



College of the Canyons Academic Senate

March 4, 2021

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

Join Zoom Meeting

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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.*

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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:
 - Consuelo Beecher, Chair of Gretchen Stanton's Tenure Committee
 - Selection Committee Appointments (pg. 3)
5. Sub-Committee Summaries:
 - Senate Executive Committee Summary, Feb. 25, 2020 (pg. 11-14)
6. Approval of the Consent Calendar

Academic Senate Summary, Feb. 18, 2021 (pg. 4-10)	Curriculum Committee Summary, February 11, 2020
Program Viability Committee Summary, Feb. 18, 2021 (pg. 15-17)	Curriculum Committee Summary, February 25, 2020

B. Action Items

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

1. BP 7210 Academic Employees, Gary Collis (pg. 18)

C. Discussion

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

1. Add Code Enrollment Procedures, David Andrus (pg. 19)

2. Senate Standing Policy on Online Live Standards, David Andrus (pg. 20-21)
3. Anti-Racism (Call to Action) Resolution, David Andrus (pg. 22)
4. Truth in Academia Resolution, David Andrus (pg. 23)

D. Reports

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

1. Continuing & Non-Credit Education Annual Report, Garrett Rieck
2. [Academic Senate Presidents Video Report, David Andrus](#)

E. Unfinished Business

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

1. Mission Statement, David Andrus
2. Call to Action Resolutions
3. BP/AP 5010 Dual/Concurrent Enrollment

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.

G. Announcements

- Next Academic Senate Meetings Spring 2021: March 18, April 1, April 22, May 6 & May 20
- [ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, Virtual Event](#)
- [2021 Career Noncredit Education Institute, April 30-May 2, 2021, Virtual Event](#)
- [ASCCC 2021 Curriculum Institute, July 7- July 9, 2021, Virtual Event](#)

H. Adjournment

Spring 2021 Selection Committee list

First Name	Last Name	FTF/Adjunct
Tim	Baber	FTF
Regina	Blasberg	FTF
Kelly	Burke	FTF
Christina	Chung	FTF
Erin	Delaney	FTF
Robert	Dos Remedios	FTF
Stephanie	Lee	FTF
Susan	Ling	FTF
Justin	Lundin	FTF
Garrett	Rieck	FTF
Gary	Sornborger	FTF
Erika	Torgeson	FTF
Lauren	Yeh	FTF

Academic Senate Summary for February 18, 2021

Voting Members					
Senate President	David Andrus	X	Learning Resources Senator	Peter Hepburn	X
Vice President	Lisa Hooper	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	Rebecca Eikey	X	At Large Senator	Ambika Silva	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	Gary Collis	X	At Large Senator	Erica Seubert	X
AT Senator	Regina Blasberg	X	At Large Senator	Rebecca Shepherd	X
MSHP Senator	Shane Ramey	X	At Large Senator	Mary Corbett	X
VAPA Senator	David Brill	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Lauren Rome	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Carly Perl	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	Aaron Silverman	X
SBS Senator	Tammera Rice	X	X= Present	A= Absent	
Business Senator	Gary Quire	X			

Non-voting Members			
Dr. Omar Torres	X	Dr. Paul Wickline	X
Marilyn Jimenez	X	Nicole Faudree (COCFA President)	A
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative (David Gonzales)	A

Guest							
Bianca Philippi	X	Dilek Sanver-Wang	X	Kaia Redfern	X	Michelle LaBrie	X
Chad Peters	X	Dustin Silva	X	Dr. Kathy Bakhit	X	Miriam Golbert	X
Charles Johnson	X	Gary Sornborger	X	Kelly Burke	X	Nadezhda Monosov	X
Daylene Meuschke	X	Dr. Jasmine Ruys	X	Kelly Cude	X	Patti Haley	X
Desiree Goetting	X	Jason Oliver	X	Larry Alvarez	X	Robert Wonser	X
Dr. Diane Fiero	X	Julie Johnson	X	Lori Marie Rios	X	Teresa Ciardi	X

A. Routine Matters

1. Call to order: 3:05 pm
2. Public Comment:
 - There was a comment made regarding the planning of classes and the fall schedule of classes. How will this affect scheduling?

3. Approval of the Agenda:
 - Motion to approve the agenda by Gary Quire, seconded by Tammera Rice. Votes counted using the participants window, raised hand feature. Unanimous. Approved.
4. Committee Appointments: Angeli Francois (Adjunct Faculty, English), Equal Employment Opportunity (EEO) Committee
5. Sub-Committee Summaries:
 - Senate Executive Committee Summary, Nov. 12, 2020 (pg. 12-15)
6. Approval of the Consent Calendar
 - Motion to approve the consent calendar by Lisa Hooper, seconded by Lauren Rome. Votes counted using the participants window, raised hand feature. Unanimous. Approved.

Academic Senate meeting, Dec. 3, 2020 Summary (pg. 3- 11)	Program Viability Committee Summary, Nov. 19, 2020 (pg. 16-20)
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B. Reports

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

1. PAC-B Committee Annual Report, Jason Burgdorfer
 - Jason was unavailable to present this report. This report will return on a future agenda.
2. Career Education Committee Annual Report, Gary Quire (pg. 21-25)
 - A contracted Web Developer has been assisting with inputting the career trees for various CE programs. The videos are on hold and will start once it is safe to return to campus. The videos on hold include MEA, Sound Arts, ARCHT, ID, Home staging, PPL and 2 for automotive. Marketing is being undertaken to support the webpages. There are also plans to have Career Tree posters. There is an ACUE Cohort 1 and Cohort 2, a list of other CTE Liaison positions, and a committee budget report. The focus includes an inclusive learning environment for students. The second cohort will start in March and will focus on active learning. There are some spots still available on the second cohort. Anyone interested can contact Regina Blasberg to sign up. Harriet oversees committee funding. There have been some changes with funding allocation due to the changes within the region. The allocation will change but not the amount of the funding. The region has taken over the LinkedIn Learning platform. There might be a change as to where the region will meet. Special thanks was given to all who are working with CE and all the work they have done.
3. Academic Senate Presidents Report, David Andrus
 - Academic Senate Resolutions: There are three resolutions that have been drafted and are being reviewed. There are two resolutions that will need to be reviewed by the Academic Senate Executive Committee. There will be two resolutions listed as a discussion item, Anti-Racism (Call to Action) Resolution and Truth in Academia on the March 4th agenda.
 - Cultural Competency List for Curriculum: Vice President, Lisa Hooper has been working on this list. There is now a push for everyone to revise their curriculum. This is more so for people to look at their curriculum in terms of how it relates to diversity, equity and inclusion.
 - Equity Minded Practitioners Committee Meeting Update:
 - The committee is working on determining what is the best way forward to assist campus DEI efforts. David will work with the committee on how to develop workshops and how faculty can infuse their curriculum with greater awareness to diversity, equity and diversity. David has requested some assistant from other faculty to help identify and brainstorm ideas. There has

also been some discussion as to how the Senate can support disciplines outside of the classroom.

- Constitution & By-Laws Committee: David has met with the committee chair, Rebecca Shepherd. Work will be done on revising the documents. The hope is to have EMP review to ensure there are no unintended barriers in the documents.
- Program Review: This will be discussed in March as part of the Senate program review.
- Return to Campus Coalition Group:
 - There are about 20 members who are part of the Return to Campus Coalition group. It is important to make sure everyone is represented and there be will be additional members added. It will be more difficult to return to campus than when everyone left. Returning to campus is important to consider what this will mean for articulation, public health plans such as social distancing and face mask guidelines. There have been some subgroups which have met. Most conversations begin with instruction, as there are some areas on campus which cannot plan until instruction identifies what it is intending to do for summer and fall. It is more likely that summer will predominantly continue online. The fall will be determined by the vaccine, drop in positive COVID-19 cases and the virus variants.
 - IAC meeting: David and Omar will be presenting and lead a discussion regarding what the plans are to return to campus in the fall. The plan is to continue to offer essential infrastructure courses. There is the possibility of offering hard to convert courses such as labs, math placement, athletics, and performing arts such as VAPA. There is also a possibility of including the contingency planning for a second group of lecture groups. Who would be interested in coming back? What will students need? These plans will be developed in the next 2 weeks. On the March 4th meeting there will be a discussion regarding provisionally trained instructors.
- CPC Retreat:
 - Dr. Diane Fiero is now the lead policy officer. There were 15 people present. There will be a larger amount of policies that will be coming through on future Academic Senate agendas.
- Bellwether Award: Special thanks to all involved including faculty in the Bellwether Award.

4. Academic Senate Vice President Report, Lisa Hooper

- New area of COC GE: There is a new area of COC GE that was developed in response to the “Call to Action” movement. These will not impact the total number of units but it will be a subset of previously existing area of the social science so there is now an ethnic studies requirement. Curriculum had to submit information by Feb. 5, 2021. All work was done over the break. Courses were selected which were previously qualified and those reasonably qualified. In total, there were about 12 courses submitted.
- States Core Competencies: The state has come up with 5 core competencies, courses have to meet 3 of those 5 core competencies. The core competencies will be noted in the Curriculum Committee summary which will be listed on the next Senate agenda. This is not a diversity requirements, as locally a course needs to cover 30% or more content which relates to issues of diversity. These are stricter standard requirements. For anyone not teaching in social sciences or humanities it may be more difficult for courses to meet these requirements. There is another submission window in December and if a course is accepted it is applied retroactively to the fall. In other words if courses are accepted in December they will be backdated to Fall 21.

- If anyone believes their course may qualify for the core requirements it is recommended to have faculty talk to their curriculum committee rep. It is better for faculty to assess their courses for suitability for their area and possibly tweak the language without changing the spirit of the course. This could be a consistent practice to hold the integrity of the curriculum.
- Ethnic Studies Prefix: An ethnic studies prefix had to be created and this was the first time this has been done in the history of the CCC system. Courses are being evaluated based on the title of the course as usually courses are evaluated on the content only. Course were equated with a native course and then with an Ethnic Studies course if same course number was available. If courses are not accepted at the State level then the course can be revised. The Ethnic Studies prefixes can be archived. Faculty with any questions regarding Ethnic Studies can reach out to Lisa Hooper.
- Academic Senate Newsletter: There have been some great accomplishments by faculty which can be highlighted in the newsletter such as the Bellwether Award. COC has been recognized for the work that has been done with acceleration in Math and English. This is a national recognition and a testament to the work of the Math and English faculty over many years to help our students achieve their Math and English requirements. The Non-Credit program has been recognized by the ASCCC as an honorable mention exemplary program. There has been great work done within VAPA during the pandemic such as producing entire virtual productions and culminating projects. Bill MacPherson has students producing music and entire CD's. There has also been a lot accomplished with Model UN. This has been one of the first program to have deaf and blink programs in partnership with the Hellen Keller Institute. The hope is to have a newsletter by the end of December. Anyone interested in creating a blurb or in helping to craft the newsletter please reach out to Lisa Hooper.

C. Action Items

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

1. Part-Time Faculty, MQE for Winter 2021, (pg. 26)
 - This list has been reviewed by Alicia Kaminsky, MQ Committee Chair. Motion to adopt this list by Aaron Silverman, seconded by Carly Perl. Votes counted using the participants window, raised hand feature. Unanimous. Approved.
2. Dr. Terri Goldstein, Discipline Assignment memo (pg. 27)
 - There was a clarification regarding the Interdisciplinary Noncredit Basic Skills discipline assignment. It was clarified that for many the Interdisciplinary Noncredit Basic Skills is not added if there is no intention for a faculty member or an administrator to teach in this area. However, for adjunct faculty there is an "Additional Interest Form" done through HR where faculty state their qualifications and how they meet that MQ. This form is only submitted once a faculty member is going to be hired to teach a non-credit class. Dr. Goldstein will be teaching a non-credit course in GNS under the basic skills category soon.
 - Motion to adopt Dr. Terri Goldstein discipline memo by Garret Reick, seconded by Regina Blasberg. Votes counted using the participants window, raised hand feature. Unanimous. Approved.
7. Scale of Adoption Assessment (SOAA) 2020 Review, Paul Wickline, Jasmine Ruys & Garrett Rieck.
 - [Scale of Adoption Assessment \(SOAA\)](#)
 - [SOAA Summary](#)
 - [SOAA FAQ Sheet](#)
 - [SOAA Academic Senate Presentation 2.18.21](#)
 - Paul led a discussion at the end of the fall semester and there was agreement to have this item return as an action item. Paul worked with a work group to continue to develop the document.

This is an annual document that is submitted to the Chancellor's office in March. This is a system which has been adopted and is being used statewide since 2019 based on the Community College Research Center (CCRC) essential practices. The primary purpose of the SOAA was also outlined such as, for colleges to reflect on their guided pathways journey and progress to date. There is no penalty if there is no movement on the scale. The main pillars were outlined such as, "Clarify the Path, Enter the Path, Stay on the Path and Ensure learning. The Academic Senate President and the CEO President/Chancellor will need to approve the plan in NOVA. Background information was also shared in regards to which groups this plan has gone through. A review of the Fall 2020 assessment of scale of adoption (Column 2) for the March 2021 report was reviewed and updated in November of 2020. A descriptive place mat was created and was given to all BOT members to demonstrate what is being done with the Scale of Adoption.

- Motion to adopt the Scale of Adoption (SOAA) 2020 Assessment document by Garrett Hooper, seconded by Gary Quire. Votes counted using the participants window, raised hand feature. Unanimous. Approved.

3. Resolution to Support Students during COVID-19 Crisis, David Andrus (pg. 28-29)

- This resolution was revised due to the Executive Order from the State Chancellor, Eloy Oakley to extend title 5 provisions relating to the Pass/No Pass. Back in Spring 2020 the Senate adopted a resolution to put into place the requirement of that executive order to suspend the local Pass/No Pass policy provisions. The existing document was revised and the bold font indicates the new language which has been added. A new footnote was also added referencing one of the new executive orders. A new resolve was added relating to the new grading policy. This item is listed as Action to be able to communicate to students as soon as possible all of the tools which are available to them during the present Spring, 2021 term. In regards to subset B, the Senate had made an exception in terms of the pass/no pass as it related to major requirement. This is the permissive language that Senate needs to now review again.
- The previous Pass/No Pass deadline was 30% of a course and this has been waived as part of this Executive Order. In previous semesters it was the last day of the course. There is some interest from counseling faculty to modify this deadline to 75% of the course. The reason for this is to align this deadline with the withdrawal deadline. This would allow for counseling faculty to have a conversation with a student, prior to the end of the course, in terms of what is appropriate. If a student chooses a "W" they may be eligible for a Withdrawal removal. Counseling faculty were inundated with many students who waited until the last day of the semester to find out what their grade was in the course. Many students were unclear as to what the process was.
- The current board policy for Associate Degrees states that students cannot request a P/NP for courses in their major. However, the Academic Senate allowed for students to use a P/NP for their major coursework if it was earned during the spring, summer or fall terms of 2020. The language in the existing resolution has been modified to extend for spring, summer and fall 2021 terms as this is what has been extended in the Executive Order. It is not recommended for students who are transferring to a CSU/UC to use this P/NP option. This option is more so for students in local degrees as CSU/UC's have not extended their option. Students can also receive information from Counseling by way of a drop in or express appointment. This option will also need to be communicated to all department chairs.
- There is some concern with allowing the 75% deadline and instead allowing students to submit a P/NP after the last day of the semester as the 75% deadline could add more stress for students. Allowing this option may impact a student's academic standing as their grade could have already been calculated. If a student received a lower letter grade and then retroactively wanted to apply for a P/NP, due to the

delay in processing, it will automatically put them in academic dismissal. Whereas, if a student applied for a “P/NP” before the semester ends it would remove them from dismissal. This created delays with the ability for students to register and proceed with classes. This can also create delays for transfer students in terms of processing delays. This resolution could be adopted as is and then re-amended in future meetings to work out details with the 75% option. It was clarified that the state chancellor’s office did not provide an extension for the winter 2021 terms. Student would not be able to submit a request for winter terms. However, if this resolution is passed and a student made a request to use the P/NP option for the winter it would be allowed for major coursework for any degree at COC.

- Motion to adopt this resolution with the amendment that the 75% deadline which aligns with the Withdrawal deadline and is added for the P/NP option by Garrett Hooper, Rebecca Shepherd. Voting Results using oral/verbal roll call vote: (22 eligible voters)
 - 1, senator was absent
 - 1, abstention from Regina Blasberg
 - 0, No Votes
 - 20, Yes Votes

E. Discussion

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

1. BP 7210 Academic Employees, Gary Collis (pg. 30)

- This policy was reviewed as part of the District’s obligation to read and review existing policies. This policy has been in place since 2008. The last sentence was removed as it was a summary of Education Code language and this cannot be changed. This change was well received in that if Ed Code changed then this policy would need to be edited. Thus by removing it, there is not possibly language conflict in the future if Ed Code is amended. It is not clear if Faculty Directors are referred to in Ed Code. There was a suggestion to remove COCFA and leave only as collective bargaining agreement as there is also the AFT union. There was also a suggestion to change DSPS to AAC, however the MQ and Ed Code still defines this as DSPS. This item will return as an Action item.

2. BP/AP 5010 Dual/Concurrent Enrollment, David Andrus

- Administration became interested in this policy as a result of “Special Admin Students.” Under our current policy the District will admit high school students through dual and concurrent enrollment. These are special population students. If students are in the 11th or 12th grades, Ed Code law does not impose that limitation. The proposal is to expand the groups of students via our local policy to admit 9th and 10th graders. There is a current policy whereby younger students could be admitted but they need to pass the WISC test, which measures students’ cognitive abilities. Both Dr. Omar Torres and Dr. Jasmine Ruys met with the Senate Policy Review Committee to discuss possible ideas. However, there are many concerns with adding 9th and 10th graders as many feel they may be too young. Pedagogically many felt there needs to be a distinction made based on grades. There are also behavioral issues and sensitive subject matter in the classroom and what impact this can have on students. There are some students who already have some academic insecurities and may feel uncomfortable having younger students in their classes.
- There was some discussion with equity as expanding admission of 9th and 10th graders is considered equitable. There is concern that those who would take advantage of these programs would not be the underrepresented student populations. There will also be exceptions to the rule as the law allows for some students to enroll who are not capable of doing the course work and then others are considered exceptional gifted students.

- The Hart District has approached COC in regards to allowing 9th and 10th graders at COC. Various iterations are possible such as allowing 9th and 10th grades to take college level courses at their campuses or only allow dual enrollment courses. The Hart District feels there is a need for this as many are sending their students to Mission College. How will this affect AOC students? In the current iteration AOC is an exception through the, “I CAN” program. There was a request to have this option go through the Equity Minded Practioners. There was a suggestion to create a student screening process to allow students, at the caliber of AOC, to enroll at COC. There are concerns with enrolling 9th graders as it is not clear if they are successful in high school. There is a need to empower the high schools to meet the needs of their students. In regards, to the WISC test there is the children and adult version. There are some students who would not be eligible to test for the adult version.
- Students will need to be approved by their counselors and principles. High School teachers felt that dual enrollment courses would take jobs away from high school students. The current Dual Enrollment program has been expanded to Castaic High School only (and AOC). Many high schools are interested more so in 10th graders and having students take counseling and career exploration courses. The admission of 9th or 10th grader enrollment will be left up to the discretion of department faculty.
- There are some concerns with equity issues and not allowing those students who may not be considered, “gifted or elite students” to enroll in college level programs. In regards with the AB288 Dual Enrollment agreement, it has been proven that there is a possibility to expand to 9th and 10th graders. There was a suggestion to see research from other schools which have already implemented similar programs.
- David will work with Dr. Omar Torres and Dr. Jasmine Ruys to determine how to return this discussion item on a future agenda.
- BP 5010 (pg. 31-33)
- AP 5010 (pg. 34-36)

3. Add Code Enrollment Procedures, David Andrus

- This item was tabled due to not having enough time to discuss.

F. Unfinished Business

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

1. Mission Statement, David Andrus
2. Summer/Fall 2021 Online Instructor Certification Determination, James Glapa-Grossklag & Dr. Omar Torres

G. 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. Anti-Racism (Call to Action) Resolution(s)

H. Announcements

- Next Academic Senate Meetings Spring 2021: March 4, March 18, April 1, April 22, May 6 & May 20
- [ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, Virtual Event](#)
- [2021 Career Noncredit Education Institute, April 30-May 2, 2021, Virtual Event](#)
- [ASCCC 2021 Curriculum Institute, July 7- July 9, 2021, Virtual Event](#)

I. Adjournment: 5:18 pm



COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING

February 25, 2021

11:00 a.m. to 12:00 p.m. via Zoom

SUMMARY

Attendees: Alicia Kaminsky, David Andrus, Daylene Meuschke, Claudia Acosta, Dustin Silva, Garrett Rieck, Gary Coolis, Gary Quire, Jason Burgdorfer, Julie Johnso, Lisa Hooper, Marilyn Jimenez, Miriam Golbert, Nicole Faudree, Rebecca Shepherd, Robert Wonser, Teresa Ciardi, Wendy Brill-Wynkoop

A. Routine Matters

1. Call to order: 11:07 am
2. Public Comment:
 - Zoom Environments vs Non-Zoom Environments: There will need to be a discussion in regards to workload and how this has changed. What will workload look like once we return to campus? There may need to be a reduction in expectation in terms of how many meetings people can attend once you are no longer in a zoom environment. Many feel zoom may be preferred as you can share documents.
 - COVID-19 Vaccines: The Hart District in partnership with Henry Mayo Memorial Hospital received the Pfizer COVID-19 vaccine. As of March 1st people can begin making appointments. There are three tiers that people will fall under, **Tier 1:** Faculty who are teaching on Campus, **Tier 2:** Those faculty and staff who are working on campus and who continue to fill out the Health Logs frequently **Tier 3:** is for everyone else who is still working remotely. The email emphasized that for those who primarily work remotely to not sign up. It is recommended to have people continue to check the website for appointments. Availability will be based on the number of vaccine. The state of CA governor has stated that vaccines will be available for educators. The next Return 2 Campus Coalition will be for next week.
 - Zoom Participations Window Feature: The “Yes” and “No” buttons are not working like before in regards to voting. Academic Senate decided to use the raise your hand feature to vote and this feature will be used for this Senate Executive Committee meeting.
3. Approval of the Agenda:
 - Motion to approve the agenda by Lisa Hooper, seconded by Gary Collis. Votes counted using the “raise your hand feature” in zoom. Unanimous. Approved.

B. Reports:

1. Chair Update (None)

C. Action:

1. Adoption of November 12, 2020 Ex. Comm. Summary (pg. 2-5)
 - Motion to adopt the summary by Gary Quire, seconded by Wendy Brill. Votes counted using the “raise your hand feature” in zoom. Unanimous. Approved.
2. Adoption of Resolution Extending P/NP Option During Pandemic (pg. 6-7)
 - This resolution was adopted at the Feb. 18th Academic Senate meeting. Per the Academic Senate By-laws the Executive Committee is required to review Resolutions that the Senate adopts. There was a discussion last semester that about 70% of the committee members are not part of the Academic Senate. It does not make sense to have resolutions go to the Senate Executive Committee if many don’t attend the Academic Senate meetings. There will likely be a change to the Senate By-laws to remove the Senate Executive Committee’s obligation to review resolutions.
 - There is a need to extend the pass/no pass grade option due to the State Chancellors Office Executive Order extending this option and suspension of the relevant Title 5 provision. The Pass/No Pass was rolled over by the Academic Senate on February 18th, 2021 until the end of 2021. There was one suggestion to change the language on the last resolve to read as “or no later than the end of the course term” and not, “end of the 75% of the semester.” This adjustment has been made to the version that will be uploaded to the Academic Senate Resolutions page.
 - Motion to adopt this resolution by Lisa Hooper, seconded by Gary Quire. Votes collected using the “raise your hand feature” in zoom. Nicole Faudree was absent. Unanimous. Approved.

D. Discussion

1. [Committee Surveys \(Andrus & Meuschke\)](#)
 - An instrument was developed to evaluate work and do a self-reflections in campus and Senate committees. There are 6 standards in the accreditation process which ask how to substantiate how people are being included in decision making and self-assessment in committee work. Most sub-committees including collegial and operational have surveyed themselves in the past year. However, Academic Senate has not. It is recommended that all committee chairs use this document to survey their committees. This document is a 6 page evaluation which asks questions such as how is the Guided Pathways framework being accomplished. It also addresses DEI matters.
 - It was emphasized that if the general survey does not fit the needs of a particular committee’s needs Daylene or Alicia can meet with faculty to adjust the survey. The goal is to have the results back by spring break. It is important for accreditation purposes to have committees survey themselves.
 - The survey can be deployed by IRD on behalf of the chair or a chair can be given a distribution list. If a survey is sent out by IRD they can input the names of the committee members, this allows for reminders to be sent to only those committee members. Names are also removed to ensure confidentiality.
 - When the results come in to chairs, they are to be used by chairs for their committees. There can be a discussion of how to share those results. Once the results are distributed they are deleted by IRD. A broad analysis of committees by IRD will be done to see how they connect to Canyons Connects. No specific release of results of committees will be released as there may be comments made that are specific to a committee.
 - The survey will roll out via survey monkey as a survey link. Results can also be viewed via a link or in a PDF format. The template went out by the College Planning Team. There was a suggestion to re-send the link. If anyone has already done the survey there is no need to do this again. There are some committees which do formal advising and it is more critical to have those committee create a survey.
 - There was a request to have the ability to share the link via CANVAS as many committees have CANVAS shells.

2. Resolution: Anti-Racism (pg. 8)

- This resolution will be coming forward on the March 4th Academic Senate agenda. As a Call to Action that the Senate is commitment to in regards to Anti-Racism this resolution is necessary and the Senate needs to adopt a version of it. The By-laws state that there can only be 4 Whereas statements and 4 Resolves. This is a statewide guideline. However, there may be discussion soon to expand the number of Whereas and Resolves in the By-Laws. There was a question regarding the statement of how “Academic Senate will be assisting the community and leading by example.” Many non-white students feel comfortable on campus but not off campus. There is a need to do community outreach with local law-enforcement and city officials to dialogue. In regards to leading by example, being a community college there is a responsibility to give voice to students and community leaders and hold dialogues. It was stated that the President from Moorpark College has led anti-racism efforts that are being embedded into their community college and they are getting involved in the community.
- The Curriculum Committee has developed a Cultural Competency Check list. This was vetted by EMP and there was a suggestion to make the material broader. As there are some courses which have cultural and historical emphasis and other do not. For some programs it may be learning how to use the proper naming conventions for courses. The idea is for people to be thoughtful and reflective.
- Senate has been working with the EMP committee to set up work shops for faculty on how they can acquire the tools and how they connect diversity in their classrooms. Faculty are being encouraged to understand how Academic Freedom exists and plays out within this context. EMP will also be evaluating the Academic Senate Constitution & By-laws documents to ensure there are no unintended barriers.
- There is intent to have this resolution return to the Senate Executive Committee for more discussion.

3. Resolution: Truth in Academia (pg. 9)

- This resolution references much of the social foundation that has fueled the insurrection at the U.S. Capitol on January 6th. There has been an assault on objective truth and science and it undermines our entire existence and the foundation upon which COC relies. This is not only about truth but more also about being intellectually honest. The college is in the business of creating intellectual mindsets. There is a need to lean on and rely upon rational truth.
- There was a question on the 3rd Whereas as it can be confusing where it states, “fosters the study of religion, philosophy, and emotion and other related disciplines...” It was clarified that there are two thoughts being communicated, one is objective and empirical and the through the process of science. There is another side to education, for example in ethics, religion and philosophy etc..where there are not objective truths but is necessity for the human condition and growth. There are some things which cannot be measured. It is important to teach to students that they can have their own opions but it is important for them to be educationally honest about how they arrive at their opinions. There was a suggestion to have the 3rd Whereas be more general instead of calling out specific disciplines. It was also recommended to add in language in this section which states that COC is an institution which balances the sciences and non science based aspects of higher learning and curriculum.
- David will make some adjustment to the 3rd Whereas and it will be included on the March 4th Academic Senate agenda. But this resolution can also be discussed at the next Senate Executive Committee meeting.

4. Consideration of ASCCC Spring 2021 Plenary Resolution Ideas (03/11/21 Deadline)

- If there is anyone from a committee who has an idea for a resolution that COC should adopt and move forward statewide please inform David. It is recommended that our local Academic Senate should support such resolutions before they are advanced statewide. This does not mean necessarily that it has to be also

adopted as a local resolution by Academic Senate but more so supported. ASCCC does not want resolutions which have already been adopted at the State level and have those be replicated. The next meeting of March 11th will be the deadline to submit any resolutions.

5. Future Meeting Dates

- 03/11; 04/15; 05/13 all at 11am to Noon.
 - These meetings were scheduled on the weeks that there are no Program Viability Committee meetings.

6. Committee Needs? Future Business?

- David confirmed that Senate sub-committees can create CANVAS shells.

E. Unfinished Business

1. Local Recognition Awards and Processes.

F. Announcements

1. [ASCCC Area C Spring 2021 Virtual Meeting \(March 27, 2021 9:00am to 3:30pm\)](#)
2. [ASCCC Spring 2021 Plenary Session, April 15- April 17, 2021, Virtual Event](#)
3. [2021 Career Noncredit Education Institute, April 30-May 2, 2021, Virtual Event](#)
4. [ASCCC 2021 Curriculum Institute, July 7- July 9, 2021, Virtual Event](#)

G. Adjournment: 12:05pm.

Program Viability Committee Summary

February 18, 2021, 10:00 a.m. to 11:30 a.m. – Zoom

Members present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCFA Rep), Jason Burgdorfer (MSHP), Jesse Vera (Adjunct Counselor & AMSA Faculty Co-Advisor) & Erik Altenbernd (Humanities), Albert Loiaza (Counseling)

Guests: Harriet Happel (CE Dean), Marilyn Jimenez (Academic Senate Administrative Assistant), Kathy Bakhit (Dean, HPPS), Dr. Omar Torres (CIO, Instruction) & Rebecca Eikey (MSHP)

I. Routine Matters

1. Call to order: 10:07am
2. Approval of 11/19/20 meeting minutes:
 - Motion to approve the minutes by Lisa Hooper, seconded by Chris Boltz. Unanimous. Approved.
3. Approval of the Agenda:
 - Motion to approve the agenda by Nicole Faudree, seconded by Albert Loiaza. Unanimous. Approved.

II. Action Items

1. Review Program Viability Forms: Program Modification, Initiation, and Revitalization
 - Program Justification Form: In addition to the two forms mentioned in this action item there is also a *Program Justification Form*. This form was created by both Garrett Rieck and Harriet Happel. This form requires a labor market report from the Centers of Excellence that Harriet then collects. Is it necessary to instead make this form as broad as possible as a faculty members may not get to the step of proposing a new program?
 - Program Discontinuance: Most of the questions are focused on how to continue or create program on existing forms but not many are about program discontinuance. If a program is cancelled how can students be supported? What will be the financial and academic implications for students? What will be the course substitution which will allow students to complete the degree? Perhaps these types of questions should be added to the form? This may require a separate form as there are usually only 1% of program that are discontinued.
 - Program Initiation and Modification: There was some discussion over how to make the forms more clear in terms of which form faculty should be using. The forms also have similar questions. It is preferred that the presenter enter information regarding how they think the curriculum should look like. However, many times faculty may not know. There was a question regarding ADT's and if information regarding CID's associated with the curriculum be included in the form? The form does ask if the degree is an AA/AS or AA-T/AS-T. There was a clarification that when there is already an ADT it is a re-packing of the existing curriculum. If the department is in support of this and there is no need for new curriculum and there are no new resource demands then this program does not need to come through Program Viability.
 1. Section 1: If a program is coming through that is not a CE program then the form may be confusing. Is there a need to have both forms?
 - a. CE Program Proposals: If someone is proposing a CE program then there is a need for LMD and Advisory Board Minutes.
 - b. Non-CE Program Proposals: For non-CE program there may be a need to Institutional Research reports, similar program from other schools, CSU model

Curriculum etc.

2. This can still be one form. There is some concern with faculty who have not gone through this process and with the time it may take faculty to collect evidence to support their proposed program. Depending on the program proposal it may require a faculty member to come through Program Viability several times.
 3. It was clarified that both CE and Academic program are academic and to instead refer to the programs as CE and Non-CE programs. The following suggestion were made in regards to updating the forms:
 - a. Suggestion 1: Should there be a cover page which outlines a timeline, with check boxes, so people understand that it will require some time to prepare. This could help avoid a lot of time wasted with follow up. There have been some proposals which are very thorough and others are missing information.
 - b. Suggestion 2: It is recommended to not have general questions. Could there be an appendix where someone could enter the data or evidence for a CTE track or an Academic track program. This would allow for one form with appendices.
 - c. Suggestion 3: It is recommended to outline in the form what a CE program needs vs a Non-CE program in list format. Could there be links to other required forms such as IR, or Centers of Excellence?
 - d. Suggestion 4: There are many repetitive questions and there was a suggestion to eliminate duplicative questions on the forms. Should the questions from the Program Justification form be moved to the Program Initiation and Modification form?
 - e. Suggestion 5: Create a flow chart for a program approval process to provide for faculty which outlines all the steps. This can be sent out via email.
 - f. Suggestion 6: To review past program proposal forms to see how they were completed.
- Center of Excellence (COE) Report Process:
 1. When a Centers of Excellence report is required Harriet will need to file a letter of intent with the Consortium which then allows the Centers of Excellence to prepare the LMI data.
 2. COC is in district 5 of LA County but LMI data comes from the region. This region includes the North all the way to San Luis Obispo. There are times when Harriet will send the report back and request that data from northern and central LA County be included. Other times there are already existing stock reports which can be used.
 3. The region is requesting data which demonstrates that there is an undersupply in employment for a particular program.
 4. Once there is approval a program moves to Level 2 where specifics are inputted in regards to curriculum, advisory board minutes, other sources and data which demonstrates support. Then it will move to a recommendation report, CTE Deans will vote to either recommend or not. Prior to COVID-19 colleges were not concerned with having similar programs as many felt students would not travel to other locations. However, now all courses are online. There were some revisions to the Medical Transcriptions. There was a Dean from Ventura who voted against it as there was concern with having a similar program. However, all 7 Deans from other colleges can vote against it but it has no binding as this is required from the Chancellors office.
 5. LMI from Advisory Boards will not be accepted. In regards to the Centers of Excellence there is only 1 person for 5 colleges. It is imperative that only requests be put forth that are necessary as there is a Letter of Intent required first. It is important to what is being asked aligns well with the current resources and strategic goals.

6. It is important to clarify for faculty that if they do not have the evidence they should not submit a proposal.

- [BP 4021 Program Viability Policy](#): There are sections in this policy that state that it may be required to include in proposals both qualitative and quantitative data. What is the purpose of the form? Who is the audience of the form? Is the form for the faculty proposers or for the committee? Is this for the region to have the data? Will the information on the form be used at the beginning, prior to LMI or at the end of a proposal? What are the stages and how are we helping to guide faculty? If there is one form which that create more confusion?
- What percentage of program proposal have gone through the Centers of Excellence and are CE programs? There have only been 2 general education program which have come through Program Viability. It is estimated that over 50% - 60% of the CE programs have gone through the Centers of Excellence. Non-credit program proposal do not need a Centers of Excellence report but this may change in the future. Updates will now require for non-credit programs. SWF can help support non-credit. Should the form be designed for the 80% of the programs coming through or for the 20% of programs?
- It was emphasized that there is now major de-emphasis on GE and BA programs and now more emphasis on technical CE certificates which can stack to a degree. It is important to be responsive to this as everyone comes out of the pandemic.
- It is recommend that faculty have a larger discussion regarding their proposal and go through Program Viability rather than presenting 2 courses at a time to the Curriculum Committee. This is of concern and it is not clear how to have more faculty present to Program Viability. The process can overwhelm some and discourage from going through Program Viability. There are benefit with going through Program Viability as more resources can be shared and provided for programs.
- Can an Administrator Initiate a program? According to the policy program can be initiation by the CIO, School Dean, Department Chair or an Academic Program Director. An administrator can initiate a revitalization. If an administrator has the support of faculty to do a program proposal then this is acceptable. There will need to be 3-5 faculty in support of this program or a faculty champion identified, as only faculty write curriculum. An administrator can initiate a program discontinuance as long as this is done with the support of faculty. There is also concern with a programs being proposed by an administrator and no faculty member has been hired. Once a faculty member is hired they may spend 1-2 years writing curriculum.
- It is suggested to have all committee members review the forms on the CANVAS shells and add in their notes, comments and feedback. Garrett will work on the forms and the forms will return at the last meeting agenda of PV of the semester.

III. Adjournment: 11:24 am

BP 7210 Academic Employees

Reference: Education Code Sections 87400 et seq; 87419.1; 87600 et seq.; 87482.8; *Title 5, Section 51025*

7210.1 Academic employees are all persons employed by the District in academic positions. Academic positions include every type of service, other than paraprofessional service, for which minimum qualifications have been established by the Board of Governors for the California Community Colleges.

7210.2 Faculty members are those employees who are employed by the District in academic positions that are not designated as supervisory or management by the ~~e~~Education ~~e~~Code or ~~the a~~ collective bargaining agreement. Faculty employees include, but are not limited to, instructors, librarians, counselors, faculty directors, and professionals in health services, DSPS, and EOPS.

7210.3 ~~Tenured (regular) and n~~Non-tenured (contract/probationary/~~temporary~~) full-time faculty shall be evaluated pursuant to their ~~ir current~~ COCFA collective bargaining aAgreement in effect at the time of the evaluation and in accordance with the requirements of the Education Code. The Board reserves the right to determine whether a faculty member shall be granted tenure.

~~Tenured (regular) faculty shall be evaluated pursuant to the current COCFA Agreement.~~

7210.4 The District may employ temporary faculty ~~from time to time~~ as required by the interests of the District. Temporary faculty may be employed full time or part time. The Board delegates authority to the CEO to determine the extent of the District's needs for temporary faculty. ~~Adjunct faculty~~ Part-time faculty shall be evaluated pursuant to ~~the procedures stated in~~ their collective bargaining agreement in effect at the time of the evaluation and in accordance with the requirements of the Education Code.

7210.5 Notwithstanding this policy, the District shall comply with its goals under the Education Code regarding the ratio of full-time to part-time faculty ~~to be employed by it and for making progress toward the standard of 75% of total faculty work load hours taught by full-time faculty.~~

Approved 05/14/08

Approved 05/14/08

DISCUSSION ITEM TOPIC:

Add Codes and Open Enrollment

ISSUE BACKGROUND:

There is concern on the part of some Faculty members that the manner in which course enrollment add codes are utilized in conjunction with open self-enrollment for students via MyCanyons registration is creating confusion. Specifically, the confusion is in terms of roster size as well as instructional concerns regarding self-enrolling students within the extended period of time prior to each term's Census date, but after the start of the term or class section.

Currently, prior to the first day of a term, when a class section reaches maximum enrollment it is closed to further enrollment by Admissions & Records. In this scenario, a course may be closed, but the waitlist is still active up until the Friday before the term. Enrollment may still occur as students drop and the auto-waitlist function operates. Currently, instructors may begin issuing add codes on the first day of the term, and no sooner. And of course, those add codes only then work until the add deadline.

However, if the class section has not reached maximum enrollment by the first day of class, students can continue to add themselves during the period between the first day of the term and the conclusion of the first week of the term (or until the class reaches maximum enrollment – whichever comes first.) At the same time students are permitted to enroll themselves via MyCanyons, instructors may also be simultaneously distributing add codes to waitlisted or crashing students all the while unaware of students enrolling through MyCanyons.

The concern is not only inadvertently exceeding the section enrollment capacity, but more so, having students enroll into sections after the term has started, but without enabling instructors to make their own determination about student enrollment as related to course curriculum. Many faculty believe that having students add themselves after having missed one or two weeks of instruction not only undermines instructor control of the learning environment but sets students up for detrimental learning outcomes if critical class information and meeting time has already been missed.

There are also concerns that halting self-enrollment past the start date of a class section or term would be detrimental to students in other ways.

ISSUE TO BE DETERMINED:

Should the Academic Senate formally request the Office of Student Services and Enrollment Management to halt the practice of allowing student self-enrollment past the start date of a class section, thereby giving total control of enrollment through the issuance of add codes by instructors only.



Academic Senate for College of the Canyons

STANDING POLICY

Online & Online LIVE Instructor Certification Requirements

Summer & Fall 2021 and 2022 Semesters

Section 55208(b) of Title 5 of the California Code of Regulations (CCR) holds “Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.” Accreditation Standard 3.A.11 of the Accrediting Commission for Community and Junior Colleges (ACCJC) states and requires, “The institution establishes, publishes, and adheres to written personnel policies and procedures.”

At College of the Canyons the Academic Senate establishes distance education (Online) instructor certification standards. In so doing, the Academic Senate regularly collaborates with the Office of Instruction and its Office of Online Education. The state of emergency declared by the Governor of the State of California as a result of the COVID-19 public health emergency resulted in ongoing declared emergency orders by the Chancellor of the Office of California Community Colleges. Therefore, and in recognition of such circumstances, the Academic Senate establishes the following distance education/online instructor certification requirements to be in effect for the summer and fall, 2021 semesters and thereafter:

1. All provisional online certifications originally set to expire on June 6, 2021, as outlined in the adopted standards per Academic Senate action on October 1, 2020, will be honored and extended to December 31, 2021 after which time they will permanently expire.
2. Instructors possessing only provisional online instructor certification should not be assigned nor allowed to teach 100%, asynchronous ONLINE classes during the 2021 summer and fall terms.
3. The Academic Senate, in collaboration with the Office of Instruction, intends to establish a new OnlineLIVE instructor certification standard. All current provisionally certified online instructors must complete this new OnlineLIVE certification training to be assigned and teach synchronous OnlineLIVE classes for all 2022 terms and thereafter.
4. Provisionally certified instructors also have the option to complete the traditional IOI online instructor certification course thereby permitting them to teach OnlineLIVE classes for the Winter and Spring 2022 terms only, and 100% ONLINE classes in 2022 and thereafter.
5. Beginning in Summer 2022 and thereafter, all instructors intending to be assigned and permitted to teach OnlineLIVE synchronous classes must have completed the new OnlineLIVE instructor certification training. Completion of the traditional IOI online instructor certification course will no longer be recognized as permitting instructors to teach OnlineLIVE synchronous classes for the Summer 2022 terms and thereafter.

The impact of the COVID-19 pandemic on higher education has resulted in a recognition of synchronous virtual instruction as having become a new, unique pedagogical modality. This modality is being institutionalized throughout the California and National systems of higher education, as evidenced by a recently established @One synchronous instruction training

course. To maintain academic standards during the continued COVID-19 pandemic, as well as throughout the eventual post-pandemic environment, the Academic Senate is prepared to assist in the development of and endorse a local OnlineLIVE synchronous instruction certification course for the betterment of students, faculty and education. As a consequence of the COVID-19 pandemic we have needed, and will continue for the foreseeable future, to serve our students with OnlineLIVE synchronous instruction. Developing the same care and delivery of this new format as we have done for fully online instruction is an academic and professional matter and responsibility.

CCR Title 5 Section 55204(a) establishes the requirement of regular and effective contact between instructors and students and designates such standard to be an academic and professional matter within the purview of the Academic Senate per Title 5, Section 53200, *et seq.*

This policy is adopted toward the betterment of student learning and to ensure, among other things, such regulatory and professional standards are upheld.



THE COLLEGE OF THE CANYONS ACADEMIC SENATE RESOLUTION

COMMITMENT TO ANTI-RACISM AT COLLEGE OF THE CANYONS AND WITHIN THE COMMUNITY

WHEREAS, there exists pervasive individual and institutional racism throughout the United States, including within the geographical district represented and served by College of the Canyons;

WHEREAS, racism and institutional racism are unique, damaging sociological structures recognized within academia as reliant upon the inequitable, dehumanizing aspects of supremacy of white power in the United States thus rendering racism and institutional racism forms of subjugation of persons.

WHEREAS, the Santa Clarita Community College District serves a diverse, multicultural student body and employees comprised of a variety of racial and ethnic identities, to include but not limited to Asian, Hispanic, Black/African American, Native American and White Americans that demand equitable representation and protection within curriculum and formal or informal policies and procedures;

WHEREAS, non-white racial and ethnic identities have suffered racism, prejudice and discrimination and where Black/African Americans in particular experience a unique, acute form of historical and ongoing racism and institutional racism resulting from overt, intentional and defacto structural violence, inequality and inequity perpetrated against them as a people;

RESOLVED, the Academic Senate at College of the Canyons has a professional, ethical, and moral obligation to identify and strive to eradicate institutional barriers that cause racism, discrimination, and prejudice against students, faculty and employees; and

RESOLVED, the Academic Senate at College of the Canyons has a professional, ethical, and moral obligation to assist the community it serves in identifying and striving toward eradicating racism and institutional racism, discrimination, and prejudice and to lead by example; and

RESOLVED, that the protections of academic freedom are consistent with the obligation of faculty to create a learning environment free of intentional and unintentional hostility toward marginalized populations; and

RESOLVED, that the Academic Senate at College of the Canyons urges the Board of Trustees and College Administration to join the Academic Senate, collectively as a foundation of proper social development for the community we serve, in regularly and publicly declaring the District's commitment to anti-racism at the College and in the community, realized through action and leadership.



THE COLLEGE OF THE CANYONS ACADEMIC SENATE RESOLUTION

STANDARDS OF TRUTH AND INTELLECTUAL HONESTY IN ACADEMIA

WHEREAS, the foundational purpose and rationalization of institutions of teaching, learning and education are to advance and progress human and global existence based on truth, critical reasoning, empirical evidence, and intellectual honesty;

WHEREAS, College of the Canyons must be, and is, committed to teaching our students the differences between objective truth and subjective belief; it is institutionally charged with the task of preparing logical, critical thinkers not only to enter the work force, but society, and thus has an indispensable and direct role in cultivating the advancement and success of all societal institutions, norms of behavior and importantly, character, integrity and citizenship;

WHEREAS, College of the Canyons is an institution that fosters the balanced study of diverse, complex and multifaceted academic disciplines and is committed to doing so with integrity to enable students to become substantial, whole individuals contributing to the world they live in;

WHEREAS, educators should welcome the opinions of one another and importantly, our students, as important to the pursuit of knowledge and also to ensure that opinions based on obvious misinformation are refuted by our accredited and certified objective subject matter knowledge;

RESOLVED, the Academic Senate declares the need for College of the Canyons to reemphasize and commit to a robust, quality general education for our students providing the foundation of learning necessary to the creation of social stability and openness of thought and knowledge to enable widespread support of all disciplines for the betterment of human and global development; and

RESOLVED, the Academic Senate and the faculty it represents reaffirm their professional and ethical commitment to the pursuit of truth, accuracy, and honest self-reflection in the practice of teaching and learning, as well as in campus wide collaboration and community outreach; and

RESOLVED, the Academic Senate and the faculty recognize that where truth proves elusive, they will, through honest reflection and consideration of information, provide students with valuable tools and skills to seek answers to yet unknowable aspects of disciplinary knowledge; and

RESOLVED, that all faculty members at College of the Canyons maintain currency in their acquired fields of study and expertise with confidence, but with the humility necessary to model their openness to the life long process of introspection and learning that serves to advance the continued progression of College of the Canyons as an institution of higher education.