



# College of the Canyons Academic Senate

September 17, 2020  
3:00 p.m. to 4:50 p.m. Via Zoom

Meeting can be join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/97167184916>  
Or iPhone one-tap (US Toll): +1-669-900-6833 or +1-253-215-8782, Member ID: 97167184916#

## 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](mailto:academicsenateinfo@canyons.edu) College of the Canyons

### A. Routine Matters

1. Call to order
2. Public Comment
3. *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](mailto:academicsenateinfo@canyons.edu) or asked via zoom chat feature*
4. Approval of the Agenda
5. Committee Appointments:
6. Approval of the Consent Calendar

Academic Senate meeting, Sep. 3, 2020 Summary (pg. 3-9)	<a href="#">Curriculum Committee Summary Sept. 10, 2020</a>
<a href="#">Academic Senate Sub-Committees List</a>	<a href="#">Collegial Committee List</a>
<a href="#">Operational Committee List</a>	MQ&E Updated 5 year equivalency List (pg. )
Nicole Faudree (Faculty Peer Evaluator) replacement to the Tenure Committee for Shaunasey Lane	

### A. Action Items

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

1. Brown Act – Roll Call Votes in Participants Window (Update), David Andrus (pg. 24-25)
2. Part-Time Faculty Minimum Qualifications & Equivalencies
  - Adjunct Faculty MQ&E List for Winter 2020 (pg. 26-27)
  - ISA MQ list for Winter 2020 (pg. 28-29)
  - Adjunct Faculty MQ&E List for Spring 2020 (pg. 30-39)
3. Fall 2020 Full-Time Evaluation Process (Pandemic Considerations), Garrett Hooper, David Andrus (pg. 40)
4. Academic Senate Standing Policy Course Modality Nomenclature Winter and Spring 2021, David Andrus & Lisa Hooper- (pg. 41-42)
5. Academic Senate Statement on Course Modality Nomenclature Policy Rationale Winter and Spring 2021, David Andrus & Lisa Hooper- (pg. 43)

## **B. Discussion**

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

1. Academic Senate Standing Policy Online Instructor Certification for Winter and Spring 2021, David Andrus (pg. 44)
2. Academic Senate Statement on Online Certification Standards Policy Rationale for Winter and Spring 2021, David Andrus (pg. 45-46)

## **C. Reports** (7 minutes allocated for each report)

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

1. Invitation to the International Forum on Youth (IFY) 2020, Sab Matsumoto
  - [https://www.canyons.edu/academics/isp/int\\_forum\\_youth.php](https://www.canyons.edu/academics/isp/int_forum_youth.php)
2. Academic Staffing Committee Report, Miriam Golbert
3. Academic Senate Presidents Report, David Andrus

## **D. Unfinished Business**

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

## **E. 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 Oct. 1, Oct. 15, Oct. 29, Nov. 12, Dec. 3
- [ASCCC 2020 Academic Academy, Oct. 8 – Oct. 10, 2020, Virtual Event](#)
- [ASCCC 2020 Fall Plenary Session, Nov. 5 – Nov. 7, 2020, Virtual Event](#)
- Upcoming At-Large Senator Election to be held, Sept. 17<sup>th</sup> to Sept. 23<sup>rd</sup>

## **H. Adjournment**

## Academic Senate Summary for September 3, 2020

Voting Members					
Senate President	David Andrus	X	Learning Resources Senator	Peter Hepburn	A
Vice President	Lisa Hooper	X	Personal & Professional Learning Senator	Garrett Rieck	X
Immediate Past President	Rebecca Eikey	A	At Large Senator	VACANT	A
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	A
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	A
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	
Omar Torres	X
Marilyn Jimenez	X
Dan Portillo (Warren Heaton AFT Rep)	X
Dr. Wilding	A
Nicole Faudree (COCFA President)	X
ASG Student Representative- David Gonzalez	X

Guest					
Albert Loaiza	X	Israel Avila	X	Michael Monsour	X
Ambika Silva	X	Jennifer Smolos	X	Miriam Golbert	X
Ana Palmer	X	Jessica Small	X	Michelle LaBrie	X
Ann Hamilton	X	Jonathan Amador	X	Omar Torres	X
Ashley Murphy	X	Julie Johnson	X	Patti Haley	X
Colette Gibson	X	Kathy Bakhit	X	Patti Robinson	X
Dilek Sanver-Wang	X	Katie Coleman	X	Paul Wickline	X
Dr. Diane Fiero	X	Kelly Burke	X	Robert Wonser	X
Dr. Edel Alonso	X	Lorie Marie Rios	X	Victoria Leonard	X
Dr. Jasmine Ruys	X	Maral Markarian	X	Wendy Brill-Wynkoop	X
Dustin Silva	X	Matthew Carter	X		

### A. Routine Matters

1. Call to order: 3:01pm
2. Public Comment:

- Edel Alonso greeted all senator and welcomed all to the fall 2020 semester. Edel also commended all faculty for surviving difficulty and challenges of the spring and summer semesters.
3. Approval of the Agenda
- Motion to approve the agenda by Erica Seubert, seconded by Peter Hepburn. Approve by roll call vote. Unanimous.
4. Committee Appointments:

<a href="#">Tenure Committee</a>	<a href="#">Collegial Committee List</a>
<a href="#">Academic Senate Sub-Committees List</a>	<a href="#">Operational Committee List</a>
Selection Committee (pg. 3)	Budget Cuts Process Task Force (pg.3 )
President's creation of standing Constitution & Bylaws Committee	President's creation of standing Academic Freedom Committee

- There are about 5 or 6 committee list which were not included as part of the larger committee list as there is still membership confirmation pending. These committee will be included on the 9/17 agenda. In addition to the committee list there are two new committees being created by the Academic Senate President. One is the newly formed Academic Freedom standing committee. This is per the Administrative Procedure 4030 (Academic Freedom) that has been adopted by the Academic Senate and the College Policy Council (CPC). The other new committee is the Academic Senate Standing Constitution and Bylaws Committee. There was also a clarification that the Selection Committee is also known as the Hiring Committee. These individuals have been appointed to serve on a particular hiring committee for District positions. These appointments are listed without reference to which actual hiring committee each faculty member is serving on.
  - Motion to approve the committee appointments by Aaron Silverman, seconded by Erica Seubert. Approved by roll call vote. Unanimous.
5. Approval of the Consent Calendar
- President went over the function of the consent calendar and to clarify any questions for new Senators. In regards, to placing documents relating to the Program Viability Committee (PV) it was clarified that many of the documents can be placed on the consent calendar per the Senate Bylaws and the PV Operation Procedures. However, if there are any items which warrant further discussion then they will be listed under discussion. These documents can include program pilot status reports. It is important that Senators take the time to review documents that are listed on the consent calendar as they may not be discussed. There was a reminder than anyone can ask clarifying questions, pull something off of consent and move it to discussion or request for an item to be tabled.
  - It was clarified that the Seniority list includes faculty who had intended to retiree but who didn't retire and is the most up to date list.
  - Motion to approve the consent calendar by Marco Llaguno, seconded by Garrett Rieck. Approved by roll call vote. Unanimous.

Academic Senate meeting summary, May 21, 2020 (pg. 4-10)	<a href="#">Curriculum Committee Summary, August 27, 2020</a>
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Academic Senate Special Celebration meeting summary, August 20, 2020 Summary (pg. 11-15)	Program Viability Committee Summary, May 21, 2020 (pg. 20-23)
Academic Senate Retreat meeting, August 20, 2020 Summary (pg. 16-19 )	Senate Executive Committee Retreat Summary, August 19, 2020 (pg. 24-37 )
<a href="#">Updated Seniority List 2020-2021</a>	Academic Senate Parliamentarian, Marco Llaguno, Fall 2020
<b><a href="#">Program Viability Recommendations:</a></b> <ul style="list-style-type: none"> <li>a) Computer Networking - Program Revitalization</li> <li>b) Tax Preparer Program - New Program Proposal (mirrored in credit and noncredit)</li> <li>c) Center for Excellence in Teaching and Learning - New Program Proposal (noncredit)</li> </ul>	

## B. Action Items

Below are a list of items that the Senate will take action on. Discussion is allowed, if necessary.

1. Discipline Assignment for new full-time faculty hire date effective 8/24/2020

Dr. Ann Hamilton, Dean, Mathematics, Sciences & Engineering (pg. 28-29 )	
Desiree Goetting, Biology (pg. 30 )	Leora Gabay, PE/Kinesiology (pg. 32-33 )
Gretchen Staton, Chemistry (pg. 31 )	Max Keller, Cinema (pg. 34)

- The discipline memos for all newly hired Full-time faculty were reviewed and approved by MQE Committee co-chairs, Aivee Ortega and Alicia Kaminisky. These faculty were also hired last semester but did not have a start date until this semester. There is another group of faculty that have been hired this year and will have a delayed start date of fall 2021.
- Motion to adopt the discipline memo for new full-time Faculty by Tammera Rice, seconded by Peter Hepburn. Approved by roll call vote. Unanimous.

## C. Discussion

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

1. Fall 2020 Full-Time Evaluation Process (Pandemic Considerations), Garrett Hooper, David Andrus (pg. 35 )
  - It was stated that this item does overlap with COCFA as faculty evaluations are part of the collective bargaining agreement. Special thanks was given to Garrett, Kelly and Nicole for collaborative efforts and for bringing this discussion item to Academic Senate.
  - Background: In spring 2020 the MOU with the district reached an agreement which allowed for evaluations of full-time faculty to be postponed for that semester. An agreement was reached while drafting the MOU for fall 2020 with the district that evaluations would resume.
  - 100% online courses: For faculty who are fully certified to teach 100% online, courses should be evaluated using the online hybrid visitation report. As the evaluation instrument was created for 100% online instruction.
  - On Ground courses: There are 8 essential infrastructure courses that are back on campus and certainly the on-ground classroom visitation report is appropriate to evaluate those courses.
  - Synchronous courses: In terms of synchronous classes it was not clear how exactly to proceed with the evaluation. For these courses there is a range of training, comfort and

delivery level. A small group was created comprised of Senate representatives, COCFA negotiators and CETL faculty (Julie Johnson & Robert Wonzer). This group worked on suggested language and guidelines for how to proceed for adopted practices for the evaluation of those synchronous classes.

- There was an agreement that the Tenure committee should be the one to make the decision regarding what evaluation instrument was most appropriate based on the feedback and input from the faculty member being evaluated. The committee will also be responsible for addressing any gaps that are being recognized by the evaluation instrument as there was not sufficient time to create a new evaluation instrument for pandemic circumstances. Academic Freedom and flexibility was also taken into account. The group wants to ensure the Tenure committee has the proposed document of practices and guidelines for the current semester. It is also understood that this process may potentially delay the evaluation of probationary or tenured faculty as faculty may be waiting on an evaluation instrument. It is recommended that Tenure committees postpone identifying instruments until a process is confirmed with the negotiations team. A faculty member does not need to be teaching a synchronous course to be evaluated.
- It was clarified that if an instructor is teaching asynchronously and are 100% online certified the online/hybrid form would be the appropriate instrument.
- The current library faculty also do not have an evaluation instrument. A meeting will take place to discuss options with probationary librarians.
- AFT adopts their evaluations forms in consultation with the district. The AFT contract does not trigger Senate involvement. Adjunct evaluations were suspended due to the pandemic crisis. Once evaluations resume a new MOU will be needed.
- Next Steps: The Academic Senate, having discussed the item, requests this document return as an action item on the Academic Senate September 17<sup>th</sup> agenda. Then the document will be brought back for negotiation as another COCFA MOU will need to be developed with the district. If approved, the MOU would be in effect for the current academic year.

## 2. Synchronous Instruction Discussion, David Andrus

- Background: This item was discussed among department chairs at the IAC meeting. There is a large percentage of students who want synchronous instructional courses. Many students feel that it is important to get a robust understanding of the material through real time lectures. This is especially true as many of these courses are part of the major. Many students also do not learn very well in an online environment and need real time, synchronous instruction to be successful.
- There is going to be some discussion in an upcoming collaborative meeting between Administration and Faculty regarding what will be decided for certification for instructors for winter and spring 2021.
- Course Meeting Times: There have been instructors teaching real time pre-scheduled courses in an effective way. However, there has also been some inconsistent delivery of instruction by some faculty members. It is important that faculty have regular and effective contact with students. These courses were listed as real time pre-determined class meetings. There is a concern with students being impacted by this type of looseness. Most of this is a result of needing to transition very quickly to a remote

virtual online environment during the spring when the pandemic initially hit. Faculty are being asked to be understanding of the fact that Administration was operating under an enormous amount of uncertainty as the fall schedule was being built.

- Course Modality Definitions: There is a need to have a set of understandings and definitions about the course definitions for students and faculty. Many students do not understand what asynchronous and synchronous means. There is confusion regarding hybrid versus synchronous. Hybrid is a delivery method of a pre and post pandemic world. If synchronous courses are going to be offered the word synchronous may need to be redefined to be clearer for students.
- There has also been some confusion regarding classes being listed as being held on campus when in reality it is being offered full asynchronous. Faculty are then needing to clarify course delivery with students. The definitions for lecture versus lab are also not clear. There have been cases with students being dropped for being late or missing the first lecture because the courses CANVAS was down. Student are then stuck trying to re-arrange their schedules. One idea proposed is to not have courses go live until the orientation letter is submitted and checked by the department chair or dean.
- Academic Freedom: Academic Freedom lives within the realm of Title 5 and Ed Code requirements. There is concern with an instructor teaching a synchronous class that has a standard meeting time and then the instructor alters the meeting times during the first week of class. This is after having the orientation letter and the schedule of classes both state that the class will be meeting on a regular basis. This is a concern in terms of advertisement as the CANVAS shell has to be robust enough to make up for the loss of student and instructor contact time and delivered content. There was a recommendation to require a certain percentage of classes to have real time meetings and to add a note on the schedules of classes which indicates this.
- Provisional DLA: If a course was scheduled as face to face for certain times an instructor cannot required students to meet outside those published days and times.
- Permanent DLA: It is considered pedagogically sound to teach courses 100% online asynchronously. There could also be courses possessing a permanent and a provisional DLA. The lecture portion could be taught 100% online asynchronously but the lab needs to be taught live.
- Next Steps: It is important to analyze what has worked well and what hasn't and make necessary adjustments as needed. In addition, there is a need to adopt a uniform standard professional expectation that faculty understand what is needed when meeting with students and what is expected in terms of real time synchronous class meeting times as published in the schedule of classes. A more formal set of ideas and definitions will be outlined in a document which will be presented to Senate for adoption.

3. Brown Act – Roll Call Votes in Participants Window (Update), David Andrus (pg. 36-37)

- The roll call votes can take up a lot of time in particular for certain committees such as the curriculum committee. The governor's executive order has been looked at. The Academic Senate president has also spoken with Dolores Davison, President of the Statewide Academic Senate. Dolores obtained legal input from the Chancellors Office regarding the use of the participants window feature in zoom. The idea is to use the

participants zoom window feature to go through roll call votes. The feature allows for “yes” and “no.” votes. The Chancellor’s Offices has confirmed that so long as there is a recording or the voting results in the minutes or summary and others can see or hear the voting results the participants window can be used. The other options is to take a screen capture of the participant’s window with the voting results. The Curriculum Committee has begun using the participant’s window and provided positive feedback. A set of parameters was put together and presented as a discussion item.

- i. Proxy votes: Proxy votes will need to be verbalized as those cannot be registered on the participant’s window.
  - ii. Abstention votes: It was also clarified that any vote abstentions are recorded as a, “no vote” in the participant’s window.
- There was a suggestion to have Senator Attendees rename themselves on the participant’s window such as adding a number or a letter such as “AS,” before the last name. This would allow the host to sort the names on the participant’s window so load the senators at the top of the list and would allow the ability to see voting results more clearly. This idea is being proposed as the zoom software does not have a feature of segregating certain participants in the participant’s window.
  - It was also built into this statement that if anyone want or request an oral vote than can make a motion to do so. This option will also be available for any other committees. Modification will be made to the draft document presented and the document will return as action item at the next meeting.

#### **D. Reports (7 minutes allocated for each report)**

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

##### **1. Academic Senate Presidents Report, David Andrus**

- There was a reminder that reports have been moved to the end of the agenda to allow for more time for action and discussion items. This in no way diminishes the value of the reports. The reports are not discussion items and discussion items are not reports. There is also a reporting template that is being drafted for reports. This template will be discussed at the next Executive Committee meeting which is scheduled for Sept. 15<sup>th</sup>. There are also now options for committee chairs to presenter reports in verbal, written and video format. If video reports are being done transcript file could be attached as part of the minutes. Videos also need to be 508 compliant and have closed captioning. More discussion will take place regarding where to house video files.
- September is Mental Health Awareness month per the email send by Larry Schallert. The COVID-19 survey results demonstrated from 5 respondents that both mental and physical health has been a problem since working from home. The highest ranking issue since working from home has been the feeling of isolation and disconnection from colleagues/people. It is important to maintain a connection with others even if it is virtually. Collaboration will take place with both Nicole Faudree, COCFA President, Counselors and Larry Schallert on what can be done to address these issues with students and staff.

##### **2. Policy Review committee Video Report, Gary Collis**

- If anyone has any questions regarding this report please reach out to Gary.



**E. Unfinished Business**

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

**F. New Future Business**

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**G. Announcements**

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**H. Adjournment:** 4:56 pm.

## COC Academic Senate – Effective Fall 2020

### Acceptance of Equivalencies for Disciplines Requiring a Master's Degree

Equivalency to disciplines requiring a Master's Degree must include the possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to a Master's degree in a requested discipline lies with the applicant.

#### **Equivalency to Disciplines Requiring a Master's Degree:**

An official transcript documenting successful completion of any Master's degree from an accredited institution of higher learning **AND** official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.

DISCIPLINE	*MINIMUM QUALIFICATIONS (*As described in the Minimum Qualifications 2018 Handbook)	REQUIRE HIGHER QUALS?	ACCEPT EQUIVALENCY
<b>Accounting</b>	Master's in accountancy or business administration with accounting concentration <b>OR</b> Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis <b>AND</b> Master's in business, business administration, business education, economics, taxation, finance or the equivalent. (NOTE: A bachelor's degree in accountancy or business administration with accounting concentration, with a CPA license is an alternative qualification for this discipline.)	No	No (2014) No (2020)
<b>Anthropology</b>	Master's in anthropology or archaeology <b>OR</b> Bachelor's in either of the above <b>AND</b> Master's in sociology, biological sciences, forensic sciences, genetics or paleontology <b>OR</b> the equivalent.	No	Yes (2014) Yes (2015) Yes (2020)
<b>Art</b>	Master's in fine arts, art, or art history <b>OR</b> Bachelor's in any of the above <b>AND</b> Master's in humanities <b>OR</b> the equivalent. (NOTE: "Master's in fine arts" as used here refers to any master's	No	Yes (2014) Yes (2015) Yes (2020)

DISCIPLINE	*MINIMUM QUALIFICATIONS (*As described in the Minimum Qualifications 2018 Handbook)	REQUIRE HIGHER QUALS?	ACCEPT EQUIVALENCY
	<i>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, video, photography, creative writing or other nonplastic arts.)</i>		
<b>Art History</b>	Master's in art history, history of art and architecture or visual culture/visual studies <b>OR</b> Bachelor's in art history and master's in history <b>OR</b> Master's in art with a recorded emphasis or concentration in art history <b>OR</b> the equivalent.	No	Yes (2014) No (2015) Yes (12/2018) Yes (2020)
<b>Astronomy</b>	See Physics/ Astronomy	No	Yes (2014) No (2015) No (2020)
<b>Biological Science</b>	Master's in any biological science <b>OR</b> Bachelor's in any biological science <b>AND</b> Master's in biochemistry, biophysics, or marine science <b>OR</b> the equivalent.	No	No (2014) Yes (6/2016) No (8/2016) No (2020)
<b>Business</b>	Master's in business, business management, business administration, accountancy, finance, marketing or business education <b>OR</b> Bachelor's in any of the above <b>AND</b> Master's in economics, personnel management, public administration, or JD or LL.B. degree <b>OR</b> Bachelor's in economics with a business emphasis <b>AND</b> Master's in personnel management, public administration, or JD or LL.B. degree <b>OR</b> the equivalent.	No	No (2014) No (2020)
<b>Chemistry</b>	Master's in chemistry <b>OR</b> Bachelor's in chemistry or biochemistry	No	Yes (2014) Yes (2020)

DISCIPLINE	*MINIMUM QUALIFICATIONS (*As described in the Minimum Qualifications 2018 Handbook)	REQUIRE HIGHER QUALS?	ACCEPT EQUIVALENCY
	<b>AND</b> Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry <b>OR</b> the equivalent.		
<b>Child Development/ Early Childhood Education</b>	Master's in child development, early childhood education, human development, home economics/ family and consumer studies with a specialization in child development/early childhood education or educational psychology with a specialization in child development/early childhood education <b>OR</b> Bachelor's in any of the above <b>AND</b> Master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies or family and consumer studies <b>OR</b> the equivalent.	No	Yes (2014) No (2015) Yes (2020)
<b>Communication Studies</b>	Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication or organizational communication <b>OR</b> Bachelor's in any of the above <b>AND</b> Master's in drama/ theater arts, mass communication or English <b>OR</b> the equivalent.	No	Yes (2014) Yes (2015) No (2020)
<b>Computer Science</b>	Master's in computer science or computer engineering <b>OR</b> Bachelor's in either of the above <b>AND</b> Master's in mathematics, cybernetics, business administration, accounting or engineering <b>OR</b> Bachelor's in engineering <b>AND</b> Master's in cybernetics, engineering, mathematics, or business administration <b>OR</b> Bachelor's in mathematics <b>AND</b> Master's in cybernetics, engineering, mathematics, or business administration	No	Yes (2014) Yes (2020)

DISCIPLINE	*MINIMUM QUALIFICATIONS (*As described in the Minimum Qualifications 2018 Handbook)	REQUIRE HIGHER QUALS?	ACCEPT EQUIVALENCY
	<b>OR</b> Bachelor's degree in any of the above <b>AND</b> A master's degree in information science, computer information systems, or information systems <b>OR</b> the equivalent. <i>(NOTE: Courses in the use of computer programs for application to a particular discipline may be classified for minimum qualifications purposes, under the discipline of the application.)</i>		
<b>Counseling</b>	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, <b>OR</b> the equivalent. <i>(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.)</i>	No	No (2014) No (2015) No (2020)
<b>Dance</b>	Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, <b>OR</b> Bachelor's in any of the above <b>AND</b> Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts or music <b>OR</b> the equivalent.	No	No (2014) Yes (2020)
<b>Drama/Theater Arts</b>	Master's or Master of Fine Arts in drama/theater arts/performance <b>OR</b> Bachelor's or Bachelor of Fine Arts in drama/theater arts/performance <b>AND</b> Master's in comparative literature, English, communication studies, speech, literature or humanities <b>OR</b> the equivalent.	No	Yes (2014) Yes (2015) Yes (2020)
<b>Economics</b>	Master's in economics <b>OR</b> Bachelor's in economics <b>AND</b>	No	No (2014) No (2020)

DISCIPLINE	*MINIMUM QUALIFICATIONS (*As described in the Minimum Qualifications 2018 Handbook)	REQUIRE HIGHER QUALS?	ACCEPT EQUIVALENCY
	Master's in business, business administration, business management, business education, finance or political science <b>OR</b> the equivalent.		
<b>Engineering</b>	Master's in any field of engineering <b>OR</b> Bachelor's in any of the above <b>AND</b> Master's in mathematics, physics, computer science, chemistry or geology <b>OR</b> the equivalent. <i>(NOTE: A bachelor's in any field of engineering with a professional engineer's license is an alternative qualification for this discipline.</i>	No	No (2014) No (2020)
<b>Engineering Technology</b>	Master's in any field of engineering technology or engineering <b>OR</b> Bachelor's degree in either of the above <b>AND</b> Master's degree in physics, mathematics, computer science, biological science or chemistry, <b>OR</b> Bachelor's degree in industrial technology, engineering technology or engineering <b>AND</b> A professional engineer's license <b>OR</b> the equivalent.	No	Yes (2020)
<b>English</b>	Master's in English, literature, comparative literature, or composition <b>OR</b> Bachelor's in any of the above <b>AND</b> Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing or journalism <b>OR</b> the equivalent.	No	Yes (2014) Yes (2015) Yes (2020)
<b>English as a Second Language (ESL)</b>	Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis or education with a TESL emphasis <b>OR</b> Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate <b>AND</b> master's in linguistics, applied linguistics, English, composition,	No	No (2014) Yes (2/2019) Yes (2020)

DISCIPLINE	*MINIMUM QUALIFICATIONS (*As described in the Minimum Qualifications 2018 Handbook)	REQUIRE HIGHER QUALS?	ACCEPT EQUIVALENCY
	bilingual/bicultural studies, reading, speech or any foreign language  <b>OR</b> the equivalent.		
<b>Film Studies</b>	Master's degree in film, drama/theater arts or mass communication  <b>OR</b> Bachelor's degree in any of the above  <b>AND</b> Master's degree in media studies, English or communication  <b>OR</b> the equivalent.	No	No (2014) No (2020)
<b>Foreign Languages</b>	Master's in the language being taught  <b>OR</b> Bachelor's in the language being taught  <b>AND</b> Master's in another language or linguistics  <b>OR</b> the equivalent.	No	Yes (2014) Yes (2020)
<b>Geography</b>	Master's in geography  <b>OR</b> Bachelor's in geography  <b>AND</b> Master's in geology, history, meteorology or oceanography  <b>OR</b> the equivalent  <b>OR</b> see Interdisciplinary Studies.	No	Yes (2014) Yes (2020)
<b>Earth Science</b>	Master's in geology, geophysics, earth sciences, meteorology, oceanography or paleontology  <b>OR</b> Bachelor's in geology  <b>AND</b> Master's in geography, physics, or geochemistry  <b>OR</b> the equivalent.	No	Yes (2014) Yes (2015) Yes (2020)

DISCIPLINE	*MINIMUM QUALIFICATIONS (*As described in the Minimum Qualifications 2018 Handbook)	REQUIRE HIGHER QUALS?	ACCEPT EQUIVALENCY
<b>Health</b>	Master's in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, nutrition or public health  <b>OR</b> Bachelor's in any of the above  <b>AND</b> Master's in any biological science  <b>OR</b> the equivalent.	No	Yes (2014) Yes (2015) Yes (2020)
<b>History</b>	Master's in history  <b>OR</b> Bachelor's in history  <b>AND</b> Master's in political science, humanities, geography, area studies, women's studies, social science or ethnic studies  <b>OR</b> the equivalent.	No	No (2014) No (2020)
<b>Humanities</b>	Master's in humanities  <b>OR</b> the equivalent.	No	Yes (2014) Yes (2020)
<b>Interdisciplinary</b>	Master's in the interdisciplinary area  <b>OR</b> Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline.  <i>(NOTE: The Interdisciplinary Studies discipline is provided to allow for those cases where it is locally determined that a course must be taught by someone with qualifications that exceed a single discipline. The constituent disciplines can include any disciplines found in the Master's List.)</i>	No	No
<b>Kinesiology</b>	Master's degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education  <b>OR</b> Bachelor's degree in any of the above  <b>AND</b> Master's degree in any life science, dance, physiology, health	No	No (2014) Yes (2015) Yes (2020)



DISCIPLINE	*MINIMUM QUALIFICATIONS (*As described in the Minimum Qualifications 2018 Handbook)	REQUIRE HIGHER QUALS?	ACCEPT EQUIVALENCY
	education, recreation administration or physical therapy <b>OR</b> the equivalent.		
<b>Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators</b>	Any master's degree level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; <b>OR</b> A master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory.  (NOTE: Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.)	No	No (2014) No (2020)
<b>Library Science</b>	Master's in library science, library and information science, <b>OR</b> the equivalent.	No	No (2014) No (2015) No (2020)
<b>Linguistics</b>	Master's in linguistics or applied linguistics <b>OR</b> Bachelor's in linguistics <b>AND</b> Master's in TESOL, anthropology, psychology, sociology, English or any foreign language <b>OR</b> the equivalent.	No	Yes (2014) Yes (2020)
<b>Management</b>	Master's in business administration, business management, business education, marketing, public administration, or finance <b>OR</b> Bachelor's in any of the above <b>AND</b> Master's in economics, accountancy, taxation or law <b>OR</b> the equivalent.		No (2020)
<b>Marketing</b>	Master's in business administration, business management, business education, marketing, advertising or finance <b>OR</b> Bachelor's in any of the above <b>AND</b> Master's in economics, accountancy, taxation or law	No	No (2014) No (2020)

DISCIPLINE	*MINIMUM QUALIFICATIONS (*As described in the Minimum Qualifications 2018 Handbook)	REQUIRE HIGHER QUALS?	ACCEPT EQUIVALENCY
	OR the equivalent.		
<b>Mass Communications</b>	Master's in radio, television, film, mass communication or journalism <b>OR</b> Bachelor's in any of the above <b>AND</b> Master's in drama/theater arts, communication, communication studies, business, telecommunications or English <b>OR</b> the equivalent.	No	Yes (2014) Yes (2015) Yes (2020)
<b>Mathematics</b>	Master's in mathematics or applied mathematics <b>OR</b> Bachelor's in either of the above <b>AND</b> Master's in statistics, physics or mathematics education <b>OR</b> the equivalent.	No	No (2014) Yes (2015) Yes (2020)
<b>Music</b>	Master's in music <b>OR</b> Bachelor's in music <b>AND</b> Master's in humanities <b>OR</b> the equivalent.	No	Yes (2014) Yes (2020)
<b>Nursing</b>	Master's in nursing <b>OR</b> Bachelor's in nursing <b>AND</b> Master's in health education or health science <b>OR</b> the equivalent <b>OR</b> the minimum qualifications as set by the Board of Registered Nursing, whichever is higher.	Yes (2014)  Master's in Nursing as set by the BRN	No (2014) No (2020)
<b>Nutritional Science/Dietetics</b>	Master's in nutrition, dietetics or dietetics and food administration <b>OR</b>	No (2014) Yes (2015) Registered	No (2014) Yes (2015) Yes (2020)

DISCIPLINE	*MINIMUM QUALIFICATIONS (*As described in the Minimum Qualifications 2018 Handbook)	REQUIRE HIGHER QUALS?	ACCEPT EQUIVALENCY
	Bachelor's in any of the above  <b>AND</b>  Master's in chemistry, public health or family and consumer studies/home economics  <b>OR</b> the equivalent.  <i>(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.)</i>	Dietitian with the Commission on Dietetic Registration of the American Dietetic Association	
<b>Philosophy</b>	Master's in philosophy  <b>OR</b>  Bachelor's in philosophy  <b>AND</b>  Master's in humanities or religious studies,  <b>OR</b> the equivalent.	No	Yes (2014) Yes (2020)
<b>Photography</b>	Master's in photography, fine arts, or art  <b>OR</b>  Bachelor's in any of the above  <b>AND</b>  Master's in art history or humanities  <b>OR</b> the equivalent.	No	Yes (2014) Yes (2020)
<b>Physical Education</b>	Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education  <b>OR</b>  Bachelor's in any of the above  <b>AND</b>  Master's in any life science, dance, physiology, health education, recreation administration or physical therapy  <b>OR</b> the equivalent.	No	No (2014) Yes (2015) Yes (2020)
<b>Physical Sciences</b>	See Interdisciplinary Studies	No	Yes (2014) Yes (2015) No (2020)
<b>Physics/Astronomy</b>	Master's in physics, astronomy or astrophysics  <b>OR</b>	No	No (2014) No (2020)

DISCIPLINE	*MINIMUM QUALIFICATIONS (*As described in the Minimum Qualifications 2018 Handbook)	REQUIRE HIGHER QUALS?	ACCEPT EQUIVALENCY
	Bachelor's in physics or astronomy  <b>AND</b> Master's in engineering, mathematics, meteorology or geophysics  <b>OR</b> the equivalent.		
<b>Political Science</b>	Master's in political science, government, or international relations  <b>OR</b> Bachelor's in any of the above  <b>AND</b> Master's in economics, history, public administration, social science, sociology, any ethnic studies, JD or LL.B.  <b>OR</b> the equivalent.	No	No (2014) No (2020)
<b>Psychology</b>	Master's in psychology  <b>OR</b> Bachelor's in psychology  <b>AND</b> Master's in counseling, sociology, statistics, neuroscience or social work  <b>OR</b> the equivalent.	No	No (2014) No (2015) No (2020)
<b>Recreation Administration</b>	Master's in recreation administration or physical education  <b>OR</b> Bachelor's in either of the above  <b>AND</b> Master's in dance, gerontology or public administration  <b>OR</b> the equivalent.	No	Yes (2014) Yes (2015) Yes (2020)
<b>Sociology</b>	Master's in sociology  <b>OR</b> Bachelor's in sociology  <b>AND</b> Master's in anthropology, any ethnic studies, social work or psychology  <b>OR</b> the equivalent.	No	Yes (2014) Yes (2015) Yes (2020)

DISCIPLINE	*MINIMUM QUALIFICATIONS (*As described in the Minimum Qualifications 2018 Handbook)	REQUIRE HIGHER QUALS?	ACCEPT EQUIVALENCY
Theater Arts	See Drama/Theater Arts.	No	Yes (2014) Yes (2015) Yes (2020)

SOURCES:

- [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#)
- [Disciplines List Archives](#)
- [COC Academic Senate Minimum Qualifications & Equivalencies Committee Procedures – Administrative Procedures 7121](#)

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Revised EAlonso/March 2015  
Revised AOrtega/June 2016  
Revised REikey/LWangen September 2016  
Revised REikey/December 2016  
Revised AOrtega/August 2017  
Revised AOrtega/December 2018  
Revised AOrtega/February 2019  
Revised AOrtega/September 2020

## COC Academic Senate – Effective Fall 2020

### Acceptance of Equivalencies for Disciplines NOT Requiring a Master’s Degree

DISCIPLINE	*MINIMUM QUALIFICATIONS (*As described in the Minimum Qualifications 2018 Handbook)	ACCEPTED EQUIVALENCIES
All disciplines except MLT and Administration of Justice	Any bachelor’s degree or higher and two years of professional experience, OR any associate degree and six years of professional experience.	Equivalencies 1 & 2 for the Bachelor’s AND Equivalencies 1& 2 for the Associate’s
Administration of Justice (Police science, corrections, law enforcement)	Any bachelor’s degree or higher and two years of professional experience, OR any associate degree and six years of professional experience.	No Equivalencies
MLT	Any bachelor’s degree or higher and two years of professional experience, OR any associate degree and six years of professional experience.	No Equivalencies

*\*Professional experience is required when the applicant possesses a master’s degree.*

#### **EQUIVALENCY TO A BACHELOR’S DEGREE**

In order to establish the equivalent of a Bachelor’s degree in a requested discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to a Bachelor’s degree lies with the applicant. Documentation of equivalency must meet the requirements of one of the following two options:

##### **Equivalency Option 1:**

The applicant must submit an official transcript documenting successful completion of 120 semester units of college coursework at an accredited institution of higher learning. The transcript must include successful completion of 60 semester units of lower division and 60 semester units of upper division coursework. Also, the transcript must include successful completion of 36 semester units of general education courses as described in *Academic Procedures 7121 Minimum Qualifications and Equivalencies* and 24 discipline-specific semester units in courses for any one discipline-specific major. Credits on a CLEP, IB, or AP exam, credits by exam, and credits on a military transcript are acceptable.

##### **Equivalency Option 2:**

The applicant must submit an official transcript documenting successful completion of a combination of a minimum of 80 semester units of college coursework at an accredited institution of higher learning including the general education course units, as described in *Academic Procedures 7121 Minimum Qualifications and Equivalencies*, required for the Bachelor’s degree and documented and verifiable evidence of 640 hours of significant professionally sanctioned discipline-specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline. Examples of approved training programs include but are not limited to those provided by labor unions, state and national certification boards, and governmental agencies. Credits on a CLEP, IB, or AP exam, credits by exam, and credits on a military transcript are acceptable.

## **EQUIVALENCY TO AN ASSOCIATE DEGREE**

In order to establish the equivalent of an Associate degree in a discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to an Associate degree in a requested discipline lies with the applicant/candidate. Documentation of equivalency must meet the requirements of one of the following options:

### **Equivalency Option 1:**

The applicant must submit an official transcript documenting successful completion of 60 units of college coursework at an accredited institution of higher learning. The transcript must include 15 units of general education courses as described in *Academic Procedures 7121 Minimum Qualifications and Equivalencies*. Also, the transcript must include 18 units of discipline-specific units for any one discipline-specific major. Credits on a CLEP, IB, or AP exam, credits by exam, and credits on a military transcript are acceptable.

### **Equivalency Option 2:**

The applicant must submit an official transcript documenting successful completion of a minimum of 40 units of college coursework at an accredited institution of higher learning including a minimum of 18 general education course units as described in *Academic Procedures 7121 Minimum Qualifications and Equivalencies* and required for the Associate degree and documented and verifiable evidence of 320 hours of significant professionally sanctioned discipline-specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline. Examples of approved training programs include but are not limited to those provided by labor unions, state and national certification boards, and governmental agencies. Credits on a CLEP, IB, or AP exam, credits by exam, and credits on a military transcript are acceptable.

### **SOURCES:**

- [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#)
- [Disciplines List Archives](#)
- [COC Academic Senate Minimum Qualifications & Equivalencies Committee Procedures – Administrative Procedures 7121](#)

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EAlonso/August 2014

REikey/December 2016

AOrtega/August 2017

AOrtega/September 2020

**ACADEMIC SENATE STANDING POLICY**  
**Brown Act – Virtual/Online Roll Call Votes**

As a result of the 2020 COVID-19 pandemic, and the move to remote/virtual meetings, Governor Newsom signed Executive Orders N-25-20 and N-29-20 conditionally suspending particular aspects of the Brown Act. Certain aspects of Brown were not suspended, nor elaborated upon. Local deliberative bodies have been left to address such aspects of Brown on their own. In their summary conclusions the executive orders state:

*“....all state and local bodies are urged to use sound discretion and to make reasonable efforts to adhere as closely as reasonably possible to the provisions of the Bagley-Keene Act and the Brown Act, and other applicable local laws regulating the conduct of public meetings, in order to maximize transparency and provide the public access to their meetings.”*

As such, this standing policy seeks to provide guidelines specifically for roll call voting for meetings held virtually/online during the period covered by the COVID-19 public health crisis, as recognized by the Governor’s state of emergency declaration. The following guidelines apply to the Academic Senate and any of its sub-committees:

1. All public meetings must begin with a verbal attendance roll call to ensure the electronic communications, web based or telephonic, of all voting members have been established as properly working and to ensure a quorum of the body has been met.
2. The Academic Senate President and sub-committee chairs may choose to utilize the means of taking and recording roll call votes for agenda items.
3. Verbal/Oral roll call votes are authorized as an option.
4. The use of an itemized participants board (i.e., a participant’s board that clearly and objectively identifies individual votes for each voting member) within a virtual meeting platform, e.g., Zoom, is authorized as an option for roll call votes. At the minimum, these platforms must have a “Yes” function, and a “No” function. Any votes of abstention will be identified by a committee member having chosen neither Yes or No, unless such an abstention option exists within the platform. The Academic Senate and its sub-committees may request or require voting members to clearly identify themselves as a voting member by title within the participants window.
5. All initial and seconded motions that call for a vote must be verbal/oral.
6. Any voting member that has called in to the meeting telephonically, and that does not have access to a virtual participants screen with visual voting, must be asked to provide a verbal/oral response for their tallied vote.



7. If a participants board is chosen as the method for a particular itemized vote, any member of the committee may, in advance of a vote, motion that particular item to be voted by a verbal/oral roll call vote. **Such motion, once seconded, will alone satisfy the request thereby requiring a verbal/oral roll call vote for that motioned item.**

**8. Any individual serving as a proxy vote for an absent voter must make such circumstances known upon attendance roll call. Any standing voting member possessing one or more proxy votes must have such proxy vote(s) tallied verbally/orally.**

9. A participants window or voting board must be cleared, and noted as having been cleared, by the Senate President or Chair prior to each and every itemized vote.

10. All final vote tallies will be verbally announced at the conclusion of each itemized vote to convey passage or non-passage of the agenda action item.

11. All votes will be recorded and noted in the Senate or committee minutes/summaries to be approved at subsequent meetings.

The use of a virtual and visual, non-verbal participants voting board via any platform, has been authorized per an inquiry with legal counsel for the Office of the Chancellor for California Community Colleges and in consultation with the President of the Academic Senate for California Community Colleges.

This standing policy may be extended for a post COVID-19 pandemic environment after the Governor's executive orders have been rescinded. Such extension might warrant amendments and can be subsequently addressed with greater knowledge of such a pending and evolving work environment.

Adjunct Faculty Winter 2020					
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 E
Paknia, Farzaneh	Adjunct - Chemistry		Chemistry	Master's degree in chemistry OR - Any bachelor's degree in chemistry or biochemistry AND master's degree in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry OR - Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	M.S. Organic Chemistry, Urmia University, Iran, PhD Chemistry, University of Southern California
Simpson, Athena	Adjunct – Communication Studies		Communication Studies	Master's degree 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/theater arts, mass communication, or English OR - Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division AND graduate level,	Equivalency: BA Communication Studies, Western Washington University and MA Humanities, Tiffin University, and 30 semester units in upper division in the discipline and 18 graduate semester units in the discipline

				a minimum of which must be 12 graduate level semester units.	
Alonzo Ayon, Eva	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.	MS Educational Counseling with PPS, University of La Verne
Kolouch, Jonathan	Adjunct – Culinary Arts		Culinary Arts/Food 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 the <u>equivalent</u> OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the <u>equivalent</u> .	AA Occupational Studies, California School of Culinary Arts, and 27.42 full time years of professional experience directly related to the teaching assignment
Bakhit, Kathy	Adjunct – Economics		Economics	Master's degree in economics OR Bachelor's in economics AND Master's in business, business administration, business management, business education, finance, or political science	MS Economics, California Polytechnic State University
Vander Leek, Ana	Noncredit - Career Skills, Vocational (Short-term)		Vocational (Short-Term) Noncredit	Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the <u>equivalent</u> ; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the <u>equivalent</u> ; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	BS Business Management, Pepperdine University, and 10 years of occupational experience related to the subject of the course taught

ISAs for Academic Senate – Winter 2020

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 E
Chu, Cliff	Los Angeles Police Department	Administration of Justice (Police science, corrections, law enforcement)	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.	BA, Sociology, Pitzer College, 22 years of experience as a Police Officer.
Okubo, Matthew	Los Angeles Police Department	Administration of Justice (Police science, corrections, law enforcement)	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.	Equivalent to Associates degree, received 138.65 semester units in the discipline, 19 years of experience as a Police Officer.
Ricchiazzi, Paul	Los Angeles Police Department	Administration of Justice (Police science, corrections, law enforcement)	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.	BS Aviation Management, Southern Illinois University, 15 years of experience as Police Officer III.

Vargas, Valery	Los Angeles Police Department	Administration of Justice (Police science, corrections, law enforcement)	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.	AS Liberal Arts, Pierce College, 19 years of experience as Police Officer III+I.
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Adjunct Faculty Spring 2020

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 E
Abrahamian, Melanie	Adjunct – Biological Sciences	Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science.	PhD Microbiology, University of California, Riverside
Bowles, Christian	Adjunct – Computer Science	Computer Science	Master's degree in computer science or computer engineering OR - Bachelor's in either of the above AND master's degree in mathematics, cybernetics, business administration, accounting or engineering OR - Bachelor's in engineering AND master's degree in cybernetics, engineering, mathematics, or business administration OR - Bachelor's in mathematics AND master's degree in cybernetics, engineering, mathematics, or business administration OR - Bachelor's in any of the above AND master's degree in information science, computer information systems, or information systems OR - Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which	MS Computer Science, California State University, Northridge

			must be 12 graduate level semester units.	
Rafique, Zahid	Adjunct – Computer Science	Computer Science	Master's degree in computer science or computer engineering OR Bachelor's in either of the above AND master's degree in mathematics, cybernetics, business administration, accounting or engineering OR Bachelor's in engineering AND master's degree in cybernetics, engineering, mathematics, or business administration OR - Bachelor's in mathematics AND master's degree in cybernetics, engineering, mathematics, or business administration OR - Bachelor's in any of the above AND master's degree in information science, computer information systems, or information systems OR - Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	BS Electrical Engineering, University of Engineering and Technology, MBA, Business Administration, University of Southern California, Los Angeles
Tepeli, Dursun	Adjunct – Computer Science	Computer Science	Master's degree in computer science or computer engineering OR Bachelor's in either of the above AND master's degree in mathematics, cybernetics, business administration, accounting or engineering OR Bachelor's in	BS Electrical Engineering and MS Electrical Engineering, California State University, Northridge

			<p>engineering AND master's degree in cybernetics, engineering, mathematics, or business administration OR - Bachelor's in mathematics AND master's degree in cybernetics, engineering, mathematics, or business administration OR - Bachelor's in any of the above AND master's degree in information science, computer information systems, or information systems OR - Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.</p>	
Brownlee, Michelle	Adjunct – Communication Studies	Communication Studies	<p>Master's degree 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/theater arts, mass communication, or English OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher</p>	MA Communication Studies, California State University, Northridge



			education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division AND graduate level, a minimum of which must be 12 graduate level semester units.	
Goller, Kimberly	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.	MS School Counseling, University of La Verne
Lara, Patricia	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.	MED Educational Counseling, University of Southern California
LaValle, Olga	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.	MS Educational Counseling, National University
Mosqueda, Priscilla	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.	MED Counseling-Student Affairs, Northern Arizona University

Brungard, David	Adjunct – Culinary Arts	Culinary Arts	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 <a href="#">equivalent</a> ; OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the <a href="#">equivalent</a> .	AA Business Administration, American Intercontinental University IL, 20 years of professional experience related to the assignment.
Sainz, Michael	Adjunct – Film Studies/Cinema	Film Studies	Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication.	MFA Film and Television Producing, Chapman University
Stewart, Virginia	Adjunct - Music	Music	Master's degree in music OR bachelor's degree in music AND master's degree in Humanities OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	MA Music Education, University of Southern California
Takiguchi, Jeffrey	Adjunct - Music	Music	Master's degree in music OR bachelor's degree in music AND master's degree in Humanities OR Equivalency: An official transcript documenting successful	MM Jazz Studies, University of Southern California

			completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	
Terranova, Emilio	Adjunct - Music	Music	Master's degree in music OR bachelor's degree in music AND master's degree in Humanities OR Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	MFA Jazz Bass, California Institute of the Arts
Dizon, Arthur	Adjunct – Nursing	Nursing	Bachelor's degree in Nursing AND two (2) years of experience in the discipline (At least one year's experience must be continuous, full-time experience in direct patient care practice as a registered nurse within the last 5 years). The BRN defines direct patient care as in a hospital setting. AND A valid, active California RN license	BS Nursing, University of Phoenix, 2 years of experience in the discipline, 7 years of continuous experience in direct patient care as RN
Glover, Rianna	Adjunct – Nursing	Nursing	Bachelor's degree in Nursing AND two (2) years of experience in the discipline (At least one year's experience must be continuous, full-time	BS Nursing, Western Governors, 2 years of experience in the discipline,

			experience in direct patient care practice as a registered nurse within the last 5 years). The BRN defines direct patient care as in a hospital setting. AND A valid, active California RN license	10.83 years of continuous experience in direct patient care as RN
Foshaug, Geir	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; OR Equivalency Option 1: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level.	MFA Art and Technology, California Institute of the Arts
Bell, David	Adjunct - Welding	Welding	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 <a href="#">equivalent</a> ; <b>OR</b> Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the <a href="#">equivalent</a> .	BA Business, University of Phoenix, 28 years of professional experience related to the assignment
Beauregard-Vasquez, Linda	Noncredit – Career Skills Vocational (Short Term)	Vocational (Short-term) Noncredit	Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Any	MA English, California State University, Northridge, 15 years of occupational

			associate degree and six (6) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	experience related to the subject of course taught
Sack, Judith	Noncredit – Career Skills Vocational (Short Term) Business/Negotiations	Vocational (Short-term) Noncredit	Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	BA in Sociology, University of Buffalo, 30 years of occupational experience related to subject of course taught
Crowe, Katelyn	Noncredit – CSEC Vocational (Short Term)	Vocational (Short-term) Noncredit	Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or	MS Taxation, Golden Gate University, 6.84 years of occupational

			the <a href="#">equivalent</a> ; OR- Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the <a href="#">equivalent</a> ; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR- For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	experience related to subject of course taught
Peattie, Catherine	Noncredit – Vocational Short Term/Education	Vocational (Short-term) Noncredit	Any bachelor’s degree and two (2) years of occupational experience related to the subject of the course taught or the equivalent; OR Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; OR Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.	MA Education, Specializing in Cross-Cultural Teaching, National University, 20 years of occupational experience related to subject of course taught
Hurdle, William	Noncredit – Vocational Short Term/Surveying	Vocational (Short-term) Noncredit	Any bachelor’s degree and two (2) years of occupational experience related to the subject of	Equivalent to AA degree (136 units, University of

			<p>the course taught or the equivalent; OR Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the equivalent; OR- Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; OR For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.</p>	<p>California, Irvine, 29 years of occupational experience related to subject of course taught</p>
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**Pandemic Distance Education Teaching  
Adopted Practices and Guidelines  
DRAFT**

The current pandemic crisis has created a degree of uncertainty regarding the probationary and regular faculty observation processes. For the Fall 2020 and Spring 2021 semesters some faculty members will be evaluated from a distance education synchronous instructional format, thus not categorized as a 100% online class. These guidelines apply to synchronous classes with predetermined meeting days and times. Online instructors having been fully certified under the traditional IOI training standards, and that are teaching asynchronous, purely 100% online sections that maintain a permanent DLA, must be evaluated through the Online/Hybrid Visitation Report.

At College of the Canyons, we have two evaluation documents used to evaluate faculty. The Classroom Visitation Report for on ground instruction and the Online/Hybrid Visitation Report for 100% Online instruction. Committees are encouraged to discuss expectations, challenges, concerns, at the initial meeting with the faculty member and to decide which evaluation form is best suited for the individual faculty member. The goal is still to support faculty and hopefully create opportunities for mentoring from the committee or outside the committee. Faculty

are encouraged to discuss their teaching in the context of the current pandemic crisis and to use the results for professional growth. Opportunities for faculty mentorship are encouraged.

We respect your academic freedom and understand the divergent comfort levels of faculty experience with Canvas, distance education, and all virtual platforms. The tenure process is to help improve instruction in a collegial and supportive way. Similar to the Checklist for Online Instructor Evaluation, the following guidelines have been approved by the Academic Senate and shall be formally memorialized in an MOU with the District. These guidelines are an attempt to provide assistance and to keep things as simple as possible during the pandemic crisis.

1. Meet with the committee within the first three weeks of the semester.
2. Discuss how you (the evaluatee) are teaching your classes.
  - a. If you are teaching f2f via Zoom, then the committee may select the traditional classroom visitation evaluation form.
  - b. If you are teaching mostly asynchronously, then the committee may select the online/hybrid evaluation form.
3. Once this guideline is formally adopted by the Senate and the MOU signed by COCFA and the District, committee chairs will confirm in writing, via email to your committee, as to which evaluation form will be used by each observer/evaluator.
4. For student success and where appropriate, the committee can recommend the evaluatee avail themselves of the Online Education or CETL courses and workshops.
5. It is recommended that the committee discuss and plan how each of the categories on the chosen evaluation form will be applied given the uniqueness of the current pandemic distance education environment, in relation to the particular faculty member and their instructional delivery for the courses to be observed.
6. It is recommended that the committee address any categorical areas of the chosen evaluation form that were not able to be properly measured or evaluated during the class visitation.
7. As in semesters past, the Committee Summary forms should be used to reflect the positive highlights of the observations and suggestions for improvement, where necessary. For this year, please also reference the unique nature of the evaluation, and any pertinent information regarding challenges and successes that occurred.

Synchronous Instruction Discussion, David Andrus





## **Academic Senate for College of the Canyons**

### **STANDING POLICY**

#### **Course Modality Nomenclature**

#### **Winter & Spring 2021**

Section 55204 *et seq* of Title 5 of the California Code of Regulations (CCR) states that in addition to the standards and criteria for courses per Section 55002 of Title 5, any locally established requirements applicable to all courses, district governing boards shall ensure that any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

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 College of the Canyons moving its instruction to a predominantly distance education/online format. Such instructional changes necessitate new, temporary defined nomenclature to improve understanding and clarity of the different modes of distance education for the winter and spring 2021 semesters.

In collaboration with the Offices of Instruction, its Office of Online Education, Enrollment Services, and Associated Student Government, the Academic Senate hereby establishes the following provisions:

#### **1. Distance Education Definitions**

- a. “ONLINE” – instruction denoted as “online” is considered 100% asynchronous instruction.
- b. “OnlineLIVE” – instruction denoted as “OnlineLIVE” is considered synchronous instruction through ConferZoom on the days and times listed in the class schedule. Such days and times are intended to replace face-to-face class meetings for lecture, small group discussion, and other activities normally associated with on-ground class session and are not voluntary for the student or instructor, nor to be replaced with any asynchronous instruction.
- c. “InPERSON” – instruction denoted as “InPERSON” is considered instruction to be delivered in a physical location on campus.
- d. “Hybrid” – instruction denoted as “Hybrid” is considered instruction that has an InPerson component as well as an ONLINE (asynchronous) lecture component. No OnlineLIVE (synchronous) component should constitute any portion of a Hybrid class.
  - i. The use of the term “Hybrid” is temporarily suspended except for essential infrastructure program having been approved by the Office of Instruction and District

Administrators overseeing COVID-19 return to work criteria as established according to guidelines established by the Los Angeles County Office of Public Health.

e. For the winter and spring 2021 semesters, Correspondence Education will only be offered through those courses being taught to “currently incarcerated” students.

f. The schedule of classes should be amended to reflect these adopted changes for the betterment of student and instructor understanding and assumption of instructional responsibilities.

g. Instructors must ensure all external academic digital platforms be accessed through Canvas, including ConferZoom.

2. Faculty Orientation Letters submitted to the Office of Education in advance of the winter and spring 2021 semesters should align in substance and expectation with the published schedule of classes and this standing policy. It is recommended that faculty utilize the automated Orientation Letter submission portal found on the Office of Online Education web page. Doing so preserves the autonomy of submitted content while also creating a uniform template upon which students can rely to ascertain necessary information in a routine manner.

3. The Academic Senate will revisit these adopted standards in anticipation of the 2021 summer and fall semesters in order to extend or amend this policy consistent with evolving state and local circumstances.

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



## **Academic Senate for College of the Canyons STATEMENT**

### **Rationale for Course Modality Nomenclature Standing Policy Winter & Spring 2021**

On September 17, 2020 the Academic Senate adopted a Standing Policy on Course Nomenclature. That policy was adopted toward the betterment of student learning and to ensure, among other things, such regulatory and professional standards are upheld. The College needs to honor its obligation made to our students as is presented in the schedule of classes, and specifically to teach to all the learning objectives of the course, provide instruction for the contact hours listed in the course outline of record as well as to authenticate students, per Title 5 and ACCJC requirements.

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 College of the Canyons moving its instruction to a predominantly distance education/online format. Such instructional changes necessitated new, temporary defined nomenclature to improve understanding and clarity of the different modes of distance education for the winter and spring 2021 semesters. The content of the resulting Senate standing policy was informed by a collaborative work group of relevant Faculty and Administrators, to include members of the Academic Senate and the Offices of Instruction, its Office of Online Education, as well as Enrollment Management and Associated Student Government. Members of this group were privy to specific areas in need of improvement as delivery of almost all College instruction via distance education continues into the 2021 calendar year. The group reflected on and considered potential best practices for the betterment of students, faculty and the College as a whole.

Such areas of improvement were the result of the emergency circumstance imposed on and experienced by all colleges of the California Community College. Local experience with the spring, 2020 emergency transition to distance education, coupled with lessons learned from the summer and fall 2020 semesters, revealed the need to create an adopted uniform set of instructional categories for all subsequent classes offered in the winter and spring 2021 semesters. Campus officials received numerous reports of inconsistent instructional delivery for fall 2020 sections advertised as “synchronous” classes. Furthermore, the use of the terms “synchronous” and “asynchronous” was not uniformly understood by registering students. There were also reports of inconsistencies between what was advertised in the schedule of classes and content found in faculty orientation letters. It is important to ensure clarity for students at the point of registration by the use of clear language and for all forms of communication to be consistently aligned.

For said reasons, the Academic Senate adopted its standing policy establishing temporary nomenclature and definitions for classes being offered during the ongoing COVID-19 public health crisis. The Offices of Student Services and Instruction have collaborated to make changes in our internal data systems to ensure the newly defined terms are properly listed and explained in the 2021 schedules of classes. The existing Provisional DLA will be used as a reference for the use of Canvas authentication and the use of ConferZoom which is integrated into Canvas.

The standing policy ensures courses are validated not only for professional and instructional integrity but to guarantee and legitimize proper apportionment money, grades and student transcripts.



# **Academic Senate for College of the Canyons**

## **STANDING POLICY**

### **Online Instructor Certification Requirements**

#### **Winter & Spring 2021**

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 winter and spring, 2021 semesters:

1. All provisional online certifications originally set to expire on December 31, 2020, as outlined in the adopted standards per Academic Senate action on May 7, 2020, will be honored and extended to June 6, 2021 after which time they will expire.
2. Instructors possessing only provisional online instructor certification should not be assigned nor allowed to teach 100%, asynchronous ONLINE classes during the 2021 winter and spring semesters.
3. The Academic Senate will revisit these adopted standards in anticipation of the 2021 summer and fall semesters in order to extend or amend this policy consistent with evolving state and local circumstances.

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.



## **Academic Senate for College of the Canyons**

### **STATEMENT**

## **Rationale for Online Instructor Certification Requirements Standing Policy**

### **Winter & Spring 2021**

On October 1, 2020 the Academic Senate adopted a Standing Policy on Online Instructor Certification Requirements for the winter and spring 2021 semesters. That policy was adopted toward the betterment of student learning and to ensure, among other things, regulatory and professional standards are upheld. Section 55208(b) of Title 5 of the California Code of Regulations 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.”

On May 7, 2020 the Academic Senate adopted Provisional Online Instruction Certification Standards. The adoption of this temporary measure was in response to the state of emergency declared by the Governor of the State of California as a result of the COVID-19 public health emergency. In response, College of the Canyons moved its instruction to a predominantly distance education/online format. At that time, colleges throughout the state were thrown into an environment of instructional crisis management.

In preparing for the continuation of a predominantly distance education/online instructional campus extending into the 2021 calendar year, the Academic Senate collaborated with the Office of Instruction and its Office of Online Education to consider the best possible online instructor certification policy for the winter and spring 2021 semesters. This collaboration contemplated best practices for the betterment of students, faculty and the College as a whole. Members of this collaborative group were privy to specific areas in need of improvement in anticipation of the 2021 calendar year. Campus officials received numerous reports of inconsistent instructional delivery for fall 2020 sections advertised as “synchronous” classes. There were also reports of inconsistencies between what was advertised in the schedule of classes and content found in faculty orientation letters.

Asynchronous instruction (100% ONLINE) requires more detailed pedagogical training than provided in the May 7, 2020 adopted provisional certification standards. This is reflected in the Academic Senate’s adopted Introduction to Online Instruction (IOI) 36 hour pedagogical course required to be a permanent 100% online certified instructor. Because there are no scheduled LIVE class meetings in asynchronous classes, the ability to uphold and meet the requirements found in a course outline of record requires more comprehensive training to ensure replication of face-to-face instruction delivered through traditional synchronous instruction.

The nuance of educational programs, disciplines and courses is well understood by the collective members of the Academic Senate. However, there is a difference between impossible and impractical. Given the provisional training that has been already been achieved, there is now time for those faculty to adequately prepare to either teach their traditional face-to-face classes via virtual synchronous platforms, or to gain full permanent certification. The Academic Senate and the Office of Instruction and its Office of Online Education are committed to providing relevant training and resources for either circumstance.

It is with the foregoing information in mind that the Academic Senate adopted its Standing Policy on Online Instructor Certification Requirements for the winter and spring, 2021 semesters. That policy extended the provisional certifications of faculty into the winter and spring 2021 semesters. Doing so was meant to honor the time and dedication put forth by individual faculty that achieved provisional certification status. But, restricting such faculty from asynchronous instruction was intended to guarantee instructional quality for students and to ensure the College sensibly upholds regulatory and accreditation standards as well as our own local standards of academic professionalism.