

Equivalency Packet for Disciplines Requiring a Master's Degree

Thank you for your interest in teaching for College of the Sequoias. If one or more of your degrees does not exactly match the minimum qualifications listed on the job flyer, we invite you to demonstrate mastery of that discipline through the equivalency process.

In this packet, please find:

- A flow chart of the Equivalency Process
- Directions for how to apply for equivalency
- A Record Form that must accompany equivalency applications
- A Sample Application as a guide

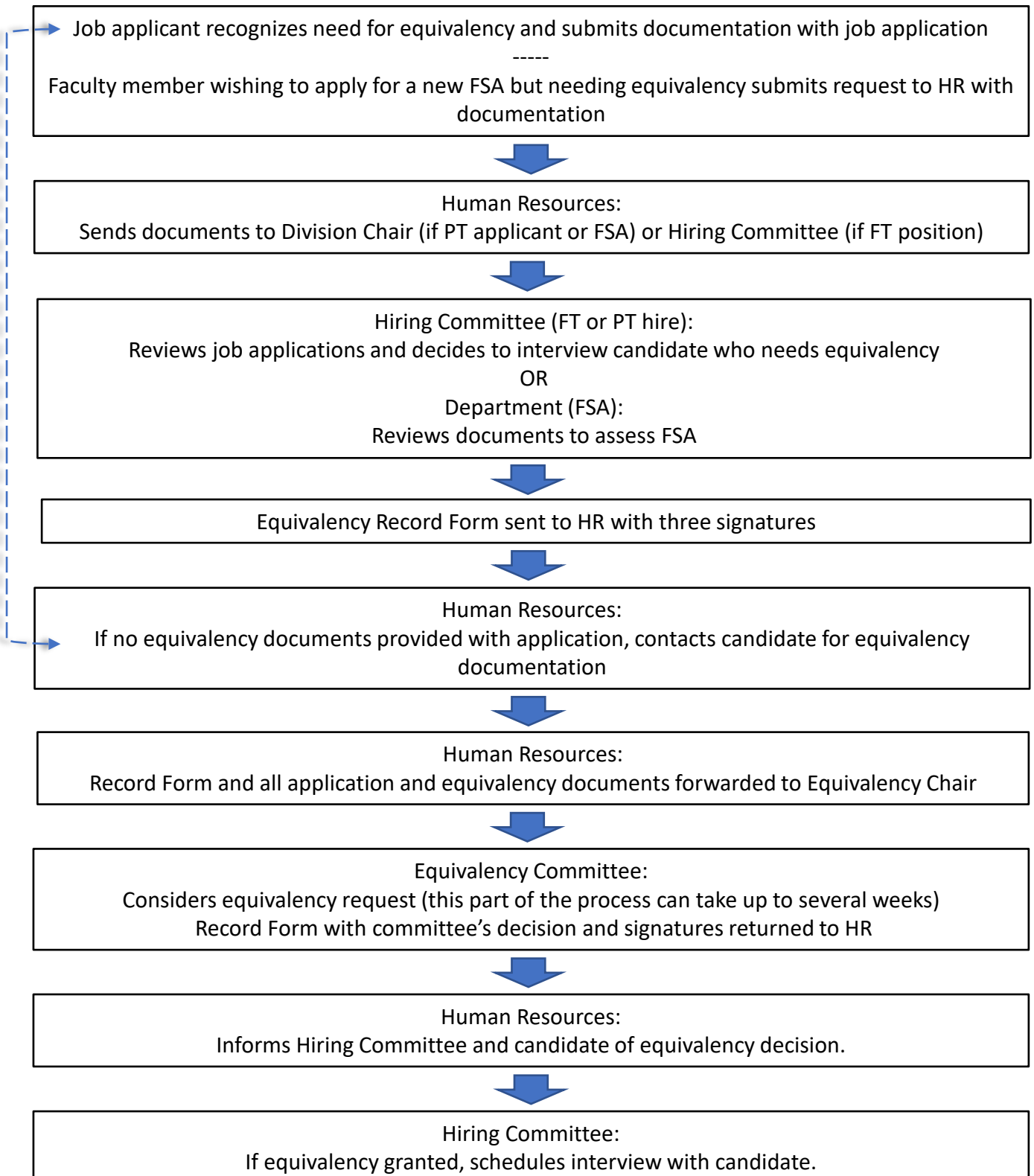
When complete, submit all documents to Human Resources.

COLLEGE OF THE SEQUOIAS COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCE SERVICES

915 S. Mooney Blvd.
Sequoia Building, Room 5
Visalia, CA 93277
Office: (559)730-3867 / 737-6237
Fax: (559)730-3997

Equivalency Process Flow Chart



Equivalency for Disciplines Requiring a Masters Degree

Sequoias Community College District supports the following basic principles for granting equivalency:

- Equivalent to the minimum qualifications means equal to the minimum qualifications, not nearly equal.
- The applicant must provide objective, conclusive evidence of attaining coursework or experience equal to the minimum qualifications degree for the position.

Directions: Provide as much explanation and supportive documentation as possible to address the following instructions. Please be as detailed as possible with all background information.

- Eminence is granted rarely (only to those who are exceptionally qualified) and must be supported with documentation requested below.
- Please write your equivalency application on a separate document and include the Equivalency Record Form when submitting the paperwork to Human Resources.

1. Equivalency based on coursework:

Using the attached Sample Equivalency Application as a guide, compose a cover letter and a document comparing your degree to the minimum qualifications degree specified in the [CCCCO Minimum Qualifications Handbook](#).

- A. Specify the discipline in which you are seeking to teach and indicate that you are not seeking equivalency based on “eminence.”
- B. Then, specifically compare your degree coursework to the coursework for the minimum qualifications degree for the discipline for which you are seeking equivalency. Please supply information from an accredited university program to compare with your coursework.

2. Equivalency based on eminence:

Specify the discipline in which you are seeking to teach and indicate that you are seeking equivalency based on “eminence.” Then, provide the following:

- A. Provide a letter from each of at least three (3) experts in your field who recognize you as “eminent”. None of the reference letters may be from the same three faculty members who signed the divisional support document and provided justification paragraphs for your application.
- B. Provide any evidence of teaching experience and training in your field.
- C. Provide any evidence of conference presentations in your field.
- D. Provide any evidence of publications, recordings, exhibitions, or performances in your field.
- E. Provide evidence of any awards received in your field.
- F. Provide evidence of any awarded honorary degrees in your field.
- G. Provide any evidence of service in relevant leadership positions in your field at the local, state or national level.
- H. Eminence claims must include evidence of meeting the general education requirements of a Bachelor’s degree.
- I. Please include any additional qualifications you feel you have exhibited in your field.

**EQUIVALENCY DETERMINATION RECORD SHEET EQUIVALENCY COMMITTEE / ACADEMIC SENATE
Sequoias Community College District/Administrative Procedure/Board Policy 7211,
Revised March 2023**

Name →	
Discipline →	
Applicant's Documentation/Evidence attached →	Choose equivalency method: <input type="checkbox"/> Coursework <input type="checkbox"/> Eminence Attach all documents necessary to determine equivalency as outlined in the Equivalency for Disciplines Requiring/Not Requiring a Master's Degree packets.

----- BELOW THIS LINE FOR COS USE ONLY -----

SIGNATURES OF DIVISION FACULTY SUPPORTING EQUIVALENCY

Division/Hiring Committee Chair →		Date:
Division Faculty →		Date:
Division Faculty →		Date:

☐ If candidate is claiming eminence, a statement of written justification signed by three faculty members in support of candidate's claim for eminence must be attached.

ACADEMIC SENATE'S DETERMINATION

The above applicant's request has been evaluated with a determination as follows:		
<input type="checkbox"/> Equivalency Granted	<input type="checkbox"/> Equivalency Denied	
Discipline →		
SIGNATURES:		DATE
V.P. Academic Senate or Designee →		
Equivalency Committee Member →		
Equivalency Committee Member →		
Equivalency Committee Member →		
Equivalency Committee Member →		
Equivalency Committee Member →		
Equivalency Committee Member →		

Distribution by Senate Equivalency Committee	Route to . . .	Date
	Original Record Sheet only sent to Human Resource Services	
	Copy to Applicant	
	Copy of Record Sheet to Academic Senate Office with documentation	

Sample Application Seeking Equivalency Based on Coursework for Disciplines requiring a Master's Degree.

COS Equivalency Committee
College of Sequoias
915 S. Mooney Blvd. Visalia, CA 93277

Dear Members of the Equivalency Committee,

This letter serves as an application to have the committee determine my eligibility to qualify and be considered for the General Business/Computer Applications Full-Time Professor position. I have taught as a Computer Applications adjunct instructor within the COS Business Division since 2017. I teach Computer005 and Computer130 courses on both the Hanford and Visalia campuses. In addition, I am a Microsoft Office Trainer for the COS Training Resource Center, training predominantly intermediate and advanced excel short-term courses for community members and local businesses.

I am seeking equivalency because my MA in Learning Design and Technology from San Diego State University is a unique specialty with a focus on informational technology design, integration, and analysis, that directly compares to a Masters in Business Education. In addition, I currently have a California SB 2042 Clear Multiple Subject Credential (CLAD certified to teach English Language Learners) from Pepperdine University, as well as a BA focused on Education. Both contribute to the major components found in most Business Education programs. According to the minimum qualifications required to apply and teach General Business/Computer Applications, one must have a:

“Master's in business, business management, business administration, accountancy, finance, marketing, or business education, OR...the equivalent.”

I believe my Masters in Learning Design and Technology directly aligns with the focus on information systems, technology integration, and educational training component that is found in various Business Education graduate degree programs, but was not offered at my particular institution.

According to uslegal.com, “Traditional academic programs for business education include college courses that teach students the fundamentals of management, marketing, business ethics, accounting, and other relevant topics. These have been supplemented in recent years with extensive course offerings in computer skills, e-commerce management, and other factors in managing a business within the global economy.” (<https://definitions.uslegal.com/b/business-education/>) As evident, Business Education has continued to change with the evolution of technology, and my particular graduate work represents a new label for such changes.

This claim is evident in the website itself. The San Diego State University bulletin for the Learning Design and Technology program of study states, “The concentration enables students to prepare for careers as performance technologists, instructional designers, corporate trainers, and elearning practitioners. State-of-the-art coursework and internships in companies, agencies, and schools prepare candidates to analyze performance problems, and design, develop, and evaluate instructional strategies, and products.”

As a result of these parallels, I have reviewed multiple Masters in Business Education degrees at other universities nationwide and have compared them to my own graduate coursework. I have included an example program from

Auburn University that provides a close comparison to my program in Learning Design and Technology.

Initially, I have outlined each program's course requirements, followed by a table to directly compare individual courses in a side-by-side graphic.

First, I have copied the required course content from Auburn University for the Business and Marketing Education - MEd/MS, EdS and just formatted text for readability.

Note: All program/course content was taken directly from the Graduate School Bulletin for the Business and Marketing Education - MEd/MS, EdS from the official Auburn University website (my only change was reformatting into a table and adding bold text):

<http://bulletin.auburn.edu/thegraduateschool/graduatedegreesoffered/curriculumandteachingmedmse dsphd major/businessandmarketingeducation/>

AUBURN UNIVERSITY: Business/Marketing Education - MEd (Alternative Certification, Online Option Available)

Alternative Class A Education Program Checklist		
Teaching Field: 22 hours		
At least 1/3 of the program shall be in teaching field courses.		
Required: 4 hours		
CTCT 7300/7306	Integrating Technology in Career and Technical Education	3
CTCT 7950/7956	Seminar in Area of Specialization	1
Select 18 hours from the following:		18
CTCT 6080/6086	Principles of Coordination ¹	
CTCT 6200/6206	Records Management Systems ¹	
CTCT 6240/6246	Multimedia Design ¹	
CTCT 6250/6256	Information Design & Analysis ¹	
CTCT 6260/6266	Applied Computer Technology ¹	
CTCT 6940/6946	Work Experience in Information Technology ¹	
CTCT 7970/7976	Special Topics in Area of Specialization	
Other advisor-approved courses 6000 level and above in the teaching field (i.e., CTCT, ACCT,		
Professional Studies: 22 hours		
CTCT 6940/6946	Methods of Teaching in Area of Specialization	3
CTCT 6060/6066	Program Planning in Area of Specialization	3
CTCT 7910/7916	Practicum in Area of Specialization (Co-requisite with CTCT 6050/CTCT 6056) ¹	1
CTRD 6000/6006	Language and Literacy in the Content Areas ²	3

RSED 6000/6006	Advanced Survey of Exceptionality ²	3
CTCT 7920/7926	Clinical Residency ³	9
Total Hours		44

San Diego State University: Education, Learning Design and Technology, MA

Note: All program/course content was taken directly from the Graduate School Bulletin for the Education, Learning Design and Technology, MA from the official San Diego State University website:

[https://curriculum.sdsu.edu/curriculum-services/graduate-bulletin/19 20 gb/077-Learning-Design- Tech.pdf](https://curriculum.sdsu.edu/curriculum-services/graduate-bulletin/19%20gb/077-Learning-Design-Tech.pdf)

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Part Four of this bulletin, students must take the course requirements as described below.

1. Core (12 units):

LDT 540 Educational Technology.....	3
LDT 544 Instructional Design.....	3
LDT 561 Advanced Multimedia Design for Learning.....	3
LDT 690 Research Methods for Learning Design.....	3

2. Electives (15 units): Courses in learning design and technology and related fields, selected with the approval of the adviser on the basis of the student's interests and goals. *A minimum of nine units must be taken in courses at the 600- and/or 700-levels.*

3. Research (3 units):

LDT 795 Advanced Seminar: Capstone Project (Plan B students only).....	3 OR
LDT 799A Thesis (Plan A students only)...	3 (Cr/NC/RP)

Below you will find the side-by-side comparison between the Auburn University Business and Marketing Education-Med/MS and my Masters in Education: Learning Design and Technology from San Diego State University.

Business/Marketing Education, MEd Auburn University	Learning Design and Technology, MA San Diego State University (actual coursework)
<i>Required 4 hours:</i>	
CTCT 7300/7306 INTEGRATING TECHNOLOGY IN CAREER AND TECHNICAL EDUCATION (3) LEC. 3. Pr. CTCT 5050 or CTCT 6050 or CTCT 5053 or CTCT 6056. Selecting, developing, utilizing, and evaluating instructional resources and technology for teaching. Departmental approval. May count either CTCT 7300 or CTCT 7306.	LDT 544 INSTRUCTIONAL DESIGN (3) One lecture and six hours of laboratory. Prerequisite: Learning Design and Technology 540. Systematic design of products for education and training. Use of analyses and content mapping to set instructional goals. Instructional methods derived from learning theories for use in schools, universities, corporations, and other settings. Rapid prototyping of instructional products. (Formerly numbered Educational Technology 544.)
CTCT 7950/7956 SEMINAR IN AREA OF SPECIALIZATION (1-3) SEM. SU. Departmental approval. Presentation by graduate students of research projects and/or findings. Analysis of procedures and findings. Course may be repeated for a maximum of 3 credit hours.	ED 795 A AND ED 795 B (Now LDT 795). ADVANCED SEMINAR: Capstone Project (3) Prerequisites: Advancement to candidacy and Learning Design and Technology 690. An intensive study culminating in a written project for a community-service-based learning client. Limited to students following Plan B for the Master of Arts degree.
<i>Select 18 hours from the following:</i>	
CTCT 6080/6086 - Principles of Coordination	
CTCT 6200/6206 - Records Management Systems	
CTCT 6240/6246 MULTIMEDIA DESIGN (3) LEC. 3. Focus on presentation, desktop publishing, multimedia production, web page design, and digital graphics. May count either CTCT 6240/CTCT 62406 or CTCT 5240/5243.	LDT 541. EDUCATIONAL WEB DEVELOPMENT (3) One lecture and six hours of laboratory. Prerequisite: Basic computer literacy. Systems, graphic design, and usability principles applied to design and development of web-based educational multimedia. Planning and prototyping digital media. (Formerly numbered Educational Technology 541.)
CTCT 6250/6256 INFORMATION DESIGN & ANALYSIS (3) LEC. 3. Decision making, problem solving, and presentation using business software applications. May count either CTCT 6250/CTCT 6256 or CTCT 5250/5253.	LDT 561. ADVANCED MULTIMEDIA DESIGN FOR LEARNING (3) Six hours of activity. Prerequisite: Learning Design and Technology 540. Educational visualization with digital video, animation, sound, 2D and 3D graphics for mobile and web-based learning. (Formerly numbered Educational Technology 561.) AND LDT 540. EDUCATIONAL TECHNOLOGY (3) Six hours of activity. Rationale, foundations, theories, careers, trends, and issues in educational technology. Implications of educational technology for instruction

	and information in schools, government, and corporations. (Formerly numbered Educational Technology 540.)
CTCT 6260/6266 APPLIED COMPUTER TECHNOLOGY (3) LEC. 3. Capstone course with emphasis on integration of business software for decision making, processing, collaboration and management functions, including accounting and financial management. May count either CTCT 5260/CTCT 5263 or CTCT 6260/6266.	LDT 684. MANAGING THE LEARNING DESIGN PROCESS (3) Six hours of workshop and activities. Prerequisites: Learning Design and Technology 540 and 541. Recommended: Learning Design and Technology 544. Management of instructional design and performance interventions. Development of timelines, staffing plans, communication strategies, and budgets. (Formerly numbered Educational Technology 684.)
CTCT 6940/6946 WORK EXPERIENCE IN INFORMATION TECHNOLOGY (3) LEC. 3. SU. Supervised occupational work experience and software application in a Commerce and Information Technology environment. May count either CTCT 6940/CTCT 6946 or CTCT 5940/5943.	LDT 690. RESEARCH METHODS FOR LEARNING DESIGN (3) Two lectures and three hours of activity. Prerequisite: Admission to the master's degree program. Planning and executing research in learning design. Analyzing, interpreting, and reporting results to stakeholders.
CTCT 7970/7976 SPECIAL TOPICS IN AREA OF SPECIALIZATION (1-6) LEC. Departmental approval. Current or advanced topics within area of specialization. Course may be repeated for a maximum of 6 credit hours.	LDT 696. ADVANCED TOPICS IN LEARNING DESIGN AND TECHNOLOGY (1-3) Prerequisite: Graduate standing. Intensive study in specific areas of learning design and technology. May be repeated with new content. Maximum credit six units. See Class Schedule for specific content. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser. AND LDT 670. LEARNING THROUGH GAMES AND SIMULATIONS (3) One lecture and six hours of laboratory. Prerequisites: Learning Design and Technology 540 and 541. Design, evaluation, and use of simulations and games for education and training. Instructional applications of role plays, board games, and multiplayer virtual worlds. Theories of motivation and interest. (Formerly numbered Educational Technology 670.)

To further satisfy the 1/3 teaching field requirement outlined in the Auburn course study for the Business Education degree, I have completed the following courses in my undergraduate coursework from Pepperdine University focused on Education and Credentialing for the state of California. Completed courses include:

EDUC 562
- School
and Society
EDUC 561

-

Educational

Psychology

EDUC 564M - Literacy Theory and Methods

EDUC 565 - Culminating Teaching

Practicum and Assessment EDUC

570 - Culture, Language, and

Learning

EDUC 585 - Educational Technology Workshop

Thank you for your time and consideration on this matter. I believe my expertise and degree, along with educational certification and experience directly compares to that of a Business Education degree and therefore, I feel equipped and qualified to apply for the position of General Business/Computer Applications Professor. If you have any further questions or concerns, please do not hesitate to contact me. I look forward to hearing from you.

Sincerely,

[Redacted Signature Block]