

Document should be scanned for references to PPCC and changed to PPSC.

# Department Chair Reference Handbook

This document is designed so you can quickly reference topics. Each section is hyperlinked for your convenience.

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## Hiring, Training, Support, and Supervision of Instructors

It is the responsibility of the department chair to interview, hire, and provide trainings, general support, and direct supervision to instructors.

### Interviewing and Hiring

- Hiring and interviews of part-time instructors are completed by the department chair.
- Contact HR (Patricia Padeway) to have an announcement posted and advertised.
- Prior to interviewing candidates, prepare approximately 5 - 10 questions for consideration. It is always a good idea to include your associate dean to help review the questions.
- Questions should be open-ended and based on experience, knowledge, leadership, management, and teaching philosophy.
- Chairs must review transcript minimum credit requirements for non-CTE, and related work experience for CTE positions. It is the responsibility of the Chair to conduct reference checks.
- Some departments choose to include a teaching demo as part of the interview.
- You may choose to have a colleague(s) or your associate dean assist during the interviews.
- Each division has a contact person that distributes, monitors, and collects all employment applications. Please contact your Assistant to the Dean for questions.

### Job Postings

- Limited and Regular Faculty job postings are created by the academic Dean and Associate Dean.
- Instructor job postings should be created with the assistance of HRS and the Associate Dean.
- The Department Chair will create both minimum and preferred qualifications.
- Human Resource Services will generate and post the announcement and will guide the Department Chair in how to view applications.

### Instructor Credentials

All instructors at PCC must be credentialed prior to teaching. Part-time instructors must have a master's degree with a minimum of 18 college credits in the discipline from an accredited college or university to meet this qualification, and an official transcript copy must be on file in Human Resource Services. CTE instructors must complete the CTE application with Department Chair approval. After the initial credential, instructors must complete the CTE in Colorado online training and renew their credentials within three years. After the second credential, instructors must renew every five years.

### Onboarding

- Once a candidate has been selected, please notify your appropriate division administrative assistant. Direct the new instructor to call the division to set up an appointment to complete paperwork. After scheduling, but prior to their appointment, new instructors will be forwarded onboarding paperwork and will be notified of any additional documentation requirements.
- CTE ONLY - CTE credentials are mandatory for all CTE instructors. Credential applications will be included with an instructor's initial application prior to their appointment with an administrative assistant. New instructors may not be fully onboarded until, at a minimum, a complete initial credential application has been received with supporting paperwork – instructors may be assigned to courses and onboarded while credentials are in process of being issued.
- After meeting with an administrative assistant, and after the application has been fully processed, the academic division will order keys, nametags, and assign a campus mailbox.
- ITSS will process a new IT account with a temporary username and password.

## Non-Return

- Chairs should inform their Associate Dean of their intention to not offer future courses to an instructor before notifying the instructor.
- If an instructor leaves the college at the end of the term, the Chair should attempt to obtain any PPCC owned educational material and ask the instructor to return their key to Facilities Operations.
- Instructors automatically become inactive as employees 120 days after the last date in which they received pay from the college. Once an instructor is inactivated, they must complete a full returning employee packet.
  - Instructors who teach in the spring or fall semesters will typically remain active between semesters – however, if an instructor skips a semester (excluding summer term), they will become inactive, barring an interim pay (a substitution, department meeting pay, etc.).

## New Faculty and Adjunct Orientation (NFAO)

New faculty and instructor orientations are offered spring and fall the Thursday before PDW at rotating campuses and rotating times. You may email [cetl.ppcc@ppcc.edu](mailto:cetl.ppcc@ppcc.edu) to find out the exact details for NFAO from semester to semester. When hiring it is important to ask instructors to save the orientation date. Their attendance is critical in providing them with resources that will encourage their success (and in turn the success of students). During orientation new instructors will be provided with a campus ID, classroom key, PPCC username/password, and guidance of basic college policies and procedures. To ensure new instructors will be able to participate in NFAO, it is critical that you interview and hire early.

## Center for Excellence in Teaching and Learning (CETL)

It is helpful to share the CETL Website with new instructors. Here instructors can find information about the [Promoting Advancement and Growth for Educators \(PAGE\)](#), teaching resources, and “How Do I” videos that explain the nuts and bolts of D2L, how to upload syllabi, how to submit no shows, how to submit grades, and more.

## Faculty and Instructor Resource Guide

The [Faculty and Instructor Resource Guide](#) is a vital tool for the success of new instructors. It can also be found at CETL’s website.

## Supporting Instructors before Classes Start

- Instructors should read the Faculty & Instructor Resource Guide as this document will help prepare them for their first class.
- Instructors should be given a copy of the appropriate course materials in advance. This includes textbooks, built D2L shell, a mostly completed syllabus and/or template, and other course specific materials.
- If an instructor does not have keys, please initiate the process to connect them to the appropriate division staff to complete this process. (Some divisions require chairs to initiate the process on their behalf.)
- Instructors are encouraged to attend professional development workshops offered through the college during PDW or throughout the semester in addition to workshops available outside of the college.
- If an instructor is having difficulties with electronic D2L gradebooks and attendance, eLearning or one of the administrative assistants can assist.

## Ongoing Support of Instructors

- The Department Chair is the direct supervisor for part-time instructors within the department and shall conduct classroom visits when warranted and complete the part-time instructors' annual evaluations.
- When an academic concern is sent to the academic division for an instructor, the Associate Dean will forward the concern to the Chair with possible guidance.
- The Department Chair has access to each of the instructor's course shells by using their DC access. For access questions, please call eLearning. The Department Chair can upload and post notifications on an instructor shell if needed.
- Training and department meetings are a key component to assure that instructors are kept informed and have the tools to be successful. New instructors will always require more contact time with their Chair. Contact your Dean or Associate Dean for scheduling a meeting. Instructors are paid for attending one-on-one meetings, and most divisions support 2 two-hour meetings per year. Please note that food or beverages cannot be provided or reimbursed using state funds.
- If an instructor is underperforming, or if other concerns arise, please contact your Associate Dean, Dean, and HR for guidance.
- If an instructor is not going to be asked to return for the next semester, the Chair should communicate that message to the Associate Dean and then inform the instructor.
- Please refer to the Faculty Resource Guide, [Educational Procedures \(EPs\)](#), or contact your Associate Dean for additional guidance and questions.
- The Department Chair shall provide all course materials to the instructor, such as copying the master course to the instructors D2L shell, textbooks, etc.
- Periodic checks with each instructor will ensure that the course management and delivery is meeting the department and college standards.

## Master Shells and Master Syllabi

- It is good practice to have master course shells and syllabi available to instructors. Syllabi course templates should be forwarded to the instructor prior to the start of the semester. Instructors should fill in their specific information (no personal emails or cell phone) and forward it back to their Chair for approval. The Chair will then check for content and accessibility. Once approved, the instructor can then post the syllabi on both their shell and in the Division shell.
- Each department should have a master shell built for each course that may be taught by instructors. The Department Chair can upload the content to the instructor's shell.

## Department Trainings

- It is the responsibility of the Chair to conduct trainings with their instructors. Topics include course responsibilities, adhering to schedules, master course curriculum, and department practices. Chairs should conduct a minimum of two official training sessions per academic year. Instructors will be paid at the non-instructional rate. Chairs must request the training with their dean at least three weeks prior. A copy of the agenda should be forwarded to the Dean for pre-approval. A sign-in sheet and agenda must be provided to the Dean for payment process. Chairs shall also be available for any one-on-one trainings needed throughout the semester.
- Requests for pay presented to administrative staff will not be processed without preapproval from the dean.
- Individual training and guidance should occur throughout the semester. Chairs should schedule one-on-one sessions as appropriate.

- Department meetings are highly encouraged as they allow faculty and instructors to collaborate and build cohesion. Departments are required to receive pre-approval for all-department meetings that occur during the fall and spring professional development weeks. Additional meeting needs, where pay will be processed, should go through the normal preapproval process.
- **Note on food for meetings** – The college will only pay for food under specific circumstances and with dean pre-approval. Meetings must be for college business, must last longer than 4 hours, and must occur during normal meal times.

### Instructor Classroom Observation, Annual Evaluation, and Reviewing Shells

- All part-time instructors must be evaluated annually using [EP 195 Appendix A](#). Once completed, please forward to your associate dean.
- [EP 195 Appendix B](#): Classroom observation schedules are based on longevity at the institution. This evaluation shall be completed on an annual basis for the first three years of a new instructor's assignment. It shall then be completed once every three thereafter or more frequently as determined by the instructor's supervisor.
- Once completed, please forward to your associate dean. After three years, instructors can be observed every three years. It is recommended to conduct spot-checks both online and, in the classroom, annually.
- Academic concerns could also be a trigger to conduct additional classroom observations and visits if needed. Reviewing course shells should also be done on a semester-to-semester basis. These checks are intended to make sure that the instructor is following department standards, engaging students, and providing timely feedback on graded assignments.

### Academic Concerns

- Academic concerns are always treated as a priority item. All concerns are sent to the appropriate Associate Dean and Dean. The Associate Dean will send any instructor academic concerns to the appropriate Department Chair. The Chair will need to communicate with both the student and instructor. Chairs send a summary of the findings and conclusion to the Associate Dean. Once completed, the Associate Dean will close out concern. If a student is not satisfied, please contact your Associate Dean for further direction.
- In certain cases, concerns may be sent to HRS or the Dean of Students. The academic Dean will always be made aware and will communicate information when necessary or asked.
- The two main concerns that are typically received are that instructors are not returning email communication or grading assignments within a reasonable amount of time after the assignment has been submitted.

### Securing Substitutes for Instructors

- Chairs should develop a contact roster for the entire department (to include personal emails and S-numbers). If an instructor cannot make a class, they should first contact their Department Chair. The Chair will then coordinate efforts to find a sub. If a sub cannot be found, Chairs should contact their academic division as soon as possible. A note will be placed on the classroom door and the instructor of record should post an announcement in D2L directing students to check their D2L shell for instructions. The instructor or Chair should attempt to contact the students via email through D2L class list with this information as well.
- Part-time instructors are eligible for paid sick leave. This request will be electronically routed to the chair for approval.
- If a substitute is scheduled, the sub will be paid at the substitute rate.

- If the part-time instructor has no sick leave available, then the instructor of record will have that pay deducted.
- If a substitute is not found, and the class is cancelled, pay deductions will occur for the actual scheduled time of cancellation. This also includes hybrid for on-campus meeting times. Instructors are not allowed to have the class meet outside of scheduled classroom days and times.
- It is the responsibility of the Department Chair to submit the Substitute Form to his/her associate dean. This is necessary for pay purposes.

### Campus Closures

If the college closes due to an emergency or weather, all instructors should post information and coursework on their D2L shell. Although the campus may be closed, we are obligated to provide the contact hours of instruction required for the course to include moving to remote instruction. If this is not possible, instructors may post an alternative assignment in D2L to make up for the lost time. Instructors are still paid when the college is closed for such occurrences.

### Other Important Information for Instructors

The following information should be conveyed to instructors:

- the importance of division emails
- emails from the department chair
- how to access the division offices
- classroom policies
- how to request IT support when in the classroom
- maintaining attendance and gradebooks
- eLearning and accessibility
- requesting guest speakers and fieldtrips
- how to report a concern or incident.

### Division Emails

The Assistant to the Dean will often send out division reminder emails. These emails are designed to keep the division informed of upcoming events and due dates that are specific to instruction. Please encourage your instructors to read all Division correspondence.

### Department Email Memos

Department Chairs are highly encouraged to send out reminders to their instructors about no-show dates, uploading syllabi to the division D2L shell, completing course grades and uploading copies of the grades and gradebook to the division D2L shell.

### Division Locations, Phone Numbers, and Access

- Division offices are typically open from 8:00 AM – 5:00 PM (Monday – Friday).
- During after hours, instructors may access the F-building and Rampart building by using their swipe employee ID badge.
- If there is an access concern, please contact your Associate Dean or Dean.
- Centennial (F300) –502-3300
- Rampart – (W209 & W119) 502-3208
- Downtown – (S210) 502-3119

## Course and Classroom Materials

Instructors may stop by either division office for any classroom materials needed. They may also contact the division administrative staff for support.

## IT Classroom Assistance

Please call ITSS at 719-502-4800 or 719-502-4444 for any projection or classroom IT needs.

## Locking the Classroom

Campus Police recommends locking the classroom at the start of class. Students who arrive late may be let in as they arrive.

## Leaving the Classroom

- All instructors should vacate their classrooms at the scheduled time. This will allow the next instructor a few minutes to set up for their class.
- Ask your instructors to make sure the room is organized and clean for the next class – leave the class as they found it.
- Make sure the doors are locked when leaving, and that the instructor logs out of the computer.

## D2L Attendance (Non-Online Courses)

- All instructors must use their D2L attendance record for non-online courses (hybrid course must have attendance records).
- Attendance records should include all course meetings.
- Departments and instructors have discretion in considering attendance for grading purposes.
- Attendance records should be submitted along with final gradebook and grade submissions at the end of the semester.

## Gradebooks

All instructors must use an electronic gradebook that is displayed to the individual student either in D2L or through a 3<sup>rd</sup> party learning platform. The Department Chair, Associate Dean, eLearning, and the Dean must be able to have access to this gradebook at any time. Gradebooks must match the grading criteria found in the course syllabus. Gradebooks must be submitted digitally at the end of term along with banner grade submissions records and attendance records.

## eLearning Boot Camp

All PPCC instructors must complete the eLearning Boot Camp prior to teaching online. It is also highly encouraged for those teaching hybrid courses.

## Accessibility Trainings:

All instructors are highly encouraged to take at least one or more eLearning accessibility trainings. Two that are most encouraged for most instructors are Word and PowerPoint.

## Guest Speakers and Field Trips

- Instructors should work with their Chairs for pre-approval at least a month prior to the event.
- Chairs will contact the Assistant to the Dean to assist with the paperwork needed. All forms must have approval by the college administration. Please allow 3 weeks for the required approvals and signatures.
- If the guest speaker is volunteering their time, the Assistant to the Dean will work to complete a volunteer request through Human Resources.

- If there is a cost to bring in a guest speaker, and it is under \$2,500, the division will use the form on the portal entitled “Personal Services under \$5,000.” This will come up with page 1 – detailed instructions on what you need to obtain/do and page 2 – the form.
- **Field Trip Approval Request** and **Field Trip Student/Driver** Waiver forms can be found on myPPCC under **Forms**.

## Reporting a Student Concern or Incident

- If possible, try to have your instructors contact you before reporting a concern.
- In case of a classroom emergency, call 719-502-2911 or hit the Panic button on the classroom phone for police assistance.
- **Reporting a concern or incident:**
  - Academic Concern – Use this form to report an academic concern. An academic concern is defined as concerns with instructor behavior, class policies, and unfair expectations or demands. If your concern regards alleged discrimination or harassment (i.e., gender, age, sexual, race, etc.), use the Discrimination/Harassment Complaint form or contact Human Resources at (719) 502-2600.
  - Concern/Complaint – Use this form to report a concern or complaint about a service department or an employee in a service department. If your concern or complaint is about an instructor, or an issue relating to an academic course, please use the Academic Concern Form. Examples of service departments are Financial Aid, Enrollment Services, Financial Services, Public Safety, Career Planning & Advising, Learning Assistance Center, etc. If you are alleging harassment or discrimination, please use the Discrimination/Harassment Complaint form or contact Human Resources at (719) 502-2600.
  - Student Conduct Issue or Distressing/Disturbing Student Behavior – Use this form to report violations of the PPCC Student Code of Conduct, distressing/disturbing student behavior OR academic dishonesty. The instructor and student may be contacted by the Dean of Students office, Public Safety, or a member from the Behavioral Intervention Team (BIT). It is recommended to submit a report for any cheating or plagiarism once it occurs. The instructor can state on the form “For Information Purposes Only.” This will be recorded and may or may not be followed-up on. On occasion, the student may have had other reports from different instructors on file, and the Dean of Students may want to talk to the student.
  - Discrimination/Harassment Complaint – Use this form if you believe that you have been unlawfully discriminated against, harassed or otherwise harmed. You are encouraged to fill out this complaint form; however, you can also contact HR by phone at (719) 502-2600 or by email at [hrs@ppcc.edu](mailto:hrs@ppcc.edu) to have your complaint investigated.
  - Facilities Concern – Use this form to report a problem or concern about a college building, classroom, exterior grounds, etc. Please note the quickest and most effective way to submit your concern is by contacting the Facilities Front Desk at (719) 502-2800 where your concern will be received by Facilities Dispatch.
  - **Covid Reporting – All suspected Covid symptoms should be reported.**  
Students or employee, fill out this form if you:
    - have tested positive for COVID-19
    - are going to be tested or awaiting results
    - are quarantined due to testing, exposure, or symptoms
    - know anybody else in the campus community who meets those criteria.

## Other Responsibilities of the Department Chair

The Department Chair is responsible for maintaining the program website, submitting textbook adoptions, supporting assessment, course scheduling, program review, and working with areas of the college, including Advising, Testing, Records, Accessibility, and High School and CTE Programs, as well as transfer institutions.

### Department Website

- Websites are the main communication tool with current and prospective students.
- Department websites should be reviewed by the Chair quarterly for accuracy.
- Changes must be coordinated with the division's website contact person.

### Program Websites

- Department websites serve as a principal tool to recruit and inform potential students as well as promote important departmental initiatives and programs.
- Administered by a division designee (or designees), department websites should remain consistent with one another and avoid being overly burdened with too much information (i.e. recruitment tools and poorly designed websites can hurt a program if they fall outside of generally accepted best practices for universal design, mobile platform design, and readability).
- Department chairs have incredible discretion in creating verbiage for department websites and directing students – however, websites must maintain accessibility as well as search engine optimization (SEO). Division website coordinators, marketing, and college technical support (ITSS) will review websites for stability and content.
- Information Technology Support Services (ITSS) may also assist with advanced errors and issues related to department websites.

### Textbook Adoptions

- Department chairs and designated faculty will be granted access to the bookstore's book requisition website. With access to the bookstore's requisition website, all courses for the following semester will be available to complete requisitions. The bookstore's course-material-coordinator grants access to the requisition site and may assist with login troubleshooting.
- In completing a course's textbook requisition, an ISBN-10 or ISBN-13 is required to find the exact text and edition required for the course. Required textbooks and materials may be required, optional, or recommended. Number of textbooks required for requisition should match course capacity and fill – the bookstore monitors course enrollment to adjust purchasing patterns to meet student needs. If a course has no required textbook or course materials – a requisition should still be completed for the course indicating that there are no required materials.
- Textbooks for upcoming semesters are due on the following dates preceding the term:
  - Summer Adoptions – March 15
  - Fall Adoptions – March 31
  - Spring Adoptions – October 31
- New textbook and course materials must also be submitted for and approved for accessibility before they are accepted for student use. Division Administrative staff are also able to assist in completing book requisitions as they are in process.

## Assessment

Assessment activities are a responsibility of all instructors at PPCC. The Department Chair is the ultimate authority over instructor participation and completion of course assessment activities.

## Scheduling

- Course scheduling is overseen by the Chair or a designated faculty. All full-time faculty shall be staffed first. Instructor assignments are to be sent to the appropriate division administrative assistant.
- Chairs should avoid changing instructor courses within three weeks of the start date. This will avoid potential inconvenience fees and FLAC contract production changes.
- Instructors do not carry rights for continuous semester same course assignments. Assignments are determined by department needs and faculty load.
- Instructors may teach no more than 80% of the load for a regular faculty to include all workload from any CCCS institution.
- Instructors must notify their Chair if they plan to teach outside of the designated department.

## Course Schedules

- The college uses an annual schedule that roles each year. The course id numbers (CRNs) are different from year to year.
- Although the schedule roles, programs can request changes through their division.
- It is important to know that certain factors influence enrollment and course offering needs, such as the economy, degree changes, student demographic changes, etc.
- Course scheduling should always be based on student needs, and not instructor preferences.
- Each program should have a degree map that displays recommended courses per semester. This mapping, known as EAB is used by the college's professional advisors and is posted when students register online. The same map is also found on the program's website.
- Semester course schedule offerings should align with the degree map.
- Consider day, evening, online, and weekend students
- Consider the student schedule. Avoid long breaks between classes, multiple campus locations to accomplish the posted semester schedule map.
- Consider working with other programs to map appropriate general education courses.
- Consider hybrid offerings, late start, 12 week or bi-semester course offerings. This will help with finding classrooms.
- Avoid overlapping course offerings that a student may need to accomplish their semester schedule.
- Check the upcoming schedule often on Self Service Banner (SSB) to assure that all courses are correct, to include the notes section in Banner.
- Schedule instructors early and confirm in Banner. Many students want to know who their instructors are when they are registering.

## Program Review

- There are two types of program reviews ([EP 200](#)) that are used at the college. The comprehensive 5-Year Program Review and the annual Snapshot Program Review.
- The 5-Year Program Review self-study originates from Institutional Effectiveness (IE) with prefilled data and is then sent to the Dean and Associate Dean.
- The Associate Dean or Dean will send it to the Department Chair in the fall semester. All faculty within the department should contribute to the development and completion of the comprehensive self-study.

- Once completed by no later than January, the Associate Dean and Dean will review.
- A committee of peer reviewers will meet in March and will convene in April with their findings. The final written report will be completed the academic division.
- In early Fall, the division will schedule a meeting with the faculty, Dean, Associate Dean, President, and Vice President of Instruction to discuss the peer team findings. A copy of the annual Snapshot Program Review will also be included at this meeting.
- The annual Snapshot Program Review is generated by Institutional Effectiveness (IE), and is then sent to each program to complete the remaining parts. This document provides data for the past five years for the program.
- Both the annual Snapshot Program Review and comprehensive 5-Year Program Review, along with other program documentation and data are used to determine budget and program needs, such as equipment, professional development, etc.

### Working with Advising

Student advising is a shared responsibility between the student's program advisor and the student's faculty advisor. It often falls on the department chair to make decisions about academic modifications (approving substitutions for degree requirements). If you have questions about this, it is best to talk to your dean/associate dean. It is important to meet with your discipline advisor once a semester. Always let your discipline advisor know if any changes have occurred to your degree programs.

### Working with Testing

The Testing Center provides the following services for students, staff, faculty, and community members: course placement using multiple measures (i.e., ACT, SAT, PSAT, GED, high school transcripts, etc.), Accuplacer placement testing (when other measures do not indicate college readiness), standardized and professional certification testing (i.e., CLEP, DSST, TEAS, etc.), and test proctoring for make-up tests or online PPCC courses. For more information, you may visit the [Testing Website](#).

### Working with Records

The Records office oversees Prior Learning Assessment (PLA), transcript evaluations, 15-year petitions, graduation audits, outgoing transcripts, Degree Check data, and printing of degrees and certificates. Records may send transcripts, and PLA applications for evaluation and review.

### Working with Accessibility Services

Accessibility Services is a team of experienced and professional specialists and staff with knowledge of the ADA, Section 504, and FERPA policies who collaborate with students with disabilities to determine and implement reasonable accommodations. Accommodations may include alternate format textbooks and materials, alternative testing arrangements, sign language, alternative furniture, and much more.

### High School & CTE Collaboration

- **Career Start** – This is a career-specific cohort opportunity through Concurrent Enrollment, held Monday – Friday, 9:00 – 11:40 am at Centennial Campus. Programs range from ACT to ZOO, and courses apply to certificates and AAS degrees. CTE chairs share updates on course prerequisites, sequencing, and certificates and AAS degrees to ensure the best courses for Career Start. Additional instructional time is included within the programs' courses and paid for by the school districts, calculated based on the required course hours and the overall Career Start schedule. Instructors are paid for the additional instructional hours. Faculty may use the additional hours in lieu of duty days, office hours, or another faculty expectation as negotiated with their supervisor.

- Concurrent Enrollment – High school students attend college courses alongside other PPCC students on campus and/or online. These students are required to meet the same prerequisites as any other student to register for the courses. The high school may or may not be sponsoring the student, but all tuition and student fees are paid just like any other PPCC student. High schools may grant high school credit for college courses if they choose to, these students earn college credit just as any other PPCC student would.
- Campus Pathways – These courses are taught on a high school campus at a reduced tuition rate and fees are waived. Instructors are vetted through the divisions related to the courses being taught and may sometimes be a PPCC instructor. Students must test into the courses offered just as they would on a PPCC campus and students earn college credit in the same manner. The curriculum is identical to the courses taught on campus at PPCC. High School Programs will work with both the Department Chair and academic division office for course scheduling and questions regarding course materials. Department Chairs oversee and supervise any instructors that teach Campus Pathway sections within their program.
- Ascent – Students are concurrent enrollment students who have met their high school graduation requirements and have been chosen to have their diploma withheld for one additional year to allow the student to continue to attend college courses at the expense of the high school. These students are technically still in high school but may not physically attend the high school during that school year. This is an excellent option for students who many not otherwise qualify for financial aid or assistance due to their family situation.
- Articulation – This is a process in which high school students can submit for pre-approved courses to be articulated onto the college transcript as a completed course if they received an A or a B on their high school transcripts. The fee to the student is \$10-\$20 per course. Prior to the classes being taught, the divisions have reviewed course content to ensure that the curriculum meets the learning objective for the course to which it articulates to at PPCC.
- CTE Chairs – High School Articulation provides PPCC credit through PLA (Prior Learning Assessment) for secondary CTE courses who meet the learning outcomes of PPCC courses. Secondary course information including curriculum, learning outcomes, and sample assessments will be forwarded to CTE chairs. If a curriculum match occurs, CTE chairs will approve to the corresponding PPCC course(s). If denied, CTE chairs should deny and, if possible, identify missing elements (i.e., new version of software, a specific learning outcome). Annually, High School Programs organizes an event focused on secondary and PPCC CTE collaboration. This is an opportunity to highlight PPCC's CTE programs, share curricular or technology updates, and facilitate discussions regarding industry trends and instructional strategies amongst CTE colleagues.  
Including secondary CTE directors and secondary instructors to PPCC advisory committees can continue collaborations to help align secondary and PPCC CTE programs.
- High School Programs –  
719-502-3111  
[PPCCCareerStart@ppcc.edu](mailto:PPCCCareerStart@ppcc.edu)  
Centennial Campus Room A-220  
[High School Programs](#)

## Working with Transfer Institutions

Degrees usually have specialized transfer agreements with various colleges. Chairs work with the designated PPCC transfer representative for completion of agreements, updates, and posting to the website.

## Other Important Information

Although not specific to department chairs, it is important to understand the purpose and function of the division's D2L shell, Curriculum Instructional Practices (CIP), PPCC's commitment to accessibility, and how to submit printing requests.

## Department and Division D2L Shells

Academic divisions maintain D2L shells to maintain instructional records such as: course syllabi records, no-show reports, and final grades and attendance. Division D2L shells also offer division specific and general information regarding college policies and procedures.

Only current instructors with active computer access may be given access to division D2L shells. Access to division shells is provided by designated administrative personnel and will typically mirror the assignment of new instructors (i.e. once a new instructor is hired and assigned a course – they are added to the access list for the division shell). If an instructor cannot log into a Division D2L shell, they should immediately contact division staff to verify or resubmit access to division shells.

As a principal repository for instructional records, instructors are required to post their instructional records (syllabi, no-shows, and final grades and attendance) per the direction of instructional and divisional leadership in a timely manner. Division D2L shells will have specific "assignment" folders for instructor deliverable. Due dates for instructional records are typically in line with official instructional due dates (per the instructional calendar). Academic divisions have some discretion as to record deadlines, but typical deadlines for records are:

- Syllabi – Typically be due just before the start of a term (between 1 to 7 days prior).  
Example: A course begins on January 15<sup>th</sup>. A division may require a course syllabus submission on January 8 (one week prior to the start) or may require the syllabus on the last working day of the week prior to the start of the class. Division staff are responsible for informing instructors of division syllabi requirements.
- No-Show Reports – No show records (to include a copy of an official no-show submission and sign in sheet if available) should be submitted to a divisional D2L shell in line with due dates designated on the instructional calendar.  
Example: The no-show date (as indicated on the instructional calendar) for a course is September 6<sup>th</sup>. Instructors are required to complete their no-show reports and submit records of no-show reports to division shells by close of business on September 6<sup>th</sup>.
- Final Grades and Attendance – Final grade submission, attendance records, and gradebooks should be maintained in an instructor's D2L page for their course. Once completed, instructors are required to submit all of the above documents to Division D2L shells by the date indicated in the instructional calendar.

Example: Grades are due for a course (as indicated on the instructional calendar) on December 19<sup>th</sup>. An instructor must submit a copy of their final grade submission, gradebook, and attendance record to the Division shell by the close of business on December 19<sup>th</sup>.

### Curriculum Instructional Practices (CIP)

CIP meets monthly during the fall and Spring Semester. The committee consists of Deans, transfer and CTE faculty, and student services areas. Program, course changes, and pre and co-requisites do require review and approval by the Curriculum Instructional Practices (CIP). Courses that are no longer taught at the institution should be removed from the college catalog. Courses that are not offered within three years will automatically be removed by CIP. CTE program changes also require approval by the CCCS CTE Program Approval. Please work with your Associate Dean for Guidance. CIP also develops the academic calendars.

### Accessibility in Online Materials and Classrooms

All course materials are required to meet college accessibility standards. To better serve our students, online materials in D2L as well as documents (i.e., Microsoft Word, PowerPoint, Excel, PDF, and other instructional resources) should be reviewed for accessibility before being implemented for classroom use. eLearning offers self-paced accessibility familiarization programs to train instructors in general accessibility for most common Microsoft programs used in instruction.

- General D2L Accessibility – D2L maintains a robust accessibility capability that ensures that common accessibility concerns such as headings and alternative text are addressed for student use. Course designers in eLearning and division administrative staff can assist in assessing accessibility of D2L shells as well as offering assistance with proper development of D2L resources (eLearning personnel) as well as addressing ad hoc accessibility concerns (division staff).
- Accessible Documents – Most standard document forms used in instruction have built in accessibility tools (Word, PowerPoint, Excel, etc...). All documents used for instruction should be cleared (at a minimum) through internal accessibility checkers. Division staff and eLearning personnel may also assist in addressing lingering accessibility concerns with documents.
- Accessible Media – Video and audio recordings used for instruction should have captions or transcripts (respectively). PCC maintains a service contract with a closed captioning and transcript service that allows for 24 – 48-hour turnaround in making audiovisual instructional resources fully accessible. eLearning personnel will be the principle contact for captioning and transcribing media.

### Requesting Orders from Printing and Publications

The college's printing and publications (P&P) office offers robust and speedy printing options for instructors. Instructors may access the P&P storefront through their employee portal under the "Requests" section. Once uploading their documents and completing the online ordering form – an instructor may use their departmental billing code (available from division staff) to complete their orders. P&P should always be consulted when departments consider special printing (such as large banners or specialty books) – P&P maintains standing purchase requests with specialty print shops to meet requests that would not normally be fulfilled in-house.

Division administrative staff are available to assist and process printing requests for instructors. Large print and color print jobs should be processed through P&P to take advantage of scale discounts for

print jobs. Printing costs are assessed directly to department discretionary budgets and should be monitored monthly. If necessary, Chairs may request a detailed breakdown of printing and photocopier costs from the P&P Operations Manager to assess individual instructor expenses associated to department budgets.

## Official Information and Forms

There are a variety of ways to access specific college rules and guidelines, including the college catalog, educational procedures, instructional services website, and the PPCC compensation handbook.

### Written Guidance and Procedures

- There are two ways to access college specific rules and guidance. The **college catalog** is the main guide for students. We encourage students to review the catalog, as this will help guide them through their education at PPCC. Catalogs can be accessed online. Active students are to follow the catalog for academic year that they started.
- **Educational Procedures (EPs)** can be accessed on the Instructional Services webpage and in Banner. In Banner, click on the **Faculty and Staff** tab, and scroll to the bottom of the page.
- **EP Drafts** are found under the **Drafts** tab. These drafts are in process of being reviewed by Faculty Senate and the Vice President of Instruction. Once approved, the drafts will be posted as official EPs.
- The **Appendices** tab has a list of all job descriptions related to instruction.

### College Catalog

Each year, every department must review their courses, pre and co-requisites, and degrees and certificates in the college catalog for accuracy. This is usually sent to the academic divisions by the Vice President of Instruction (VPI). Degree and certificate offerings should match the department website information.

### Educational Procedures

- **Educational Procedures (EPs)** are the complete list of institutional policies.
- EPs are derived from Board Policies (BP) and System President's Procedures (SP) at **CCCS Policies and Procedures**
- All EPs are reviewed annually by the college Vice President of Instruction and EP Committee for consistency with both BPs and SPs, and to address any local college needs.
- Any EP changes, editions, or deletions are proposed as **EP Drafts**, and are reviewed by Faculty Senate, and Vice President of Instruction. Once approved, the EP Drafts will become official.
- Instructional services job descriptions are listed on the EP website under **Appendices**.

### Instructional Services Website

- Maintained at the direction of the Vice President of Instruction, the PPCC Instructional Services website services as a resource for instructors as well as outlines the mission of instructional services at PPCC.
- The **faculty resource page on the instructional services website** serves as a clearinghouse for critical instructional resources such as academic job descriptions and duties, educational procedures, syllabus guidance, and supplemental instructional documents.
- **Common fillable forms** (i.e., instructor evaluation form, classroom observation, program review, department chair self-assessment, etc.) are found on the instructional services website.

## PPCC Compensation Handbook

The PPCC compensation handbook serves as the primary resource for employees regarding instructional and non-instructional compensation. Developed by the office of instructional support and approved by college leadership annually. The compensation manual outlines pay processes and rates for numerous instructional and non-instructional work to include but not limited to the following: instructor load and pay rates, curriculum development pay rates and processes, and special projects pay rates and processes.

The compensation handbook is available publicly and is posted on the [Instructional Services Website](#).

## Information Specific to CTE Chairs

CTE chairs have some unique responsibilities, including maintaining credentials, program renewal, and applying for specialized funding.

### CTE Chair

- CTE Department Chairs have some different responsibilities, depending on the program that they teach. This may include lab maintenance, specialized accreditations, etc.
- CTE Chairs work with their division administrative assistant to schedule advisory board meetings. Two documented meetings per year must occur. One can be completed online or at a similar community organization event. Please review [Advisory Committee Handbook](#) for guidance.
- CTE Chairs are also responsible for overseeing the Program Approval/Renewal by CCCS.
- **Credentialing** is applicable for instructors teaching Concurrent Enrollment. Though some instructors may have a secondary CTE credential, they will need a postsecondary CTE credential from PPCC to teach PPCC courses. A copy of the secondary credential can simplify this process.
- **VE-135 Data Reports** will be sent to the Department Chair for each program in December. We encourage all the faculty within the department to collectively work to gather the data needed. It is important to know that the more data received will help with the CCCS Program Renewal, 5-Year Program Review, Perkins, etc.
- Prior Learning Assessment (PLA) applications will be sent to the Chair for review.

### Maintaining CTE Credentials

CTE instructors must have current credentials to teach. It is the responsibility of the instructor to complete either the initial application or renewal application and any associated coursework or verification needed. Instructors that are not credentialed will not be considered for future courses. Instructors must also hold a credential in the specific area that they teach. Having non-credentialed instructors has serious implications, such as removal of financial aid eligibility and Perkins funding from a program.

### CTE Program Renewal

All CTE programs must be reviewed and renewed prior to the program's expiration date. CCCS will send a list of upcoming programs for renewal to the institution. The Associate Dean can assist with gaining the website and log-in information needed to complete. Please note that any degree or certificate changes must be fully approved by CIP prior to renewing the CTE Program Renewal.

### Carl Perkins Grant

Career and Technical Education (CTE) programs are eligible to apply yearly for funding through the federal Carl Perkins grant. Administered at the college locally by a Perkins grant administrator, academic

divisions will designate internal Perkins coordinators to work with individual CTE departments regarding their annual requests for Perkins funds.

Perkins funds are limited in scope per statute, but generally must serve as start-up or “seed” money for special projects and expenses aimed at increasing the student experience, enhancing professional development for instructors, and creating growth opportunities for programs by funding special projects, personnel expenses, and equipment. The official Perkins purchasing cycle mirrors our local fiscal year – July 1<sup>st</sup> to June 30<sup>th</sup>. However, the Perkins planning cycle is extensive and will require pre planning prior to the start of a fiscal year.

The Perkins process is involved and requires extensive justification and research prior to the submission of project proposals. Varying based on federal budget guidelines and dates, the yearly timeline for the Perkins process is as follows:

- Perkins Grant Planning (January to March) – Division Perkins coordinators will work with department chairs and faculty designees to create an initial proposal for Perkins projects. Projects should align with PPCC, Divisional, and Departmental 5- and 1-year goals. Typical project planning includes identification of need, itemization of potential expenses, and a draft justification for expenses to meet identified needs.
- Perkins Initial Allocation (July to September) – Determined by federal, state, and college administered deadlines – initial allocation and tentative approval of expenses occurs just prior to the fall semester. Division liaisons and Deans will meet to discuss departmental, division, and college priorities to prioritize and modify initial department request – this is typically dictated by the need expressed in the initial request from departments as well as the overall funding expected from the Carl Perkins program.
- Tentative Approval and Purchasing (August to December) – While being fully reviewed, certain small expenditures and travels can be purchased using expected Perkins funds at the discretion of the college Perkins administrator in line with federal and state guidelines. Some expenses are permissible at the beginning of the purchasing cycle (after July 1) but will typically require preapproval and additional initial information.
- Final Approval and Closeout (December to June) – After a final Perkins plan is approved large expenditures are typically processed at the end of the fall semester through the spring semester. All Perkins funds must be spent (and received per purchasing rules) prior to the end of the fiscal year on June 30<sup>th</sup>.