

College of the Canyons Academic Senate Agenda
September 26, 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 : September 12, 2013 (p2)
 - b) Approval of the Curriculum Summary Meeting : September 19, 2013 (p5)
3. President's Report
4. Vice-President's Report

B. Committee Reports

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. ISLO/LEAP Method – Rebecca Eikey, SLO Committee Chair (p10)
2. Heritage Committee Procedures – Juan Buriel, Heritage Committee Chair (p11)
3. Revision to the Discontinuance Policy: BP 4400 Program Viability – David Andrus, Policy Review Committee Chair (p12)
4. Revision to the Discontinuance Administrative Procedures: AP 4400 Program Viability – David Andrus, Policy Review Committee Chair (p15)

E. Action Items

1. Approval of Minimum Qualifications and Equivalencies Committee Procedures (p23)
2. Approval of SLO Resolution (p33)
3. Discipline Assignment for Dr. Jerry Buckley (p34)
4. Approval of Faculty Emeritus Status for Susan Crowther (retire date: Sept. 30, 2013)
5. Ratification of Election Results for Adjunct Representatives on Academic Senate 2013-14:
 Ruth Rassool (English), Thea Alvarado (Sociology), Shane Ramey (Biology)

F. Division Reports

G. Announcements:

1. Oktoberfest, October 4, 2013 at UCEN Patio – Proceeds to benefit the Emeriti Scholarship
2. Academic Calendar forums in BONH 330 10/22 11:00 am, 10/28 2:00 pm.

H. Open Forum

I. Adjournment

The next Senate meeting will be **October 10, 2013**
 As always everyone is welcomed

Summary of the Academic Senate Meeting September 12, 2013

Attendance: Edel Alonso, Paul Wickline, Deanna Riviera, Thea Alvarado (adjunct faculty), Ron Karlin, Rebecca Eikey, Rebecca Shepherd, Shane Ramey (adjunct faculty), Ann Lowe, Amy Shennum, Regina Blasberg, Peter Hepburn, Cindy Stephens, Howard Fisher, Lee Hilliard, Christy Richter, Anais Amin (ASG student), Chelley Maple, Juan Buriel, Stan Wright, David Andrus and Wendy Brill

A. Routine Matters

1. Call to order: 3:00 p.m., a quorum being present
2. Approval of the Consent Calendar: **Approved** with the correction to Curriculum summary from Ann Lowe
3. Report of Senate President, Dr. Edel Alonso:
 - The Academic Senate website and all of its pages were reviewed as a way to train Senators on the responsibilities of the Academic Senate. Edel encouraged Senators to use the website as a resource.
 - Four new FT faculty were hired starting fall 2013 and all of them have had a tenure committee assigned as per the COCFA contract.
 - The end of 2012-13 Academic Senate budget expenditures and balance were reviewed.
 - The list of orphan courses and programs was reviewed. Edel has meet with Dr. Buckley, Ann Lowe and Audrey Green to discuss the assigning of these to an instructional department or full-time faculty for the purpose of ensuring the scheduling and staffing of courses, the assessment of SLOs, and the evaluation of adjunct faculty teaching such courses as long as faculty are given a stipend for the extra work. Edel has also been meeting with departments and faculty to ascertain their interest in adopting the orphans.

Report of Paul Wickline, Senate VP:

Paul met with Dr. Buckley to inform and discuss CurricUNET SLO assessment model, the SLO Resolution, Program Review Process and various SLO activities.

B. Committee Reports

Ann Lowe, Curriculum Committee Chair reported on the ASCCC Curriculum Institute. Both Ann and Joseph Voth, who is a member of the Curriculum Committee, attended the Curriculum Institute this summer and Ann gave the following report on what was discussed at the institute:

CURRICULUM INSTITUTE REPORT September 2013

1. Programs need to be meaningful
 - a. Basic skills, transfer, CTE focus
 - b. Use data to support need for courses and programs
2. Emphasis on moving student through the educational process as efficiently as possible
 - a. Repetition = "one and done." Leveling permitted but increased scrutiny
 - b. Improve first time success in courses
 - c. Credit by exam
 - d. Establish prerequisites to increase student success
 - e. Major preparation – increased emphasis on students being prepared for specific majors to transfer.

- f. Associate degrees for transfer (ADT): *“To spur progress toward this objective [AA-T and AS-T development], the California Community Colleges Board of Governors has adopted a goal of each college having AA-T and AS-T degrees approved by **Fall of 2013 in 80 percent** of the majors they offer in which there is a TMC and in **100 percent by Fall of 2014**. While this goal is ambitious, it is imperative that we move rapidly to help more students move efficiently through our two systems because too many students are being shut out by California’s current budget situation.”*
 - i. Currently have 6
 - ii. Potential for 8 more to meet requirement
- g. C-ID process
 - i. Makes courses universal throughout state
 - ii. Required for most ADTs
 - iii. Proposed modification to procedures to allow C-ID changes to go to committee via a technical change memo as long as the changes are non-substantive.
- 3. Reporting total student hours as part of the formula for units
 - a. Title 5 requires that both in class and out of class hours be reported in the course outline of record.
 - b. Formula to calculate units is: (total lecture hours) + (total lab hours) + (total homework hours) divided by 54
 - c. Need to change CurricUNET to reflect this. Will also need to work with departments to make sure hours are reported correctly.

C.Unfinished Business

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

D.Discussion Items

1. SLO Resolution

Paul Wickline went over the SLO Resolution and discussed the changes that were asked of him at the last Senate meeting. There were some suggestions for modifying the language at today’s meeting and he will make those changes. Faculty asked if he could send out the new revisions via email and he said he would. This will come back to our next Senate meeting as an Action Item.

2. Minimum Qualifications and Equivalencies Committee Procedures

Edel Alonso reviewed the Minimum Qualifications and Equivalencies Committee Procedures and noted the language changes in bold that are a result of Senate discussion and recommendations from the last Senate meeting. It was suggested that military credits be added to the language. This item will come back to our next Senate meeting as an Action Item.

E.Action Item

- 1. Kathy Flynn and Keith Kawamoto as department chairs were **approved**.

F.Division Reports

Cindy Stephens reported that the ECE Department had a very good turnout for the two events they had During Welcome Week. She attributes this to having a second full-time faculty in the Department.

She wanted to thank the Academic Staffing Committee for recommending the hiring of the second full-time faculty.

G. Announcement

Edel encouraged everyone to attend the Oktoberfest fundraiser as the one and only fundraising event with proceeds to go to the Emeriti Scholarship. This scholarship is granted to a member of a COC employee's family. She asked the Senators to inform and encourage their Division faculty to attend and contribute.

H. Open Forum – No comments

I. Adjournment: 4:30 p.m.

CURRICULUM COMMITTEE SUMMARY

September 19th, 2013

3:00 pm – 5:00 pm

BONH-330

Items on “Consent” are recommended for approval as a result of a Technical Review meeting held on September 10th, 2013:

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; Karlin, Ron – Member at Large; Lowe, Ann – Co-Chair, Faculty; Marengo, Anne – Social Science & Business; Matsumoto, Saburo – Member at Large; Ramey, Shane – Adjunct Faculty; Solomon, Diane – Member at Large; Voth, Joseph – Humanities; Waller, Tina – Allied Health

Members absent: Richter, Christy – Enrollment Services; Ruys, Jasmine – Admissions & Records; Stanich, Diana – Physical Education & Athletics

DELETED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
BIOSCI	095	Cleanroom Technology	Course will no longer be offered. Course is part of the Biotechnology Certificate which is also being deleted. - Approved	M. Golbert	Fall 2014
BIOSCI	096	Cell Culture Techniques	Course will no longer be offered. Course is part of the Biotechnology Certificate which is also being deleted. - Approved	M. Golbert	Fall 2014
INTERD	010	Careers in Technology	Course will no longer be offered. - Approved	D. Martinez	Fall 2014
INTERD	090	Health and Safety in the Laboratory	Course will no longer be offered. - Approved	D. Martinez	Fall 2014
NANO	011	Introduction to SEM Technology	Course will no longer be offered. - Approved	D. Martinez	Fall 2014

DELETED PROGRAMS on consent:

Program	Degree/Certificate	Description of action	Author	Effective
Biotechnology	Certificate of Achievement	Do not have the specific audience at this time and with the CTE requirements from the State it is not wise to keep a certificate that has not been successful in the last 10 years. - Approved	M. Golbert	Fall 2014

MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
BUS	211	Business Law	Revised descriptions, revised SLO's (2) , revised objectives and content, updated textbooks. - Approved	R. Waldon	Fall 2014
BUS	214	International Business Law	Revised SLO , revised objectives and content, updated textbooks. - Approved	R. Waldon	Fall 2014
CONST	102	Construction Management Principles	Revised descriptions, revised SLO , revised objectives and content, updated textbooks. - Approved	R. Blasberg	Fall 2014
CONST	109	California Building Code	Revised SLO , revised objectives and content, updated textbooks. - Approved	R. Blasberg	Fall 2014
HIST	191	History of Eastern Civilization	Added SLO, revised SLO , revised objectives and content, updated textbooks. - Approved	S. Pennington	Fall 2014
HRMGT	245	Hotel and Restaurant Supervision and Guest Relations	Revised schedule description, revised SLO , revised objectives and content, updated textbooks, removed DLA . - Approved	K. Anthony	Fall 2014
KPET	205	Personal Trainer Certification Preparation	Revised descriptions, revised SLO , revised objectives and content, updated textbooks. - Approved	R. dos-Remedios	Fall 2014
PHOTO	180	Documentary and Landscape Photography	Added SLO, revised SLO , revised objectives and content, added PHOTO-155 as a prerequisite option, added DLA . - Approved	W. Brill-Wynkoop	Fall 2014
PHOTO	295	Professional Practices and Portfolios	Revised SLO's (2) , revised objectives and content, updated textbook, added PHOTO-155 as a prerequisite option . - Approved	W. Brill-Wynkoop	Fall 2014
WELD	122	Industrial Welding II	Revised descriptions, added SLO's (3) & revised SLO's (2) , revised objectives and content, updated textbooks. - Approved	T. Baber	Fall 2014
WELD	124	Industrial Welding III	Revised descriptions, added SLO's (2) & revised SLO's (3) , revised objectives and content, updated textbooks, changed recommended preparation of WELD-122 to a prerequisite . - Approved	T. Baber	Fall 2014

NEW COURSES:

Subject	#	Title	Description of action	Author	Effective
KPEA	150C	Advanced Basketball	1 unit, 54 hours activity, not repeatable. New SLO. New recommended preparation of KPEA-150B. - Approved	H. Fisher	Fall 2014
PHILOS	130	Introduction to Social and Political Philosophy	3 units, 54 hours lecture, not repeatable, New SLO. New recommended preparation of ENGL-081/Eligibility for ENGL/091 - Approved	C. Blakey	Fall 2014
PHOTO	177	Video Capture for Still Photographers	3 units, 36 hours lecture, 54 hours lab, not repeatable, New SLO's (2). New prerequisite of PHOTO-150 or PHOTO-160. - Approved	W. Brill-Wynkoop	Spring 2014

MODIFIED PROGRAMS:

Program	Degree/Certificate	Description of action	Author	Effective
Commercial Photography	Certificate of Achievement	Revised program description and degree outline, adding PHOTO-177, 200, 201, 210, 220, and 285 to program requirement course options. Adding PHOTO-140, 150, 215, and 280 to recommended electives. Total units required remains at 21. - Approved	W. Brill-Wynkoop	Fall 2014
Fine Art Photography	A.A. Degree	Revised program description and degree outline, adding PHOTO-177, 200, 210, 215, and 220 to recommended electives. Total units required remains at 30. - Approved	W. Brill-Wynkoop	Fall 2014
Fine Art Photography	Certificate of Achievement	Revised program description and degree outline, adding PHOTO-171, 180, 185, and 285 to program requirement course options. Adding ART-111, PHOTO-177 and 200 to recommended electives. Total units required remains at 21. - Approved	W. Brill-Wynkoop	Fall 2014
Philosophy	A.A. Degree	Adding PHILOS-130 to degree outline. Total units required remains at 21. - Approved	C. Blakey	Fall 2014
Physical Education-Kinesiology	A.A. Degree	Adding KPEA-150C as option to "two units of any KPEA course" section. Total units required remains at 23. - Approved	H. Fisher	Fall 2014
Sports Medicine	A.S. Degree	Adding KPEA-150C as option to "two units of any KPEA course" section. Total units required remains at 32. - Approved	H. Fisher	Fall 2014

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
KPEA	150C	Advanced Basketball	New recommended preparation of KPEA-150B. - Approved	H. Fisher
PHILOS	130	Introduction to Social and Political Philosophy	New recommended preparation of ENGL-081/Eligibility for ENGL/091. - Approved	C. Blakey
PHOTO	177	Video Capture for Still Photographers	New prerequisite of PHOTO-150 or PHOTO-160. - Approved	W. Brill-Wynkoop
PHOTO	180	Documentary and Landscape Photography	Added PHOTO-155 as a prerequisite option. - Approved	W. Brill-Wynkoop
PHOTO	295	Professional Practices and Portfolios	Added PHOTO-155 as a prerequisite option. - Approved	W. Brill-Wynkoop
WELD	124	Industrial Welding III	Changed recommended preparation of WELD-122 to a prerequisite. - Approved	T. Baber

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
PHOTO	180	Documentary and Landscape Photography	Online/Hybrid.- Approved	W. Brill-Wynkoop

Discussion Items:

1. Amended Curriculum Committee Procedures: Members of the Curriculum Committee voted and approved the amended Curriculum Committee procedures that were discussed at the September 5th meeting.

2. Curriculum Committee Handbook: A draft of the updated Curriculum Committee Handbook was sent out to the committee. A method of analyzing the draft handbook was discussed. First the committee will look at the sequencing of the handbook and how it is organized, second the committee will review the draft handbook for accuracy, and lastly the committee will review the draft handbook for grammar, spelling, etc. The goal is to have the handbook reviewed entirely and then shared with the Academic Senate before the end of the Fall 2013 semester. The review of the sequencing/organization of the draft handbook will be a discussion item on the October 3rd Curriculum Committee agenda.

3. CTE Validation Form: A Career Technical Education course requisite validation form has been created and will be emailed to the committee for their review. Any course coded as CTE with a prerequisite, co-requisite, and/or

recommended preparation course will need to have this form completed every two years validating the requisites as mandated by Title V.

SUMMARY:

New Courses Includes ISA's	3	Modified Non Credit Courses	-0-	Modified Prerequisites	3
New Programs	-0-	New DLA's	1	Deleted Courses	5
Modified Courses	11	New SLO's	9	Deleted Programs	1
Modified Programs	6	Modified SLO's	16	Proposals Reviewed in Technical Review Session	25
New Non Credit Courses	-0-	New Prerequisites	3	Proposals Returned from Technical Review Session	3

The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

***Knowledge of Human Cultures and the Physical and Natural World**

* Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

***Intellectual and Practical Skills, including**

- * Inquiry and analysis
- * Critical and creative thinking
- * Written and oral communication
- * Quantitative literacy
- * Information literacy
- * Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

***Personal and Social Responsibility, including**

- * Civic knowledge and engagement—local and global
- * Intercultural knowledge and competence
- * Ethical reasoning and action
- * Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

***Integrative and Applied Learning, including**

- *Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see www.aacu.org/leap.

**Academic Senate
Cultural Heritage Committee Procedures**

Mission

The Cultural Heritage Committee is dedicated to increasing the awareness, appreciation, and understanding of cultural diversity in our community. Acknowledging that our community is continuously growing and changing, the Cultural Heritage Committee is committed to providing programs and forums to students, faculty, staff, administrators, and community members to explore the richness of diversity that exists in our community.

Objectives

- To provide programs and discussion forums related to celebrating cultural distinctions
- To explore timely social and political issues related to diversity
- To enhance creativity and welcome artistic expressions of cultural identities
- To education our community with concerns related to diversity
- To provide opportunities to explore one's own culture in relation to other cultures
- To explore regional issues in the context of historical and global concerns

Membership

Committee membership is open to all college faculty (adjunct and full-time), staff, and administrators. The committee is chaired by an active committee member. Election of the chair is performed by active committee members (faculty; staff; administrators) in the Spring semester of every even-numbered year and commences chair duties in the Fall semester of the same year.

Meetings

In addition to college faculty, staff, and administrators, committee meetings are open to the COC students and the general public. The committee holds monthly meetings the third Wednesday of each month. Additional planning meetings are held as needed. The committee chair prepares and disseminates a meeting agenda within a week of a scheduled committee meeting. The committee chair prepares and disseminates meeting minutes within a week of a scheduled committee meeting. The committee chair is also responsible for posting meeting agendas and minutes on the committee website.

J.Buriel/9-18-2013

BP 4400 Program Viability – *Initiation, Modification and Discontinuance*

Reference:

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

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

4400.1 A program is defined as an organized sequence of courses, **or a single course**, leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g., completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this policy "Program" shall also be understood to mean any academic department that conducts a program review as well as any thematic cluster of courses within the purview of the Office of Instruction. College districts are also required by regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs. Additionally, Education Code §78016 stipulates that every vocational and occupational program shall meet certain requirements prior to termination.

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

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

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

(b) Nominal Modifications – are modifications determined to be normal customary revisions, scheduled or otherwise, that exist and are managed via the existing curriculum review process administered by the Curriculum

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

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

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

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

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

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

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

implementation of the discontinuance must occur in a timely manner, per Administrative Procedure 4400.

See Administrative Procedure 4400 Approved 04/11/12

AP 4400 Program **Viability** – *Initiation, Modification and Discontinuance*

Reference: Education Code Section 78016; Title 5, Section(s) 51022, 53203(d) (1), 55130; ASCCC “Program

Discontinuance: A Faculty Perspective”; ACCJC Standard II.A.6.b.

I. DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. PROPOSAL GUIDELINES

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

The initial proposal shall include, but is not limited to, the itemized quantitative evidence listed below. Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program. **Special attention must also be given to the impact a program initiation or modification has on existing programs, support services, staff, curriculum committee, curriculum cycle**

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

and development, and overall college functions.² The proposal must include a scheduled implementation timeline that takes into consideration the aforementioned concerns. The emphasis on quantitative data in the initial proposal serves to establish a baseline of substantiation for advancing the proposed discontinuance, **initiation, or modification** to the next procedural level.

A. Quantitative Evidence

1. The quantitative evidence may include, but is not limited to:

- a. Enrollment trends over the past five years
- b. The projected demand for the program in the future
- c. Frequency of course section offerings and rationale as to their reduction, if applicable
- d. Term to term persistence of students within the program
- e. Student success and program completion rates
- f. Student completion rate
- g. Productivity in terms of WSCH per FTE ratios
- h. Success rate of students passing state and national licensing exams
- i. Enrollment trends over a sustained period of time
- j. Data extracted from Program Review
- k. Data from a CTE Advisory Committee
- l. Regional Labor Data
- m. Adverse student impact resulting from discontinuance
- n. Implementation timeline for resulting new courses.**

2. Incomplete Proposals

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

B. Notifications of Possible Defacto Discontinuances

Any party listed in Section II of this procedure may notify the Academic Senate President of a possible defacto discontinuance. Upon receipt of such notification the Senate President will inform the full Senate of the notification at the next regularly scheduled meeting of the Academic Senate. The Senate President will request the CIO and any other relevant college administrators or personnel to report, within 60 days of said notification, to the full Senate on the status of the program in question. The Senate President will request those same individuals provide the full Senate annual program status updates should a defacto discontinuance remain in effect 12 months after their initial report to the Academic Senate. Future annual reports will be requested by the Senate President if the program status remains unchanged. Notification of a possible defacto

² **Grant funded staffing positions must be presented to the Academic Staffing Committee for long term staffing considerations and planning. The intent of such is to ensure equitable planning. The concern is that commonly funded non-grant positions could be adversely affected by positions initially grant funded but subsequently requiring funding from the traditional College budget.**

discontinuance does not fall within the remaining proposal and procedural requirements of this administrative procedure.

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

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

A. **Program Viability** Committee Composition

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

11. A member of the Program Review Committee

B. **Program Viability** Committee Functions

The Committee will use the quantitative evidence contained within the initial proposal as a foundation to make a qualitative assessment as to determining the merit of discontinuance, **initiation or modification**. The Committee will be charged with:

1. Determining the initial proposal's evidentiary sufficiency per Section III (A) (2) of this procedure.
2. Exercising discretion to expand its membership to include program support staff, student services representatives, and adjunct instructors.
3. Gathering all qualitative and quantitative evidence into a written report.

4. Participating in all public meetings and discussions.

5. Recommending to the Academic Senate one of the three potential outcomes of the discontinuance process. (Listed is Section V (A) of this procedure.)

C. Qualitative Evidence

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

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

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

D. Mandated Discontinuance

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

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

The ~~Ad-Hoc~~**Program Viability** Committee shall submit its written report to the full Academic Senate no later

than the fifth week of the Spring semester of the academic year in which the proposal was submitted.³ The report shall include both quantitative and qualitative evidence that support its findings. The report should assess the program's alignment with the mission, values, and goals of the institution, as well as access and equity for students. The proposal shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposed discontinuance, **initiation or modification**.

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

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

1. Recommendation to Initiate

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

2. Recommendation to Not Initiate

The recommendation to not initiate a program must include a clearly stated rationale for arriving at such a conclusion based upon the aforementioned qualitative and quantitative criteria documented in writing by the Committee and maintained by the Academic Senate.

~~2.3.~~ Recommendation to Modify

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

~~4.4.~~ Recommendation to Continue

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

~~2.5.~~ Recommendation to Continue with Qualifications

³The fifth week deadline is intended as a consideration of ongoing instructional planning for the next academic year as well as allowing sufficient time for Academic Senate and Board of Trustees action to conclude before the end of the Spring semester.

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

3-6.Recommendation to Discontinue

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

a. Mandated Discontinuance

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

B. Full Academic Senate Action

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

VI. IMPLEMENTATION OF FINAL DETERMINATIONSUPPORTING DISCONTINUANCE

If a program is recommended or mandated for discontinuance, or to continue with qualifications, and is subsequently approved by the Board of Trustees, the original ~~Ad Hoc~~ **Program Viability** Committee will reconvene to propose an implementation plan for the finalized determination. The implementation plan does not require approval of the Academic Senate. The Committee will formally convey their proposed implementation plan to the CIO and Academic Senate President who will work in concert with the CEO to implement the plan in a timely manner, to its completion. The Academic Senate President will report back to the full Senate, from time to time, as to the status of implementation.

A. **Discontinuance** Implementation Plan

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

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

Approved 04/11/12

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.

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 grand-fathered under the prior equivalencies but they must meet new equivalencies starting June 1, 2014, if they have not taught in the district for three continuous years.

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 are equivalent to 3 units for the related general education course. Credits by exam are acceptable.

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

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

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

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

EAlonso/September 12, 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 discourage the use of outcomes and data related thereto in a 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 local bargaining authority, the privacy of students, or the privacy and academic freedom of individual faculty members.

~~3-28-2013~~

~~5-22-2013~~

~~9-16-2013~~

9-17-2013

Human Resources Office

Date: September 23, 2013

To: Dr. Edel Alonso
President, Academic Senate

From: Christina Chung
Human Resources

Subject: Discipline Assignment for Dr. Jerry Buckley

The following information is provided for discipline assignment:

Dr. Jerry Buckley

The following information is provided for Dr. Jerry Buckley for discipline assignments in Biological Sciences and Education.

- Ed.D., Educational Leadership (Community College/Postsecondary Leadership), San Diego State University
- M.A., Biology, California State University, Fullerton
- B.S., Biological Sciences, University of Southern California

It would appear that this administrator meets the minimum qualifications for the disciplines of:

- Biological Sciences
- Education

cc: Lita Wangen