**Small Group Activity - Comparing and Discussing Equivalency Processes**

Instructions

1. This exercise will be done in three parts: two 30 minute rounds of small group discussions, followed by 30 minutes to report the results of the discussions.
2. Exchange copies of your equivalency policies and procedures with colleagues from other colleges in your small group.
3. Take 5 minutes to read through the equivalency policy.
4. Discuss each other’s equivalency policies and answer the questions for Round 1 and Round 2, as appropriate.
5. For Round 2, be sure to also review the responses gathered from Round 1.
6. Record the responses on the forms provided.
7. After both rounds are over, report out the responses to the questions.
8. Have fun!

**Round 1 Questions for Report Out - small groups of the same role/position**

How clearly defined were the equivalency processes?

In general, how were the perspectives of faculty (including discipline faculty if applicable), academic administrators, and HR professionals addressed in equivalency processes and how effective was the collaboration between these groups?

What were some examples of equivalency processes (or components of EQ processes) that you believe work well?

Cite any examples of exemplary or innovative approaches to equivalency in CTE areas.

What were some challenges you found in the equivalency processes examined?

**Round 2: This round of questions should be considered in terms of the application of equivalency processes to CTE programs at your college.**

**Questions for Report Out - small groups from the same college/district (mixed positions)**

After examining other equivalency processes, what are the strengths of the process your college/district uses?

What (if any) aspects of your equivalency processes for CTE specifically could be improved by making some modifications?

Were you able to identify components of other equivalency processes that might work at your institution?