

Demystifying the Equivalency Process in Hiring

SRJC PDA Day Fall 2026

Presenters: Leon Hsu, Vince Hamilton, Lynn Erikson Rhode, Elizabeth Simas, Zoe Anderson and Laura Sparks

Agenda

- Laura:
 - Introduction to Minimum Qualifications and Disciplines
 - ASCCC Minimum Qualifications Handbook
 - 3 Pillars of Equivalency
 - How the process works at SRJC
- Leon:
 - General Education as part of equivalency
 - Why it's important
 - How to document/show it
- Libby:
 - How to do a crosswalk
 - Show an example
- Vince:
 - Scenario / Activity
 - Debrief / Common pitfalls
- Lynn/Zoe: Operation Zoom portion / answer questions and provide insights throughout

What is faculty equivalency?

- Enables SRJC to hire faculty whose degrees do not match Minimum Qualifications (MQs)
- Equivalent to the MQs means equal or at least equal, not nearly equal.
- Equivalency cannot be provisional/conditional, and it is permanent once granted.
- No single-course equivalencies, incomplete degrees.

The three types of MQs reviewed by the Faculty Equivalency Committee

- Disciplines requiring a Master's degree
 - Master's degree (or beyond) in a specific discipline
 - OR Bachelor's degree in a specific discipline AND Master's degree in a related discipline
- Disciplines requiring a specific Bachelor's or Associate Degree and professional experience
- Disciplines requiring any degree and professional experience
- A few exceptions:
 - Interdisciplinary Studies
 - Older Adults: Non-Credit
 - ESL: Non-Credit



THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

POSITION PAPER

Equivalence to the Minimum Qualifications

ADOPTED FALL 2020



K480		
	A	G
1723	SWHS 99I	Work Experience Instructors or Coordinators OR Business OR Health
1724	THAR 1	Drama/Theater Arts
1725	THAR 10A	Drama/Theater Arts
1726	THAR 10B	Drama/Theater Arts
1727	THAR 11.1	Drama/Theater Arts
1728	THAR 11.2	Drama/Theater Arts
1729	THAR 11.3	Drama/Theater Arts OR Dance
1730	THAR 11.4	Drama/Theater Arts OR Music
1731	THAR 11.5A	Drama/Theater Arts OR Music
1732	THAR 11.5B	Drama/Theater Arts OR Music
1733	THAR 11.8	Drama/Theater Arts OR Dance
1734	THAR 121.1	Drama/Theater Arts
1735	THAR 121.2	Drama/Theater Arts
1736	THAR 121.3	Drama/Theater Arts
1737	THAR 121.4	Drama/Theater Arts
1738	THAR 127.1	Drama/Theater Arts OR Stagecraft
1739	THAR 127.2	Drama/Theater Arts OR Stagecraft
1740	THAR 127.3	Drama/Theater Arts OR Stagecraft
1741	THAR 127.4	Drama/Theater Arts OR Stagecraft
1742	THAR 13A	Drama/Theater Arts
1743	THAR 13AL	Drama/Theater Arts
1744	THAR 13B	Drama/Theater Arts
1745	THAR 13BL	Drama/Theater Arts
1746	THAR 14A	Drama/Theater Arts
1747	THAR 14AL	Drama/Theater Arts
1748	THAR 14B	Drama/Theater Arts
1749	THAR 14BL	Drama/Theater Arts
1750	THAR 17	Drama/Theater Arts OR Dance OR Music
1751	THAR 19	Drama/Theater Arts
1752	THAR 2	Drama/Theater Arts
1753	THAR 20	Drama/Theater Arts OR Stagecraft
1754	THAR 21A	Drama/Theater Arts
1755	THAR 21B	Drama/Theater Arts
1756	THAR 22	Drama/Theater Arts
1757	THAR 22.1	Drama/Theater Arts
1758	THAR 22.2	Drama/Theater Arts
1759	THAR 23	Drama/Theater Arts
1760	THAR 24	Drama/Theater Arts
1761	THAR 25	Drama/Theater Arts OR Stagecraft
1762	THAR 25.1	Drama/Theater Arts OR Stagecraft
1763	THAR 25.2	Drama/Theater Arts OR Stagecraft

Every course at SRJC is assigned to one or more disciplines

MQ Handbook

Example - Master's Degree

Discipline and Areas	Paraphrased CCR Citation	Minimum Qualifications	CEC / CCR Code
Drama/Theater Arts		Master's or Master of Fine Arts in drama/theater arts/performance OR Bachelor's or Bachelor of Fine Arts in drama/theater arts/performance AND Master's in comparative literature, English, communication studies, speech, literature or humanities OR the equivalent	
Earth Science		Master's in geology, geophysics, earth sciences, meteorology, oceanography or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent	
Ecology		Master's in ecology or environmental studies OR the equivalent OR see Interdisciplinary Studies	
		Master's in economics	

DISCIPLINES REQUIRING ANY DEGREE AND PROFESSIONAL EXPERIENCE

This section of the handbook contains a list of the disciplines in available. The minimum qualifications for disciplines on this list two years of professional experience, or any associate degree and

Discipline and Areas	Notes	Discipline and Areas	Notes
Respiratory Technician		Watch and Clock Repair	
Respiratory Technologies		Welding	
Restaurant Management			
Retailing (Purchasing, merchandising, sales)			
Robotics (Computer integrated manufacturing)			
Sanitation and Public Health Technology			
Search and Rescue			
Sheet Metal			
Ship and Boat Building and Repair			
Shoe Rebuilding			
Sign Language, American			
Sign Language/English Interpreting			
Small Business Development (Entrepreneurship)			
Small Engine Mechanics			
Stagecraft			
Steamfitting			
Surgical Technology			
Telecommunication Technology			
Transportation			
Travel Services (Dispatching)			

Ways to Demonstrate Equivalency: The Three Pillars

- Coursework
- Work Experience
- Eminence

CTE Faculty Minimum
Qualifications Work Group

Career Technical Education Faculty Minimum

Qualifications Toolkit



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

Equivalency process at SRJC - what to expect

1. Hiring committee reviews applications and determines which candidates need to be referred to the Faculty Equivalency Committee (FEC):
 - a. They do not possess the minimum qualifications of the discipline exactly as stated,
 - b. AND the applicant has completed an equivalency application,
 - c. AND the hiring committee believes that they should be granted equivalency,
 - d. AND the hiring committee wishes to interview the candidate.
2. The hiring committee chair submits a letter of support for the equivalency, including a crosswalk if appropriate.
3. The FEC chair will reach out to invite a discipline expert to attend the next FEC meeting.
4. The FEC meets on the 2nd and 4th Friday to review cases. (In some exceptional circumstances emergency meetings can occur).
5. At least five members of the FEC vote to recommend approval or denial of the equivalency. SRJC President makes the final decision based on the advice of the committee.

Applicant Name:			
Discipline:			
Minimum Qualifications:			
Degree(s) Held by Applicant:			
Date Case Referred to Committee:			
Discipline Expert:			
Date of FEC decision:			
Decision (granted/not granted):			
NAME	YES	NO	COMMENTS/QUESTIONS/CONCERNS FOR FOLLOW UP
Laura Sparks			
Zoe Anderson			
Rima DasGupta			
Brad Davis			
Lynn Erikson-Rhodes			
Vince Hamilton			
Leon Hsu			
Deyanira Morales			
Cathy Prince			
Libby Simas			
Inge Stockburger			

Equivalency process at SRJC - what information the FEC needs most from discipline experts:

Explanation of degree requirements typical in the field.

Discipline-specific information about how the candidate's experience is directly equivalent to missing degree or professional experience requirements.

Direct focus on equivalency to the relevant Minimum Qualifications, without regard to other factors that would make the candidate a good teacher or a good fit within the department.

Role of the Equivalency Committee

- Apply the process fairly and consistently
- Determine that general education (breadth) requirements have been met
- Ensure that discipline experts understand the equivalency process, and rely upon their input for discipline-specific decisions
- Intentional culture shift - screen people in rather than screening people out

Not the Role of the Equivalency Committee

- Interrogate/grill discipline experts who visit the committee
- Have any discussions at all relating to whether the candidate would do a good job
- Decide whether a candidate will be a good teacher / whether they should be considered for an interview

Equivalency: General education

For candidates without a college or associate's degree, showing equivalency to a degree includes the general education requirements that are part of those degrees. This is often overlooked in equivalency applications.

Why general education?

General education provides individuals with the foundation to interact effectively with the world around them based on (1) critical thinking and reasoning, (2) sound oral and written communication, (3) an applied understanding of other peoples and cultures, and (4) applied experiences with science and its impact on people. General education should also influence a person's approach to teaching and ability to recognize how their discipline interacts with others and to communicate that to students.

Paraphrased from the Career Technical Education Faculty Minimum Qualifications Toolkit

https://www.asccc.org/sites/default/files/ADAversion_CTEMinQualsToolkit.pdf

General education components

- A. Natural sciences (Physical or life sciences)
- B. Social and behavioral sciences
- C. Humanities (Humanities and Arts)
- D1. English composition (English communication)
- D2. Communication and analytical thinking (Quantitative reasoning)

Also: Ethnic studies

Competency in written expression (part of D1)

Competency in mathematics (part of D2)

A. Natural sciences

Goal: To develop the abilities

- to investigate the physical universe,
- to apply the scientific method,
- to understand the relationship between science and other human activities

Course: A college-level science course

A. Natural sciences

Other ways to demonstrate equivalency:

- A certified recreational, private, or commercial pilot must interpret weather services, weather briefings, weather reports, forecasts, charts and multifunction weather displays.
- A licensed barber, cosmetologist, or esthetician must perform an analysis process before any application of product. Particular services require product formulations, predispositions testing, and strand testing prior to application.
- A farm or ranch manager applies plant and soil science and chemical concepts for crop production, plant production, pesticide and fertilizer management and soil management.

B. Social and behavioral sciences

Goal: To develop:

- an awareness of how societies and social subgroups operate
- an awareness of the methods of inquiry used by the social and behavioral sciences
- critical thinking about ways people act in response to their societies
- students' understanding and appreciation of ethnic groups

Course: A college-level course in anthropology, economy, geography, history, political science, psychology, sociology

B. Social and behavioral sciences

Other ways to demonstrate equivalency:

- A chef or culinary artist works with varied ethnic foods and understands and applies an understanding of foods and culture, as well as historical food trends.
- A fashion designer applies knowledge of textile/fabric evolution as well as the influence of fashion throughout history and within politics.
- A certified funeral service practitioner must apply knowledge of cultures, religions, and social customs to meet customer needs.

C. Humanities and arts

Goal: To develop

- an awareness of the way in which people around the world and throughout history have responded to themselves and the world around them in artistic and cultural creations.
- aesthetic understanding and an ability to make value judgements
- students' understanding and appreciation of ethnic groups

Course: A college-level course in art, art history, literature, philosophy, a foreign language, or theater arts

C. Humanities and arts

Other ways to demonstrate equivalency:

- A welder may have experience with production of artwork within the welding industry, including ornamental design.
- Chefs apply elements of art and aesthetics to prepare food attractively

D.1. English composition

Goal: To develop

- the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses
- expository and argumentative writing skills

Course: A first-year college-level english composition course

D.1. English composition

Other ways to demonstrate equivalency:

- A certified recreational, private, or commercial pilot must be fluent in English as the international language of aviation. Proficiency must be demonstrated in reading, writing, and speech.
- A licensed automotive technician must effectively translate results of a vehicle diagnosis into written form to either the service advisor or customer in such a way that a lay person can understand the diagnosis and repair of the vehicle

D.2. Communication and analytical thinking

Goal: To develop

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

Course: A college-level mathematics or statistics course

D.2. Communication and analytical thinking

Other ways to demonstrate equivalency:

- A licensed barber, cosmetologist, or esthetician must utilize mathematical skills and reasoning to calculate proper product ratios or quantities for application on customers.
- A carpenter applies algebra and geometry to calculate measurements, loads, roof pitches, and septic layouts, demonstrating precise mathematical reasoning.

Example equivalency worksheet

A. Natural Sciences	As a landscaper, I worked with fertilizers and weed-control chemicals, requiring an understanding of soil chemistry and plant biology. Installing and maintaining irrigation systems required a knowledge of hydrology and the physics of water flow.
B. Social and Behavioral Sciences	As an owner of a landscaping business, I have interpersonal and leadership skills based on organizational and social psychology. I applied my knowledge of labor laws, building codes and safety regulations to work with architects, engineers, home owners and inspectors. This required a recognition of how policy and laws shape workplace behavior and community safety.

Example equivalency worksheet

C. Humanities	As a landscaper, I used cultural and ecological knowledge to select ornamental and native plants to reflect environmental conditions and cultural values. I applied aesthetic judgment to interpret and preserve cultural and historic architectural styles.
D1. English composition	I continually practice clarity and precision in technical writing in composing permit applications, inspection reports, and daily logs.
D2. Communication and analytical thinking	

Example equivalency worksheet

Ethnic studies	I mentored spanish-speaking bilingual coworkers, requiring a knowledge of and sensitivity to their culture.
Competency: Written expression	
Competency: Mathematics	

Sample Crosswalk

Candidates with an MA
applying for a position that
requires an MA

To Whom it May Concern:

I am writing to express support for equivalency for Hank Hill in the Communication Studies associate pool hiring process. The title of his degree isn't listed in the chancellor's office MQ list, but appears to be an acceptable alternate title. Below please find the list of classes that Hank took with the list of classes for an MA in Comm Studies.



Arlen University	CSU, Houston (2007 Catalogue)
COMM 9611 – Strategic Communication and Leadership: Focuses on the practical and theoretical applications of dynamic, transformational and ethical leadership, creating and communicating vision and values; inspiring others to act; risk management, empowerment, building trust and teamwork; mentoring, managing change, and converting crisis into opportunity. (6 credits)	CMST 697 – Independent Study: This course is a graduate-level independent study offered for 1.0-3.0 units. You must register directly with a supervising faculty member. Research or creative project supervised by a faculty member and separate from the 699P or 699T terminal degree requirement. <i>You may take this course more than once for a maximum of 6.0 units.</i> (3 units) CMST 470 – Organizational Communication Theories: In-depth theoretical approaches and research perspectives are studied from the field of organizational communication. Theories studied include classical to modern theories of organization, as well as contemporary and critical theories in the communication field. Research areas reviewed include network analysis, socialization, control practices, and others. Application of theory into research is also explored. (3 units)
COMM 9632 – Organizational Leadership, Management and Communication: Evaluates the impact of organizational culture to enable the successful leader to be the architect of organizational change. <u>Examines</u> organizational culture, introducing new strategies, aligning vision and goals, establishing organizational values, enabling open communication for	CMST 607 – Seminar in Organizational Communication: This course takes a communicative perspective to the study of <u>organizations</u> , and intends to help students develop familiarity with major communication theories, research orientations, and issues regarding both organizations and the relationship among <u>individuals</u> organizations, and society. (3 units) CMST 486 – Contemporary Issues in Organizational Communication: This course provides opportunities for advanced students in organizational communication to extend and apply their discipline knowledge, primarily using a case study method. Course topics focus on current issues in communication research related to organizational life, including but not limited to socialization, computer mediated communication, organizational transformation, ethics,

Sample Crosswalk

Candidates without an MA applying for a position that requires an MA

To Whom it May Concern:

I am writing to express support for equivalency for Peggy Hill in the Teaching associate pool. [Here I put my rationale why this person is a good fit and qualified for the position]

Peggy received her BA in Teaching, with highest honors, in 2006 from UT, Arlen, so I'm using their catalogue for an MA in Teaching. From their 2005-2007 Graduate Catalogue: "The [Master of Arts in teaching] professional track requires thirty-three semester hours of coursework, including a report."

UT, Arlen	Professional Work
270M: Advanced Projects in Teaching Advanced projects to demonstrate professional competence. Three lecture hours and four laboratory hours a week for one semester. May be taken twice for credit (8 units if taken twice)	Regularly contributing speaker at the San Antonio Chronicle, The Press, Arlen Magazine, Houston Weekly, and The Philadelphia Inquirer Ten years' experience with curriculum creation and AP style 20+ years' experience with Canvas, Banner and a decade's experience with Escape for payment and account editing along with department website building using online platforms such as Drupal.
270N: Advanced Projects in Teaching Designed to prepare students to write the master's report. Students develop professional projects to demonstrate their competence in specialized skills; students present, discuss, and <u>critique</u> their own and other students' work (3 units)	Presentations for SRJC, USF, DVC, UC Berkeley, J Winery, and Starbucks Produced <u>A Teacher's Guide</u> : Created a workbook for new teachers to help them relate to Gen Z in their classrooms. <u>A Teacher's Guide</u> was awarded first place in National Teachers' Presentation monthly contest in January 2014.
492: Research Methods Seminar Research techniques for investigating the control, content, audience, and effects of instruction. May be repeated for credit when the topics vary. One topic is required of all candidates for the Master of Arts degree with a major in teaching. Topic 5: Advanced Teaching Methods (3 units)	<u>Creates</u> courses (lectures and handouts) and <u>develops</u> website content for Planned Teacherhood, Boys and Girls of Texas, Becoming Teachers, Social Advocates for Instructors.

Equivalency Scenarios

As a member of the Faculty Equivalency Committee, review the following scenarios and consider the following questions:

- What information would be helpful to obtain?
- What questions would you ask about the applicant or of the discipline expert?
- How might you proceed with the case?

Applicant #1

Discipline: Full-Time Contract Faculty, Communications Studies Dept.

MQs: *Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication or organizational communication;
OR Bachelor's degree in any of the above AND Master's degree in drama/theater arts, mass communication or English; OR the equivalent*

Degrees held:

Master of Communication Management, UCLA (2018)

BA Religious Studies, College of William & Mary (2015)

Relevant Professional/Work Experience:

Chabot College - Adjunct Instructor, Comm Studies, 01/2022 - Present

Chabot College - Speech/Debate Judge & Coach, 08/2024 - Present

Applicant #2

Discipline: Associate Faculty - Drama/Theater Arts

MQs: *Masters or Master of Fine Arts in drama/theater arts/performance*

OR Bachelor's or Bachelor of Fine Arts in drama/theater arts/performance AND Master/s in comparative literature, English, communication studies, speech, literature or humanities

Degrees/Relevant Coursework:

BA - Dramatic Arts, University of Michigan

Relevant Professional/Work Experience

Academy of Art University - Instructor, Acting, 2019 - Present

San Francisco Opera - Costume Crafts, 2012 - 2019

Applicant #3

Discipline: Associate Faculty - Physics

MQs: *Master's in Physics, Astronomy or Astrophysics;
OR Bachelor's in Physics or Astronomy AND Master's in Engineering, Mathematics, Meteorology or
Geophysics*

Degrees/Relevant Coursework:

PhD - Biophysics - UCLA

BS - Physics, University of Toronto

Relevant Professional/Work Experience

Palomar College - Adjunct Instructor, Biology, 2019 - 2025

Santa Monica High School - Teacher, Biology & Physics, 2022 - Present

Applicant #4

Discipline: Associate Faculty - Fire Technology

MQs: *Bachelor's degree AND two years of full- time (or part -time equivalent) related experience;
OR an Associate's degree AND six years of full- time (or part -time equivalent) related experience;
OR the equivalent; OR a fully satisfied (Life) California Community College Instructors Credential in
Fire Science.*

Degrees/Relevant Coursework:

Santa Rosa Junior College – 2001 - 2005

Fire Technology Certificate, Fire Academy Certificate, EMT Certificate

45 lower division units, including general education and Public Safety courses

Relevant Professional/Work Experience:

Santa Rosa Fire Department - Lieutenant, 2006 - Present

California Department of Forestry and Fire Protection - Fire Equipment Engineer, 2003 - 2006