Adjunct – Noncredit Education (Short-Term Vocational) | Vocational (Short Term) Noncredit | Any bachelor's degree and two (2) years of full-time experience directly related to the faculty member's assignment OR Any associate degree and six (6) years of professional experience directly related to the Faculty member's teaching assignment. | A.A. in Interdisciplinary Studies from Los Angeles Valley College and 28 years professional experience directly related to the faculty member's teaching assignment. |
| Mujumdar (Crain), Pooja | Adjunct – Pharmacy Technician | Pharmacy Technology | Any bachelor's degree or higher and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment OR- Any associate degree and an accredited Pharmacy Technician Certification (CPhT), and four years of professional experience directly related to the | Ph.D. in Pharmacology from Loma Linda University and six years professional experience directly related to the faculty member's teaching assignment. |

| | | | faculty member's teaching assignment | |
|-----------------------|--|--------------------|---|--|
| Bassett, Christopher | Adjunct – Photography | Photography | Master's degree in photography, fine arts, or art OR Bachelor's degree in any of the above AND Master's degree in art history or humanities. | M.A. in Fine Arts from California Institute of the Arts. |
| Walker-Seiter, Bailey | Adjunct - Theatre | Drama/Theatre Arts | Master's or Master of Fine Arts in drama/theatre arts/performance OR Bachelor's or Bachelor of Fine Arts in drama/theatre arts/performance AND Master's degree in comparative literature, English, communication studies, speech, literature, or humanities OR the equivalent | M.F.A. in Theatre from Western Illinois University |
| McCoy, Kari | Adjunct – Veteran's Academic Counselor | Counseling | Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent (NOTE: A bachelor's degree in one of the listed degrees and a license as a | M.S. in Educational Counseling from the University of La Verne |

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|-------------------|-------------------|---------|---|---|
| | | | Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.) | |
| Terrazas, Leonard | Adjunct – Welding | Welding | <p>Possession of an unexpired California Community College Instructor Credential in Welding</p> <p>OR Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent;</p> <p>OR Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.</p> | A.A. in Welding Technology from Rio Hondo College and 23 years of professional experience directly related to the faculty member’s teaching assignment. |

Adjunct Faculty Winter 2026

| Name | Position Title | Discipline Assignment | MQ&E for the specified discipline as listed in the current MQ&E state handbook/ Equivalency | Evidence for how the faculty member meets MQ or Equivalency |
|---------------------|----------------------|-----------------------|---|---|
| Kalamkeryan, Agavni | Adjunct - Counseling | Counseling | Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.) | M.S. in Counseling from California Lutheran University |
| Ramirez, Ricky | Adjunct - Counseling | Counseling | Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the | M.S. in Educational Counseling from University of La Verne |

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| | | | equivalent (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.) | |
| Holtz, Kimberly | Adjunct – Land Surveying (Engineering Support) | Engineering Support | Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment | B.S. in Geology from CSU Long Beach and 30 years full-time equivalent professional experience directly related to the faculty member's teaching assignment |
| Collins, Melinda | Adjunct - Geology | Earth Science | Master's geology, geophysics, earth sciences, meteorology, oceanography or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent | M.S. in Geology from University of Utah |
| Lemus, Stephanie | Adjunct – Ethnic Studies | Ethnic Studies | Master's in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies OR Master's | M.A. in Latin American Studies from CSU Los Angeles |

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|-----------------|---|--|---|--|
| | | | in Ethnic Studies OR the equivalent | |
| Morales, Edward | Adjunct - Mathematics | Mathematics | Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education | M.S. in Mathematics from CSU Northridge |
| Aquino, Jethro | Adjunct - Medical Laboratory Technologies | Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy) | Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent. | B.S. in Natural Science from CSU Los Angeles, 4 years professional experience directly related to the teaching assignment, |
| Silver, Rachel | Adjunct - Nursing | Nursing Science/Clinical Practice | Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment | B.S. in Nursing from Texas Tech University, 2 years of experience directly related to the teaching assignment |

Adjunct Faculty Spring 2026

| Name | Position Title | Discipline Assignment | MQ&E for the specified discipline as listed in the current MQ&E state handbook/ Equivalency | Evidence for how the faculty member meets MQ or Equivalency |
|-------------------|------------------------|-----------------------|--|--|
| Worthen, Cecil | Adjunct – Anthropology | Anthropology | Master’s in anthropology or archaeology OR Bachelor’s in either of the above AND Master’s in sociology, biological sciences, forensic sciences, genetics or paleontology | M.A. in Anthropology from CSU Northridge |
| Christian, Steven | Adjunct – Architecture | Architecture | Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent. | M.A. in Architecture from Pratt University and 12 years professional experience directly related to the faculty members teaching assignment. |
| Borrego, Andrew | Adjunct – Art | Art | Master’s in fine arts, art, or art history OR Bachelor’s in any of the above AND Master’s in humanities OR the equivalent (NOTE: “Master’s in fine arts” as used | Masters in Fine Arts from Claremont University |

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|-----------------|-------------------|---------------------|--|--|
| | | | here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also, art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, creative writing or other non plastic arts.) | |
| Johnson, Peter | Adjunct – Biology | Biological Sciences | <p>Master's in any biological science</p> <p>OR Bachelor's in any biological science</p> <p>AND Master's in biochemistry, biophysics, or marine science</p> <p>OR the equivalent</p> | Ph.D. in Integrative Genetics and Genomics from UC Davis |
| Kalouch, Mirvat | Adjunct – Biology | Biological Sciences | <p>Master's in any biological science</p> <p>OR Bachelor's in any biological science</p> <p>AND Master's in biochemistry, biophysics, or marine science</p> <p>OR the equivalent</p> | M.S. in Biology from CSU Bakersfield |
| Soroosh, Artin | Adjunct – Biology | Biological Sciences | <p>Master's in any biological science</p> | Ph.D. in Molecular, Cellular, and |

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|--------------------------|---------------------|---------------------|--|--|
| | | | <p>OR Bachelor's in any biological science</p> <p>AND Master's in biochemistry, biophysics, or marine science</p> <p>OR the equivalent</p> | Integrative Physiology from UCLA. |
| Vargas, Paloma | Adjunct – Biology | Biological Sciences | <p>Master's in any biological science</p> <p>OR Bachelor's in any biological science</p> <p>AND Master's in biochemistry, biophysics, or marine science</p> <p>OR the equivalent</p> | Ph.D. in Parasitology from New York University |
| Bakhshizarinabadi, Hamid | Adjunct – Chemistry | Chemistry | <p>Master's in chemistry</p> <p>OR Bachelor's in chemistry or biochemistry</p> <p>AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry</p> <p>OR the equivalent</p> | <p>M.S. in Chemical Engineering from Tarbiat Modares University.</p> <p>Academic Senate approved equivalency on 5/7/25</p> |
| Blansky, Ramona | Adjunct – Chemistry | Chemistry | <p>Master's in chemistry</p> <p>OR Bachelor's in chemistry or biochemistry</p> <p>AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular</p> | M.S. in Chemistry from the University of Maryland |

| | | | | |
|------------------|---------------------|-----------|---|---|
| | | | biology or geochemistry OR the equivalent | |
| Cuellar, Andres | Adjunct – Chemistry | Chemistry | Master’s in chemistry OR Bachelor’s in chemistry or biochemistry AND Master’s in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry OR the equivalent | M.S. in Chemistry from CSU Fullerton |
| Fazelpour, Elham | Adjunct – Chemistry | Chemistry | Master’s in chemistry OR Bachelor’s in chemistry or biochemistry AND Master’s in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry OR the equivalent | Ph.D. in Chemistry from Oklahoma State University |
| Zang, Qin | Adjunct – Chemistry | Chemistry | Master’s in chemistry OR Bachelor’s in chemistry or biochemistry AND Master’s in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry | Ph.D. in Chemistry from University of Wyoming |

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|--------------------|----------------------------|-----------------------|---|--|
| | | | OR the equivalent | |
| Ferreira, Devin | Adjunct – Commercial Music | Commercial Music | Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent; OR Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent. | B.A. in Music from University of Massachusetts Lowell and 2 years of experience directly related to the faculty members assignment |
| Loy, Robert | Adjunct – Communications | Communication Studies | Master’s in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication OR Bachelor’s degree in any of the above AND Master’s degree in drama/theatre arts, mass communication, or English OR the equivalent | M.A. in Communication Studies from CSU Northridge |
| Nesheiwat, Abraham | Adjunct – Communications | Communication Studies | Master’s in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or | M.A. in Communication Studies from CSU Los Angeles |

| | | | | |
|--------------------|--------------------------|-----------------------|--|---|
| | | | <p>organizational communication</p> <p>OR Bachelor's degree in any of the above</p> <p>AND Master's degree in drama/theatre arts, mass communication, or English</p> <p>OR the equivalent</p> | |
| Radcliffe, Natalia | Adjunct - Communications | Communication Studies | <p>Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication</p> <p>OR Bachelor's degree in any of the above</p> <p>AND Master's degree in drama/theatre arts, mass communication, or English</p> <p>OR the equivalent</p> | M.A. in Communications from Grand Canyon University |
| Suleiman, Marilyn | Adjunct – Dance | Dance | <p>Master's in dance, physical education with a dance emphasis, or theater with dance emphasis,</p> <p>OR Bachelor's in any of the above</p> <p>AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities,</p> | M.A. in Dance from UCLA |

| | | | | |
|-------------------|--|--------------------------------|--|--|
| | | | performing arts or music OR the equivalent | |
| Cruz, Anna Marie | Adjunct – Emergency Medical Technologies | Emergency Medical Technologies | Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment OR Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment | B.A. in Neuroscience, and 5 years of professional experience directly related to the faculty member’s teaching assignment. |
| Jafarzadeh, Saeed | Adjunct - Engineering | Engineering | Master’s in any field of engineering OR Bachelor’s in any of the above AND Master’s in mathematics, physics, computer science, chemistry or geology OR the equivalent (NOTE: A bachelor’s in any field of engineering with a professional engineer’s license is an alternative qualification for this discipline) | Ph.D. in Electrical Engineering from the University of Nevada, Reno. |
| Campbell, Bryce | Adjunct – Fire Academy | Fire Technology | Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment | B.S. in Occupational Safety and Health/Fire Science from Columbia Southern University and 24 years of professional |

| | | | | |
|--------------|------------------------|-----------------|--|--|
| | | | OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment | experience directly related to the assignment. |
| Gacad, David | Adjunct – Fire Academy | Fire Technology | Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment | A.S. in Fire Technology from Cuesta College and 10 years of professional experience directly related to the assignment. |
| Kross, Brian | Adjunct – Fire Academy | Fire Technology | Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment | A.S. in Fire Technology from Antelope Valley College and 20 years of professional experience directly related to the assignment. |
| Orr, Howard | Adjunct – Fire Academy | Fire Technology | Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment | B.A. in Education from Arizona State University and 30 years of professional experience directly related to the assignment. |

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| | | | OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment | |
| Skidmore, Cyrus | Adjunct – Fire Academy | Fire Technology | Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment | A.S. in Fire Technology from College of the Canyons and 10 years of professional experience directly related to the assignment. |
| Curran, Brendan | Adjunct – Geography | Geography | Master's in geography OR Bachelor's in geography AND Master's in geology, history, meteorology or oceanography OR the equivalent | M.A. in Applied Geography from New Mexico State University |
| Collins, Melinda | Adjunct – Geology | Earth Science | Master's in geology, geophysics, earth sciences, meteorology, oceanography or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent | M.S. in Geology from the University of Utah |
| Dhillon, Neelamjit | Adjunct - Music | Music | Master's in music | Ph.D. in Musical Arts from |

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| | | | <p>OR Bachelor's in music</p> <p>AND Master's in humanities</p> <p>OR the equivalent</p> | California Institute of the Arts |
| Wood, Laura | Adjunct – Nutritional Science/Dietetics | Nutritional Science/Dietetics | <p>Master's in nutrition, dietetics or dietetics and food administration</p> <p>OR Bachelor's in any of the above</p> <p>AND Master's in chemistry, public health or family and consumer studies/home economics</p> <p>Or the equivalent</p> <p>(NOTE: A bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative qualification for this discipline.)</p> | B.A. in Food and Nutritional Sciences from Seattle Pacific University and Registered Dietician, License #1012169 |
| Lozick, Velia | Adjunct – Occupational Therapy Assistant | Occupational Therapy Assisting | <p>Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment</p> <p>OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment</p> <p>AND</p> | M.A. in Occupational Therapy from USC, 6 years of professional experience directly related to assignment, and Occupational Therapy License #20526 |

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| | | | Have a current and valid license to practice occupational therapy in the state of California (Occupational Therapist or Occupational Therapy Assistant License | |
| Miklovich, Lindsay | Adjunct – Occupational Therapy Assistant | Occupational Therapy Assisting | Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment OR Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment AND Have a current and valid license to practice occupational therapy in the state of California (Occupational Therapist or Occupational Therapy Assistant License | M.S. in Occupational Therapy from CSU Dominguez Hills, 17 years of professional experience directly related to assignment, and Occupational Therapy License #10142 |
| Nasser, Zaida | Adjunct – Occupational Therapy Assistant | Occupational Therapy Assisting | Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment OR Any associate degree and six (6) years of | B.S. in Interdisciplinary Health Rehabilitation Science from CSU Fullerton, 5 years of professional experience directly related to assignment, and Occupational |

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| | | | <p>professional experience directly related to the faculty member's teaching assignment</p> <p>AND Have a current and valid license to practice occupational therapy in the state of California (Occupational Therapist or Occupational Therapy Assistant License</p> | <p>Therapy Assistant License #5382</p> |
| Noghrey, Jasmin | Adjunct – Occupational Therapy Assistant | Occupational Therapy Assisting | <p>Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment</p> <p>OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment</p> <p>AND Have a current and valid license to practice occupational therapy in the state of California (Occupational Therapist or Occupational Therapy Assistant License</p> | <p>B.A. in Psychology from CSU Northridge, 2 years of experience directly related to assignment, and Occupational Therapy License #26450</p> |
| Poindexter, Shari | Adjunct – Occupational Therapy Assistant | Occupational Therapy Assisting | <p>Any bachelor's degree and two (2) years of full-time equivalent professional experience directly</p> | <p>Ph.D in Occupational Therapy from USC, 12 years of professional experience</p> |

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| | | | <p>related to the faculty member's teaching assignment</p> <p>OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment</p> <p>AND Have a current and valid license to practice occupational therapy in the state of California (Occupational Therapist or Occupational Therapy Assistant License</p> | <p>directly related to assignment, and Occupational Therapy License #17292</p> |
| Young, Janelle | Adjunct – Occupational Therapy Assistant | Occupational Therapy Assisting | <p>Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment</p> <p>OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment</p> <p>AND Have a current and valid license to practice occupational therapy in the state of California (Occupational Therapist or Occupational</p> | <p>M.S. in Occupational Therapy from CSU Dominguez Hills, 11 years of professional experience directly related to assignment, and Occupational Therapy License #13755</p> |

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| | | | Therapy Assistant License | |
| Bechtholdt, Michael | Adjunct – Physical Education (Coaching) | Coaching | <p>Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent;</p> <p>OR Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.</p> | M.A. in Education from Concordia University and 20 years of professional experience directly related to assignment |
| Cadra, Meredith | Adjunct – Physical Education (Strength Coach) | Coaching | <p>Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent;</p> <p>OR Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.</p> | M.S. in Movement Science from Barry University and 16 years of professional experience directly related to the assignment. |
| Lyons, Jacob | Adjunct – Physics | Physics | <p>Master’s in physics, astronomy, or astrophysics</p> <p>OR Bachelor’s in physics or astronomy</p> <p>AND master’s degree in engineering, mathematics,</p> | M.A. in Physics from UC Santa Barbara |

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| | | | meteorology, or geophysics | |
| Daire, Jasiri | Adjunct – Real Estate | Real Estate | <p>Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent;</p> <p>OR Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.</p> | M.A. in Business Administration from Grand Canyon University and 7 years of experience directly related to the faculty members assignment. |
| Ugas, Luz | Adjunct – Real Estate | Real Estate | <p>Any bachelor’s degree and two (2) years of full-time equivalent professional experience directly related to the faculty member’s teaching assignment or the equivalent;</p> <p>OR Any associate degree and six (6) years of professional experience directly related to the faculty member’s teaching assignment or the equivalent.</p> | M.A. in Business Administration from Pepperdine University and 2 years of professional experience directly related to assignment. |
| Wright, Nicole | Adjunct – Theatre | Drama/Theatre Arts | <p>Master’s or Master of Fine Arts in drama/theater arts/ performance</p> <p>OR Bachelor’s or Bachelor’s of Fine Arts in drama/theater arts/ performance</p> | M.F.A. in Theatre Arts from the University of Idaho |

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| | | | AND Master's in comparative literature, English, communication studies, speech, literature or humanities OR the equivalent | |
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Academic Freedom: A Primer

College of the Canyons Committee on Academic Freedom (2025)

What is Academic Freedom?

Academic freedom, as defined by the American Association of University professors (AAUP), is the right of teachers and researchers in higher education to explore, discuss, and teach issues within their academic discipline and publish research findings without interference from administrators, governing boards, political figures, donors, or other outside influences. It also protects faculty members' rights to participate freely in institutional governance, and to speak openly as citizens. This definition upholds and respects educators as professionals in their fields, and safeguards their academic work within the classroom, the institution, and in their research. It also affirms their right to express disagreement with institutional policies, both publicly and privately.

What are the origins of Academic Freedom?

The idea of academic freedom began in medieval European universities, where teachers wanted independence from church and government control so they could explore and share ideas freely. In the United States, the American Association of University Professors (AAUP) was founded in 1915 to protect these values. The AAUP's *1915 Declaration of Principles on Academic Freedom and Academic Tenure* set the first clear guidelines for protecting professors' rights to teach and research without fear of losing their jobs. The *1940 Statement of Principles on Academic Freedom and Tenure*, written with the Association of American Colleges, became a national standard for colleges and universities. Later, the *1970 Interpretive Comments* explained how the 1940 statement should be applied in modern situations, and the *1994 Statement on the Relationship of Faculty Governance to Academic Freedom* emphasized that faculty should have a role in making academic decisions. These key documents together show how the idea of academic freedom has developed over time to support open inquiry and fair treatment in higher education.

How Does Academic Freedom protect Me in the Classroom?

Academic Freedom allows instructors to approach their subject-matter as they choose. Instructors have the ability to select materials, shape assignments and design their courses. This is the case even if the content of those courses is complicated or controversial.

In addition to course content and pedagogy, academic freedom also extends to the evaluation of student performance. According to the AAUP's *1940 Statement of Principles on Academic Freedom and*

Tenure, faculty members have the exclusive right to assign grades based on their professional judgment of a student’s academic performance, free from undue pressure. This protection ensures that grading remains a matter of academic integrity and professional expertise, free from external influence.

Academic freedom protects faculty from external pressures—whether political, administrative, or social—that could otherwise limit what happens in the classroom.

Is Academic Freedom the same as Our First Amendment Right to Free Speech?

Academic freedom is distinct from the First Amendment right to freedom of speech. Academic freedom specifically protects the conduct, presentation, and discourse of educators and researchers related to their subject matter within the classroom or an academic setting. It also allows educators and researchers to critique their institutions, and the leadership of those institutions regarding policies or practices, without fear of professional repercussions. Importantly, academic freedom affords faculty members greater protection to apply scholarly expertise and engage in academic speech, while also holding them to higher standards. They may be subject to discipline for failing to meet academic or professional norms that do not apply to the general public.

In contrast, the First Amendment protects every person’s right to express themselves without interference or regulation by the government. This includes the freedom to speak or write freely without facing criminal or civil liability. Freedom of speech does not require academic expertise, nor is it limited to those with specialized knowledge. Ultimately, the level of protection given to speech can vary depending on the context and the forum within which it occurs.

What limits Academic Freedom here at COC?

As faculty working within the California Community College (CCC) system, there are some practical limitations to academic freedom which arise in this context. For example, California Legislative bills, such as [AB 705](#), [1705](#), and [1111](#), all of which dictate how we develop, sequence, and administer certain courses. [Title 5 of the California Code of Regulations](#) and the expansion and enforcement of that Title 5 law by the [California Community Colleges Chancellor’s Office \(CCCCO\)](#) also apply to COC. Within the guidelines of CCCCCO, for instance, we must follow the guidebook, Program and Course Approval Handbook (PCAH) which restricts how we develop course outlines of record (COR). Further, we must abide by articulation, accreditation, and local COC agreements or contract language found in the [College of the Canyons Faculty Association \(COCFA\) and Part-time Faculty United American Federation of](#)

Teachers (AFT).

What are some misconceptions of Academic Freedom Protections?

Contrary to some popular thought, academic freedom does not permit professors to do whatever they like in their courses. Communication which is not germane to an instructor's field of expertise, or is irrelevant to course content, has no claim to academic freedom protections. Further, academic freedom doesn't protect professional misconduct, for example, making personally damaging or discriminatory comments, or the simple harassment of others.

What Does Academic Freedom Imply for Faculty Expression Outside the Classroom?

While college and university teachers enjoy the same right of freedom of expression outside the classroom as do other citizens, being a member of the academy carries with it certain expectations and duties. These duties are to one's institution, to one's profession, and to our respective disciplines, as related to what is appropriate in the pursuit of intellectual discovery. If a college or university administration objects to a faculty member's extracurricular verbal expression, it cannot constitute grounds for dismissal. A faculty member's unfitness for his or her position must be clearly demonstrated, which must be a decision made by colleagues who consider the faculty member's entire record as a teacher and scholar.

Why Does Academic Freedom Matter?

The principle of academic freedom is the basis for an open horizon of discovery in higher education on the part of faculty and students. It is what allows for an unrestricted academic search for understanding and truth, by encouraging robust dialogue within which scholarly voices may be heard and thoughtfully considered. It also allows for every challenging idea to be brought forward in response to such voices. There is a risk that such open investigation may bring discomfort at times and perhaps not a little confusion, but this is the process by which minds are sharpened and by which the ability to think clearly for oneself is developed. Any limit upon academic freedom opens the door to pressures from external entities whose interests may lie outside that scholarly pursuit of truth. Academic freedom provides the environment required to nourish and develop the habits of mind that are essential for a thriving democracy, and that allow students to think for themselves about fundamentally important topics. For these reasons and more, academic freedom is essential to the advancement of the common good for society.

Statement on Faculty Use of Artificial Intelligence in Grading and Feedback

(Academic Integrity Committee – Draft A) Draft version discussed in the February 12, 2026 Academic Senate Meeting

Academic integrity is not limited to students. It is a professional obligation that extends to every member of the academic community, including faculty. Just as students must demonstrate honesty and accountability in their academic work, instructors must uphold those same principles in their evaluation of student learning.

The use of generative artificial intelligence (AI) tools to grade or provide feedback on student work constitutes a potential breach of academic integrity. Evaluating student performance is a core faculty responsibility that depends on disciplinary expertise, professional judgment, and ethical stewardship. When an instructor relies on an AI system to perform these evaluative duties—especially without disclosure or verification—it undermines the authenticity of assessment and compromises the trust that is fundamental to the teaching–learning relationship.

AI tools are not capable of human judgment or contextual understanding. They may introduce bias, hallucinated content, and errors; they may also store or transmit identifiable student data in ways that risk violating FERPA or other privacy protections. Uploading student work to external AI platforms not vetted by the institution may result in a breach of confidentiality and professional ethics.

While faculty may experiment with AI tools to improve workflow or explore new pedagogical methods, the evaluation of student learning must remain a human act—grounded in expertise, fairness, and transparency. Faculty bear full responsibility for any feedback or grades issued under their name.

In short, academic integrity requires that instructors complete the intellectual and evaluative work that defines their professional role. Artificial intelligence can assist in peripheral tasks, but it must never replace the informed, ethical, and accountable judgment of a qualified educator.

Statement on Faculty Use of Artificial Intelligence in Grading and Feedback

(Academic Integrity Committee – Draft B) Draft composed based on feedback received from the Academic Senate meeting from February 12, 2026.

Academic integrity is not limited to students. It is a professional obligation that extends to every member of the academic community, including faculty. Just as students must demonstrate honesty and accountability in their academic work, instructors must uphold those same principles in their evaluation of student learning.

The evaluation of student performance is a core faculty responsibility that depends upon disciplinary expertise, professional judgment, and ethical stewardship. The use of generative artificial intelligence (AI) tools in grading and feedback raises important questions about how that responsibility is exercised. Academic integrity requires that human agency remain central in all evaluative decisions. While faculty may experiment with AI tools to improve workflow or explore new pedagogical methods, the *evaluation of student learning must remain a human act*—grounded in expertise, fairness, and transparency. Faculty bear full responsibility for any feedback or grades issued under their name.

This statement does not prohibit the use of institutionally supported platforms that incorporate AI-assisted features, such as Canvas, Turnitin, or similar tools. AI may assist instructors in organizing submissions, highlighting patterns, suggesting rubric language, or streamlining workflow. However, AI systems must function only as tools that support faculty judgment, not as autonomous evaluators. The authority to interpret student work, apply disciplinary standards, and determine grades must remain with the instructor.

AI tools are not capable of human judgment or contextual understanding. They may generate biased, inaccurate, or fabricated content, and they may process student data in ways that raise privacy concerns if not properly vetted. Therefore, faculty must ensure that any technology used in grading complies with institutional policy, protects student confidentiality, and produces accurate and fair evaluations.

In short, academic integrity requires that instructors personally exercise the intellectual and evaluative work that defines their professional role. Artificial intelligence may assist in administrative or preparatory aspects of assessment, but it must never replace the informed, ethical, and accountable judgment of a qualified educator.



BP 4300 Field Trips and Excursions

References:

Title 5 Section 55220; AP 4300 (Field Trips and Excursions); BP/AP 6395 (Business Travel)

The Santa Clarita Community College District (District) supports instructional field trips and student club/organization excursions.

1. The CEO or designee(s) shall establish procedures that regulate the use of District funds for student travel, attendance at conferences, and other activities that are performed as a class assignment or co-curricular activity.
2. The District is authorized to pay for expenses of students participating in a field trip or excursion with District funds including, but not limited to, unrestricted, auxiliary, grant, or categorical program funds if the funds are used consistently with the funding source. The expenses of faculty, Board approved volunteers, and other District personnel, such as administrators or classified employees, traveling with students may also be paid from District funds.
3. The District will remain in compliance with all Title 5 and Education Code requirements for all field trips and excursions. Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

Approved by CPC XX/XX/XX

Approved by Board xx/xx/xx



AP 4300 Field Trips and Excursions

References:

Title 5 Section 55220; BP/AP 6395 (Business Travel); Field Trips and Excursions Handbook

The District supports instructional field trips and student club/organization excursions to and from places away from District-owned or legally controlled real property in California, or any other state, the District of Columbia, or a foreign country.

The Office of Instruction shall prepare a document titled “Field Trips and Excursions Operating Procedures” (“Operating Procedures”) and make that document available on the Office of Instruction’s website. The Operating Procedures shall include detailed processes, including criteria for approval of proposed Field Trips and Excursions, liability matters, accommodations, transportation, fees, reimbursement, and similar or related matters. The Operating Procedures must be consistent with BP 4300 and this procedure. All District personnel attending the field trip or excursion must read and adhere to the Operating Procedures.

The District shall engage faculty, administrators, and other District employees as may be necessary for such excursions or field trips who desire to contribute their services over and above the normal period for which they are employed by the District. Classified employees must either be approved by their supervisor for Overtime Pay to work beyond their normally scheduled hours or be approved as Volunteers by the Board of Trustees. Volunteer hours must take place outside of a Classified employee’s scheduled work hours.

During Field Trips and Excursions, including District-sponsored transportation to/from a location, District employees/volunteers and students must abide by all Board Policies and Administrative Procedures, including, but not limited to, all policies and procedures pertaining to student conduct and the Operating Procedures.

The District may, at the discretion of the CEO or designee, transport students, faculty, Board-approved volunteers, or other District employees by use of District vehicles (e.g. District van), contract to provide transportation (e.g. charter bus, air transportation, or water transportation), or arrange transportation by the use of other vehicles (e.g. rental vehicles). Students may also arrange for their own transportation.

When District vehicles are used, the District shall obtain automobile liability insurance.

If travel is to and from a foreign country, the District shall obtain liability and travel insurance, which insurance shall be secured from a carrier licensed to transact insurance business in the foreign country.

The District may provide supervision of students involved in field trips or excursions by academic employees of the District.

The District may pay expenses of faculty, Board-approved volunteers, and other District employees participating in a field trip or excursion. Payment shall be by way of itemized reimbursement in a form prescribed by the Operating Procedures and BP/AP 6395: Business Travel. The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant, or categorical program funds if the funds are used consistently with the funding source.

No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds. The District shall coordinate efforts of community services groups and/or the Foundation to provide funds for students in need of them.

All persons making a field trip or excursion shall be deemed to have waived all claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking such trips and all parents or guardians of minor students shall sign a statement waiving such claims.

The District will comply with all laws that prohibit the expenditure of funds for travel to, or prohibit the facilitation of travel to, prohibited locations.

Approved by CPC XX/XX/XX



BP 4300 Field Trips and Excursions

References:

Title 5 Section 55220; AP 4300 (Field Trips and Excursions); BP/AP 6395 (Business Travel)

The Santa Clarita Community College District (District) supports instructional field trips and student club/organization excursions.

1. The CEO or designee(s) shall establish procedures that regulate the use of District funds for student travel, attendance at conferences, and other activities that are performed as a class assignment or co-curricular activity.
2. The District is authorized to pay for expenses of students participating in a field trip or excursion with District funds including, but not limited to, unrestricted, auxiliary, grant, or categorical program funds if the funds are used consistently with the funding source. The expenses of faculty, Board approved volunteers, and other District personnel, such as administrators or classified employees, traveling with students may also be paid from District funds.
3. The District will remain in compliance with all Title 5 and Education Code requirements for all field trips and excursions. Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

Approved by CPC XX/XX/XX

Approved by Board xx/xx/xx

AP 4300 Field Trip Activities

I. DEFINITIONS

A: FIELD TRIP

Field trips are generally scheduled outside the normal class meeting time and may include weekends. A Field Trip is tied to a specific class that is led by an instructor who is there to provide instruction and supervision as part of the approved curriculum. The trip may be either mandatory or optional. A field trip is usually undertaken to observe some topic or aspect discussed in the classroom and provides an essential part of the curriculum that is not available in the classroom. Examples of Field Trips could include the following:

- ✓ Visiting a zoo or aquarium with the instructor
- ✓ Attending a performance of a play or concert with the instructor
- ✓ Viewing a display or demonstration in a museum with the instructor

1. MANDATORY FIELD TRIP

- A. A mandatory field trip is one “which is integral to the completion of a course,” has been integrated into the course outline of record through the curriculum approval process, and applies to all sections of the course.
- B. The curriculum committee certifies that the course content cannot be taught and that gaps in the curriculum would exist without the trip. The course/catalog description of classes requiring field trips should be annotated to reflect this status.
- C. If a field trip is approved as part of the Outline of Record, an instructor cannot make the field trip optional.
- D. Mandatory field trips must be preplanned and published in the schedule of classes indicating the date, destination, and any known costs associated with the field trip. All field trips must be submitted at the same time as the classes they are tied to as part of the schedule building process.
- E. A mandatory trip may occur during the regular class hours (inclusive of required lecture/lab requirements) and be calculated as part of the grade.

2. OPTIONAL FIELD TRIP

- A. An optional field trip is an enrichment activity that the instructor feels is valuable to the student learning experience because it provides a significant contribution to the goals and objectives of the class but is “not integral to the completion of a course.”
- B. While student participation is encouraged but not required, the instructor is expected to be present and provide instruction and supervision.
- C. The trip must be held outside of normal class meeting times. The trip cannot replace any part of class contact hours and cannot be claimed for apportionment.
- D. If used for extra credit, a comparable on campus activity must be available so those not attending the field trip can have access to the same amount of extra credit. The student cannot be penalized for lack of attendance.

3. PROGRAM FIELD TRIP

- A. Certain programs (e.g., International Travel, Field Studies, etc.) by their nature involve off-campus instruction.
- B. Class sections designated as part of these programs require students to participate in the field trip. For these sections, the procedures and policies of mandatory field trips will apply.

- C. To ensure student access, if a program field trip is required for a particular section, that is part of a degree or certification requirement, there must be an alternative course—two classes in the case of cohort classes—without a required field trip that a student may enroll in to complete that particular degree or certificate requirement.

4. OFF CAMPUS ASSIGNMENT

Similar to homework assignments, students undertake these instruction activities on their own, without any supervision or direct instruction provided by an instructor. For example, an instructor may provide a list of museums and require students to visit one.

I. CURRICULUM APPROVAL OF MANDATORY FIELD TRIPS

Before a mandatory field trip is offered, the Course Outline of Record must note that a trip is “integral to the completion of the course.”

1. The Course Outline of Record must include the assignment and Student Learning Outcome(s) that substantiate the need for the field trip.
2. The Department Chair, Division Dean, and Curriculum Committee should be cognizant of costs involved and access issues for a mandatory field trip when approving a course.
3. Mandatory field trips must be tied to at least one student learning outcome.
4. Trip information must be submitted with the class section information in time to be included in the schedule of classes.
5. After the schedule of classes is prepared, the CIO will prepare a list of all mandatory, program, and planned optional field trips, and submit it to the Board for Approval.

II. FACULTY

A. FACULTY REQUIREMENTS

1. All faculty members who participate in a field trip must have completed a “Field Trip Orientation” within the past 3 years.
2. Adjunct Faculty cannot be assigned a class that requires a mandatory field trip if that assignment would increase their teaching load to more than 67% of full-time load for the semester.
3. Section 87482.5(c)(1) of the California Education Code excludes “professional ancillary activities” from the definition of teaching load. Currently the District defines optional field trips as “professional ancillary activities” and are thus not to be considered part of the teaching load.

B. INFORMATION REQUIRED – MANDATORY, PROGRAM, OUT OF STATE, AND PLANNED OPTIONAL FIELD TRIPS

The following information must be provided with the class section information in time to be included in the schedule of classes:

1. Information pertaining to the field trip
 - a) Days the section will meet
 - b) Travel dates for the field trip
 - c) Destination(s) of the field trip
 - d) Any costs related to the field trip

III. PROCEDURE FOR APPROVAL FOR OPTIONAL FIELD TRIPS

- A. Optional field trips do not need to be notated in the Course Outline of Record; however, they must be relevant to the student learning outcomes and course objectives.
- B. Planned field trips must be submitted with the schedule of classes and approved with the mandatory field trips.
- C. Unplanned field trips that seek to exploit an unforeseen learning or enrichment opportunity must follow the following procedure.
 - a. The faculty member must submit the Optional Field Trip Request form to their Division Dean in time for Board approval prior to the proposed field trip.
 - b. The faculty member must submit (with the Request form) an equally enriching alternative activity for students not participating in the optional field trip.
 - c. The Division Dean will ensure that all required forms have been submitted and procedures have been followed.
 - d. The Division Dean will forward the Optional Field Trip Request form to the CIO. If the CIO agrees with the purpose and the nature of the Field Trip, he/she will submit it to the Board for ratification.
 - e. The Instruction Office will forward notification of the field trip to the Risk Management Office. Risk Management will prepare the Student Waiver and Emergency Contact Information forms and provide them to the appropriate instructor with copies of the Incident Report form.
 - f. Any field trip request not meeting these criteria, deadlines, or procedural requirements is subject to denial.

D. INFORMATION REQUIRED –OPTIONAL FIELD TRIPS NOT APPROVED WITH THE CLASS SCHEDULE

The following information must be provided with the Field Trip Request Form.

- I. Dates and locations of the field trip
- II. The relation of the trip to the course objectives and/or Student Learning Outcomes
- III. Any costs related to the field trip
- IV. An alternative assignment for those students not participating in the field trip
 - The assignment should be equivalent to the field trip in terms of instructional quality, content, and academic value.
 - The division Dean may request additional information and explanation if there is any question on the appropriateness of the alternative assignment.

IV. LIABILITY

To minimize the College's risk exposure and liability, guests are not allowed on academic field trips. Field trips should be limited to faculty, staff, enrolled students, and approved volunteers of the College.

V. CHECKLIST FOR FACULTY

The Instruction Office will develop a "Faculty Checklist" to assist faculty members with field trip procedures. Items on the list will include, but are not limited to, the following:

- A. Pre-Trip
 - Submit an authorization for travel.

2. Ensure that all students have completed, signed, and returned the Emergency Information Form.
 3. Ensure that all students have completed and signed a Student Waiver form.
 4. Submit a list of all students, chaperones, and staff naming all persons scheduled to attend the field trip to the Instruction Office.
 5. Pick up the emergency information packet from the Instruction Office.
- B. Trip
- I. Ensure that students who did not sign waivers do not participate on the trip.
 - II. The faculty member will designate a meeting place where they will meet the students.
- C. Post-trip
- Return copies of liability waivers to the Risk Management Office.
 - Risk Management will retain these waivers for a reasonable amount of time.

VI. REIMBURSEMENT/FISCAL ISSUES

- A. All regular Business Services' procedures and policies will be adhered to regarding field trips.
- B. Sufficient funds for reimbursement must be in the Department budget.
- C. Faculty members must complete Request for Travel Authorization forms even if they will not be requesting reimbursement.
- D. Faculty may be reimbursed for Mandatory, approved Program field trips.
- E. Faculty must complete and submit all appropriate District forms in accord with established timelines.
- F. If requesting reimbursement, an estimate of expected reimbursement costs must be listed on the Travel Authorization form. Reimbursement may be for mileage, meals, and other expenses in compliance with District travel policy.
- G. Reimbursement is rarely available for optional field trips; however, in some cases a division, departmental, Foundation, or grant budget may be available to assist with reimbursement of related field trip events.
 1. Any request to use division, departmental, Foundation, or grant funds must be made when the field trip request is initially submitted and prior to authorization.
 2. If a request to use division, departmental, foundation or grant funds is denied, the faculty member will be provided the opportunity to withdraw the field trip request or to continue with their request for field trip authorization knowing that such funds are not available.

VII. STUDENT FEES

- A. Students may be charged for meals, lodging, and other "incidental expenses" for mandatory field trips.
 1. All charges to students will be in compliance with the State Chancellor's Office Student Fee Handbook.
 2. The process for charging student fees will be developed and coordinated between the Instruction Office and the Student Business office.
 3. Under no circumstance should a faculty member assume responsibility for collecting any student fees or cash.
- B. In compliance with Education Code Section 55220(b), "No student shall be prevented for taking a field trip or excursion which is integral to the completion of a course because a lack of sufficient funds. To this end the governing board shall coordinate efforts of community service groups to supply funds for students in need of them."
 1. A student may be exempt from any such fees if they lack "sufficient funds" to pay for the trip.

2. In compliance with Sections 55220(d) and 55220(e), student costs for mandatory field trips may be paid by public funds if consistent with fund's purpose including adherence to any statutory, regulatory or contractual conditions. Additionally, student costs may be paid by an auxiliary organization such as a grant, categorical fund, Foundation, or philanthropic source if consistent with fund's purpose.

Approved - 12/08/10



**CETL Steering Committee
Recommendations on Course Syllabi
Report: Guiding Principles in Designing a Syllabus**

CETL Syllabi Sub Committee:

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**Prepared for
College of the Canyons Academic Senate
Spring 2026**

Introduction

A well-designed syllabus is more than just an administrative document; it is also a foundational tool for student success. A *learner centered* syllabus prioritizes clarity, accessibility, and engagement, and can help students navigate course expectations effectively. A structured, yet flexible, approach to a syllabus enhances both student learning and instructor autonomy. This paper suggests specific elements that are strongly recommended to create an effective and equitable learning environment.

Throughout these recommendations, you will find:

-  Suggested syllabi elements
-  Practical syllabi examples
-  A quick Reference Recommendations Table

Learner Centered Syllabus Elements and Rationale

-  **Basic Course Information (Campus, Title, Number, Section, Instructor details, Office hours and Meeting Times, Instructor Contact Information, Modality).**

Rationale: Ensuring students have clear access to logistical details fosters organization and preparedness. Assists with any future need to find the syllabus for a transfer institution.

Student Benefit: Provides essential information upfront, reducing confusion.

Supporting Evidence: Williams (2018) describes the syllabus as a “road map for success,” reinforcing the idea that basic course details are crucial for student navigation.

Examples

College of the Canyons

Course Title: COMM 246 – *Interpersonal Communication*

Section: XXXXX – Fall 2025 *In this course, we’ll explore how people connect, build relationships, and navigate real-life communication challenges — skills that benefit both your personal and professional life.*

Instructor: Name, Title, Department, School of XXXX

Office Location: Hasley Hall XXX (and online via Zoom)

Office Hours: Tuesdays 11:00–12:00 p.m. (in person) and Wednesdays 10:00–11:00 a.m. (Zoom) — or by appointment.

Contact: Name@[canyons.edu](mailto:Name@canyons.edu)

Phone: (661) 362-XXXX (voicemail available)

Preferred Contact and Getting Your Questions Answered: *Office hours are your time*

— come by to ask questions, talk about class topics, or check in about your progress. I check email daily, Monday through Friday from 8:00 am through 7:00 pm.

→ Catalog Description, Course Description, and Student Learning Outcomes

Rationale: A course description with clearly defined learning objectives helps students align their expectations with course goals. This information is also relied upon when transfer institutions are looking at a syllabus to determine whether the course will articulate with their university.

Student Benefit: Encourages self-directed learning by clarifying what skills and knowledge they will gain.

Supporting Evidence: Bart (2017) emphasizes that “a syllabus that is transparent about expectations helps students take ownership of their learning.”

Examples

Catalog Description (from the COC Catalog): *Introduction to the principles and processes of interpersonal communication with emphasis on perception, self-concept, listening, verbal and nonverbal communication, and relational dynamics. Application of theory to enhance communication competence in personal and professional contexts.*

Course Description (in Syllabus): Welcome to *Interpersonal Communication!* In this course, you’ll learn how communication shapes every relationship you have — from friendships and family to work teams and social interactions. Together, we’ll explore how perception, emotions, language, and listening affect understanding and connection. You’ll also gain strategies to handle conflict, build empathy, and strengthen your confidence as a communicator in any setting.

Student Learning Outcomes (What You’ll Be Able to Do): By the end of the semester, you will be able to: Recognize how your own communication choices influence understanding and connection with others. Use foundational concepts and models of interpersonal communication to interpret real-life interactions. Apply active listening and conflict-resolution strategies to improve personal and professional relationships.

→ Grading Policy and Assessment Breakdown

Rationale: Transparency in grading prevents misunderstandings and grade disputes. Including percentages and weight of assignments, explanations of how grades will be calculated, and the inclusion of extra credit will help students track their grades.

Student Benefit: Reduces anxiety by offering a clear roadmap for academic performance.

Supporting Evidence: The American Psychological Association (2019) states that “grading transparency is essential for fostering a sense of fairness in the classroom.” Research indicates that transparent policies emphasizing *communication and shared responsibility* can enhance student motivation and self-regulation (Nilson & Goodson, 2018). When flexibility or grace periods are given, and the instructor communicates these expectations clearly, student anxiety will be reduced and instructors show that they understand that our students may have complex lives outside of the classroom. “When students perceive their instructor as fair and supportive, they are more likely to persist and engage meaningfully with coursework” (Felten et al., 2019).

Examples

Grading Philosophy: Grades in this course reflect your learning progress, effort, and engagement with the material. My goal is to give you multiple ways to demonstrate what you've learned through written, spoken, and creative work. *Communication is a skill, not a one-time performance, so you'll receive feedback designed to help you grow over time.*

Assessment Breakdown:

Learning Activities (35%) – Small assignments, discussions, and reflections that help you practice core skills before larger projects. All of these will be provided both in Canvas and in a handout form for you.

Major Projects (40%) – Includes your interpersonal observation report and applied communication analysis. Rubrics are provided so you know exactly what success looks like before you start.

Participation & Collaboration (15%) – Based on meaningful contributions to discussions, group work, and peer support. All points for participation will be based on activities completed when you attend class.

Final Reflection (10%) – A personal synthesis essay on what you've learned about yourself as a communicator.

Grading Scale: A = 90–100% B = 80–89% C = 70–79% D = 60–69% F = below 60%

Course Policies - COC Attendance Policy, Participation, Late Work, and Academic Integrity

[COC Attendance Policy BP/AP 5070](#)

Rationale: Standardized policies ensure consistency and fairness.

Student Benefit: Helps students make informed decisions regarding their coursework.

Supporting Evidence: The Northern Illinois University Center for Innovative Teaching and Learning (2020) argues that “explicit policies provide a safety net for students navigating college expectations.”

Participation and Engagement

Rationale: Participation fosters active learning, deeper comprehension, and accountability. By making it an observable, graded component, students are encouraged to engage meaningfully, develop communication skills, and contribute to an *inclusive learning environment*.

Student Benefit: Enhances Learning: Active participation improves retention and understanding (Center for Innovative Teaching and Learning, 2022). Builds Confidence: Encourages students to develop academic discourse skills (Bart, 2017). Promotes Equity: Ensures all students have structured opportunities to contribute (Eslami et al., 2024). Develops Professional Skills: Strengthens communication and collaboration abilities (APA, 2019).

Supporting Evidence: Participation creates an active learning environment where students feel connected (APA, 2019). Structured participation reduces inequities in STEM classrooms (Eslami et al., 2024). Clear participation policies increase engagement and course satisfaction (CITL, 2022). Outlining participation expectations sets the tone for meaningful interactions (Bart, 2017). Explanations of participation lead to fewer grade disputes (Leonard, 2002).

Examples

Attendance & Participation Policy: Because communication is learned through interaction, your consistent participation matters; not just for your grade, but for your learning and the community we create together. We all come from different backgrounds and experiences, and sharing your views helps contribute to the learning environment we create together.

What Counts as Attendance: Attending class regularly and not missing more than 10% of the length of the class. If you do not attend three class sessions, you will be dropped on the fourth absence per the college's policy unless there are compelling personal reasons that prevented you from being in class. *Only extreme circumstances may be considered since you need to fulfill the state requirements for student contact hours.*

What Counts as Participation: Being present in class, contributing to discussions, completing Face-to-Face or Canvas activities, and staying engaged in group work. Remember: All activities have a point value!

If You Need to Miss Class: Life happens — illness, family emergencies, and work conflicts can occur. Please communicate with me as soon as possible so we can discuss options for staying on track.

Non-Participation/Drop Policy: If you stop attending or submitting work for two consecutive weeks without contact, I will reach out to check in. If there's no response after reasonable attempts, I may have to drop you from the course in accordance with the college's policy. The goal is not to penalize you but to prevent you from academic harm on your transcript. Staying in touch with me keeps your options open for success or withdrawal without penalty!

Late & Revision Policy: Communication about deadlines is encouraged. If you need more time, contact me *before the due date* so we can plan a solution. Some assignments allow revision after feedback; those opportunities will be clearly marked on Canvas. *Learning is a process, and flexibility helps everyone stay on track.*

Required Materials and Resources (Textbooks, ISBN Numbers, OER, Additional items that will be purchased).

Rationale: Ensures students have the tools they need for success.

Student Benefit: Helps with financial planning and preparation.

Supporting Evidence: Eslami et al. (2024) found that access to clear resource lists reduced equity gaps in STEM education.

Examples

Recommended Materials: A notebook or digital tool for reflective journaling and class notes. *If you prefer to take notes digitally, you may use a laptop or tablet during discussions — just stay engaged and present with your peers.*

□ *Recommended* Humanized Syllabi Elements

Campus Support Services (Tutoring, Academic Accommodations, Mental Health Resources, Veterans Services, Basic Needs Center, etc.)

Rationale: Promotes student well-being and success.

Student Benefit: Increases awareness of support structures, especially for first-generation students.

Supporting Evidence: CSUN Teaching Toolkit (n.d.) states that “embedding student resources in the syllabus normalizes help-seeking behavior.”

Detailed Weekly/Monthly Schedule (Calendar can be a separate document)

Rationale: Helpful and can be adjusted in real-time so there is flexibility for the instructor.

Student Benefit: Provides a roadmap for students so they can plan their schedules regarding both their school and work schedules.

Supporting Evidence: As the University of Michigan's Center for Research on Learning and Teaching advises, "Make sure to bold, underline, or highlight significant due dates for papers, projects, or lab reports... and dates of exams, quizzes, or finals" (2025). Stanford Teaching Commons notes that by "clearly organizing your syllabus to communicate the course schedule, assignments, and policies, you can enable students to better manage their time and be successful in your course" (2025).

Optional Elements

Student Success Tips and Study Strategies

Rationale: Encourages academic skills development.

Student Benefit: Especially useful for students new to college-level learning.

Instructor's Biography, Teaching Philosophy and Course Approach

Rationale: Builds rapport and sets a positive tone for learning.

Student Benefit: Humanizes the instructor and fosters engagement.

Addressing Academic Freedom Concerns

The proposed suggestions do not impede academic freedom; rather, they ensure that all students receive a baseline level of clarity and support. As Sinor and Kaplan (n.d.) note, “the syllabus is a contract that ensures consistency while allowing for pedagogical creativity.” Faculty maintain the ability to shape course content and teaching style while adhering to institutional standards that benefit students. Instructors retain full autonomy over **how** participation is structured and assessed, ensuring transparency while maintaining flexibility in andrological approaches.

Syllabus Accessibility and Storage

Access to the syllabus is a final consideration that CETL has explored. The value of having a syllabus in Canvas allows students to access it digitally and allows the instructor to make updates to due dates when necessary. *Once Canvas is no longer accessible to students, it is important for the College and specific department to have a digitized copy so that any future questions of articulation can be easily addressed and answered.*

Conclusion

Feel free to remix, reuse, and adapt any of this and make it your own. These guiding principles balance structure with flexibility, ensuring students have the necessary tools to succeed while allowing instructors to maintain their teaching philosophy, while creating inclusive and transparent learning environments without compromising academic freedom.

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Syllabus Elements Quick Reference Table

| Syllabus Element | Rationale | Example |
|--|---|--|
| Basic Course Information | Ensures students have clear access to logistical details; fosters organization and preparedness; assists with future transfer institution needs. | Course Title: Instructor: Name, Title, Department Office Hours: Contact: Name@canyons.edu |
| Catalog Description, Course Description & Learning Outcomes | Helps students align expectations with course goals; encourages self-directed learning by clarifying skills and knowledge they will gain; required for transfer articulation. | Course Description Learning Outcomes |
| Grading Policy & Assessment Breakdown | Transparency in grading prevents misunderstandings and grade disputes; reduces anxiety by offering a clear roadmap for academic performance. | Assessment Breakdown Grading Scale |
| Attendance Policy | Standardized policies ensure consistency and fairness; helps students make informed decisions regarding their coursework. | What Counts as Attendance |
| Participation & Engagement | Fosters active learning, deeper comprehension, and accountability; encourages meaningful engagement and inclusive learning environment. | What Counts as Participation |
| Late Work & Revision Policy | Clear communication about deadlines reduces student anxiety; flexibility demonstrates understanding that students have complex lives outside the classroom. | Deadlines |
| Academic Integrity | Ensures consistency and fairness; provides a safety net for students navigating college expectations. | <i>Follow COC policies on academic integrity</i> |
| Required Materials & Resources | Ensures students have the tools they need for success; helps with financial planning and preparation. | Texts Recommended Materials |
| Campus Support Services | Promotes student well-being and success; increases awareness of support structures, especially for first-generation students; normalizes help-seeking behavior. | <i>Include links to: Tutoring, Academic Accommodations, Mental Health Resources, Veterans Services, Basic Needs Center</i> |
| Detailed Schedule | Provides a roadmap for students to plan their schedules regarding both school and work; can be adjusted in real-time for instructor flexibility. | <i>Weekly/monthly calendar with highlighted due dates for major assignments, exams, and projects</i> |