



Academic Senate of El Camino College 2017-18

December 5, 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

Sara Di Fiori*	18/19
Troy Moore	18/19
Shanna Potter	19/20
Ryan Turner	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
<u>Division Personnel</u>
Stephanie Rodriguez

Library Learning Resources

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

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

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 Fahnestock. 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.



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Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:

<http://www.elcamino.edu/academics/academicssenat/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.

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: Y. Kawasaki, M. Mata, C. Schult-Roman, J. Young

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:

- Amber Gillis
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ACADEMIC SENATE MINUTES

November 21, 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 sixth Academic Senate meeting of the fall 2017 semester to order on November 21, 2017 at 12:32 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-12 of the packet for minutes from the November 7, 2017 meeting. P. Marcoux moved, Bob Diaz seconded, and the minutes were approved as presented in the packet.

KDD: Now let us welcome our division personnel, Stephanie Rodriguez. I am confident in saying that this is probably her last Academic Senate meeting (forever and ever and she is going to hold back the tears). I have asked her to come up and tell us a little bit about herself, and her role as dean. Stephanie Rodriguez: I have been at ECC for about 22 years. I have been the Dean of Industry and Technology. It is a small division, but we are diverse, and we have 16 programs; Fire, Police, Cosmetology, Fashion, EMT, etc.. We have a lot going on. Prior to becoming the dean, I was an Interim Director for Workforce Development and I did that for about 5 years. Prior to that, I was hired originally at El Camino as a Financial Aid Counselor, and Puente Project Counselor. I did that for about 5 years and I loved it! I miss it because I loved working with students. El Camino has been very good to me, to I've been good to them as well. I have had amazing opportunities. Prior to that, I was at Cerritos College for about 10 years, as classified and an Adjunct Counselor. Prior to that, I was at the LA Times for about 10 years in circulation and as an advisor. I had very good customer service skills, I feel like I was raised at the Times. It has been a pleasure to be here and work with faculty. I was Academic Senate Vice President for Professional Development a few years back, and I was one of the first counselors to do that. It was different in those days, and I love the way everyone collaborates now. I am retiring December 15, on my birthday. I wish you all the best. KDD: Stephanie never stopped being a counselor. She always had "cool ideas" for student success. Here is a little something to show you how much you are appreciated (Stephanie was presented a small gift).

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 13-22)

Look at pages 13-22. A few announcements and a couple of updates. We missed out on Officer Reports last time, so you will hear things that you missed out on last time. We do have a lot of business coming up: Min Quals, which has been an ongoing project for the Ed Policies Committee, topics coming up at the state level. We need to confirm our "tentative" December 12th senate meeting. So, we will have two more meetings this semester, so thank you in advance for attending, so we can keep moving forward. The Strategic Planning Committee has launched their work. They have decided to call their efforts a "Bridging Study". We want to find out what is happening in the community and see how to better bridge the community. We are also looking at internal expectations for the college. This will be cool to learn about our strengths and areas of improvement. The draft will be developed at the May Planning Summit. The results from the "Bridging Study" should be coming to us sometime in March. We will make sure we bring it back to this group so you can stay informed.

The minutes for College Council are in the packet. We consult on campus-wide initiatives, we review the Board of Trustees agendas, we look at BP's/AP's, and we've been looking at the non-discrimination statement. We want to update those and make them consistent and broad. We want to make sure they reflect our philosophy as a college. If you have questions or concerns, please let me know.

We have a few committees that are busy; the Certificates Task Force, The Evaluation Procedures Committee looks at faculty evaluations, and the Student Disciplinary Procedures Task Force just had their first meeting. There are lots of things happening. Jean has a spiral to keep track of all the task forces. If you have feedback or input, please let us know.

The senate evaluation was sent to all of you and will stay open until December 1st. We need feedback because we are a collegial consultation committee, so every year we want to evaluate our functioning. We want to see strategies for improvement.

Please make sure you sign in on your way in or on your way out. It helps with our record keeping.

You saw the faculty positions which were announced on the listserv; they were approved for next fall. There are a total of 22 positions that will be advertised. We had an estimate of 14-16, but we were in a position to approve more than that based on our FON and our projected enrollment. We were approved for 20 positions, but Dr. Maloney created space for 2 additional positions. One was an additional English position which was ranked 21st. The 24th position was moved up as a priority because in the past few years the librarian staffing had dwindled from 7 to 4. There is a lot of excitement on campus. We don't expect we will have this many positions for 2019 because, this year, we had a number of recent retirements. The only change was the librarian moving up to #22. Any questions? P. Marcoux: What got bumped? KDD: General Counseling and Art. Art had a number of hires last year. And you'll remember that we discussed earlier this semester that we approved a Veteran's Counselor, who will start in spring 2018. (This is not a general counseling position.) It is always very hard to decide. We had 46 proposals.

Christina Nagao asked that we make an announcement about the Native Hawaiians and Pacific Islanders. On page 22 of the packet, there is an event on Friday, December 1st. Post this in your mailroom and consider attending. Analu Josephides, who is also on the planning committee for this event, encouraged faculty to attend.

b. VP – Compton Education Center – Paul Flor

Compton College is announcing their Faculty Prioritization, we have 9; including staffing for Guided Pathways and a categorical counselor. We are replacing some retirements. We are reviewing a few board policies as well, one of which is related to energy conservation. We will be going into a lot of construction. Today we are working with state assemblyman Mike Gipson, who is partnering with Compton to give away 10,000 turkeys to the community. We are also bridging with the community as part of our new objective as we spin off and become Compton College.

c. Chair – Curriculum – Janet Young

No report

d. VP – Educational Policies –Chris Gold

KDD: Our incoming dean for Behavioral and Social Sciences, Chris Gold. We are terribly sorry to steal her from the senate, but not really. C. Gold: We are working on Min Quads, you are probably tired of hearing me say that is what we are working on. We did finish them and we sent them off to the deans for them to take a look.

e. VP – Faculty Development – Stacey Allen

A reminder that tomorrow is Walk and Roll Wednesday, wear your gear and get out there. My next announcement is "Getting the Job", Faculty Application and Interview Workshops. Two of the panelists are here today, Stephanie Rodriguez and Analu Josephides. I encourage you to please help spread the word. That is Friday, December 1st. The Outstanding Adjunct Faculty Award has been selected. We are going to honor Sarah Leinen at our next senate meeting. Four other adjunct faculty will be receiving some honors; Alan Chan, Brett Marschall, Fariba Sadeghi-Tabrizi, and Kyle Strohmaier. On December 5th, the photographers will be here to capture the celebration. We think that would be a great chance to get a photo of the senators wearing their ECC gear. That way in the spring we can use it to help promote the Warrior Wednesdays. We would love for you to wear your ECC gear for the December 5th senate meeting.

f. VP – Finance & Special Projects – Josh Troesh

The last couple of meetings, the continued theme will sound like a broken record, with issues of enrollment and stabilization being the focus. Winter will give us a head start, but it will still be a struggle to hit our enrollment goals. That is an ongoing issue the college will have to worry about. Our college Vice President of Finance will reiterate the importance of getting the numbers up. Significant funding is at stake. KDD: Would it make sense to talk to this group

about what classroom faculty can do? J. Troesh: It would be wise to do this at the first senate meeting of next semester. What happens with final numbers will have a very significant impact on enrollment. C. Wells: Do you have an idea what it would do if we got the current students who are taking 12 units to take 15? J. Troesh: It would probably be significant if every student took an additional class. I don't know if we have even had an analysis on that. P. Marcoux: What is an easier way to get students to take more units? OER. What usually stops students are the costs of the textbooks. If we would use Open Education Resources, we could get them to take more class. J. Troesh: I'm not sure how much of an influence that would have by next semester; that is definitely a long-term issue. C. Wells: By next semester, we are supposed to be publishing the courses that are OER. Dr. Shankweiler: The task force is meeting tomorrow.

J. Troesh: We can make sure our winter is strong. We can encourage students to enroll and enroll early. To enroll here before they go to SMC. C. Wells: We should have that discussion with our current students. That could help us dramatically, if they take 15 instead of 12. It helps with Financial Aid as well. KDD: There are incentives from Financial Aid if they bump up to 15 units. S. Bray. I would like to clarify that. There is a big push for collaboration between Financial Aid and Counseling. We are reaching out to students who are enrolled in 12 units to encourage them to take 15 units so they are eligible for the Student Success Grant. That is specific for students who are Cal Grant-eligible. Anytime you talk to a student, since it is time to register, remind the students about registration and their date and time. We need to make an effort across campus to remind students to register early. KDD: Not all of our students see a counselor. But they do see classroom faculty every week. We can ask classroom faculty to help us get the word out to students. P. Marcoux: That should go out to the faculty listserv. My FYE students know that but my regular students don't know. They don't realize it's time to register.

KDD: Jean, do we know if we should split our Winter/Spring registration? Do we know if that has helped or hurt registration? Dr. Shankweiler: I don't know, we've only started this in the past year. I will check on this. S. Bray: I worked at another college where the students got texts and emails about registration appointments. C. Nagao: Are there plans to revise how students sign up for a counseling appointment? I was talking to a student yesterday and he was frustrated because he was having such difficulty signing up. Maybe we need to reform the way counseling appointments are made. R. Diaz: They can go to the appointment desk. It is more flexible for the needs of our students. Tell your students to show up in the morning or call to make appointments. Dr. Shankweiler: These are all things our process improvement team is trying to address. It would be helpful if someone would collect them and get them to Mr. Miyashiro so he can address them with the process improvement team. A. Ahmadpour: We had problems with success and retention. We try to encourage our students to get involved and to study. What is the point? Do we want to make them more disappointed? Do we want them to fail more classes? They have too many issues, they can't take more units. We are going further and further back. P. Lau: I think we need to stop babying them. What is going to happen in 10 years? If we keep asking them to take less and less units, we are enabling them. They obviously can't do the work. Do they fail now or later?

g. VP – Academic Technology – Pete Marcoux

The Academic Technology Committee is going to meet digitally to talk about the conference in the spring. DEAC had a great conference on Friday. A lot of people shared some wonderful things. I want to give an update on Google for Education. ITS is working on it, they are still digging out from the fiasco a few weeks ago. They are moving student emails to the cloud. Hopefully, in spring we'll see it. If everything works well, you will be able to use your El Camino email address in Google. They just have to see how it works and how it interacts with Microsoft products.

h. VP – Instructional Effectiveness/ALC&SLO's Update – R. Serr (pgs. 23)

The SLO/PLO assessment status for Spring 2017; PLO's are 26/28 = 93%, SLO's are 459/480 = 96%
The Program Review Committee had their recent Program Review Orientation and everyone showed up!

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

I want to thank Chris Gold for the DE Institute. The keynote speaker was amazing, and she talked about how important it was to make a connection with your instructor. Dr. Miranda had been her instructor a long time ago and happened to come to the institute. She showed us online about connecting with our students and it was pretty inspiring. It was so

inspiring, I signed up for the Intro to Canvas class. Maybe I'll communicate with my deans that way and I want to see what people are doing.

Thank you to Chris and the Ed Policies Committee for all the Ed Policies work you've done. I don't know how we are going to replace you, maybe we'll make that your assignment in your role as dean. We have been doing hiring committees as you know for deans for Industry & Tech, Social Sciences, Behavioral & Social Science, Director of Library & Learning Resources, Public Safety and Career & Technical Education. A lot of hiring committees along with the prioritization process which takes up a lot of time. The disciplines task force met and we are trying to figure what outcomes we want out of this review. What steps we need to take. Our next meeting will be before the end of the semester.

A big thing is going on with Curriculum. CurricUNET isn't working very well and it's difficult to get assistance. We are looking to see what we can do in the future. We can't make big changes, because Compton needs to separate off first. I need to talk with Barbara and Art and see what we can do. Janet has going back to the old paper process. We are making due and Janet is amazing! She is my hero right now. The other part is AB 705 and getting students ready for transfer-level Math & English in their first year. And what are our options for that. At the Regional Senate Curriculum Institute this past Saturday, it was very interesting and quite a few people from ECC & Compton were there. The new Curriculum Analyst for Compton was there. The Chancellor's Office has devised a workgroup that should be giving us some guidance before the end of the year. That is taking up a lot of people's energy because of uncertainty.

Ross Miyashiro – VP of Student Services

VP Miyashiro was involved in a hiring panel and couldn't attend.

E. UNFINISHED BUSINESS

Elections: President, Secretary – Pete Marcoux

I am in charge of running an election. We have two positions up. We will start with the secretary position. I am asking for nominations for secretary. We have one nomination currently, Traci, our current secretary. Is there anyone else who would like to run? No? I would like to make a motion that we forgo the election, S. Bray seconded. All were in favor. Congratulations, Traci. The second position is for President-elect. This position will start in the spring and will automatically become President starting Fall 2018. The President-elect shadows the President. Kristie has accepted the nomination. She will be shadowing herself. Are there any other nominations? We will forgo the election and I motioned, Ali seconded. All were in favor. KDD: It is an honor and privilege to represent the college. This is a phenomenal group. Thanks Pete, you did a great job.

F. NEW BUSINESS

Quality Focus Essay: 1st Reading – Paul Flor (pgs. 24-37)

KDD: Paul and Amber Gillis will give us a reader's digest version. Our Compton colleagues have a very ambitious schedule and are working very hard to get to an independent accreditation. We want to do everything we can to support their progress. As an executive board, we had an emergency virtual meeting. We passed a motion for us to have a first reading and a vote on the Quality Focus Essay today. We want them to stay on track with their very ambitious schedule. C. Wells motioned, Bob Diaz, seconded. Now let's have a discussion and then we'll vote. P. Flor: Yes, we are ambitious, we want to submit this tomorrow. Technically we do have until March. There are internal and external pressures that want us to stay on that ambitious schedule. We are taking this document as more of an informational item, rather of an aspirational goal. This will come up again at our midterm review. By then we should have a lot more advanced development. The document in your packet is an earlier version. The latest version was provided to Kristie. The essential contributions from this body are incorporated into this document. This is at the 11th hour and 53 minutes. I believe it does reflect the spirit of the purview of the Academic Senate. Every campus has its own relationships and its own methods of working. I have served for 4 years as Academic Senate President. We approached this and it was written by faculty with the understanding that what may not be expressed in the text, is understood by our campus to be collegial and recognizing that faculty have a role in academic and professional matters.

Amber is one of the primary authors and I would like to give her a chance to contribute. A. Gillis: When we started to write the QFE, we didn't get very many directions from the ACCJC. They just said to keep it under 5,000 words. We have had many conversations, and it has gone through an external evaluation team this semester. Writing this was very difficult for me as faculty. It has been a labor of love. When we started to look at our QFE, we wanted to focus on integrated planning. After discussion in academic senate, we realized that we needed to also focus on distance education. We had a lot of areas on which to improve, so we thought this would be the perfect opportunity to not only focus on integrated planning, but to create a more robust distance education program on our campus. As we branch away, there are a lot of positions on our campus that don't exist. It opened up a lot of discussions on our campus. This is not as detailed as what will happen in the next couple of years. This is a brief synopsis of our goals. We are proud of this document, and another faculty member and I took the lead. A lot of input went into this, and it has been all over campus. We appreciate you looking into it and helping us. KDD: I looked at this document, and I am pleased to put my support behind it. They have been clear that senate purview includes the key topics that are addressed in this document: curriculum review, planning, and budgeting. These are all in our 10 + 1. Thanks for being open, and a true test of whether you are truly consultative is if you are willing to consult even if it's inconvenient.

Are there questions or comments about the document? C. Wells: Why is it so important to do now if you have until March? A. Gillis: We are also writing a substantive change proposal. Because we were given full accreditation, we should have already written a QFE. Originally, we were given directions that we weren't required to write a QFE by the ACCJC. Now that we were given full accreditation, they came back and asked if we could take care of that too. If we had the opportunity to keep going until March, we would have. P. Flor: That allows us to pursue the change and transition plan and a lot of other things and targets that we have to hit in order for that plan to go on schedule. S. Donnell: Have you guys created your positions already? Is the administration on board with that? P. Flor: Yes, we are already flying the job announcement. KDD: All were in favor, and the motion passes!

G. INFORMATION ITEMS –DISCUSSION

(ASCCC) 2017 Fall Plenary Report – Karl Striepe

KDD: Our senate nominated Karl to receive an ASCCC scholarship to attend the plenary and I am pleased to say that he was selected! K. Striepe: I have quite a few slides from the Fall Plenary, I was one of the at-large adjunct reps. My new dean, Dr. Chris Gold was one of the voting delegates. This is an FYI, because a lot happened and I wasn't there the first day. Presentations were presented and resolutions were resolved. I do have links where all the presentations are available for download

- **General and Breakout Sessions** from Thursday and Friday are **available for download at url:** <https://www.asccc.org/events/2017-11-02-150000-2017-11-04-230000/2017-fall-plenary-session>
- Saturday's **Final Resolutions** for the 2017 Fall Plenary, which are **also available for download at url:** <https://www.asccc.org/events/2017-11-02-150000-2017-11-04-230000/2017-fall-plenary-session>

Much of Thursday focused on Guided Pathways and the idea of creating an online university. Second breakout sessions focused on OER and also min quals. Keynote presentation was very faculty friendly. C. Gold: She emphasized the importance of faculty giving their input to the Chancellors Office. Coming from the Board of Governors that was a pretty big deal for her to say that. K. Striepe: Friday sessions highlighted Guided Pathways. Online Education did come up quite a bit in break-out sessions. Also the implications of AB 705B came up about Math requirements for transfer. Cal States might see changes to the current requirements. No change for the UC's. I went to 2 sessions on Friday. One covered the role the part-time faculty play in the CCC system. There should be more support for part-time faculty, this will lead to more support of students. We looked at some of the best practices. We don't get paid for office hours. I went to a session on the OER and Z degrees. C. Gold: There were a lot of resolutions that dealt with lack on consultation with faculty. They were with Guided Pathways, and Flow and the common assessment initiatives. That was the general theme. You can go to the websites for more information. C. Gold: There were remarkably few resolutions this time. There was less educational discussion and arguments this time. There was a discussion about Promise and BOG Grants. C. Gold: If you remember FLOW, that is a big chunk of money that the Governor is promising. With the direction that he would like a 115th online college for the system. Advisors got together, Ross Miyashiro sits on that committee. They were asked to come forward with some recommendations. They had three meetings, and they talked about them at the plenary. The meetings weren't very consultative. So there was disappointment with the consultation process. They came in with a variety of models. The main complaint was the lack of consultation and the speed at which it's being presented. The senate doesn't want a 115th college. In general, what is FLOW targeting? Older adult learners who are not currently

being picked up by the Community Colleges. There are 2.5 million older adults who need job training. They want to focus on job training. C. Wells: Do those students really exist? Are we failing them? C. Gold: They did produce data. Some are being serviced by the for-profits. We don't want to cannibalize our local colleges. They primarily 46% are Spanish speakers. P. Flor: I'm not sure if you heard, there was a radio report, Air Talk, they did some focus groups and they had an interview with some workers and others to find out if they would be receptive to this offer. It was not very well received. That was one of the concerns. C. Gold: They are talking about having a flexible schedule. They want to make it as user friendly as possible. You would pay a subscription fee to take as many classes as you want. It would be like LA Fitness. There wouldn't be a traditional schedule, but a flexible schedule. It sounded like it isn't online education, it seems like a correspondence class. There are 4 models they came up with. Option 1: Take an existing campus, give them all the money and they do it. Option 2: Create a consortium of colleges to offer these courses. Option 3: Create a district. Option 4: Ramp up OEI. So filter a lot of money into OEI. KDD: I will forward this information to all of you. C. Gold: Here is the letter, remember we all voted to apply to join the OEI, I have the letter and Kristie signed it. So we are on our way to asking for the application to apply. The emphasis is different. The emphasis is on student equity and OER, which is good for us. KDD: Thanks Chris

Ask Me Buttons: Evaluation & Recommended Next Steps – K. Daniel-DiGregorio (pgs. 38-47)

In the packet you have the results of our evaluation of our "Ask Me Buttons" campaign. This is a collaboration between the senate and Outreach and School Relations. I wanted to run the recommendations past you in case you have feedback. When you look at the data, 88% who responded wore their button 3 or more days. 93% would participate again. 48% were approached more than 6 times by students seeking help. Students were more engaged in class. There was strong support for the initiatives. Smaller offices around campus wore their buttons. They were approached by students. Students expressed their appreciation. We should start wearing them earlier. Also encourage more to participate. We want to order more and think of ways to encourage more to wear them. Any other comments and feedback? S. Bray: Other languages might be good. Might be a good way to make recognition. I was approached when there was no one else around. Maybe make a ribbon. J. Troesh: A couple of kiosks on campus might be great. Signage in a couple of offices where people are receptive would be good. KDD: Thank you for support and your great ideas.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies; AP 7160 Professional Development; AP 5500 Standards of Student Conduct
Multiple Measures Assessment and Placement
Guided Pathways
Legislative Updates
2017 Outstanding Adjunct Faculty Award

I. PUBLIC COMMENT

A. Ahmadpour: I have a piece of artwork that will be included in the ECC Art Gallery during the faculty art show. It is an interactive installation addressing DACA. All faculty are encouraged to attend and to encourage their students to attend, especially those in Humanities, Political Science and Sociology.


J. ADJOURN

The meeting adjourned at 1:58 pm
TG/ECC Fall 17



EL CAMINO COLLEGE
Vice President – Academic Affairs
November 17, 2017

TO: Academic Deans
Academic Senate

FROM: Jean Shankweiler 
Vice President, Academic Affairs

SUBJECT: Approved Faculty Hires, 2018-19

As you know, the Faculty Position Identification Process Committee meets each fall to prioritize and make recommendations to the Superintendent/President regarding the faculty positions to be hired (see Agreement, Appendix M-3). I'm pleased to report that, because of recent retirements and the final calculation of our Faculty Obligation Number, the college is in a position to hire more faculty than originally estimated. State estimates indicate we should hire 20 new faculty to start fall 2018 in order to meet our obligation. President Maloney has approved announcements for the first 21 positions which appear on the committee's prioritized recommendations.

In addition, Dr. Maloney has approved position #24, Librarian – Outreach, because of the urgent need for this position. The number of full-time faculty librarians in the library, which serves all students and divisions, has dwindled from seven to just four as a result of unsuccessful searches and recent retirements.

I want to thank everyone who has contributed to this process through the development of data-driven proposals, consultation in their divisions, and participation in the committee which reviewed forty-six requests this semester.

cc: Kristie Daniel-DiGregorio, Academic Senate President

Support Student Success and El Camino College Enrollment Goals

Please Remind Your Students:

Check their MyECC Portal for their registration time/date (Winter and Spring 2018)

- Winter Registration is currently underway
 - First payment deadline for Winter is December 18th
- Spring Registration begins Monday, December 4th
 - Spring payment deadline is January 8th

See a Counselor

- Make appointment online
 - Appointments become available EVERY Thursday at 1pm
- Same day appointments
 - Students can also check about same day appointment by going to the Counseling Office in the Student Services Building
 - Monday-Thursdays (8am-7pm)
 - Fridays (9am-1pm)
 - If students need assistance with scheduling an appointment call 310-660-3458

Registration Help

RISE Center (located in Student Services Center Room 213)

- Registration Assistance Labs:
 - Mondays and Wednesdays (8am-5:30pm)
 - Tuesdays and Thursdays (8am-7pm)
 - Fridays (9am-1pm)

“See attached for more information about the RISE Center & Counseling Appointments”



Attention, Students!



**BREAKING
NEWS**

**Starting
October 19**

Counseling appointments for the following week
are now available for scheduling starting on
Thursdays, at 1 p.m.

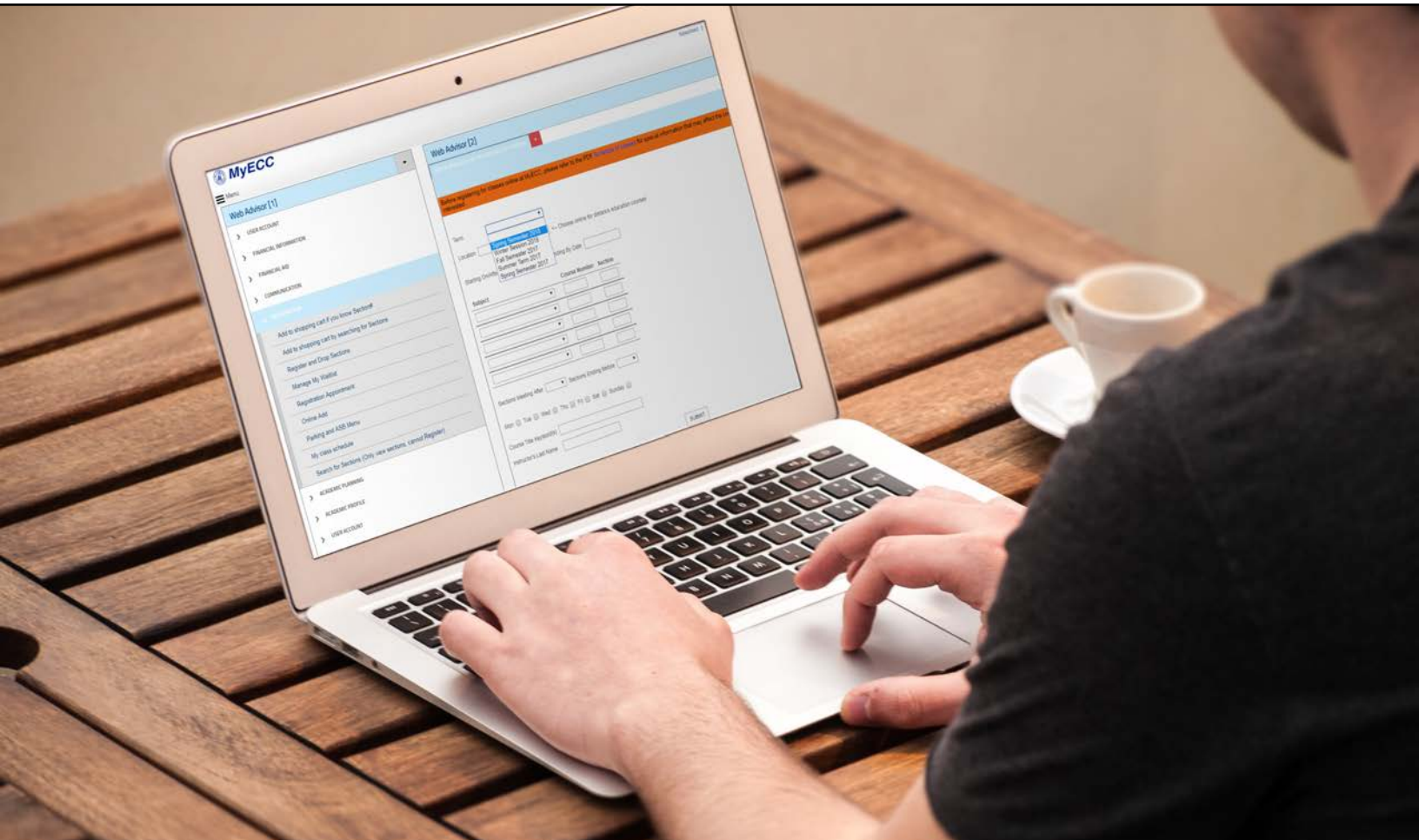
**To schedule, log in to your MyECC student account.*
You may also come in at any time to check for same-day
cancellations or same-week appointments.**

*Note: If you are having difficulty accessing [eSARS](http://esars.elcamino.edu/esars/counseling/eSARSIdap.aspx) in MyECC,
right-click on the link to open eSARS in a new tab or use this URL:
<http://esars.elcamino.edu/esars/counseling/eSARSIdap.aspx>

**The Counseling Office is open:
Monday –Thursday: 8 a.m. - 7 p.m.
Friday: 9 a.m. - 1 p.m.**

If you need assistance, please call 310- 660-3458.

REGISTRATION ASSISTANCE LAB



Get hands-on assistance registering for classes on or after your assigned registration date and time posted on *MyECC* by attending our open registration lab.

Please bring a copy of your educational plan with you.

New students who wish to enroll for Spring 2018 should complete:

- Orientation
- Assessment/Testing
- Student Educational Planning

For more information on Steps to Enrollment visit:
www.elcamino.edu/admissions/steps

FALL 2017 HOURS:

MON... 8:00a.m. – 5:30p.m.
TUE... 8:00a.m. – 7:00p.m.
WED... 8:00a.m. – 5:30p.m.
THU... 8:00a.m. – 7:00p.m.
FRI.... 9:00a.m. – 1:00p.m.

LOCATION:

RISE Center
Student Services Center
2nd floor, Room 213

Questions?
Call 310-660-3593 x7800



The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of national origin, religion, age, sex (including sexual harassment), race, color, gender, physical or mental disability, or retaliation.



Faculty Development Committee Meeting
Minutes for Tuesday, November 14, 2017
Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm

Mission Statement: *The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.*

Name	Abbreviation	Division
Stacey Allen* (Present)	(SA)	Behavioral & Social Sciences
Alireza Ahmadpour (Present)	(AA)	Fine Arts
Dustin Black (Excused)	(DB)	Behavioral & Social Sciences
Anna Brochet (Present)	(AB)	Counseling
Briita Halonen (Excused)	(BH)	Humanities
Analou Josephides (Present)	(AJ)	Library & Learning Resources
Sheryl Kunisaki (Present)	(SK)	Library & Learning Resources
Sumino Otsuji (Present)	(SO)	Humanities
Margaret Steinberg (Present)	(MS)	Natural Sciences
Claudia Striepe (Present)	(CS)	Library & Learning Resources
Lisa Mednick Takami (Present)	(LMT)	Professional Development
Evelyn Uyemura (Present)	(EU)	Humanities
Carolee Vakil-Jessop (Excused)	(CVJ)	Federation

*Committee Chair

Fall 2017 Meetings: September 12 & 26, October 10 & 24, November 14 & 28, December 12 (if needed)

Spring 2018 Meetings: February 27, March 13 & 27, April 24, May 8 & 22 (if needed)

1. Faculty Book Club (FBC)

(SO) reported that faculty are enjoying this semester's book selection, *Street Life: Poverty, Gangs, and a PhD* by Dr. Victor Rios. Approximately 18 faculty from Compton and ECC are participating in the FBC this semester.

2. Informed and Inspired (I&I) : Lunchtime Faculty Development Series

(AB) and (SA) provided a report on the 11/2 I&I session: Getting to Know our Student Military Veterans. (AB) noted the meeting was well attended. The format was a PowerPoint presentation by Shaun Cook (adjunct chemistry instructor) and Tony Zapata (adjunct counselor). Shaun and Tony discussed the struggles our veteran students encounter when they re-enter civilian life and more specifically, academic life. They provided practical information, including do's and don'ts in the classroom. Faculty were very grateful for the information and praised the presenters for their service and the outstanding I&I session. (AB) explained that Shaun plans to conduct a Green Zone training in the spring, similar to LGBTQ Safe Zone training. (SA) encouraged the FDC to attend the follow-up I&I session on 11/16 and to post flyers in division mailrooms. This will be the final I&I of the semester.

3. Outstanding Adjunct Faculty Award (OFAA)

(SA) announced that the OFAA Selection Committee is meeting on Wednesday, 11/15; this year's nominees will be honored at the 12/5 Senate meeting. She encouraged the FDC to attend the celebration.

4. Professional Development Legislation

At the request of the FDC Flex Subcommittee, (LMT) was invited to clarify legislation regarding funds used for professional development (PD). (LMT) provided a handout detailing AB 2558. She explained that the bill was passed in fall of 2014 which authorizes use of funds specifically for PD. The purpose of this legislation is to expand professional development and to modify Title 5 to require PD for all

employees. The modifications of Title 5 are currently underway and will go to the BOG in January for a first reading and in March for adoption. Although AB 2558 outlines how to plan for spending the money to support PD, there is still no allocated budget line item. A request for a separate line item for 2018-19 has been made to the Governor. (LMT) expressed uncertainty regarding this funding and how it will dovetail with collective bargaining agreements at all colleges in the system. Currently, the annual budget for Professional Development & Learning at ECC comes from Human Resources.

(CS) noted the bill outlines three requirements to be made to the Chancellor's Office in order to receive funding and inquired if ECC has followed through with these requirements. (LMT) explained that we are not entirely in compliance because faculty are supposed to have annual flex plans; however, all flex activities are documented and noted in the Statement of Certification which she submits annually to the Chancellor's Office. (EU) noted the legislation pays more attention to all employees engaging in PD and asked how this applies to adjunct faculty who make up 2/3 of faculty at ECC. To her understanding, (LMT) explained that flex obligations for adjunct instructors are determined locally. According to (LMT), the collective bargaining agreement at ECC indicates that adjunct faculty can complete up to 4 hours of flex; this is "strongly recommended" but not required.

5. FDC Flex Subcommittee Report

(SA) reported the FDC Flex Subcommittee has been meeting regularly since September to review and revise the current flex matrix. The subcommittee has done extensive research by consulting the Guidelines for the Implementation of the Flexible Calendar Program (Academic Senate for California Community Colleges), Title 5, California Ed. Code §87153, the Chancellor's Office website (FAQs), and PD programs at other community colleges. Goals for revising the matrix include reducing confusion and simplifying the process by developing something more straightforward than what is currently in place. The categories on the current flex matrix align with those outlined in Title 5, yet the language is confusing and the categories are overlapping. A review of PD programs at other colleges indicates various means of administering the flexible calendar. As a result, the Flex Subcommittee is proposing a simple model similar to one outlined in the Guidelines for the Implementation of the Flexible Calendar Program (pages 15-18) to include four categories: Faculty/Instructional Improvement, Student Improvement, Institutional/Program Improvement, and Other. (SA) explained the categories would not only align with the activities outlined in Title 5, they would also align with the ECC Strategic Initiatives.

(LMT) expressed support of the proposal, considering the various approaches to the flexible calendar at other colleges. (AA) noted that flex activities should allow instructors to be more innovative and creative. (EU) recommended the activities listed under each professional development area be broad, yet inclusive of all faculty groups, including nursing and counseling. Representatives from these areas should be consulted. (SA) noted the revisions to the flex matrix are in the early stages and wouldn't take effect until they have gone through the appropriate consultation process. Ideally, this would coincide with the acquisition and implementation of new flex reporting software to replace PD Reporter.

The primary goal of any flex activity must be professional growth in the following areas:	Alignment with Title 5 and ECC Strategic Initiatives:	
<u>Professional Development Areas</u>	Title 5	ECC Strategic Initiatives
Faculty/Instructional Improvement	A, B	A, B
Activities include those that enhance knowledge in discipline/subject matter and/or improve pedagogical practices.		
Student Improvement	D, E, F	A, B
Activities include those that support student success.		
Institutional/Program Improvement	G, H	C, D, F
Activities include those that foster institutional effectiveness.		
Other	I	

Excerpt from Title 5

§ 55724. Request for Approval.

(a) The governing board of a district wishing to conduct a flexible calendar pursuant to this article shall obtain the advance approval of the Chancellor. The request for approval shall be on a form provided by the Chancellor, and shall address at least the following:

(4) The activities which college personnel will be engaged in during their designated staff, student and instructional improvement days. Activities for college personnel may also include, but need not be limited to, the following:

- (A) course instruction and evaluation;
- (B) staff development, in-service training and instructional improvement.
- (C) program and course curriculum or learning resource development and evaluation;
- (D) student personnel services;
- (E) learning resource services;
- (F) related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;
- (G) departmental or division meetings, conferences and workshops, and institutional research;
- (H) other duties as assigned by the district;
- (I) the necessary supporting activities for the above;

ECC STRATEGIC INITIATIVES for 2015-2020

A	STUDENT LEARNING	Support student learning using a variety of effective instructional methods, educational technologies, and college resources.
B	STUDENT SUCCESS & SUPPORT	Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.
C	COLLABORATION	Advance an effective process of collaboration and collegial consultation conducted with integrity and respect.
D	COMMUNITY RESPONSIVENESS	Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.
E	INSTITUTIONAL EFFECTIVENESS	Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.
F	MODERNIZATION	Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: November 2, 2017

MEMBERS PRESENT

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

Other Attendees: O. Arnett

Alternate Members: J. Gutierrez, K. Iino, S. Waterhouse

Support: B. Atane. B. Fahnestock, I. Graff, J. Miyashiro

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

Approval of the October 5, 2017 Minutes

1. The minutes of October 5 were presented to the committee for approval.
2. The minutes were approved as presented.
3. The minutes will be posted on the updated website through the president’s page under planning and budgeting.

PBC Evaluation Summary – R. Natividad (handout)

1. The committee reviewed the results of the evaluation summary which were all positive results. Only 12 responses were received for the evaluation summary. The survey is a valuable tool which assesses the collegial consultation process and evaluates our goals.
2. The idea of having R. Natividad summarize meeting minutes to a few key bullets so the ideas could easily be relayed back to constituents was recommended in the comment area of the evaluation.
3. It was noted some of the representatives do not show up for the meeting. R. Natividad mentioned he would be reaching out to the various area vice presidents to help resolve the issue.

Integrated Plan (SSSP/Equity) – C. Jimenez

1. In an effort to increase coordination among programs and to align student success initiatives, the California Community Colleges Chancellor’s Office has introduced a new planning model, the 2017-2019 Integrated Plan for the Student Success and Support Program (SSSP), Student Equity (SE), and the Basic Skills Initiative (BSI). The integrated SSSP/SE/BSI program model promotes integrated planning and program coordination at the district and college level. The integrated planning process was grounded in existing data, previous plans, additional statewide data, and data collected at the college.
2. The Student Success Advisory Committee has been meeting to identify where the programs overlap and where opportunities exist to better align program efforts with El Camino College’s mission, our Educational Master Plan (EMP), and the California Community College’s Vision for Success. A draft copy of the Integrated Plan is currently being presented to various shared governance groups throughout campus.

3. It was noted the Chancellor's office has some ambitious goals ahead. One very ambitious goal is eliminating the equity gaps within 10 years.
4. SSSP generates their funding by their core services. The formula for this funding is figured by how many students complete their assessment, orientation, and educational plan. Also figuring into it is following up with students who are on probation, undecided or are in basic skills courses. As of yesterday their first allocation was listed as \$3.8 million. Of this money 60% of the budget is for personnel throughout the entire campus and 40% is utilized for the program.

Strategic Planning Committee – I. Graff (handout)

1. A timeline is being set up to create a new strategic plan, 2019-2020. Our strategic plan includes our mission, vision, statement of values, PRIDE statement, and strategic initiatives. We are starting a year early so we can sync up all of our planning cycles. The planning summit will be on April 20, 2018.
2. It was noted numerous colleges are doing rebranding. El Camino will be doing something similar but with a much broader emphasis. We will be looking at how the community sees us, what do they need from us, how do we see ourselves, and what is that gap between the community perception and how we see ourselves. A marketing strategy will then be put together to embrace the brand we want to project out to the community.
3. The term branding was thought to be too narrow, so the term bridging was chosen. It was mentioned we have a problem with the institutional effectiveness measures which are part of the strategic plan. We are only two years into our plan and we have already some of achieved them. Moving forward the President would like more ambitious goals to be set for these. The Strategic Planning Committee will be reviewing all College-wide metrics and goals to see what can be combined and to simplify the message.

Enrollment Management – D. Mussaw (handout)

1. The committee reviewed a four-year history of our FTES goal and actual report for 2013-2018. For 2016-2017 we will go into stabilization and be funded at the amount of FTES we reported in the prior fiscal year.
2. It was noted a new scheduling set up will be forthcoming that will enable us to plan the schedule out a year in advance. This will help assist with things so students can be programmed for a year out.
3. Because of the popularity of the distance education/on-line classes last winter, more have been added for the winter 2018 session.
4. Due to positive attendance rosters, the college received an additional increase of 14 FTES.

Committee Assignments

1. It was announced that Jose Anaya will be the representative for Community Advancement as appointed by the president.
2. Greg Toya's title changes to representing just Student Services.

Adjournment – R. Natividad

1. The meeting adjourned at 1:45 p.m. The next meeting will be held on **November 16, 2017** at 1:00 p.m. in the Accounting Conference Room.

RKN/lmo



SAVE THE DATE

Guided Pathways



January 18, 2018 from 9 am - 3 pm
East Dining Room

**Join us as we hear from the
Education Advisory Board
&
the Academic Senate from
California Community Colleges**

***Flex credit or special assignment available. Please
contact the Professional Development Office at x3869.**

THE EL CAMINO COMMUNITY COLLEGE DISTRICT IS COMMITTED TO PROVIDING EQUAL OPPORTUNITY IN WHICH
NO PERSON IS SUBJECT TO DISCRIMINATION ON THE BASIS OF NATIONAL ORIGIN, RELIGION, AGE, SEX
(INCLUDING SEXUAL HARASSMENT), RACE, COLOR, GENDER, PHYSICAL OR MENTAL DISABILITY, OR RETALIATION.

Accreditation Steering Committee

ALO: Jean Shankweiler

Accreditation Co-Chairs: Rory Natividad, Claudia Striepe

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Co-Chairs: Irene Graff, Russell Serr

VP Liaison: Jane Miyashiro

- A. Mission
- B. Assuring Quality and Institutional Effectiveness
- C. Institutional Integrity

Standard II: Student Learning Programs

Co-Chairs: Dipte Patel, Chuck Herzig, Linda Clowers

VP Liaison: Ross Miyashiro

- A. Instructional Programs
- B. Library and Learning Support Services
- C. Student Support Services

Standard III: Resources

Co-Chairs: Art Leible, Josh Troesh

VP Liaison: Brian Fahnestock

- A. Human Resources
- B. Physical Resources
- C. Technology Resources –Pete Marcoux
- D. Financial Resources

Standard IV: Leadership and Governance

Co-Chairs: Virginia Rapp, Chris Jeffries

VP Liaison: Jean Shankweiler

- A. Decision-Making Roles and Processes
- B. Chief Executive Officer
- C. Governing Board
- D. Multi-College Districts or Systems



EL CAMINO COLLEGE
Office of the Vice President, Academic Affairs

ACCREDITATION TIMELINE

DATE	ITEM
Fall 2017	Select Co-chairs & Steering Committee Identify and select document management system
February 2018	Steering Team Start Training Implement and train on document management system
March - August 2018	Collect Data / Evidence
September 2018 - February 2019	Write Draft 1 Select QFE topic
February 2019	Write QFE
Summer 2019	Finish QFE & Draft 2
November 2019	Start Consultation & Forums
March 2020	Final Draft & Consultation Complete
May 2020	Board Approval
May - August 2020	Finish Copy
August 2020	Mail Documents
October 2020	Team Visit

El Camino College Local Minimum Qualifications

Board Approved: May 19, 2014

Revised: November 16, 2015

[Draft Edits: November 20, 2017 – Approved by FSA/Min Quals Task Force and EPC]

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 CCCC’s list.

Master’s Disciplines List **Disciplines Requiring a Master’s**

Commented [MG2]: Task Force and EPC recommend using the title from the CCCC 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 the equivalent.

Commented [CG4]: 1. Formatting has been updated to reflect the CCCC’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.

	[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.]
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 minimum qualification exceeds the statewide minimum 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>
Astronomy	Master's in astronomy or astrophysics

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.

	<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> <p><u>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Chemistry.]</u></p>

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

Chicano Studies	<p>Master's in Chicano Studies or Ethnic Studies</p> <p>OR</p> <p>the equivalent</p>
Child Development/ Early Childhood Education	<p>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></p> <p>OR</p> <p>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</p> <p>OR</p> <p>the equivalent.</p> <p>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Child Development/Early Childhood Education.]</p>
Classics	<p>Master's in classics</p> <p>OR</p> <p>Bachelor's in classics AND Master's in history (with a concentration in ancient Mediterranean areas), English literature, comparative literature, or classical archaeology</p> <p>OR</p> <p>the equivalent.</p>
Communications Studies (Speech Communication)	<p>Master's in speech, communication studies, speech communication, or organizational communication</p> <p>OR</p> <p>the equivalent.</p>
Counseling: Disabled Students Programs and Services <u>Community College Counselor of Students with Disabilities</u>	<p>Possession of a Master's degree, or equivalent foreign degree, in rehabilitation counseling,</p> <p>OR</p> <p>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;</p> <p>OR</p> <p>a Master's degree in counseling, guidance <u>counseling</u>, student personnel, <u>clinical or counseling psychology, education counseling, social work, career development, marriage and family therapy, marriage, family, and</u></p>

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 CCCC min qual.

	<p>child counseling, or social welfare 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, or the equivalent.</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: This ECC minimum qualification exceeds the statewide minimum qualification for Computer Information Systems.]</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: This ECC minimum qualification exceeds the statewide minimum qualification for Computer Science.]</p>
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>

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.

	<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>
<p><u>Counseling: Extended Opportunity Programs and Services (EOPS)</u></p>	<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>
<p>Dance</p>	<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>
<p>Deaf and Hearing Impaired: Disabled Students Programs and Services</p>	<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> <p>[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.]</p>
<p>Developmental</p>	<p>*Master's or equivalent foreign degree, in the category of disability,</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.

Disabilities: Disabled Students Programs and Services	<p>special education, education, psychology, educational psychology, or rehabilitation counseling; AND fifteen semester units of upper division or graduate study in developmental disabilities.</p> <p>*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.</p>
Dietetics	See Nutritional Sciences/Dietetics.
Drama/Theater Arts	<p>Master's or Master of Fine Arts in drama/theater arts/performance OR the equivalent.</p> <p>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Drama/Theater Arts.]</p>
Earth Science	<p>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.</p>
Ecology	<p>Master's in ecology or environmental studies OR the equivalent OR See Interdisciplinary Studies.</p>
Economics	<p>Master's in economics OR Bachelor's in economics AND Master's in finance OR the equivalent.</p> <p>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Economics.]</p>
Education	<p>Master's in education OR the equivalent.</p>

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.

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><u>[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.]</u></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, reading, speech, or any foreign language</p> <p>OR</p> <p>the equivalent.</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."

Ethnic Studies	<p>Master's in the ethnic studies field</p> <p>OR</p> <p>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</p> <p>OR</p> <p>the equivalent</p> <p>OR</p> <p>See Interdisciplinary Studies.</p>
Family and Consumer Studies/ Home Economics	<p>Master's in family and consumer studies, life management/home economics, or home economics education</p> <p>OR</p> <p>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</p> <p>OR</p> <p>the equivalent.</p>
Film Studies	<p>Master's degree in film, drama/theater arts, or mass communication</p> <p>OR</p> <p>Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication</p> <p>OR</p> <p>the equivalent.</p>
Foreign Languages	<p>Master's in the language being taught</p> <p>OR</p> <p>Bachelor's in the language being taught AND Master's in another foreign language</p> <p>OR</p> <p>the equivalent.</p>
Geography	<p>Master's in geography</p> <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/ Heath 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>See <u>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><u>[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.]</u></p> <p><u>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Interdisciplinary Studies.]</u></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> <p><u>Master's degree in education, psychology, counseling psychology, educational psychology, or counseling</u></p> <p>OR</p> <p><u>the equivalent.</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 to searches in 2014 and 2017, with the addition of "psychology." HDEV faculty approved adding this to the interdisciplinary list.

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?

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 Juris Doctor or Bachelor of Laws 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> <p>[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.]</p>
Learning Disabilities: Disabled	<p>Master's, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or</p>

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

Students Programs and Services	rehabilitation counseling; AND Fifteen semester units of upper division or graduate study in learning disabilities. [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.]
<u>Learning Disabilities: Specialist</u>	<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> [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.]
Library Science	Master's in library science, library and information science, OR the equivalent.
Linguistics	Master's in linguistics or applied linguistics OR 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 OR the equivalent.
Management	Master's in business administration, business management, business education, marketing, public administration, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR the equivalent.
Marketing	Master's in business administration, business management, business education, marketing, advertising, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR the equivalent.

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.

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><u>[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.]</u></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 (Adapted): Disabled Students Program and Services	<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; 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> <p>OR</p> <p>the equivalent.</p>
Recreation Administration	Master's in recreation administration or physical education

	<p>OR</p> <p>Bachelor's in either of the above AND Master's in dance, gerontology, or public administration</p> <p>OR</p> <p>the equivalent.</p>
Religious Studies	<p>Master's in religious studies, theology, or philosophy</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>
Social Science	<p>Master's in social science</p> <p>OR</p> <p>the equivalent</p> <p>OR</p> <p>See Interdisciplinary Studies.</p>
Sociology	<p>Master's degree in sociology</p> <p>OR</p> <p>Bachelor's degree in sociology AND Master's degree in anthropology, any ethnic studies, social work, or psychology</p> <p>OR</p> <p>the equivalent.</p>
Speech Communication	<p>See Communication Studies.</p>
Speech Language Pathology	<p>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;</p> <p>OR</p> <p>the equivalent.</p>
Speech and Language Disabilities (Pathology): Disabled Students Programs and Services	<p>Master's, or equivalent foreign degree, in speech pathology and audiology, 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	See Drama/Theater Arts.
Women's Studies	Master's in women's studies OR the equivalent OR See Interdisciplinary Studies.
Work Experience Instructors or Coordinators	The minimum qualifications in any discipline in which work experience may be provided at the college where the instructor or coordinator is employed. [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.]

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.

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

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
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 [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 CCCC 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, CA BRE Broker license or CA BRE Certified Appraisal license <u>in good standing</u> AND 2 years 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 BRE Certified Appraisal license <u>in good standing</u> and 6 years experience as a broker or appraiser.</p> <p>[Note: This ECC minimum qualification exceeds the statewide minimum qualification for Real Estate.]</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 Instruction	<p>For a short term noncredit vocational course, any one of the following:</p> <p>Bachelor's degree; and two years of occupational experience related to the subject of the course taught;</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). Keep the degree requirement. Am waiting to hear back if they want to add the "in good standing."

	<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>
<p>Writing- Basic Skills: Noncredit Instruction</p>	<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.

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

Manufacturing Technology

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

Commented [MG28]: Title from CCCCC list. At ECC, we divided this CCCCC list into two. The CCCCC 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. QUESTION FOR DEANS – would you like to keep it this way? Task Force and EPC would like your opinion.

[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	Ceramic Technology
Aeronautics	Coaching
Agricultural Business and Related Services	Commercial Art
Agricultural Engineering	Commercial Music
Agricultural Production	Computer Service Technology
Animal Training and Management	Construction Management
Appliance Repair	Court Interpreting
Archaeological Technology	Court Reporting
Athletic Training	Culinary Arts/Food Technology
Aviation	Dental Technology
Banking and Finance	Diagnostic Medical Technology
Barbering	Diesel Mechanics
Bicycle Repair	Dietetic Technician
Bookbinding	Electromicroscopy
Broadcasting Technology	Electronic Technology
Building Codes and Regulations	Electroplating
Building Maintenance	Equine Science
Business Machine Technology	Estimating
Cardiovascular Technology	Fabric Care

Commented [GC29]: This must be added to be in compliance with the state min quals for this list.

Commented [GC30]: 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.?

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
Materials Testing Technology	Search and Rescue
Media Production	Sheet Metal
Medical Instrument Repair	Ship and Boat Building and Repair
Military Studies	Shoe Rebuilding
Mining and Metallurgy	

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

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: Fall 2017
Dean's Council:
Academic Senate:
College Council:

Comment [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.

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 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.

Comment [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.

Comment [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

Comment [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.

Comment [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.

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

Comment [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.

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.

Comment [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.

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.

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

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.

Comment [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.

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

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.

Comment [MG10]: We need to clarify what we mean by "initial determination." Are screening committees currently making the final decision about equivalency in our current processes? If so, do we want to keep it that way?

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

Comment [MG11]: Do we want a separate, standing Equivalency Committee. Or, do we want the Ed Policies Committee (with visiting discipline faculty) to do it?

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.

Comment [MG12]: 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.

Comment [MG13]: 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.~~

Comment [MG14]: This 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 for this situation in the same way it would be used for new hires?

~~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: Fall 2017
Dean's Council:
Academic Senate:
College Council:

Comment [MG15]: 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 POLICY EQUIVALENCE TO THE MINIMUM QUALIFICATIONS

Background

In accordance with changes in the Education Code Section 87358 in AB 1725, the El Camino College District needs to provide for a policy to determine if the qualifications of the academic staff are at least equivalent to the minimum qualifications established for El Camino College. This policy should include reasonable procedures to ensure that the governing board relies primarily on the advice and judgment of the Academic Senate in this determination.

Criteria for Equivalency

The equivalency procedure shall be applied to determine the qualification 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.

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

A. Formal Education Equivalent to the Degree

1. Formal education equivalent to the Master's Degree:

Any Master's Degree with a minimum of 12 semester graduate units in the discipline.

Bachelor's Degree and a combination of 30 semester graduate units with a minimum of 12 semester graduate units in the discipline.

2. Formal education equivalent to the Bachelor's Degree:

At least 120 semester 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 following guide published by the American Council on Education:

"The Guide to the Evaluation of Educational Experience in the Armed Services".

B. Non-Formal Education Equivalencies to the Degree

1. At least five (5) years of work experience in the discipline equivalent to the degree, e.g., in computers, engineering, or journalism.

2. At least three (3) years academic experience and/or accomplishments in the discipline equivalent to the degree, e.g., teaching at the upper division or graduate level scholarly publications.
3. 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.

It is the candidates' responsibility at the time they submit their application to provide conclusive evidence that they possess qualifications that are at least equivalent to those required. The conclusive evidence must be as clear and reliable as college transcripts being submitted by other candidates.

Examples of conclusive evidence are but not limited to:

1. A transcript showing that appropriate courses were successfully completed at an accredited college or through an appropriate foreign institution.
2. Publications that show a command of the major in question, the general education of the candidate, or writing skill.
3. Other work products that show a command of the major 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.

Determination of Equivalency

Initial determination of equivalency to minimum qualifications for hire shall be decided during the screening process by the screening committee following the procedures established jointly between personnel and the Academic Senate using the standards set forth in this policy.

If the screening committee is unable to agree or either the Director of Personnel or the President of the Academic Senate do not concur that the candidate has equivalent qualifications, the decision shall be referred to the Equivalency Committee.

Equivalency Committee

The Council of the Academic Senate shall establish a standing ad hoc committee to make decisions on matters of equivalency to the minimum standards for hiring of instructors. The duties of the Equivalency Committee shall be to make final determination of equivalency in the event that the department screening committee is unable to come to agreement, to provide an appeals process for disagreements between screening committees and administration, to oversee the equivalency procedure as it is conducted across campus to insure that, as far as disciplines allow, the same standards are applied in each case uniformly, and finally to recommend to the Academic Senate whether or not it should support a candidate's application of equivalency to the governing board in the event of hire.

The Equivalency Committee shall consist of:

1. President of the Academic Senate
2. Vice-President of Educational Policy, or when not available, a member of the Council of the Academic Senate as appointed by the President.
3. Two faculty representatives of the discipline from the screening committee
4. Vice President of Academic Affairs or designee
5. Director of Personnel, or designee.

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.

Equivalency Procedures for Full-time Faculty Seeking, Additional Disciplines and/or Faculty Service Areas (FSA)

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.

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

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 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 Article VI Section 3(g).

Further

1. All deliberations of the departmental screening committee and/or the Equivalency Committee and all records involved in the proceedings shall be confidential.
2. 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.
3. 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 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 a given position.
4. If an applicant is selected on the basis of equivalency, justification shall be sent on the appropriate form to the Equivalency Committee, the Personnel Office, and the Office of the Vice President of Academic Affairs. This report shall include a complete description of the committee's reasons for determining that a candidate has the equivalent qualifications.
5. The granting of equivalency is on a case-by-case basis and does not set precedence for other hires however the Equivalency Committee will require consistency of application within a discipline.

Review and Revision

This equivalency policy and its 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 this policy require the joint agreement of the academic senate and the Board. Until there is joint agreement, this policy will remain in effect.

AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies

References:

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

NOTE: *This procedure is **legally required**. Local practice may be inserted. The following is provided as an illustrative example only. The equivalency examples are provided in some detail, but in any event must be developed and jointly agreed upon by representatives of the District and the academic senate.*

Faculty Service Areas

Faculty service areas shall be established after negotiation and consultation as required by law with the appropriate faculty representatives.

Minimum Qualifications

Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

Equivalencies

Equivalency Committee – An academic senate equivalency committee shall be established to fulfill the requirement of 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 judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications..." In order to ensure that the Governing Board relies primarily on the advice and judgment of the Academic Senate, the academic senate equivalency committee shall:

- Be available to screening and selection committees as a resource regarding equivalency determinations.
- Review the decisions of the screening committees as described below.
- Recommend all equivalency determinations to the Governing Board.
- Further clarify the criteria to be used for determining equivalency.
- Ensure that careful records are kept of all equivalency determinations.
- Periodically review this procedure and recommend necessary changes to the Academic Senate and Governing Board.
- In general, ensure that the equivalency process works well and meets the requirements of the law.

Determination of Equivalencies – 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 Disciplines List of the Board of Governors that establishes the minimum qualifications for hire, nonetheless does possess qualifications that are at least equivalent to those required by the Disciplines List. 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 Disciplines 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 of the Disciplines List or whether they believe they meet the equivalent. Those claiming equivalency will then be asked to state their reasons and to present evidence. It will be the responsibility of the applicant to supply all evidence and documentation for the claim of equivalency at the time of application.

The **[designate authority]** will first screen all qualified applicants, assuming that those claiming equivalency are in fact equivalent. Once applicants have been selected for interview, those claiming equivalency will have their claims examined by the **[designate authority]** prior to being interviewed. Only applicants who are found to meet the test of equivalency shall be selected for interview.

The **[designate authority]** shall send its decisions concerning equivalency and non-equivalency to the **[designate authority]** to the academic senate equivalency committee before candidates are notified of interviews. The equivalency committee will review the decisions of the screening, asking the following questions:

- Was the decision made in accord with this procedure?
- Specifically, did the screening committee follow the criteria for evidence of equivalency stated in this procedure?
- Are the Committee's decisions consistent with similar decisions made by earlier committees in this discipline or similar disciplines?

The academic senate equivalency committee shall employ the following procedures in emergencies or special circumstances:

- In case a candidate to be offered an adjunct or temporary position is also an equivalency claimant, the screening committee shall determine the equivalency status immediately following the interview and make a recommendation to the department chair or appropriate area administrator if there is no chair. This recommendation shall be forwarded to **[designate authority]**.
- **[Designate authority]** will review the recommendation and either accept or reject it. If the candidate is acceptable, the department is free to extend

the job offer; if unacceptable, the selection committee may request a review by **[designate authority]**.

- For the purposes of this procedure, an emergency or special circumstance is defined as a situation in which the full hiring process cannot be carried out in a timely manner. Such situations may include, but are not limited to the following:
 - Vacancies that occur shortly before the beginning of a session in which there is not sufficient time for the full equivalency process to take place.
 - Additional sections of a class added shortly before the beginning of a session or after the session begins.
 - An unforeseen opportunity, occurring shortly before the beginning of a session, to staff sections in locations, venues, or subject matter specialties for courses which previously have been difficult to schedule (certain off-campus sites, contract education, short courses, etc.).

The District may elect to award equivalency for faculty teaching in vocational disciplines that do not require the master's degree.

- **Semester units/occupational experience:** 120 semester units AND two years of occupational experience in the discipline; or, 60 semester units AND six years of occupational experience in the discipline; or, 30 semester units or industrial certification AND eight years of occupational experience in the discipline. Note; all semester or equivalent units must all be earned from a regionally accredited postsecondary educational institution.
- **Related occupational experience:** May be substituted by teaching experience in the discipline or related discipline on a year-for-year basis.
- **Recency:** An individual employed to teach a vocational discipline shall demonstrate a competency in the current technology of that discipline.
- **Rare exceptions:** In the rare case that an individual does not specifically meet the equivalency provisions as stated in the above Sections (#1 - #3), and the department chair, the full-time faculty in that discipline (if applicable), supervising instructional administrator and **[insert position, such as Vice President for Academic Affairs]** agree that the person is otherwise qualified to teach in that discipline, that individual's qualifications may be recommended to the academic senate equivalency committee chair as deemed "equivalent" for that discipline.

Revised 4/15