

Fall 2025 Reassignment Position Application

General Notes on the Reassignment Process:

- For Fall 2025 position applications: if a reassignment position is approved, then the work in the position begins in Fall 2026.
- The process for filling approved positions occurs in Spring 2026.

Email *

lacefieldh@smccd.edu

Current or Proposed Position Name: *

BS in Interaction Design (IXD) Development

Author(s): *

Hyla Lacefield

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.

☐ Campus-Wide Position

☒ Program/Department Position

How is this position expected to be funded? *

(Please note: IPC makes recommendations on any position that involves general college budget funds.)

- ☒ Grant funded only
- ☐ General college budget (Fund 1)
- ☐ Mix of grant funds and general college funds

If your position is a mix of grant funds and college funds, then please share how the expected proportions of grant funds and college funds.

Example: 0.1 FTE grant funded and 0.1 FTE college funded.

Skip this question if your position is not a mix of grant and college funds.

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

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

- ☒ 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? *

Change to Reassigned Time Allocation

Are you requesting a change in position reassigned time to an existing position? *

(This would be a request for more or less reassigned time.)

☐ 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 (Full-Time Equivalent) you are requesting for each term and calculate the total annual FTE.

- Calculations: 0.2 FTE (3 credit units) = 7.5 hrs/week or approximately 120 hrs/semester.
- Each additional unit (0.067 FTE) represents an additional 2.5 hrs/week or 40 hrs/semester.

Fall (FTE) *

.2

Spring (FTE) *


.2

Total Annual (FTE) *

.4

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.

 Dropdown

- For examples of different length positions and positions that might be similar to your request, refer to the [IPC Past & Present Positions](#) website.

4 semesters (2 academic years - Most Common) ▼

Position Responsibilities/Duties

Instructions for Position Duties List

1. Write the position duties in a bulleted list. To do this in this form, use dashes as bullets, and hit enter to space each list item.
2. 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.

Background Considerations and Resources

A) Please refer to the list of [Appendix D duties](#).

- **Ensure that the duties of this position do not overlap with any Appendix D duties.**
- *In order for a duty to involve reassignment, it cannot be part of a faculty member's primary assignment/duties.*

B) If you're submitting a RENEWAL application, please note that you can reference past applications from the [IPC reassignment position archive](#) for your position and copy and paste that duties list to revise here.

- If copying an old duties list, please compare the position duties list to the [Appendix D duties](#) in order to ensure that no previously listed reassignment duties have not become primary assignment Appendix D duties.

C) The **most common issues with submitted duties list** is including a task that is covered in Appendix D. Here are some specific example issues:

- Assessing or submitting Student Learning Outcomes is an Appendix D duty and so it cannot be a reassigned duty. SLO assessment falls under Appendix D: "evaluate, update, and revise existing courses and programs; develop new courses as needed."
- Writing, revising, and submitting curriculum is an Appendix D duty and so it cannot be a reassigned duty. Appendix D: "develop instructional materials, course outlines, and curriculum guides."
- Performing faculty evaluations is an Appendix D duty and so it cannot be a reassigned duty. Appendix D: "participate as a peer in the academic employee staff development and evaluation programs."
- If you mention **SLO assessment, curriculum, or evaluations**, be clear that **the reassigned duty is additional to and distinct from the Appendix D duty**. For example, if the position coordinates/organizes such efforts across multiple people instead of the performance of the Appendix D duty.

Example Duties List - College-Wide Position

(Please note: this is an example only and does not necessarily reflect the current duties of the example coordinator.)

[View Example Duties List - College-Wide Position](#) (google document)

Example Duties List - Program/Department Position

(Please note: this is an example only and does not necessarily reflect the current duties of the example coordinator.)

[View Example Duties List - Program/Department Position](#) (google document)

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

- Again, please refer to the list of [Appendix D duties](#). Ensure that the duties of this position do not overlap with any Appendix D duties.
- Also, please note that this list is meant to be a general overview of the responsibility of this position and thus is not meant to be a daily plan of all work.

To clarify - although some of this is (upper level) curriculum work, it is Bachelor's level curriculum work and therefore well beyond what is expected as part of Appendix D duties.

This is a listing of what I did during FA2025 semester, and what is continuing.

Met multiple times with the Centers of Excellence people about the labor market data request and outcomes.

Met multiple times with articulation officer Trang Luong, who provided great insight on curriculum alignment with Santa Monica College (SMC) as well as general program adjustment advice.

Participated in CCCCCO BDP COP – California Community College Chancellor's Office Bachelor's Degree Program Community of Practice.

- Attended multiple office hours – resolved several issues and received guidance
- Participated in regular Zoom meetings
- Participated in CCCCCO Canvas Shell
- Kept up-to-date with ongoing changes to the process

Worked with adjunct faculty who were assisting with technical support

1.5 hour per week Zoom meeting during which we worked on:

- Competitive analysis – Who else is doing something similar and how well has it been going (Santa Monica College primary focus)
- Non-duplication analysis
- Comparison of old SMC IXD curriculum vs. new (they changed it between spring and fall of this year)
- Compiled a comprehensive list of MART classes, current and banked, and evaluated each for suitability as upper level classes.

Participated in BACCC-led CoP for shared Bachelor's Program in Emerging Creative Technology and Production, and provided insight since we were further along the process than they were.

Met with faculty in Humanities who might be interested in developing the required upper level GE classes (ongoing).

Held ongoing conversations with current and former students regarding the proposed Bachelor's Degree. Their enthusiasm and support was overwhelming.

Researched and investigated what qualifies curriculum to be considered 'upper level', and who is qualified to teach. This involved meeting directly with representatives from the chancellor's office, since if I wasn't qualified to teach the upper levels, it would be distinctly harder for this program to be successful.

Volunteered to be on Academic Senate's "New Program Process" committee – the second part of the PIV process task force.

Met and discussed the proposed Bachelor of Science in Interaction Design program with numerous industry partners, and synthesized their feedback into the proposal process.

Determined curricular alignment with SMC's IXD program. This is vital because alignment allows us to have a streamlined approval process as opposed to the full process that is required for an entirely new program.

Spoke multiple times with various people knowledgeable about Skyline's successful Bachelor's program,

including gathering information on challenges and strategies as well as processes. Determined that Curriculum Committee participation in the process is absolutely vital because the 'upper level' curriculum approval is a college-led process. It's impossible to create 'upper level' curriculum until the Curriculum Committee has defined a process for doing so.

Advocated in various shared governance committees for support for moving forward with the Bachelor's application, gathering support from Academic Senate, the Curriculum Committee, the District Chancellor, President, and Vice-President of Instruction.

The actual application process is quite detailed and although I estimate that I have already put in excess of 150 hours into it, there is still at least twice that to go. Further, once the application has been submitted and (hopefully) approved, it will require a great deal of coordination and effort to get the program launched and successful. The timeline is as follows:

Spring of 2026 –

1. Work on process for upper-level classes in Curriculum Committee
2. Develop and refine full upper-level curriculum – minimum of 40 units
3. Coordinate with relevant Humanities faculty on their upper-level GE classes
4. Get full curriculum for classes and program through local Curriculum Committee approval process

Host a special Bachelor's specific advisory board meeting with as many industry and academic partners, students, and community members as possible.

Finalize application and submit in time for the next round (currently expected to be August 15, 2026)

Fall of 2026/Spring of 2027- (After approval) Prepare for program launch in Fall of 2027

- Create a workgroup to develop the Canvas Shells and specific curriculum for the classes, in coordination with the faculty who will be teaching them.
- Present to as many different places as possible to promote the upcoming program
 - o Community Partners
 - o BACCC
 - o Local High Schools
 - o Other Community Colleges in the District and the region
 - o Conferences
 - o Industry Partners
- Work with Marketing on a specific campaign for promoting the program
 - o Specific webpage
 - o Social Media Marketing
 - o Video
 - o Local news spots
 - o Flyers and other print material
- Meet with prospective students and hold info sessions to ensure a full cohort with alternates identified for Fall of 2027

Probably many other things I haven't thought of yet!! I jumped into this in Fall semester and logged over 150 hours so far on the work, and neither the curriculum nor the application have been finalized! It's a massive undertaking, but very worth it. I am lucky I had banked time that I was able to use while I figured out what needed to be done for this. I did not feel comfortable asking for release time until I had a very good idea of what was going to be necessary to do it. I now feel very confident about moving forward.

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.

- ☐ 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? *

We would not be able to offer a Bachelor of Science in Interaction Design.

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

Offering a Bachelor of Science in Interaction Design is not only an amazing opportunity for our students, but it leverages the strong program we have already built - including classes that for years have pulled in people with Bachelor's, Master's, and even PhDs to get the unique offerings that the Digital Art & Animation program has to offer. We have been offering classes that are comparable with Master's level work at other colleges (cough-CSU East Bay-cough), and our students in UX design have gone on to jobs in industry in places like Figma, the industry leader in UX prototyping tools.

This is an opportunity for Cañada to be able to offer a Bachelor's Degree with very minimal additional cost to the existing program. We have 3 full-time faculty with the experience and expertise necessary to make this program a draw across the region, state, and even world-wide!

I have invested .2 of my own banked time to allow me to work on this project for the fall, so I believe in it enough to spend my own time to do it. However, I will need support to be able to continue this work and see it through to completion.

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

Alex Kramer / Chialin Hsieh

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