



College of the Canyons Academic Senate

October 22, 2026

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

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

Join Zoom Meeting

<https://canyonsonline.zoom.us/j/81647762764?pwd=UIApeHKRcS9vext0KAGfNTnlO5biYQ.1>

Meeting ID: 816 4776 2764; Passcode: 739323

One tap mobile +16694449171 US +12532158782 US (Tacoma)

Additional Teleconferencing locations can be found on page 2 of this agenda.

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. VP/Assistant Superintendents Executive Cabinet Report Out (3 minutes)
4. Approval of the Agenda
5. Committee Appointments: (pg. 3)
6. Sub-Committee Summaries:
 - Program Viability Committee meeting summary, October 15, 2026 (pg. 9-12)
7. Approval of the Consent Calendar

1. Academic Senate Summary, October 8, 2026 (pg. 4-8)	2. Curriculum Committee Summary, October 15, 2026
3. Update to the Tenure Committee List 2026-2027 (pg. 13)	

B. Reports

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

1. [IDEAA Liaison Report](#), Dr. Alene Terzian
2. Academic Senate President's Report, Lisa Hoope
3. Vice President's Report, Garrett Rieck
4. Program Review Committee Chair Annual Report, Gary Quire

C. Action Items

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

1. AP 4101 (Independent Study), Gary Collis (pg. 14)

D. Discussion

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

1. [Aligning Program Review with Canyons Compass](#), Gary Quire & Dr. Daylene Mueschke
2. Campus Door Locking Mechanisms, Reinhardt Schuerger, Kenneth Pelland & Jason Munoz
3. [Puente Program Snapshot & Fact Sheet](#), Erika Torgeson, Alexa Dimakos, Erin Delaney & Mireya Milian
4. AP 7121 (Minimum Qualifications) Policy, Alisha Kaminsky & Gary Collis
 - AP 7121 (pg. 15-25)
 - AP 7211 (PRC Summary for Senate 2026) (pg. 26-27)
 - AP 7211 (Equivalencies) (Final for Senate) (pg. 28-34)

E. Unfinished Business

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

1. none

F. New Future Business

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

1. Tenure Committee Training Workshops, Collaboration with COCFA
2. Department Chair Training Series Schedule

G. Announcements

Next Academic Senate Meeting Dates for Fall 2026: Nov. 5th; Nov. 19th & Dec. 10th; Spring 2027: Feb. 11th, Feb. 25th, March 11th, March 25th, April 15th, April 29th, May 13th and May 27th

1. [2026 Fall Plenary Session](#), Nov. 5th – 7th, Grand Bay Hotel San Francisco, CA.
2. [2027 Spring Plenary Session](#), April 8th – 10th, Hyatt Regency Irvine, Irvine, CA.
3. [2027 Fall Plenary Session](#), Nov. 4th – 6th, Hyatt Regency Long Beach, Long Beach, CA.
4. [2027 Faculty Leadership Institute](#), June 10th - 12th, San Francisco Marriot Waterfront, Burlingame, CA.
5. [2027 Curriculum Institute](#), July 14th – 17th, Riverside Convention Center, Riverside, CA.

H. Adjournment

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/81647762764?pwd=UIApeHKRcS9vext0KAGfNTnIO5biYQ.1>

Please note:

This meeting will be broadcasted at the following locations via zoom

none

Academic Review Faculty Volunteers: Faculty Appointments

(Notes: Areas in **bold** have confirmed new faculty appointments)

#	Total Faculty Volunteers	Division/School
1	1	Applied Technologies
2	2	Business
3	10	Humanities
4	1	Kinesiology, Health & Wellness, Fitness & Athletics
5	3	Learning Resources
6	10	Mathematics, Science & Engineering
7	0	Personal and Professional Learning
8	1	Public Safety
9	10	Social & Behavioral Sciences
10	8	Student Services
11	2	Visual & Performing Arts

Educational Technology Committee: Faculty Appointments

#	First Name	Last Name	School/Division
1	Ruth	Rassool	Ed Tech Committee

Academic Senate Meeting Summary for October 8, 2026

Voting Members					
Senate President	Lisa Hooper	X	Business Senator	<i>Gary Collis proxy for Gary Quire</i>	X
Vice President	<i>Regina Blasberg proxy for Garrett Rieck</i>	X	Learning Resources Senator	Jennifer Thompson	X
Curriculum Chair	Tricia George	X	Personal & Professional Learning Senator	Garrett Rieck	X
Policy Review Chair	Gary Collis	X	Public Safety	Jessica Crowley	X
Communications Officer	<i>Tricia George proxy for Erica Seubert</i>	X	At Large Senator	Alene Terzian-Zeitounian	X
AT Senator	Regina Blasberg	X	At Large Senator	<i>Alexa Dimakos proxy for Erin Delaney</i>	X
MSHP-MSE Senator	Thomas Gisel	X	At Large Senator	<i>Jennifer Paris proxy for Rebecca Shepherd</i>	X
MSHP-HPPS Senator	Lak Dhillon	X	At Large Senator	<i>Tom Gisel proxy for Shane Ramey</i>	X
VAPA Senator	David Brill	X	At Large Senator	Alexandra Dimakos	X
Student Services Senator	Anne Marchesan	X	Part-Time Senator	<i>Lauren Rome proxy for Joshua Rideaux</i>	X
Humanities Senator	<i>Alene Terzian proxy for Annie Aboulion</i>	X	Part-Time Senator	Lauren Rome	X
Kinesiology/Athletics Senator	Kathrina Almero-Fabros	X	Part-Time Senator	Alma Juarez	A
SBS Senator	Jennifer Paris via Zoom	X	X= Present	A= Absent	

Non-voting Members			
Dr. David Vakil (Interim, CIO)	X	Jennifer Brezina (VP of Instruction)	X
Marilyn Jimenez (Admin Assistant to the Academic Senate)	X	Dilek Sanver Wang (COCFA President)	A
Dan Portillo (AFT President) via Zoom	X	Ishita Muppala (ASG Student Representative)	X

Guest							
Andrew Jones Cathcart	X	Dr. Edel Alonso, Trustee	X	Dr. Nadia Cottti	X	Mylene Noceda (ASG)	X
Ana Palmer	X	Dr. Daylene Mueschke	X	Ishita Muppapla (ASG)	X	Ruth Rassol	X
Christopher Boltz	X	Erika Torgeson	X	Joshua De Jesus (ASG VP of ICC)	X	Siane Holland	X

A. Routine Matters

1. Call to order: 3:03pm
2. Public Comment:
 - i. There are concerns with not having sufficient Student Health Center services at the Canyon Country Campus (CCC). Campus Safety has been able to assist but it is requested health services be available at CCC comparable to those available on the Valencia

campus.

3. VP/Assistant Superintendents Executive Cabinet Report Out (3 minutes)
 - i. **Interim CIO Report, Dr. David Vakil:** A CourseDog software presentation will take place on Friday, Oct. 23rd at 9:00am. A second “Time block Taskforce” meeting took place that discussed the core practices and what to adopt and what to adapt. The concerns regarding the Del Valle Center and West PE Pool did not take place. The new Artificial Intelligence BP and AP have begun to be discussed in various spaces and there may be overlapping talking points. The Academic Policy Review Committee has been working on the Field Trip policy and reviewing the associated Field Trip Handbook.
4. Approval of the Agenda
 - i. Various faculty volunteers have been confirmed to serve on the Academic Review Committee (ARC) panels. A decision was made to not publish names and instead list by representation by schools. The idea is to get proportional representation for each school and faculty who teach in various modalities. The MSE and Humanities schools are large and require additional faculty volunteers. The Counseling & KWHFA divisions will recruit additional members.
 - ii. **Motion** to approve the agenda by Lauren Rome, seconded by Regina Blasberg. Alene Terzian proxy for Annie Aboulion (yes, vote); Alexa Dimakos proxy for Erin Delaney (yes, vote); Gary Collis proxy for Gary Quire (yes, vote); Shane Ramey proxy for Tom Gisel (yes, vote); Lauren Rome proxy for Joshua Rideaux (yes, vote); Regina Blasberg proxy for Garrett Rieck (yes, vote); Tricia George proxy for Erica Seubert (yes, vote); Jennifer Paris proxy Rebecca Shepherd (yes, vote). Unanimous. Approved.
5. Committee Appointments: (pg. 3)
6. Sub-Committee Summaries:
 - i. Program Viability Committee meeting summary, September 24, 2026 (pg. 9-12)
7. Approval of the Consent Calendar
 - i. **Motion** to approve the consent calendar by Tom Gisel, seconded by Jessica Crowley. Alene Terzian proxy for Annie Aboulion (yes, vote); Alexa Dimakos proxy for Erin Delaney (yes, vote); Gary Collis proxy for Gary Quire (yes, vote); Shane Ramey proxy for Tom Gisel (yes, vote); Lauren Rome proxy for Joshua Rideaux (yes, vote); Regina Blasberg proxy for Garrett Rieck (yes, vote); Tricia George proxy for Erica Seubert (yes, vote); Jennifer Paris proxy Rebecca Shepherd (yes, vote). Unanimous. Approved.

4. Academic Senate Summary, September 24, 2026 (pg. 4-8)	5. Curriculum Committee Summary, October 1, 2026_
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B. Reports

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

1. [OER Liaison Annual Report](#), Jennifer Paris
 - i. The OER initiation project was established with funds provided to ASCCC. OER was funded in 2018 with AB 1809 and was supposed to be a 5-year project. OER came about in 2019 and in 2021 received \$115M for ZTC. In 2024 the ZTC representative at the chancellor’s office made the decision to bring OERI forward and the idea was to not fund duplicative work at various colleges. OER was fully funded in 2025. There are different OERI leadership team roles. OER lives primarily in Distance Ed such as CANVAS. There is now an AI lead and a guide for using AI with OER. There are 52 discipline leads. The OER liaison connects local community colleges to ASCCC. One requirement for the funding is to have a sustainable budget for the future. The OER liaison can help facilitate when there is a discipline that is interested in OER textbooks. The [ASCCC-oeri.org](https://asc.cc/oeri.org) includes various resources and events available on the website.

2. Educational Technology Committee Annual Report, Andrew Jones-Cathcart Co-Chair
 - i. Joy Shoemate currently serves as administrative co-chair along with Andrew Jones-Cathcart who is the faculty co-chair. Much of what the committee discusses is related to pedagogy and 10+1 however it can relate to work related issues due to changes with technology and its effects. The district had been using Proctorio and was concerned with costs. The district was encouraged to purchase Respondus. A challenge for the committee has been with the budget. Ed Tech is a subcommittee of Technology Committee and doesn't focus on how technology works or costs. There is concern with reviewing possible software and the time such evaluation requires, and then learning there are not sufficient funds to purchase the selected software. The state of CA must make a commitment with funding for the CCC to meet their missions. There is a suggestion to have Ed Tech work more closely with the Senate, and have representatives from each school to ensure the full complement of perspectives on technology used in teaching. Ed Tech routinely collaborates with CETL.
3. Academic Senate Presidents Report, Lisa Hooper
 - i. **ASCCC Area C:** The first resolutions packet was circulated around the room. Some common themes are: collaborating with intersegmental partners and Common Course Numbering (CCN), this includes having not just CSUs, but UCs acknowledge these templates rather than rely on course-level articulation. A resolution speaking to the best practice of assigning faculty who meet the minimum qualifications to teach the credit version of a course only be assigned to mirrored classes.
 - ii. **Great Shake Out:** Lisa is looking forward to receiving the results of the survey.
 - iii. **PTAC Meeting Update:** Special thanks to Lauren and Ruth for co-chairing the council and crafting the agenda. The council discussed the Academic Integrity committee's development of an "Academic Dishonesty Cheat Sheet" and how the new policy is relating to imposing grade penalties. There is a training component with FLEX credit needed for those faculty who teach at multiple districts. The PT faculty evaluation instrument was discussed, should there be one evaluation document for FT and PT or one for each? The meeting minutes will be on the website and CANVAS shell. There was a suggestion to share the meeting minutes via email.
 - iv. **Canyons Compass Meeting Update:** The group is striving to point the direction of the college for the next 5 years via a "5-year road map." Some areas of focus included academic achievement and campus culture. Data discussed at the Data Summit will be reviewed to address prevailing themes and provide feedback as well as input in developing the district-level objectives. Some data collected via the data prompts will prompt changes in Program Review.
 - v. **Charging EV stations:** Lisa is advocating more stations on campus.
 - vi. **PV Committee:** PV may see more proposals with the recent changes to our AP's. There are now archival dates changes for electives from 5 to 3-year review requirements. Student enrollment behaviors have changed and many disciplines may need to look at their curriculum to determine if the curriculum still serves the best interested in students. These possible changes may a trigger a program discontinuance. The PV program proposal forms need to be more focused and not ask for all same elements. The idea is to include only relevant prompts to the goal of each proposal. Any changes will come to Senate.

B. Action Items

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

1. Curriculum Approval Local Control, Dr. David Vakil & Lisa Hooper (pg. 13-17)
 - i. This memo confirms that the district has followed all legal requirements to build

curriculum.

- ii. **Motion** to approve the Curriculum Approval Local Control by Lauren Rome, seconded by Gary Collis. Alene Terzian proxy for Annie Aboulion (yes, vote); Alexa Dimakos proxy for Erin Delaney (yes, vote); Gary Collis proxy for Gary Quire (yes, vote); Shane Ramey proxy for Tom Gisel (yes, vote); Lauren Rome proxy for Joshua Rideaux (yes, vote); Regina Blasberg proxy for Garrett Rieck (yes, vote); Tricia George proxy for Erica Seubert (yes, vote); Jennifer Paris proxy Rebecca Shepherd (yes, vote). Unanimous. Approved.
2. Adjunct MQE list for Fall 2026 (pg. 18-31)
 - i. A reminder was made that each semester the Senate approves the list of adjuncts and disciplines they are hired to teach in. A correction was made to remove Genevieve Guzman as she was not hired to teach in English. HR will be notified to change from “adjuncts” to “part-time faculty,”
 - ii. **Motion** to approve the Adjunct MQE List Approval Local Control by Jessica Crowley, seconded by Tom Gisel. Alene Terzian proxy for Annie Aboulion (yes, vote); Alexa Dimakos proxy for Erin Delaney (yes, vote); Gary Collis proxy for Gary Quire (yes, vote); Shane Ramey proxy for Tom Gisel (yes, vote); Lauren Rome proxy for Joshua Rideaux (yes, vote); Regina Blasberg proxy for Garrett Rieck (yes, vote); Tricia George proxy for Erica Seubert (yes, vote); Jennifer Paris proxy Rebecca Shepherd (yes, vote). Unanimous. Approved.

C. Discussion

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

1. AP 4101 (Independent Study), Gary Collis (pg. 32)
 - The Policy Committee did not evaluate the pros and cons of independent study. The law does not refer to this in Ed Code as there is no definition, but it is in the PCAH. There is some apportionment and reporting that is required but the district does not do this now. If the district makes a change the policy would need to be revised. Other college has used independent study to allow student to conduct research. At COC students have other mechanisms to accomplish this goal. This policy will return for action.
2. SGT Reporting Draft Template, Lisa Hooper (pg. 33)
 - This new form is being developed to be used by faculty appointed to Shared Governance Teams to either update the Senate via a summary or request to update the Senate via discussion. This will be a live form with a drop-down list and textbox with attachment ability. This form will be tested this semester and will be linked on the Academic Senate website.
3. [TOP to CIP Code Transition for Course & Program Coding](#), Tricia George
 - The [TOP to CIP Code Transition Project website](#) came about out of Common Course Numbering (CCN) and needs to align to Title 5, CCN, PCAH and CALGETC. There is now a requirement to use the national system (CIP codes). Only the state of CA uses TOP codes. TOP Codes is a system for classifying programs; it allows for comparison across institutions. CIP codes are used throughout the United States. There are certain funding streams that can only be used for certain codes. The federal government will be conducting an analysis examination of programs through their codes. This work must be completed this academic year. Curriculum will reach out department Chairs for collaboration on this work.

D. Unfinished Business

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

1. none

E. New Future Business

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1. Tenure Committee Training Workshops, Collaboration with COCFA
2. Department Chair Training Series Schedule

F. Announcements

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2. 2026 Fall Plenary Session, Nov. 5th – 7th, Grand Bay Hotel San Francisco, CA.
3. 2027 Spring Plenary Session, April 8th – 10th, Hyatt Regency Irvin, Irvine, CA.
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5. 2027 Faculty Leadership Institute, June 10th - 12th, San Francisco Marriot Waterfront, Burlingame, CA.
6. 2027 Curriculum Institute, July 14th – 17th, Riverside Convention Center, Riverside, CA.

G. Adjournment: 5:01 p.m.

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Please note:

This meeting will be broadcasted at the following locations via zoom

none

Program Viability Committee Summary

October 15, 2026, 10:00 a.m. to 11:30 a.m. – Zoom

Voting Committee Members:					
Lisa Hooper	Committee Chair	X	VACANT	Transfer Discipline Rep./At-Large Member	A
Kelly Cude	Program Review Faculty Chair (and/or MSE Faculty Dept. Chair)	X	VACANT	ASG Student Rep.	A
Jason Burgdorfer	MSE, COCFA President	X			
Jaya George	Health Professions	A	Administrator Voting Members		
Jennifer Paris	CTE Rep/ECE Rep/SBS	A	David Vakil	Interim Asst. Superintendent/CIO	A
Jesse Vera	Enrollment Services /Counseling	X	Jason Hinkle proxy for Erin Tague	Assist. Superintendent/VP of Facilities	X
Karl Striepe	SBS/Transfer Discipline Faculty	X	Jason Hinkle	Associate, VP, Business Services	X
Ruth Rassool	Humanities (Part-Time) Representative	X	VACANT	Assist. Superintendent/VP Tech, Inst. Dev. & Tech Computer Support	A
Tricia George	Curriculum Committee Chair/Humanities	X	A= Absent	X = Present	

Guest:							
Erika Torgeson	X	Dianne Avery	X	Jennifer Brezina	X	Monica Shukla-Belmontes	X
Chad Peters	X	Daylene Meuschke	X	Harriet Happel	X	Nadia Cotti	X
Clinton Slaughter	X	Dilek Sanver Wang (COCFA President)	X	Marilyn Jimenez	X	Paul Wickline	X

I. Routine Matters

1. Call to order: 10:00 am
2. Approval of the 9/24/2026 meeting minutes
 - i. **Motion** to approve the meeting minutes by Erin Tague seconded by Jesse Vera. Unanimous. Approved
3. Approval of the Agenda
 - i. **Motion** to approve the agenda Tricia George, seconded by Ruth Rassool. One Abstention from Dilek Sanver Wang. Approved.

II. Reports

1. none

III. Discussion

1. Discontinuing the Manufacturing Technology – CATIA Certificate of Specialization, Tim Baber
 - i. **Overview of Program:** 15 years ago, CATAI was introduced to support the aerospace industry. The CATIA certificate is locally part of the Manufacturing Technology program. This program was originally aligned with industry and is for a specific software platform that is used for certain industries. The program would have prepared students to create and prepare 3D models.
 - ii. **Request for Discontinuing the Program:** There has not been much demand from students and career opportunities are limited. Courses have not been offered for the past two years. There is no student impact as there are no active students enrolled in the certificate program. The courses in this program are not tied to any other student pathways. Part-

Time Instructor, Curtis Kaiser was the only faculty member who was teaching these courses, however, he teaches other courses Manufacturing Technology.

- iii. **Communication to Students:** There are other program opportunities for students to enroll in, for example in the Engineering department. They offer a course in Solidworks which is a difference software that allows the student to learn many of the same objectives as CATIA.
 - iv. **Students who have declared CATIA as their educational objective:** There are 12 active students who have this declared as their educational objective. The suggestion is for the department to contact the students and let them know this program is being discontinued and of other possible programs they can enroll in. Out of the 12 students, 7 students declared this program as their objective in the last 7 months.
 - v. **Teachout Plan:** It was clarified that there are no students enrolled and there is no need for a Teachout plan. The last time courses were offered they were cancelled for low enrollment. If there are any students who took the first course, MFGT 141, and didn't take the second course, MFGT 142 may be recommended to offer the second course or direct them to the Engineering course: Solidworks. The last time a course was offered was in Fall 2024 and only 4 students were enrolled.
 - **MFGT 141:** CATIA I (last offered: Fall 2024)
 - **MFGT 142:** CATIA II (last offered: Spring 2024)
 - 141 is a prerequisite for 142.
 - b) **Software Program Requirements:** Monica will follow up and determine if the district still has access to current software. Discontinuing the program would save the district funds as there wouldn't be a need to purchase the software.
 - c) **Alternative Courses that teach 3D modeling:** The engineering department has offered 144 Engineering (Solid Works), a course that covers the area of 3D design using software similar to CATIA. This is an elective course within the Engineering degree. This is transferable to many schools. STEM counselors encourage students to take this course as this is required for the industry.
 - d) Daylene will be sharing a sample notification that went to students in Networking Technology so the committee can see how this type of change is communicated to students. Courses will be archived.
 - e) **Motion to discontinue the certificate of specialization in CATIA** by Jesse Vera, seconded by Tricia George. Dilek Sanver Wang abstained. Approved.
2. Baccalaureate Degree Program Considerations, Lisa Hooper
- i. There are title 5 regulations regarding the inclusion of BA program at the CCC.
 - ii. **BA in Architecture returning to Curriculum:** Additional Title 5 revisions have been made to the requirements for BA programs. The BA in Architecture program will return to the Curriculum Committee to make programmatic changes to satisfy these requirements. When this program first came through Curriculum there was a guidance handbook provided. The upper division requirement has changed, and the program will be proposing two new upper division courses.
 - iii. **Four Foundations of Baccalaureate Degree Program** include workforce demand, student demand, regional need, and institutional capacity.
 - iv. **Workforce Demand:** A program may need to build relationships with local employers who will employ students once they graduate. This is inclusive of the internship opportunities, and this is a great example of sharing resources. The current BA program has a 3-unit internship in the WEE program. The program needs to demonstrate a need for a program in the area. The past requirement was not to be in competition with CSU and UC but that has evolved. The new term is "collaboration" versus "competition".

- v. **Current BA Program:** The steps or process for how the district made the decision to build a performance program was not clear. Dr. Torres submitted a request to the Curriculum committee. A survey was launched which provided feedback on the IRPIE related to FTES and enrollment. The survey was conducted by Jason Oliver. The survey went to 375 and only 30 responses were collected as the free version was being used. There was a long delay, and Sacramento state had stated COC had duplicated the program. In late spring Dr. Torres got notice that the title could be changed to have it go through. A few courses came through and were re-titled and this is why the program was launched in winter rather than fall.
- vi. **Student Demand:** the Architecture program conducted their own student survey and included it in their proposal.
- vii. **Duplication:** One of the requirements for a Building Performance BA program was to look at which local schools currently offer a BA in Architecture. It was determined that UCLA, Woodbury University and CSU Cal Poly SLO offered this program but are either very hard to get into or very expensive.
- viii. **Regional Needs:** The Intersegmental Committee of Academic Senate (ICAS) Duplication Review Guidelines outlines possible challenges with local partners. Wendy Brill is currently re-assigned to the Chancellors office, and the creating of new BA programs is an area she focuses on. It was suggested to have Wendy attend a PV meeting and outline some of the issues and how to avoid those.
- ix. **SB 960 & AB 2694 Updates:** There will soon be an expert presentation on the newly signed SB 960 and AB 2694, which may also be relevant. **SB 960 (Authored by Senator Christopher Cabaldon):** Establishes a five-tiered accountability system allowing community college districts to offer between **2 and 12 bachelor's degrees** based on local workforce needs, graduation rates, and transfer rates. It also permits community colleges to duplicate local CSU programs if nearby CSU transfer acceptance/capacity rates remain under 75% for three consecutive years. **AB 2694 (Authored by Assemblymember David Alvarez):** Outlines performance standards, operational metrics, and regional workforce alignment rules—requiring coordination and proof of unmet labor market demands before launching four-year programs.
- x. **Building a High-Quality Baccalaureate Program:** Locally the need and support need to be approved then the proposal can go to the region and last the state. Need to align what we align with what the state requires.
- xi. **Key Implementation Areas:** In the past when there was a program that needed new faculty there was a higher ranking in ASC. A big concern in Counseling was the counseling services needed for this program. This was a concern with workload with being able to support and require different types of training and advice. The suggestion is to discuss these requirements as this was the one area the district was not fully prepared for. Need to consider costs associated with hiring new faculty, marketing and consumable cost. It is suggested to develop a budgeting tool.
- xii. **Upper Division Coursework:** It is recommended that faculty who teach upper division courses have a master's degree. The state defined minimum qualifications for upper division coursework when they updated Title 5. Another upper division requirement is for the upper division GE courses to be accessible to students at other CCC's in baccalaureate programs. This is a new state stipulation.
- xiii. **Other CCCs that have more than 1 BA:** Current Antelope Valley, Cypress and Santa Ana community college offer at least 2 BAs. It is not clear if they share their GEN. The list of community college offering BA can be found at," <https://www.cccco.edu/about->

us/chancellors-office/divisions/educational-services-and-support/what-we-do/curriculum-and-instruction-unit/curriculum/baccalaureate-degree-program/."

- xiv. **BA Architecture Cohort:** The first graduating class included 15 students. In the Nursing program students are tracked 6 months after graduation and then 1 year after. Students in other programs are not currently being tracked.
 - xv. **Proposals for new BA programs:** There are two programs that are interested in submitting for a BA program proposal, these include Modern Policing with Larry Alvarez and Paralegal Studies with Nicole Faudree. Larry was told his presentation may require a 2-3 meeting presentation. The new legislation that requires this a Moder Policing was shared via, <https://legiscan.com/CA/text/AB992/id/3134907>. Lisa will develop an outline for Larry that will list all program requirements. There is a potential third BA program proposal for Paramedic.
 - xvi. **Additional Possible BA Program Proposals:** There is a third BA proposal in Cybersecurity, and a 4th BA is associated with the paramedic program and not only a Certificate and a BA.
 - xvii. **Timeline for BA Program Proposals:** There is concern in not having PV discuss these proposals close together, however another suggestion is to space the proposals. The suggestion is to hear them at the same time to compare programs. The committee needs to consider when experts may retire. Another idea is for the PV Committee to not advance anything but advance programs with levels of support such as "unconditional support", "conditional support", or "do not support" with narratives attached. Due to Dr. David Vakil and Jennifer Brezina's schedule they will not be available to attend the next meeting on Oct. 29th. The recording for the meeting with shared with David and Jennifer. The first come first serve basis to review programs doesn't reflect that a program satisfies the greatest demand for students.
- 3. Refinements to the Program Viability and AP process, Lisa Hooper
 - i. *This item was tabled.*

IV. Adjournment: 11:35 a.m.

Tenure Committees 2026-2027 (as of 10.14.26) Updates are in **BOLD** Font

Last Name	First Name	School/Department	Committee Chair	Peer Evaluator	Administrator	FT Faculty Hire Date	Status
Kim	Sung	Ethnic Studies (Asian American Studies)	Anne Marenco	Jennifer Thompson	Tammera Stokes-Rice	8/14/26	1st year
Franco	Lauren	Counseling	Stephanie Lee	Sab Matsumoto	Erika Torgeson	1/11/2023	4th year



AP 4101 Independent Study

References:

Title 5 Section 55230 et seq.

The Santa Clarita Community College District does not offer Independent Study courses as part of its curriculum inventory.

Approved XX/XX/XX

AP 7121 Minimum Qualifications and Equivalencies

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:

- i Disciplines requiring a Master's degree
- ii Disciplines in which a Master's degree is not generally available
- iii 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 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.

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 grandfathered 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 2016¹

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 2016¹

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 2016¹

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.

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:

- ï 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
- ï Extensive and diverse knowledge of the working environment of the vocation.

Examples of documents in support of relevant experience might include:

- ï Documentation of prior teaching experience in the requested discipline.
- ï 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.

- ï Documentation of apprenticeships and journeyman training.
- ï 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.cccco.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

TO: College of the Canyons Academic Senate
FROM: Gary Collis, Chair of Policy Review Committee
DATE: October 10, 2026
RE: Summary of Revisions to AP 7121 (Minimum Qualifications and Equivalencies) – to be AP 7211 (Equivalencies)

This memorandum highlights the proposed, important, and substantive changes to AP 7121 (Minimum Qualifications and Equivalencies), which would be renumbered and renamed AP 7211 (Equivalencies).

- 1. Different equivalency pathways for disciplines requiring a specific degree versus any degree:** Under the current AP, the “specific degree” and “any degree” categories outlined in the Disciplines List use the same bachelor’s and associate’s equivalency options. The proposed changes remove the discipline-specific major coursework requirement for “any degree” equivalencies - 24 units for a bachelor’s and 18 units for an associate’s. However, it also eliminates the coursework-plus-training option for that category: applicants would need the full 120 or 60 college units. The training alternatives remain available for disciplines requiring a specific degree.
- 2. New minimum grades for qualifying coursework:** The current AP generally requires successful completion of coursework without specifying letter grades. The proposal requires C or better for bachelor’s general education, the discipline-specific major units under Option 1 for specific bachelor’s and associate’s degrees, and the coursework for an “any bachelor’s degree” equivalency. Associate’s general education requires C– or better.
- 3. Different general education requirements:** The proposal replaces the AP’s fixed lists of general education subjects with references to California’s general education transfer curriculum for bachelor’s equivalencies and the District’s general education curriculum for associate’s equivalencies. Bachelor’s requirements would follow the curriculum in effect when the applicant applies. This changes which subject areas applicants must satisfy and allows those requirements to change without revising the AP’s own course list.
- 4. Explicit acceptance of evaluated foreign education:** The proposal expressly permits foreign educational equivalents evaluated by a member of the National Association of Credential Evaluation Services (NACES). The current AP does not state this allowance expressly.

5. **Broader express recognition of Credit for Prior Learning:** The proposal permits Credit for Prior Learning toward general education, including credit by examination. The current AP expressly identifies examination credit but does not explicitly allow other forms of CPL.
6. **A restriction for faculty teaching upper-division baccalaureate courses:** The proposal expressly prohibits using equivalency for the bachelor's degree required for those assignments. The current AP contains no corresponding restriction. This limitation comes from California law.
7. **Direct committee review of questionable minimum qualifications:** Currently, the AP states that HR will refer questionable qualifications to the Department Chair and Hiring Committee Chair, with unresolved disagreements referred to the committee. The proposal sends these cases directly to the Equivalency Committee for review and a recommendation.
8. **Required documentation of discipline assignments:** The proposal requires HR to prepare a discipline assignment memo at hire for both full-time and part-time faculty. It also requires a memo to the Academic Senate following committee verification of a questioned minimum-qualifications case. This reflects current practice.
9. **Required equivalency language in recruitment materials:** All faculty position announcements would have to state the possibility of qualifying through equivalency. Application forms would have to ask applicants whether they meet minimum qualifications or claim equivalency, with reasons and supporting evidence required for the latter. This reflects current practice.
10. **Authority to establish separate operating procedures:** The proposal expressly directs the Equivalency Committee to create, maintain, and revise operating procedures regarding its own processes and operations and, in collaboration with HR, must establish a review and reconsideration process. The current AP itself specifies at least some of the procedural rules that are more appropriately adopted by the committee itself.



AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies

References:

Education Code Sections 87001, 87003, and 87743.2;
Title 5 Sections 53400 et seq.;
ACCJC Accreditation Standard 3

Faculty Service Areas

Faculty service areas may be established after negotiation and consultation as required by law with the appropriate faculty representatives.

Minimum Qualifications

Faculty shall meet minimum qualifications established by the Board of Governors or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

The applicant bears the burden of proving possession of the required degree and experience. Clear and thorough evidence with substantiating documentation must be presented with the application for employment. The Office of Human Resources ("HR") will verify whether an applicant satisfies the minimum qualifications ("MQs") using the published "Minimum Qualifications for Faculty and Administrators of California Community Colleges" ("Disciplines List").

If questions or concerns arise as to whether an applicant's degree or qualifications satisfy the established MQs, HR will refer the materials to the Academic Senate's Equivalency Committee ("Equivalency Committee") for review, verification, and a recommendation as to whether the applicant meets MQs. Upon receiving verification from the Equivalency Committee that the applicant meets the required MQs, HR will prepare a discipline assignment memo and provide it to the Academic Senate. Human Resources will document and maintain the Equivalency Committee's determination.

At the time of hire, HR will verify that full-time and part-time faculty meet the applicable MQs and will prepare a discipline assignment memo identifying the discipline(s) for which the faculty member is qualified.

Information and links to archived and current Disciplines Lists are available on the website of the Academic Senate for California Community Colleges (www.asccc.org).

Equivalencies

The District shall not accept equivalencies by default. Rather, every five years, the Department Chair, in collaboration with faculty within the applicable discipline, shall review and determine whether equivalencies will be accepted to teach in that discipline. The Department Chair shall ensure that the review includes appropriate participation by faculty within the applicable discipline and is conducted using a fair, reasonable, and documented process consistent with established Academic Senate and District procedures.

Equivalency Committee – The Academic Senate has established the Equivalency Committee to fulfill the requirements of Education Code Section 87359, which states that the equivalency process “shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications.” To ensure that the Board of Trustees relies primarily on the advice and judgment of the Academic Senate, the Equivalency Committee shall:

- Establish a five-year cycle for departmental decision-making regarding accepting equivalencies, including the circumstances, if any, under which a department may be permitted to change its decision regarding accepting equivalencies off cycle.
- Report departmental decisions regarding accepting equivalencies to the Academic Senate and HR in a timely manner.
- Be available to screening and selection committees as a resource regarding equivalency determinations;
- Recommend all equivalency determinations to the Board of Trustees made pursuant to standards and procedure outlined in Operating Procedures that the Equivalency Committee shall create, maintain, and revise as necessary;
 - In addition to other standard elements of operating procedures used by Academic Senate subcommittees, the Equivalency Committee, in collaboration with HR, shall establish and maintain procedures governing the equivalency review process, including a reasonable process for reconsideration of an equivalency determination.
- Further clarify the criteria to be used for determining equivalency;
- Ensure that records of all equivalency determinations are transmitted to HR, which shall maintain them;
- Periodically review this procedure and recommend necessary changes to the Academic Senate and Board of Trustees; and

- In general, ensure that the equivalency process, including, but not limited to, gathering departmental decisions regarding equivalencies, works well and meets the requirements of the law.

Equivalency to a Degree

California law (AB 1725) provides for the hiring of faculty who do not meet MQs, provided that “the governing board determines that [the applicant] possesses qualifications that are at least equivalent” (Cal. Educ. Code § 87359). The criteria and process for reaching this judgment must be determined jointly by the Board of Trustees and the Academic Senate. (Title 5, § 53430).

Together, the Board of Trustees and Academic Senate are responsible for establishing and monitoring the process to assure its fairness, efficiency, and consistent adherence to established standards. The agreed-upon process includes reasonable procedures to ensure that the 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 MQs specified in the published Disciplines List.

The process also requires that the District (1) provide the Academic Senate an opportunity to present its views to the Board of Trustees before it makes a determination and (2) make the written record of the decision, including the views of the Academic Senate, available for review pursuant to Education Code Section 87358.

The authority to determine equivalent qualifications allows the District to hire the most qualified individuals. The standards of the Disciplines List cannot be waived. That a particular applicant within the pool may be the most preferable does not equate to possession of equivalent qualifications to the MQs. Professional experience includes both work/occupational experience and teaching experience. Regardless of staffing needs, faculty must meet the MQs or possess the equivalent of them. Equivalency determinations shall be made fairly and reasonably expeditiously and must comply with the requirements of California law.

Determination of Equivalencies – This procedure shall be used to determine whether an applicant for a faculty position, although lacking the exact degree or experience specified in the Disciplines List of the Board of Governors that establishes the MQs for hire, nonetheless possesses qualifications that are at least equivalent to those required by the Disciplines List. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications. For faculty assigned to teach upper-division courses in a baccalaureate degree program, equivalency is not permitted for the bachelor’s degree required under Title 5 Section 53410.

All faculty position announcements will state the required qualifications as specified by the Disciplines List, including the possibility of meeting the equivalent of the required degree or experience.

District application forms for faculty positions will require that applicants state whether they meet the MQs of the Disciplines List or whether they believe they meet the equivalent. Those claiming equivalency will then be required to state their reasons and to present supporting evidence.

The Equivalency Committee shall send its decisions concerning equivalency and non-equivalency to HR.

Criteria for Equivalency: Master's Disciplines

To establish the equivalent of a master's degree in a requested discipline, applicants must provide (1) an official transcript documenting successful completion of any master's degree from an institutionally accredited institution of higher learning (or the equivalent from a foreign institution as evaluated by a member of the National Association of Credential Evaluation Services ("NACES")) and (2) official transcripts documenting successful completion of 24 semester units in the applicable discipline at the upper division and graduate level, a minimum of which must be 12 graduate-level semester units (with a passing grade, as determined by the institution awarding the credit).

Criteria for Equivalency: Non-Master's Disciplines Requiring a *Specific* Bachelor's or Associate's Degree and Professional Experience

Equivalency is not a waiver of MQs but a determination that an applicant possesses qualifications at least equivalent to the required degree.

- **Equivalency to a Specific Bachelor's Degree:** An applicant who does not hold a conferred bachelor's degree may establish equivalency by demonstrating educational preparation and professional accomplishment that collectively provide the same level of knowledge and competency expected of an individual who has completed the required bachelor's degree. 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 institutionally accredited institution of higher learning (or the equivalent from a foreign institution as evaluated by a member of NACES). The transcript must include successful completion of 60 semester units of lower division and 60 semester units of upper division coursework. The transcript must also reveal successful completion of 36 semester units of general education courses, as described herein, and 24 discipline-specific semester units in courses for any one discipline-specific major (with a grade of C or better). Credits posted on a transcript from an accredited institution of higher learning are acceptable. The applicant must also submit documented and verifiable evidence of two years of full-time work in the discipline.

- 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 institutionally accredited institution of higher learning (or the equivalent from a foreign institution as evaluated by a member of NACES) including the general education course units, as described herein, 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. The applicant must also submit documented and verifiable evidence of two years of full-time work in the discipline.
- **General Education for the Bachelor's 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 California general education transfer curriculum areas and sub-areas required of students in effect at the time the applicant applies for employment (grade of C or better). A passing grade on a CLEP, IB, or AP exam is equivalent to 3 units for the related general education course. Credit for Prior Learning, including credit by exam, is acceptable.
- **Equivalency to a Specific Associate's Degree:** An applicant who does not hold a conferred associate's degree may establish equivalency by demonstrating educational preparation and professional accomplishment that collectively provide the same level of knowledge and competency expected of an individual who has completed the required associate's degree. 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 60 units of college coursework at an institutionally accredited institution of higher learning (or the equivalent from a foreign institution as evaluated by a member of NACES). The transcript must include 18 units of general education courses, as described herein. Also, the transcript must include 18 units of discipline-specific units for any one discipline-specific major (with a grade of C or better). Credits on a CLEP, IB, or AP exam, credits by exam, and credits on a military transcript are acceptable. The applicant must also submit documented and verifiable evidence of six years of full-time work in the discipline.
 - Equivalency Option 2: The applicant must submit an official transcript documenting successful completion of a minimum of 40 units of college coursework at an institutionally accredited institution of higher learning (or the equivalent from a foreign institution as evaluated by a member of NACES), including a minimum of 18 general education course units, as

described herein, 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 posted on a transcript from an accredited institution of higher learning are acceptable. The applicant must also submit documented and verifiable evidence of six years of full-time work in the discipline.

- **General Education for the Associate's Degree:** 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 District's associate degree general education curriculum areas and sub-areas (grade of C- or better). A passing grade on a CLEP, IB, or AP exam is equivalent to 3 units for the related general education course. Credit for Prior Learning, including credit by exam, is acceptable.

Criteria for Equivalency: Non-Master's Disciplines Requiring Any Degree and Professional Experience

Equivalency is not a waiver of minimum qualifications but a determination that an applicant possesses qualifications at least equivalent to the required degree.

- **Equivalency to Any Bachelor's Degree:** An applicant who does not hold a conferred bachelor's degree may establish equivalency by demonstrating educational preparation and professional years of service that collectively provide the same level of knowledge and competency expected of an individual who has completed a bachelor's degree. Documentation of equivalency must meet the following requirements:
 - The applicant must submit an official transcript documenting successful completion of 120 semester units of college coursework at an institutionally accredited institution of higher learning (or the equivalent from a foreign institution as evaluated by a member of NACES). The transcript must include successful completion of 60 semester units of lower division and 60 semester units of upper division coursework (grade of C or better). The transcript must also reveal successful completion of 36 semester units of general education courses, as described herein. Credits posted on a transcript from an accredited institution of higher learning are acceptable. The applicant must also submit documented and verifiable evidence of two years of full-time work in the discipline.
- **General Education for the Bachelor's 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 current California general

education transfer curriculum areas and sub-areas required of students in effect at the time the applicant applies for employment (grade of C or better). A passing grade on a CLEP, IB, or AP exam is equivalent to 3 units for the related general education course. Credit for Prior Learning, including credit by exam, is acceptable.

- **Equivalency to Any Associate's Degree:** An applicant who does not hold a conferred associate's degree may establish equivalency by demonstrating educational preparation and professional years of service that collectively provide the same level of knowledge and competency expected of an individual who has completed the required associate's degree. Documentation of equivalency must meet the following requirements:
 - The applicant must submit an official transcript documenting successful completion of 60 units of college coursework at an institutionally accredited institution of higher learning (or the equivalent from a foreign institution as evaluated by a member of NACES). The transcript must include 18 units of general education courses as described herein. Credits on a CLEP, IB, or AP exam, credits by exam, and credits on a military transcript are acceptable. The applicant must also submit documented and verifiable evidence of six years of full-time work in the discipline.
- **General Education for the Associate's Degree:** 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 District's associate degree general education curriculum areas and sub-areas (grade of C- or better). A passing grade on a CLEP, IB, or AP exam is equivalent to 3 units for the related general education course. Credit for Prior Learning, including credit by exam, is acceptable.

Applicability

The equivalency criteria established herein shall apply to all faculty hired by the District after this procedure's adoption.

The District shall continue recognizing equivalencies that it recognized prior to the adoption of this procedure, including those of part-time faculty seeking full-time employment, until there has been a break in continuous District employment, as defined by the applicable part-time faculty collective bargaining agreement. A faculty member who has a break in service and seeks re-employment with the District shall be subject to the equivalency requirements and procedures in effect at the time of re-employment, regardless of any equivalency determination previously granted by the District.

A faculty member, after adoption of this procedure, who seeks to secure an additional disciplinary assignment from the District based on an equivalency will be subject to the equivalency requirements in effect at the time of the request.