College of the Canyons Academic Senate

September 23, 2021
3:00 p.m. to 4:50 p.m. Via Zoom

Join Zoom Meeting
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Meeting ID: 949 8296 4798
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AGENDA

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

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

A. Routine Matters
1. Call to order
2. Public Comment
   - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:

Academic Senate Sub-Committee List	FA 21 Selection Committees (pg. 3)
Collegial Committee List	Operational Committee List
ECON Dept. Chair, Boo Su	

5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar

Academic Senate Summary, Sept. 9, 2021 (pg. 4-10)	Curriculum Committee Summary September 16, 2021
Curriculum Committee Summary, September 2, 2021	

B. Reports
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. Classified Senate Report, Michael Monsour
2. Minimum Qualifications & Equivalencies (MQE) Committee, Alisha Kaminsky
3. Academic Senate Presidents Report, David Andrus

C. Action Items
Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
1. Discipline Assignments for new full-time faculty hired 8/13/2021

Hilary Skoch, Nursing (pg. 11-12)	Tiffany "Viyakan" Diaz, Nursing (pg. 13-14)

2. BP/AP 5700 (Athletics), Gary Collis

D. Discussion

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

1. AP 7121 (Minimum Qualifications and Equivalencies), Alisha Kaminsky (pg. 26-38)
   I. CTE Faculty MQ Toolkit, Alisha Kaminsky
2. Self-Service Update Discussion, Dr. Jasmine Ruys & David Andrus (pg. 39)

E. Unfinished Business

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

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 Meeting Fall 2021: Oct. 7th, Oct. 21st, Nov. 4th, Dec. 2nd
- ASCCC Fall 2021 Academic Academy – Virtual Event, Oct. 7th – Oct. 9th, 2021.
- ASCCC Fall 2021 Plenary Session – Hybrid, Nov. 4th- Nov. 6th.
- ACCCC Area C Meeting –*TBD*

H. Adjournment

Fall 2021 Selection Committee list

First Name	Last Name	FTF/Adjunct
Andrew	Jones-Cathcart	FTF
Brent	Riffle	FTF
Claudia	Acosta	FTF
Deanna	Davis	FTF
Erik	Altenbernd	FTF
Heather	Maclean	FTF
Jeremy	Patrich	FTF
John	Varga	FTF
Julie	Johnson	FTF
Keith	Kawamoto	FTF
Kristi	Miura	FTF
Larry	Alvarez	FTF
Lucia	Pozo-Gravatt	FTF
Michael	Dermody	FTF
Pamela	Williams-Paez	FTF
Pierre	Etienee	FTF
SB	Tucker	FTF
Shaunasey	Lane	FTF
Sherill	Pennington	FTF

Academic Senate Meeting Summary for Sept. 9, 2021

Voting Members					
Senate President	David Andrus	X	Learning Resources Senator	Peter Hepburn	X
Vice President	Lisa Hooper	X	Personal & Professional Learning Senator	*Lisa Hooper proxy for* 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	Mike Harutunian	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	A
Kinesiology/Athletics Senator	VACANT	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)	X
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative (Abigail Royster)	A

Guest							
Collin Shneor	X	Dr. Kathy Bakhit	X	Kelly Burke	X	Urvashi Juneja	X
Dr. Diane Fiero	X	Dustin Silva	X	Lisa Sawyer	X		
Dianne Avery	X	Dr. Jasmine Ruys	X	Sab Matsumoto	X		

A. Routine Matters
1. Call to order: 3:04 pm
2. Public Comment: none
3. Approval of the Agenda:
   - There is a possibility that the last discussion item relating to the survey results may be tabled if there is not enough time to discuss. If this item is tabled it will be prioritized and listed on the Oct. 7th agenda.
   - Motion to approve the agenda by Tammera Rice, seconded by Garrett Rieck. Unanimous. Approved.
4. Committee Appointments:

- There are several faculty not listed on some of the committee lists as there is still a need to confirm those people's appointments.
- There is inconsistency in some areas of the lists in regards to faculty titles. There was a request to review the list of committees and determine if committee member's titles should be listed by Department, School or Division. In particular, a determination needs to be made as to how to list MSHP division faculty. Should they be listed by discipline or by HPPS or MSE? David will review the list.
- As a reminder there is a provision in the Academic Senate Constitution and By-laws which states that divisions will have senators not just schools. MSHP currently has two divisions and it is important that these designated areas are reflected in the bylaws. This will be further discussed under Action items #2: Academic Senate Vacancies Memo.
- Rebecca Shepherd made an announcement that she and Victoria Leonard cannot serve on the Commencement Committee. Therefore, there are two vacancies on this committee. There was a request to have two new faculty serve on this committee. Faculty involvement is critical as it relates to commencement planning. The committee is meeting every other Monday in the afternoon between 2pm-3pm.
- There is one appointment list on this agenda. It is a retroactive appointment for a Selection Committee from summer 21 and there will be additional committee appointments listed on the Sept. 23rd agenda for fall 21.
- The Joint Academic Senate/COCFA Instructional Evaluation Taskforce will address instructional evaluation instruments. This is an area of overlap between COCFA and Academic Senate.

Academic Senate Sub-Committee List	SU 21 Selection Committees (pg.3)
Collegial Committee List	Tenure Committee 2021-2022 list
Operational Committee List	Joint Academic Senate/COCFA Instructional Evaluations Task Force & Members (pg. 3)
Tammera Stokes Rice, Curriculum Committee appointment *(Fall semester interim appointment, Anne Marenco out on sabbatical)*	

5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar
   - Motion to adopt the consent calendar by Gary Quire, seconded by Rebecca Shepherd. Unanimous. Approved.

Academic Senate Retreat Summary, August 26, 2021 (pg. 4-10)	Program Viability Rising Scholars Vocational Program Proposal
Updated Seniority List 2021-2022	

B. Reports
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. Policy Review Committee, Gary Collis (pg. 11-15)
   - Gary began serving as Policy Committee chair a year ago. As a reminder, any policies that come through Academic Senate first go through Policy Review Committee about 95% of the time. The committee is tasked with reviewing new and old policies and procedures. Many times, part of the review of old policies is due to a legal change and the policy then needs to be updated. Other times policies are reviewed because they haven't been looked at in quite some time. The committees work load has increased in the past few years as there is a push from the college to implement a more systematic type of review process in conformity with the requirements of the ACCJC standards. Policies are forwarded to the committee from administration, committee

members and the Academic Senate leadership. Many of the policies that are reviewed also fall within the Academic Senate 10+1 however other policies are reviewed that are of interest to faculty and the overall campus community. A list of policies and procedures was shared that the committee forwarded to Academic Senate for the 2020/2021 academic year. Academic Senate President, David Andrus and COCFA President, Nicole Faudree gave special thanks to Gary and all members of the Policy Committee for their hard work.

2. Academic Senate Presidents Report, David Andrus
    - **CA Board of Governors Proposed Title 5 changes**: David sent an email to faculty informing them of a CA Board of Governors proposed Title 5 change regarding the excuse withdrawal and the Pass/No-Pass grading policy. There is a 45-day comment period. David will be meeting with Dr. Torres and Dr. Ruys to discuss what may change on campus assuming this moves forward. This was forwarded to faculty as this was an item which was previously discussed in Academic Senate during the pandemic. The CA Board of Governors is now taking a more permanent position in terms of changes to Title 5. There is a possibility that this item will return as a discussion item on a future meeting agenda.
    - Brown Act Updates: There is pending legislation *AB 361 Open meetings: state and local agencies: teleconferences* that was shared by Wendy Brill, Legislative Liaison and which was also shared at the September 8th BoT meeting. Essentially, legislation has been amended to go into effect immediately if the governor signs this into law. This would continue the current emergency orders for the Brown Act until approximately January 23rd, 2022. This would not be the Governor extending the emergency orders, rather, the California Legislature. There was a discussion regarding the Brown Act two weeks ago at the previous Senate meeting regarding the awareness of what will happen soon in terms of the format for meetings. David received an email from Dolores Davidson, ASCCC President and ASCCC is advocating for statewide Senates that want the orders extended. ASCCC has been listening to everyone's concerns regarding the complexity Senates as it relates to the Brown Act. The intention was to be remote until October 1st if those emergency orders are lifted. David, Lisa, Marilyn and Patrick Backes will be communicating and meeting with Jim Temple to set up some test runs for setting up hybrid meetings in various technology rooms. Jim is currently working on updating the list of technology rooms as those which were originally in the list can't be used if they are also being used for classrooms. The group plans to meet with Jim Temple next week to test for Senate and Curriculum meetings.
    - Embedded Tutors: As per an email from Mojdeh there are a total of 21 tutors total, 14 of them are in English (that total 38 English sections). There is a total 52 sections that maintain embedded tutors. Department Chairs were asked if they wanted embedded tutors for fall 2021 and many do want tutors. The recruitment and hiring of embedded tutors continues and not all tutors that were requested have yet to be successfully placed.
    - Online/Online Live Training update: As of last spring 2021 there were about 90 faculty members that were provisionally trained from the summer of 2020. As a reminder, the policy that the Senate adopted spring, 2021 essentially said that those people who are only provisionally trained can continue to teach OnlineLIVE all the way through the fall, 2021 semester. Subsequent to that, those 90 faculty have to be OnlineLIVE trained. If these people don't get trained they can get IOI trained. IOI will satisfy the requirement for certification for OnlineLIVE all the way through summer 2022 only. At the beginning of fall 2022 all faculty need to have completed the OnlineLIVE training, which totals 9 hours, if anyone wants to teach OnlineLIVE. IOI will no longer, per the Senate policy, be accepted as the equivalent to OnlineLIVE training beginning fall 2022. David and Dr. Torres have communicated with James Glapa-Grossklag about making sure all faculty are aware of when they can enroll in CETL OnlineLIVE courses.

C. Action Items

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

1. Revised Discipline memos & Discipline Assignments for new full-time faculty hired 8/13/2021
    - Alisha Kaminsky, Chair of the MQE committee has reviewed and approved all the below listed discipline memos. There are two discipline memos that were not included on this list as those memos were not completed in time and will be listed on the Sept. 23rd agenda.
    - There was a question regarding the discipline memo for Dr. Kathy Bakhit. This memo lists Dr. Bakhit as being interim Dean, however it was confirmed by Dr. Torres and Paul Wickline that she is permanent. This will need to be corrected on the memo.
    - There was a clarification that MSHP has two divisions, HPPS and MSE. The Office of Instruction website lists merely "Deans" and not School or Division Deans. These divisions have been in existence since May of 2020. The Constitution and By-Laws does include a clause that divisions are given a senator for representation and this is why there is a vacancy in HPPS. As per Dr. Torres changes will be made to the website for the Office of Instruction Directory that will include the School of MSHP with a break down for two divisions, HPPS and MSE.
    - Motion to adopt the discipline memos with the understand that Dr. Kathy Bakhit's discipline memo will be corrected to change her title from "Interim" to "permanent" and her title will also be changed as she is the Dean of HPPS and not the Dean of MSHP by Regina Blasberg, seconded by Peter Hepburn. Unanimous. Approved.

Revised Discipline memos:	Jonathan Ng, Counseling (pg. 19)
Dr. Kathy Bakhit, Educational Administrator, Economics & Noncredit Career Skills (Vocational Short-Term) (pg. 14-15)	Justin Hunt, Computer Information Systems (Computer Network Installation, Microcomputer Technology, Computer Applications) (pg. 20)
Jeremy Patrich, Revised Discipline memo, Geography & Earth Science (pg. 16)	Karl Striepe, Political Science (pg. 21)
New full-time faculty hired 8/13/2021:	Miles Silverman, Chemistry (pg. 22)
Alexandra Mokhnatkina, Biological Sciences (pg. 17)	Tom Gisel, Chemistry (pg. 23)
Carly Gott, Earth Science (pg. 18)	Urvashi Juneja, Computer Science (pg. 24)

1. Academic Senate Vacancies Memo, David Andrus (pg. 25)
    - There is a provision in the Constitution which states that the Senate by a 2/3rds vote has to declare vacancies if they exist. This clause was included to ensure the Senate did not take action unintentionally by mistake and then declared someone's seat vacant. Dustin Silva has sent out nomination emails. There was a resignation in Kinesiology/PE/Athletics by Phil Marcellin, and another forced resignation from Carly Perl who was serving as adjunct faculty senator and now is full-time. There is also a new position for HPPS Senators due to MSHP having two divisions. Dustin confirmed that the Elections Committee has never held division elections. The previous Senate leadership made sure that divisions were represented and this now needs to be built into the electoral process. Currently Shane Ramey serves as Senator for MSHP and he is being considered as the senator for MSE Division. Mary Corbett was reporting back to HPPS however she was an At-Large Senator and was not an actual elected division senator for HPPS. There will now be a call out to finish this one-year term for this position. Afterward, these division senators will be up for a two-year term for the following academic year.
    - Motion that the Senate acknowledge the three seats have been formally vacated by Mike Harutunian, seconded by Erica Seubert. Unanimous. Approved.
2. Academic Freedom Committee Procedures (Chris Blakey) (pg. 26-32)

- Chris Blakey presented Academic Freedom procedures during the last spring 2021 business meeting as a discussion item. This committee is a sub-committee of the Academic Senate. This item has now been listed as an action item. Unanimous. Approved.
- Motion to adopt the Academic Freedom Committee Procedures by Gary Collis, seconded by Aaron Silverman.

3. Template Language of FTF Job Description, Dr. Omar Torres- (pg. 33-40)
- There was a reminder that this item was listed during the last business meeting of the spring 2021 semester as a discussion item. This document is part of the administrative procedures which govern faculty hiring. This document allows the Senate to negotiate with the CIO and the District a boilerplate set of language for job announcements. Departments and Department Chairs can amend this announcement (but not take away language) for their particular positions. However, as per the BP and AP there is a boilerplate set of language which will be included in every job announcement. Changes were made to this document and were outlined in green.
- Motion to adopt the Job Description by Tammera Rice, seconded by Mike Harutunian. One "No" vote from Erica Seubert. Approved.

D. Discussion
Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.
1. BP/AP 5700 (Athletics), Gary Collis
   a) BP 5700 (pg. 41)
   b) AP 5700 (pg. 42)
      I. This is a legally required policy which has never been adopted at the college. This policy also includes gender equity language. As a reminder the BP is the policy and the AP is the, "how?" This policy also includes several referenced citations and this is due to overlapping federal, state and accreditation requirements. This item will return as an action item on the next agenda.
2. BP/AP 5110 (Counseling), Gary Collis
   a) BP 5110 (pg. 43)
   b) AP 5110 (pg. 44-45)
   c) COC's Existing BP 510 (Counseling) (pg. 46)
      I. This policy was created back in 1991 and has been in existence at COC for close to 30 years. Counseling faculty and Dr. Jasmine Ruys have engaged in writing this document. The existing language was outdated and was updated to model what is seen around the State which is to have a BP and an AP for Counseling. Special thanks to the Policy Committee and the Counseling Department for all their hard work over the summer. This item will return as an action item on the Sept. 23rd agenda.
3. BP/AP 4050 (Articulation), Gary Collis
   a) BP 4050 (pg. 47)
   b) AP 4050 (pg. 48-49)
      I. This BP and AP are new and are legally required policies and procedures. This policy pertains to articulation and models the suggest language from the CCLC. Dr. Torres' office took the lead in crafting this BP and AP and was written to document the articulation process which the college has been following as a matter of practice. Special thanks to the Policy Committee for their collaboration and feedback. This document will return as an action item on the Sept. 23rd agenda.
4. BP/AP 4070 (Course Auditing and Auditing Fees), Gary Collis
   a) BP 4070 (pg. 50)
   b) AP 4070 (pg. 51)

I. These policies are also new and are legally required. Much of the language included is what is included in the CA Education Code. The AP was designed by Dr. Omar Torres' office and was created as a way to outline the existing procedures and processes.

II. How can a department audit a course? How are courses supported? The list of audited courses exists in the college catalog. The approval process is collaborative and informational. The Department chair will submit courses to be audited to the Office of Instruction. This options are reserved for departments which may have repeatability constraints such as Kinesiology, Physical Education or Photo Lab. Other reasons are if there are curriculum changes in the workforce and a student needs to return to the classroom due to emerging technology then those will be addressed. If there is an identified need the Department Chair should work with their Deans and forward that request to the Office of Instruction. This BP and AP will return as an action item on the Sept. 23rd agenda.

5. [Academic Senate Survey Results](), David Andrus

   I. There were 14 responses. The goal is to get 23-24 responses with the next survey and all senators and non-voting members can fill out this survey.

   II. Reviewing of Academic Senate Goals: There were a few neutral comments which state that the senate frequently reviews progress on its goals. The category was one of the few that had such neutral comments thus possibly indicating room for improvement. Reviewing of goals is also done in Program Viability in which progress reports are presented for various pilot programs. There are various progress reviews built into subcommittees. There is a way to build into and improve the process of reviewing goals at the Senate.

   III. Follow Up on New Academic Senate process and initiatives: Typically, what has happened is something new is created and for various reasons it loses the attention of the the campus due to bandwidth constraints. It is very important to not lose track of those new initiatives and track to make sure these are doing well. For example, with the adoption of Online/OnlineLIVETraining, how can this process be made as easy as possible for people to get trained? It is also incumbent on Senate members to reach out and follow up on the status of these new processes and possibly have them return as discussion items. An example is the naming the new CCC Science Center the Don Takeda Science Center Resolution or the Climate Change Resolution which were adopted by the Senate. At the last BOT meeting there was a presentation made by the Sustainability Committee regarding its efforts and work product.

   IV. Request for more regular notification about the Senate's accomplishments: There are plans to bring back the Academic Senate end of the year celebration that used to exist. A practice started two years ago with hosting end of the year celebrations. The hope is that once everyone is back on campus a celebration can be held which will honor not just emeriti and tenured faculty but all Senate and faculty accomplishments. Once Rebecca Shepherd's Const. & By-laws Committee finalizes the Const. & By-laws documents a more formalized and structured regular newsletter can be established. This will help to engage the academic voice. Much of the work of the Academic Senate is captured in the meeting summaries due to the nature of the shared governance model. These summaries and reports help to capture much of the daily work of subcommittees. The goal is to have the newsletter become its own subdivision of the Academic Senate. However, whomever eventually oversees this initiative could regularly recruit faculty to write articles and would confer with other leaders to see what other content could be included.

   V. How does Senate support other Committees? David has worked on defining the relationship of the Senate Executive Committee with the Academic Senate leadership. It has been made clear to all committee chairs and liaisons how the Academic Senate can support those committees and their good work. The Senate leadership is there to support all chairs and subcommittees as much as possible.

VI. <u>Frequency of Academic Senate meetings:</u> Almost everyone thinks that the frequency and duration of the meetings is good. Going forward meeting will continue to be hosted from 3:00pm to 4:50pm.

VII. <u>Frequency of this survey:</u> In order to ensure regular review and self-reflection of the Senate these surveys will need to conducted regular basis. This is important not just for accreditation purposes. The next survey may go out in spring 2022.

E. Unfinished Business

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

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
- o Next Academic Senate Meeting Fall 2021: Sept. 23rd, Oct. 7th, Oct. 21st, Nov. 4th, Dec. 6th
- o ASCCC Fall 2021 Academic Academy – Virtual Event, Oct. 7th – Oct. 9th, 2021.
- o ASCCC Fall 2021 Plenary Session – Hybrid, Nov. 4th- Nov. 6th.
  - ▪ This event will be hosted in hybrid format and anyone can attend in person. However, attending remotely will be at a much lower rate. This is a great opportunity for anyone to attend Plenary and its workshops. As a reminder the first days are filled with workshops, Q&A information on the Brown Act. The next day will discuss resolution writing and voting on Saturday. Any interested in attending the plenary session can reach out to David and Marilyn.
- o ACCCC Area C Meeting –*TBD*

H. Adjournment: 4:25 pm.

HUMAN RESOURCES OFFICE

Date: September 3, 2021

To: David Andrus
            President, Academic Senate

From: Kendra Dalton
            Senior Human Resources Generalist

Subject: Discipline Assignment for Hilary Skoch

Name: Hilary Skoch

Position: Nursing Instructor

Discipline Assignment: Nursing

The minimum qualifications for the discipline of Nursing:

- ✓ Master's degree in nursing AND at least one year's experience as a registered nurse providing direct patient care* within the last five (5) years **OR**;

- Completion of one (1) academic year** of teaching courses, within the last five (5) years, related to nursing or a course which includes practice in teaching nursing. *The BRN defines direct patient care as in a hospital setting. **Defined as two semesters.

- Possession of a current California RN License

- Must provide copy of BRN approval form for prior teaching experience upon hire if applicable

- Must be willing to remediate to a specialty

- Must provide letter verifying gerontology experience upon hire

- ✓ Required licenses/certifications: Possession of a current California RN License

Hilary Skoch meets the minimum qualifications with:

- Master's degree in Nursing from Sacred Heart University

- 9.17 years of experience as a Registered Nurse providing direct patient care
- Current California RN License expiring February 28, 2023

Discipline Assignment: Health

The minimum qualifications for the discipline of Health:

- ✓ Master's degree in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, nutrition or public health OR;

- Bachelor's degree in any of the above AND Master's degree in any biological science OR;

- The equivalent

Hilary Skoch meets the minimum qualifications with:

- Master's degree in Nursing from Sacred Heart University

Santa Clarita Community College District
COLLEGE OF THE CANYONS

HUMAN RESOURCES OFFICE

Date: September 3, 2021

To: David Andrus
              President, Academic Senate

From: Kendra Dalton
              Senior Human Resources Generalist

Subject: Discipline Assignment for Viyakan "Tiffany" Diaz

Name: Viyakan "Tiffany" Diaz

Position: Nursing Instructor

Discipline Assignment: Nursing

The minimum qualifications for the discipline of Nursing:

- Master's degree in nursing AND at least one year's experience as a registered nurse providing direct patient care* within the last five (5) years OR;

- ✓ Completion of one (1) academic year** of teaching courses, within the last five (5) years, related to nursing or a course which includes practice in teaching nursing. *The BRN defines direct patient care as in a hospital setting. **Defined as two semesters.

- ✓ Possession of a current California RN License

- ✓ Must provide copy of BRN approval form for prior teaching experience upon hire if applicable

- ✓ Must be willing to remediate to a specialty

- ✓ Must provide letter verifying gerontology experience upon hire

- ✓ Required licenses/certifications: Possession of a current California RN License

Viyakan "Tiffany" Diaz meets the minimum qualifications with:

- 4.36 years of teaching courses related to nursing
- Current California RN license expiring June 30, 2022
- Copy of BRN approval form for prior teaching experience dated May 8, 2015
- Copy of letter verifying gerontology experience

Discipline Assignment: Health

The minimum qualifications for the discipline of Health:

- ✓ Master's degree in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, nutrition or public health OR;

- Bachelor's degree in any of the above AND Master's degree in any biological science OR;

- The equivalent

Viyakan "Tiffany" Diaz meets the minimum qualifications with:

- Master's degree in Nursing from California State University, Dominguez Hills

Santa Clarita Community College District
COLLEGE OF THE CANYONS

BP 5700 Athletics

Reference:
Education Code Sections 66271.6, 66271.8, 67360 et seq., and 78223;
Title IX, Education Amendments of 1972;
Title IV – Equity in Athletics Disclosure Act;
ACCJC Accreditation Standard II.C.4
CCCAA Constitution and Bylaws

1. The District shall maintain an organized program for students in intercollegiate athletics.

2. The District is committed to creating an athletic environment in which student athletes and athletic personnel experience equitable treatment and fairness. With specific reference to gender, the District shall not discriminate in the availability of athletic opportunities and will set gender equity goals and act to accomplish them. Goals will be outlined in the athletic program reviews, both the District's annual program review and the review mandated by the California Community College Athletic Association (CCCAA).

3. The CEO shall assure that the athletics program complies with state law, the CCCAA Constitution and Sports Guides, and appropriate Conference Constitution regarding student athlete participation. The District must submit the annual Equity in Athletics Disclosure Act (EADA) report and collect necessary data in order to appropriately complete and submit the Statement of Compliance of Title IX Gender Equity.

AP 5700 Athletics

Reference:
Education Code Sections 66271.6, 66271.8, 67360 et seq., and 78223;
Title IX, Education Amendments of 1972;
Title IV – Equity in Athletics Disclosure Act;
ACCJC Accreditation Standard II.C.4
CCCAA Constitution and Bylaws

1. Each year, the CEO shall review the then current Constitution and By-Laws of California Community College Athletic Association (CCCAA) including CCCAA interpretations of those documents, and their implications for the District with District staff, employees, representatives, and others who work with the athletic program, with particular emphasis on the CCCAA's rules of recruitment, eligibility, decorum, and sport seasons.

2. By August 27 of each year, the District shall file a Statement of In-Service Training, with the CCCAA Office of the Executive Director, copy the conference commissioner, and retain a copy in the CEO's office. The Statement shall document that the athletic staff, employees, and representatives have received in-service training on the then current CCCAA Constitution and Bylaws.

3. The District shall participate in the required CCCAA mandated program review.

4. The District shall provide athletes with priority registration to provide students the opportunity to select classes that do not conflict with their athletic obligation to further degree completion according to NCAA guidelines.

5. The Athletic Department shall complete a gender equity self-study annually under the direction of the appropriate administrator.

6. The federal survey required by the EADA (Equity in Athletics Disclosure Act) shall be submitted annually to the U.S. Department of Education.

BP 5110 Counseling

References:

        California Education Code Section 72620
        Title 5 Section 51018
        ACCJC II.C.5

Counseling services are an essential part of the educational mission of the District.

The CEO or designee shall assure the provision of counseling services including academic, career, and personal counseling related to the student's education.

AP 5110 Counseling

References: California Education Code Sections 72620 and 72621
Title 5 Section 51018
ACCJC II.C.5

Counseling services adhere to the principles set forth in the Academic Senate for California Community Colleges "Role of Counseling Faculty in California Community Colleges" (2012) and "Standards of Practice for California Community College Counseling Programs" (2008).

The Counseling Department provides academic, career, and personal counseling. All students have an opportunity to meet with a counselor who will assist them with educational planning, career exploration, and life skills development.
Counseling faculty will be primarily responsible for:

a. Academic Counseling:
    i. Providing one-on-one counseling appointments to develop educational plans, which includes the evaluation of transcripts and processing of appropriate documents.
    ii. Assisting students with short-term and long-term goals as it pertains to earning a certificate, AA/AS degree, AS-T/AA-T degree, or transfer planning.
    iii. Reviewing and verifying degree and certificate completion and assisting students with graduation petitions and transfer applications.

b. Career Counseling:
    i. Providing career counseling, which involves assessing students' personalities, values, interests, and aptitudes and interpreting their career assessments.
    ii. Assisting students with selecting majors that align with their career assessment results, researching different occupational options, identifying current and future employment trends, and other career exploration tasks.

c. Personal Counseling:
    i. Providing personal counseling to help students effectively balance personal, family, or other social concerns that affect their educational goals and plans.
    ii. Assessing need and connecting students to appropriate on-campus services as well as community resources such as tutoring services, mental health counseling, financial aid, academic accommodations, and food and housing assistance.

d. Teaching Counseling Courses:
    i. Empowering students with academic strategies and life skills critical to college success through the teaching of Counseling courses.
    ii. Developing curriculum to address and meet the changing needs of our diverse student population.

e. Providing Group Counseling Services:
    i. Coordinating efforts to inform students of District programs and educational opportunities through the facilitation of online and in-person workshops.

f. Providing Counseling Services to Students Participating in Other College Services:
    i. Coordinating with the counseling aspects of other services to students which may exist on the campus, including, but not limited to, those services provided in programs with special needs, skills testing programs, financial assistance programs, and job placement services.

g. Academic Standing Interventions:
    i. To ensure student success, mandatory interventions in the form of workshops, classes, and/or individual counseling sessions will be designed for high-risk students.

h. Participating in Shared Governance:
    i. Counselors will participate in the shared governance process of the College and will provide counseling expertise in the design and implementation of federal and state initiatives.

i. Confidentiality of Counseling Information
    i. The Counseling Department shall comply with all applicable legal requirements regarding the protection of personal and/or confidential information.

Endorsed by Academic Senate: xx/xx/xx
Reviewed and Endorsed by CPC: xx/xx/xx

POLICY:	SECTION 500	PAGE 1 OF 1
510. COUNSELING SERVICES	DATE ADOPTED: 12/11/91	

510 The College will provide students with opportunity for educational, vocational, and personal-social counseling. Upon entering the College, a student who is undecided as to major willhave the opportunity to meet with a counselor who will assist thestudent in planning an educational program and in making a careerchoice. Students are encouraged to request counseling for personal-social problems which might interfere with their studies.The Counseling service will be

primarily responsible for:

A. Providing guidance in program planning – immediate and longrange.

B. Administering and interpreting tests and assessing otherpertinent information about the student.

C. Counseling students with prior low scholastic achievement andstudents enrolled in basic skills classes.

D. Counseling on educational, vocational, or personal problems.

E. Providing an occupational information service.

F. Providing assistance in the securing of employment.

G. Providing help in obtaining financial assistance.

H. Referrals to other services including Mental Health Services.

BP 4050 Articulation

References:
    Education Code Sections 66720-66744
    Title 5 Section 51022(b)
    ACCJC Accreditation Standard II.A.10

The CEO shall establish procedures that assure appropriate articulation of the District's educational programs with baccalaureate institutions, proximate high schools, and other community colleges, including those that are not geographically proximate but that are appropriate and advantageous for partnership with the District.

Approved xx/xx/xx
Reviewed and Endorsed by CPC: xx/xx/xx

AP 4050 Articulation

References:
  Education Code Sections 66720-66744
  Title 5 Section 51022(b)
  ACCJC Accreditation Standard II.A.10

The Santa Clarita Community College District's Articulation Officer shall be responsible for the development, maintenance, and distribution of articulation agreements between the District and receiving institutions, including but not limited to the California State University (CSU) System, the University of California (UC) System, private/independent colleges and universities, out-of-state institutions, and local high schools.

New Articulation Agreements

The District's Articulation Officer shall work with the faculty articulation liaison appointed by the Academic Senate, and other faculty, as appropriate, to identify and develop transferable courses needing articulation by:

- Researching receiving institutions for proper accreditation and possible courses that could be articulated.
- Providing and reviewing examples of comparable articulated courses from other colleges.
- Discussing the merits of proposed articulation agreements.
- Consulting with receiving institution Articulation Officers on the articulation process and identifying necessary documentation (such as the course outline of record and syllabus).
- Providing all necessary materials to receiving institutions and following up with receiving institutions on the status of proposals.
- Publicizing approved articulation agreements through publications such as the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST) website, College Catalog, and College Website.

Proposed articulation agreements and documents shall be submitted by the District's Articulation Officer to the receiving institution's Articulation Officer through email or through the www.assist.org website.

Maintenance of Articulation Agreements & General Education Requirements

The District's Articulation Officer shall review, update and maintain the following areas related to articulation:

- Course Identification Numbering System (C-ID)

- o   The Articulation Officer shall submit courses to be considered for C-ID articulation through the www.c-id.net website
- o   The faculty articulation liaison shall review and work with the Articulation Officer to approve major course substitutions for Associate Degrees for Transfer, consistent with legal requirements.

- California State University (CSU) System
    - o   CSU Baccalaureate Level Course List
    - o   CSU General Education/Breadth (CSU GE-Breadth) requirements
    - o   CSU United States History, Constitution, and American Ideals Courses
    - o   The above CSU-GE areas and Baccalaureate courses shall be submitted by the District's Articulation Officer through the www.assist.org website

- University of California (UC) System
    - o   University of California Transfer Course Agreement (UC TCA)
    - o   Intersegmental Segmental General Education Transfer Curriculum (IGETC)
    - o   The above UC TCA and IGETC submissions shall be submitted by the District's Articulation Officer through the www.assist.org website

- Other Agreements (Private and Out-of-State Institutions)
    - o   Articulation Agreements by Major (major prep)
    - o   Articulation Agreements by Department (course-to-course)
    - o   Revised and updated articulation agreements and documents shall be submitted by the District's Articulation Officer to receiving institution Articulation Officers

Articulation Agreements with Local High Schools

New and revised articulation agreements between the District and the local high schools shall be collaboratively developed by the District (faculty and staff) and high school (faculty and staff). The Dean of Career Education and Integrative Learning or designees within the District shall be responsible for maintaining and distributing new and revised high school to college articulation agreements between the District and the high school. The District's Articulation Officer shall review and sign the completed articulation agreements before the agreement becomes final.

- The high school and District discipline faculty are responsible for the curriculum review for comparability of courses, and the District faculty determine which courses and unit credits will be awarded for college credit and the method of evaluation of high school student work for credit petition.
- The Dean of Career Education and Integrative Learning or designee shall coordinate the review and update of the high school articulation agreements when there are changes to the curriculum and on an as needed basis, and conducts an articulation agreement review at a minimum of once per year.

Approved xx/xx/xx

Reviewed and Endorsed by CPC: xx/xx/xx

BP 4070 Auditing and Auditing Fees

Reference:
    Education Code Section 76370

Students may audit courses.

The fee for auditing courses shall be no more than $15.00 per unit per semester. Students enrolled in classes to receive credit for ten (10) or more semester credit units shall not be charged a fee to audit three (3) or fewer semester units per semester.

No student auditing a course shall be permitted to change their enrollment to receive credit for the course.

Priority in class enrollment shall be given to students enrolled in the course for credit towards a degree or certificate.

Approved xx/xx/xx
Reviewed and Endorsed by CPC: xx/xx/xx

AP 4070 Auditing and Auditing Fees

Reference:
Education Code Section 76370

The purpose of course auditing is to allow students to continue study after course repeatability has been exhausted, with students earning credit for a degree or certificate receiving registration priority over students seeking to audit a course. Thus, course auditing is permitted as a service to students who have previously completed the maximum repeats of designated credit courses. Classes taken by audit are subject to the same deadlines as classes taken for credit. Students wishing to audit classes must receive the approval of the instructor teaching the course.

- Students wishing to audit a course must be in at least grades 11-12, excluding music classes eligible for audit as listed in the College Catalog. Students in grades K-10 are not eligible to audit classes.
- After a student has obtained an instructor's approval to audit a course, the student must visit Community Education in order to complete the necessary steps to formalize auditing a particular course.
- Students auditing a course are not subject to attendance, test, or grade requirements. Attendance of students auditing a course is not included in computing the apportionment accounting procedures.
- A fee of $15 per unit will be charged for auditing a class. Students enrolled in classes to receive credit for ten (10) or more units shall not be charged a fee to audit three (3) or fewer semester units. Audit fees are paid through the Community Education Office.
- Once enrolled, students must present their class instructor with a copy of the audit receipt obtained in the Community Education office.

Students may refer to the College Catalog for a current list of courses that the District has approved for auditing. Only specific credit courses noted in the College Catalog are eligible to be audited.

Approved xx/xx/xx
Reviewed and Endorsed by CPC: xx/xx/xx

AP 7121   Minimum Qualifications and Equivalencies (FA 2021edits)

Reference:
>   Education Code 87001, 87003 and 87743.2
>   Title 5 Sections 53400 et seq.
>   Minimum Qualifications for Faculty and Administrators in California Community Colleges 2016 (CCCCO publication, 2012)
>   Equivalence to the Minimum Qualifications (ASCCC publication, 2016)
>   ASCCC Curriculum Committee website: http//www.ccccurriculum.net/about-us/ accessed August 5, 2012.

I.   MINIMUM QUALIFICATIONS

It is the philosophy of the ASCCC and of the Academic Senate of College of the Canyons that faculty hiring procedures and guidelines provide for qualified college faculty who are experts in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to and themselves represent the racial and cultural diversity of the students they serve. The Board of Trustees, represented by the administration, has the principal legal and public responsibility for ensuring an effective hiring process. The faculty, represented by the Academic Senate, has an inherent professional responsibility to ensure the quality of its faculty peers through the development and implementation of policies and procedures governing the hiring process.

The Office of Human Resources, in consultation with the Academic Senate's Minimum Qualification and Equivalencies Committee and the Department Chairs, evaluates the minimum qualifications of an applicant to teach in a discipline at COC. The determination is based on the requirements determined by the Board of Governors of the California Community Colleges in consultation with the Academic Senate for the California Community Colleges (ASCCC) and published in the *Minimum Qualifications for Faculty and Administrators of California Community Colleges*, also known as the "Disciplines List." Minimum qualifications are determined for disciplines, not for courses or subject areas within disciplines, not for programs or for divisions/schools.

Disciplines are divided into 3 categories:
1. Disciplines requiring a Master's degree
2. Disciplines in which a Master's degree is not generally available
3. Disciplines in which a Master's degree is not generally available but which requires a specific Bachelor's or Associate degree.

Title 5 regulations also specify minimum qualifications for additional faculty members, including health services professionals, non-credit instructors, apprenticeship instructors, Disabled Student Programs and Services personnel, Extended Opportunity Programs and Services personnel, learning assistance and tutoring coordinators, and work experience coordinators.

The minimum qualifications for disciplines, in which a Master's degree is not generally available, are one of the following:

1. Any Bachelor's degree and two years of professional experience directly related to the faculty member's teaching assignment. Professional experience includes both work/occupational experience and teaching experience.

2. Any Associate degree and six years of professional experience directly related to the faculty member's teaching assignment. Professional experience includes both work/occupational experience and teaching experience.

a) EQUIVALENCY TO THE MINIMUM QUALIFICATIONS

The faculty in each discipline determine whether they will accept equivalencies to the minimum qualifications to teach in their discipline.

Beginning in 2015 and every five years thereafter, the discipline/department faculty will review, decide, and inform the Academic Senate whether the discipline will accept equivalencies to the minimum qualifications. These decisions will be presented to the Academic Senate at the second Academic Senate meeting of the academic year.

If a discipline needs to make a change in their acceptance of equivalencies prior to the Senate's established five-year cycle due to Board Certification or other professional requirements, such as in Nursing or Paralegal Studies, the department must make a request to the MQE Committee to make a change off cycle in the acceptance of equivalencies.

b) BURDEN OF PROOF AND QUESTIONABLE MINIMUM QUALIFICATIONS

The burden of proof, with regard to the degree and with regard to experience, is on the applicant. Clear and thorough evidence with substantiating documentation must be presented with the application for employment. The District will offer clinics and/or coaching to assist applicants with compiling evidence to meet minimum qualifications and/or equivalencies to any given discipline. The Human Resources Office will verify minimum qualifications using the published *Minimum Qualifications for Faculty and Administrators of California Community Colleges,* also known as the "Disciplines List."

Applications with questionable minimum qualifications will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If an agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet. For additional information on the hiring process of full time Faculty please see AP 7120(a).

Information and links to past and current disciplines lists are available on the Academic Senate's website at www.canyons.edu/offices/Acad_Sen.

II.   EQUIVALENCY TO A DEGREE

AB1725 provides for the hiring of faculty who do not meet minimum qualifications, provided that "the governing board determines that he or she possesses qualifications that are at least equivalent" (title 5, Sec 87359). The criteria and process for reaching this judgment must be determined jointly by the Board of Trustees of a Community College District and the Academic Senate (Title 5, Sec 53430).

Together, they are responsible for establishing and monitoring the process to assure its fairness, efficiency, and consistent adherence to maintaining standards. The agreed upon process includes reasonable procedures to ensure that the governing Board of Trustees relies primarily upon the advice and judgment of the Academic Senate to determine that each individual faculty employed possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in the published *Minimum Qualifications for Faculty and Administrators of California Community Colleges*.

The process also requires that the Academic Senate be provided with an opportunity to present its views to the Board of Trustees before the governing board makes a determination; and that the written record of the decision, including the views of the Academic Senate, shall be available for review pursuant to Education Code Section 87358. Until a joint agreement is reached and approved, the faculty member will be bound by the minimum qualification.

The authority to determine equivalent qualifications allows College of the Canyons (COC) to hire the most qualified individuals. The standards of the disciplines list published in the Minimum Qualifications for Faculty and Administrators of California Community Colleges cannot be waived. The fact that a particular candidate is the best that the college can find does not affect the question of whether he or she possesses equivalent qualifications. Professional experience includes both work/occupational experience and teaching experience. Regardless of staffing needs, faculty must meet the minimum qualifications or equivalency. Care has been given in this document to establish guidelines for equivalent criteria and to draft a supplemental application page that elicits relevant information. Determination of equivalency must be done fairly and expeditiously while maintaining the standards of AB1725.

a) CRITERIA FOR DETERMINING DEGREE EQUIVALENCY

As per the paper, Equivalence to the Minimum Qualifications adopted by ASCCC in spring 1999 and revised spring 2016, the Academic Senate believes that faculty members must exemplify to their students the value of an education that is both well-rounded and specialized. Therefore, the Academic Senate supports the following basic principles for granting equivalency:

1. Equivalent to the minimum qualifications means equal to the minimum qualifications, not nearly equal
2. The applicant for an equivalency must provide evidence of attaining coursework or experience equal to the general education component required of an Associate or Bachelor degree
3. The applicant for an equivalency must provide evidence of attaining the skills and knowledge provided by specialized course work component required for a major in an Associate, Bachelor's or Master's degree

The Academic Senate has developed procedures to meet the responsibility to determine equivalencies when an applicant for a faculty position, though lacking the exact degree or experience specified in the disciplines list, nonetheless does possess qualifications that are at least equivalent. The equivalency process is, by statute, is one upon which the Board of Trustees and the Academic Senate jointly agree.

The Human Resources Office will verify equivalencies using the established equivalencies set out in this procedure. Applications with questionable equivalencies will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

To determine equivalencies for current full-time faculty when they request additional discipline assignments, applications will be sent to the Human Resources Department. Questionable applications will be sent to the MQE Committee for resolution or to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

The equivalencies established in this document will apply to new full-time and part-time faculty employees hired after June 1, 2014. Current full-time faculty employees of the district hired prior to this date are subject to prior established equivalencies. Prior part-time faculty employees will be grand-fathered under the prior equivalencies but they must meet new equivalencies starting June 1, 2014, if they have not taught in the district for three continuous years.

b) **EQUIVALENCY TO A MASTER DEGREE**
   (Applies to disciplines in category 1 – Disciplines requiring a Master's degree)
   Revised 2016[1]

In order to establish the equivalent of a Master's 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 a Master's degree in a requested discipline lies with the applicant. Documentation must include the following:

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.

An applicant who does not provide conclusive evidence in regard to all sections of an option above does not possess the equivalent of the Master's degree in question. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to-address situation occurs when someone has all the appropriate courses/thesis for the relevant degree but the degree has another name. A review of the transcript might show that the coursework completed is the same as the coursework required by the Master's program and establishes that an applicant does have the broad background and depth of experience to be judged equivalent to the content of the academic work of the Master's degree in question.

[1] On November 10, 2016, the College of the Canyons Academic Senate voted to remove the following Equivalencies that were first established in 2013: Equivalency to a Masters Option #2 • Equivalency to a Bachelors Option #3 • Equivalency to an Associates Option #3.

c) **EQUIVALENCY TO A BACHELOR DEGREE**
(Applies to disciplines in categories 2 and 3 – Disciplines in which a Master's degree is not generally available)
Revised 2016[1]

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:

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.

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.

[1] On November 10, 2016, the College of the Canyons Academic Senate voted to remove the following Equivalencies that were first established in 2013: Equivalency to a Masters Option #2 • Equivalency to a Bachelors Option #3 • Equivalency to an Associates Option #3.

General Education for the Bachelor Degree

To meet the general education requirements for the Bachelor's degree, the applicant must include an official transcript documenting successful completion of a minimum of 36 semester units including 3 semester units in each of the following courses. A passing grade on a CLEP, IB, or AP exam are equivalent to 3 units for the related general education course. Credits by exam are acceptable.

- English Composition (Expository writing)
- Critical Thinking (e.g. Logic, Argumentation, Composition based on analytical reading)
- Oral Communications (e.g. Public Speaking, Group Communications)
- Physical Science* (e.g. Astronomy, Chemistry, Environmental Science, Geology, Oceanography, Physical Geography, Physical Science, Physics)
- Biological/Life Science* (e.g. Biology, Physical Anthropology)
- College Level Math (e.g. Mathematics above Intermediate Algebra)
- Fine/Performing Arts (e.g. Animation, Art, Dance, Design, Graphic Design, Music, Photo, Theater)
- Humanities (e.g. Foreign Language, Humanities, Literature, Philosophy) One course in either Fine/Performing Arts or Humanities
- One course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- A second course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- A third course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)

* One of the Physical or Biological science courses above must include a laboratory.

An applicant who does not provide conclusive evidence in regard to both general education and major courses does not possess the equivalent of a Bachelor's degree. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. The applicant must show possession of the equivalent of not only specialized knowledge of a particular major, but also of the general education component. No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to-address situation occurs when someone has all the appropriate courses/thesis for a degree but the degree was never granted. A review of the transcript might show that the coursework was completed and establishes that a candidate really does have the broad background and depth of experience to be judged equivalent to the content of the academic work of a Bachelor's degree.

d) EQUIVALENCY TO AN ASSOCIATE DEGREE
(Applies to disciplines in categories 2 and 3)
Revised 2016[1]

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:

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.

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.

Option 3
The applicant must submit equivalencies that demonstrate they have earned general education skills and competencies through their work or other non-traditional methods. It is the responsibility of the potential faculty applicant to prepare the artifacts/evidence/documentation necessary to demonstrate achievement of 18 semester units of general education outcomes through means other than traditional classroom instruction. (One semester unit is equal to 17 hours of instruction time). The 18 semester units of general education are outlined in the CTE Toolkit. Additionally, the applicant must provide 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.

[1] On November 10, 2016, the College of the Canyons Academic Senate voted to remove the following Equivalencies that were first established in 2013: Equivalency to a Masters Option #2 • Equivalency to a Bachelors Option #3 • Equivalency to an Associates Option #3.

General Education for the Associate Degree (Title 5 Section 55063(b))

To meet the general education requirements for the Associate degree or equivalent, the applicant must include an official transcript documenting successful completion of a minimum of 18 semester units from the course categories listed below and including a minimum of 3 semester units in each of the 5 areas. A passing grade on a CLEP, IB, or AP exam are equivalent to 3 units for the related general education course. Credits by exam are acceptable.

- Natural Science (e.g. Astronomy, Biology, Chemistry, Environmental Science, Physical Anthropology, Physical Science, Physics)
- Social Sciences (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- Humanities (e.g. Art, Dance, Design, Foreign Language, Humanities, Literature, Music, Philosophy, Photography, Theater)
- English Composition (Expository writing)
- Communication and Analytical Thinking (oral communication, mathematics at minimum one level below transferable, logic, statistics, computer language and programming)

An applicant who does not provide conclusive evidence in regard to both general education and major specific courses does not possess the equivalent of the Associate degree. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. The applicant must show possession of the equivalent of not only specialized knowledge of a particular major, but also of the general education component.

No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to- address situation occurs when someone has all the appropriate courses for a degree but the degree was never granted. A review of the transcript might show that the coursework was completed and establishes that a candidate really does have the broad background and depth of experience to be judged equivalent to the content of the academic work of an Associate degree.

III.   CRITERIA FOR DETERMINING EXPERIENCE

In order to establish experience, a candidate must show possession of thorough and broad skill and knowledge for each of the following:

1. Mastery of the skills of the vocation thorough enough for the specific assignment and broad enough to serve as a basis for teaching the other courses in the discipline

2. Extensive and diverse knowledge of the working environment of the vocation.

Examples of documents in support of relevant experience might include:
- Documentation of prior teaching experience in the requested discipline.
- Employer statements or other evidence validating related work experience. In the case of self-employment, continuity of experience evidenced by presenting copies of relevant tax forms (schedule C or partnership forms) over the number of requested years.
- Documentation of apprenticeships and journeyman training.
- Examples of substantial evidence of work products that show a command of the discipline and time expended on the products.

IV. EQUIVALENCY COMMITTEE OF THE ACADEMIC SENATE

a) APPLICATION TO REQUEST EQUIVALENCY

1. The *Request for Equivalency* form must be completed and attached to the application for employment together with official transcripts and/or other supporting documentation as evidence of equivalency and submitted to the Office of Human Resources. Request for Equivalency to an Associate's Degree, to a Bachelor's Degree and to a Master's Degree forms are available on the Office of Human Resources Website: http://www.canyons.edu/Offices/HumanResources/Pages/minimum.aspx

2. The Human Resources Office will verify equivalencies using the established equivalencies set out in this procedure. Applications with questionable equivalencies will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

   To determine equivalencies for current full-time faculty when they request additional discipline assignments, applications will be sent to the Human Resources Department. Questionable applications will be sent to the MQE Committee for resolution or to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet

3. Decisions regarding equivalencies to the minimum qualifications for a discipline when an applicant for employment submits the application will be made prior to the hiring interview. If the discipline faculty members on the Hiring Committee do not reach a unanimous decision, the equivalency is not granted.

4. If a full-time faculty member requests an additional equivalency after hiring, a *Request for Equivalency* form will be referred to the Equivalency Committee of the Academic Senate. Official transcripts and other supporting documentation must be attached to the application and submitted to the Office of Human Resources. If the Equivalency Committee does not reach a unanimous decision, the equivalency is not granted. A determination of equivalency does not guarantee a teaching assignment in the requested discipline.

5. A determination of equivalency does not guarantee a teaching assignment in the requested discipline.

6. Decisions of the Equivalency Committee will be reported to Human Resources for a possible interview and upon hire submitted to and approved by the Academic Senate in the same way that decisions of the Curriculum Committee are submitted to and approved by the Academic Senate.

7. In all equivalency procedures, the Office of Human Resources shall inform the applicant of the decision.

8. All records involved in equivalency proceedings, regardless of whether the equivalency was granted or not, shall be confidential. At the conclusion of the equivalency determination by the Equivalency Committee, the *Request for Equivalency* form and all supporting documents shall be returned to the Office of Human Resources.

b) **COMMITTEE MEMBERSHIP**

1. All faculty members serving on the committee shall be contract faculty.

2. Members of the committee will participate in annual training to take place at the first meeting of each academic year.

3. Members of the committee will review the Administrative Procedures of the Minimum Qualifications and Equivalencies (AP 7121) each spring term of the academic year.

4. All decisions of the Equivalency Committee will be made by vote of its members. A vote will not take place unless a quorum, as established by a majority of its members, is present.

5. The committee will have one faculty representative from each division/school. The Equivalency Committee may consult with discipline faculty for the requested discipline if no faculty member from the division/school where the discipline resides serves on the Equivalency Committee.

6. The committee will have two non-voting members from the Human Resources Office.

7. A full-time faculty member seeking an equivalency must abstain from deliberating on the determination of that equivalency if the faculty member making the request serves on the Equivalency Committee. In such a case, the committee must request an alternate faculty member from the division, which the faculty member represents on the committee.

8. The Committee will meet at least once a month during the fall and spring semesters, the date and time to be determined by the members of the committee.

9. A unanimous decision of the quorum (defined as 50%+1) must be reached by the Equivalency Committee or the equivalency is not granted. A member of the Committee who is not present when a *Request for Equivalency* form is reviewed forfeits his or her right to vote. Voting will take place at the scheduled monthly committee meetings, however, in the event when a timely vote must take precedence, voting may take place by email.

c) **APPEAL PROCEDURE FOR CONTRACT FACULTY ONLY**

If a contract faculty member applies for equivalency for an additional discipline disagrees with the decision, the applicant may appeal by submitting new written documentation or clarifications to the Equivalency Committee. This appeal must be submitted within 15 contract days after the applicant has received notification of the committee's decision. The applicant may make an oral statement explaining this new material to the committee at its next scheduled meeting. The committee will deliberate again without the applicant present and the committee's decision shall be final. If a unanimous decision cannot be reached, the equivalency is not granted and the appeal process ends.

d) RE-APPLICATION PROCEDURE

If a current full-time or part-time faculty was denied an equivalency in the past but has after one academic year since completed additional coursework and/or possesses new supporting documentation, the applicant may re-apply for the equivalency. This is not an appeal; this is a re- application because of the time elapsed since the last equivalency decision. The Equivalency

Committee will review any and all records involved in past considerations of equivalency for that particular applicant, along with the new supporting documentation. Faculty members may not re- apply unless there is new coursework and/or new supporting documentation. The re-application process is subject to the appeal procedure.

SOURCES

1. Minimum Qualifications for Faculty and Administrators in California Community Colleges 2016 (CCCCO publication, 2016) http://californiacommunitycolleges.ccco.edu/Portals/0/Reports/2016-Minimum-Qualifications-Report-ADA.pdf

2. Equivalence to the Minimum Qualifications (ASCCC publication, 2016) http://www.asccc.org/papers/equivalence-minimum-qualifications-1

3. ASCCC Curriculum Committee website: http//www.ccccurriculum.net/about-us/ accessed August 5, 2012.

Revised May 2017

ACADEMIC SENATE DISCUSSION ITEM

DISCUSSION ITEM TOPIC:

"Self Service" Enrollment Software

ISSUE/ITEM BACKGROUND:

The "Self Service" Enrollment Software went live fall, 2021. Within the departments of Student Services and Enterprise systems, planning and preparation for the transition to this new enrollment software began in the early spring, 2021 semester, if not earlier. The Academic Senate President maintained an ongoing dialogue with Student Services to receive updates regarding the progress toward this transition. Student Services was asked to make a presentation to the Senate sometime during the spring, 2021 semester to properly inform faculty of the coming changes and to provide adequate lead time for training and/or familiarization with the new enrollment software. The Senate was not able to schedule a timely presentation by Student Service during spring, 2021 due to the ongoing and yet to be completed preparation and integration of the new system.

Even though the system has already been activated, it is important that representatives from Student Services and Enterprise Systems receive input from Senators and faculty regarding their initial experiences with this software. Doing so is essential to improve the enrollment system for the coming 2022 semesters.

ISSUE/ITEM TO BE ADOPTED:

This is a discussion/informational item. At this time, no future Senate action is anticipated.