Fall 2024 Reassignment Application

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

Email *

darafshi@smccd.edu

Current or Proposed Position Name: *

Common Course Numbering (CCN) Faculty Lead

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? *

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) *

.5

Spring (FTE) *

.5

Total Annual (FTE) *

1.0

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

6 (3 years)   ▾

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.

State Chancellor's Office Tasks   (15% of time)

•   Attend all ASCCC and State Chancellor's Office CCN webinars and meetings, and watch F24 webinar
recordings, to learn about CCN requirements and deadlines.
•   Document issues and questions regarding CCN course implementation and communicate to State
Chancellor's Office staff during open forums.
•   Inform college faculty on opportunities for faculty input on CCN templates in their respective
disciplines.
•   Stay abreast of conversations with the three system offices (CCC, CSU, UC) around articulation to
receiving institutions.
•   Complete all State reporting requirements.

Establish College Process for Implementation and Communication of CCN   (20% of time)

•   Collaborate with the curriculum and instructional systems specialist, curriculum chair, and AO to
develop a plan and deadlines for CCN COR submission, review, and approval for each CCN Phase
through Spring '27.
•   Periodically review and update plans, as necessary.
•   Work with Instructional Systems Specialist and Curriculum Committee Chair on possible revision of
CurricUNET to distinguish between "identical" and "expanded" content fields, as outlined on the CCN
template.
•   Update the college community on each CCN Phase announced by the State Chancellor's Office.
•   Provide periodic reports to the Curriculum Chair and VPI on CCN submissions.
•   Keep faculty and relevant deans informed of any changes to the state, college, or district CCN plan.

Faculty Professional Development and Support   (50% of time)

•   Provide Flex Day sessions and continued professional development to the college community on
CCN goals, process and course numbering system taxonomy.
•   Educate and train faculty on the process of incorporating the CCN templates into CORs on
CurricUNET, and meet with faculty to coach them through the CCN COR revision process.
•   Work with faculty to update programs, as necessary, to incorporate CCN COR revisions.
•   Track CCN submissions, remind faculty of deadlines, and encourage faculty to comply with the
mandate.
•   Collaborate with district colleagues to identify and facilitate CCN alignment where feasible and
useful.

Student-Facing Tasks   (15% of time)

- •   Create CCN talking points for faculty and staff to use for informing students of changes.
- •   Provide input on presenting CCN in the college catalog, schedule, website and other college marketing material.
- •   Participate in discussions of the impact and changes to student transcripts, degree audits (Degree Works), course repeats, course equivalencies, etc.

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? *

Common Course Numbering (CCN) is a huge initiative that needs to be implemented quickly and correctly. This position will insure a successful implementation.

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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