

**College of the Canyons Academic Senate Agenda**  
**May 23, 2013 3:00 p.m. to 4:30 p.m. BONH 330**

**A. Routine Matters**

1. Call to order
2. Approval of the Consent Calendar
  - a) Approval of the Academic Senate Meeting Summary: May 9, 2013 (p.2)
  - b) Approval of the Curriculum Summary Meeting: May 16, 2013 (p.5)
3. President's Report
4. Vice-President's Report

**B. Committee Reports**

1. Academic Staffing Committee – Wendy Brill Wynkoop  
 Historical Record of Vacant Faculty Positions  
 Recommendations for New Faculty Positions

**C. Unfinished Business**

1. Senate's Proposal for New Procedures: Counseling Services – in Policy Committee
2. Proposal for Revision of Prerequisite Policy – in Policy Committee
3. Calendar Options 2014-2015 – in Calendar Committee
4. SLO Resolution – in SLO Committee
5. Orphan Courses – in SLO Committee

**D. Discussion Items**

1. BP 4400 Discontinuance and AP 4400 Discontinuance – David Andrus (p.7)
2. Minimum Qualifications and Equivalencies Committee Procedures – Edel Alonso (p.17)

**E. Action Items**

1. Professional Development Committee Procedures (p.27)
2. Ratification of Department Chair Elections
  - Garrett Hooper, Counseling Department Chair
  - Sherrill Pennington, History Department Chair
3. Department Name Change: Culinary Arts to Culinary Arts & Wine Studies
4. Emeritus Status for Sidney Shanks

**F. Division Reports**

**G. Announcements:**

- June 13, 14, 15 – ASCCC Faculty Leadership Institute, Sacramento
- July 11, 12, 13 – ASCCC Curriculum Institute, Anaheim

**H. Open Forum**

**I. Adjournment**

The next Senate meeting will be **September 13, 2013**

*As always everyone is welcomed*

### Summary of the Academic Senate Meeting May 9, 2013

**Attendance:** Edel Alonso, Garrett Hooper, Deanna Riveira, Amy Shennum Regina Blasberg, Kelly Cude, Juan Buriel, Mojdeh Mahn, Michelle LaBrie, Ann Lowe, Lee Hilliard, Rebecca Eikey, Shane Ramey, Brittany Applen, Heidi McMahon, Natalie Feke, Kristin House, Leslie Carr, Mike Sherry, Saburo Matsumoto, Ruth Rassool, Omar Torres, Carmen Dominguez, Jasmine Ruys, David Andrus, Wendy Brill-Wynkoop and Cindy Stephens

#### A. Routine Matters

1. Call to order: 3:00 p.m.
2. Approval of the Consent Calendar: **Approved** with correction to the announcements dates.
3. A. Report of Senate President, Dr. Edel Alonso:
  - Health and Safety: Faculty reported that an evacuation poster was posted in the wrong classroom. She immediately contacted Jim Schrage and Mike Wilding and asked to have facilities go back and check the buildings to be sure the posters are in the right locations. She also expressed concern that the Chemical Hygiene Plan is not completed.
  - Board of Trustees Meeting: Edel did not attend the BOT meeting last night and she apologized. She was spending time with her grandchildren visiting from New Zealand.
  - Proposed Minimum Qualifications & Equivalencies Procedures: the administration has expressed concern about the proposed procedures for establishing equivalencies to the minimum qualification of CTE faculty to have at minimum an Associate degree. Edel reported attending the Deans meeting this morning to explain, clarify, and answer questions about the proposed procedures. Edel reminded them that she made a presentation about this at the department retreat this year and had published an article last year about it in the Academic Senate Newsletter. The Equivalencies Committee, comprised of faculty representatives and HR representatives have been working on the language all year. Edel attended workshops at the state level and has contacted the ASCCC president about this and the chair at the state level about this too. The ASCCC documents and workshops emphasize that equivalency must be established for both general education knowledge and discipline knowledge. The local college can determine what evidence the faculty member must submit to prove equivalency. These procedures are still a work in progress and have appeared on the Senate agenda for discussion multiple times as the Senate continues to refine the document.

B. Report of Paul Wickline, Senate VP: No report from Paul who has a play tonight and is not able to attend this Senate meeting. He sends his apologies.

#### B. Committee Reports

- Coffee on the Side by Kelly Cude: Kelly Cude, Brittany Applen, Heidi McMahon and Saburo Matsumoto spoke about planning a second annual Oktoberfest on October 4, 2013. The funds raised would go toward the Emeriti Scholarship. The scholarship is for dependents of faculty and employees of the college. Last year the committee raised \$575 for the scholarship but now the funds are depleted. They would like to double the amount and are hoping more people will attend. Last year there were 80 people in

attendance. They are scheduling the event this time at 5:00 p.m. with the doors opening at 4:30 and the day of the week has been changed to Friday instead of Thursday. They have acquired a liquor license for the event. The Foundation will be collecting the monies. If you are not able to attend, but would like to donate you can contact Shannon Munoz at the Foundation. There was a flyer passed around with the information on it. Please no children because there is no child care. If you have any questions or would like to help with the event contact Kelly Cude.

#### C.Unfinished Business

1. Senate's Proposal for New Procedures: Counseling Services – in Policy Committee
2. Proposal for Revision of Prerequisite Policy – in Policy Committee
3. Calendar Options 2014-2015 – in Calendar Committee
4. SLO Resolution – in SLO Committee

#### D.Discussion Items

- Professional Development Committee Procedures:  
Lisa Hooper brought a newer version of the Professional Development Procedures and went over them with the Senators. She had some of the changes that were asked and there was a discussion by the Senators. After a lengthy discussion with questions and answers the procedures will come back as an Action Item. There were some changes and Lisa will send those changes to Edel to put on the next agenda.
- Minimum Qualifications and Equivalencies Committee Procedures:  
Edel spoke on the proposed equivalencies procedures and spoke of the meeting she attended with Deans. She put on the white board the list of 5 general education areas required for an Associate degree as we discuss determining equivalencies to the general education courses. Edel proposed considering a combination of 3 or more of the categories instead of all 5 categories. There was discussion some faculty in support and others in opposition. After a lengthy discussion Edel will be bringing this back the Senate as a discussion item for the next meeting.
- Orphan Courses:  
Rebecca Eikey passed out a list of Orphan Courses and Programs which do not reside in any particular department and therefore have not had SLO's assessed. A discussion ensued about the need to have courses aligned with departments or programs so that there is a department chair responsible for hiring and evaluating adjunct faculty, writing and updating curriculum, assessing SLOs and including the courses in Program Review. Edel will set up a meeting with Ann Lowe from the Curriculum Committee, Rebecca Eikey from the SLO Committee, Edel and Paul Wickline from the Senate, and Joe Gerda and the Deans that have orphan courses to discuss how to proceed.

#### E. Action Items

1. BP Policy 5901 and AP 5901 Course Repetition: **Approved**

#### F. Division Reports: N/A

#### G. Announcements:

- Garrett Hooper announced that at the Calendar Committee met on May 6, 2013. He reported to the Committee that the Senate did not take any action on changing the calendar from the current 16 week semester, winter and summer sessions until a forum is held in the fall to discuss the issue. Joe Gerda has agreed to discuss this in an open forum in the fall. Mike Wilding will organize the event and Joe will be there to answer questions. It was suggested that we might want to rollover the calendar for 2014-2015 like we did the 2013-2014 calendar. This will give us all the year to debate and discuss any change for 2015-2016.
- Ruth Rassool announced that she surveyed the adjunct faculty on what they want to be called (adjunct, part-time, or contingent) and the majority responded that they want to be called “adjunct.” not part-time.
- June 13, 14, 15 – ASCCC Faculty Leadership Institute, Sacramento
- July 11, 12, 13 – ASCCC Curriculum Institute, Anaheim

I. Open Forum: No comments

I. Adjourned: 4:38 p.m.

## CURRICULUM COMMITTEE SUMMARY

**May 16<sup>th</sup>, 2013**

**3:00 pm – 5:00 pm**

**BONH-330**

**Items on "Consent" are recommended for approval as a result of a Technical Review meeting held on May 13<sup>th</sup>, 2013:**

**Members present:** Backes, Patrick – Curriculum/Articulation Coordinator, Non-voting member; Bates, Mary – Math, Science & Engineering; Brill, David – Fine & Performing Arts; Faudree, Nicole – Member at Large; Hilliard, Lee – Career & Technical Education; Lowe, Ann – Co-Chair, Faculty; Marenco, Anne – Social Science & Business; Matsumoto, Saburo – Member at Large; Richter, Christy – Enrollment Services; Solomon, Diane – Member at Large; Voth, Joseph – Humanities, Waller, Tina – Allied Health

**Members absent:** Green, Audrey – Co-Chair, Administrator; Ramey, Shane – Adjunct Faculty; Ruys, Jasmine – Admissions & Records, Non-voting member; Stanich, Diana – Physical Education & Athletics

ART	141	Beginning Design: Three-Dimensional Media	Revised descriptions, <b>revised SLO's (2)</b> , revised objectives and content, updated text. - <b>Approved</b>	J. Lorigan	Fall 2013
ART	222	Illustration I	Revised schedule description, <b>revised SLO's (2)</b> , revised objectives and content, updated text. - <b>Approved</b>	J. Lorigan	Fall 2013
ART	224A	Drawing III (Life Drawing)	Revised descriptions, <b>revised SLO's (2)</b> , revised objectives and content, updated text. - <b>Approved</b>	J. Lorigan	Fall 2013
ART	227	Painting I	Revised descriptions, <b>revised SLO's (2)</b> , revised objectives and content, updated text. - <b>Approved</b>	J. Lorigan	Fall 2013
ART	228	Painting II	Revised descriptions, <b>revised SLO's (2)</b> , revised objectives and content. - <b>Approved</b>	J. Lorigan	Fall 2013
ART	229	Landscape Painting	Revised descriptions, <b>revised SLO's (2)</b> , revised objectives and content, updated text. - <b>Approved</b>	J. Lorigan	Fall 2013
ART	235	Sculpture	<b>Revised SLO's (2)</b> , revised objectives and content, added manual. - <b>Approved</b>	R. Edwards	Fall 2013
ART	237	Landscape Painting	<b>Revised SLO's (2)</b> , revised objectives and content, updated text. - <b>Approved</b>	J. Lorigan	Fall 2013
ART	238	Printmaking (Intaglio)	<b>Revised SLO's (2)</b> , revised objectives and content, updated text. - <b>Approved</b>	J. Lorigan	Fall 2013
ENGL	271	Mythology	Revised descriptions, <b>revised SLO's (2)</b> , revised objectives and content, updated text. - <b>Approved</b>	S. Lynch	Fall 2013
FIRETC	101	Fire Protection Organization	Revised descriptions, <b>revised SLO's (3)</b> , revised objectives and content, updated text. - <b>Approved</b>	P. Haley	Fall 2013
FIRETC	104	Building Construction for Fire Protection	Revised schedule description, <b>revised SLO's (3)</b> , revised objectives and content, updated text. - <b>Approved</b>	P. Haley	Fall 2013
FIRETC	105	Fire Behavior and Combustion	Revised descriptions, <b>revised SLO's (4)</b> , revised objectives and content, updated text. - <b>Approved</b>	P. Haley	Fall 2013
FIRETC	109	Principles of Fire and Emergency Services Safety & Survival	<b>Changed title (formerly "Fundamental of Personal Fire Safety")</b> , revised descriptions, <b>revised SLO's (3)</b> , revised objectives and content, updated text. - <b>Approved</b>	P. Haley	Fall 2013
KPEA	107	Stretching for Flexibility & Relaxation	<b>Revised SLO</b> , revised objectives and content. - <b>Approved</b>	L. Hooper	Fall 2013
MFGT	090	Measurements and Computation	Revised descriptions, <b>revised SLO</b> , revised objectives and content, updated text. - <b>Approved</b>	R. Blasberg	Fall 2013

### MODIFIED PROGRAMS on consent:

Program	Degree/Certificate	Description of action	Author	Effective
Construction Management Technology	A.S. Degree	Added MFGT-090 to electives section, no change in total units. - <b>Approved</b>	R. Blasberg	Fall 2013
Construction Management Technology	Certificate of Achievement	Added MFGT-090 to electives section, no change in total units. - <b>Approved</b>	R. Blasberg	Fall 2013
Manufacturing Technology - CATIA	Certificate of Specialization	Removed MFGT-143 from required courses, total units decreased to 6. - <b>Approved</b>	R. Blasberg	Fall 2013

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American Sign Language Interpreting	A.A Degree	Combined both electives sections, no change in total units. - <b>Approved</b>	D. Sloan	Fall 2013
Welding Technology	A.S Degree	Reworked degree outline, no change in total units. - <b>Approved</b>	T. Baber	Fall 2013
Welding Technology	Certificate of Achievement	Reworked degree outline, no change in total units. - <b>Approved</b>	T. Baber	Fall 2013

**NEW/MODIFIED PREREQUISITES:**

<b>Title</b>	<b>#</b>	<b>Title</b>	<b>Suggested Enrollment Limitation</b>	<b>Author</b>
ADMJUS	130	Report Writing for Law Enforcement	Removed recommended preparation of ENGL-091 and ENGL-094. - <b>Approved</b>	S. Brode

**NEW COURSES TO BE ADDED TO DIVERSITY LIST: NONE****APPROVAL OF GENERAL EDUCATION COURSES TO BE ADDED TO THE PARALEGAL AA Degree:**

<b>Subject</b>	<b>#</b>	<b>Title</b>	<b>General Education Area</b>
BIOSCI	100H	General Biology – Honors	Natural Sciences - <b>Approved</b>
COMS	250H	Process of Communication – Honors	Humanities & Fine Arts - <b>Approved</b>
HIST	112H	United States History II – Honors	Social & Behavioral Sciences, American Institutions - <b>Approved</b>
PHILOS	101H	Introduction to Philosophy – Honors	Humanities & Fine Arts - <b>Approved</b>

**Discussion Items:**

1. The Curriculum Committee Procedures were reviewed and revisions were made. A draft document with the revisions will be sent out the committee members for final approval.

2. CurricUNET Audit Trail. Anne Marenco will continue as the DLA auditor in CurricUNET. Nicole Faudree will not continue as the SLO auditor in CurricUNET, Rebecca Eikey will take her place as the SLO auditor. Ron Karlin will be contacted to see if we would like to continue as the discipline/minimum qualifications auditor. The Computer Support Services and Learning Resources audit stages will be removed from the CurricUNET audit trail.

2. The Curriculum Committee members decided to make the Curriculum Committee website public for beginning in Fall 2013. The public website will be located at: <http://www.canyons.edu/offices/curriculum/>.

(DRAFT)

## BP 4400 Program Discontinuance, **Initiation and Modification**

Reference:

*Education Code Section 78016; Title 5, Section(s) 51022, 53203(d)(1), 55130; ASCCC “Program Discontinuance: A Faculty Perspective”; ACCJC Standard II.A.6.b.*

Pursuant to Title 5, Section 51022(a), the governing board shall adopt ~~a policy~~ **and carry out its policies for the establishment, modification, for the or** discontinuance of courses or programs. Santa Clarita Community College District is committed to supporting programs that fulfill its Mission and Institutional Learning Outcomes for students. Because program discontinuance is a curricular, student success and educational issue, it must follow a careful and extensive review of the program’s status in relation to the overall educational mission of the District.

4400.1 A program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g., completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this policy “Program” shall also be any thematic cluster of courses within the purview of the Office of Instruction. program discontinuance and minimum criteria for the discontinuance of occupational programs.” Additionally, Education Code §78016 stipulates that every vocational and occupational program shall meet certain requirements prior to termination.

**4400.2 Program Initiation – is the institution or adoption of a new program or new discipline established in adherence to AP 4400.**

**4400.3 Program Modification – Program modifications shall be categorized in the following two manners:**

**(a) Substantial Modification - is an alteration to an existing policy that substantially modifies the program in terms of current faculty workload; academic outcomes and process; student outcomes; new curriculum or current curriculum; articulated coursework required for certificate, degree or transfer; or students’ ability to achieve their educational goals in a reasonable amount of time. A “Substantial Modification” must be proposed and meet the procedural requirements found in Administrative Procedure 4400.**

**(b) Nominal Modifications – are modifications determined to be normal customary revisions, scheduled or otherwise, that exist and are managed via the existing curriculum review process administered by the Curriculum Committee, a sub-committee of the Academic**

**Senate. Such revisions are generally for the purpose of maintaining currency and, or legally mandated changes. This category of program modification shall be determined “nominal” in its effect and institutional impact and thus fall outside the purview and requirement of Administrative Procedure 4400. The Curriculum Committee may elect to deny a review of proposed modifications it deems “substantial” and refer proposing party to Administrative Procedure 4400 for action.**

**4400.4 Program Viability Review – is the process of determining the appropriateness of a Program Initiation, Program Adjustment or Program Discontinuance.**

**4400.5 Program Discontinuance – is the termination of an existing program, discipline, or department.**

~~4400.2~~ **4400.6** Program discontinuance shall not be driven merely by budgetary considerations. Low or declining enrollment or other degenerating measurements that are due primarily to budgetary reasons will not by itself justify program discontinuance.

~~4400.3~~ **4400.7** Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program. Specifically, ACCJC Accreditation Standard II.A.6.b states: “When programs are eliminated or program requirements are significantly changed, the institution [should make] appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.”

~~4400.4~~ **4400.8** Program discontinuance is an issue of both academic and professional concern for the Academic Senate. It is also a matter of collective bargaining in so far as the policy impacts employment or other negotiated work conditions. Above all, it affects ~~educational goals of students~~ students’ ability to achieve their educational goals. Therefore, program discontinuance requires participation of members from all segments of the educational community of the District, including students in particular. It must be supported by a thoughtful process of vital academic considerations and a careful analysis of a range of data about the program in question and the impact on the educational mission of the District. Page 1

~~4400.5~~ **4400.9** A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject. The process for program, discontinuance mandated or otherwise, is set forth in Administrative Procedure 4400. If discontinuance of a program or course is determined, implementation of the discontinuance must occur in a timely manner, per Administrative Procedure 4400.

See Administrative Procedure 4400 Approved 04/11/12



## AP 4400 Program Discontinuance, **Initiation and Modification**

*Reference: Education Code Section 78016; Title 5, Section(s) 51022, 53203(d) (1), 55130; ASCCC “Program Discontinuance: A Faculty Perspective”; ACCJC Standard II.A.6.b.*

### I. DEFINITIONS

A. Program: An organized sequence of courses leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g. completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this procedure “Program” shall also be understood to mean any academic department that conducts a program review as well as any **non-credit** thematic cluster of courses within the purview of the Office of Instruction.

**B. Program Initiation – is the institution or adoption of a new program or new discipline established in adherence to AP 4400.**

**C. Program Modification – Program modifications shall be categorized in the following two manners:**

**(a) Substantial Modification - is an alteration to an existing policy that substantially modifies the program in terms of current faculty workload; academic outcomes and process; student outcomes; new curriculum or current curriculum; articulated coursework required for certificate, degree or transfer; or students’ ability to achieve their educational goals in a reasonable amount of time. A “Substantial Modification” must be proposed and meet the procedural requirements found in Administrative Procedure 4400.**

**(b) Nominal Modifications – are modifications determined to be normal customary revisions, scheduled or otherwise, that exist and are managed via the existing curriculum review process administered by the Curriculum Committee, a sub-committee of the Academic Senate. Such revisions are generally for the purpose of maintaining currency and, or legally mandated changes. This category of program modification shall be determined “nominal” in its effect and institutional impact and thus fall outside the purview and requirement of Administrative Procedure 4400. The Curriculum Committee may elect to deny a review of proposed modifications it deems “substantial” and refer proposing party to Administrative**

**Procedure 4400 for action.**

**D. Program Viability Review** – is the process of determining the appropriateness of a Program Initiation, Program Adjustment or Program Discontinuance.

**E. Program Discontinuance** – is the termination of an existing program, discipline, or department.

~~D. F.~~ **Defacto Discontinuance:** is the unofficial discontinuance of a program in circumvention of this administrative procedure, intended or unintended, that results from the reduction of course sections within that program or from any other institutional or administrative action; thereby rendering program implementation and completion impossible or improbable.

~~B. G.~~ **Committee:** When ~~a formal discussion~~ **Program Viability Review** is initiated, the Academic Senate will form an **ad hoc** Program Discontinuance Viability Committee that will ~~serve ad hoc~~ whose membership is outlined in Section IV of this procedure.

~~C. H.~~ **Intervention:** is a recommended action to remedy identified program shortcomings.

~~E. I.~~ **Determination Process:** refers to the sequential process of Section III through V of this Administrative Procedure.

## **II. PROPOSING PROGRAM DISCONTINUANCE, INITIATION OR MODIFICATION**

Program **initiation, modification and** discontinuance proposals, and defacto discontinuance notifications, can be initiated by the Chief Instructional Officer (CIO), Division Dean, Department Chair, or Academic Program Director. He/she will consult with Division Dean and Chair of the affected department and any other potentially affected department or faculty. He/she will provide and include data and information as specified in Section III of this procedure to demonstrate the need for program discontinuance, **initiation or modification**. The completed proposal is submitted to the Academic Senate President along with supporting documents.

Pursuant to BP 7215, whereby the Board of Trustees relies primarily on the advice of the Academic Senate in academic and professional matters, the Academic Senate shall have a fundamental and integral role in any discussion of program discontinuance, **initiation or modification**.

**“Nominal Modifications”** as defined in Section 4400.3(b) of Board Policy 4400 and Section I(C) of this Administrative Procedure, shall be proposed via the Curriculum Committee. The Curriculum Committee may elect to deny a review of proposed modifications it deems **“substantial”** and refer proposing party to Administrative Procedure 4400 for action.

## **III. PROPOSAL GUIDELINES**

Program **initiation, modification and** discontinuance proposals shall be submitted to the

Academic Senate President no later than the sixth week of the fall semester.<sup>1</sup> Proposals received after the sixth week of the Fall semester, or during the Spring semester, will be advanced only if there exists necessary and compelling reasons to do so in the judgment of the Academic Senate. Proposals submitted after the sixth week must complete the determination process in the same prescribed manner as timely proposal submissions.

The initial proposal shall include, but is not limited to, the itemized quantitative evidence listed below. Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program. **Special attention must also be given to the impact a program initiation or modification has on existing programs, support services, staff, curriculum committee, curriculum cycle and development, and overall college functions. The proposal must include a scheduled implementation timeline that takes into consideration the aforementioned concerns.** The emphasis on quantitative data in the initial proposal serves to establish a baseline of substantiation for advancing the proposed discontinuance, **initiation, or modification** to the next procedural level.

#### A. Quantitative Evidence

1. The quantitative evidence may include, but is not limited to:
  - a. Enrollment trends over the past five years.
  - b. The projected demand for the program in the future.
  - c. Frequency of course section offerings and rationale as to their reduction, if applicable.
  - d. Term to term persistence of students within the program.
  - e. Student success and program completion rates.
  - f. Student completion rate.
  - g. Productivity in terms of WSCH per FTE ratios.
  - h. Success rate of students passing state and national licensing exams.
  - i. Enrollment trends over a sustained period of time
  - j. Data extracted from Program Review.
  - k. Data from a CTE Advisory Committee
  - l. Regional Labor Data
  - m. Adverse student impact resulting from discontinuance.
  - n. Implementation timeline for resulting new courses.**
2. Incomplete Proposals

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<sup>1</sup> Proposals to discontinue may be initiated only in the Fall semester due to the extended time requirement necessary for completion of the determination process (Sections III through V of AP 4400). The size and diversity of the ~~Ad Hoc~~ **Program Viability** committee, coupled with the need for sufficient review and discernment of the proposal by the Academic Senate and Administration demands the process extend into the following Spring semester. Furthermore, completion of the determination process by the end of the academic year is mandated by potential changes to Senate membership and ~~Ad Hoc~~ **Program Viability** Committee composition. Section VI, Implementation, does not need to be completed within the same academic year as the determination process.

Proposals deemed incomplete due to the submission of insufficient benchmark evidence may be returned to the proposing party by the subsequent Academic Senate ~~Discontinuance Ad Hoc~~ **Program Viability** Committee authorized by Section IV of this procedure.

#### B. Notifications of Possible Defacto Discontinuances

Any party listed in Section II of this procedure may notify the Academic Senate President of a possible defacto discontinuance. Upon receipt of such notification the Senate President will inform the full Senate of the notification at the next regularly scheduled meeting of the Academic Senate. The Senate President will request the CIO and any other relevant college administrators or personnel to report, within 60 days of said notification, to the full Senate on the status of the program in question. The Senate President will request those same individuals provide the full Senate annual program status updates should a defacto discontinuance remain in effect 12 months after their initial report to the Academic Senate. Future annual reports will be requested by the Senate President if the program status remains unchanged. Notification of a possible defacto discontinuance does not fall within the remaining proposal and procedural requirements of this administrative procedure.

### IV. FORMATION OF ~~AD-HOC~~ **PROGRAM VIABILITY** COMMITTEE

Upon receipt of the proposal by the Academic Senate President, the Academic Senate shall approve the creation of an ad hoc **Program Viability** Committee at its next regularly scheduled meeting. The Senate President may request the party initiating the proposal to be present at the Senate meeting when the proposal is on its published agenda.

#### A. **Program Viability** Committee Composition

1. A tenured faculty member outside the Division of the program in question appointed by the Academic Senate President; (*this person will serve as Chair of the Committee*).
2. A tenured or tenure-track faculty member from inside the affected program; (if this is not possible, then a tenured faculty member from inside the affected department or division.)
3. Division Dean of the department that houses the program in question.
4. Academic Senate President, or designee.
5. CIO, or designee.
6. COCFA President, or designee.
7. AFT Part-time faculty union President, or designee.
8. A student representative appointed by the Associated Students Government.
9. A Counselor appointed by the Academic Senate President in consultation with Counseling Chair.
10. Curriculum Committee Faculty Chair, or designee.

#### B. **Program Viability** Committee Functions

The Committee will use the quantitative evidence contained within the initial proposal as a foundation to make a qualitative assessment as to determining the merit of discontinuance,

**initiation or modification.** The Committee will be charged with:

1. Determining the initial proposal's evidentiary sufficiency per Section III (A) (2) of this procedure.
2. Exercising discretion to expand its membership to include program support staff, student services representatives, and adjunct instructors.
3. Gathering all qualitative and quantitative evidence into a written report.
4. Participating in all public meetings and discussions.
5. Recommending to the Academic Senate one of the three potential outcomes of the discontinuance process. (Listed is Section V (A) of this procedure.)

#### C. Qualitative Evidence

Factors to be considered may include, but are not limited to:

1. Contemporary analysis of the relevance of a discipline.
2. Current college curriculum and offerings as they relate to the academic mission of the college.
3. The effect of program discontinuance on institutional outcomes.
4. The potential for a disproportionate impact on diversity.
5. The quality of the program, which should include input from program review, student evaluations, articulating universities, local businesses and/or industry, advisory committees and the community.
6. The ability of students to complete their degrees or certificates or to transfer. This includes maintaining rights of students as stipulated in the college catalog.
7. Consideration of matters of articulation as they relate to curriculum.
8. The replication of programs in surrounding college districts.
9. The ability of programs to meet standards of outside accrediting agencies, licensing boards and governing bodies.
10. The goals and strategies of the College as outlined in the most recent Strategic Plan.

The ~~Ad Hoc~~ Program Viability Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the program is subject.

#### D. Mandated Discontinuance

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 4400. If such a mandate occurs, discontinuance of the program will be said to have been approved upon proper notification to the Academic Senate. Such notification should clearly cite the governing entity and legal or administrative authority requiring discontinuance. Pursuant to the mandate, the ~~Ad Hoc~~ **Program Viability** Committee will be formed for the sole purposes listed in Section VI of this procedure.

## V. REPORT OF ~~AD-HOC~~ **PROGAM VIABILITY** COMMITTEE TO FULL ACADEMIC SENATE

The ~~Ad-Hoc~~ **Program Viability** Committee shall submit its written report to the full Academic Senate no later than the fifth week of the Spring semester of the academic year in which the proposal was submitted.<sup>2</sup> The report shall include both quantitative and qualitative evidence that support its findings. The report should assess the program's alignment with the mission, values, and goals of the institution, as well as access and equity for students. The proposal shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposed discontinuance, **initiation or modification**.

### A. Possible Recommendations of the Program ~~Discontinuance~~ **Viability** Committee

There are **five** possible recommendations the Program ~~Discontinuance~~ **Viability** Committee can make. A program may be recommended to be **initiated, modified** continued, ~~to~~ continued with qualifications, or ~~to~~ discontinued.

#### 1. Recommendation to Initiate

**The recommendation to initiate a program shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate. Any such recommendation must consider and address the appropriateness of the projected time frame for implementation as well as whether such implementation will adversely affect existing college functions, services and staff.**

#### 2. Recommendation to Modify

**The recommendation to modify a program shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate. Any such recommendation must consider and address the appropriateness of the projected time frame for implementation as well as whether such implementation will adversely affect existing college functions, services and staff.**

#### 4.3. Recommendation to Continue

The recommendation for a program to continue shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and

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<sup>2</sup> The fifth week deadline is intended as a consideration of ongoing instructional planning for the next academic year as well as allowing sufficient time for Academic Senate and Board of Trustees action to conclude before the end of the Spring semester.

maintained by the Academic Senate.

#### ~~2.~~ 4. Recommendation to Continue with Qualifications

Based upon the aforementioned qualitative and quantitative criteria, **a program that was proposed for discontinuance by this process**, maybe recommended to continue with qualifications. These qualifications must include any requirements imposed by an external regulatory, governing or licensing body to which the program is subject. A specific time line will be provided during which these interventions will occur. The expected outcomes will be specified in writing and made available to all concerned parties. All interventions and time lines will be documented in writing by the Committee and maintained by the Academic Senate. In accordance with the established time line the program will again be evaluated based upon the aforementioned qualitative and quantitative criteria by the Program Discontinuance Committee.

#### ~~3.~~ 5. Recommendation to Discontinue

The recommendation for a program to be discontinued shall be based upon the aforementioned qualitative and quantitative evidence and will be documented in writing by the Committee and maintained by the Academic Senate.

##### a. Mandated Discontinuance

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 4400 and substantiated under Section IV (D) of this procedure.

##### B. Full Academic Senate Action

The Academic Senate will consider and deliberate on the ~~Ad-Hoc~~ **Program Viability** Committee's recommended action. At the conclusion of deliberations, the Senate will hold a vote to determine which of the three actions it will formally adopt. **Acceptance of any proposal by the Academic Senate must consider and send forward a scheduled implementation timeline.** The Academic Senate's recommendation will then be forwarded to the CEO to be submitted to the Board of Trustees for approval. Pursuant to BP 7215, "the recommendation of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted." If a recommendation is not accepted, the Board of Trustees shall promptly communicate its reasons in writing to the Academic Senate.

## VI. IMPLEMENTATION OF FINAL DETERMINATION SUPPORTING DISCONTINUANCE

If a program is recommended or mandated for discontinuance, or to continue with qualifications, and is subsequently approved by the Board of Trustees, the original ~~Ad-Hoc~~ **Program Viability** Committee will reconvene to propose an implementation plan for the finalized determination. The implementation plan does not require approval of the Academic Senate. The Committee will

formally convey their proposed implementation plan to the CIO and Academic Senate President who will work in concert with the CEO to implement the plan in a timely manner, to its completion. The Academic Senate President will report back to the full Senate, from time to time, as to the status of implementation.

**A. Discontinuance Implementation Plan**

The implementation plan must include, but is not limited to:

1. A plan and time line for implementing the discontinuance or qualifications to be established.
2. A set of procedures to allow currently enrolled students to complete their programs of study in accordance with the rights of students as stipulated in the college catalog. If program completion is not viable, other equitable consideration must be accorded to students.
3. A plan for the implementation of all affected collective bargaining requirements and matters for faculty and staff.
4. Coordinating program discontinuance to be consistent with the college catalogue.

Approved 04/11/12



(DRAFT)

**COLLEGE OF THE CANYONS  
ACADEMIC SENATE  
Operating Procedures for  
The Minimum Qualifications and Equivalency Committee (MQE)  
to Determine Equivalencies to Minimum Qualifications**

## **I. MINIMUM QUALIFICATION**

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.

Disciplines are divided into 3 categories:

1. Disciplines requiring a Master degree
2. Disciplines in which a Master degree is not generally available
3. Disciplines in which a Master degree is not generally available but which requires a specific Bachelor 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 degree is not generally available, are one of the following:

1. Any Bachelor 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.

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.

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 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](http://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 *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.

### **III. CRITERIA FOR DETERMINING DEGREE EQUIVALENCY**

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 July 1, 2013. 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 July 1, 2013, if they have not taught in the district for three continuous years.

**A. Equivalency to a Master Degree** (Applies to disciplines in category 1)

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

**Option 1**

1. An official transcript documenting successful completion of any Master degree from an accredited institution of higher education

AND

2. 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.

**Option 2**

1. An official transcript documenting successful completion of a Bachelor degree from an accredited institution of higher education in the requested discipline

AND

2. Official transcripts documenting successful completion of a minimum of 18 semester units in discipline-specific graduate level courses in the requested discipline

AND

3. Current enrollment in a Master degree program in the requested discipline with the Master degree to be completed within 24 months from the hire date.

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 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 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 degree in question.

## **B. Equivalency to a Bachelor Degree (Applies to disciplines in categories 2 and 3)**

In order to establish the equivalent of a Bachelor 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 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. 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 below and 24 discipline-specific semester units in courses for any one discipline specific major.

### 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 below, required for the Bachelor 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.

### General Education

To meet the general education requirements for the Bachelor 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 exam and/or a 3 or higher grade on an AP exam are equivalent to 3 units for the related general education course):

- 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 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 degree.

### **C. Equivalency to an Associate Degree (Applies to disciplines in categories 2 and 3)**

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. The transcript must include 15 units of general education courses as described below. Also, the transcript must include 18 units of discipline-specific units for any one discipline specific major.

#### **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 15 general education course units as described below 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.

### General Education

To meet the general education requirements for the Associate degree, the applicant must include a transcript documenting successful completion of a minimum of 15 semester units including 3 semester units in each of the following courses. (A passing grade on a CLEP exam and/or a 3 or higher grade on an AP exam are equivalent to 3 units for the related general education course):

- 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)
- Mathematics (one level above elementary algebra)

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.

## **IV. 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.

## **V. EQUIVALENCY COMMITTEE OF THE ACADEMIC SENATE**

### **A. Application to Request Equivalency**

1. The *Application to Request Equivalency* 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.

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. An *Application to Request Equivalency* will be referred to the Equivalency Committee of the Academic Senate if a full-time faculty member requests an additional equivalency after hiring. 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.

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



7. Decisions of the Equivalency Committee will be 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.

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

9. 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 *Application to Request Equivalency* 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. 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.

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

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

6. 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.

7. 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.

8. 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 an *Application to Request Equivalency* is reviewed forfeits his or her right to vote.

### **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 2012* (CCCCO publication, 2012)  
[http://www.asccc.org/sites/default/files/Minimum\\_Qualifications\\_Handbook\\_for\\_2012-2014\\_\(MB2\\_020212\).pdf](http://www.asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_(MB2_020212).pdf)

2. *Equivalence to the Minimum Qualifications* (ASCCC publication, 2006)  
[http://www.asccc.org/sites/default/files/Equivalency\\_2006.pdf](http://www.asccc.org/sites/default/files/Equivalency_2006.pdf)

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

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## Faculty Professional Development Committee Procedures

### MISSION STATEMENT

*The mission of the College of the Canyons Faculty Development Committee is to promote, improve, and sustain the professional growth and wellbeing of faculty.*

### COMMITTEE DUTIES AND FUNCTIONS

The committee is charged with adhering to the California Code of Regulations, Section 55724, including:

- A. Providing a complete description of the FLEX calendar and configuration
- B. Developing institutional criteria for FLEX credit
- C. Developing the content and schedule for instructional improvement days (activities in lieu of part of regular classroom instruction)

#### I. Membership

- a. The committee is comprised of representatives from each academic division.
- b. All committee members must be current tenured, ~~or~~ tenure-track, **or adjunct** faculty.
- c. There shall be no limits to how many members can serve on the committee.
- d. The appointment of Committee Chair(s) shall be ratified by a quorum of the Academic Senate and shall take place in the spring semester of even numbered years. The two-year term will commence with the start of the following fall semester.
- e. Members are appointed by the President of the Academic Senate.
- f. Members are expected to serve a minimum of one full academic year, but may tender their resignation from committee service at any time.
- g. Members may be removed from the committee for non-performance by a majority vote of the other active committee members with the approval of the President of the Academic Senate. Non-performance is said to occur when a member has failed to attend three (3) or more consecutive meetings and has simultaneously failed to participate in collaborative work with the other committee members in reviewing proposals and other committee duties.

#### II. Responsibilities of the Committee Chair(s)

- a. Serve a two-year term.

- b. Provide an annual committee status report to the Academic Senate by the end of every spring semester, including committee membership for the following academic year.
- c. Recruit and manage committee membership.
- d. Meet a minimum of two times per semester with the Director of Professional Development for program evaluation including: planning, budgeting, implementation, and assessment.
- e. Schedule committee meetings and develop meeting agendas in coordination with the Director of Professional Development.
- f. Facilitate committee discussion of faculty proposals.

### III. Responsibilities of Committee Members

- a. Attend regularly scheduled committee meetings.
- b. Undertake due diligence in reviewing faculty proposals.
- c. Vote to approve, deny, or request more information regarding proposals during committee meetings or in absentia, having provided rationale in writing to committee chair(s) and the Director of Professional Development.
- d. Make advisory notes when proposals are denied FLEX credit or when additional information is necessary to complete proposal review.
- e. Identify relevant and meaningful training content for faculty.
- f. Identify possible presenter/speakers for FLEX sessions/events.
- g. Function as a link between faculty and FLEX sessions/events.
- h. Evaluate FLEX sessions/events benefit to faculty.

### IV. Meetings

- a. The committee will meet monthly, during the last week of each of the following months: *September, November, February, April, and May*.
- b. The committee will meet bimonthly in *October and March* for the purposes of planning FLEX week for the following semester
- c. Meeting dates and times for the following academic year will be finalized by the last meeting of the current academic year.
- d. The Faculty Development Coordinating Committee (Chair(s) of Faculty Development and Director of Professional Development) meets during the second week of the following months: *September, October, November, February, March, April, and May*.

### V. Procedures

- a. Proposals should be submitted in advance of the professional development activity whenever possible.
- b. Application forms are available on the College of the Canyons Intranet at the following address: [www.canyons.edu/offices/pd/forms/AppCreditFlex.asp](http://www.canyons.edu/offices/pd/forms/AppCreditFlex.asp)
- c. Applications/proposals **for independent projects** must be received by the Monday following Spring Break to be guaranteed consideration for credit during the current academic year (July 1- June 30).

- d. Proposals are added to the committee meeting agenda in the order they are received.
- e. Proposals received within the one week/five-business day window may be considered on the subsequent meeting agenda if work volume permits; otherwise they will be considered at the next committee meeting.
- f. The Director of Professional Development will disseminate proposals to committee members for evaluation at least one (1) week or five (5) business days prior to regularly scheduled meetings.
- g. Proposals may be submitted within 30 days **after** a professional development activity with written support of the chair or dean (for departments with 1-3 faculty members). Supporting documentation must accompany the proposal. Examples include:
  - i. Evidence of participation
  - ii. Report on Travel
- h. Proposals for external-provider training, conference attendance, individual projects, outreach, and collaboration are evaluated during full committee meetings whenever possible.
- i. Proposals which are unable to be reviewed during full committee meetings **may be** evaluated by individual committee members via email. Committee members submit their recommendations via email and these recommendations are recorded by the Director of Professional Development
- j. Proposals that are denied FLEX credit may be resubmitted for consideration with justification and written support from the faculty member's Chair or Dean (departments with 1-3 faculty members).
- k. A simple majority vote of the committee is considered for evaluation proposals during the academic year. Proposals are evaluated as follows:
  - i. Approve
  - ii. Deny
  - iii. Need more information
  - iv. Hold – postpone evaluation to next meeting
- l. Faculty members are notified of committee decisions by the Director of Professional Development via email within two (2) business days of committee meetings.
- m. Proposals for FLEX credit for conference attendance and/or training by an external provider received during the summer will be reviewed and evaluated by the Director of Professional Development. The Director of Professional Development **can take action on such proposals with agreement from at least one of the following: faculty development committee chair or the president of the academic senate.**
- n. Proposals for FLEX credit for individual projects, outreach, or collaboration during the summer should be submitted for evaluation during the prior academic year whenever possible.

## VI. Evaluation of FLEX proposals

- a. The primary goal of the activity must be professional growth in one or more of the following areas:
  - i. Teaching and learning (including Title 5 Section 55724.4.A Course instruction and evaluation)
  - ii. Student services (including Title 5 Section 55724.4.D Student Personnel Services)
  - iii. Cultural diversity (including Title 5 Section 55724.4.F Related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity)
  - iv. Human resources (including Title 5 Section 55724.4.B staff development, in-service training and instructional improvement)
  - v. Institutional advancement (including Title 5 Section 55724.4.G Departmental or division meetings, conferences and workshops, and institutional research)
  - vi. Institutional effectiveness (including Title 5 Section 55724.4.G Departmental or division meetings, conferences and workshops, and institutional research)
  - vii. Financial stability (including Title 5 Section 55724.4.I the necessary supporting activities for i-xii)
  - viii. Technological advancement (including Title 5 Sections 55724.4.B & 55724.4.C)
  - ix. Physical resources (including Title 5 Section 55724.4.I)
  - x. Innovation (including Title 5 Sections 55724.4.B, 55724.4.C Program and course curriculum or learning resource development and evaluation, and 55724.4.G Departmental or division meetings, conferences and workshops, and institutional research)
  - xi. Campus climate (including Title 5 Sections 55724.4.B Staff development, in-service training and instructional improvement and 55724.4.F Related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity)
  - xii. Leadership (including Title 5 Section 55724.4.B Staff development, in-service training and instructional improvement)
- b. The activity must be designed to facilitate an analytical or reflective approach to professional development.
- c. The activity must fall outside of teaching duties and office hours.
- d. FLEX credit is provided for hours of participation in professional development activities.

## VII. FLEX Credit

- a. Faculty may request credit for:

- i. an on-campus workshop or presentation that has not already been included in the Professional Development Schedule
  - ii. training by an external provider
  - iii. conference attendance
  - iv. an independent/individual project
  - v. outreach
  - vi. collaboration
- b. FLEX credit for conference attendance is awarded provided the following criteria are met:
  - i. the committee has approved the proposal
  - ii. and a *Report on Travel* has been received by the Director of Professional Development
- c. FLEX credit will not be awarded for activities ~~considered contractual obligations by the faculty member, or for off-campus activities that take place during the faculty member's district-assigned time~~ **that take place during the faculty member's teaching and/or office hours.**
- d. Faculty who present workshops for College of the Canyons employees will receive double credit for time (1 workshop hour = 2 FLEX hours).
- e. Faculty, who present a film and then lead a subsequent discussion for said film, will receive credit at a 1:1 ratio for the duration of the showing, and a 2:1 ratio for the duration of the discussion.
- f. The following areas of professional development are limited to **20.5 hours** per academic year:
  - i. Fitness Workshops
    - 1. Must be facilitated on campus
    - 2. Must address cardiorespiratory endurance, muscle strength, muscle endurance, and/or flexibility
  - ii. Film Analysis
    - 1. Must take place on campus
    - 2. Attendees must sign in prior to the start of the film, and sign out following the subsequent discussion
  - iii. Individual/Independent Project
  - iv. Conference Attendance
  - v. External Provider Training
  - vi. Outreach
  - vii. Collaboration
    - 1. Mentor and Mentee relationship established through the Office of Professional Development at the beginning of a term
    - 2. Learning Community Teams, established through the Office of Academic Affairs at the beginning of a term
    - 3. Faculty Inquiry Groups, established through the Office of Academic Affairs at the beginning of a term
- g. Faculty members ~~retiring at the semester break, or going on sabbatical for one semester, have half the contractual obligation for FLEX, or 20.5 hours, and may not earn more than half the allowable limits in the semester of~~

~~service.~~ **who have a reduced workload, or contractual obligation, for a given academic year shall have their FLEX obligation reduced proportionately. For example, a faculty member whose obligation to the district is 80% for the academic year will be required to complete 32.8 hours of FLEX ( $41 \times .80 = 32.8$ ).**