Call to Order
1:10 PM

Public Commentary
None

Attendance

Members Present: Juana Rangel, Dr. Michael Jiles, Kristi Richards, Susan Wells, Jason Page and Rebecca Roth

Not Present: Dr. John Eigenauer, Dr. Vicki Jacobi

Guests: Dr. Sharyn Eveland and Dr. Jessica Grimes

Action Items

1. Approve minutes of previous meeting

Informational Items
None

Updates
None

Old Business
None

New Business
None

Discussion Items

2. Discussion with Dr. Eveland (Academic Senate President) and Dr. Grimes (Dean/CTE Director) about the needs of the A.S. and CTE Division and the possible roles and responsibilities of the CTE Committee.

Dr. Grimes shared a PowerPoint titled CTE Articulation Ideas as a starting point for the wide-ranging discussion. Dr. Eveland outlined CTE areas of need, based in 10 +1 and aligned with the committee charter. The published Career Technical Education Faculty Minimum Qualifications
Toolkit (CTE Faculty Minimum Qualifications Work Group) was presented as a resource to inform the discussion.

Topics of discussion included

Need for clarity and consistency in evaluating applicant minimum qualifications for CTE areas (lack of clarity/confidence in determining appropriate, broad minimum qualifications as areas can be dissimilar and may differ by regional agencies).

Role of committee in identifying, monitoring, and disseminating information about changing and/or emerging CTE educational needs.

Role of CTE committee in relation to Academic Senate and other sub-committees of the Academic Senate.

Key CTE Committee Action/Focus/Priority Ideas Identified for Further Discussion and Possible Action:

- Recommendation(s) for creation of CTE Faculty Internship for Industry Experts (see page 63 of CTE Min Quals Toolkit (following discussion).
- Create a Guide to Applying for CTE Equivalency for Prospective Taft College Applicants (Ideas discussed include copy/paste/ modify some elements of CTE Min Quals Toolkit so TC applicants have a more consistent understanding of what is to be included in CTE equivalency submissions.
- Make recommendations to divisions and Curriculum & General Education committee for creation of curriculum for undeveloped or emerging CTE areas appropriate to the College service area (examples discussed in support of entrepreneurship → designing, writing, and using business proposal; starting, owning, and running a business; accessing financial resources for new businesses).
- Use the MQ CTE Toolkit as a guide for
  - Documentation of supplemental or other agency information in determining equivalency in CTE areas, (example of value MQs to teach at a court reporting school is different from MQ Handbook).
  - Develop a resource grid of professional organizations by CTE area as many have their own standards relevant to determining minimum qualifications.
- Review, in detail, the Career Technical Education Faculty Minimum Qualifications Toolkit and
  - identify, adapt, and/or refer to appropriate group those contents/processes/patterns most likely to improve CTE processes and procedures at Taft College.

Adjournment
2:00PM