

# 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: \*

Curriculum Committee Bachelor's Program Officer

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) \*

.1

Spring (FTE) \*


.1

Total Annual (FTE) \*

.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.

 Dropdown

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

2 semesters (1 academic year) ▼

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.

The Curriculum Committee is tasked with developing the process for creating new types of classes, in this case upper-level classes. This position would help the Curriculum Committee be able to do this by:

- Working with Skyline College's Curriculum Committee, Instructional Technologist, and A&R to document the process they used for developing their Bachelor's in Respiratory Care.
- Gather information and report to Curriculum Committee of any issues learned from Skyline's process and make sure that any necessary adjustments are made
- Recommend process to Cañada Curriculum Committee to create and approve upper-level classes
- Work with Cañada Academic Senate to develop and document the process of new Bachelor's programs (which can also be used for other types of new Career Education programs, since they also require rigorous involvement of industry and academic partners, community partners, and students to demonstrate demand and ensure we are meeting the demand appropriately.
- Participate in CCCCCO BDP COP (Bachelor Degree Program Community of Practice)
- Participate in District Curriculum Committee to the degree necessary to get District Curriculum support for Cañada moving forward
- Work with District and various College entities such as A&R, Instructional Technology, Counseling, etc. to create the process for offering a Bachelor's Program
- Support any and all efforts to bring a Bachelor's Program to the college
- Serving on the Curriculum Technical Review Committee to support and evaluate upper-level classes
- Research and create process for maximizing efficiency in scheduling and offering upper-level classes

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? \*

The Curriculum Committee does not currently have the capacity to develop an entirely new kind of program at the college. If this position isn't supported, it will further burden the committee and may mean the college couldn't offer a Bachelor's Degree.

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

Both the California Chancellor's Vision for 2030 goals and the District's Strategic Plan goals support additional Bachelor's Degrees being offered at community colleges. Cañada has an opportunity to make a name for itself and create a bigger draw for those seeking a Bachelor's Degree who might otherwise have to go elsewhere to get it.

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

Alex Kramer / Chialin Hsieh

This content is neither created nor endorsed by Google.

Google Forms