

College of the Canyons Academic Senate Agenda  
**September 12, 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 23, 2013 (p2-3)
  - b) Approval of the Curriculum Summary Meeting: September 5, 2013 (p4-6)
  - c) Approval of discipline assignments: (p7-10)  
 Keith Kawamoto, Fire Technology; Debbie Klein, Nursing; Alan Pinley, Welding;  
 Anh Nguyen, Counseling (1/2FinAid & ½ ISP)
3. President's Report
  - a) Academic Senate Website (p11)
  - b) Faculty Appointments to Tenure Committees (p12)
  - c) Academic Senate Budget 2012-13 Expenditures and Balance (p13)
  - d) Orphan Courses/Programs and SLO Assessment (p14-15)
4. Vice-President's Report

**B. Committee Reports**

Curriculum Institute – Ann Lowe, Curriculum Committee Chair

**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. Orphan Courses – in SLO Committee

**D. Discussion Items**

1. SLO Resolution (p16)
2. Minimum Qualifications and Equivalencies Committee Procedures (p17-26)

**E. Action Items**

1. Kathy Flynn, Department Chair of Chemistry
2. Keith Kawamoto, Department Chair of Fire Tech

**F. Division Reports**

**G. Announcements**

Oktoberfest Fundraiser for the Senate's Emeriti Scholarship – October 4, UCEN Patio, 4:30 PM

**H. Open Forum**

**I. Adjournment**

The next Senate meeting will be **September 26, 2013**

As always everyone is welcomed

## Summary of the Academic Senate Meeting May 23, 2013

**Attendance:** Edel Alonso, Ruth Rassool, Paul Wickline, Leslie Carr, Amy Shennum, Michelle LaBrie, Lee Hilliard, Rebecca Eikey, Howard Fisher, Teresa Ciardi, Wendy Brill-Wynkoop, Garrett Hooper, Regina Blasberg, Ann Lowe, Shane Ramsey, Cindy Stephens, David Andrus, Juan Buriel and Michael Sherry

### A. Routine Matters

1. Call to order: 3:00 p.m.
2. Approval of the Consent Calendar: **Approved**
3. Report of Senate President, Dr. Edel Alonso:
  - Matriculation will now be called The Student Success and Support Program
  - CPT was informed that disbursement of funds from Prop 30 has to be placed on the community college website for public viewing.
  - CPT received a status report on accreditation
  - Edel distributed a long list of available grants with deadlines in case faculty are interested. They may contact the Institutional Development Department.
  - Scott Wilk's AB806 would add counselors and librarians to the 50% law. There is some opposition from faculty groups at the state level because it would decrease classroom faculty unless the percentage is increased beyond 50%.
  - Scott Wilk's AB1306 proposes a fourth system to California's higher education. The New University of California would be based entirely on credits earned from distance learning and assessment of prior learning.
  - One of the LEAP presentations "Apple" proposes assessment of prior learning for credit.
  - At the last Board of Trustees meeting, it was announced that Keith Kawamoto will start in fall 2013 as full-time faculty in Fire Tech.
  - The District will not be hiring a replacement for the full-time faculty/chair of Alternative Energy. The Dean of CTE has proposed a reorganization of the CTE Division so that programs within Alternative Energy will be absorbed by other CTE department in a reorganization of the Division. Edel has urged the CIO and Division Dean to involve the faculty in the division in the discussions.
  - Senate budget was reviewed and input solicited for end-of-year purchases. Discussion ensued about the need for new chairs in the Faculty Center, Bonelli Hall 330.

Report of Paul Wickline, Senate VP:

The latest ACCJC Newsletter was shared with the Senators with attention brought to the reasons for sanctions in January 2013.

## B. Committee Reports

Wendy Brill-Wynkoop, Academic Staffing Committee faculty Co- Chair, updated the Senate on the last meeting of the committee. She distributed a historical list of vacant faculty positions and when and if, and by whom the positions were filled. The list will be uploaded to the Academic Senate website for viewing.

## 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 led a lengthy discussion on the proposed changes to the policy under review by the Policy Review Committee. The intent is to revise the policy so as to incorporate language regarding the development of new programs and program viability.

### 2. Minimum Qualifications and Equivalencies Committee Procedures:

Edel led a lengthy discussion on the proposed changes for equivalencies to the minimum qualifications as outlined in the Min.Quals & Equivalencies Committee Procedures. The discussion included a review of Title 5 language describing the mandated 18 general education units and categories of courses. Senators were urged to report back to their Divisions and to make faculty aware of the proposed changes. This item will return to the Senate in the fall semester for one last reading prior to a vote.

## E. Action items

1. Professional Development Committee Procedures: **Approved**
2. Ratification of Department Chairs: **Approved**
3. Department Chair Change: **Approved**
4. Emeritus Status for Sydney Shanks: **Approved**

## F. Division Reports: N/A

## G. Announcements:

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

## H. Open Forum: N/A

## I. Adjournment: 4:33 p.m.

## CURRICULUM COMMITTEE SUMMARY

September 5<sup>th</sup>, 2013

3:00 pm – 5:00 pm

BONH-330

Members present: Backes, Patrick – Curriculum/Articulation Coordinator, Non-voting member; Bates, Mary – Math, Science & Engineering; Brill, David – Fine & Performing Arts; Green, Audrey – Co-Chair, Administrator; Hilliard, Lee – Career & Technical Education; Lowe, Ann – Co-Chair, Faculty; Marengo, Anne – Social Science & Business; Matsumoto, Saburo – Member at Large; Ramey, Shane – Adjunct Faculty; Richter, Christy – Enrollment Services; Solomon, Diane – Member at Large; Stanich, Diana – Physical Education & Athletics; Voth, Joseph – Humanities; Waller, Tina – Allied Health

Members absent: Ruys, Jasmine – Admissions & Records

### TECHNICAL CHANGE MEMOS:

| Subject | #   | Title                                   | Description of action                                                                                                                                                                                       | Author       | Effective                |
|---------|-----|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------|
| MATH    | 215 | Differential Equations                  | Revised course objectives and content (see attached) based on C-ID reviewer recommendations. Course was conditionally approved for C-ID and revisions are needed to receive full approval. <b>-Approved</b> | S. Matsumoto | Spring 2013              |
| PLMB    | 050 | Principles and Practices                | Changing prerequisite of PLMB-030 to recommended preparation (see attached). <b>-Approved</b>                                                                                                               | K. Houser    | Spring 2013<br>Fall 2014 |
| PLMB    | 060 | Construction Practices and Installation | Changing prerequisite of PLMB-030 to recommended preparation (see attached). <b>-Approved</b>                                                                                                               | K. Houser    | Spring 2013<br>Fall 2014 |
| PLMB    | 065 | Plumbing Service and Repair             | Changing prerequisite of PLMB-030 to recommended preparation (see attached). <b>-Approved</b>                                                                                                               | K. Houser    | Spring 2013<br>Fall 2014 |

### DELETED COURSES:

| Subject | #    | Title              | Description of action                                                                                                                                                                                             | Author    | Effective |
|---------|------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| CIT     | 090L | Open Computer Lab  | Course will no longer be offered. <b>-Approved</b>                                                                                                                                                                | M. Lipman | Fall 2013 |
| CIT     | 146  | QuickBooks Pro II  | Course will no longer be offered, <b>course will be removed from the Computer Applications A.A. Degree and Certificate of Achievement, no change in total units to the degree of certificate</b> <b>-Approved</b> | M. Lipman | Fall 2013 |
| FIERTC  | 085  | Firefighter Skills | Course will no longer be offered. <b>-Approved</b>                                                                                                                                                                | P. Halley | Fall 2013 |

|        |      |                                              |                                                                                                                                       |            |           |
|--------|------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| INTERD | 199A | Multimedia – Sociological Case Study of Site | Course will no longer be offered - experimental course that was only to be offered during the Spring 2013 semester. - <b>Approved</b> | A. Marenco | Fall 2013 |
| INTERD | 199B | Multimedia – Sociological Exhibition Project | Course will no longer be offered - experimental course that was only to be offered during the Summer 2013 semester. - <b>Approved</b> | A. Marenco | Fall 2013 |

### NEW PROGRAMS:

| Program                        | Degree/Certificate | Description of action                                                                                               | Author         | Effective |
|--------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------|----------------|-----------|
| Geology for Transfer           | A.S.-T Degree      | 29 required units based on state approved Transfer Model Curriculum (TMC), <b>New Program SLO added. - Approved</b> | V. Devlahovich | Fall 2014 |
| Political Science for Transfer | A.A.-T Degree      | 18 units based on state approved Transfer Model Curriculum (TMC), <b>New Program SLO added. - Approved</b>          | D. Andrus      | Fall 2014 |

### NEW/MODIFIED PREREQUISITES:

| Title | #   | Title                                   | Suggested Enrollment Limitation                                                 | Author    |
|-------|-----|-----------------------------------------|---------------------------------------------------------------------------------|-----------|
| PLMB  | 050 | Principles and Practices                | Changing prerequisite of PLMB-030 to recommended preparation. - <b>Approved</b> | K. Houser |
| PLMB  | 060 | Construction Practices and Installation | Changing prerequisite of PLMB-030 to recommended preparation. - <b>Approved</b> | K. Houser |
| PLMB  | 065 | Plumbing Service and Repair             | Changing prerequisite of PLMB-030 to recommended preparation. - <b>Approved</b> | K. Houser |

## DISCUSSION ITEMS:

1. Stand Alone Training. All committee members present completed the Stand Alone Approval Training, the training certification form will be sent to the State Chancellor's.
2. Curriculum Institute Report. Joseph Voth and Ann Lowe reported out on the Curriculum Institute that the both attend this past Summer.
3. Division Representative Report – Courses in Need of the Five Year Revision. The courses in need of the five year revision list were reviewed and committee members discussed their plans for contacting faculty who have courses on the list.
4. Curriculum Committee Procedures. Ann Lowe presented an amended copy of the Curriculum Procedures. Committee members present gave feedback on the amendments and Ann will incorporate the feedback into the procedures. The final version will be reviewed and voted on at the next committee meeting.
5. Curriculum Handbook. A draft of the Curriculum Handbook will be sent out to the committee members next week for their review.
6. Pending Associate Degrees for Transfer (ADT's). Ann Lowe reported that there are 7 additional Transfer Degrees that the committee hopes to review this academic year.
7. Deadline for New Courses to be Submitted to be Eligible for Offering in Fall 2014. An announcement was made that any new course proposals need to be submitted to the department chair, stage 2 of the approval process, by November 1<sup>st</sup> to be eligible for offering in Fall 2014.

## SUMMARY

|                        |     |                             |     |                         |     |
|------------------------|-----|-----------------------------|-----|-------------------------|-----|
| New Courses            | -0- | Modified Non Credit Courses | -0- | Modified Prerequisites  | 3   |
| New Programs           | 2   | New DLA's                   | -0- | Deleted Courses         | 5   |
| Modified Courses       | -0- | New SLO's                   | 2   | Deleted Programs        | -0- |
| Modified Programs      | -0- | Modified SLO's              | -0- | Proposals Reviewed in   | -0- |
| New Non Credit Courses | -0- | New Prerequisites           | -0- | Proposals Returned from | -0- |

## Human Resources Office

Date: May 30, 2013

To: Dr. Edel Alonso  
President, Academic Senate

From: Julianna D. Mosier  
Sr. Human Resources Generalist

Subject: Discipline Assignment – Keith Kawamoto

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The following information is provided for discipline assignment:

**Mr. Keith Kawamoto**

Mr. Keith Kawamoto has been hired as a full-time Fire Technology Instructor, effective start date August 16, 2013. The following is provided for discipline assignment.

B.A., History, University of Notre Dame  
9+ years of Fire Technology experience

It would appear that Mr. Kawamoto qualifies for the discipline(s) of:

- Fire Technology

## Human Resources Office

Date: September 3, 2013  
To: Dr. Edel Alonso  
President, Academic Senate  
From: Christina Chung  
Director, Human Resources  
Subject: Discipline Assignment – Deborah Klein

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The following information is provided for discipline assignment:

**Ms. Deborah Klein**

Ms. Deborah Klein has been hired as a full-time Nursing Instructor, effective start date August 16, 2013. The following is provided for discipline assignment.

M.S., Nursing, University of Phoenix

It would appear that Ms. Klein qualifies for the discipline(s) of:

- Nursing

cc: Lita Wangen  
Christina Chung

## Human Resources Office

Date: September 3, 2013  
To: Dr. Edel Alonso  
President, Academic Senate  
From: Christina Chung  
Director, Human Resources  
Subject: Discipline Assignment – Anh Nguyen

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The following information is provided for discipline assignment:

**Ms. Anh Nguyen**

Ms. Anh Nguyen has been hired as a full-time Counselor (Financial Aid/International Students Program), effective start date August 19, 2013. The following is provided for discipline assignment.

M.S., Counseling & Guidance, California Lutheran University

It would appear that Ms. Nguyen qualifies for the discipline(s) of:

- Counseling

cc: Lita Wangen  
Christina Chung

## Human Resources Office

Date: September 3, 2013  
To: Dr. Edel Alonso  
President, Academic Senate  
From: Christina Chung  
Director, Human Resources  
Subject: Discipline Assignment – Alan Pinley

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The following information is provided for discipline assignment:

**Mr. Alan Pinley**

Mr. Alan Pinley has been hired as a full-time one semester (Fall 2013 only), Welding instructor, effective start date August 16, 2013. The following is provided for discipline assignment.

A.A., Letters, Arts and Sciences, Antelope Valley College

13+ years of Welding experience

It would appear that Mr. Pinley qualifies for the discipline(s) of:

- Welding

cc: Lita Wangen  
Christina Chung

## COLLEGE OF THE CANYONS

Academic Senate Website [http://www.canyons.edu/offices/Acad\\_Sen/](http://www.canyons.edu/offices/Acad_Sen/)

### Home Page

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|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Home and 10+1</b>                   | <b>The Senate's 10+1 Responsibilities:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Academic Ranking/Seniority List</b> | The Academic Senate serves as the official voice of the faculty in academic and professional matters.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Academic Staffing</b>               | <p>Pursuant to California Administrative Code of Regulations - Title 5, Section 53200, the Academic Senate is a faculty organization whose primary function is to make recommendations to the Board of Trustees on 10+1 academic and professional matters. Each local Academic Senate works with its local Board of Trustees to establish policy determining on which of the responsibilities the Board will rely primarily upon the advice of the Senate and on which of the responsibilities the Board will reach mutual agreement with the Senate.</p> <p>At <b>COC</b>, those matters in which the Board of Trustees will <b>rely primarily</b> on the advice and judgment of the Academic Senate are:</p> <ol style="list-style-type: none"> <li>1. The development of curriculum, including the establishment of prerequisites and planning of course disciplines</li> <li>2. The determination of degree and certificate requirements</li> <li>3. The establishment and review of grading policies</li> <li>4. The establishment of standards and policies regarding student preparation and success</li> <li>5. The appointment of faculty members to District and College committees</li> <li>6. The development of processes for program review.</li> </ol> <p>At <b>COC</b>, those matters in which the Board of Trustees and the Senate obligate themselves to reach <b>mutual agreement</b> resulting in written resolution, regulations or policy are:</p> <ol style="list-style-type: none"> <li>7. The development of new educational programs</li> <li>8. District governance processes (except 5 above)</li> <li>9. The delineation of faculty roles and involvement in accreditation processes</li> <li>10. The determination of processes to be utilized in institutional planning and budgeting and</li> <li>11. Other academic and professional matters.</li> </ol> <p>See also, <a href="#">Board Policy 7215</a>, Academic Senate Participation in Collegial Consultation</p> |
| <b>Agendas &amp; Summaries</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>ASCCC Awards</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Board Policies</b>                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Bonelli 330</b>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Calendar</b>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Committees</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Constitution &amp; Bylaws</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Contact Us</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Departments</b>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Documents</b>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Forms</b>                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Links</b>                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Meeting Dates</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>MinQuals &amp; Equivalencies</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Resolutions</b>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Senators</b>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Tenure</b>                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**COLLEGE OF THE CANYONS****Academic Senate Memorandum**

TO: Members of the Academic Senate 2013-2014  
FROM: Dr. Edel Alonso, Academic Senate President  
DATE: September 12, 2013  
RE: Appointment of Faculty Members to Tenure Committees

New Faculty Member: **Keith Kawamoto**, Fire Tech.  
Tenure Committee Chair: Tina Rorick  
Peer Evaluator outside of Division: Pierre Etienne  
Administrator Evaluator: Cindy Dorroh

New Faculty Member: **Debbie Klein**, Nursing  
Tenure Committee Chair: Mary Corbett  
Peer Evaluator outside of Division: Nicole Faudree  
Administrator Evaluator: Cindy Dorroh

New Faculty Member: **Anh Nguyen**, Counseling  
Tenure Committee Chair: Christy Richter  
Peer Evaluator outside of Division: Michael McCaffrey  
Administrator Evaluator: Debbie Rio

New Faculty Member: **Alan Pinley**, Welding  
Tenure Committee Chair: Tim Baber  
Peer Evaluator outside of Division: Sam Otoo  
Administrator Evaluator: Kristin Houser

EAlonso/September 5, 2013

## COLLEGE OF THE CANYONS

### Academic Senate Memorandum

TO: Members of the Academic Senate 2013-2014  
 FROM: Dr. Edel Alonso, Academic Senate President  
 DATE: September 12, 2013  
 RE: Academic Senate 2012-13 Expenditures and Balance

#### Academic Senate's Fixed Costs

The Academic Senate is grateful for the support of the Board of Trustees and of Dr. Van Hook. The college's contribution to the Academic Senate includes the cost of a full-time administrative assistant as well as 50% release time for the Academic Senate President. In addition, the college pays an annual subscription fee to the statewide Senate organization ASCCC.

#### Academic Senate's Discretionary Budget 2012-13 and Balance

| Description                                                                                                                                                                                  | Budget          | Expenses        | Balance       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|---------------|
| Non-instructional supplies                                                                                                                                                                   | 330.00          | 276.66          | 53.34         |
| Conferences:<br>ASCCC Leadership Institute (1)<br>ASCCC Curriculum Institute (1)<br>ASCCC Accreditation Institute (2)<br>ASCCC Fall Plenary Session (2)<br>ASCCC Spring Plenary Sessions (2) | 6,500.00        | 6,494.02        | 5.98          |
| New Equipment: Lap-top computer                                                                                                                                                              | 800.00          | 765.99          | 34.01         |
| Mileage                                                                                                                                                                                      | 10.00           | 0.00            | 10.00         |
| <b>TOTAL</b>                                                                                                                                                                                 | <b>7,640.00</b> | <b>7,536.67</b> | <b>103.33</b> |

EAlonso/September 5, 2013

COLLEGE OF THE CANYONS  
Academic Senate Memorandum

TO: Members of the Academic Senate  
FROM: Edel Alonso, President of the Academic Senate  
DATE: September 6, 2013  
RE: Update Report on Orphan Courses and Programs

Accreditation requires 100% compliance with all courses and programs having assessed their SLOs. The SLO Committee and the Academic Senate are concerned about orphan courses and programs. An orphan course/program is defined as a course/program that currently is not assigned to a particular department so that a Department Chair can support the course by:

- \* Scheduling the course and assigning faculty to teach the course
- \* Hiring and evaluating adjunct faculty
- \* Writing and revising curriculum
- \* Writing and assessing SLOs
- \* Including the course as part of a Program Review.

| <b>Orphan credit COURSES that are not part of a department and therefore there is no evidence of SLO assessment</b> | <b>Discussed <u>Possible</u> Solution</b>                                                                 |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| CWE 188 – Cooperative Work Experience Education                                                                     | Archive                                                                                                   |
| CWEXP 188 – Cooperative Work Experience Education - Occupational                                                    | ?                                                                                                         |
| CWEXT 189 Cooperative Work Experience Education – General                                                           | ?                                                                                                         |
| EDUC 203 – Intro. to Teaching in a Diverse Society                                                                  | Adoption by Education Div.                                                                                |
| GENSTU 090 – Individual Studies                                                                                     | To be archived                                                                                            |
| GENSTU 104 – Tutoring Methods                                                                                       | Adoption by ?                                                                                             |
| GERO 101 – Intro to Healthy Aging                                                                                   | Move to Non-Credit Program?                                                                               |
| GERO 102 – Health Promotion: Behavior Change Theories & Practices                                                   |                                                                                                           |
| GERO 103 – Health Promotion: Program Implementation                                                                 |                                                                                                           |
| GERO 104 – Health Promotion: Fieldwork Practicum                                                                    |                                                                                                           |
| HUMAN 100 – Comparative Studies in the Humanities                                                                   | Adoption by a FT faculty member in English Dept. with a stipend                                           |
| HUMAN 101 – Forms and Ideas in Humanities                                                                           |                                                                                                           |
| HUMAN 150 – Great Books, Great Ideas                                                                                |                                                                                                           |
| INTERD 010 – Careers in Technology                                                                                  | Archive                                                                                                   |
| INTERD 090 – Health and Safety in the Laboratory                                                                    | Archive                                                                                                   |
| NANO 011 – Introduction to SEM Technology                                                                           | To be archived                                                                                            |
| PLMB 030 – Plumbing Fundamentals                                                                                    | Part of reorganization of CTE Depts. with appropriate compensation in the form or release time or stipend |
| SOLAR 050 – Photovoltaic Systems                                                                                    |                                                                                                           |
| SOLAR 052 – Solar Thermal Systems                                                                                   |                                                                                                           |
| SOLAR 101 – Introduction to Energy                                                                                  |                                                                                                           |

| <b>Orphan PROGRAMS that are not part of a department and therefore there is no evidence of SLO assessment</b> | <b>Discussed <u>Possible</u> Solution</b>                                            |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Liberal Arts/CSUGE Humanities Emphasis                                                                        | Adoption by the Counseling Department with a stipend to a counseling faculty member. |
| Liberal Arts/CSUGE Math & Science Emphasis                                                                    |                                                                                      |
| Liberal Arts/CSUGE Social & Behavioral Science Emphasis                                                       |                                                                                      |
| Liberal Arts/IGETC CSU Humanities Emphasis                                                                    |                                                                                      |
| Liberal Arts/IGETC CSU Math & Science Emphasis                                                                |                                                                                      |
| Liberal Arts/IGETC CSU Social & Behavioral Science Emphasis                                                   |                                                                                      |
| Liberal Arts/IGETC UC Humanities Emphasis                                                                     |                                                                                      |
| Liberal Arts/IGETC UC Math & Science Emphasis                                                                 |                                                                                      |
| Liberal Arts/IGETC UC Social & Behavioral Science Emphasis                                                    |                                                                                      |
| Liberal Studies (Elementary Teaching Prep)                                                                    | Adoption by the Education Division with a stipend to an adjunct ECE faculty.         |

EAlonso/September 6, 2013

## COC Academic Senate Resolution on Student Learning Outcomes

WHEREAS, College of the Canyons has focused its instruction and assessment on course SLOs, course objectives and criteria for measurement of learning,

WHEREAS, our goal is to work in partnership with our students as they develop the skills necessary for success first in our courses, and then, for honing these skills as they transfer to other colleges, programs, and/or the workplace as successful lifelong learners,

WHEREAS, at College of the Canyons, assessment of SLOs shall be used to analyze, and thereby improve, student learning through informed decision making and planning,

WHEREAS, the faculty currently include SLOs in course syllabi and departments use assessment **results** document reflection on those results, and establish collaborative action plans within the academic program review to improve student learning;

WHEREAS, assessment results should be used for and limited to the following roles in the institution:

1. To improve services, feedback, guidance, and mentoring to students in order to help them better plan and execute their educational programs
2. To help design and improve programs and courses to better promote student learning and success
3. To identify shared definitions and measurable benchmarks for evaluating student abilities to more coherently and effectively promote student learning.

RESOLVED, that the College of the Canyons Academic Senate and COCFA assert that student learning outcomes and data related thereto should avoid being used in a punitive manner ~~should be used in non-punitive manner~~ in individual faculty evaluations to ensure the integrity of the SLO process;

RESOLVED, that the College of the Canyons Academic Senate and COCFA discourage the use of student learning outcomes in any manner that would undermine either local bargaining authority or the academic freedom or privacy of students or individual faculty members.

**~~3-28-2013~~**

5-22-2013

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's degree
2. Disciplines in which a Master's degree is not generally available
3. Disciplines in which a Master's degree is not generally available but which requires a specific Bachelor's or Associate degree.

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

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

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

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

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

**As per the paper, *Equivalence to the Minimum Qualifications* adopted by ASCCC in spring 1999 and revised spring 2006, 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.

### A. Equivalency to a Master Degree

(Applies to disciplines in category 1- **Disciplines requiring a Master's degree**)

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 one of the following two options:

#### Option 1

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

#### Option 2

An official transcript documenting successful completion of a Bachelor's degree from an accredited institution of higher education in the requested discipline AND official transcripts documenting successful completion of a minimum of 18 semester units in discipline-specific graduate level courses in the requested discipline AND current enrollment in a Master's degree program in the requested discipline with the Master's 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'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.

### B. Equivalency to a Bachelor Degree

(Applies to disciplines in categories 2 and 3 - **Disciplines in which a Master's degree is not generally available**)

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. 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'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.

### Option 3

**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's degree and courses in the major AND current enrollment in a Bachelor's degree program in the requested discipline with the Bachelor's degree to be completed within 24 months from the hire date.**

### General Education

To meet the general education requirements for the Bachelor's degree, the applicant must include a 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'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.

### 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 18 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.

#### Option 3

**The applicant must submit official transcripts documenting successful completion of a minimum of 40 semester units Associate degree level courses and current enrollment in an Associate degree program to be completed within 24 months from the hire date.**

### General Education (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 ~~and/or a 3 or higher grade on an 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)
- ~~Mathematics (one level above elementary algebra)~~ 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.

#### 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.

EAlonso/May 23, 2013