

College of the Canyons
Academic Senate Agenda
April 11, 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 Academic Senate Meeting Summary: March 28, 2013
3. President's Report
4. Vice-President's Report

B. Committee Reports

1. Cultural Heritage

C. Unfinished Business

1. Senate's Proposal for New Procedures: Counseling Services – in Policy Committee
2. Senate's Proposal for Revision of Prerequisite Policy – in Policy Committee
3. Faculty Professional Development Committee Procedures – in FPDC Committee
4. Calendar Options 2014-2015 – for Division Discussions

D. Discussion items

1. SLO Resolution
2. Minimum Qualifications and Equivalencies Committee Procedures

E. Action Items

1. Academic Senate Meeting Calendar 2013-2014

F. Division Reports

G. Announcements

1. April 18, 19, 20 - ASCCC Spring 2013 Plenary Session, San Francisco
2. June 13, 14, 15 - ASCCC Faculty Leadership Institute, Sacramento
3. July 11, 12, 13 - ASCCC Curriculum Institute, Anaheim

H. Open Forum

I. Adjournment

The next Senate meeting is **April 25, 2013**
As always everyone is welcomed

Summary of Academic Senate Meeting March 28 2013

Attendance: Edel Alonso, Regina Blasberg, Ann Lowe, Rebecca Shepherd, Diane Fiero, Paul Wickline, Howard Fisher, Mojdeh Mahn, Juan Buriel, Garrett Hooper, Chelley Maple, Shane Ramey, Deanna Riviera, Mike Sherry, Amy Shennum, Lee Hilliard, Ruth Rassool, Garen Bostanian, David Andrus, Wendy Brill-Wynkoop and Rebecca Eikey

A. Routine Matters

1. Call to order: Edel called the meeting to order at 3:05 p.m.
2. Approval of the Consent Calendar: **Approved**, with a change to add to the Curriculum summary under Discussion Items page 16 of the agenda, “Additionally, division representatives will **contact** the authors in the fall to follow up with them”.
3. A. Report of the Dr. Edel Alonso, Senate President
 - ✓ Edel has asked COCFA to convene the Sabbatical Committee as per the COCFA Bargaining Agreement, Article 10 Section F. We had one faculty member who was offered a sabbatical, but was ask to postpone it until the economy improved. Now that the state budget is a little better, it may be a good time to offer sabbaticals again, which provide important faculty contributions to the college and are such an important part of faculty’s lives in higher education. Edel has already asked Michael Dermody if he would be willing to chair the committee and he is interested. If the Sabbatical Committee, appointed by the COCFA President, will convene this spring, they can prepare for the applications in the fall as per the contract.
 - ✓ Edel sent an email to update faculty on Health and Safety issues as promised. She provided a link to the Health & Safety college website, attached a form for student injuries, encouraged faculty to view the video RUN, HIDE and FIGHT. Edel did express concern that the posters for evacuation routes and emergency numbers are still not posted in all the classrooms. She also called the Senate’s attention to the red Emergency Guide books and encouraged all faculty to have a copy. Copies are available from PIO. The Health & Safety Committee will meet again in April.
 - ✓ Edel announced that thanks to the Interdisciplinary Committee/Coffee on the Side’s sponsoring of Oktoberfest in fall 2012, \$574 was raised for the Senate’s Emeriti Scholarship. She distributed payroll deduction paperwork and encouraged Senators to contribute to the Emeriti Scholarship. She said if all full-time faculty gave \$1 a month, the Senate could maintain the annual scholarship. After this year’s scholarship award, we have no monies in the account. Ruth Rassool informed the Senate that the Adjunct Faculty offers three scholarships annually.
 - ✓ Edel informed the Senate that on Saturday, March 30, 2013 the ASCCC Area C meeting will be held here at COC. It runs from 8:30 a.m. to 3:30 p.m. and shared the meeting agenda with the Senate.

B. Report of Paul Wickline, Senate VP.

Paul reported on performance indicators as per the requested ACCJC survey report due March 31, 2013 and Daylene is finishing it up now.

| <u>Criteria</u> | <u>Baseline</u> | <u>Target</u> |
|-----------------------------|-----------------|---------------|
| • Completion | 74% | 78% |
| • Retention | 56% | 59% |
| • AA/AS degrees | 1065 | 1114 |
| • Certificates | 466 | 489 |
| • Transfers | 1884 | 1978 |
| Additional information. | | |
| • Basic Skills to Engl. 101 | 37% | 39% |
| • College level Math | 46.3% | 49% |
| • College level ESL | 21.3% | 22% |

He is sure this will be a topic at the CPT meeting April 8, 2013. Questions that might be asked are how departments may work to improve in these areas.

B. Committee Reports

Academic Staffing – Faculty Committee Chair, Wendy Brill informed the Senators that the committee had met and had presentations from departments requesting new faculty positions to hire. There were ten department presentations. Last year, the committee prioritized ten of the eighteen and eight positions were hired. The Senate will add a web page to the Senate website to track the recommendations and prioritization of the Faculty Staffing Committee for the sake of transparency and for the historical record. The Committee will meet again to deliberate on April 9.

C. Unfinished Business (see agenda)

D. Discussion Items

- ✓ Calendar. Edel led the discussion on the Options the faculty has been given for a new calendar. Lita passed around the Excel spreadsheet of all the California Community Colleges calendars with term start and end dates. Senators reported that not all divisions have met and discussed the four calendar options but hopefully they will in April. Chelley Maple, Matriculation Director, spoke on the impact changing the calendar would have on students who are on probation. Matriculation and Counseling need the time in winter to provide intervention strategies with these students, generally about 1000 students. If they don't have time between semesters to get in their appeals then they fall to the bottom of the list for enrollment. She said all colleges will have to come to grips with this change. The SSB division has met and if they had to vote now it would be for Option 1 which is to leave the calendar as is. They had a discussion and many were not happy with the idea of changing the calendar. They had questions on workloads for Department chairs. How would this impact the contract? They would like to see a forum and have faculty and students there to ask questions. The question was asked where is this change coming from and the Calendar Committee stated that Joe Gerda came to one of their meetings and proposed the changing of the calendar. It was not an item on their agenda. The committee feels they are being

pressured to finalize a calendar by May 6th when they meet next. Edel stated that the Senate is in no rush to make a change to the calendar and that time is needed for faculty and others to fully discuss the options. The Senators expressed a need to hear directly from the Calendar Committee’s rationale for proposed changes to the calendar. The ASG Representative at the Senate meeting, Garen Bostanian reported that ASG is sending out a student survey to gather input from students on the calendar issue. He will share the survey results with the Academic Senate.

- ✓ SLO Resolution. Paul Wickline spoke to a SLO resolution proposed by the SLO Committee. The changes are listed below.

COC RESOLUTION (DRAFT 3/28/13)

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

Comment [WU1]: Replace UNDERSTAND with ANALYZE?

Comment [WU2]: Clean up and separate from one another the sections above for clarity and proper style of resolution?

Comment [WU3]: NOTE – Doesn't this almost need to become the RESOLUTION?

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 believe that it is counter intuitive to use student learning outcomes and data related thereto as a determinative factor in individual faculty evaluations;

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.

Comment [WU4]: Add STUDENTS

✓ Minimum Qualifications & Equivalencies Committee Procedures

- a) For a discipline that **requires a Master Degree**, Edel explained the following proposed equivalencies to “the minimum qualification of a Master degree in the discipline”
 - Equivalency 1 - Any Master, 24 UD/grad units in discipline
 - Equivalency 2 - A Bachelor in discipline, 18 UD units in discipline, current enrollment in Master in discipline program, degree to be completed in 24 months.
- b) For a discipline that **does not require a Master Degree**” (such as CTE disciplines) Edel explained the following proposed equivalencies to “the minimum qualification of ANY Bachelor degree and 2 years of experience”
 - Equivalency 1 - 120 coll. Units (36 GE & 24 discipline) (60 LD & 60 UD) & 2 years of experience in discipline
 - Equivalency 2 - 80 college units, GE requirements as outlined, 640 hours significant professionally sanctioned training and 2 years of experience in discipline.
- c) For a discipline that **does not require a Master Degree**” (such as CTE disciplines) Edel explained the following proposed equivalencies to “the minimum qualification of ANY Associate degree and 6 years of experience”
 - Equivalency 1 - 60 college units including 15 GE & 18 units in discipline and 6 years of experience in the discipline

Equivalency 2 - 40 college units including 15 GE & 320 hours' significant professionally sanctioned training and 6 years of experience in the discipline.

E. Actions Items

- a. Faculty Emergency Drill on Opening Day: **approved**
- b. A motion was made, seconded, and **approved** unanimously that "The Calendar Committee hold an all-college meeting to propose the four options, discuss the options and their ramifications, address concerns, and answer questions and to present a written rational for each of the four calendar options.

F. Division Reports: N/A

G. Announcements: N/A

H. Open Forum: N/A

I. Adjournment: 4:35 p.m.

DRAFT**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, assessment results should be used for and limited to the following roles in the institutions:

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 believe that it is counter intuitive to use student learning outcomes and data related thereto as a determinative factor in individual faculty evaluations;

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

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

I. MINIMUM QUALIFICATION

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

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

Disciplines are divided into 3 categories:

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

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

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

1. Any Bachelor degree and two years of professional experience directly related to the faculty

member's teaching assignment. Professional experience includes both work/occupational experience and teaching experience.

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

The faculty in each discipline/department 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

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

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

The equivalencies established in this document will apply to new full-time and part-time faculty employees hired after July 1, 2013. Current full-time faculty employees of the district hired prior to this date are subject to prior established equivalencies. Prior part-time faculty employees will be grand-fathered under the prior equivalencies but they must meet new equivalencies starting July 1, 2013, if they have not taught in the district for three continuous years.

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

In order to establish the equivalent of a Master degree in a discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to a Master degree in a requested discipline lies with the applicant. Documentation must include one of the following two options:

Option 1

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

AND

2. Official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.

Option 2

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

AND

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

AND

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

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

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

In order to establish the equivalent of a Bachelor degree in a requested discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to a Bachelor degree lies with the applicant. Documentation of equivalency must meet the requirements of one of the following two options:

Option 1

The applicant must submit an official transcript documenting successful completion of 120 semester units of college coursework. The transcript must include successful completion of 60 semester units of lower division and 60 semester units of upper division coursework. Also, the transcript must include successful completion of 36 semester units of general education courses as described below and 24 discipline-specific semester units in courses for any one discipline specific major.

Option 2

The applicant must submit an official transcript documenting successful completion of a combination of a minimum of 80 semester units of college coursework at an accredited institution of higher learning including the general education course units, as described below, required for the Bachelor degree and documented and verifiable evidence of 640 hours of significant professionally sanctioned discipline specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline. Examples of approved training programs include but are not limited to those provided by labor unions, state and national certification boards, and governmental agencies.

General Education

To meet the general education requirements for the Bachelor degree, the applicant must include an official transcript documenting successful completion of a minimum of 36 semester units including 3 semester units in each of the following courses. (A passing grade on a CLEP exam and/or a 3 or higher grade on an AP exam are equivalent to 3 units for the related general education course):

- English Composition (Expository writing)
- Critical Thinking (e.g. Logic, Argumentation, Composition based on analytical reading)
- Oral Communications (e.g. Public Speaking, Group Communications)
- Physical Science (e.g. Astronomy, Chemistry, Environmental Science, Geology, Oceanography, Physical Geography, Physical Science, Physics)
- Biological/Life Science (e.g. Biology, Physical Anthropology)
- College Level Math (e.g. Mathematics above Intermediate Algebra)

- Fine/Performing Arts (e.g. Animation, Art, Dance, Design, Graphic Design, Music, Photo, Theater)
- Humanities (e.g. Foreign Language, Humanities, Literature, Philosophy)
- One course in either Fine/Performing Arts or Humanities
- One course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- A second course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- A third course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)

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

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

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

In order to establish the equivalent of an Associate degree in a discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to an Associate degree in a requested discipline lies with the applicant/candidate. Documentation of equivalency must meet the requirements of one of the following options:

Option 1

The applicant must submit an official transcript documenting successful completion of 60 units of college coursework. The transcript must include 15 units of general education courses as described below. Also, the transcript must include 18 units of discipline-specific units for any one discipline specific major.

Option 2

The applicant must submit an official transcript documenting successful completion of a minimum of 40 units of college coursework at an accredited institution of higher learning

including a minimum of 15 general education course units as described below and required for the Associate degree and documented and verifiable evidence of 320 hours of significant professionally sanctioned discipline specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline. Examples of approved training programs include but are not limited to those provided by labor unions, state and national certification boards, and governmental agencies.

General Education

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

- Natural Science (e.g. Astronomy, Biology, Chemistry, Environmental Science, Physical Anthropology, Physical Science, Physics)
- Social Sciences (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- Humanities (e.g. Art, Dance, Design, Foreign Language, Humanities, Literature, Music, Philosophy, Photography, Theater)
- English Composition (Expository writing)
- Mathematics (one level above elementary algebra)

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

IV. CRITERIA FOR DETERMINING EXPERIENCE

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

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

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

Examples of documents in support of relevant experience might include:

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

V. EQUIVALENCY COMMITTEE OF THE ACADEMIC SENATE

A. Application to Request Equivalency

1. The *Application to Request Equivalency* must be completed and attached to the application for employment together with official transcripts and/or other supporting documentation as evidence of equivalency and submitted to the Office of Human Resources.

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

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

4. An *Application to Request Equivalency* will be referred to the Equivalency Committee of the Academic Senate if a full-time faculty member requests an additional equivalency after hiring. Official transcripts and other supporting documentation must be attached to the application and submitted to the Office of Human Resources. If the Equivalency Committee does not reach a unanimous decision, the equivalency is not granted.

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

7. Decisions of the Equivalency Committee will be submitted to and approved by the Academic Senate in the same way that decisions of the Curriculum Committee are submitted to and approved by the Academic Senate.

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

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

B. Committee Membership

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

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

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

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

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

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

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

8. A unanimous decision of the quorum (defined as 50%+1) must be reached by the Equivalency Committee or the equivalency is not granted. A member of the Committee who is not present when an *Application to Request Equivalency* is reviewed forfeits his or her right to vote.

C. Appeal Procedure for Contract Faculty Only

If a contract faculty member applies for equivalency for an additional discipline disagrees with the decision, the applicant may appeal by submitting new written documentation or clarifications

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

D. Re-Application Procedure

If a current full-time or part-time faculty was denied an equivalency in the past but has after one academic year since completed additional coursework and/or possesses new supporting documentation, the applicant may re-apply for the equivalency. This is not an appeal; this is a re-application because of the time elapsed since the last equivalency decision. The Equivalency Committee will review any and all records involved in past considerations of equivalency for that particular applicant, along with the new supporting documentation. Faculty members may not re-apply unless there is new coursework and/or new supporting documentation. The re-application process is subject to the appeal procedure.

Sources:

1. *Minimum Qualifications for Faculty and Administrators in California Community Colleges 2012* (CCCCO publication, 2012)

[http://www.asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_\(MB2_020212\).pdf](http://www.asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_(MB2_020212).pdf)

2. *Equivalence to the Minimum Qualifications* (ASCCC publication, 2006)

http://www.asccc.org/sites/default/files/Equivalency_2006.pdf

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

Proposed Curriculum and Senate Meetings 2013/2014

| | | <u>Fall 2013</u> | | |
|--------------|---------------------|------------------|----------------------|------------------|
| Month | Curriculum I | Senate I | Curriculum II | Senate II |
| September | Sep 05 | Sep 12 | Sep 19 | Sep 26 |
| October | Oct 03 | Oct 10 | Oct 17 | Oct 24 |
| November | Oct 31 | Nov 07 | Nov 14 | Nov 21 |
| December | Dec 05 | Dec 12 | | |

| | | <u>Spring 2014</u> | | |
|--------------|---------------------|--------------------|----------------------|------------------|
| Month | Curriculum I | Senate I | Curriculum II | Senate II |
| February | | Feb 13 | Feb 20 | Feb 27 |
| March | Mar 06 | Mar 13 | Mar 20 | Mar 27 |
| April | Apr 03 | | Apr 17 | Apr 24 |
| May | May 01 | May 08 | May 15 | May 22 |