

# Fall 2023 Reassignment Application

Please note: If approved, all reassignment positions will begin work in Fall 2024, for the Fall 2023 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 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

Change to Reassign Time Allocation

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

- Yes
- No

Time Change Explanation

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

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Revisions to Existing Positions

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

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## 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) \*

0.6

Spring (FTE) \*

0.6

Total Annual (FTE) \*

1.2

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](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

-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

Cañada's current ESL department work around AB705 implementation for ESL:

- Align ESL courses with ESL Pathway as it relates to the AB705 mandates
- Create an ESL Pathway that gives the students the tools to succeed and continue pursuing certificates and degrees.
- Review and update ESL Course Outlines and curriculum to make sure that off campus-beginning classes transition to on-campus advanced ESL.
- Work with English Department to connect our Pathway.  
[Approximately 30% of time allocation]

- Collaborate with other departments to ensure students are succeeding.  
[Approximately 5% of time allocation]

- UC/ CSU GE (Humanities Area) transferability for ESL 400 (although still not TLC)
- Disseminate and share information with ESL Department and Cañada College and the various departments that will be involved in the implementation of this mandate  
[Approximately 20% of time allocation]

- District meetings with Vice Chancellor Aaron McVean to discuss action plan
- Biweekly meetings with ESL faculty at CSM and Skyline  
[Approximately 20% of time allocation]

Additional work for Spring 2020:

[Approximately 25% of time allocation]

- Continued work on placement of students using multiple measures or other approved placement methods (without high school transcripts, which are rarely available for our students; all 3 ESL departments are advocating for a placement test)
- Regular meetings with PRIE to inform gathering student info and data
- Coding ESL courses (CB21 coding)
- Aligning CB21 coding with adult schools
- Creating an action plan
- Collaboration across campus to implement new procedures and policies for Fall 2020

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](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.

#### Duties of Articulation Officer

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)
  - 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.
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.
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 SMCCCD 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 across the District and seek to increase 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

Note that some of the EMP Goals that the Articulation Officer position supports, are not included in the list on this application. Here are the identified areas of alignment with EMP:

- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #1.2 (Connect Students to the Academic Program(s) and Classes They Need)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #1.4 (Create new degree and certificate programs)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #1.8 (Ensure all academic degree and certificate programs remain viable and strong)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #1.16 (Create a campus culture that expects and supports students’ completion of their educational goals within three years)
- EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #2.2 (Increase the use of culturally relevant curriculum and equity-minded (race conscious) learning outcomes.)
- EMP Goal #3: Community Connections – Strategic Initiative # 3.8 (Strengthen transfer support services by, (1) building University pathways and expanding the University Center, (2) increasing by 35% the number of Cañada College transfer-seeking students who achieve transfer readiness and the number of students who apply to a 4-year University between 2022 and 2027 (adjusted for enrollment fluctuations) and, (3) reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students.)
- EMP Goal #3: Community Connections – Strategic Initiative # 3.9 (Facilitate the transfer process by implementing the provisions of California Assembly Bills 1111 and 928)



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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? \*

It's important to the college for the Articulation Officer position to become formalized through the reassign time process. As evidenced by the list of responsibilities contained in this application, the duties and responsibilities of articulation have grown substantially. Part of this growth is due to responding to assembly bills that require changes in General Education, Prerequisites, Degree Competencies, Course Numbering, Credit for Prior Learning, Title V revisions, etc. The Articulation Officer has a key role in educating the college community on these changes and taking the necessary steps to make changes. In addition to assembly bills, there is also more work across the District to align course numbering, course content, and approval of courses in the same GE areas.

If this position is not formalized through the Reassign Time process the Dean of Counseling will continue to assign these tasks to a counselor to be completed as part of their regular load and only the absolutely necessary activities will be able to be prioritized, such as submission of courses for GE and UC transfer, and, as a member of the Technical Review Committee, reviewing all courses coming through Curriculum Committee. Activities that need more time include, (1) regularly scanning assist.org for gaps in course-to-course articulation, (2) attendance in articulation-related webinars sponsored by the Chancellor's office, (3) attendance at District-wide articulation/curriculum meetings, (4) involvement in the Credit for Prior Learning initiative in the District, (5) holding flex day workshops, and other workshops to educate the college community on articulation updates and processes, (6) more support and availability to the Curriculum Committee Chair and the Curriculum Specialist for meeting planning and strategizing. These are just some of the activities that are currently short-changed.

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

This request is for the Articulation Officer to be a Counseling Department position. Experienced counselors have the foundational knowledge to perform all aspects of articulation work and are experts in navigating transfer requirements and issues. This includes the following knowledge and background:

- Knowledge of CSU and UC guiding principles regarding transferability of courses and general education.
- Expert users of Assist.org
- Knowledge and understanding of the current primary articulation functions: University of California Transfer Course Agreements (UC TCA), Intersegmental General Education Transfer Curriculum (IGETC), California State University General Education Breadth (CSU GE), and Associate Degree for Transfer (ADT).
- Users of major preparation articulation agreements and interpreting articulation data to students.
- Expertise in policies and requirements impacting local and transfer degrees.
- Working knowledge of C-ID descriptors and Transfer Model Curriculum (TMC); ability to determine course equivalencies for use in Associate Degrees for Transfer.
- Knowledge of applying external exams and expanding the use of Credit for Prior Learning.
- Familiarity with articulation issues that arise in counseling appointments with students.

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

Dean Max Hartman

This form was created inside of Skyline, Cañada and College of San Mateo.

Google Forms

# Reassignment Application Final Recommendation Form

Be sure to fill this form out for each of the applications received for the departments and/or programs that you supervise. Your feedback will be attached to the corresponding application, which will then be shared with IPC and posted on the IPC webpage.

Position Name (As Listed on the Application) \*

Articulation Officer

Supervisor's Final Recommendation \*

- Fully Support Application
- Support with Reservation
- Do Not Support (Explanation Required)

Comment or Explanation:

This is a vital position that will allow for the sustainability of articulation work at our college! I fully support!

Signature \*

Enter your name below as your signature.

Max Hartman

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