Fall 2024 Reassignment Application

Please note: If approved, all reassignment positions will begin work in Fall 2025, for the Fall 2024 application process.

Email *

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Current or Proposed Position Name: *

Articulation Officer

Author(s): *

Gloria Darafshi

Is this a campus-wide or program/department position? *

If you're not sure how to answer this question, please refer to the IPC Past & Present Positions website (https://www.canadacollege.edu/ipc/reassignment-archive.php).

- ◉ Campus-Wide Position

- ◯ Program/Department Position

Is this a grant funded position? *

⦿ Yes

◯ No

Is this a New, Renewal, or Revision Application? *

A New Reassignment Application is for a position that has never been funded by the College before. A Renewal Application is for a position that has been previously funded by the College. A Revision to Existing Position Application can be used to revise a currently held position that is not currently up for renewal.

◯ New Reassignment Application

◯ Renewal Application

⦿ Revision to Existing Position Application

Revisions to Existing Positions

What revisions do you need to request for your current position? *

The request is to change the position from Department-wide to a Campus-wide position/opportunity.

Change to Reassigned Time Allocation

Are you requesting more or less reassigned time than in the past? *

◯ Yes

⦿ No

Time Change Explanation

Explain why more or less reassigned time is being requested. *

Amount of Reassignment & Duration

Please report the amount of FTE you are requesting for each term and calculate the total annual FTE. Calculations: 0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester. Each additional unit (0.067 FTE) represents an additional 2.5 hrs/week.

Fall (FTE) *

1.0 F24 only; .67 for F25

Spring (FTE) *

.67

Total Annual (FTE) *

1.67 F24-SP25; 1.34 F25-SP26

How many semesters of reassigned time are being requested? *

Please note, the majority of reassignment positions are filled for two year, or four semester terms. But if you need reassign time for a different amount of time, please select that below

4 (2 years - Most Common)   ▾

Position Responsibilities

Instructions for Duties List

-We recommend writing your duties list in a simple bulleted list. To do this in this form, use dashes as bullets, and hit enter to space each list item.

-Next to each duty or responsibility include an amount of reassignment time that will be used for that item. This can be done based on weekly hours, semester hours or a percentage of total time.

-Please refer to the list of D1 duties (https://www.canadacollege.edu/ipc/docs/Appendix_D1.pdf) and make sure that the duties of this position do not overlap with any D1 duties.

-If you're submitting a RENEWAL application, please note that you can reference past applications (https://canadacollege.edu/ipc/reassignment-archive.php) for your position and copy and paste that duties list to revise here.

Example Duties List - College-Wide Position (note- this is an example only and does not necessarily reflect the current duties of the example coordinator)

Promoting a culture of instructional assessment campus-wide by:

--Helping faculty find meaningful results through the effective design and analysis of assessment methods; and

--Offering assistance and training to individuals and departments; and

--Serving as a voting member of IPC; and

--Attending and participating in meetings supporting program review (e.g., PBC Program Review Work Group).

[Approximately 50% of time allocation]

Facilitating and managing local assessment cycle by:

--Communicating with faculty regularly regarding their assessment plans; and

--Facilitating the implementation of the local assessment cycle college-wide; and

--Managing the assessment cycle process and all materials required; and

--Eliciting feedback and propose changes to cycle.

[Approximately 30% of time allocation]

Providing the college with assessment expertise by:

--Attending workshops and conferences on assessment best practices and accreditation-related topics; and

--Attending division and/or department meetings; and

--Sharing this expertise via Flex Day, workshops, and the like;.

[Approximately 10% of time allocation]

Collaborating with Accreditation Liaison Officer and designated work groups/taskforces related to assessment to:

--Contribute to accreditation reports; and

--Ensure assessment work aligns and complies with ACCJC standards and processes.

[Approximately 10% of time allocation]

Example Duties List - Program/Department-Wide Position (note- this is an example only and does not necessarily reflect the current duties of the example coordinator)

- Outreach to community partners to offer and set up ESL classes. (15%)

- Secure agreements and facilities to offer ESL classes in the communities where our students live, currently in North Fair Oaks, East Menlo Park, Pescadero (also East Palo Alto and Half Moon Bay in previous semesters). (15%)

- Provide workshops to help students complete the college application and Board of Governors' Fee Waiver forms on the first day/evening of every off-campus ESL classes and welcome students.(10%)

- Lead College Information and Proactive Registrations and ID Events for all off-campus ESL classes every semester to bring students with the faculty and ESL SLAMmers to campus so that students can pay their fees, participate in an orientation session with the ESL counselor, take a campus tour, get their student IDs, and if time permits, to visit an ESL class on campus. (Approximately

    10%)

- Set up and lead monthly ESL Dept. meetings. Organize agendas for meetings. (Approximately

    10%)

- Align curriculum with our ESL Pathways. (Approximately

    10%)

- Organize textbook adoptions and look at ways to offer non-textbook options. (Approximately

    5%)

- Represent the department on campus wide committees and councils. (Approximately

    10%)

- Meet with administrators to share specific needs of the ESL students. (Approximately

    10%)

- Set up meetings with District ESL faculty and serve as the lead for our college. (Approximately

    5%)

Guided by the format of the examples above, please provide a comprehensive list of all   *
duties or responsibilities of this position.

Please refer to the list of D1 duties (https://www.canadacollege.edu/ipc/Appendix_D1.pdf) and make
sure that the duties of this position do not overlap with any D1 duties. Also, please note that this list is
meant to be a general overview of the responsibility of this position, and it is not meant to be a daily
plan of all work.

1.   Submission of courses for Articulation   (Approx. 25% of time allocation)
•   Submission of courses for UC Transfer
•   Submission for IGETC & CSUGE approval (transitioning to Cal-GETC)
•   Enter all curricular changes and articulation requests to non-public Assist site
•   Submission to individual campuses for course-to-course articulation
•   Monitor Assist.org for gaps in articulation
•   Submission to private universities for possible GE and course-to-course articulation
•   Prepare appeal submissions, if needed
•   Monitor annual UC and CSU standards for revisions in articulation criteria

2.   Member of College's Curriculum Committee   (Approx. 25% of time allocation)
•   Attend Curriculum Committee meetings
•   Provide Articulation report at each Curriculum Committee meeting
•   Provide Articulation training at beginning of each academic year
•   Member of Curriculum Comm. Technical Review Committee – first level review of all new, revised
and updated courses that come through Curriculum. Insure that submitted courses will meet standards
for GE, transfer, and articulation.
•   Keep record of all instructional changes to determine if re-submission of course for articulation is
needed.
•   Document instructional changes for Program Mapper modifications

3.   Update sections of College Catalog each year   (Approx. 10% of time allocation)
•   Update all GE forms (AA/AS, IGETC, CSUGE) with new and deleted courses
•   Update lists of CSU and UC transfer courses
•   Update sections on Requirements for AA/AS and AA-T/AS-T degrees
•   Keep track of changes throughout the year to add to college catalog addendum

4.   C-ID and Transfer Model Curriculum (TMC)   (Approx. 5% of time allocation)
•   Monitor changes made by the State to C-ID descriptors and to Transfer Model Curriculum (TMC).
•   Bring changes made to templates of ADT's to Cañada faculty for revisions. (ie. AS-T BUS Admin 2.0,
AA-T COMM 2.0)
•   Facilitate the submission of new ADT's as they become available.
•   Fall 2024 – oversee the process of all ADT's going through Curriculum Committee, in accordance
with transition to Cal-GETC and any ADT template changes.
•   Submit courses for C-ID designation

5.   Reports   (Approx. 5% of time allocation)

• End-of-Year Cañada Curriculum Summary to CIAC Listserv (Comm. College, UC, CSU, CA Private U. Articulation Officers)
• Annual Articulation report to Chancellor's Office
• Presentations and reports to counseling faculty on articulation updates

6. Technical Assistance to Instructional and Counseling Faculty   (Approx. 10% of time allocation)
• Meet with faculty who request assistance in modifying courses for articulation or developing new courses.
• Serve as resource to counselors to clarify articulation situations and regulations.

7. Attendance at State Articulation meetings   (Approx. 5% of time allocation)
• Region 3 CIAC (CA Intersegmental Articulation Council) meeting (once per semester)
• Northern CA CIAC meeting (once per semester)
• Annual CIAC Conference (once a year)

8. Bi-weekly meeting with SMCCD Articulation Officers and Transcript Evaluation Service (TES) Program Supervisor   (Approx. 5% of time allocation)
• Decisions on how to scribe unique situations and coursework on Degree Works.
• Develop mutual understanding of new policies and procedures impacting articulation
• Identify differences in articulation, course numbers & titles, across the District and work on uniformity.

9. With college community, respond to new or revised state legislation related to articulation (Approx. 10% of time allocation)
Current legislation related to articulation:
• AB 928 – implementation of Cal-GETC by F25
• AB 1705 – ensuring that prerequisites satisfy a course requirement for the student's intended certificate or associate degree or a requirement for transfer within the intended major; ensuring that students are not required to repeat math courses completed in high school (for math competency)
• Title V Revisions – recommendation to eliminate the 12 unit residency requirement, etc.
• AB 1111 – Common Course Numbering – provide technical assistance to college and faculty as courses go through CCN process.

Identify which goals and strategic initiatives from the college's Education Master Plan are being supported by this position. Check all that apply. *

For more information about the Education Master Plan (EMP), please refer to the Cañada College Collaborates website (https://canadacollege.edu/prie/canada-collaborates.php).

- ☑ EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #1 (Make Registration Easier)

- ☑ EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #2 (Connect Students to the Academic Program(s) and Classes They Need)

- ☐ EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #3 (Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete)

- ☑ EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #4 (Improve the Financial Stability of Students)

- ☐ EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #1 (Support innovative teaching that creates more equitable and antiracist learning environments)

- ☐ EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #2 (Create and sustain an inclusive, antiracist, and equity-minded campus culture)

- ☐ EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #3 (Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps)

- ☑ EMP Goal #3: Community Connections - Strategic Initiative #1 (Better share what Cañada offers)

- ☑ EMP Goal #3: Community Connections - Strategic Initiative #2 (Be the best college choice for local high school students)

- ☑ EMP Goal #3: Community Connections - Strategic Initiative #3 (Strengthen K-16 pathways and transfer)

- ☐ EMP Goal #3: Community Connections - Strategic Initiative #4 (Help students explore and find employment in fields of their choice)

- ☐ EMP Goal #3: Community Connections - Strategic Initiative #5 (Help meet the basic needs of Cañada students and other community members)

- ☐ EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #1 (Ensure the physical campus is accessible)

- ☐ EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #2 (Provide adequate access to technology)

☐ EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #3 (Manage resources effectively)

Final Questions

How would your program be impacted if this position is not funded? *

Without an Articulation Officer, the college would have difficulty maintaining articulation agreements.

Anything else you would like us to know? For example, awards, recognition from the community, student highlights, etc.

Please enter the name of your Dean or VP who we can contact for approval of this application. *

VPI Chialin Hsieh

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