Welcome to PPCC!

We are so glad you decided to join the talented faculty and staff at Pikes Peak Community College. Our mission as a college is “Students Succeed at PPCC.” We believe that in order for students to succeed, our faculty need to be prepared with the proper tools and resources to foster success in the classroom from day one.

This resource guide is a vital tool for your success. It contains information from many of the departments, divisions and services here at the school. We hope you will consider it your first stop when you have a question or concern. It is designed to serve as a road map to guide you along the way.

As with any printed document, there are bound to be errors and omissions. If you find an error, please contact that specific department to let them know so they can update their content. The most current, electronic version of this document is housed in the Resources section of the Center for Excellence in Teaching and Learning LibGuide. (libguides.ppcc.edu/cetl)

We look forward to working with you to ensure student success as well as your own.
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### Faculty Resources

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Work Duties
### Semester Checklist

#### Before the Semester Starts
- Create your syllabi
- If required by dept., get syllabi approved by dept. chair or lead instructor
- Upload your syllabi to your PPCC Online Campus (D2L) Course Shell(s)
- Upload your syllabi to your Division Shell
- Upload your syllabi to your Department Shell (if applicable)
- Create Sign-in sheets
- Set up Attendance in PPCC Online Campus (D2L)
- Set up Gradebook in PPCC Online Campus (D2L)
- Visit Classroom
- Login to Classroom Computer

#### The Week Before Classes Start
- Attend Professional Development Keynote Speaker and Workshops

#### Before Classes Start
- Print Out Detailed Waitlists and Class Lists

#### First Week of Class
- Take Attendance
- Go over Syllabi, Course Requirements, Course Expectations
- Give students a chance to participate in the class, ask questions
- Introduce course material and meet for the full class period. This sets the tone for the course and lets students know you are excited to be teaching them.
- Submit No Shows (to myPPCC and PPCC Online Campus Division shell)

#### Second Week Before Census/Drop Date
- Have students submit at least one assignment
- Grade the assignment so students know what to expect

#### After Census/Drop Date
- Double-check class list, no shows removed, students attending are enrolled

#### Third Week of Classes
- Knowing student names by week 3 is essential for student retention

#### Fourth Week of Classes
- This is a great time to introduce the final project for your course and start scaffolding the assignment. Setting up milestones for big projects aids student success.
<table>
<thead>
<tr>
<th>Week of Classes</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifth &amp; Sixth</td>
<td>Research shows that week six is crucial for student retention. Make sure students are excited about your week six activity! Student engagement is important. Are your students actively participating in your class? Implement ideas from Elizabeth Barkley’s book “Student Engagement Techniques,” available for checkout from the CETL library.</td>
</tr>
<tr>
<td>Eighth</td>
<td>Feedback is a crucial component of the learning process. Now is a great time to ensure that your student's grades are current. This allows them to set goals for the last half of the semester.</td>
</tr>
<tr>
<td>Eleventh</td>
<td>Two thirds of the way through and our students are feeling it. Consider a field trip, a group exercise or something out of the ordinary this week. Remind students they can come talk to you if they are struggling or need help.</td>
</tr>
<tr>
<td>Twelfth</td>
<td>This is a great week to have students turn in a rough draft of their final project. Scaffolding the project guides students along the way and allows you to monitor their progress. The Withdraw Date is coming. Make sure student grades are current so they can make informed decisions.</td>
</tr>
<tr>
<td>Thirteenth</td>
<td>Registration for next semester should be open by now. Talk with students about what courses follow yours. Encourage them to register early.</td>
</tr>
<tr>
<td>Fourteenth</td>
<td>Review, review, review. Assess where your students are in regards to the course content. Assist them in preparing for their final exam or project. Student evaluations are open. Remind students to participate in this opportunity to have their voices heard.</td>
</tr>
<tr>
<td>Fifteenth</td>
<td>Give students an opportunity to reflect on what they have learned in your class. Honor the community you have built by allowing time for students to say good-bye to you and to one another.</td>
</tr>
<tr>
<td>End of Semester</td>
<td>Submit final grades and attendance to Dashboard in myPPCC and PPCC Online Campus (D2L) Division shell</td>
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## Supply Checklist

<table>
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<tr>
<th>Item needed</th>
<th>Where to locate</th>
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<td>Textbook</td>
<td>Ask your Department Chair</td>
</tr>
<tr>
<td>Syllabus</td>
<td>Ask your Department Chair</td>
</tr>
<tr>
<td><em>Math Only – Syllabus on shared Drive</em></td>
<td>From an on campus computer, go to: Computers Map Network Drive choose S (for share) Type in direct address: \ppcc.ccofc.edu\dfs\groupshares\mlML/Mathematics/Mathematics Department/All Math Course Materials Make shortcut on desktop.</td>
</tr>
<tr>
<td>S#</td>
<td>Human Resources • 502-2024</td>
</tr>
<tr>
<td>Outlook email</td>
<td>IT • 502-4800</td>
</tr>
<tr>
<td>Class schedule and location</td>
<td>In myPPCC on the Dashboard (Faculty Detail Schedule)</td>
</tr>
<tr>
<td>Office supplies (dry erase markers, pens, etc...)</td>
<td>Ask your Division Administrative staff</td>
</tr>
<tr>
<td>Keys</td>
<td>Facilities • 502-2800</td>
</tr>
<tr>
<td>Nametag</td>
<td>Ask your Division Administrative staff</td>
</tr>
<tr>
<td>How to upload syllabus to PPCC Online campus</td>
<td>Go to your Division shell or the CETL LibGuide for step by step guide</td>
</tr>
<tr>
<td>How to create a gradebook in PPCC Online campus/D2L Math &amp; English Only</td>
<td>Instructions in (D2L) Blog: blogs.ppcc.edu Go to ME Division shell for step by step guide</td>
</tr>
<tr>
<td>Copy code</td>
<td>Go to Division Administrative staff</td>
</tr>
</tbody>
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### Notes:

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### Division Administrative Staff

#### Business, Public Service & Social Sciences (BPS)

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Alberto Teixeira</td>
<td>Centennial</td>
<td>502-3256</td>
</tr>
<tr>
<td>Anthony Chavez</td>
<td>Rampart</td>
<td>502-3215</td>
</tr>
<tr>
<td>Dana Knight</td>
<td>Centennial</td>
<td>502-3132</td>
</tr>
<tr>
<td>Jessica Tjaden</td>
<td>Centennial</td>
<td>502-3315</td>
</tr>
<tr>
<td>Danielle White</td>
<td>Centennial</td>
<td>502-3355</td>
</tr>
</tbody>
</table>

BPSHelp@ppcc.edu  
Centennial F-300  
Rampart W-209  
502-3300

#### Communications, Humanities, & Technical Studies (CHTS)

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hettie Myers</td>
<td>Centennial</td>
<td>502-4927</td>
</tr>
<tr>
<td>Christiane Sandmore</td>
<td>Downtown</td>
<td>502-3176</td>
</tr>
<tr>
<td>Laurie Taylor</td>
<td>Centennial</td>
<td>502-2242</td>
</tr>
<tr>
<td>Sandy Rotkowski</td>
<td>Centennial</td>
<td>502-2053</td>
</tr>
</tbody>
</table>

PPCCCHTSStaff@ppcc.edu  
Centennial F-300  
Downtown S-210  
502-3200

#### Health & Sciences (HS)

<table>
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<tr>
<th>Name</th>
<th>Location</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Terri Aguero</td>
<td>Centennial</td>
<td>502-3035</td>
</tr>
<tr>
<td>Carol Barlow</td>
<td>Centennial</td>
<td>502-3455</td>
</tr>
<tr>
<td>Daniela Conway</td>
<td>Rampart</td>
<td>502-3339</td>
</tr>
<tr>
<td>Jan Handke</td>
<td>Centennial</td>
<td>502-2015</td>
</tr>
<tr>
<td>Crystal Ritter</td>
<td>Centennial</td>
<td>502-3340</td>
</tr>
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</table>

PPCCHSStaff@ppcc.edu  
Centennial F-300  
Rampart W-209  
502-3336

#### Math & English (ME)

<table>
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<th>Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>Stephanie Long</td>
<td>Centennial/Rampart</td>
<td>502-2142</td>
</tr>
<tr>
<td>Priscilla Ferris</td>
<td>Centennial/Rampart</td>
<td>502-3298</td>
</tr>
<tr>
<td>Steve Grippo</td>
<td>Centennial/Rampart</td>
<td>502-3234</td>
</tr>
<tr>
<td>Cecilia Kruger</td>
<td>Centennial/Rampart</td>
<td>502-3228</td>
</tr>
<tr>
<td>Shanutel Lawrence</td>
<td>Centennial/Rampart</td>
<td>502-2475</td>
</tr>
<tr>
<td>Robert Romesburg</td>
<td>Centennial/Rampart</td>
<td>502-2303</td>
</tr>
<tr>
<td>Nadia Sue</td>
<td>Centennial/Rampart</td>
<td>502-3229</td>
</tr>
</tbody>
</table>

PPCCMEStaff@ppcc.edu  
Centennial F-200 • 502-3600  
Rampart W-119 • 502-3171
Computer Logins

You have two logins to remember.

1. Campus Login:
   This login gives you access to the computers on campus and your faculty email.
   Your user name is your S#.

2. myPPCC Login:
   This login gives you access to the myPPCC via an Internet browser. It is accessed
   the same way both on and off campus. Your user name is your S#.

On the myPPCC Faculty tab:

Banner
Class rosters, enter no-shows, final
grades

CEL LibGuide
Professional Development and
Instructor Resources

PPCC Email link
(first.last@ppcc.edu address)
envelope in upper right corner

PPCC Online Campus (D2L):
Instructor tab in D2L
Every course you teach must have
as a minimum your syllabus
uploaded.

Student tab in D2L
Your Division will have items of
importance under Content. Check
with your Division in regards to
uploading of syllabi, no shows, and
final grades.

Remember: you have email accounts
you must frequently check:
• PPCC Online Campus messaging
   system (D2L) and
• your @ppcc.edu email account.

Office 365:
https://office.ppcc.edu
username: first.last@ppcc.edu
password: computer login password

Alternate & Off-Campus Access:
PPCC Online Campus/D2L
https://online.ppcc.edu

PPCC Email access:
https://owa.cccs.edu
or
https://owa.ppcc.edu

Notes:
At PPCC, Educational Procedures are referred to as EPs. These public documents outline the instructional processes and policies for the college. Our EPs are currently being revised. When you access them be sure to note the date they were posted.

To access the Educational Procedures:
• Log in to myPPCC
• Choose Employee tab
• Choose Publications (bottom center of page)
• Choose Official Policies and Procedures
• Click on Educational Procedures

Information about course outlines and syllabi are one of the available links of this page.

Notes:
Pikes Peak Community College Diversity, Equity, and Inclusion (DEI) Guiding Principles

Vision:
To strive for a more unified campus where all people are valued, treated fairly, and possess a sense of belonging.

Mission:
To support the success of all Pikes Peak Community College students, employees and other affiliates by exercising culturally responsive teaching and providing programs and events designed to create an inclusive campus environment that reflects and enriches the communities that we serve.

(PPCC Diversity Team, March 2017)

Pikes Peak Community College Commitment to Inclusive Excellence
Pikes Peak Community College (PPCC) is committed to serving the good of the community. We do this by educating people. We provide open access to higher education and a high quality learning environment in which students can realize new opportunities and gain critical, 21st century skills they need to succeed in the workforce or in further education. Teaching people how to work effectively with others, across boundaries, is central to our mission.

This begins with welcoming and valuing people for who they are and for the unique contributions each person adds to our campus. It also requires our faculty, staff and students to encounter, explore and understand a broad range of ideas and cultures. Our community college mission is inseparable from the ever-increasing diversity in our society: diverse and inclusive learning and working environments promote a free and open exchange of ideas; improve critical thinking, civic engagement and leadership skills; and deepen empathy and respect for those unlike ourselves. Our campus is enriched by a variety of voices and experiences.

Attracting, hiring and retaining a highly engaged workforce that reflects and supports the diversity of our student body are of central importance to our work. Other essential factors are expanding and strengthening opportunities for students to learn and succeed through culturally responsive instruction and diversity – infused course offerings. We ensure that diversity represents a process of continual learning and improvement by developing, cultivating and sustaining and organizational culture based on mutual respect, inquiry and civility.

(PPCC Diversity Team, October 2015)
Email as the official electronic means of communication procedure

Effective January 1, 2014

Position Statement
Email is considered the official electronic means of communication within Pikes Peak Community College. Pikes Peak Community College will utilize the assigned email addresses of faculty, staff and students to send electronic communications related to the business of the college and have an expectation that those emails will be read in a timely fashion.

Scope
This procedure applies to all persons employed by and all students enrolled at Pikes Peak Community College.

Procedure
1. Information Technology Support Services (ITSS) will assign faculty, staff and student email addresses. These email addresses will be the official emails for College-wide communications.
   a. Faculty and Staff emails are Employee’s Name first.last@ppcc.edu (plus # if more than one)
   b. Student emails are filastname@student.cccs.edu (first initial last name)
2. In addition, faculty members have an email assigned to them through PPCC Online Campus or D2L.
3. Faculty should inform students of the best email (i.e., @ppcc.edu or PPCCOnline Campus) for contacting the faculty member.
4. Faculty, staff and students are expected to check their official email on a regular basis.
5. Students may have their email electronically redirected to another email address, but do so at their own risk. PPCC is not responsible for how an outside provider handles email. Redirecting email does not eliminate the student’s responsibility associated with email sent to the student’s official email address.

Compliance with System President’s Procedure
All persons employed by and all students enrolled at Pikes Peak Community College are required to comply with the System President’s Procedure (SP) 3-125a “Electronic Communication Procedure” and System President’s Procedure (SP) 3-125c “General Computer and Information System Procedure.” In addition, students of the College are required to comply with System President’s Procedure (SP) 4-32 “Student Email Acceptable Use Policy.”
Contact Hours
It is imperative that all classes meet for the entirety of their scheduled class period. Faculty are not permitted to dismiss class early or cancel classes.

So you have 10 minutes left, now what? Rather than dismiss early, try:

- A quick review of what you've covered so far in this module.
- Ask students about what they are still unclear of (muddiest point.)
- Ask what they found most interesting or unexpected.
- Preview the next class.
- Spend a few minutes getting to know more about students.
- Share how the material you covered impacts the world outside the classroom.

Late Grades, No Shows & COF

Late Grades
Late grades can have a negative impact for students and the college. If grades are not submitted by the deadline, it could impact a student’s financial aid, veteran’s benefits, or other financial assistance. A student may be required to pay back money or may not be able to receive future financial assistance. Also, students may not be able to register for their next semester. This is frustrating for students and can interfere with their success and ultimately graduation. Pikes Peak Community College depends on the retention and success of our students. Late grades can delay a student receiving their diploma.

Late no shows cost the students and the college an average of $30,000.00 a semester.

What is COF?
The College Opportunity Fund (COF), created by the Colorado Legislature and distributed by College Assist, provides a stipend to eligible undergraduate students. Undergraduate students enrolled at public colleges are eligible if they are classified as in-state students for tuition purposes. This includes VA/military students, Olympic athletes and high school concurrent enrollment students. The stipend pays a portion of a student’s total in-state tuition when they attend a participating college and varies from year to year. Eligible undergraduate students must apply, be admitted and enroll in classes at a participating college to receive this benefit. Both new and continuing students are eligible for the stipend.

Qualifying students may use the stipend for eligible undergraduate classes. The stipend is paid on a per credit hour basis directly to the college at which the student is enrolled. Students are given the stipend for their first 145 credit hours.

If a student drops a class or if a tuition appeal is granted during the same semester, the COF stipend is returned to College Assist. If a student withdraws, they keep the stipend and the credit hours are deducted from their total hours available.

If you have any further questions, contact the Records Office.
Syllabus
Your syllabus should be uploaded into the Content Area of your PPCC class shells. You must also upload it to your division shell using the Assignments tool.

No Shows
No Shows must be entered in myPPCC and uploaded to the division shell in PDF format by 5 p.m. on the census date.

To submit your no shows:
• Enter No Shows into myPPCC
• Save No Shows in uploadable PDF format
• Upload your PDF into the division shell in PPCC Online Campus (D2L)

Final Grades
Final Grades must be entered in myPPCC and uploaded to the division shell in PDF format by 5 p.m. on the due date.

For College Prep Classes, Last Date of Attendance is required for “D” and “F” grades.

Please note that PPCC recommends using Google Chrome to save No Shows and Final Grades from myPPCC as uploadable PDFs.

Gradebook
All divisions require the use of the Gradebook feature in PPCC Online Campus. You can export your grades to a CSV or Excel file. This file will need to be uploaded to the division shell along with the final grades from myPPCC and attendance records.

Notes:
Accessing your class list:
Waitlists need to be accessed and printed on the Friday before classes begin.

Wait List Access Via Your Faculty Dashboard
• Log into myPPCC
• Select Faculty Detail Schedule icon
• Select the appropriate semester
• For each class, if there is a wait list you will see it on the right side of the course details

Your Dashboard should be the window that is there when you enter myPPCC. If you want to locate it again, it is the tab on the top left portion of the page. The classes you teach should be visible if you select the Faculty Detail Schedule icon.

Wait List Access Via Faculty Tab
Another way to access the wait list is through the Faculty tab. You may either select an individual student name for contact information, or e-mail the waitlisted students at the bottom of the page.
• Log into myPPCC
• Select Faculty tab
• Under Faculty Dashboard you will see a listing of your classes (read carefully as it may contain several semesters)
• The trio of people icon is the link to your class list
• The icon with two people standing in line is the link to your wait list.

Notes:
What is the waitlist?
When a course is full, a waitlist is created to allow students to get in line virtually for the next available seat in a class. Students are placed on a waitlist in the order they register.

How do students know when they are next in line?
Once a seat becomes available, students are notified through their college assigned email. Students have 48 hours to register themselves in the course.

What if a student misses the deadline to register for the course?
If the student does not register within the 48 hours given, the student will have to re-register themselves on the waitlist and again wait in line for the next available seat.

Do all classes have a waitlist?
NO, not all classes have waitlists. It is up to the divisions to decide what courses will have waitlists.

What is the maximum enrollment for a waitlist?
Again, it is up to the divisions to decide the number of seats offered on the waitlist. Waitlists can range from 1 to 999 seats. Be aware that there are different capacity limits for each classroom.

Can a student waitlist and enroll in the same course?
NO. Students can only waitlist for ONE section of a course. Example: Students cannot waitlist for ENG 121-100 and ENG 121-1N1 during the same term. Students cannot register for a course and waitlist for another section of the same course. Example: Students cannot register for ENG 121-100 and waitlist for ENG 121-1N1 during the same term.

A student's schedule may not exceed 18 credit hours, including both waitlisted and enrolled courses combined. Students who wish to exceed 18 credit hours must meet with Career Planning and Advising for written approval.

Can I add a student to my class if there are no students on the waitlist prior to the first day of class?
NO, students must register themselves on the waitlist and on the first day of class the instructor may then sign overrides.

Can I add a student to my class if there are no students on the waitlist prior to the first day of class?
NO, you may only sign students in to join the course the first day of class. If there are students attending the first day of the course and that were on the waitlist, they get priority because they have been waiting in line.

Can I add a student to my class if there are no students on the waitlist prior to the first day of class?
NO, students must register themselves on the waitlist and on the first day of class the instructor may then sign overrides.

Can students enroll online after being placed on a waitlist for a class with a prerequisite?
YES, if the student has been placed on the waitlist for a class requiring a prerequisite, the student has met the prerequisite requirement. The override is based on one of the following; a signature, test score, exemptions, or the prerequisite course being transferred to PPCC.

Can students enroll online after being placed on a waitlist for a class with a prerequisite?
YES, if the student has been placed on the waitlist for a class requiring a prerequisite, the student has met the prerequisite requirement. The override is based on one of the following; a signature, test score, exemptions, or the prerequisite course being transferred to PPCC.
Syllabi for all courses must be entered into the appropriate PPCC Online Campus (D2L) course shells.

1. Upload to course section shells for students.
2. Upload to division shell for record keeping.

Step by Step Instructions for Syllabus upload to Class Shell
- Login to ppcc.edu
- Choose the D2L icon
- Choose the appropriate class
- Under the Content tab add a Module.
- Name it “Important Documents” or “Welcome: Start Here”
- Use the Upload/Create button to upload the document
- Click on Upload Files.
- Choose My Computer, Upload, and select file and click open.
- Then Add selected File

Step by Step Instructions for adding the Syllabus to the Division Shell
- Login to ppcc.edu
- Choose the D2L icon
- Select your Division
- Under the Assignments tab, choose the appropriate semester’s assignment folder (Read the titles carefully as multiple semesters and assignments will be seen here.)
- Upload the document and submit

As you prepare your syllabus, be sure to use the naming convention that your division requires. This might include the CRN number and section number for your course.

Visual Learner?
Find videos on how to upload your Syllabus, submit No Shows & Final Grades on the How Do I...? tab at: libguides.ppcc.edu/cetl
The No Shows process has three steps:
1. Enter no shows into myPPCC
2. Save no shows as a .pdf
3. Upload document into the division shell in PPCC Online Campus (D2L) Division shell

Entering No Shows in myPPCC
• Login to myPPCC.edu
• On the Dashboard, choose Post Final Grades/No Shows
• Select current semester
• Choose a course from the menu
• If you have a student who did not attend class, enter a “0” in the column titled Attended Hours.
• Scroll to the end of the page to Submit
• While still on this page, use Control A, Control P (in Google Chrome) to save as a .pdf. Name the file with a course and section number such as COM115.129

If you print a hard copy, you will need to scan it and save it to your desktop or thumb drive in order to drop it in the division online drop box.

*You are responsible for checking the class roster after the census. It’s a good idea to check the class roster again after one month into the term. If you know students are attending, but do not appear on your class roster, send them to the division office for assistance.

If a student attends later, college procedure will determine whether the “0” is removed.

Even if all students “showed”, you must still submit a no show grade roster for that class.

Step by Step Instructions for uploading into the Division shell
• Login to myPPCC
• Choose the D2L icon
• From Courses, choose the division shell
• Choose the Assignments tab
• Choose the appropriate semester’s assignment folder
• Choose “Add a file” and upload the file document; then submit
You will receive an email in D2L with a confirmation that the files have been uploaded.

If you have any questions, please contact your division administrative staff.

Notes:
Final Grades* must be entered in myPPCC by 5:00 p.m. on due date
*Final Grades include both your myPPCC grades and the Excel gradebook you downloaded from PPCC Online Campus (D2L)

- Enter grades into myPPCC, PostFinal Grades/No Shows
- Submit grades from myPPCC and save as a .pdf document
- Export your gradebook from PPCC Online Campus (D2L) into an Excel file
- Upload both documents into the Division Shell in PPCC Online Campus (D2L)
- Some divisions also require attendance records to be uploaded to the division shell. Please check with your division for their requirements.

Step by Step Instructions for myPPCC.edu
- Login to myPPCC.edu
- From the Dashboard, choose Post Final Grades/No Shows
- Select current semester
- Choose a course from the menu
- Enter final grades for each student

For College Prep Classes
Last Date of Attendance is required for “D” grades, and then submit.

From Google Chrome, control A control P will allow you to save the information into a .pdf document. Name the file your class’s name e.g. ENG 121.101.

Notes:
Step by Step Instructions for GRADEBOOK

All divisions require the use of the Gradebook feature in PPCC Online Campus (D2L). To access the Gradebook, go to myPPCC website and log on.

- Choose the D2L icon.
  - In the grades tab of your PPCC Online Campus class, click on export (see screen shot).
- See the screenshot on the left for the export options.

Choose
- Org Defined ID
- Points grade
- Last Name
- First Name
- Assignments to include
- Export grades to Excel

This file will need to be uploaded to the division shell along with the final grades from myPPCC and your attendance records.

Step by Step Instructions for uploading into the Division shell

- Login to myPPCC
- Choose the D2L icon
- From Courses, choose the division shell
- Choose the Assignments tab
- Choose the appropriate semester’s assignment folder
- Choose add a file and upload the file document; then submit

You will receive an email in D2L with a confirmation that the files have been uploaded.

EACH COURSE & SECTION MUST BE UPLOADED SEPARATELY.

If you have any questions regarding submitting grades to the PPCC Online Campus shell, please contact your division administrative staff.
Email, Mailboxes, Cancellation & Substitute Policy

Email
The importance of checking your college email cannot be stressed enough. The main form of communication from the college occurs via email. You will receive department notices, division information, as well as college wide materials through your email. It is important to check your email routinely.

If you need instructions for accessing your college e-mail from home please contact the ITSS Help Desk at 719-502-4800.

Campus Mailboxes
If you teach at more than one campus be aware you have a mailbox at EACH campus. Please check your mailboxes on a regular basis. Not only do staff and administration send you mail but students sometimes leave coursework and other documents for you in your mailbox. Student Support Services sends time sensitive materials through intercampus mail that require your documentation. Other offices at the college use the mail system as well.

Class Cancellation and Substitute Policy
The college discourages class cancellations. Only the president of PPCC can cancel classes due to weather. If you need to miss a class, you will need to arrange for a substitute. Please contact your Department Chair to determine their procedure for scheduling subs. Many have created sub lists. Have your lesson plans available for your sub.

In the event of last minute emergency, contact your Division office so they may put a sign on your classroom door for students.

All classes should meet for the entire class period. Faculty may not routinely release students early.

<table>
<thead>
<tr>
<th>Division</th>
<th>Email</th>
<th>Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPS</td>
<td><a href="mailto:ppccbpsstaff@ppcc.edu">ppccbpsstaff@ppcc.edu</a></td>
<td>719-502-3300</td>
</tr>
<tr>
<td>CHTS</td>
<td><a href="mailto:ppccchtstaff@ppcc.edu">ppccchtstaff@ppcc.edu</a></td>
<td>719-502-3200</td>
</tr>
<tr>
<td>HS</td>
<td><a href="mailto:ppcchsstaff@ppcc.edu">ppcchsstaff@ppcc.edu</a></td>
<td>719-502-3336</td>
</tr>
<tr>
<td>ME</td>
<td><a href="mailto:ppccmestaff@ppcc.edu">ppccmestaff@ppcc.edu</a></td>
<td>719-502-3600</td>
</tr>
</tbody>
</table>

Notes:
Faculty Instructor Resource Guide

Assessment of Student Learning & Research Activities

Contact
Dr. Patricia Diawara, Executive Director of Institutional Effectiveness
502-2037
patricia.diawara@ppcc.edu

Campus • Room • Phone
Centennial • A324g • 502-2037

Visit our Assessment Resource room at:
libguides.ppcc.edu/assessment

A Department-Centric Approach to Continuous Quality Improvement

What is assessment of student learning?

1. Deciding what we want our students to learn upon completing a given course or program
2. Making sure students have multiple opportunities to learn and practice key learning outcomes
3. Asking students to demonstrate what they have learned through course-embedded assignments
4. Evaluating the extent to which students have achieved the desired learning outcomes
5. Using assessment results to confirm or improve student learning ("closing the loop")
6. Documenting and communicating results, conclusions, and next steps on an annual basis

Why do we assess student learning?

• To confirm or improve student learning and educational quality
• To meet the requirements of our regional and specialized accrediting agencies.
• Our regional accrediting agency (the Higher Learning Commission) requires that we demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning.

Who is in charge of student learning assessment?

• Assessment of student learning is a collective responsibility. Broad involvement from instructional staff and administrators is required.
• Faculty and instructors play a key role in this process. They are responsible for measuring students’ abilities to achieve desired learning outcomes and demonstrating how assessment results are being used to confirm or improve student learning.
• Associate Deans and Assessment Coaches are responsible for guiding the assessment process. This includes ensuring that assessment strategies adhere to best practices and making sure that these strategies are implemented with fidelity by all faculty/instructors involved.
• Administrative leaders (Deans, Associate Deans, Vice President of Instructional Services, and PPCC President) promote and support assessment efforts by i) reinforcing the importance of student learning assessment as a means to improve student learning and fulfill accreditation requirements, and ii) ensuring that departments have the resources they need to develop and implement effective assessment strategies.
• The Executive Director of Institutional Effectiveness works closely with instructional staff and administrators to facilitate the development, implementation, and monitoring of assessment activities.
• The Assessment Committee facilitates and supports the development and implementation of meaningful, data-driven, and interconnected assessment processes across the four academic divisions of the college.
• Non-instructional departments (e.g., Academic Advising, New Student Orientation, Learning Assistance Centers) are involved in assessing what students learn as a result of participating in co-curricular activities. Through training and consultation services, the Committee for Assessment in Student Services (CASS) assists those departments in articulating meaningful and measurable outcomes, deploying effective assessment strategies, and interpreting, reporting, and using assessment results to continuously enhance students’ learning experiences.

Research Activities

PPCC encourages and supports the scholarly endeavors of students, faculty, and staff affiliated with the college. Pursuit of scholarly work and research often involves the use of human subjects for data collection and analysis. PPCC’s Institutional review board (IRB) reviews human subjects research proposals to ensure that:

• the rights and welfare of human subjects used in research studies are protected
• risks have been considered and minimized
• the potential for benefit has been identified and maximized
• all human subjects only volunteer to participate in research after being provided with legally effective informed consent and
• any research is conducted in an ethical manner and in compliance with established standards

Those individuals seeking to conduct such research may not solicit subject participation or begin data collection until they have obtained clearance by the PPCC IRB. Forms are available at https://ppcc.edu/p/committees/irb. If you have any
Business, Public Service & Social Sciences Division

Dean
Rob Hudson

Assistant to the Dean
Alberto Teixeira

Administrative III
Anthony Chavez (RR)

Admin III
Dana Knight (CC)

Admin II
Danielle White (CC)

Admin II
Jessica Tjaden (CC)

Associate Dean
Business & Technology
Dallas Pierce

Director, Emergency Service Administration
Teresa Ward

Associate Dean
Law, Public Safety & Human Services
Catherine LaBrecque

Accounting (ACC/FIN)
Melissa Allen
Chair
Nancy DiBlasi

Business (BTE/BUS/MAN/MAR/MAT112)
Denise Natale
Chair
Jim Myers
Jaki Toggert
Rod Thorton

Computer Information Systems (CIS)
Nancy Mellelop
Chair
Julie Mannering
Monica Novack
Carol Ohle

Computer Networking (CNG) Computer Web Based (CWB)
David Walters
Co-Chair
Terri Johnson
Co-Chair

Computer Science (CS C)
Jim DeHerrera
Chair
Ken Ridde

Anthropology (ANT)
Sandi Harvey
Chair

Political Science (POS)
Rick Foster
Chair
Elsa Dias

Economics (ECO)
Warren Munick
Chair
Miki Anderson

Culinary Arts (CJA)
Richard Carpenter
Co-Chair
Michael Paradiso
Co-Chair
Heidi Block
Gary Hino

Criminal Justice (CRI)
Michael Merson
Chair
Jason Delvaux
Ken Morris
Ken McAlpine

Education (EDU)
Michelle Bender
Chair

Fire Science Technology (FST/FSW/EMP/PSM)
Jannette Gutschick
Co-Chair
Ty Mother
Co-Chair
David Cates
Co-Chair
Kristofor Johnson
Co-Chair

Law Enforcement Academy (LEA)
Gary Horton

Sociology/Ethnic Studies (SOC/ETH)
Sharon Bjorkman
Chair
Gina Swanson
Gloria Nikolai

Early Childhood Education (ECE)
Michelle Bender
Chair
Deborah Palarino
Mary Sullivan

Paralegal (PAR)/Mediation (MED)
Jason Delvaux
Chair
Chris Brotschi
Lynn Chase
Concurrent Enrollment
Allows students to earn college credit while in high school, largely funded by their high school. Concurrent Enrollment opportunities may exist at students’ high schools, online, and all PPCC campuses. Courses held at area high schools are taught by PPCC-qualified instructors and evaluated by appropriate department chairs.

Instructor’s Need to Know
- Students have qualified for your course by meeting your course’s entrance requirements through testing or completion of prerequisite courses.
- Treat all students the same as they are all college students.
- FERPA applies to all PPCC students, regardless of student’s age.
- Students may bring attendance and grade verification forms. Giving this information to students is not a FERPA violation.

Career Start
A career-based, cohort model of concurrent enrollment. Career Start inspires high school students to start exploring career opportunities, start gaining knowledge and skills toward career goals, and start earning college credits and certificates. High school juniors and seniors have the opportunity to earn up to 21 college credits, applicable to AAS degrees and certificates, in a school year.

Instructor’s Need to Know
- Monday – Friday mornings at Centennial Campus

High School Programs

ASCENT
Allows high schools to pay for students’ freshman year of college. Students must successfully complete 12 college-level credits prior to high school graduation to be eligible.

Instructor’s Need to Know
- Students may have completed high school but may share attendance and grade verification forms to receive tuition funding from their high school.

Gateway to College
Re-engages high school students who are credit-deficient. Students’ first semester is a college-preparatory cohort, with remaining semesters focused on students’ individual academic and career goals. Students earn high school and college credit.

Instructor’s Need to Know
- PPCC student success coaches may connect with you to verify attendance and discuss academic opportunities to increase student engagement and academic success.

High School Programs/Career Start

Providing high school students with the opportunity to earn college credits.

Career Start Instructors
(Supported by HSP, Supervised by Divisions/Departments)

ACT – Ralph Mills (F); Wade Knight (A)
ASE – John Brenton (F); Ted Cecil (A)
CAD – not offered 2018-2019
CON – Fernando Ponce (A)
CRJ – Ken McAlpine (F); Lanae Sivigny (A); Brian Barela (A)
CUA – Heidi Block (F); Amy Balagot (A); David Dias (A)
CYB – Neil Austin (A)
DPM – Aaron Brown (F); Mike Friedel (A)
ECE – Tammy Wilkes (A)

FST – Jose Garcia (A); Dan Doyle (A)
HCE – Katelyn Sheehan (A)
HST – Pamela Wait (F)
IND – Stefanie Franck (F)
MAC – not offered 2018-2019
MGD – Kris Akse (F); Seth Lockard (A); Betsy Tuma (A)
RTV – AJ Matthews (F)
WEL – Lee Com (F); Travis Lee (F); TBD (A);
ZOO – Sandy Berg (F); Nicole Manitz (A)
Evaluation of Adjunct Instructor
Pikes Peak Community College

The process of adjunct evaluation is divided into two parts. The first part evaluates the instructor’s ability to meet basic job requirements as outlined in the job description and educational policies of Pikes Peak Community College. The second part is to evaluate the instructor’s teaching effectiveness. The student evaluations will be used to discover trends in the instructor’s interaction with the students and may be noted in part one of this form.

PART ONE
This portion of the evaluation shall be completed on an annual basis for all adjunct instructors. Adjunct instructors are to be made aware of these results and given a chance to document a response. Please mark yes, no or not applicable in the blank next to each statement.

Instructor:
Evaluator:
Department:
Title:

JOB RESPONSIBILITIES

| Instructor meets all schedule classes/labs/clinics on time and provides instruction in accordance with the philosophy and objectives of the college and the Department Chair’s approved course outline. |
| Instructor informs students of course requirements through a course syllabus, including: specific objectives means of attaining objectives and methods of instruction and grading. |
| Instructor maintains an online gradebook that is kept current. |
| Instructor maintains course materials that are clear, in accessible format, complete, and relevant (may include syllabus, D2L shell, and other materials) |
| Instructor evaluates students on a continuing basis to allow them to be aware of their own progress. |
| Instructor maintains and submits records such as no shows lists, grades and attendance documentation in a timely manner as required by policies and procedures. |
| Instructor is easy to contact, and responds to contacts by the department. |
| Instructor maintains required credentials, licenses, certifications as appropriate, proficiency and up-to-date knowledge in the subject matter area |
| If applicable, instructor conducts field trips/clinical sessions in a manner that assures a safe learning environment for students |
| When possible, instructor recommends instructional materials, textbooks, appropriate instructional equipment and library supportive reference materials |

Please provide comments that support your evaluation (if any):

Trend Observed in Students’ Evaluations of the Instructor:

_____ Meets Expectations   _____Does not Meet Expectations

Revised 6/2017
INSTRUCTOR’S RESPONSE TO EVALUATION (if any):

Supervisor/Evaluator Signature ______________________________ Date ______________________

Instructor Signature ______________________________ Date ______________________
(This signature verifies that the instructor has reviewed this form, been provided with an opportunity to document a response.

Associate Dean Signature ______________________________ Date ______________________
PART TWO

This portion of the evaluation shall be completed on an annual basis for the first three years of a new adjunct instructor’s assignment. It shall then be completed once every three thereafter or more frequently as determined by the adjunct instructor’s supervisor. Please mark yes, no or not applicable in the blank next to each statement.

CLASSROOM OBSERVATION

The purpose of the observation of teaching process is to foster excellence in teaching and to evaluate the adjunct faculty member’s teaching. The following components (class structure/classroom management/content delivery) are listed to provide a framework for conversation between faculty and supervisor in support of the evaluation of teaching process. Please refer to the glossary at the end of this form for examples in each evaluation category.

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>eg - SOC 101-125: Intro to Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date(s):</td>
<td>eg - October 26, 2015</td>
</tr>
<tr>
<td>Time(s):</td>
<td>eg - 8:30 – 9:45 AM</td>
</tr>
<tr>
<td>Course Format:</td>
<td>eg. - lecture, lab, lecture/lab, clinical, online, hybrid):</td>
</tr>
<tr>
<td>Teaching Method:</td>
<td>eg. - discussion, collaborative learning, demonstration</td>
</tr>
</tbody>
</table>

CLASS STRUCTURE AND ORGANIZATION

| Primary objective of instruction is clear |
| Delivery is organized (relationship between points or activities is clear) |
| Uses class time well (allots more time to important aims/points; avoids unnecessary digressions) |

Please provide comments that support your evaluation (if any):

XXXXXXXXXXXXXXXXXXXXXXXXXXXXX

PROMOTES STUDENT ACHIEVEMENT

| Confirms that students understand and/or can perform an activity |
| Facilitates and monitors group activities/discussion |
| Uses techniques that engage learners |
| Uses questions effectively |
| Use techniques to break complex concepts/problems into smaller units |
| Varies techniques based on student needs |
| Shows enthusiasm for the material |
| Encourages, and is responsive to, student participation (when appropriate) |
| Evidence of assessment of student learning |

Please provide comments that support your evaluation (if any):

XXXXXXXXXXXXXXXXXXXXXXXXXXXXX

COMMAND OF SUBJECT MATTER

| Demonstrates mastery and currency of the subject matter and/or skill being presented |

Please provide comments that support your evaluation (if any):

XXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Revised 6/2017
EP 195 Appendix A Evaluation of Adjunct Instructor

PRESENTATION SKILLS

<table>
<thead>
<tr>
<th>Communicates effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are engaged in the class</td>
</tr>
<tr>
<td>Flexible and adaptable when necessary</td>
</tr>
<tr>
<td>Effectively utilizes materials, including technology</td>
</tr>
</tbody>
</table>

Please provide comments that support your evaluation (if any):

XXXXXXXXXXXXXXXXXXXXXXXXXX

PROFESSIONAL BEHAVIOR AND COURTEOUS INTERACTION WITH STUDENTS

<table>
<thead>
<tr>
<th>Encourages atmosphere of mutual respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implements course/program/college policies and procedures</td>
</tr>
<tr>
<td>Adheres to professional standards of discipline</td>
</tr>
</tbody>
</table>

Please provide comments that support your evaluation (if any):

XXXXXXXXXXXXXXXXXXXXXXXXXX

POST-OBSERVATION MEETING/DISCUSSION

INSTRUCTOR’S MAJOR STRENGTHS (as noted by classroom observation evaluator)

XXXXXXXXXXXXXXXXXXXXXXXXXX

SPECIFIC RECOMMENDATIONS TO IMPROVE INSTRUCTOR’S TEACHING (as noted by classroom observation evaluator)

XXXXXXXXXXXXXXXXXXXXXXXXXX

PLAN(S) FOR PROFESSIONAL DEVELOPMENT/FOLLOW-UP/ADDITIONAL CLASSROOM OBSERVATIONS (if any)

XXXXXXXXXXXXXXXXXXXXXXXXXX

DISCUSSION/DOCUMENTATION OF FOLLOWING:

Has the instructor developed/modified curriculum and/or content delivery in response to assessment (assessment may be from student evaluation, questions in class, COAT assessment results, tests)? Please describe.

XXXXXXXXXXXXXXXXXXXXXXXXXX

Discuss/ describe assessment of student learning (quality and timeliness of feedback to students). Please describe.

XXXXXXXXXXXXXXXXXXXXXXXXXX

Discuss course retention strategies implemented by the instructor. Please describe. (may include instructor’s interactions with other college entities including but not limited to: OASIS, Tutoring center, Testing center, Crisis counseling referrals)

XXXXXXXXXXXXXXXXXXXXXXXXXX

_____ Meets Expectations   _____ Does not Meet Expectations
INSTRUCTOR’S RESPONSE TO EVALUATION (including evaluator review prior to classroom observation)

Supervisor/Evaluator Signature ___________________________ Date ________________
(This signature verifies that the supervisor/evaluator has completed all sections of the Classroom Observation form and completed the post-observation meeting/discussion with the instructor.)

Instructor Signature ___________________________ Date ________________
(This signature verifies that the instructor has reviewed this form, been provided with an opportunity to document a response, and completed the post-observation meeting/discussion with the supervisor/evaluator.)

Associate Dean Signature ___________________________ Date ________________
OBSERVATION OF TEACHING GLOSSARY

The purpose of this glossary is to provide examples of some of the components contained in the Evaluation of Teaching Form. It is intended for use by observers as a guide with selected (but, not inclusive) examples of teaching effectiveness, and by instructors as a guide with selected (but, not inclusive) components to consider when delivering content. It is not meant for use as a checklist. The observed class/teaching may include, but is not limited to the following components.

COURSE MATERIALS
Syllabus clearly communicates:
- course policies and expectations
- due dates/course calendar
- course, program, college, and CCCS student learning outcomes
- (syllabi for online courses are tailored to delivery method and divided into smaller documents)
- course syllabus and other materials are maintained in accessible format

LESSON PLAN OR COURSE CALENDAR/OUTLINE MEETS COURSE OBJECTIVES
D2L shell contains course syllabus and is easy to navigate:
- content is divided into logical modules, units, chapters etc.; news items give clear instruction; discussions and assignments follow logical sequences
- supports all instructor/student functions (example: discussion, drop box, grade book) relevant to the course and documents are posted in PDF or rich text file (RTF) whenever possible
- first day news item includes welcome, course description, contact information and clear instruction on where to begin for online courses
- contains links to the universal syllabus and other sites as appropriate
- (design follows current standards for Online and Hybrid courses) (see appendix to this document)

CLASS STRUCTURE AND ORGANIZATION
Organized delivery may include:
- beginning class with statement of outcomes
- summarizing where previous class left off
- connecting content to previous learning
- concluding session with discussion supporting objectives or reviewing upcoming assignments

PROMOTES STUDENT ACHIEVEMENT
Facilitates, and monitors, group activity/discussion:
- discussions/activities are clearly tied to course outcomes
- manages inappropriate, or off-topic student participation

COMMAND OF SUBJECT MATTER
Demonstrates mastery and currency of the subject matter and/or skill being presented:
- compares outdated information/ideas to current trends in the discipline
- conveys expectations which are both reasonable and challenging
- provides clear explanations using appropriate vocabulary and examples
- encourages independent, critical, or reflective thinking

PRESENTATION SKILLS
Communicating effectively may include:
- uses gestures and body movement effectively
- speaks distinctly, with volume, and appropriate speed
- uses lecture notes sparingly
- makes eye contact with students throughout the room
- moves around the room

Revised 6/2017
• monitors and participates in online discussion to reinforce, correct, or redirect as appropriate

PRESENTATION SKILLS (continued)
Effectively utilizes materials, including technology and use of the following items to engage/interest students:
• models, examples, teaching aids
• markers/ white board
• handouts/assignments
• exam/ quizzes
• use of smart classroom technology
• PowerPoint
• videos

PROFESSIONAL BEHAVIOR AND COURTEOUS INTERACTION WITH STUDENTS
Encourages an atmosphere of mutual respect:
• promotes appropriate and courteous two-sided communication/interaction (may include use of inoffensive language or humor)
• begins and ends class on time
• deals with inappropriate online D2L postings as quickly as possible
• corrects, clarifies, and coaches
• shows enthusiasm for the material and makes students want to learn
• notices and praises student mastery and/or concept comprehension
• respects the confidentiality of student information

Revised 6/2017
EP 195 Appendix A Evaluation of Adjunct Instructor

OBSERVATION OF TEACHING APPENDIX

Standards for Online and Hybrid Course Design at PPCC

DESIGN

Course Overview and Introductory Materials
- first-day News item that includes: a welcome to students, a brief course description, contact info for faculty (or instructor widget—see below) and clear instructions about what to do to begin the course.
- introduction module under Content that includes syllabus tailored to delivery method and divided into smaller documents: course description and competencies, college-wide policies, class policies, schedule of due dates and other information students need but that isn’t part of a specific unit of the course

Course Materials
- content divided into logical modules, units, chapters, etc.
- list of outcomes (competencies) for each module
- instructor—produced overview of each module (can also be a News item)
- documents in PDF or rich text file (.rtf) format whenever possible
- publisher materials as appropriate
- instructions about accessing publisher materials if they are not inside course shell
- links to other sites as appropriate
- make course materials accessible: add descriptive alt tag to images; avoid mixing colors with text; post transcripts for audio/video elements

Learner Engagement, including Discussions
- discussions that are clearly tied to course outcomes
- at least one ongoing discussion available throughout the semester
- discussions as a bridge between online and F2F in hybrid classes
- open discussion topic in which students can talk about issues not tied to specific unit
- clear explanation of requirements for graded discussions: number of postings, length, grammatical correctness, timing

Assessment and Measurement
- all assessments clearly tied to course outcomes
- varied assignments that tap into a variety of learning styles
- clear instructions about how exams will work that students can access before opening exam itself: timing, ability to skip questions and go back to them, etc.
- clear explanation of requirements for assignments and how assignments will be evaluated
- grade Book includes a column for each graded assignment, discussion, or assessment

TEACHING PRACTICES

Course Overview and Introductory Materials
- double-check all dates for accuracy before term begins
- add News items at regular intervals throughout semester
- always keep following four NavBar links in such order: Course Home, Content, Discussions, Class List

Course Materials
- update availability for Content modules and topics before term begins
- make sure all links are working before semester begins
- review all content items for potential updating and additions to enrich course

Learner Engagement, including Discussions
- update availability for Discussions before term begins
- monitor discussion postings every 48 hours and participate as appropriate to reinforce, correct, redirect
- deal as quickly as possible with inappropriate postings
- respond to student emails within 48 hours

Assessment and Measurement
- update deadlines on all Drop Box and Quizzes items before semester begins
- monitor course closely during testing periods to troubleshoot student problems
- grade all Drop Box and Quizzes items promptly

Revised 6/2017
The purpose of the observation of teaching process is to foster excellence in teaching and to evaluate the faculty member’s teaching. Please refer to glossary for examples in each evaluation category.

EVALUATOR REVIEW PRIOR TO THE CLASSROOM OBSERVATION

COURSE MATERIALS
___ Course materials are clear, complete, and relevant (may include syllabus, D2L shell, and other materials)
___ Course materials are clear, complete, and relevant (may include syllabus, D2L shell, and other materials)

Please provide comments that support your evaluation:

AVAILABILITY TO STUDENTS OUTSIDE OF CLASS
___ Office hours clearly identified on Outlook calendar

CLASSROOM OBSERVATION

Course Title: ________________________________

Date(s): ___________________________ Time(s): ________________________________

COURSE FORMAT (lecture, lab, lecture/lab, clinical, online, hybrid, other) ________________________________

TEACHING METHOD (e.g. – discussion, collaborative learning, demonstration) ________________________________

The following components (class structure/classroom management/content delivery) are listed to provide a framework for conversation between faculty and supervisor in support of the evaluation of teaching process.

CLASS STRUCTURE AND ORGANIZATION
___ Primary objective of instruction is clear
___ Delivery is organized (relationship between points or activities is clear)
___ Uses class time well (allots more time to important aims/points; avoids unnecessary digressions)

Please provide comments that support your evaluation:

PROMOTES STUDENT ACHIEVEMENT
___ Confirms that students understand and/or can perform an activity
___ Facilitates and monitors group activities/discussion
___ Uses techniques that engage learners
___ Uses questions effectively
___ Use techniques to break complex concepts/problems into smaller units
___ Varies techniques based on student needs
___ Shows enthusiasm for the material
___ Encourages, and is responsive to, student participation (when appropriate)
___ Evidence of assessment of student learning

Please provide comments that support your evaluation:

COMMAND OF SUBJECT MATTER
___ Demonstrates mastery and currency of the subject matter and/or skill being presented

Please provide comments that support your evaluation:

PRESENTATION SKILLS
___ Communicates effectively
___ Students are engaged in the class
___ Flexible and adaptable when necessary
___ Effectively utilizes materials, including technology

Please provide comments that support your evaluation:

PROFESSIONAL BEHAVIOR AND COURTEOUS INTERACTION WITH STUDENTS
___ Encourages atmosphere of mutual respect
___ Implements course/program/college policies and procedures
___ Adheres to professional standards of discipline

Please provide comments that support your evaluation:
POST-OBSERVATION MEETING/DISCUSSION

INSTRUCTOR’S MAJOR STRENGTHS (as noted by classroom observation evaluator)

SPECIFIC RECOMMENDATIONS TO IMPROVE INSTRUCTOR’S TEACHING (as noted by classroom observation evaluator)

INSTRUCTOR’S RESPONSE TO EVALUATION OF TEACHING (including evaluator review prior to classroom observation)

PLAN(S) FOR PROFESSIONAL DEVELOPMENT/FOLLOW-UP ADDITIONAL CLASSROOM OBSERVATIONS (if any)

DISCUSSION/DOCUMENTATION OF FOLLOWING:

Has the instructor developed/modified curriculum and/or content delivery in response to assessment (assessment may be from student evaluation, questions in class, COAT assessment results, tests)? Please describe.

Discuss/describe assessment of student learning (quality and timeliness of feedback to students). Please describe.

Discuss course retention strategies implemented by the instructor. Please describe.

Supervisor’s / Evaluator’s Signature: _______________________________ Date: __________

(This signature verifies that the supervisor/evaluator has completed all sections of the Evaluation of Teaching form and completed the post-observation meeting/discussion with the instructor.)

Instructor’s Signature _______________________________ Date: __________

(This signature verifies that the instructor has reviewed this form, been provided with an opportunity to document a response, and completed the post-observation meeting/discussion with the supervisor/evaluator.)
OBSERVATION OF TEACHING GLOSSARY

The purpose of this glossary is to provide a more detailed description of the items contained in the Observation of Teaching form. It meant to be used by observers as a guide of specific examples of evidence and by instructors as items to consider when delivering content. It is not meant not for use as a checklist. The observed class/teaching may include, but are not limited to the following components:

COURSE MATERIALS
Syllabus clearly communicates:
- course policies and expectations,
- due dates/course calendar,
- course, program, and college and CCCS student learning outcomes.
- Syllabi for online courses are tailored to delivery method and divided into smaller documents.

Lesson plan or course calendar/outline meets course objectives
D2L shell contains course syllabus and is easy to navigate:
- Content is divided into logical modules, units, chapters etc, news items give clear instruction, discussions and assignments follow logical sequences.
- The shell also supports all instructor/student functions (example: discussion, dropbox, grade book) relevant to the course and documents are posted in PDF or rich text file (RTF) whenever possible.
- First day news item includes welcome, course description, contact information and clear instruction on where to begin in online courses.
- Contains links to the universal syllabus and other sites as appropriate.
- Shell design follows current standards for Online and Hybrid courses - see appendix to this document.

CLASS STRUCTURE AND ORGANIZATION
Organized delivery may include:
- beginning class with statement of outcomes,
- summarizing where previous class left off,
- connecting content to previous learning,
- wrapping up session with objectives discussion or assignments for the next time.

PROMOTES STUDENT ACHIEVEMENT
Facilitates, and monitors, group activity/discussion
- discussions/activities are clearly tied to course outcomes
- Manages inappropriate or off topic student participation

COMMAND OF SUBJECT MATTER
Demonstrates mastery and currency of the subject matter and/or skill being presented
- Compares outdated information/ideas to current trends in the discipline
- Conveys expectations which are both reasonable and challenging
- Provides clear explanations using appropriate vocabulary and examples
- Encourages independent, critical, or reflective thinking

PRESENTATION SKILLS
Communicates effectively may include
- Uses gestures and body movement effectively,
- speaks distinctly, with volume, and appropriate speed,
- uses lecture notes sparingly,
- makes eye contact with students throughout the room,
- moves around the room
- Monitors and participates in online discussion to reinforce correct or redirect as appropriate
Effectively utilizes materials, including technology-use of the follow items engage/interest students:

- Models, examples, teaching aids
- Markers/White board
- Handouts/assignments
- Exam/quizzes
- Use of smart classroom technology
- PowerPoint
- Videos

PROFESSIONAL BEHAVIOR AND COURTEOUS INTERACTION WITH STUDENTS

Encourages atmosphere of mutual respect

- Promotes appropriate and courteous two-sided communication/interaction and may include use of inoffensive language or humor.
- Begins and ends class on time
- Deals with inappropriate online D2L postings as quickly as possible
- Corrects, clarifies and coaches
- Shows enthusiasm for the material and makes students want to learn
- Notices and praises student mastery and/or concept comprehension
- Respects the confidentiality of student relationships.
Student Resources
Top 10 Tips to reach all learners using Universal Design in the Classroom!

1. Provide crisp, high contrast printed handouts.
2. Encourage optimum classroom physical environment (lighting, noise, pathways, etc.).
3. Face the class when speaking.
4. Invite students to discuss any access issues with a statement on your syllabus and in the first class.
5. Verbally describe images on all slides & overheads.
6. Consider allowing students to use different technologies for support.
7. Repeat student questions and comments out loud.
9. Provide equivalent text for all graphical items in instructional materials.
10. Resources for developing accessible classroom materials for all learners.

Colorado State University
accessproject.colostate.edu/udl/

University of Washington
https://www.washington.edu/doit/

University of Wisconsin-Milwaukee -
access-ed.r2d2.uwm.edu/

ADA Syllabus Insert

Americans With Disabilities Act (ADA)

Any student eligible for academic accommodations due to a disability or would like to consult with a disability specialist should contact ACCESSibility Services office at 502.3333. Please visit our webpage for additional information: ppcc.edu/accessibility-services or email us at: ppccaccess@ppcc.edu

Faculty, if you have ANY questions, please contact ACCESSibility!

*Adopted from the ACCESS-ed Project
Meet with a Program Advisor
Advising starts at a walk-in basis. Follow-up appointments can be made after initial advising.
Advisors are available at each of our three locations: Centennial, Rampart Range, and Downtown Campus.

Program Advisors help students with:
- Information about academic programs including all degrees and certificates
- Changing majors (also known as - Course of Study Change
- Assigning Faculty Advisors
- Interpreting your placement test, ACT, or SAT test scores
- Transfer advising for students seeking to transfer to another institution
- Academic planning for degrees and certificates and general transfer
- Information about Transfer Fairs and Information Sessions for specific academic programs
- Academic Suspension and Probation issues
- Locating institutional resources
- Applying for graduation
- Unofficial degree audits
- How to register for classes

Faculty Advisors can help students with:
- Verify prerequisites for registration
- Provide in-depth guidance on specific degree programs/certificates
- Assist with Academic Degree Plans
- Approve substitutions for degree requirements
- Identify un-fulfilled degree/program requirements
- Assist with the process of transferring to another college/university
- Assist students with applying for graduation

Notes:
Faculty Instructor Resource Guide

Counseling Center

Contact
Yolanda Harris, Director
502-4689
Carrie Finkill
502-4688

Campus • Room • Phone
Centennial • C201a&b • 502-4782
Hours: M–F* 8am–5pm
Rampart Range • N107c • 502-4782
Hours: rotating schedule on-call for emergencies
Downtown Studio • S126a • 502-4782
Hours: rotating schedule on-call for emergencies

Services to inform your students about:

Direct student counseling services: brief interventions to help students navigate through personal and/or educational circumstances that may interfere with their academic success

Crisis Counseling: tragedy, trauma, assault, and even students showing signs of mental illness or thoughts of suicide

Resources: for students in need of employment, housing, financial assistance, or therapists who referrals, and many other services.

Services for faculty:

Consultation: Inquiries about a student that is in a difficult situation; displays odd behaviors/comments/writings; or “something just doesn't seem right;” as well as some possible do's and don'ts of how best to communicate with a stressed student

Trainings: Mental health first aid; suicide prevention; how to successfully work with students with traumatic brain injury and/or post-traumatic stress symptoms; and many other mental health related topics

Classroom presentations:
Psycho-educational workshops/presentations that deal with problems such as stress management, building social skills, identifying depression, test anxiety, etc...

Campus Police • 502-2900 if a student expresses an IMMEDIATE desire to harm himself/herself or others or if anyone is openly aggressive and you fear harm will come to you, others, or the student

Counseling Center • 502-4782 if the student expresses a “non-immediate” desire to harm himself/herself or others

Resources:
CC can provide resources for transportation, employment, housing, childcare, food banks, assistance with utilities, emergency assistance, therapists for long-term therapy, and many other resources both on- and off-campus

Student Ombudsman at 502-2012, room A-324, ombudsman@ppcc.edu is a neutral person available to assist students seeking resolution to problems or concerns relating to their educational experience at PPCC, help students navigate college organizational structure and bureaucracy, and assist with understanding procedures

Suicide Prevention Partnership • 596-5433 (LIFE)

United Way – community referral service at 955-0742 or ppunitedway.org

PPCC 2-1-1 United Way 502-4525

Safe2Tell – anonymously report anything at 877-542-7233 (SAFE) or safe2tell.org

ULifeline – anonymous assessments & information about mental health at ulifeline.org/ppcc/

A THREAT TO SELF OR OTHERS – TAKE ALL SUICIDAL COMMENTS SERIOUSLY!

Grief Resources
Grief counseling for students may be arranged through CC at 719-502-4782
The Counseling Center's mission is to support student success by providing information and services related to emotional wellness. As we move forward into the spring semester, the Counseling Center would like to remind you of our continued services offered to PPCC students.

I. Services we provide
   a. Appointments with professional mental health counselors up to 6 sessions per issue
   b. Walk-In Appointments if available
   c. Crisis intervention (tragedy, trauma, assault, and students showing signs of mental illness or thoughts of suicide)
   d. Referral to community resources to help students with housing, food, transportation, clothing and other needs for students to succeed in college.
   e. New- United Way 2-1-1 Navigator's- connect students with community and campus resources. Services are free and confidential, walk-in or by appointment, Centennial Campus, A303 (502-4525)

II. Consultation
   a. Faculty and Staff inquiring about a student that is in a difficult situation; displays odd behaviors/ comments / writings; or "something just doesn't seem right;"
   b. Possible do's and don'ts of how best to communicate with a student dealing with a mental issue.

III. Internships available
   a. Master-level interns supervised by Director of Counseling Center
   b. Interns are able to see students longer than six sessions
   c. Provide same services as staff counselors

V. Types of therapy
   a. Cognitive Behavioral Therapy (CBT) has been found to be effective for a wide range of disorders. Cognitive behavioral therapy can be thought of as a combination of psychotherapy and behavioral therapy. CBT works by changing people's attitudes and their behavior by focusing on the thoughts, images, beliefs and attitudes that are held and how these processes relate to the way a person behaves, as a way of dealing with emotional problems.
   b. EMDR (Eye Movement Desensitization and Reprocessing) is a psychotherapy that enables people to heal from the symptoms and emotional distress that are the result of disturbing life experiences. EMDR therapy shows that the mind can in fact heal from psychological trauma as the body recovers from physical trauma.
   c. Solution-Focused Therapy places focus on a person's present and future circumstances and goals rather than experiences. In this goal-oriented therapy, the symptoms or issues bringing a person to therapy are typically not targeted. Instead, a qualified therapist encourages those in treatment to develop a vision of the future and offers support as they determine the skills, resources, and abilities needed to achieve that vision successfully.
   d. Reality Therapy approach to counseling and problem-solving focuses on the here-and-now of the client and how to create a better future, instead of concentrating at length on the past. It emphasizes making decisions, and taking action and control of one's own life. Typically, clients seek to discover what they really want and whether what they are currently doing is actually bringing them nearer to, or further away from, that goal.

VI. Classroom Presentations
   a. Psycho-educational workshops/ presentations (30-90 minute presentations available)
   b. Stress management (identify stressors and ways to cope with stress)
   c. Healthy vs. Unhealthy Relationships (relationship dynamics and problem-solving)
   d. Identifying depression (signs/symptoms, causes, treatment, how to cope)
   e. Learning Styles (identify style, studying tips)
   f. Mental Health First Aid (learn the signs of mental health problems, learn the ALGEE model; 8 hour course can be divided to fit class times)
   g. New Presentation-Compassion Fatigue (signs/symptoms, causes, treatment, how to cope)
   h. Topics can be presented during class times.

The difference between a successful person and the others is not a lack of strength, not a lack of knowledge, but rather a lack of will - Vince Lombardi
Retention Services – Early Alert Request System

What is the Early Alert Request System?
The Early Alert Request System is a tool for faculty members to inform Retention Services of possible “at-risk” students in their classes, who may need additional academic and/or community resources to overcome any issue standing in the way of success.

Why was the Early Alert System developed?
The Early Alert Request System is a homegrown system developed in collaboration with Pikes Peak Community College faculty to assist with “at-risk” student success and retention efforts in and outside of the classroom.

Who should use the Early Alert Request System?
Any faculty member, who notices a student in their class is not attending, struggling or needing additional resources can submit an Early Alert Request.

When should a faculty member submit an Early Alert Request?
Do submit to Early Alert: poor attendance, bad grades, housing issues, transportation, etc. (Early Alert)

Do submit to Maxiant: cheating, plagiarizing, behavioral issues, etc. (Maxiant is accessed via the “Report an Incident or Concern” button on ppcc.edu and used to report Behavioral, Conduct & Student Concerns)

Where is the Early Alert Request located?
D2L – Faculty Resources Tab
myPPCC – Faculty Quick Links

What to do when You aren’t sure what to do
It’s not uncommon to be unsure about where to report a concern. Should you use the Maxiant “Report An Incident” button the PPCC.edu homepage? Or the Early Alert System in D2L? We have several different places to report concerns and sometimes there are really gray issues that seem to cross the lines between student retention concerns and behavioral or conduct issues.

At PPCC, we are very fortunate to have a network student support services that have developed awesome interdepartmental lines of communication. What that means for you is that you can be confident that your report will get routed to the right folks efficiently and confidentially, whether you report it to the right agency or not.

The only thing you need to remember as a faculty member is:

JUST REPORT IT!

EARLY ALERT is here to help!

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Learning Commons

What is the Learning Commons?
The Learning Commons is a cooperative learning space that encourages learning through academic exploration and social interactions. Library services, tutoring assistance, and information technology services are integrated in a central campus location to provide a continuum of academic support and resources for existing and prospective PPCC students.

Mission
The mission of our Learning Commons is to promote student persistence by reinforcing the importance of supplement support, collaborative inquiry, and independent learning. Students, faculty, and staff are encouraged to take advantage of the free academic resources offered in Learning Commons.

Services for Students
- Movable furniture to accommodate group or individual study spaces/private study rooms
- Library services (reference and resource assistance)
- Tutoring services (math, writing, science, and other academic courses)
- Pre-placement test assistance and supplemental instruction (EdReady Math and English)
- Technology assistance (D2L, personal and borrowed devices)
- Academic success workshops

Services for Faculty/Staff
- Faculty and staff research assistance
- Course reserves (books, articles, artifacts, etc.)
- Interlibrary and inter-campus book loan
- Instructional Services (schedule class/group presentations)
- Technology assistance

Notes:
PPCC has merged Library Services and Faculty and Peer-led Tutoring in one central location at each of the campuses to allow for increased efficiency and effectiveness in partnering with students to confront and overcome academic barriers.
Library

Contact
Carole Olds, Director
502-3249

Campus • Room • Phone
Centennial • A200 • 502-2400
Hours:  M/T 7:30am-7pm
W/R 7:30am-5pm
Sat 9am-2pm
Sun 10am - 3pm

Rampart Range • N201 • 502-2440
Hours:  M/R 7:30am-7pm
F 7:30am-5pm
Sat 9am - 2pm

Hours change during summer & semester breaks

Featured Resources:
LibGuides
How-to’s & Subject Guides for students and faculty created by Librarians on topics such as CETL, HiPs, Assessment, and program subjects.

Library Databases
Find articles, eBooks, images, reports, and more by searching subscription databases, including JSTOR and EBSCO databases like Academic Search Complete.

Noodle Tools
A tool for formatting and saving citations in MLA, APA, or Chicago style. Make a free account and create bibliographies and research notecards.

TEXT
a Librarian: 719-582-5598
Chat/IM with a Librarian!
ppcc.edu/library

The College’s Home For Information Literacy

• Instruction
• Research
• Innovation

For Faculty
Pikes Peak Community College instruction librarians are subject matter experts in information literacy and are looking for opportunities to partner with you to address the needs of students. Instruction librarians teach skills in information Literacy, Inquiry and Analysis, Critical and Creative Thinking.

Instruction librarians will visit your classroom upon request and teach students how to use the library resources, such as finding scholarly articles in databases and eBooks. In addition, research, critical thinking, information gathering, and information assessment skills are covered. Classes can be structured to meet the specific needs of your class or we can give a general overview. Librarians are also available to meet with your students several times during the semester, building the skills they need to research and evaluate information.

Librarians are also available to aid you in your own research.

Benefits of Library (Information Literacy) Instruction

Full-time students from 450 two-and four-year colleges participated in the 2009 Survey of American College Students.

60% responded “yes” when asked if community colleges should require and information literacy course.

PPCC Student
“I would never have known how many databases are available to how to narrow down my results using search terms and limiters.... Schools need to teach their students more (information literacy).”

PPCC Student
“I feel that [information literacy] should be required for students at Pikes Peak Community College so that when the students move to the universities they are armed ... for success.”

Workshops
30 minutes workshops are conducted in the Learning Commons for students during the semester. This is a great opportunity for students who have missed an information literacy instruction to catch up with their peers or enhance their research skills.

Reference Librarians:
Dawn Bergacker
502-3397
Sara Goroski
502-3038
Sandy Hancock
502-3391
Matthew Valdez
502-2409

More services:
• Interlibrary loan—if we don’t have it, we’ll request articles and books from other libraries
• Database search training for yourself
• Research for your professional and curricular needs
• Reserve textbooks
Teaching on the Military Sites
Refer to the "Teaching at Fort Carson/PAFB" memos sent prior to each term for specific information about technology, etc.

You will receive a PPCC-sponsored Gate Pass Authorization letter if teaching at Peterson and/or Fort Carson locations. Check your college email for specific information about military site passes.

Classes run at eight (8) students, most of whom will register around three weeks prior to the class. You will not need keys to the classroom. Both facilities have a nighttime/weekend Building Monitor who unlocks and locks the classroom and the office, and assists with basic technology issues.

Classroom technology belongs to the military; you will not have access to PPCC network drives. Army classrooms do not allow USB drives. Using D2L Sandbox or class shell is recommended.

Our Mission
To deliver quality educational opportunities to active duty, veterans, and their family members by providing efficient, effective, and relevant services contributing to student success.

Locations and Services
Centennial Campus
Room C222 • Mon - Thur 8am to 5pm, Fri 9am to 5pm • 502-4100 mvp@ppcc.edu

• GI Bill support for all students using the GI Bill, including basics, advising, and more!
• Veterans Upward Bound – a federally-funded TRiO college preparatory program for qualifying veterans (719-502-4545, VUB@ppcc.edu)
• Support for active duty military and dependents, Residency Form information and processing, academic advising and support
• Community Resource Referral

Rampart Range Campus
Room S102 • Mon & Fri 10am to 5pm; Wed.3pm to 5pm • 719-502-4500 mvp@ppcc.edu

• GI Bill support for all students using the GI Bill

Fort Carson Education Center/PPCC
Bldg. 1012, Room 244 • Mon-Thur 8am to 5pm • 719-502-4200 mvp@ppcc.edu

• Instructional Support for on-site classes
• Enrollment and Advising resources, including Testing, Residency, Tuition Support, and MyCAA
• Credit for Military Training and MOS occupation(s) - 719-502-3297
• Community Resource Referral

Peterson AFB Education Center/PPCC
Bldg. 1141, Room 112 • 719-502-4300 mvp@ppcc.edu

• Instructional Support for on-site classes
• Enrollment and Advising resources, including Testing, Residency, Tuition Support, and MyCAA
• Community Resource Referral

Military Term designations
See the MVP Instructional Calendar for start, end, and holiday dates.

• MI1 (1st Military 8-week)
• MI2 (2nd Military 8-week)
• MI4 (Military Weekend)
• LAT (10-week)
Student Life

The Campus Information Center
Student Life on Centennial campus, Room A-208 is your source of information regarding student organizations and activities, other events on campus, and the College in general. Call 502-2522 for more information.

Services available in the Student Life Information Center include student IDs, special event info, general college information, copies, and friendly staff ready to answer your questions.

The Food Pantry
Just bring your student ID! Students are allowed to take six (6) food items and one (1) toiletry item per visit; baby food and diapers are also available (in limited quantities). The Pantry is located at Centennial, Downtown Campuses in the Student Life Office and at Rampart Range campus. We are always accepting donations!

CC: Wednesdays and Thursdays always available
DTSC: Mondays and Tuesdays always available
RRC: Open as needed

The Grove
The Grove, on Centennial campus, Room A-207, is our Commons area at our main campus. It features free Wi-Fi, comfortable furniture, a big screen plasma TV, cool art, and more. Check out the recliners for a quick nap between classes. Pull up to the window counter with your laptop and log on. Gather around a large table for a quick bite or study group. In the Grove you can meet students, find friends, and hang out. It's so great, we actually have to remind you to go to class!

So what's up with that name? It's true, an aspen grove is a lovely place to gather. But it's more than that. An aspen grove is the largest living interconnected organism in the world. Its defining characteristics are longevity, a hardy nature and interconnectedness. The Grove in Student Life is so named, first, because of its location in the Aspen Building, but more-so because it reflects the Student Life mission of building community by focusing on the interconnectedness of the campus community.

The Playground
The Playground, outdoors off the Grove. This is an outdoor gathering spot on campus. It features picnic tables, goofy orange chairs that you can move around to form cluster seating, Wi-Fi, and a solar operated table that has outlets for you to charge your electronics while you relax in the shade.

Co-curricular Programming
Student Life offers co-curricular programming in health and wellness, sustainability, and student activities. Contact the Student Life office to learn more or to get involved.

Student ID Cards
Every PPCC student needs a photo Student Identification Card. A properly validated Student ID enables you to use the Library, the computer lab, or other services.

Obtain a Student ID your first semester at PPCC in the Student Life Center at Centennial Campus, Downtown Studio Campus, or Rampart Range Campus. This ID is good for your entire student career at Pikes Peak Community College. If your ID is lost, stolen or mutilated you may obtain a replacement ID for $10. Proof of identification is required for all new and replacement IDs (e.g., driver's license, photo ID, military ID, etc.).

Other Photo IDs
The Student Life Office will also produce special IDs for nursing practicum students, Fitness Center members, etc. upon special arrangement. Cost is $5 per ID, per semester.

Contact
Dawn Souza, Director 502-2138
Debbie Willis, Office Manager 502-2089

Campus • Room • Phone
Centennial • A208 • 502-2091
Rampart Range • S207 • 502-2577
Downtown Studio • N106 • 502-2538
Mission:
To empower first generation, low income college students and individuals with disabilities to persist, graduate and transfer by providing comprehensive academic and personalized services.

Core Values:
Compassion:
Compassion drives us to listen well and be authentic.

Empowerment:
Allow and encourage students to make their own choices and empower them with the tools to see and develop their own potential.

Passion:
We have a passion for excellence in daily job performance and a passion for helping others achieve their goals.

Teamwork:
We as a team are enhanced by the strengths of the individual members and will embrace diversity of thought and process.

What is TRiO?
TRiO programs are federally funded programs through the U.S. Department of Education. These programs are intended as outreach and service programs to provide services to students who are low-income, first generation and/or students with disabilities.

The Trio SSS Offices provide:
- One-on-One Math Tutoring
- Online Refresher Math Instruction
- Academic Coaching and Career Planning
- Four-year college university campus tours and transfer advising
- Additional help with writing assignments
- Scholarship and financial aid searches
- Financial Literacy Instruction
- Pre-semester conferences
- Test anxiety and study strategies

How do students get into the program?
Students may pick up an application from SSS, on Centennial campus, room A130 or online at ppcc.edu/sss. For questions call 502-3222.

Requirements
- Be enrolled in a transferable Associates degree program at PPCC (full-time students have priority)
- Demonstrate a need for academic support to successfully complete a PPCC degree and transfer to a four-year college
- Be a low income individual and/or first generation college student and/or a student with a documented disability
- Be motivated

Can I refer students to the program?
Yes, please do!
We are always looking to help students. More than half of PPCC students are eligible. Just mention our program to your classes as part of the service offerings at PPCC or when students are looking for assistance. If you are not sure if they should consider SSS or DSSS, you can send them to SSS and we can help the student make that determination.

When and how often will SSS contact me?
If an SSS participant is in one of your classes, we may be contacting you at least twice a semester to request student progress information. The early alert and mid-semester alert progress report request will show up in your faculty assigned box in your respective division at the beginning and middle of the semester.

This is the only paperwork you should need to complete for us.

Please be advised that other programs also ask for this information, so be sure to look at who submitted the request before returning completed progress reports so that they will get to the right place.

Contact
Mike Couillard, Project Director
502-3352
Kathie Keel, Learning Specialist
502-3905
Carrie Riffe, Grant Specialist
502-4904

Campus • Room • Phone
Centennial • A130 • 502-3222
Rampart Range • S101 • 502-3222
Downtown Studio • S126 • 502-3222

Hours: M–F 8am–5pm
M & T after 5 pm by appointment
Testing Services

Contact
Brook Koltun
Coordinator
502-3454
Luisa Rincon
Assistant Coordinator
502-3319

Campus • Room • Phone
Centennial • A121 • 502-3370
Rampart Range • S101 • 502-3380
Downtown Studio • S102 • 502-3390

Hours:  
M-T  8am–6pm
W-Th  8am–5pm
F    9am–5pm
Sat  9am–1pm
Sun Closed

Website:  
For More Information:
ppcc.edu/services/testing-center

Testing Services provides placement assessment services for newly enrolled students, certification testing services for the college's careers programs and local community members, make-up testing, and testing for PPCC Online courses.

Offered exams include, but are not limited to: Placement testing, GED, CLEP, DSST, certification testing, job placement testing, licensing exams, program entrance exams such as Nursing TEAS.

Make-up testing is based upon available seats and staff. Testing Services does not have the resources to accept entire classes. Please contact us for emergency situations.

How do I drop off a test?
Complete a Testing Services Academic Make-Up Testing Instructions form. (See the next page for a copy of the form.)

We will need your contact information, in case we have questions about the test. We will never release your information to the student. Exams should be hand carried to Testing Services. There are drop boxes located just outside the door for after hour test drop off. You may pick up the completed test in person, or we will intercampus mail it to you.

What if my student is caught cheating on their exam?
Cheating violations will be sent to the instructor and the Dean of Students for action.

What about students who come at the LAST minute to test? Our hours are set and we cannot allow extra time to finish a test. A PPCC Test Time Acknowledgment form will be issued stating you gave the student a certain amount of time to test, but the student came in too late to use all of the allotted time. This will be attached to the test.

ALL TESTING STOPS FIFTEEN MINUTES PRIOR TO POSTED CLOSING TIME.

Testing Center can only provide additional time in terms of testing accommodations. Please contact ACCESSibility Services if additional time to take a test is needed.

Students must have photo ID with them to test.
It is preferred that all items be left outside Testing Services.
We have lockers available.

No Cell Phones!
No Children!
No Food or Drink!
Including water!
Pedagogy
Center for Excellence in Teaching & Learning

The Center for Excellence in Teaching and Learning (CETL) provides leadership, support, and advocacy for effective pedagogy, andragogy awareness and initiatives designed to promote learning and student success through completion.

CETL seeks to cultivate an institutional culture that encourages, values, and rewards professional development as well as college-wide collaboration which focus on improving the student experience at Pikes Peak Community College.

In the CETL LibGuide you'll find:
- Information about CETL-sponsored Professional Development opportunities
- Professional Development Week (PDW)
- Adjunct Advancement Program
- New Faculty and Adjunct Orientation Program
- How-to guides for important faculty procedures (How do I...?)
- Teaching strategies and assessment techniques
- Other helpful resources and information, including archived PDW schedules

Faculty resources, Professional Development and more all at the CETL LibGuide:
libguides.ppcc.edu/cetl

Contact
cetl@ppcc.edu
502-2407
Campus • Room • Phone
Centennial • A229 • 502-2407
1. Start the class with a “quote of the day.”
   You pick the theme to what fits you or the class. You can also give clues and have them guess who said it. An alternative might be a pun of the day.

2. Where are you from?
   Have signs up around the room and have students move to the sign that represents the area they live in. This can be adapted to a lot of different concepts, such as study techniques, learning styles, or solutions to a question on the board.

3. Challenge problems, case studies, or real life uses of something –
   this can be adapted to start with a video clip or picture prompt. It can be something that you come back to at the end of class or just touch on at the start of class.

4. Instead of an exit question, use an entrance question
   Ask students for input on the topic of the day, what they might know about it. Or about something that relates to it. Ask for one thing they remember from the last lecture. (You might want to remind them of the topic.)

5. Commonalities –
   Break the students up into groups and have a competition to find out which group has the most things in common. Give some guidelines and maybe give extra points for creativity. Use this technique throughout the semester with concept commonalities.

6. Use a true or false question to get discussion going.
   Example: True or false: The postal carrier delivering mail is an example of a function. Please support your answer.

7. Give students the opportunity...
   to write tips on something, like reading the text, homework, real life applications for a content topic, study hints, student support services etc. Give them the chance to put these up on the board before class begins.

8. Ask the students to tell...
   what is worth celebrating for the upcoming week in one sentence.

9. Take in a really obscure item...
   that can somehow relate to the topic for the day. Set it up front and have students try to make the connection to your content.

10. Word of the day

11. Do a “tweet” of the day

Notes:
Icebreakers

- I chose my academic major because...
- I enrolled in this class because...
- If I could travel anywhere, I would go to...
- I like or hate technology because...
- If I could do anything I wanted, I would...
- My dream job is...
- In ten years, I plan to be...
- The craziest thing I ever did was...
Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based projects and writing, to cooperative projects and research.

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

Common Intellectual Experiences

The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.
### Table 1
**Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains**

<table>
<thead>
<tr>
<th></th>
<th>Deep Learning</th>
<th>Gains: General</th>
<th>Gains: Personal</th>
<th>Gains: Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Year</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Learning Communities</td>
<td>+++</td>
<td>++</td>
<td>++</td>
<td>++</td>
</tr>
<tr>
<td>Service Learning</td>
<td>+++</td>
<td>++</td>
<td>+++</td>
<td>+++</td>
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<tr>
<td><strong>Senior</strong></td>
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<tr>
<td>Study Abroad</td>
<td>++</td>
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<td>+</td>
<td>++</td>
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<tr>
<td>Student–Faculty Research</td>
<td>+++</td>
<td>++</td>
<td>++</td>
<td>++</td>
</tr>
<tr>
<td>Internships</td>
<td>++</td>
<td>++</td>
<td>++</td>
<td>++</td>
</tr>
<tr>
<td>Service Learning</td>
<td>+++</td>
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<td>+++</td>
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<tr>
<td>Senior Culminating Experience</td>
<td>+++</td>
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<td>++</td>
</tr>
</tbody>
</table>

*p < 0.001, ++ p < 0.001 & Unstd B > 0.10, +++ p < 0.001 & Unstd B > 0.30*

### Table 2
**Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices**

<table>
<thead>
<tr>
<th></th>
<th>Level of Academic Challenge</th>
<th>Active and Collaborative Learning</th>
<th>Student–Faculty Interaction</th>
<th>Supportive Campus Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Year</strong></td>
<td></td>
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<tr>
<td>Learning Communities</td>
<td>+++</td>
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</tr>
</tbody>
</table>

*p < 0.001, ++ p < 0.001 & Unstd B > 0.10, +++ p < 0.001 & Unstd B > 0.30*

*Source: Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O’Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see www.aacu.org/leap.
High-Impact Practices: Eight Key Elements and Examples

**Performance expectations set at appropriately high levels**
Example: A writing- or inquiry-intensive first-year seminar in which assignments, projects, and activities such as multiple short papers, problem sets or projects challenge students to achieve beyond their current ability level as judged by criteria calibrated to students’ pre-college accomplishment evidenced by placement tests or ACT or SAT scores.

**Significant investment of time and effort by students over an extended period of time**
Example: A multiple-part class assignment on which a student works over the course of the academic term, beginning with a synopsis of the problem or issue to be examined and the methods or procedures that will be used, followed subsequently with narrative sections describing the methods, findings, and conclusions which together culminate in a completed paper, demonstration or performance evaluated by an independent third party or faculty supervisor.

**Interactions with faculty and peers about substantive matters**
Example: Out-of-class activities in which students in a learning community or first-year seminar come together at least once weekly to attend an enrichment event such as lecture by a visiting dignitary and/or discuss common readings and assignments facilitated by an upper-division peer mentor.

**Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar**
Example: A service learning field assignment wherein students work in a setting populated by people from different backgrounds and demographics, such as an assisted living facility or shelter for abused children, which is coupled with class discussions and journaling about the connections between class readings and the field assignment experience.

**Frequent, timely, and constructive feedback**
Example: A student-faculty research project during which students meet with and receive suggestions from the supervising faculty (or staff) member at various points to discuss progress, next steps, and problems encountered and to review the quality of the student’s contributions up to and through the completion of the project.

**Periodic, structured opportunities to reflect and integrate learning**
Example: Linked courses in a learning community wherein an instructor of one course designs assignments that require students to draw on material covered in one or more of the other linked courses supplemented by a peer preceptor who coordinates student attendance and discussion at relevant campus events, or a capstone course in which students submit a portfolio and explain the relative contributions of the artifacts contained therein that represent the knowledge and proficiencies attained at various points during their program of study.

**Opportunities to discover relevance of learning through real-world applications**
Example: An internship, practicum or field placement that requires that students apply the knowledge and skills acquired during their program of study, or supervisor mediated discussions among student workers that encourage students to reflect on and see the connections between their studies and experiences in the work setting.

**Public demonstration of competence**
Example: An oral presentation to classmates of the required capstone seminar product that is evaluated by a faculty member and/or an accomplished practitioner, or a narrative evaluation of an internship, practicum or field placement by the work setting supervisor and/or supervising faculty or staff member.

Students succeed through:
• Integrated service related to the class objectives
• Rich learning opportunities outside class
• Experiential learning—serving others together
• Critical reflection & applied learning

Why service in the classroom?
• A 2013 study found that people who volunteer are 27 percent more likely to find jobs. *Bloomberg Businessweek*
• Students want real-life experiences of significance

Students who serve:
• Rethink how they learn and why they value their education
• Become involved in their communities
• Become active rather than passive learners
• Help identify and solve problems in their communities
• Build closer connections between their campus and their communities
• Learn about our increasingly varied and changing world
• Understand people and cultures that are unique
• Develop resourcefulness, a stronger inner self, and a clearer sense of personal identity

Student Letter of Commendation for service:
• A student who completes three service learning courses can receive a Letter of Commendation from the college. See ppcc.edu.service for more details.

How to find Service Learning classes:
• These are listed on the Service Learning website: ppcc.edu/service, and are updated every semester as the schedule goes live for students. In the schedule, Service Learning courses are denoted with an “S” in the section number and a note (“This class will integrate Service Learning and reflection into course content to enrich the educational outcomes, teach social and civic responsibility, and strengthen community ties.”)

How to become Service Learning faculty:
• We welcome all faculty to teach service learning courses. Request more information or submit your proposal for a class project to servicelearning@ppcc.edu.

Where to find teaching ideas:
• At ppcc.edu/service, there are project ideas, class discussion questions, and other resources for service learning and civic engagement.

Sample of courses being taught as service learning courses:
AAA 109       Adv. Academic Achievement
ACC 133       Tax Help Colorado Practicum
ART 251, 252, 253       Painting II, Painting III, IV
COM 115/HIS 121       Public Speaking/History
COM 125       Interpersonal Communication
COM 216       Principals of Speech Communication II
COM 220       Inter-cultural Communication
ECO 245       Issues in Environ. Economics
ENG 121       English Composition I
ENG 122       English Composition II
ENG 131       Technical Writing
POS 111       American Government
ENV 101       Environmental Science
FRE 112       French Language II
HIS 121       US History to Reconstruction
HIS 122       US History since Civil War
HIS 218       History of Science and Technology
HIS 235       History of the American West
JOU 215       Publications Production & Design
LIT 255       Children’s Literature
LIT 268       Celtic Literature
MAT 050       Quantitative Literacy
MAT 166       Pre-Calculus
MGD 211       Adobe Photoshop II
PHI 112       Ethics
REC 212       Outdoor Recreation Programming
ZOO 101       Intro to Zoo Keeping

Register for Service Learning Courses

Three Service Learning Classes = Letter of Commendation for Service

ppcc.edu/service
Information Required in Course Syllabus:

- Course name
- Course number with section number (i.e. AMA 101-125)
- Credit hours (i.e. 3 or 4) & Contact hours (i.e. 45 or 60)
- Semester (i.e. Fall 2018)
- Course time and location
- Faculty contact info (Adjuncts only need email address)
- Office location, office hours & phone number
- PPCC email address
- Division contact info: (i.e. 502-3300; Centennial Campus F300 or Rampart Range W119)
- Required materials: (i.e. textbook)
- Prerequisites

Required Outcomes (may be a separate document)

- CCNS Course Description, Course Learning Outcomes, Topical Outline
- Content Criteria, General Education Competencies & GT statement (for GT courses only)

Course Specifics

- Grading system (i.e. 90-100% = A)
- Brief description of course assignments
- Important dates (start date, end date, drop, withdrawal, vacation)
- Links to Institutional Syllabus & Student Services pages

Schedule

- Schedule of assignments (either included or as an additional document)

Syllabi: Best Practices

- Set the tone for the course
- Communicate expectations
- Consider questions students may have
- Articulate learning outcomes
- How to be successful in the course
- Course format
- Time demands for the course
- Motivating/engaging
- Accessing grades
- Attire issue (for nursing, dental, labs, etc.)
- Teaching philosophy
- Student support (Learning Commons)
- Technical items (calculators, D2L, digital homework, online submissions, software, etc.)
- Student conduct
- Be aware of length and format
- Accessible
Campus Resources
Textbook FAQs:

Q: Why do we have to turn in textbook orders so early in the semester?
A: The main reason we ask for textbook information so far in advance is that it helps us plan our buyback, which is the first step in the textbook cycle. It also allows us to search and reserve the largest percentage of used books in the secondary market all across the United States for upcoming terms.

Q: Why are textbooks so expensive?
A: Unlike standard merchandise where the market determines textbook prices, intellectual materials such as textbooks are not market driven. The shelf price of a textbook begins with the publisher’s price, which is a higher price compared to more mainstream titles. Textbooks are specialized and do not benefit from economy of scale cost reductions available with increased circulation of a novel or other mainstream publication.

Q: Why can students find cheaper books online?
A: When comparing textbook prices, make sure you are comparing apples to apples. The price may indeed be cheaper, but there is a reason for the price discrepancy. First, most of these sites are individual sellers of books. These individual sellers can assign any value they wish to the books that they are selling, even if it amounts to a loss to them individually. Many times, you may receive a compromised copy of the textbook you thought you were buying. Compromised textbooks may be an international edition, instructor’s copy, wrong edition, or simply be a defective book including missing access codes. Some international editions may be in violation of copyright practices and not authorized by the author or publisher, therefore we cannot purchase these editions on campus. You then have shipping costs to add in addition to potential delivery delays or inability to return the book if you drop the class or receive the wrong edition.

BE AWARE!
As representatives of the College, you can put the college at risk of violating access to course materials requirements if you refer students to purchase materials off campus.

Q: Where do the Bookstore profits go?
A: The profits earned by the bookstore go back in the college and fund special projects that may not be within our standard operating budget. Expenses like the Child Development Center (CDC), Surveillance Cameras, Food Services Remodel and other non-essential enhancements. Buying books at our bookstore supports the operation of our institution as a whole and makes additional services available to all students adding value to the educational experience.
Who can use the copy center? Services are available to students, faculty, & staff for both personal and work-related jobs.

When is the copy center open? The Copy Center is open Monday through Friday, 8am – 5pm.

What services do you offer? We offer a wide range of printing services to include...
- Color Copies
- Black and white copies
- Posters prints up to 36” wide
- Coil binding
- Booklet binding
- Folding
- Envelopes
- Business Cards
- Letterhead
- Post Cards
- Design Services
- Layout Services
- Name tags & door plates

How long do print jobs take? Most copy projects we can complete the same day. Large orders, design work, and business cards may take longer. Please stop by or call to discuss your project and how we can help you.

Place your print order online
- Login to myPPCC
- Click on the Employee tab
- Click on Copy Center & Engraving requests in the Requests box

At the storefront, browse the featured categories for your print needs.

Take 10% OFF your next order! Place an order online by logging in to myppcc, click on the employee tab, and click on Copy Center & Engraving Requests in the Requests box.

Type in code NEWPRINT get 10% off!

Contact
Patrick Stalnaker, Copy & Print Operations Manager
502-2186
Claudia Smith, Arts Professional I
502-2185

Campus • Room • Phone
Centennial • C101 • 502-2111
Hours: M– F 8am–5pm
How to access Faculty/Staff Email

There are three different ways to access your email online:

1. From the myPPCC, click on the “Fac/Staff Email” icon
2. Go to the PPCC home page, ppcc.edu click on Outlook Web Access (OWA) at the bottom of the page under the Logins column
3. Go to https://owa.cccs.edu or https://owa.ppcc.edu

Password criteria

Your password has to be at least eight (8) characters and has to contain three (3) out of the four types of characters (upper case letter, lower case letter, number or special character).

The Outlook Web Access (OWA) login screen will look like this:

Type in ppcc\ before your username (your S#) in the first box. Your email password is the same password you use to logon to a computer here on campus.

If you have any questions or problems, please do one of the following:

• Call the ITSS Helpdesk at (719) 502-4800 option 3
• Submit an ITSS service request by logging onto myPPCC at my.ppcc.edu.
  Once on myPPCC, select the Employee tab, then click on the Information Technology Requests link inside the Requests channel on the left side of your screen. You can also go to https://hd.ppcc.edu.
  Log on using the same username and password you use to log on to a computer on campus.
KEPC is student/staff operated. All of the personalities you hear on KEPC are Radio and Television program students at Pikes Peak Community College. This fun experience is a requirement for their Associates of Applied Science degree in Radio and Television. This real life training prepares them for the world of commercial and non-commercial radio, Internet and satellite radio. Listen and enjoy their progress throughout each semester.

When the students are live, please call them about a song you just heard at the request line (719) 502-3131. If you miss the on-air personality, the play list on the PPCC website updates regularly with archives available. The station is staffed with students during PPCC regular semesters but not during semester breaks so, during these unstaffed times, the artists and titles of songs are not announced live.

Sit back and enjoy KEPC Maximum Variety, the voice of Pikes Peak Community College available on the Tune In app on your smart phone or at ppcc.edu/kepc. Tune your radio to 89.7 in Colorado Springs, 89.1 in Manitou Springs or in Pueblo at 93.3 FM.

You can email Sharon Hogg, KEPC manager at sharon.hogg@ppcc.edu if you have questions.
New Employee Key Request Process

**New Employee Key Request Process**

1. **New Employee is Hired**
2. New Employee Pkt. Is turned in to Division Delegate
3. Division sends Packet to Human Resources (HR)
4. HR creates Personnel Acct. & Assigns an Employee ID-S# (1-2 days)
5. HR sends Computer & Phone Access To ITSS (IT)
6. IT enters New employee Into Key Database (1-2 days)
7. Division delegate (Requestor) submits a Key Request
8. Facilities receives Key Request and sends to Dean/Director for approval.
9. **DENIED Email sent to Requestor, Key Request is Closed**
10. **APPROVED Employee Record is in Key Data Base**
11. **EMPLOYEE RECORD IS IN KEY DATA BASE**
12. **NOTE: Key Request ON HOLD until Employee Record in Key Data Base Request sent to locksmith Email sent to Requestor**
13. **DEAN/DIRECTOR Reviews Approve or Deny**
14. **NEW EMPLOYEE PICKS UP KEY in Facilities office at the Campus designated on the Key Request**
15. **NEW EMPLOYEE PICKS UP KEY in Facilities office at the Campus designated on the Key Request**
16. **KEY RETURN Employee returns key(s) to Facilities when no longer employed**
17. **Requestor informs New Employee Key is ready to pick up in Facilities**
18. **Key Issuance is created & Key ready for pick up Email sent to Requestor**
19. **Key Issuance is created & Key ready for pick up Email sent to Requestor**
20. **Employee returns key(s) to Facilities when no longer employed**
Faculty Resources
## 2018-2019 Instructional Calendar

Open registration ends the business day before each part of term. Instructor signatures are required for registration the first week of class.

No Shows are entered in Self Service Banner and the signed hard copy SSB printouts should be submitted to the division by the “No Show Date[s]” listed for each part of term. No-shows are due approximately 10% into the part of term, providing the class has met at least once prior to the 10% mark. If the class has not met by 10%, then no-shows are due the day after the class meets the first time. Full term standard session class no-shows are due the Friday prior to census.

Final Grades are due the last day of class plus three business days. If utilizing Finals Week, the day of the scheduled Final is considered the last day of class.

### Fall 2018 [201920]

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
<th>Fall 2018 [201920]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 12</td>
<td>M</td>
<td>Schedule Available View Only</td>
<td></td>
</tr>
<tr>
<td>Mar 19</td>
<td>M</td>
<td>Registration Begins</td>
<td></td>
</tr>
<tr>
<td>Aug 20-24</td>
<td>Monday - Friday</td>
<td>Fall Orientation (Faculty Duty Days)</td>
<td></td>
</tr>
<tr>
<td>Sept 3</td>
<td>M</td>
<td>Closed – Holiday</td>
<td></td>
</tr>
<tr>
<td>Sept 4</td>
<td>T</td>
<td>Open – No Classes</td>
<td></td>
</tr>
<tr>
<td>Nov 15</td>
<td>R</td>
<td>Graduation Application Deadline</td>
<td></td>
</tr>
<tr>
<td>Nov 21</td>
<td>W</td>
<td>Open-No Classes</td>
<td></td>
</tr>
<tr>
<td>Nov 22 R</td>
<td></td>
<td>Closed - Holiday</td>
<td></td>
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<tr>
<td>Nov 23-25</td>
<td>FSU</td>
<td>Open - No Classes</td>
<td></td>
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<tr>
<td>Dec 17-19</td>
<td>MTW</td>
<td>Optional Make-Up/Finals</td>
<td></td>
</tr>
<tr>
<td>Dec 25-Jan 1</td>
<td>Campuses Closed</td>
<td>Holiday</td>
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### 15-Week Session F15

<table>
<thead>
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<th>Day</th>
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<tbody>
<tr>
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<td>M</td>
<td>Schedule Available View Only</td>
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</tr>
<tr>
<td>Sept 6</td>
<td>R</td>
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<tr>
<td>Sept 11 T</td>
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<td>Drop Date</td>
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<tr>
<td>Nov 26</td>
<td>M</td>
<td>Withdraw Date</td>
<td></td>
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<tr>
<td>Dec 16 U</td>
<td></td>
<td>Classes End</td>
<td></td>
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<tr>
<td>Dec 19 W</td>
<td></td>
<td>Grades Due</td>
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</table>

### 12-Week Session F12

<table>
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<tr>
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<td></td>
<td>Classes Begin</td>
<td></td>
</tr>
<tr>
<td>Sept 26 W</td>
<td></td>
<td>No Show Due</td>
<td></td>
</tr>
<tr>
<td>Oct 1 M</td>
<td></td>
<td>Drop Date</td>
<td></td>
</tr>
<tr>
<td>Nov 28 W</td>
<td></td>
<td>Withdraw Date</td>
<td></td>
</tr>
<tr>
<td>Dec 16 U</td>
<td></td>
<td>Classes End</td>
<td></td>
</tr>
<tr>
<td>Dec 19 W</td>
<td></td>
<td>Grades Due</td>
<td></td>
</tr>
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</table>

### 1st Bi-semester (7 1/2 weeks) BI1

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
<th>Fall 2018 [201920]</th>
</tr>
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<tbody>
<tr>
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<td>Aug 31 F</td>
<td></td>
<td>Classes Begin</td>
<td></td>
</tr>
<tr>
<td>Sept 5 W</td>
<td></td>
<td>No Show Due</td>
<td></td>
</tr>
<tr>
<td>Oct 9 T</td>
<td></td>
<td>Drop Date</td>
<td></td>
</tr>
<tr>
<td>Oct 21 U</td>
<td></td>
<td>Classes End</td>
<td></td>
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<tr>
<td>Oct 24 W</td>
<td></td>
<td>Grades Due</td>
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### 2nd Bi-semester (7 1/2 weeks) BI2

<table>
<thead>
<tr>
<th>Date</th>
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<th>Event Description</th>
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<tbody>
<tr>
<td>Oct 22 M</td>
<td></td>
<td>Classes Begin</td>
<td></td>
</tr>
<tr>
<td>Oct 26 F</td>
<td></td>
<td>No Show Due</td>
<td></td>
</tr>
<tr>
<td>Oct 29 M</td>
<td></td>
<td>Drop Date</td>
<td></td>
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<tr>
<td>Dec 4 T</td>
<td></td>
<td>Withdraw Date</td>
<td></td>
</tr>
<tr>
<td>Dec 16 U</td>
<td></td>
<td>Classes End</td>
<td></td>
</tr>
<tr>
<td>Dec 19 W</td>
<td></td>
<td>Grades Due</td>
<td></td>
</tr>
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### Weekend College (15 weeks) WKC

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Aug 31 F</td>
<td></td>
<td>Classes Begin</td>
<td></td>
</tr>
<tr>
<td>Sept 10 M</td>
<td></td>
<td>No Show Due</td>
<td></td>
</tr>
<tr>
<td>Sept 17 M</td>
<td></td>
<td>Drop Date</td>
<td></td>
</tr>
<tr>
<td>Nov 26 M</td>
<td></td>
<td>Withdraw Date</td>
<td></td>
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<tr>
<td>Dec 16 U</td>
<td></td>
<td>Classes End</td>
<td></td>
</tr>
<tr>
<td>Dec 19 W</td>
<td></td>
<td>Grades Due</td>
<td></td>
</tr>
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</table>

### Late Start (10 weeks) LAT

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
<th>Fall 2018 [201920]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 3 W</td>
<td></td>
<td>Classes Begin</td>
<td></td>
</tr>
<tr>
<td>Oct 9 T</td>
<td></td>
<td>No Show Due</td>
<td></td>
</tr>
<tr>
<td>Oct 15 M</td>
<td></td>
<td>Drop Date</td>
<td></td>
</tr>
<tr>
<td>Dec 3 M</td>
<td></td>
<td>Withdraw Date</td>
<td></td>
</tr>
<tr>
<td>Dec 16 U</td>
<td></td>
<td>Classes End</td>
<td></td>
</tr>
<tr>
<td>Dec 19 W</td>
<td></td>
<td>Grades Due</td>
<td></td>
</tr>
</tbody>
</table>

### 1st Tri-semester (5 weeks) TR1

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
<th>Fall 2018 [201920]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27 M</td>
<td></td>
<td>Classes Begin</td>
<td></td>
</tr>
<tr>
<td>Aug 29 W</td>
<td></td>
<td>No Show Due</td>
<td></td>
</tr>
<tr>
<td>Aug 31 F</td>
<td></td>
<td>Drop Date</td>
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<tr>
<td>Sept 24 M</td>
<td></td>
<td>Withdraw Date</td>
<td></td>
</tr>
<tr>
<td>Oct 2 T</td>
<td></td>
<td>Classes End</td>
<td></td>
</tr>
<tr>
<td>Oct 5 F</td>
<td></td>
<td>Grades Due</td>
<td></td>
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### 2nd Tri-semester (5 weeks) TR2

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
<th>Fall 2018 [201920]</th>
</tr>
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<tbody>
<tr>
<td>Oct 3 W</td>
<td></td>
<td>Classes Begin</td>
<td></td>
</tr>
<tr>
<td>Oct 5 F</td>
<td></td>
<td>No Show Due</td>
<td></td>
</tr>
<tr>
<td>Oct 8 M</td>
<td></td>
<td>Drop Date</td>
<td></td>
</tr>
<tr>
<td>Oct 30 T</td>
<td></td>
<td>Withdraw Date</td>
<td></td>
</tr>
<tr>
<td>Nov 6 T</td>
<td></td>
<td>Classes End</td>
<td></td>
</tr>
<tr>
<td>Nov 9 F</td>
<td></td>
<td>Grades Due</td>
<td></td>
</tr>
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</table>

### 3rd Tri-semester (5 weeks) TR3

<table>
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<tr>
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<th>Fall 2018 [201920]</th>
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</thead>
<tbody>
<tr>
<td>Nov 7 W</td>
<td></td>
<td>Classes Begin</td>
<td></td>
</tr>
<tr>
<td>Nov 12 M</td>
<td></td>
<td>No Show Due</td>
<td></td>
</tr>
<tr>
<td>Nov 12 M</td>
<td></td>
<td>Drop Date</td>
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</tr>
<tr>
<td>Dec 10 M</td>
<td></td>
<td>Withdraw Date</td>
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<tr>
<td>Dec 16 U</td>
<td></td>
<td>Classes End</td>
<td></td>
</tr>
<tr>
<td>Dec 19 W</td>
<td></td>
<td>Grades Due</td>
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</tbody>
</table>

### Faculty Duty Days

*Faculty Duty Days

Grades due on Dec 19 if final option not utilized

Grades due on Dec 21 if final option utilized

*Faculty must work the 11 specified duty days and choose 5 additional optional duty days between Mon and Sat, when the college is normally open. There are 150 teaching days and 16 duty days. There are 75 teaching days during fall and 75 teaching days during spring semester. Faculty are required to work 166 days.

Published by Instructional Services

2018-2019 Instructional Calendar

Open registration ends the business day before each part of term. Instructor signatures are required for registration the first week of class. No Shows are entered in Self Service Banner and the signed hard copy SSB printouts should be submitted to the division by the “No Show Date[s]” listed for each part of term. No-shows are due approximately 10% into the part of term, providing the class has met at least once prior to the 10% mark. If the class has not met by 10%, then no-shows are due the day after the class meets the first time. Full term standard session class no-shows are due the Friday prior to census. Final Grades are due the last day of class plus three business days. If utilizing Finals Week, the day of the scheduled Final is considered the last day of class.

### Spring 2019 [201930]
- **Mar 12 M**: Schedule Available View Only
- **Oct 22, 2018 M**: Registration Begins
- **Dec 25–Jan 1**: Campuses Closed Holidays
- **Jan 7-11**: Monday - Friday
  - Spring Orientation (Faculty Duty Days)
- **Feb 15 F**: Graduation Application Deadline
- **Mar 25-31**: Open-No Classes (SPRING BREAK)
- **May 6-8 MTW**: Optional Make-Up/Finals
- **May 11 S**: Graduation Ceremony

#### 15-Week Session F15
- **Jan 14 M**: Classes Begin
- **Jan 24 R**: No Show Due
- **Jan 29 T**: Drop Date
- **April 12 F**: Withdraw Date
- **May 5 U**: Classes End
- **May 8 W**: Grades Due

#### 12-Week Session F12
- **Feb 4 M**: Classes Begin
- **Feb 12 T**: No Show Due
- **Feb 18 M**: Drop Date
- **April 16 T**: Withdraw Date
- **May 5 U**: Classes End
- **May 8 W**: Grades Due

#### 1st Bi-semester (7 1/2 weeks) B1
- **Jan 14 M**: Classes Begin
- **Jan 18 F**: No Show Due
- **Jan 21 M**: Drop Date
- **Feb 22 F**: Withdraw Date
- **Mar 5 T**: Classes End
- **Mar 8 F**: Grades Due

#### 2nd Bi-semester (7 1/2 weeks) B2
- **Mar 6 W**: Classes Begin
- **Mar 11 M**: No Show Due
- **Mar 14 R**: Drop Date
- **Apr 22 M**: Withdraw Date
- **May 5 U**: Classes End
- **May 8 W**: Grades Due

#### Weekend College (15 weeks) WKC
- **Jan 18 F**: Classes Begin
- **Jan 28 M**: No Show Due
- **Feb 4 M**: Drop Date
- **Apr 15 M**: Withdraw Date
- **May 5 U**: Classes End
- **May 8 W**: Grades Due

#### Late Start (10 weeks) LAT
- **Feb 18 M**: Classes Begin
- **Feb 25 M**: No Show Due
- **Feb 28 R**: Drop Date
- **Apr 19 F**: Withdraw Date
- **May 5 U**: Classes End
- **May 8 W**: Grades Due

#### 1st Tri-semester (5 weeks) TR1
- **Jan 14 M**: Classes Begin
- **Jan 16 W**: No Show Due
- **Jan 18 F**: Drop Date
- **Feb 11 M**: Withdraw Date
- **Feb 17 U**: Classes End
- **Feb 20 W**: Grades Due

#### 2nd Tri-semester (5 weeks) TR2
- **Feb 18 M**: Classes Begin
- **Feb 21 R**: No Show Due
- **Feb 25 M**: Drop Date
- **Mar 22 F**: Withdraw Date
- **Mar 31 U**: Classes End
- **Apr 3 W**: Grades Due

#### 3rd Tri-semester (5 weeks) TR3
- **Apr 1 M**: Classes Begin
- **Apr 3 W**: No Show Due
- **Apr 5 F**: Drop Date
- **Apr 29 M**: Withdraw Date
- **May 5 U**: Classes End
- **May 8 W**: Grades Due

*Faculty Duty Days

Grades due on May 8 if finals option not utilized
Grades due on May 10 if finals option utilized

*Faculty must work the 11 specified duty days and choose 5 additional optional duty days between Mon and Sat, when the college is normally open. There are 150 teaching days and 16 duty days. There are 75 teaching days during fall and 75 teaching days during spring semester. Faculty are required to work 166 days.
Adjunct Advancement Program Snapshot

What is AAP?

The Adjunct Advancement Program (AAP) is a voluntary, self-paced program that encourages adjuncts to take advantage of professional development opportunities both inside and outside of the college. Adjuncts are given an opportunity to “earn” while they continue to “learn.”

CETL understands that one size does NOT fit all when it comes to Professional Development. We all have different needs, interests, academic disciplines, and ideas about teaching. This means that you choose

- The professional development opportunities/Workshops you want to attend.
- The specific ideas you will use for reflection.
- How you will implement those ideas in your classroom.
- The method used to assess the effectiveness of your implemented idea.

Criteria

1. Complete & submit Intent Form.
   - Professional Development Units (PDUs) are not earned until CETL approves your Intent Form.
   - Obtain chair signature acknowledging desire to participate in AAP

2. Earn 16 PDUs per Tier
   - Professional development can include
     - classes taken during Professional Development Week (PDW)
     - training in your department that is teaching specific
     - other PPCC programs like SVAC or Boot Camp… and more!
   - Apply up to 8 PD units you earned outside of PPCC per tier
     - discipline-specific like a local, regional or national conferences
     - graduate-level classes
     - webinars or trainings that are specific to your content or relating to teaching

3. Requirements needed to apply to May Institute
   - 4 semesters of teaching for Tier 2 and an additional semesters for Tier 3
   - earn a Meets Expectations (or better) on most recent evaluations
   - successfully complete 16 PDUs (per tier) and have received approval on all submitted Reflection and Tracking forms prior to the deadline
   - May Institute application (per tier) – chair signature required

4. Present at May Institute by sharing reflection from professional development you attended, ideas implemented in the classroom, and how you assessed the effectiveness of those ideas.

5. Earn pay increase!

Note: PDUs are not grandfathered into the Adjunct Advancement Program.

Revised June 2018

For more information, visit: libguides.ppcc.edu/cetl/home
Welcome to PPCC!

Striving to Increase Adjunct Faculty Effectiveness

We represent the concerns and serve the interests of all Adjunct Faculty by:

Facilitating effective – dialog, collaboration, communication, and active participation – among all faculty members; and between administration and the Senate Faculty, to achieve more effectively the mission of the College

We are an integral part of the instructional programs, policy making, and growth plans of the College

Join! Membership is Free to Adjunct Faculty!
We have monthly meetings (attendance is not mandatory) and look for our PPCC emails and coming soon a new Facebook site and website.

Contacts:

Sarah Clay, President sarah.clay@ppcc.edu
Jonathon Smith, Vice President jonathon.smith@ppcc.edu
Member at large: Larry Giddings

Adjunct Faculty Senators:
Sarah Clay, Kevin DeVries, Gordon Neal, Chris Rudnik

For more information or how to join PPAA please email Sarah Clay at sarah.clay@ppcc.edu
PURPOSE STATEMENT

The Faculty Senate is an elected group of representatives that serves as the voice of the faculty. We are a self-governing, advocacy group devoted to and empowered to promote and facilitate academic excellence. Faculty Senate is the liaison to the administration in all areas of instruction and in matters that affect faculty.

<table>
<thead>
<tr>
<th>Faculty Senate Meetings 2018</th>
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<tbody>
<tr>
<td>August 22, 2018</td>
<td>Centennial</td>
</tr>
<tr>
<td>September 14, 2018</td>
<td>Rampart</td>
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<tr>
<td>October 12, 2018</td>
<td>Downtown</td>
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<tr>
<td>November 9, 2018</td>
<td>Centennial</td>
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<tr>
<td>December 14, 2018</td>
<td>Rampart</td>
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<thead>
<tr>
<th>Senators:</th>
<th>Alternates</th>
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<tr>
<td>BPS</td>
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<tr>
<td>Melissa Allen</td>
<td>Deb Licht</td>
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<tr>
<td>Monica Novack</td>
<td>Deborah Palarino</td>
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<tr>
<td>Rick Foster</td>
<td>Michelle Bender</td>
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<td>Vice President</td>
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<td>CHTS</td>
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<tr>
<td>Brian Wheeler</td>
<td>Harley Acres</td>
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<td>Amy Cornish</td>
<td>Ann McKeen</td>
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<td>Carrie Spencer</td>
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<tr>
<td>Liz Coelho</td>
<td>Mark Izold</td>
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<td>Amy Reed</td>
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<td>Secretary</td>
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<td>Larry Threlfall</td>
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<td>ME</td>
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<td>Christine Arnold</td>
<td>Jen Holmes</td>
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<td>Sylva Miller</td>
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<td>Deidre Schoolcraft</td>
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<td>President</td>
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<td>ADJUNCT</td>
<td>ADJUNCT</td>
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<tr>
<td>Sarah Clay</td>
<td>Larry Giddings</td>
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<td>Richard Sutter</td>
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<td>Aaron Thompson</td>
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<td>Chris Rudnick</td>
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Our mission
The Dean of Students Office supports a productive and safe learning environment through investigation and resolution of violations of the College’s Student Code of Conduct. In each case, the Dean of Students is committed to providing an equitable and respectful disciplinary process that upholds the rights of all students, while fostering the development of student responsibility and life skills.

What every faculty member needs to know:
CONTACT Campus Police if you feel unsafe. Dial 911.
OWN your class — set expectations and address misconduct with students respectfully and privately when it happens.
NOTIFY your Department Chair and the Dean of Students Office when incidents occur.
DESCRIBE events completely and objectively in your report.
UNDERSTAND email is discoverable, so communicate wisely.
CALL the Dean of Students Office with questions about the disciplinary process and student misconduct concerns.
TOGETHER, we collaborate to ensure every student has access to a productive educational opportunity!

Helpful tips:
• Talk with your Program Chair about your Division’s expectations for classroom management and reporting so you understand what’s expected before you need to know.
• What seems logical and appropriate to you may not be to students, so talk with your class about your expectations and be prepared to remind them when their choices in the classroom are less-than-acceptable.
• Allowing negative behavior to persist is perceived by students as your approval of their conduct. Set parameters, and be prepared to act on them.
• Be consistent.
• Report, report, report! If in doubt, fill it out! You don’t know if a student has a misconduct record, but we do. Submitting the report is your way of documenting an incident.
• What you do matters! You are in a unique position to help our fantastic PPCC student body transition into greatness, so enjoy what you do!

How to report...
Visit:
1. ppcc.edu/concern
2. Click on the third link on the page: Student Conduct Issue or Concerning/Disturbing Student Behavior.
3. In the “What are you reporting?” section, choose: Student Conduct Issue or Disturbing/Disturbing Student Behavior.
4. Fill out the report as objectively and completely as possible.
5. Still unsure of what to do or have questions before you report? We’re a phone call away!

Code of Conduct
ppcc.edu/app/catalog/current/student-code-of-conduct.htm

In EXTREME cases, it may be necessary to escalate the issue directly to DEAN OF STUDENTS at 719-502-2367

(Notify your DIVISION DEAN as soon as possible)
Our online learning environment is called PPCC Online Campus, which operates on the D2L platform. PPCC Online Campus can be found directly at online.ppcc.edu - or on the Faculty tab of the MyPPCC portal my.ppcc.edu

Here's a screenshot of the front page:

Important facts about eLearning at PPCC:

To log into the PPCC Online Campus, use the same login as you use to access the Portal.

D2L supports many browsers, including Edge, Firefox, Chrome and Safari. If one doesn't work for you, try another.

When communicating with students, please only use ppcc.edu email for both send/receive functionality. Remember ONLY communicate with your students using official PPCC email: @student.cccs.edu and @ppcc.edu. D2L also has links available to send students emails.

Need Support? Check out our Faculty Support Blog at: ppcconline.blog
Employee wellness policies & procedures
A fitness assessment (for insurance and liability reasons, you only do what you are able to do) is required for all members prior to using the Fitness Center. After you have completed your assessment you need to go to Student Life to get your Employee Wellness ID.

All FC participants must have a PPCC ID card to use the fitness center. You will not be allowed to stay if you do not have it. All participants scan their card into the computer.

ALL FC participants must have a workout towel with them at all times. If you do not bring your own you may rent one from the FC for $1.00.

Please wear proper work out attire for safety and sanitary reasons. Work out attire for our center includes shorts or sweats, a T-shirt with sleeves (no tank tops or sleeveless shirts), and gym shoes.

All members must log in and out of the computer and sign in on the “Fitness Center Daily Workout Log” located on the counter in the Fitness Center Office.

Children are not allowed in the Fitness Center. As in other areas of the college, children cannot be left unattended.

Please do not use your cell phone while using the equipment. Please stop working out and step to the side if you need to make a call. We also ask you to refrain from reading on the treadmills. If you decide to use your cell phone or read while on the equipment it is at your own risk.

Please return work-out equipment that you used to its proper place.

Lockers: Current members may check out lockers at no charge. Bring a lock, find a locker without a lock on it, and check it out by giving the office staff your name and the locker number. The Fitness Center staff is not responsible for any theft or loss of personal property. Please use a lock.

You must be logged off the computer and be out of the locker room by the posted closing time for that day. Please do not ask the staff to stay after hours.

The circuit equipment is part of a class. All wellness members must yield to students who are working on their grade.

Over-exercise warning signs:
During exercise, watch out for:
- dizziness
- significant breathlessness
- nausea
- excessive heart rate
- undue fatigue
- tightness of chest

A current student, employee, or wellness I.D. is required at all times when using the fitness center.
QUICK TIPS:

FERPA (Family Education Rights and Privacy Act)
FERPA was enacted to protect student records from unauthorized use and provide the right to parents and students to inspect, correct, and control who will have access to their records. The legal citation is found in U.S. Code 20 USC 123g, including all amendments. FERPA regulations are found in the Federal Register (34 CRF Part 99).

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

Who is protected?
Every student who has reached age 18 or who attends a postsecondary institution (past or present) is protected. Written permission is required from a student for anyone to access his or her records for information not included in “Directory Information.” Pikes Peak Community College lists “Directory Information” as name, dates of attendance, most recent other institution attended, major field of study and degrees and awards received.

What constitutes an educational record?
Educational records are those records directly relating to a student and maintained by the institution on paper (typed or hand-written), print, film, microfilm, microfiche, tape or electronics which contain personally identifiable information. Examples are date and place birth, parents and guardian addresses and where they may be contacted in an emergency, grades, test scores, courses taken, academic specialization and activities, official letters about student’s status in school, et cetera.

Who may have access?
Faculty and staff of the College may have access if the information is necessary for the performance of the legitimate duties of their offices. Parent and/or guardian may have access with a written release from the student. Please contact Human Resource Services at 502-2600 for a list of others who have authorized access to student records.

Actions that may constitute a FERPA violation:
• Placing graded papers on a desk for students to pick up (there is a chance that students will see each other’s grades);
• Publicly speaking to a student regarding a grade, OASIS accommodation or class progress;
• Speaking to a parent about an eligible student’s educational record without a signed FERPA release.
TITLE IX

Preventing and reporting sexual harassment and sexual misconduct

Pikes Peak Community College is firmly committed to maintaining a work and learning environment where students, faculty, and staff are treated with dignity and respect. Sexual harassment, sexual misconduct and acts of discrimination are illegal, often demeaning for the individual student or employee, and can disrupt the College’s positive learning and working environment. As such, all members of the College community have a responsibility to be aware of what behaviors constitute these actions/offenses and to help create an environment free of harassment or discrimination. For more information on how to report and the PPCC employees’ obligation to report, visit the Human Resource Services website at: ppcc.edu/human-resource-services/sexual-harassment.

Subpoena’s

If you are served with a subpoena to produce records or testify and it is job related, please contact Human Resource Services, Mr. Carlton Brooks, 502-2600.

Email

Faculty and students are given email accounts by PPCC and are expected to utilize these accounts for any official, class related correspondence. D2L also has class email functionality. Faculty and staff are responsible for checking email for official notifications.

Where do I find my pay stub? my W-2 information?

Pay stubs are located on the Employee Portal. To access the portal, go to the PPCC homepage and click Login – My PPCC. Log in using your S number and password. Click on the “Employee” tab. On the left side, under “Employment Details” you will be able to access your pay stub, W-2 and direct deposit information.

How do I change my address or personal information with PPCC?

To change your address or phone number, contact Human Resource Services for an employee record and submit the updated card to Human Resource Services.

Change of name or Social Security Number: The only acceptable form of documentation for staff/faculty/student employees to change their name or Social Security number is a new Social Security Card that reflects the revised name and/or SSN. You can apply for a new Social Security Card through your local Social Security Administration Office or visit: ssa-custhelp.ssa.gov/app/answers/detail/a_id/251. All employees must submit name and/or SSN changes to their Human Resources Department.

Change to W-4:

W-4 forms are available at Human Resource Services or under “forms” on the Portal. Completed forms must be returned to Human Resource Services.

When will I receive my first paycheck?

Adjunct Instructors are paid on the bi-weekly payroll which is every other Friday. Typically the first payment is four weeks after the start of the semester as there is a two week lag in our bi-weekly payroll system. Please check with your division administrative staff to see exactly when they have submitted all of the information for payroll processing and they can then identify your first pay date. The total amount you are paid for the class is divided into equal installments over the course of the semester. Prepayment is not allowed.

What should I do if I am injured at PPCC?

It is imperative to promptly report all injuries!

If the accident is serious, call 911 and Campus Police at 502-2911. You will need to fill out a First Report of Injury as soon as possible.

If the accident is not life threatening, go to the Campus Police office A100 on the Centennial campus.

The Public Safety Officer will have you fill out a First Report of Injury and will give to authorization to receive medical treatment.

Ensure that any witnesses also complete a Witness Statement Report with the Public Safety Officer.

Questions? Please contact Laura Genschorck at 502-2005.
Remember:
• You are responsible for your own safety.
• Those who prepare are better able to take care of themselves and others in an emergency.
• Preparedness is everyone’s responsibility.

Resources:
Campus Police Department
webpage: ppcc.edu/campus-police
• Also linked on the bottom of the ppcc.edu homepage
• Emergency videos available:
  Basic Emergency Procedures at PPCC
  Run, Hide, Fight: Surviving an Active Shooter event
  Fire Extinguisher Training
  Automatic External Defibrillator (AED) Training
  Evacuation Chair Training
  and more!

Emergency Response Guides
• Available online
• Also available in print in every on campus room

Emergency Notification System
Register in the “Safety and Security” widget in the mPPCC Portal’s “Welcome” tab. Receive emergency notifications and alerts by text message, email, and/or phone.

Tips:
• Be familiar with emergency procedures.
• Know locations of exits, fire extinguishers, and AEDs.
• Practice situational awareness.
• Secure personal belongings at work and in vehicles.
• Use the buddy system and/or ask for officer escort after dark.
• Keep offices and classrooms locked.

Procedures:
In case of emergency, dial 911 from any campus phone or your personal cell phone. Follow up by calling 502-2900 (extension 2900 on any campus phone).

Fire Alarms
Evacuate when a fire alarm sounds.
Move at least 150 feet from the building. Do not stand in roadways or block access for emergency vehicles. Avoid courtyards when possible.
DO NOT re-enter the building until directed to do so by Campus Police.

Lock Down
Campus is locked and secured against a threat (active shooter or hostile threats near campus).

Shelter-In-Place
Take refuge and/or stay in a building for safety (severe weather, hazardous material spills, or other situations requiring people to stay indoors).
SaVE Act: Campus Sexual Violence Elimination Act

PPCC does not tolerate any act of protected class harassment/discrimination, sexual harassment, intimate partner violence, dating violence, sexual assault, or stalking (on or off campus)

- PPCC is committed to maintaining a safe and productive educational and employment environment that is free from violence, threats of violence, harassment, intimidation, and other disruptive behavior.
- PPCC is committed to increasing the awareness of and prevention of violence.
- PPCC makes continued efforts to provide students and employees with educational programming and strategies intended to prevent rape, acquaintance rape, sexual assault, domestic violence, dating violence, and stalking before they occur.
- PPCC also encourages anyone who has experienced protected class harassment/discrimination, sexual harassment, sexual assault, domestic violence, dating violence, and/or stalking to report the incident to the campus.

You Report It, We’ll Sort It!!!
**What is Interpersonal Violence?**

Intimate Partner Violence is a pattern of coercive or controlling behaviors used by one person to gain power and control over their intimate partner.

Stalking is a pattern of tracking, monitoring, or harassing behavior that would cause a reasonable person to fear. (Can include cyber or in person behaviors)

Sexual abuse includes any sexual contact without consent or any exploitive or coercive sexual contact. This can include unwanted touching, rape, and sexual harassment.

Consent must be clear, knowing, and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity. Also, in order to give effective consent, one must be of legal age. Further, consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity. Previous relationships or prior consent cannot imply consent to future sexual acts.

Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that overcomes resistance or produces consent.

Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Sexual activity with someone whom one should know to be – or based on the circumstances should reasonably have known to be – mentally or physically incapacitated (by alcohol or other drug use, unconsciousness, or black out) constitutes a violation of this procedure. System President’s Procedure 4-120a.

**Elements of a healthy relationship**

- **Communication**: The first step is making sure you both want and expect the same things – being on the same page is important.
- **Honesty**: If something is bothering you, it’s best to talk about it instead of holding it in.
- **Respect**: Your partner’s wishes and feelings have value. Mutual respect is essential in maintaining healthy relationships.
- **Compromise**: Disagreements are a natural part of healthy relationships, but it’s important that you find a way to compromise if you disagree on something. Try to solve conflicts in a fair and rational way.
- **Support**: Offer reassurance and encouragement to your partner. Also, let your partner know when you need their support. Healthy relationships are about building each other up, not putting each other down.
- **Boundaries**: Just because you’re in a relationship doesn’t mean you have to share everything and constantly be together. Healthy relationships require space.

**Warning Signs that a friend may have experienced a form of Interpersonal Violence**

- Isolation from friends and family
- Withdrawal from and/or worsening performance at school/work
- Anxiety disorders, depression, or loss of self esteem
- Changes in cognitive abilities such as memory or attention
- Extreme changes in diet, sleep, personality, or body image
- Substance abuse
- Sexual risk taking
Safe and Positive Ways to Prevent Violence

- Ask someone if they are doing okay.
- Tell someone you are concerned about them.
- Challenge racial slurs, victim blaming, sexist/homophobic statements.
- Educate someone about relationship violence, stalking, or sexual assault.
- Offer someone a resource guide or walk them to a support center.
- Make it clear to your colleagues, friends, and students that you do not tolerate violence or attitudes that contribute to abuse against a group of people.
- Never stand by and watch or encourage hate.
- Do not harass, tease, or spread gossip about others, this includes on social networks like Facebook, Twitter, Instagram, etc.
- Never forward on or respond to discriminatory messages or photos that may be offensive or upsetting.
- Support the person who is being abused to ask for help, e.g. go with them to a place they can get help or provide them with information about where to go for help.

*Victim blaming is a deterrent for reporting violence and we believe that full responsibility for violence should be placed on the perpetrator*

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Bystander Tips

What should I do if I see it?
- Name or acknowledge an offense
- Point to the "elephant in the room"
- Interrupt the behavior
- Publicly support an aggrieved person
- Use body language to show disapproval
- Use humor (with care)
- Encourage dialogue
- Help calm strong feelings
- Call for help

*Remember to always keep your safety in mind*

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Statements to use with survivors

- “I know this is hard to talk about, but I’m glad you told me. I think you’re a strong/brave person.”
- “You have every right to feel (emotion) in this situation. I’m sure it would be difficult for anyone.”
- “It’s normal to feel (emotion). Most people would feel this way.”
- “What happened to you is not your fault.”
- “You deserve to be treated well/you have a right to live without fear.”
- “What would help you right now/what do you need?”

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What NOT to do:
Never blame the victim or make assumptions about race, gender, sexual orientation, or ability status.

Do not ask damaging questions such as:
- “Were you drinking? What were you wearing?”
- “Why didn’t you leave/why don’t you leave now?”
- “Did you provoke them? Did you retaliate/hit them back?”
PPCC Student Code of Conduct

In order to support a positive, safe, and productive learning environment for the entire College community, all students are expected to abide by the Pikes Peak Community College Student Code of Conduct. Conduct that violates student rights and freedoms and that is subject to disciplinary action includes, but not limited to:

5. Physical/Non-physical Abuse
   - Physical abuse or conduct that threatens or endangers another person’s health or safety.
   - Non-physical abuse, threats, intimidation, coercion, influence, or any unwelcome conduct in any form that is sufficiently severe, pervasive or persistent that it alters the conditions of the learning environment or employment.
   - Knowingly falsifying, publishing or distributing, in any form, material that tends to impeach the honesty, integrity, virtue or reputation of another person.

6. Harassment and/or Discrimination – Discrimination or harassment on the basis of sex/gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion or sexual orientation.

7. Sexual Misconduct – Sexual Misconduct offenses include, but are not limited to Sexual Harassment, Non-Consensual Sexual Contact (or attempts to commit same), Non-Consensual Sexual Intercourse (or attempts to commit same), and/or Sexual Exploitation. (See SP 4-120a for more information. https://www.cccs.edu/sp-4-120a-sexual-misconduct/).

Student Code of Conduct: https://apps.ppcc.edu/catalog/current/student-code-of-conduct.htm

PPCC staff/faculty are required to report sexual misconduct, dating violence, and stalking.

Whom should I report to?
Human Resources Services (Title IX) 719-502-2600
Campus Police 719-502-2900

Who is confidential?
TESSA Hotline 719-633-3819
Student Counseling and Resource Center (SCRC) 719-502-4689
Preventing and Reporting Sexual Harassment and Sexual Misconduct

Pikes Peak Community College is firmly committed to maintaining a work and learning environment where students, faculty, and staff are treated with dignity and respect. Sexual harassment, sexual misconduct, and acts of discrimination are illegal, often demeaning for the individual student or employee, and can disrupt the College’s positive learning and working environment. As such, all members of the College community have a responsibility to be aware of what behaviors constitute sexual harassment, sexual misconduct, and discrimination; be responsible for their own actions; and help create a safe environment.

Pikes Peak Community College and the Colorado Community College System define sexual harassment/sexual misconduct as:

- **Sexual Misconduct Offenses include, but are not limited to:**
  - Sexual Harassment
  - Non-Consensual Sexual Contact (or attempts to commit same)
  - Non-Consensual Sexual Intercourse (or attempts to commit same)
  - Sexual Exploitation

- **Sexual Harassment is:**
  - Unwelcome, sexual or gender-based verbal, written, online, and/or physical conduct that is
  - Sufficiently severe, persistent, or pervasive that it has the effect of unreasonably interfering with, denying or limiting someone the ability to participate in or benefit from the System or College’s educational programs and/or activities, or work activities, and
  - The unwelcome behavior is based on power differentials (quid pro quo), the creation of a hostile environment, or retaliation.

There are three types of Sexual Harassment:

1. **Quid pro quo sexual harassment** exists when there are:
   - Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature; and
   - Submission to or rejection of such conduct results in adverse educational or employment action; or
   - Affects the terms or conditions of education or employment activities with the college.

2. **Hostile Environment** includes any situation in which there is harassing conduct that is sufficiently severe, persistent, or pervasive that it alters the conditions of employment or limits, interferes with, or denies educational benefits or opportunities, from both a subjective (the alleged victim’s) and an objective (reasonable person’s) viewpoint.

3. **Retaliatory harassment** is any adverse employment or educational action taken against a person because of the person’s perceived participation in a complaint or investigation of discrimination or sexual misconduct.
What Might Constitute Sexual Harassment?

- Unwanted/unwelcome touching, e.g. hugs, pats
- Inappropriate Jokes
- Emails/text messages
- Phone calls
- Posters/pictures
- Stalking
- Statements about a person’s gender
- Questions or comments about sexuality/sexual orientation
- Violence between those in an intimate relationship
- Physical assault
- Non-consensual sexual activity
- Coerced sexual activity

What to Do If You Think You May Be the Victim of Sexual Harassment?

- Tell the person to stop.
- Keep a record – if emails/text messages, keep a copy.
- Tell someone.
- Report the incident to the Title IX Coordinator.
- Report the incident online at:


Workplace Answers

ALL employees are required to complete annual training addressing sexual harassment prevention and other awareness.

PPCC provides these trainings through online course delivery using Workplace Answers.

‘Preventing Discrimination and Sexual Violence’ is included each year. The topic of an additional awareness course changes each year.

In the fall semester, please watch for an email from Workplace Answers eLearning with the subject “Course Registration for [your name]” that contains a personal link to access your courses.

WHERE TO REPORT

If you believe that you have been sexually harassed or that you have been retaliated against by anyone in your work and/or academic activities at Pikes Peak Community College or have witnessed sexual harassment or retaliation against another, you should report this conduct immediately so that an inquiry into the complaint may commence without delay. You may report this conduct to an officer of the College, an instructional dean, the Dean of Students, a division/department director, or a Human Resource Services representative. Substantiated complaints may result in disciplinary action up to and including termination or expulsion from the College.

The College has designated the Executive Director of Human Resource Services as its Title IX Coordinator and Equal Opportunity Education/Employment Compliance Officer. Inquiries and/or complaints may be referred to the Human Resource Services office by emailing TitleIXCoordinator@ppcc.edu, by calling 719-502-2600, or online at:


The EEO/Title IX Coordinator or designee will investigate all credible allegations of sexual harassment in a timely manner and in accordance with the College’s official complaint investigation procedure.

Sexual Harassment is prohibited by Title VII of the Civil Rights Act of 1964, as amended, (Title VII applies to employees, guests, and visitors) and Title IX of the Education Amendment of 1972 (Title IX applies to students).
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<tr>
<th>Abbreviation</th>
<th>Definition</th>
<th>Purpose or definition</th>
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<tr>
<td><strong>PPCC Instructional Divisions</strong></td>
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<tr>
<td>CS</td>
<td>Career Start</td>
<td>Educational programs offered to high school students hoping to earn college credit.</td>
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<tr>
<td>BPS</td>
<td>Business, Public Service, and Social Sciences</td>
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<tr>
<td>CHTS</td>
<td>Communication, Humanities, and Technical Studies</td>
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<tr>
<td>HS</td>
<td>Health and Sciences</td>
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<tr>
<td>ME</td>
<td>Math and English</td>
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<tr>
<td>WD</td>
<td>Workforce Development</td>
<td>Effective July 1, 2014. VP is Debbie Sagen. Formerly Extended Learning and before that Economic and Workforce Development Division.</td>
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<tr>
<td><strong>PPCC Service Area Divisions</strong></td>
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<tr>
<td>Administrative Services (VPAS)</td>
<td>Vice President of Administrative Services</td>
<td>At PPCC, VPAS is Brenda Lauer</td>
</tr>
<tr>
<td>Student Services (VPSS)</td>
<td>Vice President of Student Services</td>
<td>At PPCC, VPSS is Homer Wesley</td>
</tr>
<tr>
<td>Instructional Services (VPIS/VPI)</td>
<td>Vice President for Instructional Services</td>
<td>At PPCC, VPIS is Josh Baker</td>
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<td><strong>PPCC Departments, Centers, Services</strong></td>
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<tr>
<td>ACCESSibility Services</td>
<td>Accessibility Services &amp; Instructional Support</td>
<td>Provides support services and accommodations for students with disabilities. (Formerly OASIS)</td>
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<tr>
<td>A &amp; T</td>
<td>Advising &amp; Testing</td>
<td>Area in which a student can do career exploration, career planning and receive advising concerning appropriate coursework. Provides placement assessment services and make-up testing.</td>
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<tr>
<td>CAC</td>
<td>Computer Access Center</td>
<td>A computer lab for teaching Assistive Technology (AT) to students with disabilities. Also, a department that provides AT hardware/software accommodations.</td>
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<tr>
<td>CDC</td>
<td>Child Development Center</td>
<td>College-operated child care center for the children of students and staff members.</td>
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<tr>
<td>CP</td>
<td>Campus Police</td>
<td>The Department at PPCC charged with the protection of college personnel and students, consisting of sworn police officers with arrest powers.</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Definition</td>
<td>Purpose or definition</td>
</tr>
<tr>
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</tr>
<tr>
<td>Computer Lab</td>
<td>Open to Students, Faculty, and Staff. Preference given to currently enrolled students.</td>
<td>Available at the Downtown Studio, Centennial, and Rampart Range campuses.</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>Counseling Office</td>
<td>Department at PPCC staffed by licensed crisis counselors who see students who are self-referred or referred by staff to deal with crisis situations.</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
<td>Instructional department of the college that addresses the needs of students for whom English is a second language.</td>
</tr>
<tr>
<td>Fitness Center</td>
<td>Centennial Campus</td>
<td>The Fitness Center is a cardiovascular/weight training facility with computerized spinning bikes, treadmills, elliptical trainers, Adaptive Motion Trainers, Paramount machines, and strength training equipment.</td>
</tr>
<tr>
<td>HRS</td>
<td>Human Resource Services</td>
<td>The department at each college that deals with employee records, benefits, etc. AKA the Personnel Dept.</td>
</tr>
<tr>
<td>IT (ITSS)</td>
<td>Information Technology (Support Services)</td>
<td>The unit on a campus or at the System office responsible for administrative and educational computing services.</td>
</tr>
<tr>
<td>LAC</td>
<td>Learning Commons</td>
<td>Learning Commons provides organized learning clusters, supplemental instruction, review groups and study skills workshops.</td>
</tr>
<tr>
<td>Retention</td>
<td>PPCC Retention Services Office</td>
<td>Purpose is to identify, recruit, retain, and empower students representing a diverse and multicultural world and to prepare PPCC graduates to enter a complex, changing global society with competence, confidence and citizenship.</td>
</tr>
<tr>
<td>SSS</td>
<td>Student Support Services</td>
<td>A federally funded TRIO program that assists low-income, first generation and disabled adult students with college academics: individual tutoring, &amp; transfer assistance.</td>
</tr>
</tbody>
</table>
### Abbreviation Definitions and Purposes

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
<th>Purpose or definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Life</td>
<td>Helps students get involved in Campus Activities; issues student and faculty ID cards</td>
<td>Coordinates The Grove, Recreation and Sports Programs, Student Activities, Student Clubs and Organizations including Student Government, Student Leadership Development, Multicultural and Special Events, Health and Wellness Programs, and the Graduation Program.</td>
</tr>
</tbody>
</table>

### PPCC Campuses/Facilities

<table>
<thead>
<tr>
<th>CC</th>
<th>Centennial Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC Atrium</td>
<td>Open Building Space SE Entrance</td>
</tr>
<tr>
<td>CC Grove</td>
<td>Student Lounge, Study Area, Free Wi-Fi</td>
</tr>
<tr>
<td>CC Meadow</td>
<td>Dining/Snack Area in A-Building, adjacent to food service</td>
</tr>
<tr>
<td>CC Rotunda</td>
<td>Area Inside A-Building Main (North) Entrance</td>
</tr>
<tr>
<td>CC Learning Commons</td>
<td>Upcoming addition to Centennial Campus facilities; will include the library and other resources.</td>
</tr>
<tr>
<td>DTS/DTSC</td>
<td>Downtown Studio Campus</td>
</tr>
<tr>
<td>Student Commons</td>
<td>DTS Student Commons area</td>
</tr>
<tr>
<td>RRC</td>
<td>Rampart Range Campus</td>
</tr>
<tr>
<td>RRC Atrium</td>
<td>Open area inside main entrance</td>
</tr>
<tr>
<td>RRC Observatory</td>
<td></td>
</tr>
</tbody>
</table>

### Web Pages, Software & Software Vendors

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
<th>Purpose or definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuplacer</td>
<td>Community College Placement Test</td>
<td>Placement exam for community college students.</td>
</tr>
<tr>
<td>Banner</td>
<td>Banner v8.x administrative software</td>
<td>The Systems &amp; Computer Technology (SCT) administrative software product, which includes Student, Financial, Human Resources and Financial Aid modules.</td>
</tr>
<tr>
<td>Benefit Hub</td>
<td>State of Colorado Employee Discount website</td>
<td>Replaces PerkSpot</td>
</tr>
</tbody>
</table>
### Word World @ PPCC Acronyms & more

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
<th>Purpose or definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue®</td>
<td>Course evaluation system</td>
<td>Software that permits students to evaluate their instructors in an online format. Results are available immediately for faculty review.</td>
</tr>
<tr>
<td>D2L</td>
<td>Desire to Learn (Brightspace)</td>
<td>A learning management system adopted by the community college system in FY10 to replace BlackBoard Vista. Software to manage online learning. At PPCC, also referred to as PPCCOnline Campus.</td>
</tr>
<tr>
<td>Degree Works®</td>
<td>Degree Works</td>
<td>Degree audit software permitting students or staff to determine if a student is meeting or has met the requirements of a degree or certificate.</td>
</tr>
<tr>
<td>eRouting</td>
<td>eRouting</td>
<td>Software permitting required forms to be routed electronically for signature and approval instead of using a paper process.</td>
</tr>
<tr>
<td>INB</td>
<td>Internet Native Banner</td>
<td>The version of Banner through which college staff enter this software application.</td>
</tr>
<tr>
<td>LMS</td>
<td>Learning Management System</td>
<td>Example: Desire2Learn (D2L)</td>
</tr>
<tr>
<td>Mimio Technology</td>
<td>Whiteboard Projection Software</td>
<td>Turns ordinary whiteboard projection into interactive projection.</td>
</tr>
<tr>
<td>MyPPCC</td>
<td>PPCC Computer System Access Portal</td>
<td>The portal by which students and staff can access institutional and personal information including SSB, email and the college Intranet with a single sign-on.</td>
</tr>
<tr>
<td>OWA</td>
<td>Outlook Web Access</td>
<td>Microsoft product for accessing web-based email mailbox via a web browser.</td>
</tr>
<tr>
<td>Portal</td>
<td>Also MyPPCC</td>
<td>Main entrance to PPCC Web services.</td>
</tr>
<tr>
<td>PPCC Online Campus</td>
<td>PPCC’s D2L environment</td>
<td>Name assigned to all distance education offerings which originate at PPCC; not to be confused with CCC Online.</td>
</tr>
<tr>
<td>SSB</td>
<td>Self Service Banner</td>
<td>The version of Banner through which faculty and students enter this software program.</td>
</tr>
</tbody>
</table>
STUDENT
The Student Module
The module in Banner administrative software that replaces SIS: it controls admissions, registration, schedule, transfer, transcripts, grades, honors, discipline, etc.

SURDS
Student Unit Records Data System
Method for reporting individual student data to CCHE for state-level analysis.

Turnitin, TurnitinUK
Academic plagiarism detector
Utilized by teachers and students to avoid plagiarism and ensure academic integrity.

TutorTrac
Web-based session tracking program for students and tutors

WebEx
Software to support online conferencing and training
PPCC has purchased the WebEx license.

Workflow
Colorado Community College System software.

Acts, Amendments

ADA / ADAAA
Americans with Disabilities Act
Americans with Disabilities Act Amendments Act of 2008 (“ADA Amendments Act” or “Act”). The Act emphasizes that the definition of disability should be construed in favor of broad coverage of individuals to the maximum extent permitted by the terms of the ADA and generally shall not require extensive analysis.

The Act makes important changes to the definition of the term “disability” by rejecting the holdings in several Supreme Court decisions and portions of EEOC’s ADA regulations. The effect of these changes is to make it easier for an individual seeking protection under the ADA to establish that he or she has a disability within the meaning of the ADA.

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: “No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...”
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</thead>
<tbody>
<tr>
<td>CORA</td>
<td>Colorado Open Records Act</td>
<td>The statute that defines what information concerning state agencies and employees is open to the public for review.</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Educational Rights to Privacy Act</td>
<td>Federal statute that protects personal information about students (grades, schedules, etc.) without express written permission.</td>
</tr>
<tr>
<td>Perkins</td>
<td>The Carl D. Perkins Vocational Technical Education Act</td>
<td>A federal statute that provides funding to approved CTE programs at the secondary and post-secondary levels in every state.</td>
</tr>
<tr>
<td>TITLE IV</td>
<td>Title IV of the Higher Education Act of 1965</td>
<td>The federal statute that defines the requirements for the distribution of Federal financial aid to qualified students in approved institutions of higher education.</td>
</tr>
<tr>
<td>Various</td>
<td>201110, 201120, 201130</td>
<td>Banner academic term designators</td>
</tr>
<tr>
<td>Various</td>
<td>60+60</td>
<td>Agreement permitting a cc student to transfer as a junior</td>
</tr>
<tr>
<td>Various</td>
<td>AA/AS degrees</td>
<td>Associate of Arts/Associate of Science degrees</td>
</tr>
<tr>
<td>Various</td>
<td>AAS degree</td>
<td>Associate of Applied Science degree</td>
</tr>
<tr>
<td>Various</td>
<td>Academic Council</td>
<td>Higher Education Academic Council</td>
</tr>
<tr>
<td>Various</td>
<td>AGS degree</td>
<td>Associate of General Studies degree</td>
</tr>
</tbody>
</table>

201110 is the summer term of 2010, 201120 is the fall term and 201130 is the spring term of the 2010-11 academic year.

CCHE brokered agreements between the community college system and the university sector permitting cc students to transfer as juniors under certain conditions.

Transfer-oriented degrees.

Generally, AGS and AA/AS degrees are transfer-oriented awards while AAS degrees are considered professional-oriented, terminal awards.

CAOs from Colorado's HE governing boards who meet with CCHE staff monthly to advise on academic issues.

A personalized degree program. It allows the blending of both career, technical, and transfer courses without the constraints of specialization. Transferability of the AGS depends upon the courses taken and the receiving institution.
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<tr>
<td>AMATYC</td>
<td>American Mathematical Association of Two-Year Colleges</td>
<td></td>
</tr>
<tr>
<td>Appointing Authority</td>
<td>Appointing Authority</td>
<td>Individual with authority to make personnel decisions. At PPCC the appointing authority for all exempt staff is the president; for classified staff it is the appropriate VP.</td>
</tr>
<tr>
<td>APT</td>
<td>Administrative Professional Technical Staff</td>
<td>Non-teaching exempt staff of the college in positions related to administration, or of a professional/technical nature.</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language</td>
<td></td>
</tr>
<tr>
<td>Banner Catalog</td>
<td>The course catalog in Banner</td>
<td>Replaces CCCNS — this is the master file of all approved courses for the community college System; it is centrally maintained by staff at Lowry.</td>
</tr>
<tr>
<td>BIT</td>
<td>Behavioral Intervention Team</td>
<td>A team of individuals across campus who are trained and focused on supporting a safe learning and working environment for the college community.</td>
</tr>
<tr>
<td>BP</td>
<td>Board Policy</td>
<td>Policy created by a majority vote of the governing board and binding on all employees of the Board.</td>
</tr>
<tr>
<td>C-SEAP</td>
<td>Colorado State Employee Assistance Program</td>
<td></td>
</tr>
<tr>
<td>CAN</td>
<td>College Access Network</td>
<td>Agency within CCHE replacing CSLP (Colorado Student Loan Program).</td>
</tr>
<tr>
<td>CCC On-Line</td>
<td>Colorado Community Colleges Online</td>
<td>A consortium of the 13 state-system colleges to deliver courses and degree programs via distance education (web-based).</td>
</tr>
<tr>
<td>CCCS</td>
<td>Colorado Community College System</td>
<td>The 13 legislatively created community colleges in CO (there are also two stand-alone, local-district community colleges — Aims and CMC).</td>
</tr>
<tr>
<td>CCSSE</td>
<td>Community College Survey of Student Engagement</td>
<td>National survey to determine the relationships among students, faculty, staff and the educational institution — how engaged are students with their college?</td>
</tr>
<tr>
<td>Center for Innovation and Entrepreneurism</td>
<td>A collaborative effort of PPCC, UCCS, Colorado College, and the Air Force Academy to provide incentives for recent graduates to stay in the region.</td>
<td></td>
</tr>
<tr>
<td>CDHE</td>
<td>Colorado Department of Higher Education</td>
<td>Current name for CCHE with the same statutory charge as CCHE. A department within the Executive Branch of state government.</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Definition</td>
<td>Purpose or definition</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CE</td>
<td>Concurrent Enrollment</td>
<td>Statute which permits freshmen through seniors to enroll in college level classes with the tuition often paid by their home school district beginning in 2010.</td>
</tr>
<tr>
<td>CE</td>
<td>Continuing Education</td>
<td>Faculty-directed program of professional development for members of the faculty.</td>
</tr>
<tr>
<td>CETL</td>
<td>Center for Excellence in Teaching and Learning</td>
<td>Faculty committee with the responsibility of recommending curricular revisions, additions, deletions to the CAO.</td>
</tr>
<tr>
<td>Census</td>
<td>Term Census Date</td>
<td>The calendar day on which 15% of a full term or part-of-term class has been completed. Relates to FTE and COF reporting and college revenue.</td>
</tr>
<tr>
<td>CIP</td>
<td>Curriculum and Instructional Practices</td>
<td>Faculty committee with the responsibility of recommending curricular revisions, additions, deletions to the CAO.</td>
</tr>
<tr>
<td>Classified</td>
<td>Classified Staff Employee</td>
<td>An employee of the state in a position defined by the Department of Personnel and subject to its rules and regulations.</td>
</tr>
<tr>
<td>CLM</td>
<td>College Level Math</td>
<td></td>
</tr>
<tr>
<td>COF</td>
<td>College Opportunity Fund</td>
<td>A funding mechanism for HE in Colorado which replaces the direct general fund appropriation to colleges with an allocation to each student.</td>
</tr>
<tr>
<td>COLA</td>
<td>Cost of Living Adjustment</td>
<td>An increase in salary designed to compensate for inflationary increases annually.</td>
</tr>
<tr>
<td>ColoMATYC</td>
<td>Colorado Mathematical Association of Two-Year Colleges</td>
<td></td>
</tr>
<tr>
<td>CPM</td>
<td>College Prep Math</td>
<td></td>
</tr>
<tr>
<td>CRN</td>
<td>Course Reference Number</td>
<td>Banner term for the 5-digit number that identifies each course section in the schedule of classes for web-based registration.</td>
</tr>
<tr>
<td>CSEC</td>
<td>Colorado Springs Early College</td>
<td>A charter school in Colorado Springs with which PPCC has an articulation agreement to permit high school students to enroll in college classes under a PSEO agreement.</td>
</tr>
<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
<td>Programs approved by the State Board to prepare individuals for entry into the workplace.</td>
</tr>
<tr>
<td>D4NP</td>
<td>Drop for Non-Payment</td>
<td>Automated drop of students who have not paid or set up an approved payment plan by the semester deadline.</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Definition</td>
<td>Purpose or definition</td>
</tr>
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</tr>
<tr>
<td>DSSS</td>
<td>Disabled Student Support Services (TRiO)</td>
<td>A federally funded program that helps students with disabilities, particularly veterans, achieve college goals.</td>
</tr>
<tr>
<td>Early Alert</td>
<td>New Student Early Alert System</td>
<td>A committee of deans and directors charged by the president with overseeing enrollment increases and student retention.</td>
</tr>
<tr>
<td>EDSEL</td>
<td>Educational Services Leadership</td>
<td>The deans, associate deans and directors within the Educational Services Division at PPCC.</td>
</tr>
<tr>
<td>EMT</td>
<td>Enrollment Management Team</td>
<td>A committee of deans and directors charged by the president with overseeing enrollment increases and student retention.</td>
</tr>
<tr>
<td>EP</td>
<td>Educational Procedure</td>
<td>Procedures established by CIP or by the VPIS to provide direction in a wide variety of processes from grades to overloads.</td>
</tr>
<tr>
<td>Exempt</td>
<td>Exempt Staff Employee</td>
<td>A member of the faculty or APT staff who, by definition, is exempt from the state personnel system.</td>
</tr>
<tr>
<td>FAFSA</td>
<td>Free Application for Federal Student Aid</td>
<td>The official application form to be completed by students seeking any form of federal financial aid.</td>
</tr>
<tr>
<td>FLAC</td>
<td>Faculty Load and Compensation</td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
<td>The “unit” of measure by which the state provides general fund support to public HE institutions — 1 FTE (annualized) = 30 credit hours.</td>
</tr>
<tr>
<td>FY</td>
<td>Fiscal Year</td>
<td>The period July 1 to June 30. Fiscal years are named for the year in which they end.</td>
</tr>
<tr>
<td>gtPathways</td>
<td>Guaranteed Transfer Pathways Program</td>
<td>A collection of general education courses which are included in a statewide transfer agreement involving all community colleges and 4-year colleges and universities.</td>
</tr>
<tr>
<td>HLC</td>
<td>Higher Learning Commission</td>
<td>The unit within the North Central Association that accredits institutions of higher ed in this region.</td>
</tr>
<tr>
<td>Hybrid</td>
<td>Course consisting of a combination of online instruction and face-to-face classes.</td>
<td>Also referred to as “blended” courses.</td>
</tr>
<tr>
<td>IPP</td>
<td>Interpreter Preparation Program</td>
<td></td>
</tr>
<tr>
<td>IR</td>
<td>Institutional Research</td>
<td></td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Definition</td>
<td>Purpose or definition</td>
</tr>
<tr>
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</tr>
<tr>
<td>IRB</td>
<td>Institutional Research Board</td>
<td>Group that reviews human subjects research proposals to ensure that the rights and welfare of human subjects used in research studies by any PPCC personnel are protected.</td>
</tr>
<tr>
<td>Jingle &amp; Mingle</td>
<td>PPCC Annual Employee Recognition Event</td>
<td></td>
</tr>
<tr>
<td>Kids College</td>
<td>PPCC Program to Expose Middle School Students to Career Opportunities via PPCC CTE Programs</td>
<td>Organized by the Workforce Development Division.</td>
</tr>
<tr>
<td>LAB</td>
<td>Class schedule term: activity is Laboratory</td>
<td>Academic labs require two contact hours per week per semester for 1 semester credit to be awarded; CTE labs require 1.5 contact hours/wk/sem for 1 credit.</td>
</tr>
<tr>
<td>Leadership Council</td>
<td>College Leadership Council</td>
<td>Council to advise the president on specified matters consisting of faculty, students, classified staff, and APT staff representatives including the Vice Presidents.</td>
</tr>
<tr>
<td>LEC</td>
<td>Class schedule term: activity is Lecture</td>
<td>Lecture classes require one contact hour per week per semester for 1 semester credit to be awarded.</td>
</tr>
<tr>
<td>LibGuides</td>
<td>Research or Information Guides prepared by PPCC Librarians</td>
<td>Contain information, resources, and multimedia (e.g., videos and images). Cover academic subjects, course-specific information, library and research how-to's, or college organizations’ services and resources.</td>
</tr>
<tr>
<td>LLB</td>
<td>Class schedule term: activity is Lec/Lab combination</td>
<td>Lecture/Laboratory class meeting requirements depend on the ratio of lecture to lab in the course.</td>
</tr>
<tr>
<td>LWOP or LWP</td>
<td>Leave Without Pay or Leave with Pay</td>
<td>Administrative leave of absence from work (either without or with pay) approved by the appropriate appointing authority per Board or DPA policy.</td>
</tr>
<tr>
<td>MHFA</td>
<td>Mental Health First Aid</td>
<td></td>
</tr>
<tr>
<td>MVP</td>
<td>Military and Veterans Programs</td>
<td>The instructional area charged with offering college classes on military installations in the college service area and providing assistance to military personnel, veterans, and their dependents in the registration process.</td>
</tr>
<tr>
<td>NADE</td>
<td>National Association for Developmental Education</td>
<td></td>
</tr>
<tr>
<td>NFA</td>
<td>New Faculty Academy</td>
<td>Activities for newly hired faculty including two college classes, workshops, orientation and mentoring.</td>
</tr>
<tr>
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<td>Definition</td>
<td>Purpose or definition</td>
</tr>
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</tr>
<tr>
<td>No Show</td>
<td>Student no show</td>
<td>A student who has registered for a class, but NEVER attends between the first day of class and the class census date.</td>
</tr>
<tr>
<td>NSO</td>
<td>New Student Orientation</td>
<td>Open group sessions before each semester. Admissions, Student Life, Public Safety, and Financial Aid staff explain more about their services at the group orientation. Same information is also available in an online delivery format.</td>
</tr>
<tr>
<td>Open Entry / Open Exit</td>
<td>Courses designed to allow students to work at their own pace at times that are convenient for them.</td>
<td></td>
</tr>
<tr>
<td>Parley</td>
<td>PPCC Student Journal</td>
<td>Creative non-fiction.</td>
</tr>
<tr>
<td>Pathway Advisor</td>
<td>Program advisor in Career Planning &amp; Advising</td>
<td></td>
</tr>
<tr>
<td>PDW</td>
<td>Professional Development Week</td>
<td>The week immediately prior to the first week of class in both the fall and spring terms. Programs planned by CETL and the president.</td>
</tr>
<tr>
<td>PERA</td>
<td>Public Employees’ Retirement Association</td>
<td>Colorado’s retirement system for all state employees and public school teachers (excepting Denver Public Schools) and including judicial system employees.</td>
</tr>
<tr>
<td>PLA</td>
<td>Prior Learning Assessment</td>
<td>Credit awarded a student based on portfolio analysis, published guides, or standardized tests such as CLEP. Formerly referred to as CPL.</td>
</tr>
<tr>
<td>PPCC Foundation</td>
<td>Charitable Foundation</td>
<td>Provides financial support (e.g., aid, scholarships) to students and resources to selected programs and projects.</td>
</tr>
<tr>
<td>PRE</td>
<td>Post Retirement Employment</td>
<td>Employment that may be offered to employees in the year following their retirement from PPCC for a period of one year under PERA rules. See HR for details.</td>
</tr>
<tr>
<td>PTSD</td>
<td>Post Traumatic Stress Disorder</td>
<td>A condition that develops after someone has experienced a life-threatening situation, such as combat, which caused an emotional reaction of intense fear, hopelessness or horror.</td>
</tr>
<tr>
<td>Abbreviation</td>
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</tr>
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</tr>
<tr>
<td>Rearrange</td>
<td>PPCC Student Journal</td>
<td>Fiction and poetry.</td>
</tr>
<tr>
<td>RETURN TO TITLE IV</td>
<td>Return to Title IV</td>
<td>When a student receiving Title IV funds withdraws during the term, the college must determine the % of funds the student was entitled to receive. The remainder of the award must be returned to Title IV.</td>
</tr>
<tr>
<td>ROC</td>
<td>Respect on Campus</td>
<td>Organization committed to educational and awareness efforts pertaining to domestic violence, dating violence, sexual assault, and stalking.</td>
</tr>
<tr>
<td>SAB</td>
<td>Student Activities Board</td>
<td>A group of students who plan events just for students.</td>
</tr>
<tr>
<td>SBCCOE</td>
<td>State Board for Community Colleges and Occupational Ed</td>
<td>The lay board with statutory authority to govern the state’s community colleges. Members are appointed by the governor and confirmed by the Senate.</td>
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<tr>
<td>SCEOC</td>
<td>Southern Colorado Educational Opportunity Center</td>
<td>A federally funded TRIO program that assists low-income and first generation adults with educational needs e.g. Admissions, Financial Aid, Scholarships etc.</td>
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<tr>
<td>SFAC</td>
<td>State Faculty Advisory Council</td>
<td>An advisory committee to the SBCCOE composed of one faculty member from each college. The chair is a non-voting member of the Board.</td>
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<tr>
<td>SFCC</td>
<td>State Faculty Curriculum Committee</td>
<td>A faculty committee that replaces FTCC and which will work with the VPIs on changes to the CCCNS courses.</td>
</tr>
<tr>
<td>SVAC</td>
<td>Service members, Veterans Academic Collaborative Bridge</td>
<td>Trains faculty for improved educational support of service members, family members, and veteran students.</td>
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<tr>
<td>TA</td>
<td>Tuition Assistance</td>
<td>The result of a hit or violent shake of the head resulting in concussion or closed head injury that can result in serious symptoms.</td>
</tr>
<tr>
<td>TBI</td>
<td>Traumatic Brain Injury</td>
<td>The result of a hit or violent shake of the head resulting in concussion or closed head injury that can result in serious symptoms.</td>
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<tr>
<td>TCA</td>
<td>The Classical Academy</td>
<td>A charter school in District 20 with a building on the RRC campus. PPCC has 10 classrooms in the east wing of the building.</td>
</tr>
<tr>
<td>TRiO</td>
<td>Federally funded Student Support Services</td>
<td>The term “TRIO” was coined in the late 1960s to describe a series of federal programs that began in 1964 with Upward Bound. Student Support Services for disadvantaged students was created in 1968.</td>
</tr>
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Word World @ PPCC Acronyms & more

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<tr>
<th>Abbreviation</th>
<th>Definition</th>
<th>Purpose or definition</th>
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<tr>
<td>TWO TO FOUR</td>
<td>Two Year to Four Year Educators Conference</td>
<td>Annual meeting of faculty from community colleges and the four-year sector by discipline to discuss issues of interest. Coordinated by CCHE.</td>
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<tr>
<td>TWO TO TWO</td>
<td>Two Year to Two Year Educators Conference</td>
<td>Annual meeting of faculty from all community colleges by discipline to discuss issues of interest. Coordinated by CCCS.</td>
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Area Four-year Colleges, Universities

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<tr>
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<tbody>
<tr>
<td>CC</td>
<td>Colorado College</td>
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<tr>
<td>CSU-Pueblo</td>
<td>Colorado State University-Pueblo</td>
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<tr>
<td>UCCS</td>
<td>University of Colorado at Colorado Springs</td>
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</tr>
<tr>
<td>USAFA</td>
<td>United States Air Force Academy</td>
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Colorado’s Community Colleges

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<tr>
<td>ACC</td>
<td>Arapahoe Community College</td>
<td>Littleton, CO</td>
</tr>
<tr>
<td>CCA</td>
<td>Community College of Aurora</td>
<td>Aurora, CO</td>
</tr>
<tr>
<td>CCD</td>
<td>Community College of Denver</td>
<td>Denver, CO at AHEC</td>
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<tr>
<td>CNCC</td>
<td>Colorado Northwestern Community College</td>
<td>Rangley and Craig, CO</td>
</tr>
<tr>
<td>FRCC</td>
<td>Front Range Community College</td>
<td>Westminster, Ft. Collins and Boulder, CO</td>
</tr>
<tr>
<td>LCC</td>
<td>Lamar Community College</td>
<td>Lamar, CO</td>
</tr>
<tr>
<td>MCC</td>
<td>Morgan Community College</td>
<td>Ft. Morgan, CO</td>
</tr>
<tr>
<td>NJC</td>
<td>Northeastern Junior College</td>
<td>Sterling, CO</td>
</tr>
<tr>
<td>OJC</td>
<td>Otero Junior College</td>
<td>La Junta, CO</td>
</tr>
<tr>
<td>PCC</td>
<td>Pueblo Community College</td>
<td>Pueblo and Cortez, CO</td>
</tr>
<tr>
<td>PPCC</td>
<td>Pikes Peak Community College</td>
<td>Colorado Springs, CO</td>
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<tr>
<td>RRCC</td>
<td>Red Rocks Community College</td>
<td>Lakewood, CO</td>
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<tr>
<td>TSJC</td>
<td>Trinidad State Junior College</td>
<td>Trinidad and Alamosa, CO</td>
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- Go to ppcc.edu
- Get involved, bottom of page
- Hyperlink to “Student Clubs”

Local District Colleges

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<td>Aims Community College</td>
<td>Greeley, CO</td>
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<tr>
<td>CMC</td>
<td>Colorado Mountain College</td>
<td>Glenwood Springs, CO with sites throughout Ski Country (Breckenridge, Vail, etc.)</td>
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<tr>
<td>Course Abbreviation</td>
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<td>AAA</td>
<td>Advancing Academic Achievement</td>
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<tr>
<td>ACT</td>
<td>Automotive Collision Technology</td>
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<tr>
<td>ADG</td>
<td>Adventure Guide</td>
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<tr>
<td>AEC</td>
<td>Architectural Engineer/Construction Management</td>
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<td>Agriculture Economics</td>
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