



Academic Senate of El Camino College 2017-18

December 12, 2017

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254

Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	Kristie Daniel-DiGregorio	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Pete Marcoux	VP Instructional Effectiveness	Russell Serr
VP Compton College	Paul Flor	Curriculum Chair	Janet Young
VP Educational Policies	Chris Gold	Secretary	Traci Granger
VP Faculty Development	Stacey Allen	Parliamentarian	Pete Marcoux

Adjunct (One-year terms)

Josh Casper (BSS)	17/18
Karl Striepe (BSS)	17/18

Fine Arts

Ali Ahmadpour	18/19
Daniel Berney	17/18
Diana Crossman	18/19
Russell McMillin	18/19

Mathematical Sciences

Dominic Fanelli	19/20
Lars Kjeseth	19/20
Matthew Mata*	17/18
Catherine Schult-Roman	18/19
Oscar Villareal	19/20

Behavioral & Social Sciences

Stacey Allen	19/20
Kristie Daniel-DiGregorio	17/18
Chris Gold	19/20
Renee Galbavy	17/18
Michael Wynne*	17/18

Health Sciences & Athletics/Nursing

Andy Al Villar*	19/20
Traci Granger	19/20
Yuko Kawasaki	18/19
Colleen McFaul	17/18
Russell Serr	17/18

Natural Sciences

Darcie Descalzo	19/20
Sara Di Fiori*	18/19
Troy Moore	18/19
Shanna Potter	19/20
Anne Valle	18/19

Business

Kurt Hull	18/19
Phillip Lau*	18/19
Josh Troesh	18/19

Humanities

Rose Ann Cerofeci	18/19
A. Gallagher/S. Donnell	18/19
Pete Marcoux*	18/19
Christina Nagao	18/19
A. Sharp/K. McLaughlin	18/19

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Compton College

Paul Flor	17/18
Chris Halligan	17/18

Associated Students Organization

Bryant Odega

Counseling

Seranda Bray	17/18
Anna Brochet*	18/19
Rocio Diaz	19/20

Industry & Technology

Ross Durand*/Bob Diaz	18/19
Dylan Meek	18/19
Renee Newell	18/19
Jack Selph	18/19
Charlene Brewer-Smith	18/19

President/ Superintendent

Dena Maloney

Division Personnel

Gloria Miranda

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

Library Learning Resources

Analu Josephides	18/19
Mary McMillan	18/19
C. Striepe*/G. Medina	18/19

Institutional Research

Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 17/18 = 2017/2018.

*Denotes senator from the division who has served on Senate the longest (i.e., the "senior senator").

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following “10+1” areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.”

The Academic Senate is committed to supporting the college’s Mission and Strategic Plan, including Strategic Initiative C – COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult [ECC Academic Senate Handbook](#) or [Local Senates Handbook](#).

ECC ACADEMIC SENATE MEETINGS:

1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).

FALL 2017: September 5 & 19, October 3 & 17, November 7 & 21, December 5 & 12 (tentative).

SPRING 2018: February 20, March 6 & 20, April 3 & 17, May 1 & 15, June 5 (tentative).

COMPTON COLLEGE FACULTY COUNCIL MEETINGS:

1st and 3rd Thursdays 1-2 p.m., Compton College Board Room.

SENATE COMMITTEES:

Academic Technology. Chairs: Pete Marcoux & Virginia Rapp. Meetings arranged as needed.

Assessment of Learning. Chairs: Russell Serr & Jenny Simon. Fall: 2nd Mondays & 11/27, 2:30-4, Communications 109.

Academic Program Review. Chairs: Russell Serr & Linda Clowers. Thursdays & 11/30 (Fall only), 12:30-2, Library 202.

College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166/Library 202.

Distance Education Advisory Committee. Chair: Chris Gold. 4th Thursdays, 1-2, DE 166.

Educational Policies. Chair: Chris Gold. 2nd & 4th Tuesdays, 1-2,

Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:

Accreditation. Chair: Jean Shankweiler & Ross Miyashiro. Senate Reps: Claudia Striepe, Kevin Degnan. Meetings as needed.

Board of Trustees. Chair: Kenneth Brown. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, East Dining Room/Alondra.

Calendar. Chair: Jean Shankweiler. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.

College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Library 202.

College Technology Committee. Chairs: Art Leible & Virginia Rapp. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.

Council of Deans. Chair: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2nd & 4th Thurs., 8:30-10, TBA.

Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.

Facilities Steering Committee. Chair: Brian Fahnstock. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.

Guided Pathways. Chairs: Cesar Jimenez/Chris Wells. Senate Reps: J. Suarez, J. Wolfgram 1st & 3rd Wed, 2-3 DE 166.

Planning & Budgeting (PBC). Chair: Rory Natividad. Senate reps: Josh Troesh & vacant, 1st & 3rd Thurs, 1-2, Library 202.

Process Improvement. Chair: Ross Miyashiro. Senate rep: K. Daniel-DiGregorio.

Student Success Advisory. Chair: Idania Reyes & Cesar Jimenez. Faculty reps: Cynthia Mosqueda, Janice Pon-Ishikawa, 2nd Thurs. 1-2, COM 109.

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

El Camino College Academic Senate 2017-2018 Goals

The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).

1. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)

Measures:

- Provide leadership for the college on issues related to Senate purview,
- Arrange faculty representation on campus committees and periodic updates,
- Recruit and elect executive and committee chairs according to Senate by-laws,
- Ensure divisions have required number of senators and that elections are held accordingly,
- Review and complete revision of Faculty Handbook,
- In collaboration with the ECC Federation of Teachers, review and revise flex credit matrix and policies; bring to Senate for approval,
- In collaboration with Academic Affairs and ECC Federation of Teachers, review and revise surveys and reporting forms for faculty evaluation; bring to Senate for approval,
- Update Minimum Qualifications and develop a consistent, fair equivalency process,
- Maintain communication and effective collaboration with ECC Federation of Teachers.

2. Strengthen faculty involvement in the activities of the Academic Senate

Measures:

- Arrange a Senate orientation at the start of the academic year,
- Provide regular, ongoing communication with all faculty,
- Encourage greater participation of senators in meetings and other activities of Senate,
- Continue initiatives to recognize faculty who achieve tenure and seek opportunities to recognize adjunct colleagues with extended service to the college.

3. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Measures:

- Support Compton Center's efforts to re-establish independent accreditation through regular Senate/Faculty Council communication and collaboration with faculty leaders,
- Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion,
- Support Enrollment Management initiatives through ongoing communication and faculty involvement.

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEP	Student Equity Program
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Irene Graff and the Institutional Research and Planning department for sharing their compilation of acronyms from the spring 2016 Planning Summit.



Agenda & Table of Contents: Tuesday December 12, 2017 in Distance Education Room 166

Agenda Item	Page Numbers
A. Call to Order	
B. Approval of Minutes	6-12
C. Officer Reports	
a. President – Kristie Daniel-DiGregorio	13
b. VP Compton College – Paul Flor	
c. Chair, Curriculum – Janet Young	
d. VP Educational Policies – Chris Gold	
e. VP Faculty Development – Stacey Allen	
f. VP Finance – Josh Troesh	14-15
g. VP Academic Technology – Pete Marcoux	
h. VP Instructional Effectiveness/ALC & SLOs Update – Russell Serr	
D. Special Committee Reports	
a. ECC VP of Academic Affairs – Jean Shankweiler	
b. ECC VP of Student Services – Ross Miyashiro	
c. Distance Education Advisory Committee	
E. Unfinished Business:	
a. El Camino College Local Minimum Qualifications: 2 nd Reading – C. Gold	16-26
b. AP 7211 Faculty Service Areas, Minimum Qualifications & Equivalencies: 2 nd Reading – C. Gold	27-53
F. New Business:	
None.	
G. Information Items – Discussion	
a. First Generation Conference – Seranda Bray & Stacey Allen	
b. Multiple Measures Assessment and Placement & AB 705 – Lars Kjeseth & Scott Kushigemachi	
H. Future Agenda Items:	
a. Ed Policies: AP 7160 Professional Development; AP 5500 Standards of Student Conduct.	
b. Guided Pathways	
c. Legislative Updates	
d. South Bay Promise Program	
I. Public Comment	
J. Adjourn	

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting: <http://www.elcamino.edu/academics/academicssenate/agenda.asp>. Hard copies of agendas are posted in the Communications Building.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, kdaniel@elcamino.edu, (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

ACADEMIC SENATE ATTENDANCE

Adjunct (1 Year)

- Josh Casper
- Karl Striepe

Behavioral & Social Sciences

- Stacey Allen
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Christina Gold
- Michael Wynne

Business

- Kurt Hull
- Phillip Lau
- Josh Troesh

Counseling

- Seranda Bray
- Anna Brochet
- Rocio Diaz

Fine Arts

- Ali Ahmadpour
- Daniel Berney
- Diana Crossman
- Russell McMillin
- Chris Wells

Health Sciences & Athletics

- Andrew Alvillar
- Traci Granger
- Yuko Kawasaki
- Colleen McFaul
- Russell Serr

Humanities

- Rose Ann Cerofeci
- Sean Donnell
- Pete Marcoux
- Kate McLaughlin
- Christina Nagao

Industry & Technology

- Bob Diaz
- Dylan Meek
- Renee Newell
- Jack Selph
- Charlene Brewer-Smith

Excused: R. McMillin, K. McLaughlin,
S. Di Fiori, B. Odega, P. Flor, C. Halligan

Library Learning Resources

- Analu Josephides
- Mary McMillan
- Claudia Striepe
- Gary Medina

Mathematical Sciences

- Dominic Fanelli
- Lars Kjeseth
- Matthew Mata
- Catherine Schult-Roman
- Oscar Villareal

Natural Sciences

- Sara Di Fiori
- Troy Moore
- Shanna Potter
- Ryan Turner
- Ann Valle

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
- Ross Miyashiro
- Jean Shankweiler

Assoc. Students Org.

- Bryant Odega

Compton College

- Paul Flor
- Chris Halligan

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Dean's Reps.; Guests/Other Officers:

- Carolyn Pineda
- Irene Graff
- Sarah Leinen

ACADEMIC SENATE MINUTES

December 5, 2017

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

A. CALL TO ORDER

Senate President Kristie Daniel-DiGregorio called the seventh Academic Senate meeting of the fall 2017 semester to order on December 5, 2017 at 12:32 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-12 of the packet for minutes from the November 21, 2017 meeting. P. Marcoux moved, S. Bray seconded, and there was unanimous approval of minutes.

KDD: We are pleased to welcome Berkeley Price, the Dean of Fine Arts, as our division personnel for today's meeting. B. Price: I am happy to be here. The last time I was at an Academic Senate meeting we were just coming out of a recession. I have been at Antelope Valley College for the past 12 years, and a senator for 5 of those years. Every meeting was about the recession and the cuts and how we were going to get back on our feet. It was a long 5 years, and the mood in the room was not as happy and excited as it is right now. I am originally from Culver City and my mother was an adjunct professor of music here. I actually performed on campus many times when I was young. I have been here about a year as Dean of Fine Arts, which is a very complex division. We have Music, Dance, Theatre; the Performing Arts. Communications Studies, and the Visual Arts; Photography, Film. We had a gas leak today and a lot of students' final projects were ruined, but things happen. I am a musician and conductor, and I play the clarinet and saxophone and piano. I went to school in Rochester, New York, for my doctorate. I have been teaching for the past 20 years. K-12 was my first job at a small arts college in West Virginia. Number two, was a private high school in West LA for about 5 years. And then number three was at Antelope Valley College. I see things from a teacher's perspective. I was forced into administrators responsibilities due to lack of replacement faculty. My wife and I are thrilled to be near the beach. We are not thrilled with the cost of housing.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 13-16)

There are a number of things in your packet. Last meeting we talked about a number of ideas and strategies related to enrollment management. I want to give you a quick update. A huge thank you to our senators from counseling, Seranda Bray, Anna Brochet and Rocio Diaz for doing a great job of mobilizing on the ideas that we talked about as a group. A special thanks to Seranda for sheep-dogging the project throughout the process so we could get this information to faculty before the end of the semester. On page 14, there is information we would like for you to post and announce in your classes. It is an overview of dates, deadlines and resources for registration. On page 15, there are instructions on how to make a counseling appointment. On Page 16, our RISE Center is providing registration support. Please encourage your colleagues to be informed and help get the word out to our students. This is about us making our enrollment management targets. There are significant financial implications for the institution. More importantly, this is about helping our students get to the finish line. We are glad they are here, but we want them gone. That means they are in the workforce or they've transferred. We don't want them to lose their momentum. S. Bray: Please make brief announcements in your classes, because this could go a long way. As a counselor, when we ask students if they know when their registration time and date is, they say no. This could be an incredible way to increase enrollment. KDD: Thank you, we appreciate the team effort!

We talked about marketing efforts yesterday at College Council and I want to share a couple of things with you. As faculty, we think text reminders would be really helpful, because students don't always check their emails, they are more text focused. We don't currently have that capability at the college, but Public Relations & Marketing are going to investigate using an outside vendor. They are going to get a quote for possibly paying the outside vendor that we used for College Night. We may be able to outsource that functionality until we have it internally. We are inviting students in learning communities to add an additional course. Our student listserv, that our Public Relations uses, sends to our students' preferred email, not just their El Camino email. They are more likely to check their preferred emails. So hopefully, we are reaching more students with that listserv. Thank you for the input, it has been passed along and we are working on it.

The Strategic Planning Committee and the Bridging Study is generating a lot of enthusiasm. People are excited to learn more about how we are perceived as a college, our strengths & weaknesses internally & externally. A vendor has been selected to do a scan. We will be getting some initial results at our April Planning Summit.

The 2013 Climate Survey schedule, we typically do this every 5 years. Dr. Maloney has suggested that we may want to know more often than that, what that campus climate is. She said the BOT is particularly interested in seeing trends over time. Currently the instrument is being developed by Institutional Research and Planning. There is a working group so that we can implement the survey this coming spring. The goal is to have enough common questions from the previous instrument so we can do a comparison. We also want to look at ways to improve the survey.

In the packet on page 13, is where you will find the letter from Jean confirming what we talked about at the last meeting about the Faculty Position ID Process. How the prioritization list was used to guide the decision-making about how many faculty positions we will advertise.

The Senate evaluations have seven responses last time we checked. As you notice, there are way more than seven people in this room. Please, take a couple of minutes to reply. I will be sure to send out the link again as a reminder.

Mark your calendar for the meeting next week. We have some important business that we are coming back to for a second reading. We will try to keep it as short as possible. We want to wrap up some important projects from the Ed Policies Committee before the end of the semester.

b. VP – Compton Education Center – Paul Flor

Had a scheduling conflict, so he couldn't attend.

c. Chair – Curriculum – Janet Young

The College Curriculum Committee has reviewed and approved 159 courses this semester alone, with CurricUNET broken. The College Curriculum Committee has worked so hard for you. If you see them, please thank them. KDD: Jean has refereed to you as “her Hero of the Moment!”

d. VP – Educational Policies –Chris Gold

Later today we are going to look at what Ed Policies has been working on all semester.

e. VP – Faculty Development – Stacey Allen (pgs. 17-19)

Our minutes from the November 14th meeting are on pages 17-19. We wrapped up our “Informed & Inspired” series which was very successful. We are looking forward to rolling it out in the spring. Anna Brochet and I helped to coordinate our last series which focused on the Veteran students. Tony Zapata, one of our adjunct counselors, and Shaun Cook, one of our adjunct instructors, did a fantastic job. We talked about the Outstanding Adjunct Faculty Award, and some of you are guests today for that.

If you look at page 18, item #5, there were issues that were brought up last year here at Academic Senate. The FDC was asked to form a subcommittee to take a look at our Flex Matrix and processes to see if we can make some improvements to that. We have been meeting regularly since September. We are excited to show you some of our preliminary suggestions. If you look at page 19, this is a document that we have created, in the early stages, and we have come up with something radically different. It is a proposal to revamp our Flex Matrix entirely, to come up with something entirely different. We will still be in compliance with Title 5 and the Ed Code. You can see there are only four categories, so it is user friendly. Stay tuned next semester for more information. P. Marcoux: Who gets the last say if something is rejected? S. Allen: We are going to work on the appeals process next semester. We want faculty input. L. Kjeseth: I don't see a letter “C” under Title 5. S. Allen: I really appreciate that correction, thanks, Lars.

f. VP – Finance – Josh Troesh (pgs. 20-21)

We had a light agenda because we reviewed the survey and evaluations.

g. VP – Academic Technology – Pete Marcoux

Nothing to report, technology is dead (laughter). The College Technology Committee didn't meet.

h. VP – Instructional Effectiveness/ALC/SLO's Update – R. Serr (pgs. 32-35)

Please enter your assessments into TracDat as soon as possible. Final revisions for Fall 2017 Program Review documents should be submitted soon. For 2018, don't forget to start early.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs (pgs. 22-24)

We are working on the Guided Pathways Summit for January 18th. It is for faculty, staff, full-time adjuncts, students, anyone can come. It's on Professional Development Reporter, so you are able to register online. We also have a roadshow that we are working on. The assessment report for Guided Pathways has to go to the Chancellor's Office December 23rd, so it goes to the BOT on the 18th. It needs review from the Board, not approval. Then I am waiting for the Chancellor's Office to send us some guidance on the timeline that we have to submit. That is the third thing, then we will get our funding in April.

I have been working on Accreditation. You can see the team leaders in the packet, and we had our first meeting yesterday. I will be bugging Kristie to help recruit people. I want to thank Russell and Josh and Irene who are chairing a standard, which is quite a task. Claudia is co-chair for the entire process. We do have the chairs, now we need people to be on the committees. We need to gather our input and data for the first semester. We are working on the data storage.

When January 2nd rolls around we will have new Deans in BSS and I&T. A Director for Library Learning Resources, Director of Public Safety (for educational programs, not Campus Police), and Director of Career and Technical Education.

I am working on enrollments for winter and spring. We are watching that very carefully. We didn't make our enrollment goals for summer and fall. We have beefed up the winter schedule. We have 120 sections more this winter as compared to last. We have 340 sections for winter now. P. Marcoux: Where do we stand on room scheduling software? Dr. Shankweiler: One of the goals for the VP's is to look at our technology needs and prioritize. We need that, CurricUNET, Timekeeper, Online forms, and we need it now. C. Brewer-Smith: Is College night helping our enrollment? Dr. Shankweiler: We are doing all kinds of things to help with that. We need Outreach/School Relations to get their database going. There are things now we can do. Let students know when enrollment is available, familiarize yourself with the resources. Know when workshops are offered. Send them to Counseling. The flyers on how to make an appointment at Counseling are helpful. Familiarize yourself with what is available on campus. C. Brewer-Smith: Can the counselors come to our classes? Dr. Shankweiler: Contact your counselors if you would like for them to do a presentation in your class.

Ross Miyashiro – VP of Student Services

This week in Student Services we are starting the implementation for the Student Recruiting Module, which will be in production by February 2018. This will help us start to track our students from their first interest to when they apply and enroll, in order to help increase enrollment. We already have Starfish early alert introduction, but we would like more faculty involved in this. Our object is to make sure students don't drop out of their classes and that they stay enrolled. The South Bay Promise met this morning, we want to make sure we can scale up to the larger amount of students. Right now there is a target of 500 students enrolled for fall 2018. We are talking about going up to 850, if we get enough students who get the Board of Governor's Fee Waiver. In order to do that, we need to have all the support programs preset.

E. UNFINISHED BUSINESS: None

F. NEW BUSINESS

El Camino College Local Minimum Qualifications: 1st Reading – C. Gold (pgs. 25-51)

We are starting out by looking at Min Quals. Minimum Qualifications explains the educational and sometimes the professional requirements that people have to meet to be able to teach in a discipline. We have a local Min Quals list that

we refer to when we are hiring people. If an existing faculty member wants to teach in another discipline, they would have to apply for an equivalency. The EPC have been working on updating the list and fixing typos and formatting. Our list was not posted online, so it was hard to get a hold of it. We are trying to clean this up and get it posted on line so it is more available to everyone. We also want to be consistent in how we use our Min Quals. We have our local list and there is a statewide list. The statewide list is created in consultation with the statewide senate, and disciplinary organizations and the Chancellor's Office. Our list has to be at least the level of the Chancellor's Office list. We have to meet the Chancellor's Office Min Quals in all the disciplines. But we can also exceed what the state asks for, we just can't drop below. We have quite a few where we exceed what the state asks for. We have fixed some things up and cleaned things up. We started with Ed Policies in the spring, and it was such a big project, we decided we needed a task force. We wanted input from the VP of Academic Affairs, the VP of HR, and Carolee Vakil-Jessop came in to consult as well. The task force worked on it in the fall, and then it went to Ed Policies. It has been a lot of work. The changes have been bringing us in alignment with what the Chancellor's Office has. Some of our titles were funky, so we have re-organized things. There is some updating of Min Quals in disciplines. Any changes to the discipline Min Quals we consulted with the dean and worked with the discipline faculty. There may be 3-4 changes with the state min quals, so locally we have to take a look. C. Wells: Have we identified which ones are higher than the state requires? C. Gold: Yes, and there is a notation for those. Let's take a quick look at some of the changes. Some of the titles have changed, but that didn't change the Min Quals. We have spelled out degrees instead of using acronyms. Minor typos have been corrected. We have a few questions for the deans; they will be viewing this concurrently with the senate. Those questions are in the bubbles. This is our first reading, so if you have questions, email me. Then I can research and have the answers for the next time. Please take the time to look it over and send me your questions.

AP7211 Faculty Service Areas, MQs & Equivalencies: 1st Reading – C. Gold (pgs. 52-69)

If someone does not meet a Min Qual, they may have equivalent preparation. They may have some educational experience or professional experience that equals that. If that is the case, we look at that faculty member and see if that preparation is equal to the Min Quals. The original equivalency process is on page 63. This was the best-kept secret on campus, because we didn't see it for quite some time. This wasn't posted, it wasn't on the website. This is an official administrative procedure. We have been told that it has gone through consultation, and it is what we have been using. In looking at equivalency, we started with our existing process. The task force moved forward from this, it came to Ed Policies, we edited it and merged it with the CCLC template, which is legally required. The template is on page 67. The draft we'll look at blends those two together. I have given you a clean draft as well as the mark-up. The clean one doesn't have all the lines or bubbles on it. The mark-up gives you more information on what has changed. All the underline has been added in, it describes what we do or should be doing. A lot of the language is right off the template. Read it over again, and if you have questions, let me know. On page 58, there is one change that I want to bring to your attention. Under the criteria for equivalency, formal education equivalency to the degree. That means I am applying in History, but I don't have a Masters in History. I have a Masters in Ethnic Studies or something like that. So the equivalency that we have used for a long time is any Masters degree, so I would be OK with my Masters in Ethnic Studies, with a minimum of 12 semester graduate units in the discipline. The task force and Ed Policies recommended that we raise that to 18, so our candidates are well prepared. KDD: We see the people who are applying for equivalency, and their degrees are in very different disciplines compared to what they are applying for. Our question was, if this if your first foray into this discipline, you are making a career change. What is the minimum we are comfortable with? Ethnic Studies and History doesn't sound so bad. What about someone with a degree in Nutrition and now they want to teach History? Are we really OK with someone only having 12 units in History and they are teaching our students and their background is in Nutrition? P. Marcoux: I assume people who are already in place before this were grandfathered in. CG: Yes. Also, for those not having a masers but instead having 30 units, the change was made to indicate that those units should be in a related discipline. It would avoid the same problem. Questions or concerns? You may want to consult with the faculty in your division and get back to me. C. Wells: What about Rhetoric? C. Gold: If it isn't in the disciplines list, you look at the classes they took. P. Marcoux: You need to state that information about the grandfather clause. C. Gold: The FSA's are on described briefly on page 57. A Faculty Service Area is different than a Min Qual, there is a lot of overlap but FSAs have everything to do with lay-offs rather than with hiring. We do need to update that list, it is on our to-do list. That is housed in the contract. You can read all the bubbles, review and send me questions so that I can answer them the next time. KDD: Way more work went into this than is obvious. Thank you to Chris and Policies and the collaborators for the MONUMENTAL undertaking.

Adjunct Faculty Awards – Stacey Allen

S Allen: We are going to have Dr. Shankweiler come up and join us. Before we begin the award presentations, I'd like to thank those who took the time to nominate adjunct faculty for this recognition as well as our selection committee who spent considerable time and effort reviewing extensive nomination materials:

- Dr. Gloria Miranda, Dean of Behavioral & Social Sciences
- Rocio Diaz, RISE Center Counselor
- Bryant Odega, ASO Director of Academic Affairs
- Dustin Black, History Instructor and recipient of the 2016 Outstanding Adjunct Faculty Award

This award was established in 2010 by the Academic Senate to honor exceptional adjunct faculty members who demonstrate the highest level of commitment to the college's mission and to student learning and teaching. Before we introduce the 2017 recipient of this award, I'd like to recognize four of our colleagues who the selection committee felt were worthy of recognition. They will receive an Achievement Award for Distinguished Teaching and Student Learning for their instructional excellence and innovation.

Dr. Alan Chan

Dr. Chan has been teaching jazz studies at El Camino for three years. He is currently the director of the Concert Jazz Band, leads the Jazz Applied Music Program, and teaches the Survey of Jazz class, in addition to coordinating the ECC Annual Jazz Festival. However, in nominating Dr. Chan for the Outstanding Adjunct Faculty Award, Director of Instrumental Music, Dane Teter, proclaimed that it is Alan's work outside of the classroom that merited his nomination. Rick Christophersen, Director of the Center for the Arts echoes this sentiment when he described Alan as "an adjunct who makes a serious, mindful, positive difference in the life of his students, the Fine Arts division, colleagues and friends at El Camino College."

Brett Marschall

In just two short years, Brett Marschall has made his mark at El Camino, not only as an outstanding adjunct economics instructor, but also as an assistant softball coach to our championship softball team. In nominating Brett, Head Softball Coach, Jessica Rapoza characterizes him as "a phenomenal instructor who has helped build our softball program into one of the premiere programs in the state." Brett came to El Camino with 20 years of experience in banking which he uses to "bring economic theories, models, and principles to life to help students learn more effectively." Students appreciate his real life examples and the considerable amount of effort he puts forth in providing resources for them to achieve academic success. This semester, Brett took on the role of co-advisor to the Business Society Club. In writing a letter of support for Brett's nomination, the president of the club declared that "committing to students is not a job for Mr. Marschall, it is a passion."

Fariba Sadehi-Tabrizi

Professor of Communication Studies, Rosemary Swade, first met Fariba when Fariba was a student in Dr. Swade's communication studies classes. Early on, she recognized Fariba's "dedication to learning" and "excellent work ethic." Because of this she encouraged Fariba to change her major to communication studies. Which she did! She then went on to transfer to CSULB where she earned a Bachelors and Master's Degree in Communication Studies. She has taught at ECC for 6 years and declares that "teaching is a 'calling' not a job" and Fariba has clearly found her "calling." Her teaching philosophy is to successfully instruct our diverse group of students so they can accomplish their educational and professional goals." Associate Dean, Walter Cox, describes Fariba as "an excellent instructor and extremely valued member of the Communication Studies Department and Fine Arts Division."

Kyle Strohmaier

When nominating physics instructor Kyle Strohmaier, Natural Sciences Dean, Amy Grant, identified him as "a truly outstanding adjunct faculty member" who has "received high praise from students and fellow faculty." Since 2012, Kyle has taught a variety of Physics courses, both face-to-face, and online. His teaching philosophy is rooted in the belief that student success is achieved when students are active participants in class. Student surveys reflect their appreciation of real life examples and his ability to simplify challenging coursework. One student noted that he explains "even the hardest concepts in ways that anyone could understand, and he did so with humility and a lot of humor." Kyle is not only committed to our students at El Camino, but to his fellow adjunct colleagues as well. He represented adjunct faculty as vice president of the union for three years. His colleague, Susana Prieto, characterized Kyle as an excellent teacher, noting the Physics Department is lucky to have him.

And now, I am pleased to announce this year's Outstanding Adjunct Faculty Award recipient – Sarah Leinen!

Nominated by her colleagues Suzanne Gates and Inna Newbury, Sarah Leinen has been commended for her steadfast commitment to our students and to the mission of El Camino College. As many of you know, Sarah has worn numerous hats since she arrived at El Camino in 2008. Not only is she an Academic Strategies Adjunct Instructor, Sarah has served as the Reading Success Center Coordinator, a Writing Center tutor, and is a co-advisor to the Gender & Sexuality Alliance Club. Inna proclaims that while Sarah served as its first coordinator, it was her “enthusiasm, energy, and marketing skills that brought recognition across the campus to the fledgling” Reading Success Center. Suzanne praises Sarah’s tireless efforts in streamlining the SLO process for the Humanities Division, noting: “Because of the many hours Sarah devoted to transforming our SLO assessment, Humanities faculty can focus on using SLO information to strengthen our teaching and course outlines.” What is most noteworthy about Sarah is her commitment to creating what she describes as a “community learning environment.” Students characterize her as “extraordinary,” “outstanding,” “committed,” and one who goes the “extra mile.” Sarah states that in her teaching she “strives to be a dynamic instructor who does not instruct her students to their academic goals, rather guides them, thereby allowing them to create their own learning opportunities.” One of the very appreciative students noted that “Ms. Leinen helped me understand that learning can be interesting, fun and beneficial with determination. She made the class fun and interactive while abiding by El Camino’s fundamental principles. She is very supportive of students achieving their goals. She is amazing!” We think so too! Congratulations Sarah Leinen!

Leinen: Thank you, I really appreciate this and El Camino. I came here as a student, I was only here one semester before I went to UCI. This place brought me into adulthood. It showed me I can be weird and queer, and that people appreciated it. It was a welcoming community as a student. When I got my bachelors in 2008, do you remember the economy then? The Writing Center hired me, and I haven’t left. I appreciate El Camino and all the opportunities they give casual workers and the encouragement. Thank you!

(Each recipient of an Achievement Award received a certificate. Sarah Lainen received a leather portfolio and a cash prize of \$500. Look for the photos on the Academic Senate website early 2018.) KDD: Congratulations to all of our adjunct colleagues who were nominated by their colleagues and recognized by the Academic Senate for their commitment to teaching and student learning! Thank you to Professor Stacey Allen who invested a tremendous amount of time and energy to coordinate this effort. And to the selection committee and those who took the time to nominate a colleague.

Senate Photo

KDD: What a coincidence, we have a photographer here. It is a great chance to take a photo. The last photo I found in the senate office was from when Susan Dever was President, so 2005-2006? If there are no objections, we are going to do our group photo and then adjourn.

G. INFORMATION ITEMS –DISCUSSION: None.

H. FUTURE AGENDA ITEMS

AP 7160 Professional Development; AP 5500 Standards of Student Conduct
Multiple Measures Assessment and Placement
Guided Pathways
Legislative Updates
South Bay Promise Program

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 1:40 pm
TG/ECC Fall 17

ECC EEO - ACADEMIC SENATE

As of December 7, 2017

	F	M	Total	%
AFRICAN AMERICAN	1	3	4	8.00%
AMERICAN INDIAN/ALASKAN NATIVE	0	0	0	0.00%
ASIAN	5	2	7	14.00%
HISPANIC	1	4	5	10.00%
PACIFIC ISLANDER	0	0	0	0.00%
WHITE NON-HISPANIC	16	18	34	68.00%
Total	23	27	50	

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: November 16, 2017

MEMBERS PRESENT

- | | |
|----------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Amy Grant – Academic Affairs | <input checked="" type="checkbox"/> Cheryl Shenefield–Administrative Services |
| <input type="checkbox"/> Ken Key - ECCFT | <input type="checkbox"/> Jackie Sims -Management/Supervisors |
| <input type="checkbox"/> David Mussaw - ECCE | <input type="checkbox"/> Dean Starkey – Campus Police |
| <input checked="" type="checkbox"/> Rory K. Natividad – Chair (non-voting) | <input checked="" type="checkbox"/> Greg Toya – Student Services |
| <input type="checkbox"/> Alex Ostrega – ASO Student Rep. | <input checked="" type="checkbox"/> Josh Troesh – Academic Senate |
| <input checked="" type="checkbox"/> Jose Anaya – Community Advancement | |

Other Attendees: T. Silerio (student reporter-Union), L. Lopez (student reporter-Union)

Alternate Members: J. Gutierrez, K. Iino

Support: B. Atane, I. Graff, A. Leible, J. Miyashiro, J. Shankweiler

The meeting was called to order at 1:02 p.m.

Approval of the November 2, 2017 Minutes

1. The minutes of November 2 minutes were presented to the committee for approval.
2. Under Strategic Planning Committee, #4, at the end of the last sentence, **add:** for these. Also add the following sentence: The Strategic Planning Committee will be reviewing all college-wide metrics and goals to see what can be combined and to simplify the message.
3. The minutes were approved with the two additions. The minutes will be posted on the president’s page under Planning and Budgeting.

Enrollment Management Plan Update – J. Shankweiler (handout)

1. It was reported in the academic area; under distance education there are five faculty members left who still want Etudes. All other faculty have made the transition to Canvas. Everyone should be on board with Canvas by the end of the spring 2018 semester which is when the contract will end for Etudes.
2. The offerings for winter 2018 were expanded due to the successful winter intersession we had this year. We offered 200 sections this last winter. For winter 2018 we are offering 320 sections which is the most we ever offered.
3. A decline in enrollment has been seen for returning adult students who traditionally take night classes. Work is being done on developing pathways that highlight evening, on-line classes for people to complete.
4. The upcoming summer session was discussed. More options will be provided for the students. Last year a couple of the high schools did not graduate until after our summer session started. The first six-week session for summer will begin June 18, 2018. There will be one six-week session and one eight-week session. Two weeks later on July 2 a second six-week session will start. It is up to the deans to decide how many sections are in each session. The number of classes are usually evenly distributed.

Faculty Hiring Process Update – J. Shankweiler (handout)

1. The calculation was reviewed in determining the faculty obligation number. With the current number of faculty figured along with resignations and retirees taking the SERP, MIS came up with a total of 352.62 for 2017. The current obligation that the State gave us last year was 349. The obligation for next fall 2018 is listed as 341. Taking the current number of faculty (321) and subtracting it from our fall obligation for next year (341) shows that we are able to hire an estimated 20 new faculty this upcoming year. The president has authorized hiring 22 faculty as sometimes at the end of some of the recruitments applicants sometimes rescind their acceptance of the employment offer.
2. A listing was distributed to the committee showing the hiring priority voting summary. This listing comes from the faculty prioritization process and is only a recommendation to the president. President Maloney makes the final decision on who is being hired. It was noted that instead of the general counselor (#22) position being hired, the librarian position will be moved up to the last slot. We are down from seven to four librarians at this point.

Facilities Update– R. Natividad (handout)

1. A brief overview of the Facilities Master Plan Report was given to the committee. The demolition of the Student Services Center is in the planning stages. The Pool Complex will go where the original sand volleyball courts are located and will encompass the area of PE-North making an L formation. The complex will be a two-story facility with the indoor pool on the bottom floor. It will also house the division office, faculty offices, classrooms, a weight room and a fitness center. The pool will be a 16-lane pool along with another adapted pool. The Administration building is still in the bidding phase. The Channel Parking Lot F is completed as is the Lot C Parking structure.
2. R. Natividad will send out the full handout for the facilities update. R. Natividad encouraged any questions regarding the packet be sent to him.
3. C. Shenefield explained that we are in the process of having buildings being demolished and new buildings coming on-line. ITS needs to be included in the process to inform them of what areas/rooms need to be taken out and what new areas/rooms need to be inserted in the database. There has been a committee set up that decides on the names of the buildings and acronyms for new buildings and areas. Other information needed by ITS will be the room numbers and the number of seats available and the type of room it is. R. Natividad ensured this information will be passed on to T. Brown and Lend Lease.
4. C. Shenefield also mentioned that with the college moving towards having the schedule done a year in advance, they will have to be aware that the information regarding the new rooms and areas will need to be inputted into the system so the classes can be assigned.

Adjournment – R. Natividad

1. The meeting adjourned at 1:25 p.m. The next meeting will be held on **December 7, 2017** at 1:00 p.m. in Communications 109.

RKN/lmo

Faculty Service Areas

Faculty Service Areas (FSAs) shall be established by the Board of Trustees after negotiation with the ECC Federation of Teachers and consultation with the Academic Senate as required by law. FSAs determine the order by which faculty may be laid off and reassigned if ECC faces a reduction in workforce. Faculty members are assigned to an FSA when hired and may apply to be classified under additional FSAs, using the procedures outlined in Article 6 Section 3 of the collective bargaining agreement.

Minimum Qualifications

Faculty members shall meet minimum qualifications for the discipline or shall possess qualifications that are at least equivalent to the ECC minimum qualifications. ECC minimum qualifications shall be equivalent to or exceed the minimum qualifications set out in the regulations of the California Community Colleges Board of Governors.

The ECC minimum qualifications for faculty hiring will be developed by discipline faculty and undergo consultation and approval by the Academic Senate and Board of Trustees. The list will be posted on the ECC website, and the Academic Senate will conduct an annual review of the local minimum qualifications based on updates to the minimum qualifications handbook published by the California Community Colleges Chancellor's office. Updates may also be initiated by discipline faculty.

Equivalencies

This procedure adheres to Education Code section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgement 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."

The following procedure is to be used to determine when an applicant for a faculty position, although lacking the exact degree or experience specified in the ECC Minimum Qualifications List, nonetheless does possess qualifications that are at least equivalent to those required. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications.

All faculty position announcements will state the required qualifications as specified by the ECC Minimum Qualifications List, including the possibility of meeting the equivalent of the required degree or experience.

District application forms for faculty positions will ask applicants to state whether they meet the minimum qualifications or whether they believe they meet the equivalent. Those claiming equivalency will then be asked to state their reasons and to present evidence of equivalency. It will be the responsibility of the applicant to supply conclusive evidence and documentation for the claim of equivalency at the time of application. The conclusive evidence must be as clear and reliable as college transcripts being submitted by other candidates.

Examples of conclusive evidence of equivalency include, but are not limited to:

1. A transcript showing that appropriate courses were successfully completed at an accredited college or through an appropriate non-US/foreign institution.
2. Scholarly publications that show a command of the discipline in question, the general education of the candidate, or writing skill.
3. Other work products that show a command of the discipline or occupation in question. This may include an interview of the applicant to determine qualifications in the discipline.
4. Verifiable resume, employer statement, other chronological listing or evidence of appropriate work experience.

Criteria for Equivalency

All non-US/foreign degrees will be evaluated by a foreign evaluation service that is approved by ECCCD.

All courses being used for equivalency that were taken through continuing education or extension must be applicable to the approved degree listed in the discipline minimum qualification.

The following criteria will be used to determine a candidate's eligibility for equivalency:

A. Formal Education Equivalencies to the Degree

1. Formal education equivalent to the master's degree: Any master's degree with a minimum of 18 semester graduate units in the discipline, OR any bachelor's degree in a related discipline and a combination of 30 semester graduate units with a minimum of 18 semester graduate units in the discipline.

2. Formal education equivalent to the bachelor's degree: At least 120 approved units, including general education and 40 units in the discipline of which 24 units are upper division or graduate.
3. Formal education equivalent to the associate's degree: At least 60 approved units, including 18 semester units of general education, as defined in either the El Camino College Catalog; or "The Guide to the Evaluation of Educational Experience in the Armed Services" published by the American Council of Education; or the California Registered Nurses Licensure Qualifications for Persons Serving in Medical Corps of Armed Services established by the Board of Registered Nursing.

B. Non-Formal Education Equivalencies to the Degree

All non-formal equivalencies to the degree must demonstrate the acquisition of the knowledge and skills learned through the computation and communication general education requirements of the relevant degree.

1. Non-Formal Education Equivalencies to the Master's Degree
 - a. Substantial artistic experience and/or accomplishments equivalent to the degree, e.g., performances, shows, exhibitions, compositions, or books.
2. Non-Formal Education Equivalencies to the Bachelor's and Associate's Degrees
 - a. At least five (5) years of work experience in the discipline that led to the acquisition of the knowledge and skills required for the degree, e.g. in computers, engineering, or journalism.
 - b. Substantial artistic experience and/or accomplishments equivalent to the degree, e.g., performances, shows, exhibitions, compositions, or books.

C. Equivalencies to Work Experience

Equivalencies to required experience could include appropriate collegiate education or other training programs that indicate a mastery of the skills of the discipline and knowledge of the working environment of the discipline.

Determination of Equivalency During the Screening Process

Determination of equivalency to the minimum qualifications for hire shall be decided during the screening process by the screening committee, using the standards set forth in this policy. The screening committee will be provided with a copy of this procedure to inform their determination and to help ensure consistency in equivalency decision-making across divisions. If the screening committee is unable to agree about a candidate's equivalency, the Vice President of Academic Affairs or the Vice President of Student Services and the President of the Academic Senate shall

be consulted. If they are unable to agree about whether the candidate has equivalent qualifications, the decisions shall be referred to the Equivalency Committee.

The granting of equivalency to the minimum qualifications shall not be construed as a determination that a candidate will or will not be hired. Such a candidate shall be placed in a pool of qualified applicants, any number of whom may be interviewed for the given position.

If an applicant is granted equivalency and selected for an interview with the Superintendent/President, justification shall be sent to the Academic Senate President, the Office of Human Resources, and the Office of the Vice President of Academic Affairs (or Vice President of Student Services). This report shall include a complete description of the committee's reasons for determining that a candidate has the equivalent qualifications.

Equivalency Committee

The Academic Senate shall establish an Equivalency Committee to make decisions on matters of equivalency to the minimum standards for hiring of faculty. The Equivalency Committee shall make the final determination of equivalency in emergency hires and in the event that the screening committee is unable to come to agreement or if the Vice President of Academic Affairs or the Vice President of Student Services, the Vice President of Human Resources, and the Academic Senate President disagrees with the screening committee's determination.

The Equivalency Committee also will oversee the equivalency procedure as it is conducted across campus to ensure that, as far as disciplines allow, the same standards are applied in each case uniformly. The committee will determine whether equivalency decisions are being made in accordance with this procedure; whether the screening committees are following the criteria for evidence of equivalency stated in this procedure; and whether discipline equivalency decisions are similar to earlier decisions in the discipline and similar disciplines.

The Equivalency Committee shall consist of:

1. President of the Academic Senate, who will co-chair the committee.
2. Vice President of Academic Affairs, or designee who will co-chair the committee.
3. Vice President of Educational Policies, or when not available, a member of the Academic Senate Executive Committee as appointed by the President.
4. Two faculty representatives of the discipline (or, if not possible, a closely related discipline)
5. Vice President of Human Resources, or designee.
6. President of the ECC Federation of Teachers, or designee.

Determination of Equivalency for Full-Time Faculty

In the event that an existing faculty member wishes to assert equivalency in another discipline the faculty member may do so by submitting a completed equivalency application together with the documentation supporting the request to the Human Resources Office.

On receipt of the application, the Vice President of Human Resources will contact the President of the Academic Senate. The Equivalency Committee, will be convened to review the material submitted by the applicant and to decide whether or not the equivalency should be granted. If the committee decides the equivalency should be granted, the decision will be submitted to the Board of Trustees for approval.

If it is determined that equivalency should not be granted, the faculty member will be notified of the decision by the Office of Human Resources. The letter should also notify the faculty member of his/her right to file a grievance in accordance with collective bargaining agreement Article 22.

All deliberations of the screening committees and the Equivalency Committee and all records involved in the proceedings shall be confidential.

The granting of equivalency is on a case-by-case basis and does not set precedence for other equivalency decisions, however the Equivalency Committee will require consistency of application within a discipline.

Review and Revision

Equivalency procedures are subject to review and revision at the request of the Academic Senate or the Board of Trustees although its effectiveness should be reviewed at a minimum of every three years. Changes in these procedures require the mutual agreement of the Academic Senate and the Board of Trustees. Until there is mutual agreement, these procedures will remain in effect.

References

Education Code Sections 87001, 87003, 87355-87359.5, 87538, and 87743.2
Title 5 Sections 53400 et seq.
ACCJC Accreditation Standard III.A.2-4

El Camino College
Adopted:

Consultation
EPC: Nov. 2017
Dean's Council:
Academic Senate: Dec. 5, 2017 first reading
College Council:

Faculty Service Areas

Faculty Service Areas (FSAs) shall be established by the Board of Trustees after negotiation with the ECC Federation of Teachers and consultation with the Academic Senate as required by law. FSAs determine the order by which faculty may be laid off and reassigned if ECC faces a reduction in workforce. Faculty members are assigned to an FSA when hired and may apply to be classified under additional FSAs, using the procedures outlined in Article 6 Section 3 of the collective bargaining agreement.

Minimum Qualifications

Faculty members shall meet minimum qualifications for the discipline or shall possess qualifications that are at least equivalent to the ECC minimum qualifications. ECC minimum qualifications shall be equivalent to or exceed the minimum qualifications set out in the regulations of the California Community Colleges Board of Governors.

The ECC minimum qualifications for faculty hiring will be developed by discipline faculty and undergo consultation and approval by the Academic Senate and Board of Trustees. The list will be posted on the ECC website, and the Academic Senate will conduct an annual review of the local minimum qualifications based on updates to the minimum qualifications handbook published by the California Community Colleges Chancellor's office. Updates may also be initiated by discipline faculty.

Equivalencies

This procedure adheres to Education Code section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgement 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."

The following procedure is to be used to determine when an applicant for a faculty position, although lacking the exact degree or experience specified in the ECC Minimum Qualifications List, nonetheless does possess qualifications that are at least equivalent to those required. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications.

Commented [MG1]: The current process we use to determine equivalency is not a numbered AP and is not posted online, although Barb Perez reassured EPC that it went through consultation a while ago. We have a minimum qualifications list but no BP/AP explaining how to apply them, and they are not posted online. The contract gives direction and details about FSAs. The writing of this draft began with our existing equivalency process. Added to it were portions of the CCLC template and descriptions of our current processes. Significant changes to equivalency are explained in bubbles and shown in the mark up. The revisions to our equivalency process began in spring 2017 in EPC. A task force was formed that discussed the min qual changes and equivalency in fall 2017. The task force was comprised of the VPAA and representatives from the Senate, ECCFT, and Human Resources. The EPC then discussed the task force revisions and created this draft.

All faculty position announcements will state the required qualifications as specified by the ECC Minimum Qualifications List, including the possibility of meeting the equivalent of the required degree or experience.

District application forms for faculty positions will ask applicants to state whether they meet the minimum qualifications or whether they believe they meet the equivalent. Those claiming equivalency will then be asked to state their reasons and to present evidence of equivalency. It will be the responsibility of the applicant to supply conclusive evidence and documentation for the claim of equivalency at the time of application. The conclusive evidence must be as clear and reliable as college transcripts being submitted by other candidates.

Examples of conclusive evidence of equivalency include, but are not limited to:

1. A transcript showing that appropriate courses were successfully completed at an accredited college or through an appropriate non-US/foreign institution.
2. Scholarly publications that show a command of the major discipline in question, the general education of the candidate, or writing skill.
3. Other work products that show a command of the discipline or occupation in question. This may include an interview of the applicant to determine qualifications in the discipline.
4. Verifiable resume, employer statement, other chronological listing or evidence of appropriate work experience.

Criteria for Equivalency

~~The equivalency procedure shall be applied to determine the qualifications for hire of candidates who state they possess education, training, and/or experience which is at least equivalent to the minimum qualifications established by the District.~~

All non-US/foreign degrees will be evaluated by a foreign evaluation service that is approved by ECCCD.

Commented [MG2]: This is required by ACCJC.

All courses being used for equivalency that were taken through continuing education or extension must be applicable to the approved degree listed in the discipline minimum qualification.

Commented [MG3]: The Task Force and EPC recommend including this.

The following criteria will be used to determine a candidate's eligibility for equivalency:

A. Formal Education Equivalencies to the Degree

1. Formal education equivalent to the master's degree: Any master's degree with a minimum of ~~12~~ 18 semester graduate units in the discipline, OR any bachelor's degree in

Commented [MG4]: The Task Force and EPC recommend that this be raised from 12 to 18 units to require more preparation in the discipline. Twelve graduate units may only be 3 classes in some disciplines.

a related discipline and a combination of 30 semester graduate units with a minimum of ~~12~~ 18 semester graduate units in the discipline.

2. Formal education equivalent to the bachelor's degree: At least 120 approved units, including general education and 40 units in the discipline of which 24 units are upper division or graduate.
3. Formal education equivalent to the associate's degree: At least 60 approved units, including 18 semester units of general education, as defined in either the El Camino College Catalog; or "The Guide to the Evaluation of Educational Experience in the Armed Services" published by the American Council of Education; or the California Registered Nurses Licensure Qualifications for Persons Serving in Medical Corps of Armed Services established by the Board of Registered Nursing.

B. Non-Formal Education Equivalencies to the Degree

All non-formal equivalencies to the degree must demonstrate the acquisition of the knowledge and skills learned through the computation and communication general education requirements of the relevant degree.

1. Non-Formal Education Equivalencies to the Master's Degree

- a. Substantial artistic experience and/or accomplishments equivalent to the degree, e.g., performances, shows, exhibitions, compositions, or books.

2. Non-Formal Education Equivalencies to the Bachelor's and Associate's Degrees

- a. At least five (5) years of work experience in the discipline equivalent to that led to the acquisition of the knowledge and skills required for the degree, e.g. in computers, engineering, or journalism.
- ~~b. At least three (3) years of academic experience and/or accomplishments in the discipline equivalent to the degree, e.g., teaching at the upper division or graduate level scholarly publications.~~
- b. Substantial artistic experience and/or accomplishments equivalent to the degree, e.g., performances, shows, exhibitions, compositions, or books.

C. Equivalencies to Work Experience

Equivalencies to required experience could include appropriate collegiate education or other training programs that indicate a mastery of the skills of the discipline and knowledge of the working environment of the discipline.

Determination of Equivalency During the Screening Process

Commented [MG5]: EPC recommends adding this to ensure sufficient preparation. As it is currently written, someone could have a BA and Masters in English and then take some graduate level math for teachers classes and be able to teach Math.

Commented [MG6]: Currently, our equivalency policy accepts 5 years work experience for the Master's, Bachelor's, and Associate's. The three are lumped together. EPC recommends separating out the Master's and not accepting work experience as equivalent to the Master's.

Commented [MG7]: EPC recommends adding this statement. We want to make sure that all our faculty have the writing and math skills to fulfill their professional duties. For instance, we want to make sure that all instructors can compose well written exams, syllabi, program reviews, etc., and that they have sufficient math skills to analyze assessment data, success and retention data, etc.

Commented [MG8]: This is our eminence statement. EPC is okay with it.

Commented [MG9]: EPC recommends the removal of this statement. It is confusing. How could someone be teaching at the upper division or graduate level but not have a degree? What situation does this apply to? Scholarly publications fall under eminence.

~~Initial~~ Determination of equivalency to the minimum qualifications for hire shall be decided during the screening process by the screening committee, ~~following the procedures established jointly between Human Resources and the Academic Senate~~ using the standards set forth in this policy. The screening committee will be provided with a copy of this procedure to inform their determination and to help ensure consistency in equivalency decision-making across divisions. If the screening committee is unable to agree about a candidate's equivalency, ~~or either~~ the Vice President of ~~Human Resources~~ Academic Affairs or the Vice President of Student Services and the President of the Academic Senate shall be consulted. ~~If they do not concur that are unable to agree about whether~~ the candidate has equivalent qualifications, the decisions shall be referred to the Equivalency Committee.

~~The determination that a candidate has the equivalent to the minimum qualifications by the screening committee of the Equivalency Committee shall not be considered as part of the interview/hiring process. Under no circumstances is~~ The granting of equivalency to the minimum qualifications ~~to~~ shall not be construed as a determination that a candidate will or will not be hired. Such a candidate shall be placed in a pool of qualified applicants, any number of whom may be interviewed for the given position.

If an applicant is ~~selected on the basis of~~ granted equivalency and selected for an interview with the Superintendent/President, justification shall be sent ~~on the appropriate form~~ to the Equivalency Committee, Academic Senate President, the Office of Human Resources, and the Office of the Vice President of Academic Affairs (or Vice President of Student Services). This report shall include a complete description of the committee's reasons for determining that a candidate has the equivalent qualifications.

Equivalency Committee

The ~~Council of the~~ Academic Senate shall establish ~~a standing ad hoc committee~~ an Equivalency Committee to make decisions on matters of equivalency to the minimum standards for hiring of ~~instructors faculty.~~ The ~~duties of the~~ Equivalency Committee shall ~~be to make the final~~ determination of equivalency in emergency hires and in the event that the ~~department~~ screening committee is unable to come to agreement or if the Vice President of Academic Affairs or the Vice President of Student Services, the Vice President of Human Resources, and the Academic Senate President disagrees with the screening committee's determination, or there is a disagreement between the screening committee and administration, ~~to provide and appeals process for disagreements between screening committees and administration, to~~

The Equivalency Committee also will oversee the equivalency procedure as it is conducted across campus to ensure that, as far as disciplines allow, the same standards are applied in each case uniformly. The committee will determine whether equivalency decisions are being made in accordance with this procedure; whether the screening committees are following the criteria for evidence of equivalency stated in this procedure; and whether discipline equivalency decisions are similar to earlier decisions in the discipline and similar disciplines.

Finally, ~~the Equivalency Committee will~~ recommend to the Academic Senate whether or not it should support a candidate's application of equivalency to the governing board Board of Governors in the event of hire.

The Equivalency Committee shall consist of:

1. President of the Academic Senate, who will co-chair the committee.
2. Vice President of Academic Affairs, or designee who will co-chair the committee.
3. Vice President of Educational Policies, or when not available, a member of the ~~Council of the Academic Senate~~ Executive Committee as appointed by the President.
4. Two faculty representatives of the discipline (or, if not possible, a closely related discipline) from the screening committee.
5. Vice President of Human Resources, or designee.
6. President of the ECC Federation of Teachers, or designee.

Commented [MG10]: The VPAA may designate the VPSS in the event there is a discussion of min quals for a counselor or librarian.

The President of the Academic Senate will chair the committee and will have the responsibility of submitting a letter in support of granting or denying equivalency to a candidate to the governing board as provided for in Section 87359 of the Ed Code.

Determination of Equivalency for Full-Time Faculty Seeking Additional Disciplines and/or Faculty Service Areas

In the event that an existing faculty member wishes to assert equivalency in another discipline ~~or faculty service area~~, the faculty member may do so by submitting a completed equivalency application together with the documentation supporting the request to ~~Personnel~~ the Human Resources Office.

Commented [MG11]: The process for requesting additional FSAs is different and is described in the contract.

~~On receipt of the application, the Director of Personnel Vice President of Human Resources will contact the President of the Academic Senate. Together as co-chairs of the~~ The Equivalency Committee, ~~they will be convened a committee of 3 faculty from the discipline (if not possible, then a related discipline) to review the material submitted by the applicant and to decide whether or not the equivalency should be granted. If the faculty of the discipline (or related discipline) the committee decides the equivalency should be granted, the appropriate forms will be completed and Board approval sought. the decision will be submitted to the Board of Trustees for approval.~~

Commented [MG12]: The existing process requires that a separate ad hoc equivalency committee be formed to review faculty requests for equivalency outside their discipline of hire. To keep things consistent and fair, should we use the Equivalence Committee.

~~If the faculty of the discipline (or related discipline) cannot reach consensus or either of the co-chairs of the Equivalency Committee do not concur, the Equivalency Committee will be convened to determine whether or not equivalency should be granted. If it is determined that~~

~~equivalency should be granted, the appropriate forms will be completed and Board approval sought. After the Board approves the equivalency, the faculty member will be notified.~~

If it is determined that equivalency should not be granted, the faculty member will be notified of the decision by the Office of Human Resources, ~~the chairs of the Equivalency Committee~~. The letter should also notify the faculty member of his/her right to file a grievance in accordance with ~~AFT contract~~ collective bargaining agreement Article 22 VI section 3(g).

Further

All deliberations of the ~~departmental~~ screening committees and/or the Equivalency Committee and all records involved in the proceedings shall be confidential.

~~Appeals of the decision of the Equivalency Committee by either the department or administration shall be made to a closed session of the Cabinet and the Executive Committee of the Academic Senate.~~

The granting of equivalency is on a case-by-case basis and does not set precedence for other ~~hires~~ equivalency decisions, however the Equivalency Committee will require consistency of application within a discipline.

Review and Revision

Equivalency procedures are subject to review and revision at the request of the Academic Senate or the Board of Trustees although its effectiveness should be reviewed at a minimum of every three years. Changes in these procedures require the ~~joint~~ mutual agreement of the Academic Senate and the Board of Trustees. Until there is ~~joint~~ mutual agreement, these procedures will remain in effect.

References

Education Code Sections 87001, 87003, 87355-87359.5, 87538, and 87743.2
Title 5 Sections 53400 et seq.
ACCJC Accreditation Standard III.A.2-4

El Camino College
Adopted:

Consultation

EPC: revisions approved Nov. 2017
Dean's Council:
Academic Senate: Dec. 5, 2017 first reading
College Council:

Commented [MG13]: This statement is allowing for appeals from discipline faculty and administrators. This is unusual given that they were already included in the decision-making process.

El Camino College Local Minimum Qualifications

Board Approved: May 19, 2014

Board Approved Revisions: November 16, 2015

Consultation: Nov. 20, 2017 – Approved by FSA/Min Quals Task Force and EPC

Dec. 5, 2017 – Academic Senate first reading

CONTENTS

- I. Disciplines Requiring a Master’s
- II. Disciplines Requiring a Specific Bachelor’s or Associate’s Degree and Professional Experience
- III. Disciplines Requiring Any Bachelor’s or Associate’s Degree and Professional Experience
 - A. Category 1
 - B. Category 2

Commented [GC1]: This table of contents is new and the names of the categories have been updated to be in alignment with the CCCCO’s list.

Master’s Disciplines List Disciplines Requiring a Master’s

Commented [MG2]: Task Force and EPC recommend using the title from the CCCCO list for consistency.

Non-US/Foreign Degrees: Any degree not earned in the United States must be evaluated by a foreign evaluation service approved by El Camino Community College District.

Commented [CG3]: This blanket statement was added as a reminder that all non-US/foreign degrees must go through equivalency.

Discipline	Minimum Qualifications
Accounting	Master’s in accountancy or business administration with accounting concentration OR Bachelor’s in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master’s in business, business administration, business education, taxation, or finance OR

Commented [CG4]: 1. Formatting has been updated to reflect the CCCCO’s minimum qualifications list. It is easier to read and to differentiate between the choices.
 2. Most degrees have been spelled out, instead of using acronyms.
 3. Minor typos have been corrected, such as spelling errors and inconsistent punctuation and capitalization.

	<p>the equivalent.</p> <p>[Note: A bachelor's degree <u>in accountancy or business administration with accounting concentration</u>, with a CPA license is an alternative <u>minimum</u> qualification for this discipline, pursuant to Title 5 Section 53410.1.]</p>
Adapted Computer Technology: Disabled Students Programs and Services	<p>Master's or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; AND fifteen semester units of upper division or graduate study in adapted computer technology</p> <p>[Note: This is a paraphrased version of Title 5 §53414(d)(1) and (2). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</p>
Agriculture	<p>Master's in agriculture, agriculture science, education with a specialization in agriculture or other agricultural area (including: agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture, or other agriculture science)</p> <p>OR</p> <p>the equivalent.</p>
Anthropology	<p>Master's in anthropology or archeology</p> <p>OR</p> <p>the equivalent.</p> <p>[Note: This ECC <u>minimum</u> qualification exceeds the statewide <u>minimum</u> qualification for Anthropology.]</p>
Art	<p>Master's in fine arts, art, or art history</p> <p>OR</p> <p>Bachelor's in any of the above AND Master's in humanities</p> <p>OR</p> <p>the equivalent.</p>
Art History	<p>Master's in art history, history of art and architecture, or visual culture/visual studies</p> <p>OR</p> <p>Bachelor's in art history AND Master's in history</p> <p>OR</p> <p>Master's in art with a recorded emphasis or concentration in art history</p> <p>OR</p> <p>the equivalent.</p>

Commented [CG5]: The underlined portion is in the state min quals but not our local one. It is a more specific, higher expectation than what we have. We are not meeting the min qual if we don't add this. As per Dean Rapp, accounting faculty would prefer not to add this statement about the bachelor's degree to the job announcement. This statement explains an equivalency, so it probably doesn't need to be in the announcement but it should be in the min quals list. NEEDS THE APPROVAL OF DEANS.

Commented [CG6]: The task force and EPC would like to note when a local min qual exceeds a state one.

Astronomy	<p>Master's in astronomy or astrophysics</p> <p>OR</p> <p>Bachelor's in either of the above AND Master's in physics, math, geophysics, engineering</p> <p>OR</p> <p>the equivalent.</p>
Biological Sciences	<p>Master's in any biological science</p> <p>OR</p> <p>Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science</p> <p>OR</p> <p>the equivalent.</p>
Business	<p>Master's in business, business management, business administration, accountancy, finance, marketing, or business education</p> <p>OR</p> <p>Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or LL.B. <u>Juris Doctor or Bachelor of Laws</u> degree</p> <p>OR</p> <p>Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. <u>Juris Doctor or Bachelor of Laws</u> degree</p> <p>OR</p> <p>the equivalent.</p>
Business Education	<p>Master's in business, business administration, or business education</p> <p>OR</p> <p>Bachelor's in any of the above AND Master's in vocational education</p> <p>OR</p> <p>the equivalent.</p>
Chemistry	<p>Master's in chemistry</p> <p>OR</p> <p>Bachelor's in chemistry or biochemistry AND Master's in biochemistry, chemical engineering, <u>or</u> chemical physics</p> <p>OR</p> <p>the equivalent.</p>

Commented [CG7]: The task force and EPC would like to spell out all degrees and certificates.

	<u>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Chemistry.]</u>
Chicano Studies	Master's in Chicano Studies or Ethnic Studies OR the equivalent
Child Development/ Early Childhood Education	Master's in child development, early childhood education, human development, family and consumer studies with a specialization in child development/early childhood <u>education</u> OR Bachelor's in any of the above AND Master's in educational psychology with a specialization in child development, social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, , family life studies, or family and consumer studies OR the equivalent. <u>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Child Development/Early Childhood Education.]</u>
Classics	Master's in classics OR Bachelor's in classics AND Master's in history (with a concentration in ancient Mediterranean areas), English literature, comparative literature, or classical archaeology OR the equivalent.
Communications Studies (Speech Communication)	Master's in speech, communication studies, speech communication, or organizational communication OR the equivalent. <u>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Communication Studies.]</u>
Counseling: Disabled Students Programs and Services <u>Community College Counselor of Students with Disabilities</u>	Possession of a Master's degree, or equivalent foreign degree, in rehabilitation counseling, OR Possession of a Master's degree, or equivalent foreign degree, in special education, and twenty four or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work;

Commented [CG8]: Confirmed with Janet Young that this is a typo and "education" should be here.

Commented [CG9]: Discipline contacts: Kate Beley and Christine Pajo. They are in agreement with the update. This reflects a revision to the statewide CCCCO min qual.

	<p>OR</p> <p>a Master's degree in counseling, <u>guidance counseling</u>, student personnel, <u>clinical or counseling psychology</u>, <u>education counseling</u>, <u>social work</u>, career development, <u>marriage and family therapy</u>, <u>marriage, family, and child counseling</u>, <u>or social welfare</u> or a Bachelor's degree in marriage and family therapy or in marriage, family, and child counseling and possession of a license as a Marriage and Family Therapist (MFT); and either twelve <u>fifteen</u> or more semester units in upper division or graduate level course work specifically in counseling or rehabilitation or individuals related to people with disabilities, or completion of six semester units, or the equivalent of a graduate-level counseling practicum or counseling field work courses, in a post-secondary Disabled Students Programs and Services program or in a program dealing with people with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following: (A) counseling or guidance for students with disabilities; or (B) counseling and/or guidance in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively <u>are</u> for persons with disabilities, <u>or the equivalent</u>.</p> <p>[Note: This is a paraphrased version of Title 5 §53414(a). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</p>
Computer Information Systems	<p>Master's in computer science, computer information systems or business administration with an emphasis in computer information systems <u>and two years appropriate work experience</u></p> <p>OR</p> <p>Bachelor's in any of the above AND 5 years of appropriate work experience</p> <p>OR</p> <p>the equivalent.</p> <p>[Note: <u>This ECC minimum qualification exceeds the statewide minimum qualification for Computer Information Systems.</u>]</p>
Computer Science	<p>Master's in computer science or computer engineering</p> <p>OR</p> <p>Bachelor's in either of the above AND Master's in information science, computer information systems, information systems, mathematics, or engineering</p> <p>OR</p> <p>the equivalent.</p> <p>[Note: <u>This ECC minimum qualification exceeds the statewide minimum qualification for Computer Science.</u>]</p>

Commented [CG10]: Two years appropriate work experience was in the state min qual but not in ours. We are out of compliance if we don't include it. As per Dean and department faculty, they want to leave the requirement for a Master's even though this substantially exceeds the state min quals for a BA or AA with work experience. It is not negatively impacting hiring. They are aware that the two years work experience has been added.

Counseling	<p>Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling</p> <p>OR</p> <p>the equivalent.</p> <p><u>[Note: A bachelor's degree in the discipline and a license as a Marriage and Family Therapist is an alternative minimum qualification for this discipline, pursuant to Title 5 Section 53410.1]</u></p>
Counseling: Extended Opportunity Programs and Services (EOPS)	<p>Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, or the equivalent;</p> <p>AND EOPS counselors hired after October 24, 1987, shall:</p> <p>(1) Have completed a minimum of nine semesters units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages</p> <p>OR</p> <p>(2) Have completed six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social, or economic disadvantages</p> <p>AND In addition, an EOPS counselor hired after October 24, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages.</p> <p>[Note: This is a paraphrased version of Title 5 §56264. If there is any conflict between the paraphrased language and the title 5 language, the Title 5 language shall prevail.]</p>
Dance	<p>Master's in dance, physical education with a dance emphasis, or theater with dance emphasis</p> <p>OR</p> <p>Bachelor's in any of the above AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music</p> <p>OR</p> <p>the equivalent.</p>
Deaf and Hearing Impaired: Disabled Students Programs and Services	<p>Master's or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; AND fifteen semester units of upper division or graduate study in deaf and hearing impaired.</p>

Commented [CG11]: Some minimum qualifications are dictated in Title 5. We had notations for most of those, but some, like this one, were missing and have been added in.

	[Note: This is a paraphrased version of Title 5 §53414(d)(1) (2)(C). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]
Developmental Disabilities; Disabled Students Programs and Services	*Master's or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; AND fifteen semester units of upper division or graduate study in developmental disabilities. *This is a paraphrased version of title 5 §53414(d)(1)(2)(B). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.
Dietetics	See Nutritional Sciences/Dietetics.
Drama/Theater Arts	Master's or Master of Fine Arts in drama/theater arts/performance OR the equivalent. <u>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Drama/Theater Arts.]</u>
Earth Science	Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent.
Ecology	Master's in ecology or environmental studies OR the equivalent OR See Interdisciplinary Studies.
Economics	Master's in economics OR Bachelor's in economics AND Master's in finance OR the equivalent. <u>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Economics.]</u>

Commented [CG12]: Discipline faculty contact: Julie Land – In light of the new min qual, Learning Disabilities Specialist, discipline faculty would like to remove this discipline and only use Learning Disabilities Specialist in order to avoid confusion.

Education	<p>Master's in education</p> <p>OR</p> <p>the equivalent.</p>
Engineering	<p>Master's in any field of engineering OR Bachelor's in any of the above AND Master's in mathematics, physics, computer science, chemistry, or geology</p> <p>OR</p> <p>the equivalent.</p> <p>[Note: A bachelor's degree in any field of engineering and 12 graduate units in engineering with a professional engineer's license is an alternative minimum qualification for this discipline, pursuant to Title 5 Section 53410.1. This exceeds the minimum qualification by requiring the 12 graduate units.]</p>
Engineering Technology	<p>Master's in any field of engineering technology or engineering</p> <p>OR</p> <p>Bachelor's degree in either of the above AND Master's degree in physics, mathematics, computer science, biological science, or chemistry</p> <p>OR</p> <p>Bachelor's degree in industrial technology, engineering technology or engineering AND a professional engineer's license</p> <p>OR</p> <p>the equivalent.</p>
English	<p>Master's in English, literature, comparative literature, or composition</p> <p>OR</p> <p>Bachelor's in any of the above AND Master's in linguistics, TESL <u>Teaching English as a Second Language</u>, speech, education with a specialization in reading, creative writing, or journalism</p> <p>OR</p> <p>the equivalent.</p>
<u>English as a Second Language (ESL)</u>	<p>Master's in <u>Teaching English as a Second Language (TESL)</u>, <u>Teaching English to Speakers of Other Languages (TESOL)</u>, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis</p> <p>OR</p> <p>Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies,</p>

Commented [CG13]: This statement is included in the state min qual and should be in ours. As per Linda T, engineering faculty would like to exceed the min qual and add the statement, "and 12 graduate units."

	reading, speech, or any foreign language OR the equivalent.
Ethnic Studies	Master's in the ethnic studies field OR Master's in American Studies/Ethnicity, Latino Studies, La Raza Studies, Central American Studies, Latin American Studies, Cross Cultural Studies, Race and Ethnic Relations, Asian-American Studies, or African-American Studies OR the equivalent OR See Interdisciplinary Studies.
Family and Consumer Studies/ Home Economics	Master's in family and consumer studies, life management/home economics, or home economics education OR Bachelor's in any of the above AND Master's in child development, early childhood education, human development, gerontology, fashion, clothing and textiles, housing/interior design, foods/nutrition, or dietetics and food administration OR the equivalent.
Film Studies	Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication OR the equivalent.
Foreign Languages	Master's in the language being taught OR Bachelor's in the language being taught AND Master's in another foreign language OR the equivalent.
Geography	Master's in geography

	<p>OR</p> <p>Bachelor's in geography AND Master's in geology, history, meteorology, or oceanography</p> <p>OR</p> <p>the equivalent</p> <p>OR</p> <p>See Interdisciplinary Studies.</p>
Gerontology	<p>Master's in gerontology</p> <p>OR</p> <p>the equivalent</p> <p>OR</p> <p>See Interdisciplinary Studies.</p>
Health	<p>Master's in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, nutrition, or public health</p> <p>OR</p> <p>Bachelor's in any of the above</p> <p>AND</p> <p>Master's in any biological science</p> <p>OR</p> <p>the equivalent.</p>
Health Services Director/ Health Services Coordinator/College Nurse	<p>Master's in nursing and a California Public Health Nurse certificate;</p> <p>OR</p> <p>Bachelor's in nursing, a California Public Health Nurse certificate, and a master's in health education, sociology, psychology, counseling, health care administration, public health, or community health.</p> <p>[Note: Other health services personnel shall not be subject to statewide minimum qualifications; however, all personnel shall possess appropriate valid, current licensure or certification to practice in California when required by law. Ancillary personnel shall work under appropriate supervision when required by their license laws.]</p> <p>[Note: This is a paraphrased version of Title 5 §53411. If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</p>
History	<p>Master's in history</p> <p>OR</p>

	<p>the equivalent.</p> <p>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for History.]</p>
Humanities	<p>Master's in humanities</p> <p>OR</p> <p>the equivalent</p> <p>OR</p> <p><u>See Interdisciplinary Studies.</u></p>
Instructional Design/ Technology	<p>Master's in instructional design/technology or educational technology</p> <p>OR</p> <p>the equivalent.</p>
Interdisciplinary Studies	<p>Master's in the interdisciplinary area</p> <p>OR</p> <p>Master's in one of the disciplines included in the interdisciplinary area, provided that the local faculty determine that the instructor's coursework was broad enough to provide an ample basis for offering such a course.</p> <p><u>Master's in one of the disciplines included in the interdisciplinary area and 12 units of upper division or graduate course work in at least one other constituent discipline.</u></p> <p>[NOTE: The Interdisciplinary Studies discipline is provided to allow for those cases where it is locally determined that a course must be taught by someone with qualifications that exceed the single discipline. The constituent disciplines can include any disciplines found in the Master's List.]</p> <p>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Interdisciplinary Studies.]</p> <p><u>Interdisciplinary studies areas include, but are not limited to:</u></p> <p><u>Academic Strategies</u></p> <p><u>Master's degree in educational development, education, English, reading, mathematics, educational psychology or closely related field, with extensive coursework in reading, study skills or learning theory</u></p> <p>OR</p> <p><u>the equivalent.</u></p> <p><u>Human Development</u></p>

Commented [CG14]: "See Interdisciplinary Studies" is not included in the statewide minimum qualification.

Commented [CG15]: The task force and EPC recommend using the language from the state min quals to describe Interdisciplinary Studies with the additional specification of 12 units for upper division or graduate work.

Commented [CG16]: In order to codify the min quals for interdisciplinary studies areas, we are recording them here. These min quals should be used consistently like the other min quals, and changes should go through consultation like other min quals.

Commented [CG17]: Academic Strategies was previously listed in our local list as a discipline but it is not a discipline on the state list. It belongs here under Interdisciplinary Studies instead.

Commented [CG18]: Consultation with Elise Geraghty, Debra Breckheimer, Barb Perez, Chelvi Subramaniam and Lavonne Plum. At ECC, Academic Strategies classes were transferred to English and this min qual is no longer needed. Compton still teaches AS 60 so we will keep the min qual on the list. When Compton adopts its own min qual list, ECC may choose to delete it. No interest was expressed in clarifying the term "extensive coursework."

Commented [CG19]: This is the min qual used for the last two searches in 2014 and 2017, with the addition of "psychology." HDEV faculty approved adding this to the interdisciplinary list.

	<p><u>Master's degree in education, psychology, counseling psychology, educational psychology, or counseling</u></p> <p><u>OR</u></p> <p><u>the equivalent.</u></p>
Journalism	<p>Master's in journalism or communication with a specialization in journalism</p> <p>OR</p> <p>Bachelor's in either of the above AND Master's in English, history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography</p> <p>OR</p> <p>the equivalent.</p>
Kinesiology	<p>Master's in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercises or adaptive physical education</p> <p>OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration or physical therapy</p> <p>OR</p> <p>the equivalent.</p>
Law	<p>JD or LLB or <u>Juris Doctor</u> or <u>Bachelor of Laws</u> degree plus admission to the California Bar and 2 years experience practicing law</p> <p>OR</p> <p>meet qualification in the discipline of the application</p> <p>OR</p> <p>the equivalent.</p> <p>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Law.]</p>
Learning Assistance Instructors	<p>Any master's degree level discipline in which learning assistance or tutoring is provided at the college where the coordinator <u>instructor</u> is employed;</p> <p>OR</p> <p>Master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory.</p> <p>[Note: Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.]</p>

Commented [GC20]: QUESTION FOR DEANS. Do we have a min qual for Educational Development courses? If so, what is it, and we should list it here. If not, who is teaching those?

Commented [CG21]: Typo. The state min qual is for instructors and coordinators but we only have it for instructors.

	[Note: This is a paraphrased version of Title 5 §53415. If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]
Learning Disabilities: Disabled Students Programs and Services	<p>Master's, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; AND Fifteen semester units of upper division or graduate study in learning disabilities.</p> <p>[Note: This is a paraphrased version of Title 5 §53414(d)(1)(2). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</p>
Learning Disabilities: Specialist	<p><u>Master's degree in learning disabilities, special education, education, psychology, speech language pathology, communication disorders, educational or school psychology, counseling, or rehabilitation counseling AND 15 semester units of upper division or graduate study in the area of learning disabilities, to include, but not limited to, adult cognitive and achievement assessment or the equivalent.</u></p> <p>[Note: This is a paraphrased version of Title 5 §53414(f). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</p>
Library Science	<p>Master's in library science, library and information science,</p> <p>OR</p> <p>the equivalent.</p>
Linguistics	<p>Master's in linguistics or applied linguistics</p> <p>OR</p> <p>Bachelor's in linguistics AND Master's in <u>Teaching English to Speakers of Other Languages (TESOL)</u>, anthropology, psychology, sociology, English, or any foreign language</p> <p>OR</p> <p>the equivalent.</p>
Management	<p>Master's in business administration, business management, business education, marketing, public administration, or finance</p> <p>OR</p> <p>Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law</p> <p>OR</p> <p>the equivalent.</p>
Marketing	<p>Master's in business administration, business management, business education, marketing, advertising, or finance</p>

Commented [CG22]: Faculty contact: Julia Land. This is a new discipline from the 2016 state list. Discipline faculty are unanimously agreed that we will add it and use the language directly from the state min qual.

	<p>OR</p> <p>Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law</p> <p>OR</p> <p>the equivalent.</p>
Mass Communication	<p>Master's in radio, television, film, mass communication, or journalism</p> <p>OR</p> <p>Bachelor's in any of the above AND Master's in drama/theater arts, communication, communication studies, business, telecommunications, or English</p> <p>OR</p> <p>the equivalent.</p>
Mathematics	<p>Master's in mathematics or applied mathematics</p> <p>OR</p> <p>Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education</p> <p>OR</p> <p>the equivalent.</p>
Music	<p>Master's in music</p> <p>OR</p> <p>the equivalent.</p> <p><u>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Music.]</u></p>
Nursing	<p>Master's in nursing</p> <p>OR Bachelor's in nursing AND Master's in health education or health science</p> <p>OR</p> <p>the equivalent.</p> <p>OR</p> <p>The minimum qualifications as set by the Board of Registered Nursing, whichever is higher.</p>
Nutritional Science/ Dietetics	<p>Master's in nutrition, dietetics, or dietetics and food administration</p> <p>OR</p> <p>Bachelor's in any of the above AND Master's in chemistry, public health, or family and consumer studies/home economics</p>

	<p>OR</p> <p>the equivalent.</p> <p>[Note: A Bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative minimum qualification for this discipline, pursuant to Title 5 Section 53410.1.]</p>
Peace Studies	<p>Master's in peace studies, peace and conflict studies, peace and justice studies</p> <p>OR</p> <p>the equivalent.</p>
Philosophy	<p>Master's in philosophy</p> <p>OR</p> <p>the equivalent.</p> <p><u>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Philosophy.]</u></p>
Photography	<p>Master's in photography, fine arts, or art</p> <p>OR</p> <p>Bachelor's in any of the above AND Master's in art history or humanities</p> <p>OR</p> <p>the equivalent.</p>
Physical Disabilities: Disabled Students Programs and Services	<p>Master's, or equivalent foreign degree, in the category of the disability, special education, education, psychology, educational psychology, or rehabilitation counseling: AND Fifteen semester units of upper division or graduate study in physical disabilities.</p> <p>[Note: This is a paraphrased version of Title 5 §53414(d). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</p>
Physical Education	<p>Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education</p> <p>OR</p> <p>Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy</p> <p>OR</p> <p>the equivalent.</p>
Physical Education	<p>Master's in physical education, exercise science, education with an</p>

(Adapted): Disabled Students Program and Services	<p>emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education,</p> <p>OR</p> <p>Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy</p> <p>OR</p> <p>the equivalent; AND fifteen semester units of upper division or graduate study in adapted physical education.</p> <p>[Note: This is a paraphrased version of Title 5 §53414(b). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</p>
Physical Sciences	See Interdisciplinary Studies.
Physics	<p>Master's in physics</p> <p>OR</p> <p>Bachelor's in physics AND Master's in astronomy, astrophysics or engineering</p> <p>OR</p> <p>the equivalent.</p>
Political Science	<p>Master's in political science, government, or international relations</p> <p>OR</p> <p>Bachelor's in any of the above AND Master's in economics, history, public administration, sociology, or social science with an emphasis in political science, any ethnic studies, JD or <u>Juris Doctor</u></p> <p>OR</p> <p>the equivalent.</p>
Psychology	<p>Master's in psychology</p> <p>OR</p> <p>the equivalent.</p> <p><u>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Psychology.]</u></p>
Reading	<p>Master's in education with a specialization in reading or teaching reading</p> <p>OR</p> <p>Bachelor's in any academic discipline AND twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL <u>Teaching English as a Second Language</u>, or psychology</p>

	OR the equivalent.
Recreation Administration	Master's in recreation administration or physical education OR Bachelor's in either of the above AND Master's in dance, gerontology, or public administration OR the equivalent.
Religious Studies	Master's in religious studies, theology, or philosophy OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.
Social Science	Master's in social science OR the equivalent OR See Interdisciplinary Studies.
Sociology	Master's degree in sociology OR Bachelor's degree in sociology AND Master's degree in anthropology, any ethnic studies, social work, or psychology OR the equivalent.
Speech Communication	See Communication Studies.
Speech Language Pathology	Master's in speech pathology, speech language pathology, speech language and hearing sciences, communicative disorders and sciences, communication sciences and disorders, or education with a concentration in speech pathology; OR the equivalent.
Speech and	Master's, or equivalent foreign degree, in speech pathology and audiology,

Language Disabilities (Pathology): Disabled Students Programs and Services	<p>or in communication disorders; AND Licensure or eligibility for licensure as a speech pathologist or audiologist by the Medical Board of California.</p> <p>[Note: This is a paraphrased version of Title 5 §53414(c). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</p>
Theater Arts	<p>See Drama/Theater Arts.</p>
Women's Studies	<p>Master's in women's studies</p> <p>OR</p> <p>the equivalent</p> <p>OR</p> <p>See Interdisciplinary Studies.</p>
Work Experience Instructors or Coordinators	<p>The minimum qualifications in any discipline in which work experience may be provided at the college where the instructor or coordinator is employed.</p> <p>[Note: This is a paraphrased version of Title 5 §53416. If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</p>

Non-Master's Disciplines List

Disciplines Requiring a Specific Bachelor's or Associate's Degree and Professional Experience

Category 1— **List of disciplines in which a master's degree is not generally available but which requires a specific bachelor's or associate degree.**

Discipline	Local Minimum Qualifications
Biotechnology	Bachelor's degree in the biological sciences, chemistry, biochemistry, or engineering AND two years of full-time related professional experience.
Citizenship: Noncredit Instruction	For a noncredit course in citizenship a bachelor's degree in any discipline, AND six semester units in American history and institutions. <u>[Note: This is a paraphrased version of Title 5 §53412 (d). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</u>
Computer Information Systems	Please see the Disciplines Requiring a Master's list.
English as a Second Language (ESL): Noncredit Instruction	For a noncredit course in English as a Second Language (ESL) any of the following: Bachelor's degree in Teaching English as a Second Language (TESL), or Teaching English to Speakers of Other Languages (TESOL) OR Bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in TESL, which may be completed concurrently during the first year of employment as a noncredit instructor OR Bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching English as a second language in an accredited institution; and a certificate in TESL, which may be completed concurrently during the first two years of employment as a noncredit instructor; OR Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL. <u>[Note: This is a paraphrased version of Title 5 §53412 (e). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</u>

Commented [MG23]: Task Force and EPC recommend using this title language from the CCCCO list.

Commented [CG24]: Because it includes a Master's requirement, the task force recommends moving CIS to the Master's list and notating it here, where it appears on the CCCCO list.

Health and Safety: Noncredit Instruction	<p>For a noncredit course in health and safety, a bachelor's degree in health science, health education, biology, nursing, dietetics, or nutrition;</p> <p>OR</p> <p>Associate degree in any of those subjects AND four years of professional experience related to the subject of the course taught.</p> <p><u>[Note: This is a paraphrased version of Title 5 §53412 (f). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</u></p>
Home Economics: Noncredit Instruction	<p>For a noncredit course in home economics a bachelor's degree in home economics, life management, family and consumer studies, dietetics, food management interior design, or clothing and textiles;</p> <p>OR</p> <p>Associate degree in any of those subjects AND four years of professional experience related to the subject of the course taught.</p> <p><u>[Note: This is a paraphrased version of Title 5 §53412 (g). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</u></p>
Interdisciplinary- Basic Skills: Noncredit Instruction	<p>For an interdisciplinary, noncredit basic skills course a bachelor's in any social science, humanities, mathematics, or natural science discipline or in liberal studies, as appropriate for the course.</p> <p><u>[Note: This is a paraphrased version of Title 5 §53412 (a). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</u></p>
Mathematics- Basic Skills: Noncredit Instruction	<p>For a noncredit basic skills course in mathematics a bachelor's degree in mathematics.</p> <p><u>[Note: This is a paraphrased version of Title 5 §53412 (b). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</u></p>
Older Adults: Noncredit Instruction	<p>For a noncredit course intended for older adults, either pattern (1) or pattern (2) following:</p> <p>(1) A bachelor's degree with a major related to the subject of the course taught, and either: (A) Thirty hours or two semester units of course work or class work in understanding the needs of the older adult taken at an accredited institution of higher education or approved by the district. This requirement may be completed concurrently during the first year of employment as a noncredit instructor; or (B) One year of professional experience working with older adults;</p> <p>OR</p> <p>(2) An associate degree with a major related to the subject of the course taught; and two years of occupational experience related to the subject of the course taught; and sixty hours or four semester units of coursework or</p>

	<p>class work in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This last requirement may be completed concurrently during the first year of employment as a noncredit instructor.</p> <p><u>[Note: This is a paraphrased version of Title 5 §53412 (h). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</u></p>
Ornamental Horticulture	<p>Bachelor's in ornamental horticulture, plant science or botany AND 2 years experience in ornamental horticulture</p> <p>OR</p> <p>the equivalent.</p> <p><u>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Ornamental Horticulture.]</u></p>
Parent Education: Noncredit Instruction	<p>For a noncredit course in parent education, a bachelor's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or early childhood education, educational psychology with a specialization in child development, elementary education, psychology, or family life studies; AND two years of professional experience in early childhood programs or parenting education.</p> <p><u>[Note: This is a paraphrased version of Title 5 §53412 (i). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</u></p>
Pharmacy Technology	<p>Any bachelor's degree AND two years of professional experience</p> <p>OR</p> <p>Any associate degree AND six years of professional experience,</p> <p>OR</p> <p>Any associate degree AND an accredited Pharmacy Technician Certification (CPHT), and four years of professional experience.</p>
Public Safety	<p>Any bachelor's degree AND two years professional experience</p> <p>OR</p> <p>Any associate degree AND six years of professional experience.</p>
Reading – Basic Skills: Noncredit Instruction	<p>For a noncredit basic skills course in reading and/or writing either: Bachelor's degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism;</p> <p>OR</p> <p>Bachelor's degree in any discipline AND twelve semester units of coursework in teaching reading.</p> <p><u>[Note: This is a paraphrased version of Title 5 §53412 (c). If there is any</u></p>

Commented [CG25]: In the state min qual list, ornamental horticulture is in a different list, "Disciplines requiring any degree and professional experience." Task Force and EPC recommend keeping it here and noting it in the other list.

Commented [CG26]: This is a new discipline on the CCCCO 2017 list. As per Dean, okay to add to our list.

	<u>conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.</u>
Real Estate	<p>Bachelor's in business or finance, California Bureau of Real Estate broker license <u>in good standing</u> or California Bureau of Real Estate Appraisers certified appraisal license <u>in good standing</u> AND two years of experience as a broker or appraiser</p> <p>OR</p> <p>Associate's in business, real estate, finance or real estate appraisal, CA BRE Broker license or CA BREA Certified Appraisal license <u>in good standing</u> and 6 years experience as a broker or appraiser.</p> <p><u>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Real Estate.]</u></p>
Specialized Instruction (DSPS): Noncredit Instruction	<p>The minimum qualifications for service as a faculty member to provide noncredit specialized instruction for students with disabilities shall be any one of the following: (1) The minimum qualifications for providing credit instruction for students with disabilities as specified in this section.</p> <p>OR</p> <p>(2) A bachelor's degree with any of the following majors: education of students with specific or multiple disabilities; special education; psychology; physical education with an emphasis in adaptive physical education; communicative disorders; rehabilitation; computer-based education; other computer-related majors which include course work on adapted or assistive computer technology for students with disabilities; other majors related to providing specialized instruction or services to persons with disabilities.</p> <p>OR</p> <p>(3) An associate degree with one of the majors specified in subparagraph (2) above; and four years of experience providing specialized instruction or services to persons in the disability category or categories being served.</p> <p><u>[Note: This is a paraphrased version of Title 5 §53414 (e)(3). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</u></p>
Specialized Instruction (DSPS) – Vocational: Noncredit Instruction	<p>For noncredit vocational courses an associate degree or certificate of training; and four years of occupational experience related to the subject of the course taught; and two years of experience providing specialized instruction or services to persons in the disability category being served.</p> <p><u>[Note: This is a paraphrased version of Title 5 §53414 (e)(4). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</u></p>
Vocational (short-term): Noncredit	<p>For a short term noncredit vocational course, any one of the following: Bachelor's degree; and two years of occupational experience related to the</p>

Commented [CG27]: In the state min qual list, Real Estate is in a different list, "Disciplines requiring any degree and professional experience. Task force recommends keeping it here and referencing it in the other list. Consultation with Virginia Rapp and Nic McGrue (law faculty who teaches a Real Estate class). They want to keep the degree requirement and add "in good standing."

Instruction	<p>subject of the course taught;</p> <p>OR</p> <p>Associate degree; and six years of occupational experience related to the subject of the course taught;</p> <p>OR</p> <p>Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter;</p> <p>OR</p> <p>For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in Section 53413.</p> <p><u>[Note: This is a paraphrased version of Title 5 §53412 (j). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</u></p>
Writing- Basic Skills: Noncredit Instruction	<p>For a noncredit basic skills course in reading and/or writing either:</p> <p>Bachelor’s degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism;</p> <p>OR</p> <p>Bachelor’s degree in any discipline and twelve semester units of coursework in teaching reading.</p> <p><u>[Note: This is a paraphrased version of Title 5 §53412 (c). If there is any conflict between the paraphrased language and the Title 5 language, the Title 5 language shall prevail.]</u></p>

Non-Master's Disciplines List

Disciplines Requiring Any Bachelor's or Associate's Degree and Professional Experience

Category 1 2 - Bachelor's degree and five years professional experience in the discipline and any certificate or license required to do that work OR any Associate's degree and six years professional experience and any certificate or license required to do that work. The professional experience required must be directly related to the faculty member's teaching assignment.

[Note: The minimum qualification for the disciplines in Category 1 exceed the statewide minimum qualification.]

Discipline:

Administration of Justice

Air Conditioning, Refrigeration, Heating

Architecture

Auto Body Technology

Automotive Technology

Cabinet Making

Carpentry

Construction Technology

Cosmetology

Drafting

Electricity

Electromechanical Technology

Electronics

Emergency Medical Technologies

Engineering Support

Environmental Technologies

Fire Technology

Industrial Technology

Machine Tool Technology

Commented [MG28]: Title from CCCCCO list. At ECC, we divided this CCCCCO list into two. The CCCCCO list requires a BA and two years experience or AA and 6 years for all the disciplines in our category 1 & 2. At ECC, category 1 exceeds the min qual by asking for a BA and five years experience.

Commented [CG29]: This must be added to be in compliance with the state min quals for this list.

Manufacturing Technology

[Ornamental Horticulture: Please see the list of Disciplines Requiring a Specific Bachelor's or Associate's Degree and Professional Experience.]

[Real Estate: Please see the list of Disciplines Requiring a Specific Bachelor's or Associate's Degree and Professional Experience.]

Robotics

Telecommunication Technology

Welding

~~Non-Master's Disciplines List~~

Category 2 3

Any bachelor's degree and two years experience in the discipline and any certificate or license required to do that work OR any Associate's degree and six years experience and any certificate or license required to do that work. The professional experience required must be directly related to the faculty member's teaching assignment.

Discipline:

Addiction Paraprofessional Training

Aeronautics

Agricultural Business and Related Services

Agricultural Engineering

Agricultural Production

Animal Training and Management

Appliance Repair

Archaeological Technology

Athletic Training

Aviation

Banking and Finance

Barbering

Bicycle Repair

Bookbinding

Broadcasting Technology

Building Codes and Regulations

Building Maintenance

Business Machine Technology

Cardiovascular Technology

Ceramic Technology

Coaching

Commercial Art

Commercial Music

Computer Service Technology

Construction Management

Court Interpreting

Court Reporting

Culinary Arts/Food Technology

Dental Technology

Diagnostic Medical Technology

Diesel Mechanics

Dietetic Technician

Electromicroscopy

Commented [GC30]: This must be added to be in compliance with the state min quals for this list.

Commented [GC31]: QUESTION FOR THE DEANS. Do you want to move any of these to Category 1, which requires more work experience with a BA. For instance, Athletic Training, Aviation, Diagnostic Medical Imaging, Restaurant Management, Radiological Technology, Respiratory Technician, Respiratory Technologies, etc.?

Electronic Technology	Materials Testing Technology
Electroplating	Media Production
Equine Science	Medical Instrument Repair
Estimating	Military Studies
Fabric Care	Mining and Metallurgy
Fashion and Related Technologies	Mortuary Science
Flight Attendant Training	Motorcycle Repair
Fluid Mechanics Technology	Multimedia
Folk Dance	Music Management
Forestry/Natural Resources	Music Merchandising
Furniture Making	Musical Instrument Repair
Graphic Arts	Nursing Science/Clinical Practice
Gunsmithing	Occupational Therapy Assisting
Health Care Ancillaries	Office Technologies
Health Information Technology	Photographic Technology/Commercial Photography
Heavy Duty Equipment Mechanics	Physical Therapy Assisting
Hotel and Motel Services	Piano Tuning and Repair
Industrial Design	Plastics
Industrial Maintenance	Plumbing
Industrial Relations	Printing Technology
Industrial Safety	Private Security
Insurance	Prosthetics and Orthotics
Interior Design	Psychiatric Technician
Janitorial Services	Public Relations
Jewelry	Radiation Therapy
Labor Relations	Radiological Technology
Legal Assisting	Registered Veterinary Technician
Library Technology	Rehabilitation Technician
Licensed Vocational Nursing	Respiratory Technician
Locksmithing	Respiratory Technologies
Marine Diving Technology	Restaurant Management
Martial Arts/Self Defense	Retailing
Masonry	

Sanitation and Public Health Technology
Search and Rescue
Sheet Metal
Ship and Boat Building and Repair
Shoe Rebuilding
Sign Language, American
Sign Language/English Interpreting
Small Business Development
Small Engine Mechanics

Stagecraft
Steamfitting
Surgical Technology
Transportation
Travel Services
Upholstering
Vision Care Technology
Watch and Clock Repair