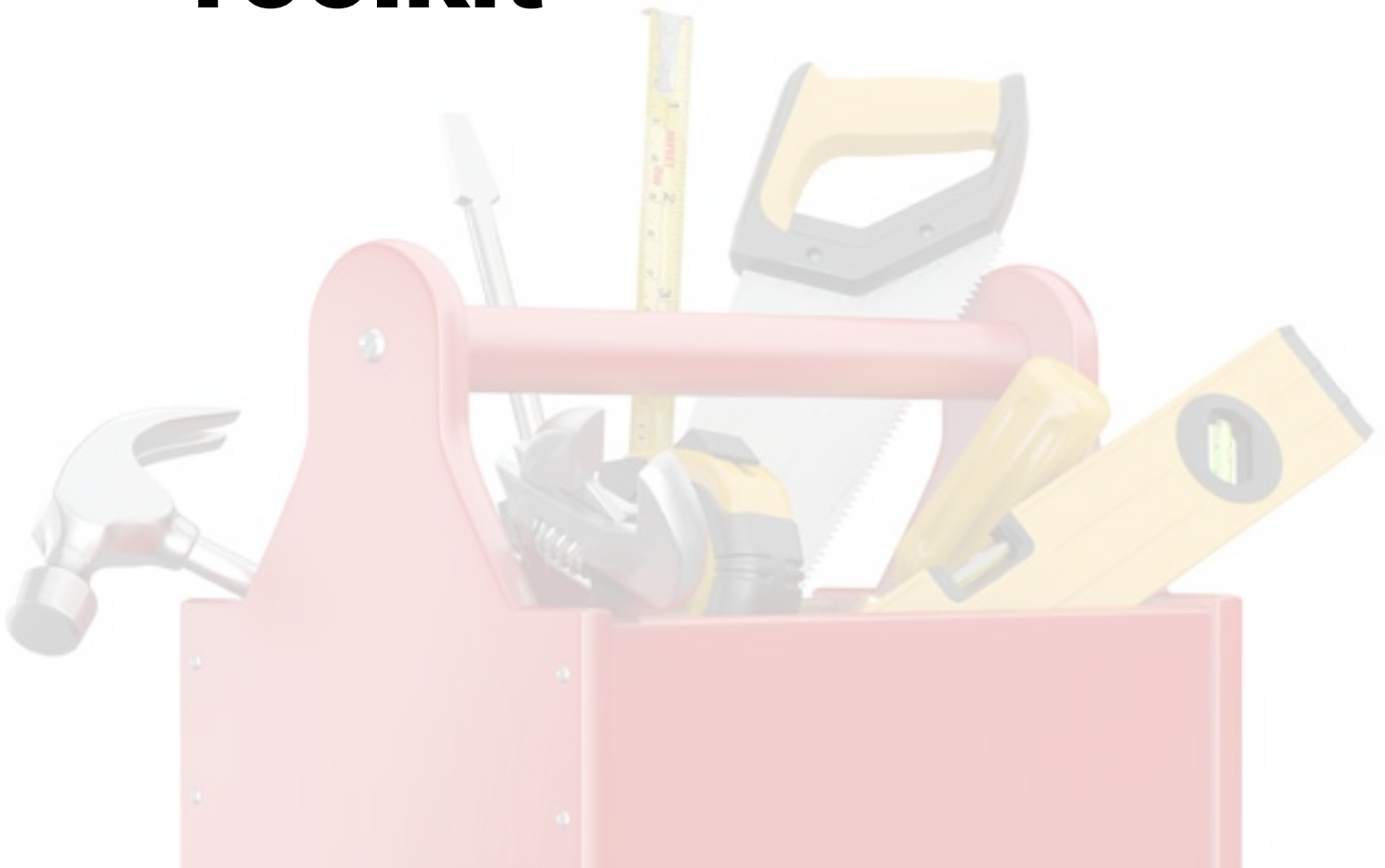

CTE Faculty Minimum
Qualifications Work Group

Career Technical Education Faculty Minimum

Qualifications Toolkit



About the Career Technical Education Faculty Minimum Qualifications Toolkit

This toolkit is designed to help academic senates, discipline faculty, and colleges screen for minimum qualifications of potential career technical education (CTE) faculty, as well as help them in the use of equivalency to determine suitability for employment at community colleges. The intent of this toolkit is to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates for our CTE programs. The toolkit also offers information beyond equivalency to help colleges hire industry experts.

Minimum qualifications for faculty are essential for promoting professionalism, integrity of instruction, and rigor within each discipline. Locally developed processes that provide a mechanism for an individual to meet minimum qualifications through equivalency ensure the opportunity to hire industry experts who meet the needs of the ever-changing career and technical education programs and emerging disciplines.

The CTE Minimum Qualifications Work Group has had detailed and transparent discussions about minimum qualifications and equivalency processes through a careful review of the policies, regulations and laws.

As community colleges continue to work to meet future workforce needs, it is important all colleges have a consistent equivalency process for minimum qualifications for CTE faculty. The intent of the equivalency process is to be flexible and open and to screen appropriate industry experts into the hiring pool.

Context

Prior to 1990, the K-14 Department of Education credentialing system governed the California Community Colleges. With the 1988 Community College Reform Act (Assembly Bill 1725), credentials were phased out in favor of a process for establishing minimum qualifications and a process for determining minimum qualifications via equivalencies that are at least equal to the state-adopted minimum qualifications for a particular discipline. As a result of AB 1725, all community colleges have policies outlining the application of minimum qualifications and a process for establishing equivalency to the minimum qualifications.

In November 2015, the California Community Colleges Board of Governors unanimously approved the 25 recommendations of the Task Force on Workforce, Job Creation and a Strong Economy. One of the seven categories of recommendations centers on CTE faculty, and one of the recommendations spoke directly to the need to improve processes to better include industry experts in hiring pools. Additionally, on more than one occasion, delegates to the Academic Senate for California Community Colleges (ASCCC) have passed resolutions asking that ASCCC “present proposed guidelines for locally establishing standards with suitable criteria for determining equivalencies, including model practices” (10.11 Spring 2011) and that the ASCCC “develop and disseminate resources that empower local senates to evaluate and assess, more effectively and with greater flexibility, the qualifications of applicants for faculty positions who have significant professional experience in the field but who have not completed formal academic work in the discipline and/or in general education” (10.05 Fall 2017).

In response to the Strong Work Force recommendations, as well as Academic Senate resolutions, the Academic Senate and the California Community Colleges Chancellor’s Office partnered to establish a CTE Faculty Minimum Qualifications Work Group. The purpose of the group was to clarify, and expand on, effective practices that may be applied to broader opportunities so industry experts could be considered eligible to teach in our classrooms. Members of the CTE Faculty Minimum Qualifications Work Group also included representatives of the career technical education faculty, chief executive officers, career technical education deans, chief instructional officers, and human resources professionals.

The work group focused on Recommendation 13 from the Task Force on Workforce, Job Creation and a Strong Economy:

Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.

- a. Clarify legislative and regulatory barriers to hiring CTE instructors who may not meet existing college hiring standards, but possess significant industry experience.*
- b. Disseminate effective practices in the recruitment and hiring of diverse faculty and the application of minimum qualifications and equivalencies.*
- c. Develop pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations.*
- d. Establish a mentorship model that delineates pathways for industry professionals to intern at colleges to gain teaching skills, knowledge, and experience while pursuing an Associate's Degree or an equivalent.*

We welcome your suggestions to improve and clarify The CTE Faculty Minimum Qualifications Toolkit.

Dr. John Stankas, Alice Perez, and Dr. Lynn Shaw
Tri-Chairs, CTE Faculty Minimum Qualifications Work Group

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Intro to the Career Technical Education Faculty Minimum Qualifications Toolkit

In an effort to increase the number of industry experts in the career technical education faculty hiring pool, California Community Colleges has created this Career Technical Education Faculty Minimum Qualifications Toolkit. Maximizing on the flexibility around minimum qualifications currently found in state regulations, this toolkit is a collection of documents (tools) designed to help colleges screen for minimum qualifications of career technical education (CTE) faculty. The toolkit also includes resources to guide equivalency committees in determining whether candidates can meet the equivalency standard.

The equivalency process takes into consideration a candidate's previous course work and professional experience, which have to be at least equivalent to the state-adopted minimum qualifications for a particular discipline. Greater flexibility and increased use of the equivalency process should create a deeper, more diverse, and highly qualified pool of faculty candidates.

Minimum qualifications for faculty are essential for promoting professionalism, integrity of instruction, and rigor within each discipline. Equivalency processes provide a mechanism for an individual to meet the required minimum qualifications and to be included into the hiring pool to meet the needs of CTE programs and emerging disciplines.

The toolkit provides various remedies or strategies to increase the CTE faculty hiring pools in ways that bring state-of-the-art skills and experience into the classroom. The current challenge in evaluating minimum qualifications is ensuring our processes do not exclude qualified and diverse candidates from consideration. Most community colleges do not exercise the full range of opportunities available through strong equivalency practices and consequently fail to allow excellent potential CTE faculty candidates to be considered for the hiring pool.

Background

Prior to 1988, the California Community Colleges system was under the K-14 Department of Education's credentialing system. In 1988, the Community College Reform Act (Assembly Bill 1725) required credentials be phased out and replaced with a process establishing minimum qualifications and the determination of equivalencies that are at least equal to the state-adopted minimum qualifications for a particular discipline. As a result of AB 1725, all community colleges are required to have policies outlining the application of minimum qualifications and a process for establishing equivalency to the minimum qualifications as part of the selection and hiring process. After nearly four decades, the equivalency processes across the college system are challenging, confusing, and unevenly applied. The consequences for CTE programs and faculty are sometimes severe and disproportionately impact CTE students by limiting access to industry experts.

In November 2015, the Board of Governors unanimously approved 25 recommendations from the Task Force on Workforce, Job Creation and a Strong Economy (known as the Strong Workforce Program). Recommendation Number 13 is one of the recommendations under the CTE Faculty section. The recommendation states:

Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.

- a. Clarify legislative and regulatory barriers to hiring CTE instructors who may not meet existing college hiring standard but possess significant industry experience.*
- b. Disseminate effective practices in the recruitment and hiring of diverse faculty and the application of minimum qualifications and equivalencies.*
- c. Develop pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations.*
- d. Establish a mentorship model that delineates pathways for industry professionals to intern at colleges to gain teaching skills, knowledge, and experience while pursuing an associate degree or an equivalent.*

At the direction of the chancellor, data was gathered from the field through a survey of primarily CTE faculty to help inform the Chancellor's Office about the barriers CTE programs faced in hiring industry experts. Narrative responses about their experiences hiring faculty with industry expertise were collected from 76 CTE faculty, representing 43 colleges. Results indicated an urgent need for CTE programs to have more flexibility in hiring industry experts and revealed a general lack of understanding and success in using equivalency processes. Existing California Code of Regulations (CCR) Title 5, Section 53430, enables community college districts to use an equivalency process to hire faculty. However, the equivalency process is underused and varies

greatly in application across districts and local campuses. The Academic Senate for California Community Colleges (ASCCC) completed a study in 2015 that examined the use of equivalency processes and came to a similar conclusion.

The Chancellor's Office formed the CTE Faculty Minimum Qualifications Work Group in fall 2016 to address the recommendations associated with expanding the hiring pool to include more qualified industry-expert applicants by looking at a wide variety of actions that could be undertaken. The work group was composed of the following constituents:

- Academic Senate California Community Colleges
- Chief executive officers
- Chief instructional officers
- California Community College Association for Occupational Education
- Chief human resources officers
- CTE faculty
- Chancellor's Office Workforce and Economic Development and Educational Services Divisions

The work group reviewed the pertinent policies, practices, and regulations to better understand all of the issues that stand in the way of getting industry experts into our classrooms. The group began its work by having detailed and transparent discussions about CTE minimum qualifications, including equivalency processes, internships, and multiple other issues looking specifically for solutions, new ideas, and promising practices in the field.

Three areas were identified as possible areas of focus to help colleges get industry experts into our classrooms. Each of these areas has documents, checklists, model standards, and guidance for colleges.

1. Equivalency: This is the process where colleges can consider qualifications of potential instructors that are at least equal to the minimum qualifications as defined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges, better known as the Discipline List. The application of the equivalency process across the system is uneven, inconsistent, and confusing. Given this reality, colleges usually err on the side of caution and grant very few or no equivalencies. The negative outcomes of these decisions include shallow pools of qualified candidates, programs suffering from a lack of needed industry expertise, difficulties increasing the diversity of qualified faculty, the inability to hire industry experts interested in working directly with California community college students as faculty, and difficulties for CTE programs trying to provide timely and critical course work with inadequate numbers of faculty who are determined to be qualified and available to teach.

2. Matching industry credentials to general education requirements: There are many excellent industry experts willing to give back to their community and teach the skills and knowledge

they have learned within a specific industry. The work group recognized the need to help equivalency committees match industry credentials to general education requirements for the associate degree. The work group developed the General Education Equivalency Examples to help equivalency committees with this difficult task. The general education equivalency examples provide a description of the learning outcomes associated with each of the general education areas required for the associate degree and provides discipline-specific examples of documentation/evidence that demonstrates the knowledge, skills, and abilities equivalent to the general education outcomes. To address the unevenness of interpreting CTE minimum qualifications, guidance can be provided to the colleges on how to recognize industry credentials as “equivalent.”

3. CTE faculty internships: This is an underutilized practice to bring new teachers into community college classrooms. While the internship system has been used primarily for general education disciplines, it can be used for CTE faculty. The idea would be to adapt this practice to get industry experts into the classroom more quickly, teaching under the supervision of a master teacher, while taking the needed coursework or going through an equivalency process that would enable them to be fully qualified.

Equivalency Toolkit for College Presidents and Chancellors

This toolkit is designed to help districts, colleges, equivalency committees, and faculty with navigating their local equivalency process and developing effective local processes that facilitate an equivalency to an associate degree, increasing the hiring pool, and ultimately, increasing the presence of industry experts in our classrooms. The toolkit was developed by a broad and representative group of community college professionals based on substantial dialogue over the past 3 1/2 years. Its purpose is to help colleges, no matter their size or location, make determinations specific to hiring quality industry experts for our CTE classrooms.

As college president or chancellor, you understand the urgent need to hire industry professionals to teach in many of your CTE programs. Often, professionals in industry are highly skilled in their area of expertise but lack a college degree, and as a result are considered unqualified and ineligible to be included in the hiring pool. These same professionals frequently possess extensive industry experience, third-party industry certifications, and completion of applicable trainings that are equivalent to the general education requirements of an associate degree. It was the purpose of the work group to identify tools and strategies colleges could use to more effectively consider equivalence to the minimum qualifications and to develop common definitions and language to help expand the applicant pool. The committee understood that this approach would require a combination of outside resources, innovative crosswalk methods, a culture shift, and possible legislative changes.

Most job announcements commonly contain the phrase “or the equivalent” after the specified degree, but many applicants and colleges don’t know exactly how this phrase is operationalized. The lack of a standard definition results in hiring complications that frequently limit the size of the hiring pools. Using current Title 5 regulations, a college is required to allow an equivalency process for the associate degree requirement. The use or non-use of the equivalency process across the 115 community colleges varies significantly. Designed to be a resource for and an active companion to the local equivalency process coordinated by the local Academic Senate, this toolkit should be used to further refine existing equivalency definitions and make stronger hiring and mentoring decisions in the CTE disciplines.

As a college president or chancellor, your role is to ensure your college employs the most qualified industry experts for your students. We hope you find this toolkit useful and that it provides your college with the tools you need to create more and better CTE.

This toolkit provides guidelines to increase the pool of qualified CTE faculty applicants and eventual hiring of industry experts needed for your programs and students by:

- Determining relevant transferable skills (tangible and clear portfolio artifacts/evidence) related to the general education area requirements of an associate degree.
- Helping recruit and guide industry professionals, and other potential applicants, in applying for an equivalency.
- Providing template documents to guide applicants in the development of their equivalency portfolio.
- Providing model policies and documents for all phases of the equivalency process.
- Describing the internship process as possible use for CTE programs.
- Describing the newly adopted apprenticeship minimum qualifications

Equivalency Toolkit for Chief Instructional Officers

This toolkit was developed by a broad group of community college professionals to help colleges make determinations about equivalency to an associate degree when it comes to hiring high-quality industry experts for our CTE classrooms.

As the chief instructional officer and leader of the academic programs at your college, you understand the need to hire industry professionals to teach in CTE programs. Often, professionals in industry are highly skilled in their area of expertise but do not have a college degree. However, they frequently have extensive experience in industry, third-party industry certifications, community service, and completion of applicable trainings that may be at least equivalent to the general education requirements of an associate degree.

Most job announcements contain the phrase “or the equivalent” after the specified degree. But many applicants don’t know exactly how this phrase is operationalized. The lack of a standard definition results in hiring complications and frequently limits the size of the hiring pool. Using current Title 5 regulations, a college can consider an applicant qualified using equivalency to the associate degree requirement. The use of the equivalency process across the 115 community colleges varies significantly. This toolkit is designed to help community college districts, equivalency committees, and CTE deans navigate the difficult process of getting industry experts into the hiring pool. We hope this toolkit will help your college navigate the equivalency process and develop effective processes that facilitate an equivalency to an associate degree for well-qualified industry experts who want to teach at your college.

As CIO, your role is to monitor this process, advocate for relevant CTE equivalency, and to assist the equivalency committee and the discipline faculty in this process. We hope you find this toolkit useful and that it provides you with the tools you need to support your faculty and your departments.

This toolkit provides guidelines to increase the pool of qualified CTE faculty applicants and eventual hiring of industry experts needed for your programs and students by:

- Determining relevant transferable skills (tangible and clear portfolio artifacts/evidence) related to the general education area requirements of an associate degree.
- Helping recruit and guide industry professionals, and other potential applicants, in applying for an equivalency.

- Providing template documents to guide applicants in the development of their equivalency portfolio.
- Providing model policies and documents for all phases of the equivalency process.
- Describing the internship process as possible use for CTE programs.
- Describing the newly adopted apprenticeship minimum qualifications.

Equivalency Toolkit for Career Technical Education Deans

This toolkit was developed by a broad group of community college professionals to help colleges make determinations about equivalency to an associate degree specific to hiring high-quality industry experts for our classrooms.

As career technical education (CTE) dean, you understand the need to hire industry professionals to teach in our CTE programs. Often, professionals in industry are highly skilled in their area of expertise but do not have a college degree. However, they frequently have extensive experience in industry, third-party industry certifications, community service, and completion of applicable trainings that are equivalent to the general education requirements of an associate degree.

Most job announcements contain the phrase “or the equivalent” after the specified degree. But many applicants and CTE deans don’t know exactly how this phrase is operationalized. The lack of a standard definition results in hiring complications and a hesitation to consider equivalency, and it frequently limits the size of the hiring pool. Using current Title 5 regulations, a college can allow an equivalency process for the associate degree requirements. The use of the equivalency process across the 115 community colleges varies significantly. This toolkit is designed to help districts, equivalency committees, and CTE deans navigate the equivalency process and develop effective local processes that facilitate an equivalency to an associate degree.

As a CTE dean, your role is to facilitate this process, advocate for CTE equivalency that is relevant, support and encourage faculty dialog about equivalency, and assist applicants in the process. We hope you find this toolkit useful and that it provides you with the tools you need to support your faculty and your division.

This toolkit provides guidelines to increase the pool of qualified CTE faculty applicants and eventual hiring of industry experts needed for your programs and students by:

- Determining relevant transferable skills (tangible and clear portfolio artifacts/evidence) related to the general education area requirements of an associate degree.
- Helping recruit and guide industry professionals, and other potential applicants, in applying for an equivalency.
- Providing template documents to guide applicants in the development of their equivalency portfolio.

- Providing model policies and documents for all phases of the equivalency process.
- Describing the internship process as possible use for CTE programs.
- Describing the newly adopted apprenticeship minimum qualifications.

Equivalency Toolkit for Career Technical Education Department Chairs and Faculty

This toolkit developed by a diverse group of community college professionals, including faculty, to help colleges make determinations about equivalency to an associate degree specific to hiring high-quality industry experts for our classrooms.

As CTE faculty, you are very familiar with the need to hire industry professionals to teach in our programs. Often, professionals in industry are highly skilled in their area of expertise but do not have a college degree, which is required to meet minimum qualifications. However, these professionals frequently have extensive experience in industry, third-party industry certifications, community service, and completion of applicable trainings that may be equivalent to the general education requirements of an associate degree.

Most job announcements contain the phrase “or the equivalent” after the specified degree. But many applicants and current community college faculty don’t know exactly how to navigate the equivalency process. The lack of a standard definition results in hiring complications and frequently limits the size of the hiring pool. Using current Title 5 regulations, a college can allow an equivalency process for the associate degree requirement. The use of the equivalency process across the 115 community colleges varies significantly. This toolkit is designed to help equivalency committees and CTE faculty navigate the equivalency process and develop effective local processes that facilitate equivalency to an associate degree.

As faculty, your role is to lead this process, advocate for CTE equivalency that is relevant, and help applicants throughout the process to ensure your students are taught by the best-qualified industry experts. We hope you find this toolkit useful and that it provides you with the tools you need to support your faculty, your department, and your division.

This toolkit provides guidelines to increase the pool of qualified CTE faculty and the eventual hiring of industry experts needed for your programs and students by:

- Determining relevant transferable skills (tangible and clear portfolio artifacts/evidence) related to the general education area requirements of an associate degree.
- Helping recruit and guide industry professionals, and other potential applicants, in applying for an equivalency.

- Providing template documents to guide applicants in the development of their equivalency portfolio.
- Providing model policies and documents for all phases of the equivalency process.
- Describing the internship process as possible use for CTE programs.
- Describing the newly adopted apprenticeship minimum qualifications.

Pre-Planning Checklist for Equivalency by Department

This tool provides instructional departments with a quick reference or checklist to consider when discussing the use of a local equivalency process. The list is not intended to provide all possible considerations but represents key concepts and actions in preparation for using equivalency to increase the number of applicants in the hiring pool.

- ✓ Contact the Equivalency Committee chair or Academic Senate president to discuss historical and recent equivalency experiences. Invite the chair or Senate president to a department meeting to help educate faculty about the entire local equivalency process.
- ✓ Find, review, and discuss all district equivalency policies and procedures in a department meeting.
- ✓ Review all applicable documents found in the Career Technical Education (CTE) Faculty Minimum Qualifications Toolkit. Pay particular attention to the general education equivalency examples.
- ✓ Identify, discuss, and detail all specific industry-recognized credentials and work products applicable to the general education areas expected for an associate degree.
- ✓ Develop a department-level equivalency portfolio example using local policies and procedures. The portfolio example should include representative artifacts, documentation examples, and work products specific to the sector and industry.
- ✓ Review with the appropriate Human Resource professional the inclusion of equivalency statements in any new job announcements and the process for equivalency applicants to gain access to the department's example equivalency portfolio.
- ✓ Contact the Academic Senate president and discuss the specific appointment/invitation of discipline-specific faculty to the applicable Equivalency Committee meeting to review equivalency applications.
- ✓ Communicate, following local policy, with the Equivalency Committee chair on equivalency decisions. Pay particular attention to any application denials. Determine the cause(s) of denials and consider any changes to the department's equivalency policy that may be necessary.
- ✓ Develop a handout, in partnership with the local Academic Senate, that can be distributed to the department's industry partners, explaining the college district's process of equivalency and providing resources to help future faculty candidates through the hiring process.

Equivalency Checklist for Human Resources Departments

The role of Human Resources in the equivalency process is to help applicants, department chairs, deans and equivalency committees with equivalency decisions.

The following steps are recommended to ensure that an efficient, transparent and thorough process is followed when considering equivalency cases for CTE faculty minimum qualifications:

- ✓ Include an explanation of the equivalency process in all job postings and on the Human Resources web page.
- ✓ Distribute a standard equivalency application that is available to candidates and be sure to include the standards in the job posting with instructions on completing the equivalency application.
- ✓ Assist screening/interviewing committees by pre-screening employment applications for minimum qualifications and contact applicants who need to file for equivalency.
- ✓ Allow sufficient notice of the process for equivalency approval and interview timelines to equivalency candidates who are selected for interview.
- ✓ Have an appointed liaison to the Equivalency Committee whose responsibility it is to communicate with applicants, department chairs, discipline faculty, the Equivalency Committee chair and Equivalency Committee members.
- ✓ Work with equivalency committees to ensure policies/procedures are relevant while allowing for flexibility in equivalency decisions.
- ✓ Communicate final decisions to candidates in a timely manner, including basis for denial of equivalencies.
- ✓ Have a system for documenting historical case studies of past equivalency reviews for comparison to current cases.

Checklist for Equivalency Committees

The purpose of the equivalency process is to screen candidates into your hiring pools, not to screen them out of your hiring pools. Once candidates are granted equivalency, they become eligible for the hiring pool. Hiring decisions are the next step in the process.

The following are recommendations to ensure that an efficient, transparent and thorough process is followed when considering equivalency cases for CTE faculty minimum qualifications:

- ✓ Equivalency committees should meet regularly to reduce the delay between application submission and committee decisions.
- ✓ Equivalency committees should include a liaison from the Human Resources Department.
- ✓ An explanation of the equivalency process should be included in all job postings and on the Human Resources webpage.
- ✓ Applicants should be provided with access to resources, including completed samples of equivalency applications, to facilitate their understanding of equivalency and to aid in their submission of documentation to support an equivalency request.
- ✓ A standard equivalency application should be available to all candidates, and instructions for completing the equivalency application should be included in the job posting.
- ✓ The Equivalency Committee should be available during peak recruitment seasons, particularly taking peak hiring seasons into consideration, to make equivalency decisions efficiently and without undue delays.
- ✓ Equivalency committees must include diverse discipline representation, including a discipline CTE faculty member and a CTE counselor.
- ✓ Equivalency committees should rely primarily on the advice of discipline faculty representatives when determining equivalencies.
- ✓ Colleges should have regular professional-development opportunities related to equivalency.

- Ensure that hiring committees and equivalency committee members understand the required minimum qualifications, the equivalency process, and the unique needs of the discipline under consideration.
 - Ensure that hiring or equivalency committees have consistent standards and expectations for equivalency and apply their expectations fairly.
- ✓ College equivalency and hiring committees should consider non-traditional ways of demonstrating equivalency, such as recognizing industry skills and competencies or community service to fulfill the breadth of general education requirements.
 - ✓ Encourage requests for CTE equivalencies to increase your hiring pool of industry experts.
 - ✓ Locally defined and carefully considered standards for determining eminence should be recognized and utilized.
 - ✓ HR offices and academic senates should have a system for documenting historical case studies of past equivalency reviews for comparison to current cases.

Best Practices for Equivalency Committees

Each college district must have its own districtwide process for granting equivalency. The structure and operation of an equivalency committee is a local decision and is a process that should be established within the processes of the Academic Senate. All equivalency processes must be consistently applied across candidate pools. In multi-college districts, local colleges should work together to make joint equivalency approvals. An applicant receiving a positive equivalency ruling at one college is then considered qualified in that discipline on a district-wide basis, subject to verification by the Human Resources Department.

The work of the Equivalency Committee should be supported by the local Human Resources (HR) office. Human Resources will check for compliance with Title 5 regulations and facilitate equivalency reviews, providing statutory support for the process.

A Best-Practice Model

A model equivalency process that meets Title 5 requirements, ensures consistency, and is driven by the Academic Senate is presented for consideration. This model requires few, if any, additional resources to implement, as the time involved is minimal:

- Establish a subcommittee of the Academic Senate for determining and recommending equivalencies be granted.
- This subcommittee membership is comprised of regularly appointed members but allows for two or three discipline faculty members to be added as the applications for equivalency in those disciplines are considered.
- The subcommittee has regularly scheduled and calendared meetings to provide for consistency and process integrity.
- All equivalency applications recommended for approval or denial must be jointly signed by the chief instructional officer or other approved administrator, indicating compliance with Academic Senate processes and statutes. In addition, any reasons for denial should be stated.

The following is presented as foundational criteria for consideration by academic senates for measuring the equivalency application:

- Guide the applicant who may not meet traditional minimum qualifications to request

equivalency where there is a question as to whether the applicant possesses the traditional minimum qualifications of the discipline or there is uncertainty about the equivalency process information, including forms and examples.

- Accept industry licensure, certification, community service, or other credentials, where appropriate, as evidence of meeting minimum qualifications.
- Use the general education equivalency examples as a guide for identifying potential equivalency artifacts/evidence to the general education areas.
- Accept equivalency artifacts/evidence through a portfolio or other documentation method. Examples include:
 - Demonstration of ongoing professional development and continuing education within career field.
 - Publication, as author, of relevant materials in the career field.
 - Examples of the presentations of training sessions within the career field.
 - Evidence of providing direct training within the career field.

Access the database from the Office of Postsecondary Education for Accredited Postsecondary Institutions and Programs at <https://ope.ed.gov/accreditation/Search.aspx>.

Model Equivalency Committees: Composition and Policies

The structure and operation of an equivalency committee is a college district decision and is a process that should be established within the processes of the Academic Senate. Each college or district's equivalency process is locally determined; upon the recommendation of faculty, equivalency committees make recommendations to their governing board regarding faculty candidates meeting minimum qualifications through equivalency. Districts must have a unified policy for all colleges within the district.

All equivalency processes must be consistently applied across all candidate pools. The work of the Equivalency Committee should be supported by the local Human Resources (HR) office. The HR office will check for compliance with Title 5 regulations and facilitate equivalency reviews, while providing statutory support for the process.

The Equivalency Committee is charged with reviewing the qualifications of an applicant who may not meet the traditional minimum qualifications for faculty positions. The committee's job is to help get the best possible industry-expert instructors into our CTE classrooms while ensuring each candidate is at least as qualified as a candidate meeting traditional minimum qualifications. All applicants requesting equivalency to the minimum qualifications must show evidence of depth and breadth. Depth of knowledge refers to the specialized coursework, training, work experience, community service, or teaching experience necessary for qualification. Breadth of knowledge refers to the coursework and/or experience equivalent to the general education component of a college education, as expected when one completes an associate degree.

An effective practice adopted by some academic senates is to create an equivalency committee that serves for an entire academic year. Regardless of the length of service, a mechanism that includes the voice of the discipline faculty should be written into the process. Often, a faculty chair or discipline expert related to the discipline for which equivalency is being requested is invited to attend the meeting at which the application will be reviewed. The primary responsibility of the Academic Senate's Equivalency Committee is to ensure the selection committee follows the same process for determining equivalency and considers consistent factors from candidate to candidate and discipline to discipline. It is imperative that all hiring processes ultimately result in the hiring of well-qualified industry-expert instructors for our students.

Faculty on Equivalency Committees

Best practices suggest the Equivalency Committee should include at least three faculty members, including two members from the discipline in which equivalency is being requested, although many committees include at least three faculty members, plus discipline faculty. The Academic Senate president or designee should chair the committee. If two available faculty members from the discipline are not available, the Academic Senate president will appoint a third person from an appropriate discipline, taking into consideration related disciplines. If the Academic Senate president or designee is from the same discipline as that being requested in the equivalency, the third member of the committee will be appointed from a different discipline.

Other committee composition considerations:

- Academic Senate vice president as chair
- Equivalency chair appointed by the Academic Senate
- Three to five faculty members appointed by the Academic Senate
- At least two faculty members from the associated discipline or closely related disciplines included, in addition to the regularly assigned members of the committee
- Other administrators or college staff
- Human Resources representative

Roles and Responsibilities of the Equivalency Committee

The roles and responsibilities of an equivalency committee generally include the following:

- Review applicants' appropriate academic and professional preparation to determine if they meet or exceed the equivalent to the minimum qualifications as established in Title 5 and in the Minimum Qualifications for Community College Administrators and Faculty (2018 Handbook).
- Review all relevant evidence used to support granting equivalency, including seeking

clarification related to the evidence provided and the process used in forwarding each applicant's request.

- Arrive at agreement or disagreement about whether the candidate meets or exceeds the minimum qualifications for the discipline requested and include justification for final decisions, indicated with signature on the Final Determination of Equivalency Form or an equivalent district document.

The committees will rely primarily on the advice of the expert faculty from the discipline or closely related disciplines when charged with making equivalency decisions.

The Equivalency Committee will keep records of decisions and the justification for each decision. These records will be sent to Human Resources for future reference. Applications for which the Equivalency Committee finds the qualifications are not equivalent to the minimum requirements also will be returned to Human Resources with the reasons for rejecting the equivalency.

All deliberations of the equivalency committees and all records involved in the proceedings shall be confidential.

Equivalency Committee Policies

All equivalency policies and procedures are subject to review and revision at the request of either the Academic Senate or the governing board. Changes in the committee's policies and procedures require the joint agreement of the Academic Senate and the governing board. Until there is joint agreement, the current policies and procedures will remain in effect.

The committee should meet as soon as possible (within 5-10 working days) of receiving materials from Human Resources. Depending on district practice, the Academic Senate president or Equivalency Committee chair is responsible for appointment and convening of the Equivalency Committee in a timely manner. Equivalency committees should meet face-to-face to facilitate any necessary discussion of the candidate qualifications.

In cases where there are fewer than three members from the discipline on the screening committee, the Equivalency Committee shall be augmented by faculty from the discipline, where available, faculty from closely related disciplines, or faculty in the discipline from another college. Depending on local practice, the Academic Senate president may consult with the area dean to determine who will serve on the screening committee.

Equivalency committees must take caution to ensure consistency is applied to all decisions regarding equivalency.

After the committee has made a decision about the application for equivalency, the committee chair shall send a recommendation form for each applicant to the Academic Senate president and to other district-defined administrative department(s), most often Human Resources.

The recommendation form shall include the names of the committee members and the vote count of any action taken. If equivalency is denied, reasons for the decision should be recorded on the cover sheet. If an applicant does not meet equivalency, his or her application shall be returned to Human Resources. If there is a multi-college district, an applicant receiving a positive equivalency ruling at one college is then considered qualified in that discipline on a district-wide basis, subject to verification by Human Resources.

The Academic Senate president or designee shall sign off that the process was in order. If the Academic Senate president does not sign off, he/she shall list reasons for the denial, including relevant procedural concerns.

The role of Human Resources professionals is not to determine equivalency. This process is the responsibility of the governing boards dependent on the recommendation of the Academic Senate. The role of Human Resource professionals is to assist applicants in navigating the application process and to collect and forward equivalency applications to the faculty equivalency chair or the Academic Senate. Human Resource professionals ensure the completeness of the applications, document the final decisions during the equivalency process, and maintain the documentation necessary for personnel records.

Equivalency Portfolio Model Standards

Equivalency is the process that supports local hiring committees to consider faculty applicants who possess minimum qualifications of the discipline, as defined by the [Minimum Qualifications for Faculty and Administrators in California Community Colleges 2018 Handbook](#), or who may be in question or who are uncertain, but could meet the minimum qualifications through equivalency.

The following portfolio standards are suggested guidelines for local equivalency committees to consider during their equivalency deliberations. These portfolio guidelines provide consistency for the Equivalency Committee, as well as the applicant. The portfolio standards focus on tangible artifacts/evidence documenting discipline experience and achievements directly related to the general education area learning outcomes.

The following list identifies suggested elements of an equivalency portfolio, including details on the contents of each item:

Cover page: The cover page will include your full official name, contact numbers, mailing address, and email address.

Table of contents: The table of contents includes page numbers for the portfolio, an itemized list of artifacts/evidence properly cataloged.

Executive summary: This one-page summary provides justification for the equivalency request. The summary should focus on the primary artifacts/evidence to substantiate the request. The summary should be succinct, should clearly indicate the links between discipline experience and the learning outcomes established for each of the general education areas required for the associate degree and is listed on the General Education Equivalency Matrix.

Current resume: The current resume should include education, work, community service, and volunteer experiences.

Detail significant activities, exact dates, accomplishments in the workplace, and other, non-work-related learning. The resume should provide the exact names of industry recognized credentials, certificates, and licenses.

General education equivalency examples worksheet or similar document: The worksheet is intended to help candidates organize, categorize, and reflect on industry experiences (artifacts)

as they directly relate to the learning outcomes associated with the general education areas required for the associate degree. The completed worksheet helps Equivalency Committee members determine general education competencies through industry artifacts. The general education examples document provides several examples of industry artifacts/evidence demonstrating equivalent competencies. The examples are not intended to be comprehensive but informative. Discipline faculty involved can determine which artifacts/evidence should be considered.

Documentation/artifacts/evidence: Once the Equivalency Worksheet is completed, the applicant should then submit electronic copies of the documentation/artifacts/evidence using the exact same number and name as listed in the worksheet. Careful attention must be given to ensure each general education area has specific associated documentation/artifacts. Artifacts can take several forms; solid examples are available within the general education equivalency examples document.

For example:

- Certificates of completion for training courses, workshops, etc.
- Industry-recognized credentials
- Military records
- Performance evaluations
- Technical or professional writings
- Job descriptions
- Products designed or produced
- Membership in professional organizations
- Membership requirements for certain organizations
- Licenses/diplomas
- Transcript
- Equivalencies (if applicable)
- Verifications of employment
- Skills/competencies from employers/supervisors
- Significant interests outside of work experience, such as community service
- Other

Equivalency Committee member evaluation response form: This form provides a standard template used during a review of the equivalency application and the submitted portfolio.

CTE Minimum Qualifications General Education Equivalency Worksheet

In a traditional Associate of Arts or Associate of Science degree, a student must complete a minimum of 60 semester (90 quarter) units. Of the total units required for a degree, at least 18 semester (27 quarter) units of general education coursework are required, in addition to meeting competency requirements in written expression and mathematics and at least 18 semester (27 quarter) units of major preparation (Title 5 §55063). The major prep units generally are not in question for equivalency requests in CTE disciplines, but the need to meet all general education areas may be in question when coursework has not been completed.

The 18 units of general education are expected in the follow areas (Title 5 &55063 (b)(1)):

Description	Evidence/Documentation
<p>A. Natural Sciences Courses in the natural sciences are those that examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities (Title 5 §55063 (b)(1)(A)). This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.</p>	

Description	Evidence/Documentation
<p>B. Social and Behavioral Sciences Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate (Title 5 §55063 (b)(1)(B)). This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.</p>	
<p>C. Humanities Courses in the humanities are those that study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves, and the world around them, in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments (Title 5 §55063 (b)(1)(C)). Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.</p>	

Description	Evidence/Documentation
<p>D.1. Language and Rationality: English Composition Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses (Title 5 §55063 (b)(1)(D)). Such courses shall include both expository and argumentative writing.</p>	
<p>D.2. Language and Rationality: Communication and Analytical Thinking Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses (Title 5 §55063 (b)(1)(D)). Such courses shall include Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite.</p>	

Ethnic Studies Requirement and Competency in Written Expression and Mathematics

Description	Evidence/Documentation
<p>Ethnic Studies (if not met in areas B or C) Ethnic Studies must be addressed in general education (Title 5 §55063 (b)(2))</p> <p>Document evidence, if not already an Ethnic Studies requirement that has not been met in Areas B or C</p>	
<p>Competency: Written Expression (if not met in Area D.1.) Competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the Area D.1. Language and Rationality: English Composition coursework requirement (Title 5 §55063).</p> <p>Document evidence, if competency in written expression is not already met in area D.1.</p>	

Description	Evidence/Documentation
<p>Competency: Mathematics (if not met in Area D.2.) Competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally). Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the Area D.2 Language and Rationality: Communication and Analytical Thinking coursework (Title 5 §55063).</p> <p>Document evidence, if competency in mathematics is not already met in area D.2.</p>	



CTE Faculty Minimum Qualifications General Education Equivalency Matrix

Career Technical Education (CTE) disciplines in particular have a greater need to consider equivalency for candidates. Industry has well-qualified employees who may be potential instructors but who have not earned an associate degree. Most often when equivalency is considered, it is for general education requirements, such as English, humanities or math. Often CTE candidates have significant industry experience that well exceeds the minimum required. This document is intended to assist equivalency committees in evaluating equivalency to the general education component of an associate degree.

Education Code § 87359 and §87360 establish that individuals who do not possess the minimum qualifications for service may be hired as faculty members if they possess “qualifications that are at least equivalent to the minimum qualifications.” The Disciplines List, a Board of Governors-adopted list of minimum qualifications for hiring faculty, uses the term “equivalency” to describe processes to support this regulation.

Purpose of General Education

The general education component of a degree is expected to provide individuals with the educational foundation to interact effectively with the world around them, based on critical thinking and reasoning, sound oral and written communication, an applied understanding of other peoples and cultures, and applied experiences with science and its impact on people. For potential faculty members, general education preparation should also influence a person’s approach to teaching and ability to recognize how their discipline interacts with all others and communicate that to students. Some potential applicants, especially those in the CTE disciplines, have earned general education skills and competencies through their work or other non-traditional methods. This crosswalk is intended to help equivalency committees understand the possibilities of how to view and implement equivalencies of the general education requirements through alternative learning methods. Potential faculty applicants will be empowered to prepare the artifacts/evidence necessary to demonstrate achievement of general education outcomes through means other than traditional classroom instruction.

Purpose of General Education Equivalency Examples

Equivalency committees generally are responsible for the evaluation of a faculty candidate’s

qualifications when questions arise regarding minimum qualifications. These same committees also are responsible for making recommendations on approving or rejecting requests for equivalency. Often, for disciplines where the minimum qualification is an associate degree and six years of experience, faculty candidates have significant work experience but lack the more formal academic credentials. This situation is particularly problematic in many CTE disciplines. The purpose of the general education equivalency examples are to provide equivalency committees with a user-friendly tool when reviewing CTE faculty portfolios for equivalency. It also serves as a framework for human resources departments to demonstrate compliance with accreditation standards regarding qualifications of faculty. The general education equivalency examples facilitate finding the link between industry-specific artifacts (tangible evidence of competencies) and the competencies associated with each of the four general education areas of Title 5, Chapter 6, Subchapter 1, Article 6, 55063.

Faculty have led the development of the general education equivalency examples in this document. The document has both general and CTE discipline-specific examples. Equivalency committees are encouraged to use the examples in concert with robust conversations with CTE faculty discipline experts and their own examples.

General Education and Major Preparation Requirements for an Associate Degree

In a traditional Associate of Arts or Associate of Science degree, a student must complete a minimum of 60 semester (90 quarter) units. Of the total units, at least 18 semester (27 quarter) units of general education coursework are required in addition to meeting competency requirements in written expression and mathematics and at least 18 semester (27 quarter) units of major preparation (Title 5 §55063). The 18 units of general education are expected in the follow areas (Title 5 §55063 (b)(1)):

- A. Natural Sciences (minimum 3 units)
- B. Social and Behavioral Sciences (minimum 3 units)
- C. Humanities (minimum 3 units)
- D.1. Language and Rationality: English Composition (minimum 3 units)
- D.2. Language and Rationality: Communication and Analytical Thinking (minimum 3 units)
- Three additional units taken in any area
- Ethnic Studies must be addressed (See guidance for Areas B & C) (Title 5 §55063 (b)(2))

Competencies: Written Expression and Mathematics

Written Expression: Competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the Area D.1. Language and Rationality: English Composition coursework requirement (Title 5 §55063).

Mathematics: Competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally). Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the Area D.2 Language and Rationality: Communication and Analytical Thinking coursework (Title 5 §55063).

General Education Equivalency Examples

Area A Natural Sciences

Courses in the natural sciences are those that examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities (Title 5 §55063 (b)(1)(A)). This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

Purpose for Including One Course (3 units) in Natural Sciences for General Education

- For students to develop the ability to examine the physical universe, its life forms, and its natural phenomena.
- For students to develop an appreciation of, understanding of, and ability to apply the scientific method.
- For students to develop the ability to understand the relationship between science and other human activities.

Examples of Course Identification Numbering System (C-ID)-Approved Courses Included in Area A Natural Sciences

This list of example courses may help equivalency committees understand the scope and content of the single course needed to meet the Area A requirement of an associate degree.

- AG-AS 104** Intro to Animal Science
- ANTH 110** Intro to Biological Anthropology
- BIOL 140** Organismal Biology
- BIOL 190** Cell and Molecular Biology

CHEM 100 Chemistry and Society
CHEM 102 Intro to Organic and Biochemistry
CHEM 101 Intro to Chemistry
CHEM/PHYS 140 Survey of Chem. & Physics
GEOG 130 Introduction to Weather and Climate
GEOL 120 Earth Science
GEOL 121 Earth Science with Lab
GEOL 130 Environmental Geology
GEOL 100 Physical Geology
GEOL 100L Physical Geology with Lab
GEOL 200 Geology of California
PHYS 105 Algebra/Trigonometry-Based Physics

Evidence and Artifacts

All candidate equivalency documentation and information must be validated. Examples of validations may be an employer statement of experience or performance, external certifications or licensing, published papers or work products, industry-recognized credentials, exam scores, community service, plus any additional validation the local Equivalency Committee deems appropriate. The examples listed below are just a few samples and not a complete list.

Examples of Evidence Establishing Competency to General Education Area A

- | | |
|-------------------------------------|---|
| General Equivalency Examples | <ul style="list-style-type: none">•Artifact or work product documenting understanding and knowledge of our environment as it relates to specific sector, industry, or civic skills.•Artifact or work product documenting a defined purpose, constructed hypothesis/theory/idea, testing of the hypothesis, data collection, data analysis, development of conclusions, and communication of results as it relates to sector, industry, or civic-specific skills.•Artifact or work product demonstrating a sector, industry, or civic-based mechanical diagnosis and provision of solutions. |
|-------------------------------------|---|
-

Examples of Evidence Establishing Competency to General Education Area A

Discipline-
Specific
Example:
Aviation

- A certified recreational, private, or commercial pilot must understand and apply principles of weather theory, weather behavior, and weather hazards.

- A certified recreational, private, or commercial pilot must understand and apply Newton’s Basic Laws of Motion and Bernoulli’s Principle.

- A certified recreational, private, or commercial pilot must interpret weather services, weather briefings, weather reports, forecasts, charts and multifunction weather displays.

Reference: Federal Aviation Regulation (FAR) 61.185(2) The aeronautical knowledge areas for a recreational, private, and commercial pilot certificate applicable to the aircraft industry for which flight instructor privileges are sought

Discipline-
Specific
Example:
**Automotive
Technician**

- A certified automotive technician must apply the scientific method to interpret service manuals, understand the theory of the systems being diagnosed, develop an initial hypothesis based on customer input, follow testing and diagnostic procedures to isolate and repair system defects, and verify the repair resolved the system defect.

- A National Institute for Automotive Service Excellence (ASE) Auto Maintenance and Light Repair Certification (G1) certified automotive technician must understand principles of fluid dynamics and hydraulics, composition of friction materials, and automotive electrical systems.

Discipline-
Specific
Example:
**Barbering,
Cosmetology**

- A licensed barber, cosmetologist, or esthetician must understand the interaction of specific chemicals with other chemicals and with human skin, hair, and nails.

- A licensed barber, cosmetologist, or esthetician must understand basic biologic principles as they relate to hair and skin.

- A licensed barber, cosmetologist, or esthetician must perform an analysis process before any application of product. Particular services require product formulations, predispositions testing, and strand testing prior to application.

Discipline-
Specific
Example:
**Emergency
Medical
Technologies**

- A certified Emergency Medical Technician (EMT) must understand the anatomy and physiology of the human body and apply appropriate medical responses to restore or maintain functions necessary for life.

- NOTE: While the EMT discipline requires only an Associate of Arts and six years of experience, national standards require additional elements.

Examples of Evidence Establishing Competency to General Education Area A

Discipline-Specific Example: Welding	<ul style="list-style-type: none">•An American Welding Society-certified welder has experience with multiple weld types and metals and applies knowledge of metallurgy, chemical properties, and the effect of temperature on chemical composition.
Discipline-Specific Example: Agricultural Production	<ul style="list-style-type: none">•A livestock manager applies animal science and nutritional concepts to feeds and feeding to manage nutritional programs for livestock, breeding, and reproduction.•A farm or ranch manager applies plant and soil science and chemical concepts for crop production, plant production, pesticide and fertilizer management and soil management.
Discipline-Specific Example: Culinary Arts/ Food Production	<p>A chef understands and applies chemical concepts while understanding bacteria and preventing disease, developing recipes (chemical properties), and cooking (thermal properties).</p>
Discipline-Specific Example: Mortuary Science	<ul style="list-style-type: none">•A licensed barber, cosmetologist, or esthetician must understand the interaction of specific chemicals with other chemicals and with human skin, hair, and nails.•A licensed barber, cosmetologist, or esthetician must understand basic biologic principles as they relate to hair and skin.•A licensed barber, cosmetologist, or esthetician must perform an analysis process before any application of product. Particular services require product formulations, predispositions testing, and strand testing prior to application.
Discipline-Specific Example: Fashion and Related Technologies	<ul style="list-style-type: none">•Textile developers and fashion designers must understand the effects of chemicals on different textiles.•Textile developers and fashion designers utilize knowledge of chemistry in designing fabrics, designing and evaluating textile composition, and comparing textile properties.

General Education Equivalency Examples

Area B Social and Behavioral Sciences

Courses in the social and behavioral sciences are those that focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate (Title 5 §55063 (b)(1)(B)). This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

Purpose for Including One Course (3 units) in Social and Behavioral Sciences for General Education

- For students to develop an awareness of the methods of inquiry used by the social and behavioral sciences.
- To stimulate students' critical thinking about ways people act or have acted in response to their societies.
- To promote students' appreciation of how societies and social subgroups operate.
- To develop or promote students' understanding and appreciation of ethnic groups (Title 5 §55063 (b)(2) requires a course in Ethnic Studies. It is most likely met through the course/ experience/ability counted in Area B or Area C).

Examples of Course Identification Numbering System (C-ID) Courses Included in Area B Social and Behavioral Sciences

This list of example courses may help equivalency committees understand the scope and content of the single course needed to meet the Area A requirement of an associate degree.

ANTH 150 Introduction to Archaeology
ANTH 120 Introduction to Cultural Anthropology
ECON 201 Principles of Microeconomics
ECON 202 Principles of Macroeconomics
GEOG 120 Introduction to Human Geography
HIST 150 World History to 1500
HIST 160 World History since 1500
HIST 130 United States History to 1877
HIST 170 Western Civilization I
HIST 180 Western Civilization II
HIST 140 United States History since 1865
POLS 110 Intro to American Government and Politics
POLS 130 Intro to Comparative Government and Politics
POLS 150 Introduction to Political Science
POLS 120 Intro to Political Theory and Thought
POLS 140 Introduction to International Relations
PSY 120 Introduction to Abnormal Psychology
PSY 130 Introduction to Human Sexuality
PSY 115 Psychology of Personal and Social Adjustment
PSY 180 Introduction to Lifespan Psychology
PSY 110 Introductory Psychology
SOCI 140 Introduction to Gender
SOCI 160 Introduction to Crime
SOCI 110 Introduction to Sociology
SOCI 130 Introduction to Marriage and Family
SOCI 150 Introduction to Race and Ethnicity
SOCI 115 Social Problems

Evidence and Artifacts

All candidate equivalency documentation and information must be validated. Examples of validations may be an employer statement of experience or performance, external certifications or licensing, published papers or work products, industry-recognized credentials, exam scores, community service, plus any additional validation the local Equivalency Committee deems appropriate. The examples listed below are just a few samples and not a complete list.

Examples of Evidence Establishing Competency to General Education Area B

**General
Equivalency
Examples**

- Artifact or work product documenting awareness in social or institutional ethics, macro or micro economics, or local politics as it relates to sector, industry, or civic-specific skills.
- Artifact or work product documenting active involvement in community advocacy organizations as it relates to sector, industry, or civic-specific skills.
- Artifact or work product demonstrating completion or delivery of trainings related to sexual harassment, diversity, and cultural competency, keeping in mind the depth of knowledge and experience needed for equivalency to a course.
- Experience as a manager requires navigating social and institutional rules and ethics, understanding the impact of culture on employees' personal beliefs and behaviors.
- Elected officials have navigated politics, are aware of current and historical social problems, and understand human psychology/ motivation as it relates to social issues present in elections.

**Discipline-
Specific
Example:
Automotive
Technician**

- Automotive Service Excellence (ASE) certification in area C1 Automobile Service Consultant Certification Test requires an ability to understand and communicate with diverse customers with diverse needs. Technicians must utilize knowledge of social groups to interact constructively, communicate effectively, and to manage customer and internal relations.
 - A self-employed technician or business owner must apply microeconomic and macroeconomic concepts to predict and respond to market forces on consumer spending.
-

Examples of Evidence Establishing Competency to General Education Area B

Discipline-
Specific
Example:
**Barbering,
Cosmetology**

- Licensed barbers, cosmetologists, and estheticians must apply an understanding of diverse cultures to interact with and appropriately meet the hair, skin, and nail needs of a diverse clientele.

Discipline-
Specific
Example:
**Culinary
Arts/Food
Production**

- A chef or culinary artist works with varied ethnic foods and understands and applies an understanding of foods and culture, as well as historical food trends.
- A chef or culinary artist must apply knowledge of global cultures and religions to interact positively with customers, prepare appropriate foods, and satisfy customer needs.

Discipline-
Specific
Example:
**Mortuary
Science**

- A practitioner with Celebrant Training (Insight Institute), Association of Death Education certification, or certified funeral service practitioners all must apply knowledge of cultures, religions, and social customs to meet customer needs.

Discipline-
Specific
Example:
**Fashion
and Related
Technologies**

- A fashioner designer or costume designer must apply knowledge of cultures and religions to create appropriate ethnic costumes and fashions.
- A fashion designer applies knowledge of textile/fabric evolution as well as the influence of fashion throughout history and within politics.

General Education Equivalency Examples

Area C Humanities

Courses in the humanities are those that study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves, and the world around them, in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments (Title 5 §55063 (b)(1)(C)). Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

Purpose for Including One Course (3 units) in Humanities for General Education

- For students to develop an awareness of the way in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creations.
- For students to develop or demonstrate aesthetic understanding and an ability to make value judgements.
- To promote students' understanding and appreciation of ethnic groups (Title 5 §55063 (b) (2) requires a course in Ethnic Studies. It is most likely met through the course/experience/ability counted in Area B or Area C).

Examples of Courses Included in Area C Humanities

This list of example courses may help equivalency committees understand the scope and content of the single course needed to meet the Area C requirement of an associate degree.

- ARTH 110** Survey of Western Art from Prehistory through the Middle Ages
- ARTH 120** Survey of Western Art from Renaissance to Contemporary
- ARTH 150** Survey of Modern Art
- ARTH 100** Understanding Art
- ARTH 130** Survey of Asian Art
- ENGL 160** Survey of British Literature I

ENGL 120 Introduction to Literature
ENGL 135 Survey of American Lit 2
ENGL 165 Survey of British Literature 2
ENGL 180 Children's Literature
ENGL 130 Survey of American Literature 1
ENGL 145 Survey of World Literature 2
ENGL 140 Survey of World Literature 1
PHIL 130 History of Ancient Philosophy
PHIL 140 History of Modern Philosophy
PHIL 100 Introduction to Philosophy
SPAN 110 Elementary Spanish II
SPAN 220 Spanish for Heritage Speakers I
SPAN 100 Elementary Spanish I
THTR 112 Theatre Appreciation
THTR 111 Introduction to Theatre

Evidence and Artifacts

All candidate equivalency documentation and information must be validated. Examples of validations may be an employer statement of experience or performance, external certifications or licensing, published papers or work products, industry-recognized credentials, exam scores, community service, plus any additional validation the local Equivalency Committee deems appropriate. The examples listed below are just a few samples and not a complete list.

Examples of Evidence Establishing Competency to General Education Area C

General Equivalency Examples

- Artifact or work product demonstrating experience working and living in other cultures and with other languages.
 - Artifact or work product demonstrating an ability to understand and appreciate artistic and cultural creation.
 - Work products that demonstrate an understanding and application of culture and aesthetics.
 - Active participation in theater production.
 - Bilingual certification or ability to read, write or speak languages.
-

Examples of Evidence Establishing Competency to General Education Area C

Discipline-
Specific

**Examples:
Welding**

- Production of artwork within the welding industry, including ornamental design.
- Evidence of artistic patternmaking or recreating historical artistic elements.
- Cultural or ethnic metallurgy (such as Sword making for different cultures).

Discipline-
Specific

**Examples:
Culinary
Arts/Food
Production**

- Chefs apply elements of art and aesthetics to prepare food attractively.
- Chefs apply knowledge of varied spices, including those specific to ethnic groups, to achieve desired results, artistically appealing to taste and smell .

Discipline-
Specific

**Examples:
Barbering,
Cosmetology**

- Licensed barbers or cosmetologists have learned the history of their trade, including the evolution of styles.
-

General Education Equivalency Examples

Area D.1. Language and Rationality: English Composition & Associate Degree Competency in Written Expression

Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses (Title 5 §55063 (b)(1) (D)). Such courses shall include both expository and argumentative writing.

D.1. English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

- Students earning an associate degree must demonstrate competence in written expression. Traditionally, this competence is demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition. Any other considerations must be equivalent to this introductory course.
- Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the Area D.1. coursework requirement (Title 5 §55063).

Purpose for Including English Competency and One Course (3 units) in Language and Rationality: English Composition for General Education

- For students to develop the principles and applications of language toward logical thought, clear and precise written expression and critical evaluation of written communication in whatever symbol system the student uses.
- For students to develop expository and argumentative writing skills (English Composition).

Course Needed to Satisfy Associate Degree Written Competency Requirement and Area D.1. Language and Rationality: English Composition

ENGLISH 100 College Composition – This introductory course offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and document. Students are expected to use critical reading and thinking strategies to write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts and incorporate college-level research. The course includes a minimum of 6,000 words of formal writing (C-ID Descriptor for ENGLISH 100).

Evidence and Artifacts

All candidate equivalency documentation and information must be validated. Examples of validations may be an employer statement of experience or performance, external certifications or licensing, published papers or work products, industry-recognized credentials, exam scores, community service, plus any additional validation the local Equivalency Committee deems appropriate. The examples listed below are just a few samples and not a complete list.

Examples of Evidence Establishing Competency to General Education Area D.1.

**General
Equivalency
Examples**

- Artifact or work product demonstrating the ability to research a topic and compose a well-organized and grammatically correct document that includes appropriate integration and citation of external source information.
 - Artifact or work product documenting involvement in the analysis of a work process, including a main idea, supporting details, and a final conclusion as it relates to sector, industry, or civic-specific skills.
 - Artifact or work product documenting the investigation of a topic or issue, including the collection of evidence, as well as the supporting arguments of a final position as they relate to sector, industry, or civic-specific skills.
 - Publication of peer-reviewed article(s).
-

Examples of Evidence Establishing Competency to General Education Area D.1.

Discipline-
Specific

Example:

Aviation

- A certified recreational, private, or commercial pilot must be fluent in English as the international language of aviation. Proficiency must be demonstrated in reading, writing, and speech.

Reference: Federal Aviation Regulation (FAR) 61.185(2) The aeronautical knowledge areas for a recreational, private, and commercial pilot certificate applicable to the aircraft industry for which flight instructor privileges are sought.

Discipline-
Specific

Example:

**Automotive
Technician**

- A licensed automotive technician must effectively translate results of a vehicle diagnosis into written form to either the service advisor or customer in such a way that a layperson can understand the diagnosis and repair of the vehicle (English Composition).

- A licensed automotive technician must effectively research repair manuals, databases, and other sources to locate necessary information to understand problems and to propose and perform necessary repairs.

Discipline-
Specific

Example:

**Barber,
Cosmetology**

- A licensed barber, cosmetologist, or esthetician may research and write papers or articles for consideration within industry periodicals or websites.

General Education Equivalency Examples

Area D.2. Language and Rationality: Communication and Analytical Thinking & Associate Degree Competency in Mathematics

Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses (Title 5 §55063 (b) (1)(D)). Such courses shall include Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite.

D.2. Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

- Students earning an associate degree must demonstrate competence in mathematics. Traditionally, this competence is demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally). Any other considerations must be equivalent.

- Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the Area D.2. coursework requirement (Title 5 §55063).

Purpose for Including One Course (3 units) in Language and Rationality for General Education

- For students to demonstrate competence in mathematics at a level equivalent to intermediate algebra.
- For students to develop oral communication and analytical thinking skills.
- For students to develop skills interpreting and assessing data and statistics to draw conclusions

Examples of Courses Included in Area D.2. Language and Rationality

MATH 110 Statistics

MATH 150 College Algebra for Liberal Arts

MATH 151 College Algebra for STEM (Science, Technology, Engineering, Mathematics)

Evidence and Artifacts

All candidate equivalency documentation and information must be validated. Examples of validations may be an employer statement of experience or performance, external certifications or licensing, published papers or work products, industry-recognized credentials, exam scores, community service, plus any additional validation the local Equivalency Committee deems appropriate. The examples listed below are just a few samples and not a complete list.

Examples of Evidence Establishing Competency to General Education Area D.2.

**General
Equivalency
Examples**

- Artifact or work product documenting logical thought in the identification of a work or civic challenge, development of specific solutions, implementation of solutions, and analysis of the outcomes and communication products of the project as they relate to sector, industry, or civic-specific skills.
- Artifact or work product documenting the investigation of a topic or issue, including the collection of evidence, as well as the supporting arguments of a final position as they relate to sector, industry, or civic-specific skills.
- Artifact or work product demonstrating mastery of oral communication skills as they relate to sector, industry, or civic-specific skills.

**Discipline-
Specific
Example:
Aviation**

•A certified flight instructor must receive instruction and complete an exam in the fundamentals of instruction, which includes the learning process, elements of effective teaching, student evaluation and testing, course development, lesson planning, and classroom training techniques.

Reference: Federal Aviation Regulation (FAR) 61.185(2) The aeronautical knowledge areas for a recreational, private, and commercial pilot certificate applicable to the aircraft industry for which flight instructor privileges are sought

Examples of Evidence Establishing Competency to General Education Area D.2.

Discipline-
Specific
Example:
**Automotive
Technology**

- A certified auto technician must demonstrate the ability to decipher information from the customer in either oral or written form regarding their vehicle complaint and use of the information to diagnose the vehicle problem causing the customer's concern and communication of findings either orally or in written form to the service advisor or customer.
- For a licensed automotive technician, every aspect of a job revolves around analytic thinking skills. Analytic thinking skills are used to confirm a customer's concern, perform root-cause diagnostic procedures, and verify the repair.
- A licensed automotive technician must use mathematical skills to manage and calculate ratios, measurements, comparisons, and specifications related to investigation of problems, development of appropriate repair solutions, and performance of repair. A licensed automotive technician may also apply mathematical skills and reasoning to machine parts and tools, to exacting specifications.

Discipline-
Specific
Example:
**Barber,
Cosmetology**

- A licensed barber, cosmetologist, or esthetician must utilize mathematical skills and reasoning to calculate proper product ratios or quantities for application on customers.
-

Eminence

Eminence is a designation and a process to recruit highly-qualified industry professionals for our classrooms. Eminence is a recognized status of a well-qualified industry professional who has achieved recognized superiority in the industry or discipline content. Eminence can be defined by professional achievements that demonstrate the person is a leader and commonly recognized in his or her industry in ways analogous to codified academic accomplishment. While eminence should not be the sole criteria used for granting equivalency, it is an important tool in recruiting industry experts to the classroom. Generally, candidates who qualify for eminence will have additional supporting artifacts/evidence to meet additional equivalency standards.

The purpose of defining eminence is to identify ways to bring industry experts into our career technical education classrooms. The examples listed below further define the relevance related to their fields of study. Eminence does not look directly at academic preparation.

Eminence-supporting documentation may include:

- Distinguished employment or performance records in the specific field of endeavor.
- Evidence of leadership in state or national professional organizations that are discipline-specific.
- Authored publications, in their entirety, in industry-specific professional journals.
- Demonstration of a command of the discipline.
- Awards or honors from nationally recognized industry bodies for contributions to his or her field of endeavor.
- Statements or letters from leaders in discipline-specific industry (beyond those with whom he or she currently works) whose evaluations would support eminence.
- Input from full-time discipline-specific faculty to verify claims, awards, certifications, and statements from those claiming eminence.

For self-employed applicants, “conclusive evidence of full-time work experience” entails providing credible documentation from outside parties and would include such items as tax records, business license, or other governmental/licensing-board evidence.

It is critical that local equivalency committees establish clear criteria and collect the required documentation that justifies candidates who are determined qualified by eminence so as to meet college accreditation standards relative to hiring qualified faculty.

Information and Checklist for Potential Equivalency Applicants

Introduction

Are you an industry expert who would like to give back by teaching in a community college classroom? Do you have at least six years of experience working in business or industry but lack a college degree or significant college credit? Industry experts like you are a valuable asset to our students, and we want to help you document your skills to pre-qualify you for the faculty applicant pool.

As an applicant for a community college faculty position, you may have several questions regarding the application process. The primary purpose of this checklist is to assist those applicants who do not possess the traditional minimum academic qualifications listed in the job posting but may be able to use the equivalency procedures to meet the minimum requirements to be part of the hiring pool.

What is Equivalency?

Equivalency is an alternative way to show your skills and abilities to demonstrate your readiness to teach in a college discipline and program, even if you not have the degree necessary to meet traditional minimum qualifications. In order to be considered for hiring you must submit artifacts/evidence/documentation showing you possess the equivalent to the minimum qualifications for the job. It is the responsibility of each applicant to review the college or district's equivalency policy and procedures to ensure compliance and completeness of the equivalency application. Should questions arise regarding the equivalency application steps, please contact the college or district's Human Resources division or the department that has the job opening.

What is Equivalency?

- ✓ Review the job posting for information and details regarding equivalency procedures.
- ✓ Obtain and review the college or district's equivalency policy and procedures.
- ✓ Review general education equivalency examples and determine discipline-specific examples for each general education area. The CTE Faculty Minimum Qualifications

Toolkit has a general education equivalency matrix showing examples of how to meet the minimum qualifications through non-traditional methods.

- ✓Contact the faculty or area dean of the department for which the job is posted for more details and help in completing the equivalency documentation.
- ✓Contact the Human Resources office at the college or district for assistance navigating the equivalency process.
- ✓Collect and organize relevant artifacts/evidence demonstrating your competency/skill associated with each general education area requirement.
- ✓Collect and organize relevant artifacts/evidence associated with industry credentials and/or industry work products.
- ✓Complete all equivalency forms required by the local college or district's equivalency policy.
- ✓Make a copy of your documentation and submit all relevant artifacts/evidence in approved formats.
- ✓Follow up with Human Resources or the department receiving the equivalency application to ensure the application was received.

Sample Equivalency Statement for Job Postings

Equivalency Statement Sample #1

(Name of District), in its desire to select outstanding faculty members from the largest possible pool of qualified applicants, recognizes the fact that candidates may attain expertise in a discipline through a variety of means. Certain combinations of education, experience and other accomplishments in the field may be judged by the district as equal to the stated minimum qualifications for this position. Candidates who feel they possess such equivalent qualifications are encouraged to apply and provide appropriate documentation of their qualifications. For further details regarding equivalency criteria, please download the Equivalency Application Statement Form available on the college district website.

Equivalency Statement Sample #2

Candidates applying for classified, faculty and/or academic administrator positions who do not meet the minimum qualifications as stated in the job posting may still apply for the position by filing for equivalency with the employment application. Applying on the basis of equivalency is an option when an applicant feels he or she has a combination of education and/or experience that would be equivalent to the stated minimum qualifications. Equivalency candidates must complete and attach an equivalency application, along with supporting documentation, to their online employment application.

Apprenticeship Minimum Qualifications for Apprenticeship Instructors

In May 2018, the Board of Governors approved a Title 5 change revising the minimum qualifications for apprenticeship instructors (Section 53413 of article 2 of subchapter 4 of chapter 4 of division 6 of title 5 of the California Code of Regulations). The goal and the result of this change was to expand the pool of industry experts to teach in apprenticeship classrooms.

In the past, the minimum qualifications required a community college apprenticeship instructor to have 18 units of general education courses. The new regulations allow for credits earned within an apprenticeship program to count toward meeting the new minimum qualifications. In practice, this means anyone who completes a credit-based registered apprenticeship program (and nearly all community college apprenticeship programs are credit based) and has six years of work experience can qualify to teach.

These changes will enable colleges to develop a wider hiring pool and will create an urgency process for colleges to utilize when severe instructor shortages threaten the ability of a college to offer an apprenticeship course. The changes ensure a broader range of diverse, qualified persons for consideration as apprenticeship instructors and will allow colleges to meet industry needs in career education areas covered by apprenticeship programs.

By increasing apprenticeship program participation and completion, the California Community Colleges is increasing opportunity for students in their chosen fields. California has a long-standing commitment to supporting the apprenticeship training model, and it leads the nation in promoting and funding apprenticeship and pre-apprenticeship initiatives. A particular focus in recent years has been the development of new and innovative programs. At the same time, apprenticeships in the building and construction trades and fire service remain the backbone of the California Community Colleges apprenticeship system, in close collaboration with the Department of Industrial Relations, Division of Apprenticeship Standards and the California Apprenticeship Council.

The California Community Colleges Chancellor's Office has engaged in structural policy changes to better position California community colleges to support the expansion of apprenticeship training programs. This also included changing statutes to allow for colleges to be reimbursed

at the full-time equivalent (FTE) credit course rate instead of the related and supplemental (RSI) rate that was equivalent to the non-credit rate.

In summary the Title 5 changes for minimum qualifications for apprenticeship instructors included:

- “In addition to apprenticeship credits” is eliminated from regulation, allowing credits earned in an apprenticeship program to count toward meeting the faculty minimum qualifications.
- A section on an urgency condition is added.
- 18 semester units is changed to 12 semester units.
- “Community college faculty” member is changed to apprenticeship instructor.

Credit for Prior Learning

Most industry experts seeking to teach in the California Community Colleges system have extensive work and community experience that may translate into credits. Many people who enter California community colleges have skills and knowledge gained outside of college classrooms. They hold industry certifications, are graduates of public service academies, and were trained for military service occupations, for example. Credit for prior learning (CPL) is credit awarded for college-level skills and knowledge gained outside of a college classroom. It is a strategy to grant credit for what people already know. Research suggests that CPL can benefit students and colleges, as it helps colleges increase completion and reduce achievement gaps.

What Does CPL Look Like in the California Community Colleges?

Two policies in the California Code of Regulations guide the award of CPL: Credit by Examination (Title 5, Section 55050) and AP exam credit (Title 5, Section 55052). Through credit by exam, students can request to take a written exam to earn credit for a course when they think they already know the content. Data limitations keep us from examining the breadth of CPL practices or the impact of credit on students' success, though evidence suggests practices are not widely understood or utilized.

Legislative Mandates

In 2018, two laws indicated the Legislature's ongoing interest in CPL. One (Senate Bill 1071) requires the system to implement a consistent policy to award credit for veteran and military students using their joint services transcripts. This law, while a welcome catalyst for CPL in the system, would impact a limited population. In fall 2017, about 33,000 veterans and active-duty military (any age) were enrolled in a California community college. A second law (Assembly Bill 1786) requires an initiative to expand the use of course credit at the California Community Colleges for students with prior learning, with a report due to the Legislature in January 2020.

CPL Initiative Launched in 2018

As demonstrated in approximately 24 other states' higher education systems and affirmed in research, expanding CPL policy and practice can increase the impact of CPL on student success while ensuring quality, integrity, and equity in the award of credit.

Title 5 Changes

Among other state-level actions, the initiative is catalyzing changes to Title 5 Section 55050 to achieve the following goals:

- Create one umbrella policy for credit for prior learning that expands types of prior-learning assessments available to students beyond credit by exam.
- Create a consistent process to automatically refer eligible students to faculty for prior-learning assessment, placing more burden on institutions than students, and creating more equity in process and opportunity.
- Require CPL first for general education or program courses and for electives as a last resort, as necessary to support the student's goals.
- Require that policies and procedures be accessible to all stakeholders.
- Give students an opportunity to accept or deny credit awards, which helps them protect their financial aid or GI Bill benefits.
- Condense all district policies related to credit for prior learning into one comprehensive policy to simplify CPL for all stakeholders.

Career Technical Education Faculty Internship for Industry Experts

A faculty internship program provides an opportunity for CTE industry experts to find out if teaching is right for them and for colleges to determine if the industry expert is right for the college. A faculty internship program addresses concerns voiced by the colleges and their industry partners that the best-qualified industry experts are too often unable to meet the current minimum qualifications to teach in college classrooms. Faculty internships are one more option that, when implemented correctly, can allow industry experts to become CTE faculty interns to gain access to the classroom.

Currently, several colleges have internship, mentor, or master teacher programs. Most colleges use their current internship programs to increase faculty diversity. A recent survey of chief instructional officers indicated that 60% of respondent colleges (32) operate some type of internship program, primarily for general education faculty. The CTE Faculty Minimum Qualifications Work Group believes CTE programs and their industry experts could benefit by using a faculty internship model to get industry experts into classrooms.

Title 5 § 53501 states industry expertise is a desired classroom qualification “(b) To enhance the recruitment of qualified persons pursuing an Associate’s Degree into faculty positions in community colleges in California, particularly for disciplines for which current industry experience is important and disciplines for which recruitment is difficult and in which a shortage of faculty is anticipated. In order to accomplish these purposes, the internship program shall serve to introduce industry practitioners to the community college environment and student populations while encouraging them to complete their Associate’s Degrees.”

Colleges can hire a faculty intern who is an industry professional with credentials in the form of a current license and/or certificate in their field of work and years of experience in the profession. Unpaid experience may be counted as industry experience if it entailed responsibilities substantially similar to those of relevant paid positions in the field. The CTE faculty intern process could be used to immediately get an industry expert teaching as an intern while completing his or her equivalency process, or as he or she works toward an associate degree. An internship model could be adopted at individual colleges or where colleges in a region agree to a common internship model. Regions also could organize an internship committee to serve all colleges in the region.

The Strong Workforce Taskforce included several recommendations that spoke directly to the issues related to master teacher/internship/mentoring/preceptor processes for CTE faculty.

These recommendations reflect the concerns by the colleges and our industry partners that the best-qualified industry experts are too often unable to meet the current minimum qualifications to teach in college classrooms. Faculty internships are an added option that when implemented can allow qualified CTE faculty interns to gain access to the classroom.

Our California Community Colleges system benefits when we “grow our own.” We should encourage our college graduates to return to teach after they have gone on to further their academic education or vocational trade. This is especially important for disciplines where there is, and will continue to be, a teacher shortage. Students who have passed through our college system can transfer their personal knowledge of how a community college experience can help a new student of any age or diverse background. In particular, instructors who have community college certificates and/or degrees, plus on-the-job experience, can pass along to students their own personal educational and real-world experience as someone who has “been there,” and has succeeded educationally and professionally due to their educational journey at one of our community colleges.

The faculty internship program is open to professionals in career technical fields who are within one year of the minimum educational requirements or the required years of experience in the field.

California has a great need for a skilled workforce. Marketing our California community colleges faculty internship program to trained industry experts can offer a new career to industry professionals who are excellent at their trade and want to further their education. At the same time, we open up real-life learning experiences for our students.

A faculty internship program can offer industry professionals the training to be a good professor and allow them to feel comfortable in the campus environment. In many cases, industry professionals make more money in their chosen field than they can make as an instructor, so a faculty internship is a good way to get their feet wet. The internship introduces them to transferring their skill to a student base and connects them to the world of education, in addition to their industry.

The California community college student population is very diverse. It is a goal of the system to have faculty reflect the student population. A faculty internship program can enable a community college district to engage in inclusive efforts to identify faculty from diverse groups of workers currently employed as industry experts. Not everyone has an innate ability to transfer knowledge and handle the dynamics of a diverse group of students. A faculty internship program can assist industry experts in learning to teach.

In the category of industry and technical professionals, the “within one year” may be applied to course work to complete either the minimum bachelor -level or associate-level degrees. For example, a person may have either one year toward the associate degree and six years of experience, or the associate degree and five years’ experience. If a bachelor’s degree is required,

in order to be considered for a faculty internship, the person would have the bachelor's and two years of experience, or have the two years' experience and be within one year of completing the bachelor's degree.

There is a difference between “faculty intern” and “intern.” A “faculty internship” instructor is not someone who will learn to teach by osmosis, by simply sitting in the classroom with a seasoned instructor while listening, watching and assisting with paperwork. A “faculty intern” must have independent instructional responsibility as the teacher, including full supervision of the students in the classroom, during his or her faculty internship. The faculty intern is hired as a temporary faculty under the California Education Code, 87482.5. For purposes of instruction, they meet the minimum qualifications and are considered the faculty member of record.

Guidelines for Minimum Qualifications for Participants in a Faculty Internship Program

It is important to note that a “faculty intern” is employed as a temporary faculty member, doesn't accrue seniority, and is employed under the Education Code 87482.5., which means a faculty intern is not allowed to work more than 67% of the hours per week considered to be full time. Also, Title 5 § 53502 outlines how faculty interns must be working toward meeting the minimum qualifications required to teach in their discipline; and there is a two-year limit for working as a faculty intern. Nevertheless, in those two years, the faculty internship program can take someone who has expert industry knowledge and move that person to an instructor status as one who can convey that knowledge.

Qualified master-degree applicants can be hired as a “faculty intern” if they have completed one-half of their course work toward their master's degree and must have a master's degree in the area in which they are hired to teach. The faculty internship program also allows an employed faculty who has already satisfied the Title 5 minimum qualifications but lacks teaching experience to be included in the program.

The faculty intern must be under the direct mentorship of a qualified faculty member to teach in the discipline assigned to the faculty intern. A mentor is someone who teaches or gives help and advice to a less-experienced person. The faculty mentor must be allowed the time to provide substantial direct in-class supervision and evaluation of interns' teaching capabilities. The faculty mentor cannot teach another class or have any other assigned duties during the time the faculty intern is teaching a class. The faculty mentor is not required to be present at each class session or during the entire class session when they do observe the faculty intern. The faculty mentor should establish a regular process of contact with the faculty intern to answer questions and provide guidance.

Career Technical Education Instructor

Given the grave shortage of skilled workers, resulting in a shortage of career technical education teachers, California Community Colleges is encouraging our colleges to open up their equivalency process to include a greater number of candidates in the hiring pool for CTE instructors. A college can, however, currently open their application process to CTE applicants who do not yet have required minimum qualifications to teach in a discipline. CTE applicants can use the requirements listed under Title 5 § 53502, which allows a college to accept applications for faculty internship instructor from CTE professionals.

For disciplines not requiring a master's degree, the applicant can meet the Title 5 § 53502 requirements if he or she is within one year of completing the associate degree and has six years industry experience in the discipline, or has completed the associate degree and has five years of industry experience in that discipline. This allows the school to hire a CTE professional as a faculty intern who has credentials in the form of a current license and/or certificate in his or her field of work, and years of experience in the profession. Once hired as a faculty intern, he or she can work on completing postsecondary education while actually teaching their trade. In fact, even applicants with a master's degree would need to have years of professional experience to teach a CTE discipline in the area for which they were hired.

Where years of professional or occupational experience are referred to in this subchapter, the requirement is for the stated number of years of full-time experience or the equivalent in part-time experience. Unpaid experience may be counted if it entailed responsibilities substantially similar to those of relevant paid positions in the field. Applicants bear the responsibility for verifying all experience by documentation satisfactory to the districts.

As used in this subchapter, "professional experience" includes teaching experience. "Occupational experience" does not include teaching experience.

As used in this section, "year" means that period of time in which that occupation is accepted by contract or general agreement as a regular work year for that occupation on a full-time basis.

Title 5 also speaks to the possibility of hiring a student who is in a bachelor-degree program and has only one year of course credits to complete, if they also have two years of professional experience in the subject matter for which they are applying to instruct, and have a license or certificate in their trade.

Summary of a Faculty Internship Program

Faculty internship instructors are employed as temporary faculty, not allowed to work more than 67% of hours per week considered full time, and shall not be considered a contract employee (EDC § 87482.5).

The faculty intern program has a term limit of two years.

Participants - Minimum Qualifications

Faculty interns for CTE field disciplines (master's degree not expected) must have a current license or certificate in the discipline they are teaching, while being enrolled in a degree program. Professional experience directly related to the discipline is required, and the faculty intern must be within one year of completing the degree needed to meet the regular faculty minimum qualifications.

Faculty interns can be part of current faculty who met minimum qualifications but who lack teaching experience. Access the database from the Office of Postsecondary Education for Accredited Postsecondary Institutions and Programs at <https://ope.ed.gov/accreditation/Search.aspx>.

Guidelines for General Authority of a Faculty Internship Program

Title 5, § 53500 allows for a California community college to establish a faculty internship program to include three types of individuals:

- Applicants who are now in a graduate-degree program, and/or
- Career technical professionals within a year of meeting minimum qualifications, and
- People who meet the minimum qualifications but who do not have any teaching experience

California Education Code and Code of Regulations (Title 5) Citations related to Minimum Qualifications for CTE Faculty

There are multiple Education Code and Title 5 regulations related to Minimum Qualifications for CTE faculty. If your district is seeking to expand the pool of industry experts, it is important to understand and know the Education Code, Code of Regulations (Title 5) and the Minimum Qualifications Handbook. Below are specific excerpts of the relevant sections of the rules, regulations, and laws for your review and reference.

When charged with determining faculty minimum qualifications, equivalency committee members and other stakeholders can refer to the Minimum Qualifications for Faculty and College Administrators in California Community Colleges. The 2018 Handbook can be found at https://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2019/CCCCO_Report_Min_Qualifications-ADA-Final.pdf

California Education Code Sections on Faculty Minimum Qualifications and Internships

§87356 Minimum Qualifications and Hiring Criteria

(a) The board of governors shall adopt regulations to establish and maintain the minimum qualifications for service as a faculty member teaching credit instruction, a faculty member teaching noncredit instruction, a librarian, a counselor, an educational administrator, an extended opportunity programs and services worker, a disabled students programs and services worker, an apprenticeship instructor, and a supervisor of health.

§87357 Minimum Qualifications and Hiring Criteria

In establishing and maintaining minimum qualifications pursuant to Section 87356, the board of governors shall do all of the following:

(1) With regard to minimum qualifications for faculty, the board of governors shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate. With regard to minimum qualifications for educational administrators, the board of governors shall consult with, and rely primarily on the advice and judgment of, an appropriate statewide organization of administrators. With regard to minimum qualifications for apprenticeship instructors, the board of governors shall consult with, and rely primarily on the advice and judgment of, appropriate apprenticeship teaching faculty and labor organization representatives. In each case, the board of governors shall provide a reasonable opportunity for comment by other statewide representative groups.

§87359 Qualifications and Equivalencies

(a) No one may be hired to serve as a community college faculty member or educational administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board of governors adopted pursuant to Section 87356. The criteria used by the governing board in making the determination shall be reflected in the governing board's action employing the individual.

(b) The process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty members, shall be developed and agreed upon jointly by representatives of the governing board and the Academic Senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors.

§87487 Employment General Provisions

(a) The governing board of any community college district may establish a faculty internship program pursuant to regulations adopted by the board of governors and may employ, as faculty interns within the program, graduate students enrolled in the California State University, the University of California, or any other accredited institution of higher education, or, in vocational and technical fields where a master s degree is not generally expected or available, persons who are within one year of meeting the regular faculty minimum qualifications. Persons who meet the regular faculty minimum qualifications, but who lack teaching experience, may also be included in internship programs authorized by this section to the extent authorized by the board of governors.

(b) A student employed as a faculty intern shall be employed as a temporary faculty member under Section 87482.5 and shall meet the minimum qualifications for faculty interns set by the board of governors. The board of governors shall adopt regulations to implement faculty intern programs, including requirements for mentoring of each intern.

(Amended by Stats. 1995, Ch. 758, Sec. 155. Effective January 1, 1996.)

§87604 Employment General Provisions

(a) The governing board of any community college district may The governing board of a community college district shall employ each academic employee as a contract employee, regular employee, or temporary employee.

§87536 Minimum Qualifications and Hiring Criteria

Faculty members and specified employees; regulation adoption; state-mandated local program(a) The board of governors shall adopt regulations to establish and maintain the minimum qualifications for service as a faculty member teaching credit instruction, a faculty member teaching noncredit instruction, a librarian, a counselor, an educational administrator, an extended opportunity programs and services worker, a disabled students programs and services worker, an apprenticeship instructor and a supervisor of health.

Title 5 Regulations on Faculty Minimum Qualifications and Internship

§53413 Minimum Qualifications for Apprenticeship Instructors (new language)

(a) The minimum qualifications for service as an apprenticeship instructor teaching community college credit apprenticeship courses that are part of an apprenticeship program approved by the Division of Apprenticeship Standards shall be satisfied by meeting one of the following requirements:

(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or

(2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate in the subject matter area to be taught, and completion of at least twelve (12) semester units of apprenticeship or college level course work. The twelve (12) semester unit requirement may be satisfied concurrently during the first two years of employment as an apprenticeship instructor.

(3) Six years of occupational experience in the subject matter to be taught, and a minimum of ten years of experience as an apprenticeship instructor for the California Department of Industrial Relations Division of Apprenticeship Standards.

(4) The board of trustees of a community college district, in consultation with their local academic senate and the California Department of Industrial Relations, Division of Apprenticeship Standards, may adopt policies to authorize a person to serve as an apprenticeship instructor to teach apprenticeship courses in an urgency condition.

(A) For purposes of this subdivision, urgency condition means a shortage of qualified instructors that would prevent offering classes to students in accordance with the approved education plan for the apprenticeship program adopted by the California Department of Industrial Relations, Division of Apprenticeship Standards.

(B) Each instructor hired under an urgency condition must meet the educational requirements of either subdivision (a)(1) or (a)(2) above within two years, provided that the instructor possesses:

(i) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate in the subject matter area to be taught: or

(ii) Four years of occupational experience in the subject matter to be taught, and is within one year of completing an associate's degree.

(C) Until the educational requirements are completed, each instructor approved under the

provisions of this section shall be employed as a temporary instructor.

(b) The minimum qualifications for service as an apprenticeship instructor teaching community college noncredit apprenticeship courses that are part of an apprenticeship program approved by the Division of Apprenticeship Standards shall be either of the following:

(1) The minimum qualifications for credit apprenticeship instruction as set forth in this section, or

(2) A high school diploma; and six years of occupational experience in the occupation to be taught, including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor.

§53430 Qualifications and Equivalencies

a. No one may be hired to serve as a community college faculty or educational administrator unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in this Article or elsewhere in this Division. The criteria used by the governing board in making the determination shall be reflected in the governing board's action employing the individual.

b. The process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty, shall be developed and agreed upon jointly by representatives of the governing board and the Academic Senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual faculty employed under the authority granted by this Section possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in this Division.

§53500 Faculty Internship Program General Authority

The governing board of any community college district may establish a faculty internship program pursuant to the provisions of this Subchapter and Section 87487 of the Education Code. In accordance therewith, governing boards may employ, as faculty interns within the program, graduate students enrolled in the California State University, the University of California, or any other accredited institution of higher education subject to Chapter 3 (commencing with Section 94300) of Part 59 of the Education Code or in vocational and technical fields where a master's degree is not generally expected or available, persons who are within one year of meeting the regular faculty minimum qualifications.

Persons who meet the regular faculty minimum qualifications but who lack teaching experience may also be included in internship programs authorized by this Section to the extent authorized by the local governing board. A student employed as a faculty intern shall be employed as a temporary faculty member under Section 87482.5 of the Education Code, and shall meet the minimum qualifications specified in Section 53502.

For purposes of this Subchapter, the term “faculty intern” does not include any person, no matter how designated, who only assists in a class taught by a regularly qualified faculty member, and who has no independent responsibility for instruction or supervision of students. Such a person may be termed an “intern,” and may serve as a volunteer or receive a stipend according to policies established by the district.

§53501 Faculty Internship Programs Purposes

The purposes of the faculty internship program shall include, but not be limited to, the following:

- (a) To enhance the recruitment of qualified persons pursuing the master’s or doctoral degrees, or both, into faculty positions in community colleges in California, particularly for disciplines for which recruitment is difficult and for disciplines in which a shortage of qualified faculty is anticipated. In order to accomplish this purpose, the internship program shall serve to introduce graduate students, before they approach the end of their graduate studies, to the community college environment and student population.
- (b) To enhance the recruitment of qualified persons pursuing an Associate’s Degree into faculty positions in community colleges in California, particularly for disciplines for which current industry experience is important and disciplines for which recruitment is difficult and in which a shortage of faculty is anticipated. In order to accomplish these purposes, the internship program shall serve to introduce industry practitioners to the community college environment and student populations while encouraging them to complete their Associate’s Degrees.
- (c) To enhance community college efforts toward building a diverse faculty. In order to accomplish this purpose, the internship program shall place special emphasis on promoting inclusive efforts to locate and attract qualified graduate students who are members of monitored groups as defined in section 53001(h).

§53502 Faculty Internship Programs Minimum Qualifications

A student employed as a faculty intern shall meet the following minimum qualifications:

- (a) For those disciplines in which a master’s degree is required, faculty interns shall be enrolled in a master’s or doctoral program at the University of California, the California State University,

or any other accredited institution of higher education subject to Chapter 3 (commencing with Section 94300) of Part 59 of the Education Code, and shall have completed at least one-half of the coursework, or the equivalent, in that graduate program.

(b) For those disciplines for which a master's degree is not expected or required, the faculty intern shall possess any license or certificate required to do that work and

(1) be within one year of completing the Associate's Degree and have six years industry experience in the discipline, or

(2) have completed the Associate's Degree and have completed five years of industry experience in that discipline or

(c) Faculty interns shall only be assigned to teach or to serve in a discipline in which they would be legally qualified to teach or render service upon completion of their graduate, studies or Associate's Degree and six years of industry experience in that discipline. A faculty intern shall be limited to two years of participation in the program.

(d) Each faculty intern shall serve under the direct supervision of a mentor who is legally qualified to teach the course or render the service that the faculty intern is providing. The district governing board shall ensure that faculty mentors provide substantial direct in-class supervision and evaluation of interns' teaching capabilities. The mentor shall have no other assigned duties during the time that the faculty intern is teaching or rendering service. The mentor is responsible for providing direct monitoring and systematic contact with the faculty intern.

Thank You!

CTE Minimum Qualifications Work Group Current Committee Members

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