DEPARTMENTAL STANDARD FOR EQUIVALENCY

1. *When considering the establishment of discipline equivalency standards, please consider that California Education Code §87359(b) requires that "each individual faculty member…possess qualifications that are **_at least equivalent to the applicable minimum standards_**". Fill out the application that is included with this set of instructions. Please use the current* Minimum Qualifications for Faculty and Administrators in California Community Colleges.*
   a. Fill out the top half of the front side of the application. For the name of the discipline, please use the name given in the current disciplines list. If your department uses a different name for the discipline, you may include that in parenthesis as well. For item I, a majority of faculty from the discipline or related disciplines is required to sign in support.
   b. For item II, please copy word for word the statement in the current disciplines list.
   c. For item III, please list the requirements your department wants as "the equivalent". Please do **not** use any of the wording from item II.
   d. For item III, please provide an explanation that justifies this standard.
   e. For item IV, departmental policies seeking to demonstrate equivalency for petitioners who lack the specified bachelors or associates degree must also complete the GE Education Equivalency Documentation.
2. Have the department vote on the proposed standard. Next have the department chair or division representative sign the application after it is approved. Then have the division dean review it and sign it as well.

3. The division dean will send the application to the MCC Equivalency Committee.

4. The application will go to the MCC Equivalency Committee Chair. If it is technically correct, it will go before the Equivalency Committee for consideration at the next available meeting. If it is **not** technically correct, it will be sent back to the department for changes. Please make the changes and go back a step.

5. If the Equivalency Committee does not approve the standard, it will recommend changes. You can either make the changes or appeal the Equivalency Committee's decision.

6. As the *Minimum Qualifications* handbook is updated annually, departments should review their department standard, revise as necessary, and resubmit revisions to the Equivalency Committee for review. Departments are also encouraged to take their proposed policies to the State Academic Senate's Standards and Practices Committee to try to enact change in the Disciplines List Revision Handbook.

APPLICATION FOR ACCEPTANCE OF A
DEPARTMENTAL STANDARD FOR EQUIVALENCY

From (Chair): MCC Distance Education Committee   Date: 11/20/2020

Department: Office of Instruction   Extension: 4802

Discipline(s): Instructional Designer

I.   TENURED FACULTY SIGNATURE(S)

Signature of the Tenured Faculty Who Determined that the Proposed Standard Should Satisfy the Equivalency Requirements:

Printed Name: Stephen Leech (Tenured Member)

Signature: S   Date:

(If tenured faculty member in the discipline is not available, a tenured faculty member from a "related discipline", as defined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook, may sign after consulting with the non-tenured faculty.)

A majority of faculty from the discipline or related disciplines is required to sign in support below.

Printed Name: Antoniette Aizon (MCC DE Chair)

Signature: _[signature]_   Date: 11/20/2020

Support:_____   Oppose: _____

Printed Name: Tina Luera (Tenured Member)

Signature: Tina Luera   Date:

Support:_____   Oppose: _____

Printed Name: Kari Johnson (Tenures Member)

Signature: Kari Johnson   Date:

Support: _____   Oppose: _____

Printed Name: Tina Ramsey (Member)

Signature: Tina Ramsey   Date:

Support: _____   Oppose: _____

DEPARTMENT CHAIR SIGNATURE

Do any of the colleges in the district offer a comparable program?_____Yes __X__No
If so, which colleges: _____

If applicable, have MCC Faculty reviewed this departmental standard with the appropriate faculty at the other colleges offering a comparable program? _-_Yes   __X__No
If so, which instructors: _____

Printed Name: <u>No department chair</u>

Signature:_____Date: _____

(Faculty from other colleges may include a statement of support or non-support).

DEAN OF INSTRUCTION/STUDENT SERVICES SIGNATURE

Printed Name: <u>Marie Harris</u>

Signature: <u>Marie Harris</u>_____ Date: _____

I.   Statement of minimum qualifications as defined in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook:

Master's in instructional design / technology or educational technology;
OR
A valid California Community College Credential;
OR
The equivalent education and/or experience (requires an equivalency)

II.   Recommended Departmental Standard for an *Equivalency*:

Meeting equivalence of the degree could be achieved through a few options: 1) work history of having 2 or more years performing the duties of an instructional designer and distance education; 2) completing courses that meet the course descriptions within the area of instructional design / technology or educational technology; or a combination of work experience and course work.

Work Experience and a Graduate Degree
2 or more years working experience as an Instructional Designer / Distance Education Coordinator

Working knowledge of:
- Models of Teaching and Instructional Strategies
  - Problem-Based Learning
  - Inquiry-Based Learning
  - Authentic Learning
  - Multimedia Learning Principles
  - Designing eLearning
- Development processes
  - Evaluating needs; working with subject matter experts
  - Planning, storyboarding, scripting
  - Rapid development cycles, iteration
  - Simulation and design
- Design and development tools, and media production (examples below)
  - Graphic design
  - Message design
  - Interaction and user experience design
  - Survey of web tools, HTML, CSS
  - Survey of digital publishing (Wordpress, Weebly, podcasting, YouTube, SlideShare, etc.)
  - Learning management systems; learning content management systems
  - Standards awareness: SCORM, Tin Can (xAPI), AICC, learning objects, OER
  - Production of audio, video, animation, screencasts
- Evaluation: Program Evaluations, and Evaluate Instructional Materials
- Formative and summative evaluation processes
- Developing of testing protocol
- Teaching Experience

Additional:
- Distance Education/ Online Learning
- State of the field, research, emerging issues
- Best practices for training/supporting instructors
- Building online courses
- Online course development rubrics, standards, and organization
- Research
  - Quantitative Research Designs (e.g. Descriptive, Correlational Designs; Group Comparison)
  - Research Applications: Action Research & Program Evaluation
  - Quantitative Analysis
  - Proposal Development

AND

A Master's Degree or higher in any discipline.

OR

Master's Degree where the course work covers the areas below:
- Methods of Research in Education
  - Students study research methods, procedures, and designs. Preparation of research abstracts in education and related fields is included.
- Design Research Practices
  - Have skills needed to locate, evaluate, interpret, utilize, and conduct Instructional Design and Technology Research. The particular interest of the course is to enrich student's understanding of and capacity to conduct new approaches to educational research known by a variety of names such as "design experiments" and "design-based research", etc.
- Theoretical and Cognitive Foundations of Learning
  - Demonstrate working knowledge of current knowledge on predominant learning theories and current debates in the field. For the last third of the course, we will discuss applications of learning theories to educational technology.
  - Considers historical and current educational challenges in higher education, explore the ways that institutions of higher education and student populations have changed over time, impacting the ways we use technology in education today. Propose ways that technology innovation can spur systemic change across the curriculum and beyond it, and investigate and integrate theories and models—and their application—from several disciplines, including communication, information systems, and psychology.
- Program Design and Evaluation on Instructional Systems
  - Study of instructional design and technology topics such as Conducting Needs and Instructional Analysis; Instructional Strategies and Detailed Design; and Developing, Implementing, and Evaluating Instructional or Performance Systems.
  - Have the skills and knowledge needed to conduct all aspects of a well-designed analysis of performance and instruction systems. Students will conduct "real world" analysis of performance problems in school or business settings to determine the most appropriate solution.

- Leadership in Instructional Technology
  - Have knowledge, skills, and dispositions needed to a) inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the school/district organization, and b) conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.
  - Higher education teaching and learning environments are intergroup spaces that require intentional facilitation in order to optimize learning and communication. This class will provide students with an opportunity to learn and practice concepts and skills for facilitating classroom discussions, meetings, workshops, and conversations with an emphasis on increasing engagement, equity, and participation.
- eLearning Design and Development
  - Design and develop multimedia tools for educational and training purposes while learning to use state of the art digital tools for instruction.
  - New forms of computer-mediated learning in a constructive way. They will collaboratively and continuously build a shared class resource on the technologies and their pedagogies. They will also create materials using some of the technologies. Further, it is expected that students will gradually focus on one technology and its pedagogical affordances. Their final project will combine a detailed proposal for an educational project based on one of these technologies (a class, a major, or even an institution) with a creative work, a presentation, a game, or mocked-up class content created with the same or related technology.

III.   Please provide an explanation that justifies this standard if different than state minimum qualifications:

Instructional Design/Technology or Educational Technology is a small field within the western half of the United States making the pool of candidates limited.

IV. General Education Equivalency Documentation
Departmental policies seeking to demonstrate equivalency for petitioners who lack the specified bachelors or associates degree must also complete the GE Education Equivalency Documentation.

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

The eighteen units of general education is expected in the follow areas (Title 5 §55063 (b)(1)):

Description	Evidence/Documentation
A. Natural Sciences Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities (Title 5 §55063 (b)(1)(A)). This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.	
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 which 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.	
D.1. Language and Rationality: English Composition Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses (Title 5 §55063 (b)(1)(D)). Such courses shall include both expository and argumentative writing.	
D.2. Language and Rationality: Communication and Analytical Thinking Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses (Title 5 §55063 (b)(1)(D)). Such courses shall include Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite.	

ACTION OF THE MADERA COMMUNITY COLLEGE ACADEMIC SENATE COMMITTEE ON EQUIVALENCY

The Department Standard is: approved: **X**   denied:_____

Signature of Equivalency Committee Chair *(or designee)*:   Kimi Kato-Gee(chair)

Date: February 8, 2021

Comments:

  Departmental Policy for Instructional Designer unanimously approved by the Madera

College Equivalency Committee on February 8, 2021.

Signature: _[signature]_
StephenLeech(Nov20,202017:40PST)

Email: stephen.leech@scccd.edu

Signature: _Kari Johnson_
Kari Johnson (Nov 23, 2020 11:15 PST)

Email: kari.johnson@scccd.edu

Signature: _Marie Harris_

Email: marie.harris@scccd.edu

Signature: _[signature]_
Tina Luera (Nov 23, 2020 11:13 PST)

Email: tina.luera@scccd.edu

Signature: _Tina Ramsey_

Email: tina.ramsey@scccd.edu