2022-2023
Faculty&Instructor
Resource Guide

Provided by PPSC's Center for Excellence in Teaching and Learning

Welcome to PPSC!

We are so glad you decided to join the talented faculty and staff at Pikes Peak State College. Our mission as a college is "Students Succeed at PPSC." 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.

PIKES PEAK STATE COLLEGE
Center for Excellence in Teaching & Learning

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Before the Semester Starts

- ☐ Create your syllabi; see https://www.ppcc.edu/syllabus
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- ☐ 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
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- ☐ Visit Classroom
- ☐ Login to Classroom Computer

The Week Before Classes Start

- ☐ Attend Professional Development Keynote Speaker and Workshops

Before Classes Start

- ☐ Print Out 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.

Semester Checklist

Fifth & Sixth Week of Classes

☐ 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 section in the PPCC library.

Eighth Week of Classes

☐ 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.

Eleventh Week of Classes

☐ 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.

Twelfth Week of Classes

☐ 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.

Thirteenth Week of Classes

☐ Registration for next semester should be open by now. Talk with students about what courses follow yours. Encourage them to register early.

Fourteenth Week of Classes

☐ Review, review, review. Assess where your students are in regard 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.

Fifteenth Week of Classes

☐ 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.

End of Semester

☐ Submit final grades and attendance to Dashboard in myPPCC and PPCC Online Campus (D2L) Division shell

Supply Checklist

Item needed	Where to locate
Textbook	Ask your Department Chair
Syllabus	Ask your Department Chair *Math Only – Syllabus on SharePoint (office.ppcc.edu)
S#	Human Resources · 502-2024
Outlook email	ITSS · 502-4800 or owa.cccs.edu
Class schedule and location	In myPPCC on the Dashboard (Faculty Detail Schedule)
Office supplies (dry erase markers, pens, etc…)	Ask your Division Administrative staff
Keys	Facilities · 502-2800
Name tag	Ask your Division Administrative staff
How to upload syllabus to PPCC Online campus	Go to your Division shell or the CETL LibGuide for step by step guide
How to create a gradebook	Instruction in (D2L) Blog under Knowledge Base: https://ppcconline.blog/knowledgebase/
Copy code	Go to Division Administrative staff

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Division Administrative Staff

Business, Public Service & Social Sciences (BPS)

ppcc.bpsstaff@ppcc.edu
Centennial F-300
Rampart W-209

502-3300

Mara Pinell	Centennial	502-3137
Dana Knight	Centennial	502-3132
Jessica Tjaden	Centennial	502-3315
Danielle White	Centennial	502-3355

Communications, Humanities, & Technical Studies (CHTS)

ppcc.chtsstaff@ppcc.edu
Centennial F-200
Downtown S-210

502-3200

Hettie Myers	Centennial	502-4927
Christanne Sandmore	Centennial	502-3176
Laurie Taylor	Downtown	502-2242
Marlene Leonis	Centennial	502-3217

Natural & Physical Sciences (NPS)

ppcc.npsstaff@ppcc.edu
Centennial F-200 •502-3336
Rampart W-209 • 502-3400

Terri Aguero	Centennial	502-3035
Carol Barlow	Rampart	502-3339
Jordan Burks	Centennial	502-3350
Crystal Ritter	Centennial	502-3340

Math & English (ME)

ppcc.me.staff@ppcc.edu
Centennial F-200 •502-3600
Rampart W-119 • 502-3171

Priscilla Ferris	Centennial	502-3298
Cecilia Kruger	Centennial	502-3228
Shanutel Lawrence	Centennial	502-2475
Robert Romesburg	Rampart	502-2303
Nadia Sue	Rampart	502-3229

Medical Sciences (MS)

ppcc.msstaff@ppcc.edu
1850 Cypress Semi Drive
Colorado Springs, CO 80921
CHES•502-3450

Tara Ahmad	CHES	502-2139
Edward Gardner	CHES	502-3388
Steve Grippo	CHES	502-3234
Amanda Morgon	CHES	502-2469

If you need help:

Logging In

Contact IT at 719-502-4800 option 3

or:
(888) 800-9198

or visit:
helpcenter.pikespeak.edu

Working with D2L:

Try the eLearning Blog: https://ppcconline.blog/ or call the Help Desk

at 719-502-4800 option 1

Campus Login:

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

Log in to myPPCC at ppcc.edu using S# & computer login password.

On the myPPCC Faculty tab:

On the Dashboard:

Faculty Tools

· Class rosters
· Enter No Shows
· Enter Final Grades
· D2L access (Learning Management System)

Employee Tools

PPCC Email Link (first. Last@ppcc.edu address)

Office 365

· https://office.ppcc.edu

· Username: first. Last@ppcc.edu

· Password: computer login password

D2L (also called PPCC Online Campus)

Every course you teach must have as a minimum your syllabus uploaded.

Your Division will have other items they consider important to upload under Content.

Note: You will be provided with instructions on setting up the DVD authentication to access most of these sites.

On the myPPCC Faculty tab:

Faculty Quick Links

· Calendars

· CETL Webpage

Professional Development and Training

· eLearning Training (links to blog)

Alternate access to PPCC email:

https://outlook.office365.com

Or

Log into myPPCC (the portal) and check email from there

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Educational Procedures

At PPSC, 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:

https://www.ppcc.edu/instructional-services/ep

or from the PPCC home page go to:

About -> Instructional Services-> Educational Procedures

Information about course outlines and syllabi are links available on this webpage.

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PIKES PEAK
STATE COLLEGE

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

Vision:
To cultivate and foster a campus environment where everyone is valued, respected, and feel a sense of belonging.

Mission:
PPSC's role, as an organization, is to pursue "inclusive excellence" by promoting and advancing initiatives that pertain to equity, inclusion, diversity, social justice, and accessibility. We are committed to fostering inclusive teaching practices, designing culturally relevant programs, and providing professional development opportunities that support staff, students, faculty, and instructors. Our 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, experiences, and the unique contributions each person brings to our campus.

Pikes Peak State College (PPSC) Commitment to Inclusive Excellence

PPSC provides open access to higher education and a high-quality learning environment in which students can explore new opportunities while also gaining the critical skills needed to succeed in the workforce or to further their education.

PPSC is committed:

- To promoting equitable and inclusive strategies and best practices that honor different backgrounds/experiences, racial, social, sexual, gender, age, different abilities, etc.

- To advancing equity and inclusion initiatives college wide for the benefit of staff, faculty, instructors, and students.

- To developing intentional practices/strategies that support students, staff, faculty, and instructors who come from under-represented, under-resourced and/or marginalized populations.

- To improving our efforts in recruiting and retaining a more diverse workforce among instructional and non-instructional staff.

Email as the official electronic means of communication procedure

PIKES PEAK
STATE COLLEGE

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. Faculty should inform students of the best email (i.e., @ppcc.edu) for contacting the faculty member.

3. Faculty, staff and students are expected to check their official email on a regular basis.

4. 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 MONEY** ⚫

No Shows

The Records Office defines a late no show as being entered after the drop date for the part of term for the course. Late no shows can have a significant impact on a student for financial aid and records purposes. If a student receives financial aid and a no show is entered after the drop period, a student may have to repay any financial aid that was disbursed. The college must also reimburse the COF amount to College Assist for any late no shows in which the college has already received funding.

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. There are no income qualifications for COF and it is unrelated to financial aid. Undergraduate students enrolled at public colleges are eligible if they are classified as in-state students for tuition purposes and demonstrate lawful presence in the United States. This includes VA/military students, Olympic athletes, high school concurrent enrollment students, DACA, ASSET, and students on a visa.

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 receive this benefit. Both new and continuing students are eligible for the stipend.

To receive this benefit, undergraduate students must create a COF account once at https://cof.college-assist.org/ and authorize the stipend each semester through their PPCC student portal.

Eligibility, account creation and authorization for any enrolled student can be confirmed by the Records office.

Qualifying students may use the stipend to discount the cost of 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. Hour extensions may be available on a case by case basis.

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.

Check out the "How Do I...?" tab on the CETL Libguide at:

libguides.ppcc.edu/cetl

for detailed instructions and instructional videos on submitting your No Shows and Final Grades and uploading your Syllabus to PPCC Online Campus (D2L).

Syllabus

You can find detailed information and resources for building syllabi at https://www.ppcc.edu/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 up-loadable 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 up-loadable 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.

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Uploading Syllabi

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

You can find detailed information and resources for building syllabi at https://www.ppcc.edu/syllabus.

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.

Submitting No Shows

The No Shows process has three steps:

1. Enter no shows into PPCC.edu
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 PPCC.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

Another option to prepare the upload would be to print a hard copy, scan it and save it to your desktop or thumb drive. Then upload it from there to the division D2L Assignment folder.

*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 after you marked them as a "No Show," work with your division/ department leadership to determine the best direction to take.

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 with a confirmation that the file has been uploaded.

A video on how to submit No Shows on the 'How Do I...' tab at: libguides.ppcc. edu/cetl

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

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Final Grades must be entered in mycourses.cccs.edu by 5:00 p.m. on due date

- Enter grades into Banner PostFinal Grades/No Shows (Save as a pdf using the print tool)
- 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" or "F" 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:

Faculty Instructor
Resource Guide

Export Grades

Export Options

Export Grade Items For

| All users | ∨ | Apply |

Key Field

- ● Org Defined ID
- ○ Username
- ○ Both

Grade Values

- ✔ Points grade
- ☐ Grade Scheme ❓

User Details

- ✔ Last Name
- ✔ First Name
- ☐ Email
- ☐ Group Membership

Choose Grades to Export

Course Home   Content   Assignments

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 PPCC 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 Banner and your attendance records.

Step by Step Instructions for uploading into the Division shell

- Login into mycourses.cccs.edu
- 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.

A video on how to submit Final Grades is on the 'How Do I...' tab at: libguides.ppcc.edu/cetl

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.

Division	Email	Phone number
BPS	ppcc.bpsstaff@ppcc.edu	719-502-3300
CHTS	ppcc.chtsstaff@ppcc.edu	719-502-3200
NPS	ppcc.npsstaff@ppcc.edu	719-502-3336
ME	ppcc.mestaff@ppcc.edu	719-502-3600
MS	ppcc.msstaff@ppcc.edu	719-502-3450

If campus is closed or delayed (please remember that only Dr. Bolton can cancel or delay class due to weather):

- Be aware that the college may issue Online Home Instruction for the day.
- You may want to tell your students in advance to watch D2L for a post from you with material you want them to review or complete and to check their PPCC e-mail for updates from the school.
- Instructors should consider having a backup plan if it looks like a closure or delay might be possible.
- Post any instructions for your students in your online shell prior to normal class time in the Announcements section.
- If you don't have time to post all of what you want, post an announcement telling them when content will be available.
- Give students one week to complete materials assigned in this manner.
- In cases of making up lab content time, please work with your Associate Dean.

Assessment of Student Learning & Research Activities

Contact

Contact your department chair

Campus

Centennial | Room A324a

719-235-2079

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.

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.
- 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 questions, please contact Patricia Diawara, PPCC IRB Chair.

Dr. Patricia Diawara, Executive Director of Institutional Effectiveness | 719-235-2079 patricia.diawara@ppcc.edu

PIKES PEAK STATE COLLEGE

Division of Business, Public Service
& Social Sciences

pikespeak.edu/BPS

Emergency Service Administration - ESA
Teresa Ward, Director
Woody Boyd - Faculty

Dean
Rob Hudson

Law Enforcement Academy - LEA
Catherine LaBrecque, Director
Gary Horton - Faculty

Cyber Security - CYB
Mike Krakow, Director

Assistant to the Dean
Mara Pinell

Culinary Arts - CUA
Christine Gaccetta, Coordinator

Associate Dean
Business & Technology

Admin III Dana Robak (CC)	Admin III Danielle White (CC)
Admin III Jessica Tjaden (CC)	Admin II Nick Schmidt (RR)

Associate Dean
Public Service & Social Sciences

Accounting - ACC/FIN *Cristal Breitbeil, Chair* Dallas Pierce	**Computer Science – CSC** *Ken Riddle, Chair* Iveta Holeckova, Jim DeHerrera, Paul Wilkinson	**Anthropology – ANT** *Sandi Harvey, Chair* Gwendolyn Wallen-Sena	**Political Science – POS** *Rick Foster, Chair* Elsa Dias
Business – BUS (BTE/MAN/MAR) *Carol Kurkowski, Chair* Dennis Natali, David Smythe, Gary Bogner, Karla Wright-Giles		**Criminal Justice – CRJ** *Michael Merson, Chair* Jason DeVaux, Ken Morris, Ann Rusin-Egnor	**Psychology – PSY** *Misty Hull, Co-Chair* *Deborah Licht, Co-Chair* Jason Dias, Kjersten Halvorsen, Cindy Kamilar, Lisa Routh, Reza Ziai
	Culinary Arts – CUA *Richard Carpenter, Co-Chair* *Michael Paradiso, Co-Chair* Heidi Block, Gary Hino	**Early Childhood Ed. - ECE/EDU** *Deborah Palarino, Chair ECE* *Althea Jordan, Chair EDU* Jennifer Johns	
Computer Information Systems – CIS/CWB *Julie Mannering, Chair* Monica Novack, Clint Schafer		**Fire Science Technology – FST/FSW** *Jamie Gutschick, Co-Chair* *Ty Mather, Co-Chair* *David Cates, Co-Chair* *Kristofor Johnson, Co-Chair*	**Sociology – SOC** *Gina Thorne, Chair* Sharon Bjorkman, Gloria Nikolai
Computer Networking & Cyber Security – CNG *Nate Wadman, Chair* April Frost, Neil Austin, Nathan Roskop	**Economics – ECO** *Warren Munick, Chair* Miki Anderson	**Paralegal – PAR** *Jason DeVaux, Chair* Chris Bratschi, Lynn Chase	**Social Work – SWK/WST/CSL** *Martina Porter, Chair*
	Hospitality – HOS *Herman Crawford, Chair*		

Division of Communication, Humanities and Technical Studies (CHTS)

May 2022

Materials Handler I
Larry Jaramillo

Materials Handler III
vacant

Admin II
Marlene Leonis (CC)

Admin II
Chris Sandmore (CC)

Admin III
Laurie Taylor (DTSC)

Assistant to the Dean
Hettie Myers

Dean
Fran Hetrick

DTSC Art Gallery
Benjy Davies, Interim Director

Associate Dean – Benjy Davies
Humanities
9 Programs/28 Faculty

Associate Dean – TBA
Career & Technology Programs
16 Programs /15 Boards/23 Faculty

ACT-Automotive Collision Technology
Ralph Mills, Chair

AEC-Architectural Engineer/Construction Management
Greg Haddon, Chair

ASE-Automotive Service Technology
Rick Mercado, Chair
Ian Schroth, College .5/CS .5

ASL-American Sign Language
Dina Toulan, 1.0 Position

BCT-Building and Construction Technology
CON-Construction; CAR-Carpentry
David Frankmore, Co-Chair
Fernando Ponce, Co-Chair

BEP-Broadcasting and Electronic Media
Brian Wheeler, Chair
AJ Matthews, College .5/CS .5

CAD-Computer Aided Drafting
MTE-Manufacturing Technology & EGT-Engineering Graphics Tech
Michele Koster, Chair

DPM-Diesel Power Mechanics
Aaron Brown, Chair

ELT-Electronics
EIC-Electricity Ind/Commercial Robotics and Automation
Lynn Sim, Chair

HVA-Heating, Air Conditioning, Refrigeration Technology
John Oakes, Chair

IND-Interior Design
Sarah Whitted, Chair

IPP-Interpreter Prep Program
Ilah Jackson, Chair

MAC-Machining
Calvin Roberts, Chair

MGD-Multimedia Graphic Design
Peter Strand, Chair
Jenna Shearn
Kris Akse, CS .5

PHO-Photography
Cynthia Hollings-Morris, Chair (CS .5 MGD)

WEL-Welding
Scott Mannering, Chair
Lee Corn, College .5/CS .5
Travis Lee, College .5/CS .5

ART-Art
Harley Acres, Chair
Vacant, 1.0 Position
Laura Ben-Amots
Lance Timco, College .5

COM-Communication
Regina Lewis, Chair
Kristy Callihan
Stephen Collins
Katie Wheeler
Sheryl Rix

DAN-Dance
Stephanie Kobes-Newcomb, Chair

chtshelp@ppcc.edu
719-502-3200

HIS-History
Glenn Rohlfing, Chair
Carrie Spencer
Wayne Artis
Kathy Sturdevant

HUM-Humanities
Martin Conrad, Chair
Kate Pagel

MUS-Music
William Malone, Music Department Chair
Shazia Ali, Faculty Fellow
Gayle Grace, Voice Program Chair

PHI-Philosophy
Christine Peebles, Chair
Dan Shaw
Bruce McCluggage

THE-Theatre
Sarah Shaver, Chair

WOL-World Language
Majel Campbell, Chair/SPA Lead
Martha Ramallo
Amy Cornish, FRE Lead
March Sustarsic Harvey

Division of Natural & Physical Sciences 4/12/2022
Dean
Kristen Johnson (10002)

Assistant to the Dean
Terri Aguero (283), CC

Admin III
Crystal Ritter (381), CC
Carol Barlow (13), RR
Admin II
Jordan Burks (496), CC

Laboratory Coordinator II
Stephanie Pauley (40291), RRC

Laboratory Coordinator I
Elizabeth Abitbol (116), CC

Training Center Coordinator
Kenda Cruz (40231), *HPR 1011/ HWE 1001*, *Chair*

Associate Dean
Michael Madson (40120)

Nationally Accredited CTE Programs

Dietary Nutrition/HWE 100
Andrea Ulrich (30232), *Chair*

**Veterinary Technology
(Accreditation Pending)**
Regina Reyes (30275), *Chair*
Vacant (30276), 1.0

CTE Programs

NRE/Outdoor Leadership/REC
William Landis (30230), *Chair*

Physical Education/Limited HPR/WQM
Kristi Ramey (30229), *Chair*

Zoo Keeping Technology
Alex O'Brien (30190), *Chair*

Academic Departments

Astronomy
Liz Coelho (30193), *Chair*

Biology/ENV/SCI/AGY
Jennifer Swartz (30016), *Chair*
Peter Falldorf (30187)
Ruth-Ann Larish (30084), *Co-Chair* ENV, SCI
Tracy Lee (30061)
Melissa Lema (30182)
Amber Marean (30100)
David Oswandel (30106)
Andrea Schantz Wilcox (30242)
Albert Threlfall (30147)

Chemistry
Kristin Rowan (30197), *Co-Chair*
Evy McUmber (30064), *Co-Chair*
Rushdi Yousef (30241)

Geography/Meteorology
Amy Filipiak (30091), *Chair*
Kyle Anibas (30250)

Geology
Mark Izold (30071), *Chair*

Physics
Joe Gasteiger (30046), *Chair*

Faculty Instructor & Resource Guide

General Contact
hsp@ppcc.edu

Campus
Centennial | Room A220

719-502-3111

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

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 explore career opportunities, gain knowledge and skills toward career goals, and earn 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 - primarily in the mornings at Centennial Campus

Accelerating Students trhough Concurrent Enrollment (ASCENT)

Allows high schools to pay for students' freshman year of college. Students must successfully complete 9 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.

Pivot

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.
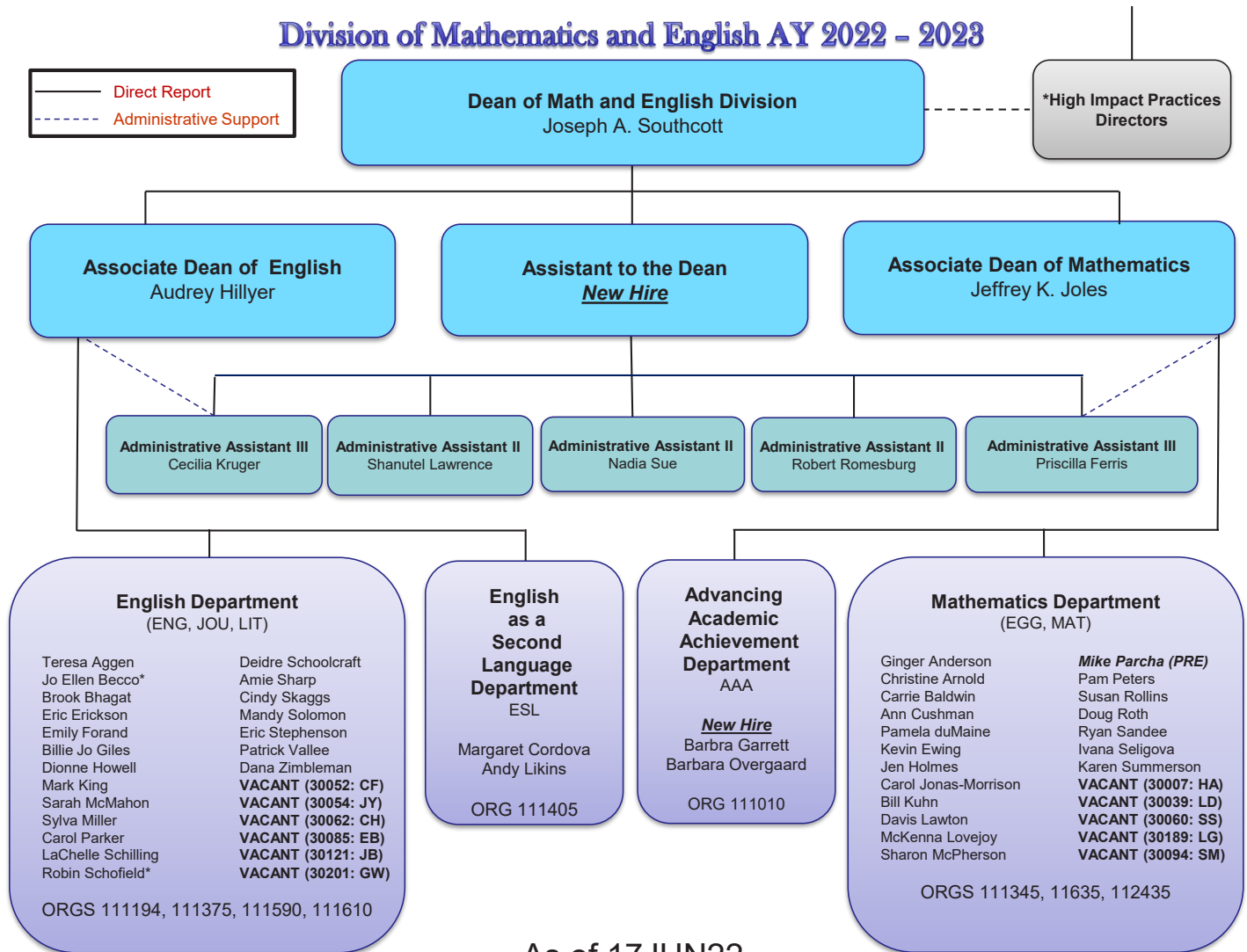
Instructor's Need to Know

- PPCC student success coaches may connect with you to verify attendance and discuss academic opportunities to increase student engagement and academic success.

Strategic Partnerships
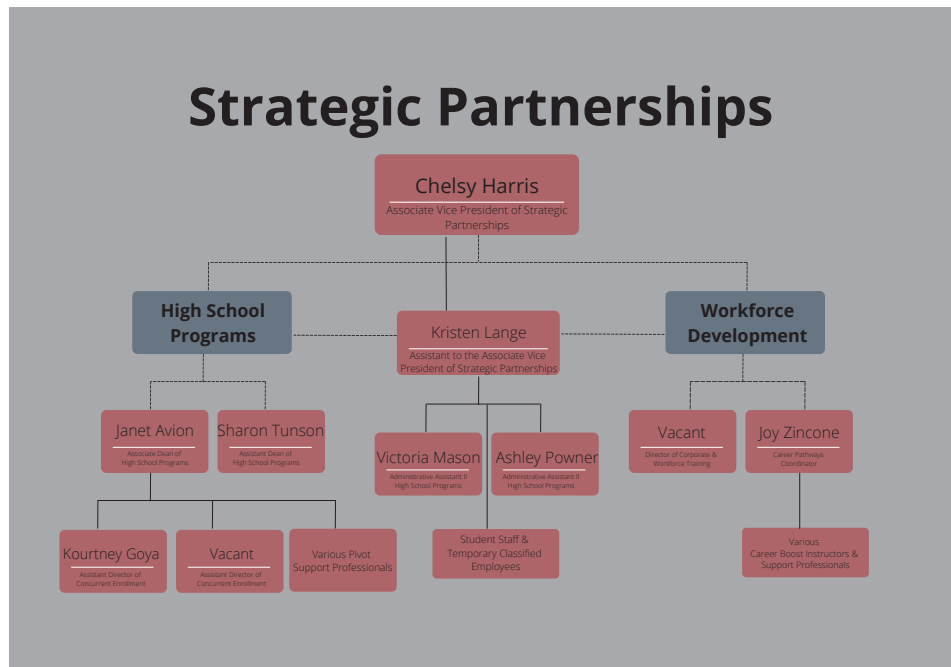
Career Start Programs	
(Supported by HSP: Supervised by Divisions/Departments)	
ACT*	FST
ASE*	HCE
CON*	HST
CRJ*	MGD*
CUA*	RTV*
CYB	WEL*
DPM*	VET
ECE	ZOO*

* Second Year Option Available

Division of Mathematics and English AY 2022 – 2023

—— Direct Report	Direct Report
- - - Administrative Support	Administrative Support

Dean of Math and English Division
Joseph A. Southcott

***High Impact Practices Directors**

Associate Dean of English
Audrey Hillyer

Assistant to the Dean
New Hire

Associate Dean of Mathematics
Jeffrey K. Joles

Administrative Assistant III
Cecilia Kruger

Administrative Assistant II
Shanutel Lawrence

Administrative Assistant II
Nadia Sue

Administrative Assistant II
Robert Romesburg

Administrative Assistant III
Priscilla Ferris

English Department
(ENG, JOU, LIT)

Teresa Aggen	Deidre Schoolcraft
Jo Ellen Becco*	Amie Sharp
Brook Bhagat	Cindy Skaggs
Eric Erickson	Mandy Solomon
Emily Forand	Eric Stephenson
Billie Jo Giles	Patrick Vallee
Dionne Howell	Dana Zimbleman
Mark King	**VACANT (30052: CF)**
Sarah McMahon	**VACANT (30054: JY)**
Sylva Miller	**VACANT (30062: CH)**
Carol Parker	**VACANT (30085: EB)**
LaChelle Schilling	**VACANT (30121: JB)**
Robin Schofield*	**VACANT (30201: GW)**

ORGS 111194, 111375, 111590, 111610

English as a Second Language Department
ESL

Margaret Cordova
Andy Likins

ORG 111405

Advancing Academic Achievement Department
AAA

New Hire
Barbra Garrett
Barbara Overgaard

ORG 111010

Mathematics Department
(EGG, MAT)

Ginger Anderson	*Mike Parcha (PRE)*
Christine Arnold	Pam Peters
Carrie Baldwin	Susan Rollins
Ann Cushman	Doug Roth
Pamela duMaine	Ryan Sandee
Kevin Ewing	Ivana Seligova
Jen Holmes	Karen Summerson
Carol Jonas-Morrison	**VACANT (30007: HA)**
Bill Kuhn	**VACANT (30039: LD)**
Davis Lawton	**VACANT (30060: SS)**
McKenna Lovejoy	**VACANT (30189: LG)**
Sharon McPherson	**VACANT (30094: SM)**

ORGS 111345, 11635, 112435

As of 17JUN22

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Medical Sciences Division

Dean of Medical Sciences
Montse Edie-Korleski

Associate Dean of Allied Health
Vacant

Assistant to the Dean
Tara Ahmad

Simulation Center Director
Douglas Murphy

Associate Dean of Nursing
Amber Lippincott

Administrative Assistant III
Edward Gardner

Administrative Assistant III
Vacant

Instructional Coordintor-Allied Health
Steven Grippo

Instructional Coordinator-NUR
Amanda Morgan

Clinical Coordinator NUR/EMS
Christine Johnson

Administrative Assistant II
Vacant

Clinical Coordinator NUA/BSN/HSP
Vacant

Program Assistant NUA/BSN/HSP
Vacant

Dental Assisting 3:2
- **Amy Reed, Chair**
  - Sabrina Perez
  - Vacant

Medical Assistant Professional/Medical Office Technology/Radiology 3:14
- **Vicki Bond, Chair**
  - Kim Kirkland
  - Melissa Serna

Physical Therapist Assistant 2:0
- **Joe Miller, Chair/Director**
  - Dana Gregory

Pharmacy Technician 1.5:0
- **Nicole Barriera, Chair**
  - Marcia Janos, 0.5

Surgical Technician 2:0
- **David Provost, Chair**
  - Antoinette Trujillo/AC

Emergency Medical Services (EMS, EMT, Paramedic) 3:16
- **Jeremy DeWall, Medical Dir.**
  - Kim Whitten, **Chair/Director/AC**
  - Carley Lehman
  - Ben Roberts
  - Vacant

SIM Technicians
- Karyn Gonzales
- Amanda Garcia
- Milena Tapia

SIM Tech (Part)
Tony Flowers
Nicholas Canfield
Josh Mohler
Jim Peck

BSN Program 2:4
- Randee Nyman, Chair
- Abbey Mobolade

NUA Program and Highschool Coordinator 3.5:17
- Daniele Lakin, Chair
- Ritika Taylor/AC
- Mark Vickers
- Pamela Wait .5

Simulation NUR Educator
Nadine Costandine, Coordinator

ADN Program 8.75:51
- Tobias Brace
- Katie Emery
- Heidi Likins
- Jennifer Mason
- Nichole Moore, Chair
- Dawn Murphy
- Nichole Myers
- Chris Osinski
- Karen Allen

DEA (60 students x year)
MAP (500 students x year)
MOT (250 students x year)
HPR (300 students x year)
RAD (300 students x year)

PHT (18 students x year)
STE (16 students x year)
Paramedics (24 students x year)
EMT (225 students x year)
PTA (20* students x year)

AC = Assessment Coach
* = projected

Nursing (210 students, 4 semesters)
NUA (411 students certificate)
BSN (150 students 4 semesters)
H.S.P (200 students certificate)

Instructor Evaluation Form

Evaluation of Part-Time Instructor

Pikes Peak Community College

The process of part-time 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 <u>*annual basis for all part-time instructors*</u>. *Part-time 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_____   **Department** _____

Evaluator _____   **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 course materials that are clear, 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):

INSTRUCTOR'S RESPONSE TO EVALUATION (if any):

Trend Observed in Students' Evaluations of the Instructor:

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.

_____

_____

_____

PART TWO

This portion of the evaluation shall be completed on an annual basis for the first three years of a new part-time instructor's assignment. It shall then be completed once every three thereafter or more frequently as determined by the part-time 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 part-time 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.

Course Title _____

Date(s) _____   **Time(s)**_____

COURSE FORMAT (lecture, lab, lecture/lab, clinical, online, hybrid)   _____

TEACHING METHOD(S) (discussion, collaborative learning, demonstration) _____

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):

PROMOTES STUDENT ACHIEVEMENT

___ Confirms that students understand and/or can perform an activity

___ Facilitates and monitors group activities/discussion

___ Uses techniques that engage learners of varying educational and experiential backgrounds.

___ Uses questions effectively to stimulate critical thinking and analysis

___ 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):

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):

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 (if any):

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 (if any):

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.)

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)

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

- 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

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

Observation of Teaching
Pikes Peak Community College

Instructor _____   **Department** _____

Evaluator _____   **Title** _____

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

1

_____ 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 BEHAIVIOR 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.)

3

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

4

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.

5

PIKES PEAK
STATE COLLEGE

Student Resources

Contact
Main Line: 719.502.3333
Director: 719.502.4905
Email: ppcc.access@ppcc.edu

Campus

Centennial | Room A130

719-502-3333

Monday - Thursday 8am – 5pm

Friday 9am – 5 pm

Rampart Range | Room S201

719- 502-3333

Monday - Wednesday 8am – 5pm

Thursday - Friday Appointment only

Downtown Studio | Room S126

719-502-3333

S126   719.502.3333

Monday - Friday Appointment only

Tips to reach all learners in the classroom.

1. Provide clear, high contrast printed materials.

2. Encourage optimum classroom physical environment (lighting, distraction limited, pathways, etc.)

3. Face the class when speaking.

4. Encourage students to discuss access issues with you immediately on the first day of class.

5. Verbally describe images on all electronic presentation slides & overheads.

6. Input alternative descriptions for all images/ graphical items in your instructional materials.

7. Allow students to use various technology that supports their style of learning.

8. Repeat questions and comments aloud.

9. Provide your electronic materials ahead of time.

10. Use these resources for accessible materials for all learners:

Colorado State University
www.accessproject.colostate.edu/udl/

University of Washington
www.washington.edu/doit/

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

Please include the following statement in your syllabus and inform the entire class on the first day.

ADA Syllabus Insert
Americans with Disabilities Act

Any student eligible for academic accommodations due to a disability or would like to consult with a disability specialist should contact ACCESSibility Services.

• Call us at: 719.502.3333.

• Visit our webpage: ppcc.edu/ accessibility-services

• Email AS at: ppcc.access@ ppcc.edu

Faculty & Instructors, if you need our support or have questions, please contact AS. We are here to support you too!

Advising

Contact

Brook Koltun, Director of Advising & Testing | 719-502-3454

Campus

Centennial | Room A121
719-502-3232

Rampart Range | Room S101
719- 502-3232

Monday - Thursday 8am-5pm
Friday 9am-5pm

Virtual and Phone Advising available
Monday - Thursday 8am-8pm
Friday 9am-5pm
Saturday 8am-5pm

Website:
For information, please visit Advising online at: ppcc.edu/advising

Mission of Advising & Testing Department

"To empower students through academic advising and assessment education by aiding them in identifying, exploring and accomplishing their academic and career goals."

Advising

Explore and accomplish your goals through advising. Whether you plan to transfer or go directly into the workforce you will need to complete your degree/certificate. We help you be informed so you can achieve your goals.

Meeting with a Program Advisor

Advising is done by appointment and available in-person, over the phone, or via online video. Advisors are available at Centennial and Rampart campuses for in-person appointments. Students make appointments through Navigate.

New Student Advising

New Student Advising appointments are 45 minutes long, allowing our advisors to assist new students in successfully transitioning into college and the PPCC community.

During a New Stdent Advsing appointment, advisors will:

- Help students decide the best path to complete their goals
- Explain prerequisites and discuss academic history
- Provide first semester course recommendation
- Create personalized degree and certificate plans for students
- Discuss transfer opportunities
- Connect students to PPCC's student services and support services

Continuing Student Advising

Advisors provide the following services for continuing students:

- Create multiple-semester degree plans for students through the online Degree Check resource.
- Verify prerequisites or refer students to educational Divisions for prerequisite overrides.
- Direct students to complete the online Change of Major form when students wish to change degree programs or are in a Financial Aid-ineligible program.
- Identify, assign or change a Faculty or Academic Advisor appropriate to a student's intended course of study.
- Discuss opportunities and institutions for transfer to other colleges and universities.
- Provide documentation required by Financial Aid for probation/suspension issues and for Academic Suspension Appeals.
- Assist with registration for students who are on initial academic suspension and discuss strategies for success.
- Referrals to other student services and support as needed.

Notes:

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Contact

Yolanda Harris, Director of
Counseling Center
719-502-4689

Campus

Centennial | **Room** A141

719-502-4782

Monday - Friday 8am–5pm

Rampart Range | Room N107c

719-502-4782

**Rotating schedule
On-call for emergencies**

**In-person, virtual, or phone
appointments available**

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

Services to inform your students about:

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.

Grief Resources

Grief counseling for students may be arranged through CC at 719-502-4782

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.

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

Campus Police · 719-502-2900 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 · 719-502-4782 if the student expresses a "non-immediate" desire to harm himself/herself or others.

Suicide Prevention Partnership · 719-596-5433 (LIFE)

United Way – community referral service at 719-955-0742 or ppunitedway.org

PPCC 2-1-1 United Way 719-502-4525

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

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

Contact

Counseling Center Hot Line
719-502-4782

Campus

Centennial | Room A141
Rampart | Room N107c

In-person, virtual, or phone appointments available

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 fall 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 (1-2 sessions).

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 for mental health services.

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. **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.

IV. **Classroom Presentations (Limited)**

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)

g. New Presentation-Compassion Fatigue (signs/symptoms, causes, treatment, how to cope)

h. Topics can be presented during class times.

"It isn't where you came from. It's where you're going that counts."

~Ella Fitzgerald

Contact

Brook Koltun, Director of Advising & Testing

brook.koltun@ppcc.edu

719-502-3454

Campus

Centennial | Room A121

719-502-2360

Monday - Thursday 8am–5pm
Friday 9am–5pm

●

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!

Let the Experts Sort It!

●

EARLY ALERT is here to help!

PPCC's Early Alert Program

Every semester, specific cohorts of students are identified for PPSC's Early Alert Program. These student groups may include Concurrent Enrollment, TRIO, COSI, Dakota Promise, Academic Alert, Academic Probation, Military and Veteran, and students of color. The goal of the Early Alert Program is to provide additional support to students enabling them to successfully complete their courses.

PPCC uses a function in Navigate called "Progress Report" to collect Early Alert information. Faulty and instructors will receive an email after the drop date letting them know they have students in our Early Alert Program. Faculty and instructors are asked to respond promptly to the Progress Report request letting the Early Alert team know if students need additional support.

Additionally, faculty and instructors can submit Ad Hoc alerts for students not included in the program report request through Navigate.

When should a faculty member submit an Early Alert Request?

Do submit to Early Alert: poor attendance, bad grades, housing issues, transportation, etc. and when requested by the Early Alert team.

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)

What are Early Alert Reasons and what will happen?

Grade below 75%

- Students will be connected with a coach or advisor to discuss tutoring, study habits, additional skills to be successful in class, and may be referred to other resources to support their needs

Not Attending or Participating

- Students will be connected with a coach or advisor to discuss attendance/participation concern, additional skills to be successful in class, and may be referred to other resources to support their needs

Does not have book, technology, or other materials needed

- Students will be connected with a coach or advisor to discuss how to obtain materials for class and may be referred to other resources to support their needs

Student Already Withdrew from Course

- Select this if the student has already withdrawn from the course. The student will not be contacted or notified.

Remember that Early Alerts do not replace the importance of faculty and instructors reaching out and supporting students as well. Faculty and instructors are expected to work in tandem with coaches and advisors to make sure students have the support they need to be successful!

Learning Commons

Contact

Lincoln Wulf, Associate Vice President of Academic Resources
719-502-3178

Campus

Centennial | **Room** A200
Rampart Range | **Room** N201
Downtown Studio | **Room** N204

Library Services | 719- 502-2400

Monday - Thursday	7:30am–7pm
Friday	7:30am–5pm
Saturday	9am–2pm
Sunday	Closed

Tutoring Services | 719-502-3444

Monday - Thursday	9am–7pm
Friday	9am–5pm
Saturday	9am–2pm
Sunday	Closed

Hours may change during summer and semester breaks.

ppcc.edu/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 supplemental 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

- Library services (reference and resource assistance)
- Tutoring services (math, writing, science, and other academic courses)
- Technology assistance (D2L, personal and borrowed devices)
- Academic success workshops
- Movable furniture to accommodate group or individual study spaces/private study rooms

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

PPCC has merged Library Services and 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.

Notes:

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Library

Contact
Lincoln Wulf, Associate Vice President of Academic Resources
719-502-3178

Campus
Centennial | Room A200
719-502-2400

Library Services | 719- 502-2400

Monday - Thursday 7:30am–7pm
Friday 7:30am–5pm
Saturday 9am–2pm
Sunday Closed

Rampart Range | Room N201
719-502-2440

Monday - Thursday 7:30am–7pm

Hours may change during summer & semester breaks

Featured Resources:

Research Guides
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 note cards.

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 eager 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, in person or online, upon request and teach students how to use the library resources, including how to find 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."

Reference Librarians:
Gabriela Martinez
719-502-2437

More services:
- Interlibrary loan—if we don't have it, we'll request articles and books from other libraries , usually free of charge.
- Research for your professional and curricular needs
- Reserve textbooks

TEXT
a Librarian:
719-582-5598

Chat/IM
with a Librarian!

ppcc.edu/library

Military & Veterans Programs Offices

Contact

Paul DeCecco, Director of Miliatry and Veterans Program

paul.dececco@ppcc.edu

719-502-4138

Student Success Initiatives
Centennial • C222 • 502-4100

VA Educ Benefits/Veteran
mvp@ppcc.edu • 502-4100

Army Tuition Asst/Active Army/MyCAA
mvp@ppcc.edu • 502-4200

AF Tuition Asst/Active Air Force
mvp@ppcc.edu • 502-4300

MVP is our student, staff, and faculty go-to source for assistance with:

- Courses offered on military locations (on-post/on-base). A majority of these courses are compressed, eight weeks or shorter, general education classes designed to fit the schedule of active-duty military students.

- College application, enrollment, and student portal training, as well as general college information.

- Academic advising on benefit use to ensure benefit eligibility.vEvaluation of Active-Duty Military Training for College Credit (Prior Learning Assessment).

- Tutoring and academic support through Veterans Upward Bound (VUB).

- Engagement in military and veteran related programming and events, including Veterans Day observations. Membership in the Student Veterans Organization (SVO). If interested in participating, contact: svo@ppcc.edu. Assistance with military withdrawal from classes due to duty conflict.

- Discounted spouse tuition for classes taken on military sites (active-duty spouse must also be concurrently enrolled in on-site classes).

- Scholarship and grant opportunities through our Institutional Member organizations, as well as other MVP scholarship opportunities.

- Student Success Coaching Program to help students achieve their goals via academic and professional support.

- Lending Library offering semester- long textbook checkouts (stocked by donations).

Tips for Faculty

For confidential student concerns, please don't hesitate to contact us for assistance with active duty, veteran, or family member students. We have a lot of community resources that can help them succeed.

Refer to the PPCC MVP website to learn more information about programs and benefits: www.ppcc.edu/mvp

Teaching on the Military Sites

Refer to the Teaching at Fort Carson/ PSFB memos sent prior to each term for specific information about expectations, technology, etc.

You will receive a PPCC-sponsored Gate Pass Authorization letter if teaching at the 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 start of 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.

Military Term Designations

See the MVP Instructional Calendar for start, end, and holiday dates which can be found at: https://www.ppcc.edu/faculty- staff/publications/calendars Typically, military terms begin with "MI" and have a number to indicate which part of term it is (e.g., MI 1).

Locations and Services

Centennial Campus

Room C222 • Mon - Thurs 8am to 5pm, Fri 9am to 5pm • 502-4100 mvp@ppcc.edu

- Supports all services except Federal Financial Aid

- Your go-to location for veterans education benefits, active duty support, and mil/vet academic advising

- Provide orientations, success coaching, lending library, SVO, military and veterans lounge in C building

- VUB – college preparatory program for qualifying veterans. 502-4020; vub@ppcc.edu

- Community resource referrals

Rampart Range Campus

Room S102f • Thurs 8am to 5pm; Fri 11am to 5pm • 719-502-4500 mvp@ppcc.edu

- Support for students using Vet Education benefits, military tuition assistance, and MyCAA

Fort Carson Education Center/PPCC Bldg.
1117 Room 117 • Mon-Thurs 8am to 5pm; Fri 9am to 5pm • 719-502-4200 mvp@ppcc.edu

- Instructional support for on-site classes

- Enrollment and advising resources, including testing, residency, tuition assistance support, and MyCAA

- Credit for military training and MOS occupation(s)

- Community resource referrals

Peterson SFB Education Center/PPCC Bldg.
1141, Room 112 • Mon-Wed 8am to 5pm; Thurs - Fri closed • 719-502-4300 mvp@ppcc.edu

- Instructional support for on-site classes

- Enrollment and advising resources, including testing, residency, Tuition assistance support, and MyCAA

- Community resource referrals

VP Website: www.ppcc.edu/mvp

Student Life

Contact

Skyer Martin
Information Desks
719-502-2533

Kristina Charfauros
Events & Commencement
719-502-2091

Carolyn Owen
Fitness Center
719-502-2101

Ricardo Perez
Director of Student Life
719-502-2138

Campus

Centennial Desk| **Room**A205
719-502-2091

Community Table | **Room A-312**
719-502-3185

Sustainability Office |Room C203
719-502-2611

SFA Office | **Room A207a**
719-502-2104

Rampart Range Desk | **Room** S207
719-502-2577

Downtown Studio Desk | **Room** S207
7190502-2538

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 now FREE.

Campus Information Desk

Student Life is your source of information regarding student events, student clubs & organizations, commencement, and general college information.

Services available at any student life campus information desk include student ID's, lost & found, student events information, commencement, and general information. For hour and more information, visit our webpage at: ppcc.edu/student-life

*Can this section be first, please and thank you.

The Community Table and Cupboards

Students in need of a quick snack, food items to take home, toiletry items, and clothing (Centennial only) can stop by the Community Table (CC – A312) or the Cupboards at the Rampart Range and Downtown Studio campus Student Life desks to pick up these items for free. Students, faculty, and staff are all welcome; a student ID or faculty/staff ID will be needed. No questions asked, just identify yourself, and let us know how many people you are feeding.

Visit us online to view our hours of operation: ppcc.edu/student-life

Mobile Food Market

In partnership with Southern Colorado Care and Share, the Department of Student Life organizes monthly mobile food markets open to students, staff, and community members. There are no requirements to receive food (no ID or demonstration of need).

Food distribution is completed on a first-come-first-serve basis. Markets are typically held the third Monday of the month in the Fall and Spring semesters.

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!

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. 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 Courtyard

The Courtyard, 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.

Contact

Laura Mullane
Project Director of TRiO
StudentSupport Services
719-502-3278

Kathie Keel
Learning Specialist
719-502-3905

Carrie Riffee
Project Specialist
719-502-4904

Ash Owen
Transition Specialist
719-502-3910

Campus

Centennial | **Room** A130
719-502-3222
Monday 8am - 5pm
Tuesday - Friday 8am-6pm

Rampart Range | **Room** S401
719-502-3222
By appointment only

Downtown Studio | **Room** S126
719-502-3222
By appointment only

Mission:

To empower first generation, low-income college students, veterans and individuals with disabilities to persist, graduate and transfer by providing comprehensive academic and personalized services.

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, veterans, and/or students with disabilities.

The TRiO Student Support Services (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 workshops/ assistance
- Financial Literacy Instruction
- Pre-semester conferences
- Test anxiety and study strategies
- Summer Math Attack (math success course)

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 719-502-3222.

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 be a 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, you can send them to SSS and we can help the student make that determination.

You may request a member of the TRiO team to do a short presentation to your class at any time during the semester by email.

When and how often will SSS contact me?

You will receive an alert through Navigate. We may contact you to discuss student grades/attendance/tardiness.

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.

Testing Services

Luisa Rincon
Coordinator of Testing
Luisa.Rincon@ppcc.edu

719-502-3319

Campus:

Centennial
A121
719-502-3370

M-Th 8am-5pm
F 9am-5pm
Sat Closed
Sun Closed

Rampart Range
S101
719-502-3380

M-Th 8am-5pm
F 9am-5pm
Sat Closed
Sun Closed

Downtown Studio
S102
719-502-3390

Due to remodeling plans at the Downtown Studio, the Testing Center will be closed for testing until further notice.

Website:

For information please visit the Testing Center online at:
ppcc.edu/testing

Students must have a valid photo ID with them to test.

Make-Up Testing for PPCC Students

The Testing Center is committed to providing exceptional, accessible, and comprehensive testing services for Pikes Peak Community College and the community. All tests are administered under standardized conditions that are efficient, fair, and secure. We maintain and adhere to all standards set forth in the National College Testing Association's Professional Standards and Guidelines.

The Testing Center provides the following services for students, staff, faculty, and community members:

Course placement using Multiple Measures. Testing staff can review past academic history to determine if students meet college level placement requirements. This includes ACT scores, SAT scores, PSAT scores, GED scores, recent high school transcripts, coursework completed at other colleges and universities, and other measures.

Accuplacer placement testing. Placement testing is available for students wanting to place into college-level courses if other placement measures do not indicate college readiness.
Standardized and professional certification testing. Various national standardized tests are offered including: CLEP, DSST, TEAS (nursing admissions), GED, and dozens of industry certification tests (i.e., registered medical assistant). All scores must be reported to the Records office for college credit to be awarded.

Test proctoring for make-up tests and for PPCC online courses The Testing Center can serve as an alternate facility to proctor make-up exams for students with extenuating circumstances, such as illness or family emergencies, that would prohibit them from taking an exam during their scheduled class time. Make up exams are given at no-charge for registered Pikes Peak Community College students. Exams are administered during normal Testing Center hours. Make-up testing is on an individual basis and is arranged by the instructor with the Testing Center. Due to space, entire classes cannot be accommodated

Important Reminders for Testing:

Students must have a valid photo ID with them to test.

Accommodated testing is provided by the department of Accessibility Services and may be limited to certain campuses and certain times. To submit an exam for a student with accommodations follow Accessibility Services guidelines.

Completed exams will be filed in the faculty folder for pick up or mailed via intercampus mail according to the exam instructions. The Testing Center cannot hand deliver tests to faculty mailboxes.

Frequently Asked Questions about Make-Up Testing

How do I drop off a test for a student to make up?

Complete a Testing Center Academic Make-Up Testing Instructions form, below. Exams should be hand carried to the Testing Center. 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 my exam?

All cases of Academic Dishonesty will be reported to the instructor. The Testing Center has established a process to document any instances of testing irregularities. The Assistant Coordinator, or Coordinator will contact you and provide the documentation. The instructor is responsible for deciding on and imposing consequences.

Can a student test if they come in at the last minute?

Our hours are set and we cannot allow extra time for a student to finish a test. A PPCC Test Time Acknowledgement form will be issued stating the amount of time a student had to complete the test if it is less than what you granted them. This will be attached to the test.

Can a student take a break in the middle of their test?

Students are not allowed breaks during testing. If you would like to allow your student to have a break, you must submit your test in multiple sections with a testing instruction sheet filled out for each section.

PPCC Testing Center Academic Make-Up Testing Instructions

Record # _____

Active Test Date: ___ / ___ / ___   Deadline Date: ___ / ___ / ___   Deadline Time: _____

Student's Name: _____ Last , _____ First   Student ID Number: _____ Required

Course Prefix & Course # _____   Test/Quiz/Chapter: _____

Instructor's Name: _____   Instructor's Phone: _____

Materials Allowed

Calculator: ___ Basic ___ Scientific ___ Graphing ___ None   Time Limit: _____ Hrs _____ Mins

Open Book: _____ Yes _____ No

Scantron: _____ Yes _____ No   **Test Return:** ____ Pick Up ____ Mail to:_____

Notes: _____ Yes _____ No

Additional Instructions (please keep it simple) _____

_____

Testing Center Use Only

Received By _____   Databased By _____

Test Date/Time/Initials _____   **Mailed/Filed By** _____

Instructor Pick-up _____   Date _____   DONE ☐

Pikes Peak State College

Pedagogy

Center for Excellence in Teaching & Learning (CETL)

Contact

cetl.ppcc@ppcc.edu
719-502-2407

Campus

Centennial | **Room** A229
719-502-2407

Supporting your Professional Development Journey

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)
- Promoting Advancement and Growth for Educators Program
- New Faculty and Instructor 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
- Teaching Remote, Online, and Hyflex

Welcome to the Center for Excellence in Teaching and Learning at PPCC

The Center for Excellence in Teaching and Learning (CETL) provides leadership, support, and advocacy for effective pedagogy, andragogy, and initiatives designed with a commitment to freedom of expression and the pursuit of truth in teaching and learning. CETL seeks to cultivate an institutional culture that encourages, values, and rewards professional development as well as college-wide collaboration with a focus on improving the student experience through successful completion at PPCC.

TO LEARN MORE, see our information-packed LibGuide, hosted by the PPCC Libraries.

Some of the gems that you will find in the LibGuide are:

- event details
- teaching resources and materials
- support materials and ideas for remote instruction
- webinars
- information about programs like Promoting Advancement and Growth for Educators (PAGE) {formerly Adjunct Advancement}.

Visit our LibGuide here: CETL LibGuide

Please contact us with any questions at: cetl.ppcc@ppcc.edu

Classroom Community Builders Ideas

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...

Got HIPs?

WHAT ARE HIGH IMPACT PRACTICES?

High Impact Practices (HIPs), are research-based strategies for effective teaching that improve student learning and persistence.
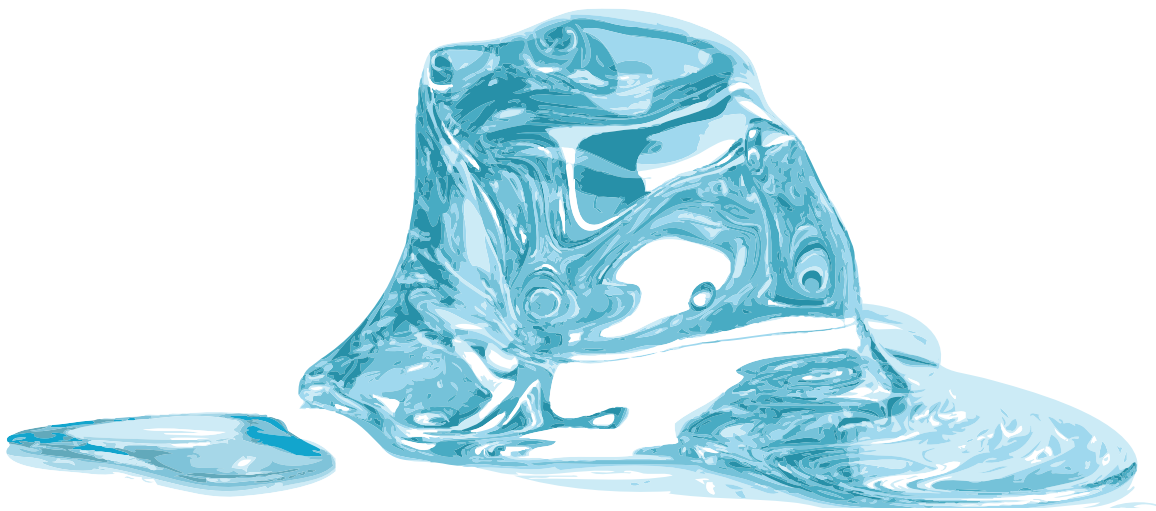
Service Learning - Combines meaningful community service with course content and reflection to enrich learning, teach social and civic responsibility, and strengthen communities.

Diversity/Global Learning - Courses and assignments that help students explore cultures, life experiences, and world-views different from their own.

Collaborative Projects & Assignments - 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.

Undergraduate Research - Students learn the research process and develop real-world skills, and are provided an opportunity to share their research and findings.

Writing Intensive Courses - Students approach writing as a process, with reflection and rewrites, revising their work based on peer and faculty feedback.

Learning Communities - Students learn in a connected class, with two instructors through an interdisciplinary approach while earning two courses of credit.

First-Year Experiences - Programs that bring together small groups of first-year students to focus on developing intellectual and practical competencies.

Common Intellectual Experiences - Cohorts of students (class, club, major) learn at co-curricular events through experiences which relate to their coursework.

Internships - Provides students direct experience in their discipline.

Capstone Courses & Projects - The culminating course in a major, often involving a final project or portfolio.

WHY HIPS?

- ❖ Higher student Persistence
- ❖ Deeper learning
- ❖ Higher interaction
- ❖ Increases in critical thinking, writing skills
- ❖ Greater appreciation for diversity
- ❖ Higher student engagement

REACH OUT TO US:
719.502.3110
HIPS@PPCC.EDU

VISIT US:
PPCC.EDU/HIPS
LIBGUIDES.PPCC.EDU/HIPS

High Impact Practices
PIKES PEAK COMMUNITY COLLEGE

How to design HIPs

Appropriate Challenge	Real-World Application	Time Working on Projects	Publicly Demonstrate Learning
Constructive, Regular Feedback	Substantive Interactions with Peers and Faculty	Reflect on Learning	Experiences with Diversity

Reflection on Learning

A reflective **assignment** was used after the first and second exam in 2011

Performance increased significantly.
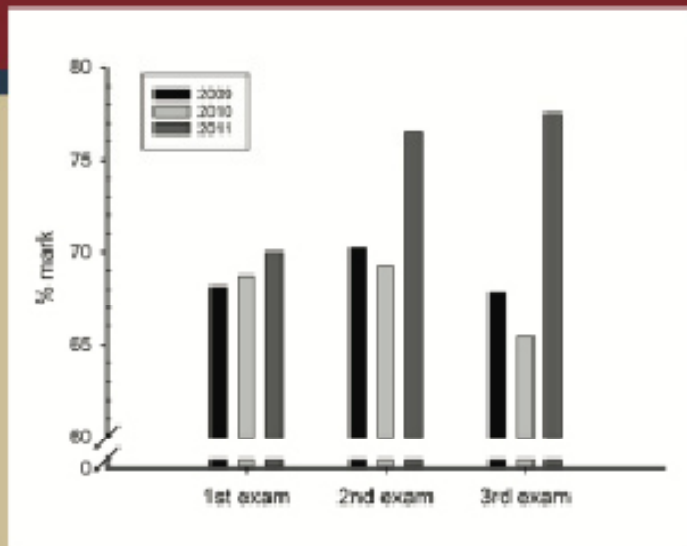
REACH OUT TO US:
719.502.3110
HIPS@PPCC.EDU

VISIT US:
PPCC.EDU/HIPS
LIBGUIDES.PPCC.EDU/HIPS

High Impact Practices
PIKES PEAK COMMUNITY COLLEGE

Teach a Service Learning Class

Service-Learning (SL) is a teaching and learning strategy that **integrates meaningful community service** with **course content** and **reflection** to enrich the learning experience, teach social and civic responsibility, and strengthen communicates.

Student Feedback

92% Enjoyed applying knowledge to real world

90% Project positively impacted learning course objectives

88% Increased positive view on serving others

5 Easy Steps To Service Learning

Step 01 **Assign a Service Learning Project**
Use course concepts or skills to benefit people outside the class.

Step 02 **Provide service options to students**
On-campus. Off-campus.
As a class, team, or individual project.

Step 03 **Create a reflection assignment**
Students consider their learning process, and personal or academic growth.

Step 04 **Use HIPS Rubric and Student Survey**
Attach to assignment
Post in Announcements

Step 05 **Integrate Service Learning into your Syllabus**
Describe the Service Learning focus of class. List assignments and points related to the SL project and reflection.

To Get Started

#1 Attend PDW Seminar

#2 Complete SL Intent Form

#3 Consult with Supervisor

#4 Integrate in Classroom

Need help? Contact us at HIPs@ppcc.edu

Syllabi Best Practices

"People will learn best and most deeply when they have a strong sense of control over their own education rather than feeling manipulated by someone else's demands."

- Ken Bain *What the Best College Teachers Do*

COLLEGE WIDE SYLLABUS TEMPLATE

PPCC has developed a college-wide syllabus template to provide students with a clear path for success. Based on student feedback, college support and state directives, a syllabus task force developed an accessible syllabus template that is composed of three components.

1. Class information students need to be successful in the immediate course such as contact information, assignments, and grading policies.

2. State-determined learning outcomes for each course, and can be found on the PPCC's Master Course Syllabus page (scroll through the alphabet to find your specific course). The specific master course syllabus for your course must be hot linked into the syllabus template for your course.

3. The Institutional Syllabus as a hyper link which includes PPCC policy, and the Support Services link which directs student to the many services available to support their success.

The goal of the standard syllabus template is to provide all the material students need for success in manageable pieces through links in the syllabus, Students have the material at their fingertips but do not get overwhelmed with an oversized document.

These can be accessed at ppcc.edu/syllabus

SYLLABI BEST PRACTICES

• Set the tone for the course with welcoming language that invites students into your course

• Communicate your expectations for students in the course and also share what you will provide to them

• Consider questions students may have and be sure to offer answers within your syllabus

• Articulate learning outcomes with course assignments and with the Master Course Syllabi link

• Explicitly explain to students how they can be successful in your course

• Explain the course format

• Detail the time demands for the course so students know how to be successful in your class

• Offer "teasers" to assignments to motivate students and engage them in the learned before class begins

• Share how students can access their grades

• Specify if you have specific attire requirements (for nursing,dental, labs, welding etc.)

• Share your teaching philosophy

• Address technical items (calculator use, D2L, digital homework, online submissions, software, etc.)

• Explain what student conduct in your course means (HINT: You can also do this as a first day activity and let the students create for buy in!)

• Be aware of the length of your syllabus (too long they won't read) and the format (make it easy for them to read)

• The syllabus must be in accessible format for all to enjoy!

PIKES PEAK
STATE COLLEGE

Campus Resources

Bookstore

Contact

Jessica Williams, Store Manager
719-502-2168

Steve Dunn, Course Materials
Manager
502-2169

Campus

Centennial · C102 · 502-2665
Rampart Range · N101 · 502-2664
Downtown Studio · S104 · 502-2663

Hours: M/T   8am–6pm
               W – F   8am–5pm

Textbook FAQS:

Q: Why do we have to turn in course material 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. Course material adoptions due Fall - March 30, Spring - October 30, Summer - March 15.

Q: Why are textbooks so expensive?

A: Unlike standard merchandise where the market determines the price, 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. Many times, you may receive a different product than you receive at the Bookstore. Compromised textbooks may be missing components or access codes, counterfeit, international edition, instructor's copy, wrong edition, or simply be a defective book. 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.

Q: Are faculty required to use the textbook and other materials adopted by my department chair?

A: Yes, the department chair for each discipline selects textbooks and other course materials for all sections unless approved for a pilot. See EP 330 Textbook and Course Materials Procedure for more details.

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.

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.

What Is OER?

Open Educational Resources (OER), are "educational materials that are freely accessible and openly licensed, allowing you to adapt, share, or use; with limited or no restrictions"

Basically, they can be textbooks, learning materials, or even software that are under a copyright license that allows you to: Retain, Reuse, Revise, Remix, and Redistribute.

Why Use OER?

OER provides benefits to our students financially and academically:

- Cost – With the cost of textbooks so high, OER has been cited as one way to lower costs for students.
- Academic Performance – Studies have shown, that the use of OER can help students in terms of grades, retention, and course completion.
- Gives You The Power – You can choose what content you wish to keep, alter, update, or delete. No publisher involved!

Can I Use OER at PPCC?

Yes you can!

Copy Center

Contact
Ryan Schnackel, Copy & Print Operations Manager
719-502-2186

Campus
Centennial · Room C101

719-502-2111

Monday - Friday 8am–4pm

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 – 4pm.

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!

Information Technology Support Services (ITSS)
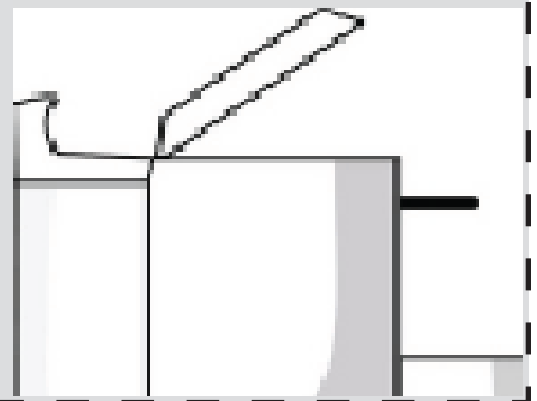
Contact

ITSS Helpdesk
502-4800 option 3

Campus • Room • Phone

Centennial • B201 • 502-2420

How to access Faculty/Staff Email

There are three different ways to access your email online:

- Go to
  https://outlook.office365.com

  OR
- Go to the PPCC home page,
  ppcc.edu
  click on office 365 at the bottom
  f the page under the Logins
  column

  OR
- From the myPPCC dashboard,
  click on the
  "Fac/Staff Email" icon

Password criteria

Your password has to be at least fourteen (14) characters and has to contain three (3) out of the four types of characters (upper case letter, lower case letter, number or special character). It is good for 180 days before it expires.

Type in 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 helpcenter.pikespeak.edu

Student Operated

eXtra Music is the student operated, staff managed rado station and web stream for Pikes Peak State College. All of the personalities you hear on KXRE are Broadcasting and Electronic Media program students at Pikes Peak State 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 PPSC website updates regularly with archives available. The station is staffed with students during PPSC 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 KXRE eXtra Music, the voice of Pikes Peak State College available on the Tune In app on your smart phone or at ppcc.edu/KXRE. If you're not near a computer you can tune your radio to 103.1 or 89.1 FM in Colorado Springs.

You can email AJ Matthews, KXRE manager at AJ.Matthews@ppcc.edu if you have questions.

New Employee Key Request Process

New Employee is Hired

New Employee Pkt. Is turned in to Division Delegate

Division sends Packet to Human Resources (HR)

HR creates Personnel Acct. & Assigns an Employee ID-S# (1-2 days)

HR sends Computer & Phone Access To ITSS (IT)

IT enters New employee Into Key Database (1-2 days)

EMPLOYEE RECORD IS IN KEY DATA BASE

APPROVED
NOTE: Key Request ON HOLD until Employee Record in Key Data Base
Request sent to locksmith
Email sent to Requestor

Division delegate **(Requestor)** Submits a Key Request

Facilities receives Key Request And sends to Dean/Director for approval.

Dean/Director Reviews Approve or Deny

DENIED
Email sent to Requestor
Key Request is Closed

Key Issuance is created & Key ready for pick up
Email sent to Requestor

Requestor informs New Employee Key is ready to pick up in Facilities

NEW EMPLOYEE PICKS UP KEY
in Facilities office at the Campus designated on the Key Request

KEY RETURN
Employee returns key(s) to Facilities when no longer employed

PIKES PEAK
STATE COLLEGE

Faculty Resources

2022-2023 Instructional Calendar

Open registration ends the 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.

Final Grades are due the last day of class plus three business days.

Fall 2022 [202320]

Mar 14, 2022	M		Schedule Available View Only
Mar 14, 2022	M		Registration Begins
Aug	22-26		Monday - Friday
			Fall Orientation (Faculty Duty Days)
Sept	**5**	**M**	**Campuses Closed – Holiday**
Sept	6	T	Open-No Classes
Nov	23	W	Open-No Classes
Nov	24	R	Closed - Holiday
Nov	25-27	FSU	Open-No Classes
Dec 24-Jan 1			**Campuses Closed - Holiday**

15-Week Session F15

Aug	**29**	**M**	**Classes Begin**
Sept	8	R	No Show Due
Sept	13	T	Drop Date
Nov	28	M	Withdraw Date
Dec	**18**	**U**	**Classes End**
Dec	21	W	Grades Due

12-Week Session F12

Sept	**19**	**M**	**Classes Begin**
Sept	27	T	No Show Due
Oct	3	M	Drop Date
Nov	29	T	Withdraw Date
Dec	**18**	**U**	**Classes End**
Dec	21	W	Grades Due

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

Aug	**29**	**M**	**Classes Begin**
Sept	2	F	No Show Due
Sept	7	W	Drop Date
Oct	11	T	Withdraw Date
Oct	**23**	**U**	**Classes End**
Oct	26	W	Grades Due

2nd Bi-semester (7 1/2 weeks) BI2

Oct	**24**	**M**	**Classes Begin**
Oct	28	F	No Show Due
Oct	31	M	Drop Date
Dec	6	T	Withdraw Date
Dec	**18**	**U**	**Classes End**
Dec	21	W	Grades Due

Weekend College (15 weeks) WKC

Sept	**2**	**F**	**Classes Begin**
Sept	12	M	No Show Due
Sept	19	M	Drop Date
Nov	28	M	Withdraw Date
Dec	**18**	**U**	**Classes End**
Dec	21	W	Grades Due

Late Start (10 weeks) LAT

Oct	**5**	**W**	**Classes Begin**
Oct	11	T	No Show Due
Oct	17	M	Drop Date
Dec	5	M	Withdraw Date
Dec	**18**	**U**	**Classes End**
Dec	21	W	Grades Due

1ST Tri-semester (5 weeks) TR1

Aug	**29**	**M**	**Classes Begin**
Aug	31	W	No Show Due
Sept	2	F	Drop Date
Sept	26	M	Withdraw Date
Oct	**4**	**T**	**Classes End**
Oct	7	F	Grades Due

2nd Tri-semester (5 weeks) TR2

Oct	**5**	**W**	**Classes Begin**
Oct	7	F	No Show Due
Oct	10	M	Drop Date
Nov	1	T	Withdraw Date
Nov	**8**	**T**	**Classes End**
Nov	11	F	Grades Due

3rd Tri-semester (5 weeks) TR3

Nov	**9**	**W**	**Classes Begin**
Nov	14	M	No Show Due
Nov	14	M	Drop Date
Dec	12	M	Withdraw Date
Dec	**18**	**U**	**Classes End**
Dec	21	W	Grades Due

*Faculty Duty Days
Grades due on Dec 21

*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

2022-2023 Instructional Calendar

Open registration ends the 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.

Final Grades are due the last day of class plus three business days.

Spring 2023 [202330]

Oct	10, 2022	M	Schedule Available View Only
Oct	17, 2022	M	Registration Begins
Dec 24–Jan 1			**Campuses Closed - Holidays**
Jan	9-13		Monday - Friday
			Spring Orientation (Faculty Duty Days)
Mar27-Apr 2			Open-No Classes (SPRING BREAK)
*May	**13**	**S**	**Graduation Ceremony**

15-Week Session F15

Jan	**18**	**W**	**Classes Begin**
Jan	30	M	No Show Due
Feb	2	R	Drop Date
April	17	M	Withdraw Date
May	**9**	**T**	**Classes End**
May	12	F	Grades Due

12-Week Session F12

Feb	**6**	**M**	**Classes Begin**
Feb	14	T	No Show Due
Feb	20	M	Drop Date
April	20	R	Withdraw Date
May	**9**	**T**	**Classes End**
May	12	F	Grades Due

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

Jan	**18**	**W**	**Classes Begin**
Jan	23	M	No Show Due
Jan	25	W	Drop Date
Mar	1	W	Withdraw Date
Mar	**12**	**U**	**Classes End**
Mar	15	W	Grades Due

2nd Bi-semester (7 1/2 weeks) BI2

Mar	**13**	**M**	**Classes Begin**
Mar	17	F	No Show Due
Mar	20	M	Drop Date
Apr	27	R	Withdraw Date
May	**9**	**T**	**Classes End**
May	12	F	Grades Due

Weekend College (15 weeks) WKC

Jan	**20**	**F**	**Classes Begin**
Jan	30	M	No Show Due
Feb	6	M	Drop Date
Apr	17	M	Withdraw Date
May	**9**	**T**	**Classes End**
May	12	F	Grades Due

Late Start (10 weeks) LAT

Feb	**22**	**W**	**Classes Begin**
Feb	28	T	No Show Due
Mar	6	M	Drop Date
Apr	24	M	Withdraw Date
May	**9**	**T**	**Classes End**
May	12	F	Grades Due

1st Tri-semester (5 weeks) TR1

Jan	**18**	**W**	**Classes Begin**
Jan	20	F	No Show Due
Jan	23	M	Drop Date
Feb	14	T	Withdraw Date
Feb	**21**	**T**	**Classes End**
Feb	24	F	Grades Due

2nd Tri-semester (5 weeks) TR2

Feb	**22**	**W**	**Classes Begin**
Feb	27	M	No Show Due
Feb	27	M	Drop Date
Apr	3	M	Withdraw Date
Apr	**4**	**T**	**Classes End**
Apr	7	F	Grades Due

3rd Tri-semester (5 weeks) TR3

Apr	**5**	**W**	**Classes Begin**
Apr	7	F	No Show Due
Apr	10	M	Drop Date
May	2	T	Withdraw Date
May	**9**	**T**	**Classes End**
May	12	F	Grades Due

*Faculty Duty Days
Grades due on May 12
*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

Approved by the College Leadership Team

Promoting Advancement and Growth for Educators Program

Snapshot

What is PAGE?

The Promoting Advancement and Growth for Educators (PAGE) Program is one of five programs made available through PPCC's Center for Excellence in Teaching and Learning (CETL). PAGE is a voluntary, self-paced program that encourages adjuncts to take advantage of professional development opportunities both inside and outside of the college. Adjunct Instructors 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/workshop.
- What takeaway you will use for reflection.
- The ways to implement what you learned into your PPCC classroom.
- How to assess the effectiveness/success of the 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 PAGE

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 Mental Health First Aid 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. Apply to May Institute
    - after teaching at PPCC 4 or more semesters for Tier 2 and after teaching two or more additional semesters for Tier 3 and again for Tier 4
    - earn a Meets Expectations (or better) on most recent teaching evaluation
    - successfully complete 16 PDUs
    - May Institute application - chair signature required

4. Present at May Institute by sharing reflection of 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 Promoting Advancement and Growth for Educators Program.

For more information, visit: libguides.ppcc.edu/cetl/home

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.

Faculty Senate Roster AY 22-23

Senators	Alternates
Business, Public Service & Social Sciences (BPS)	
Rick Foster, **Vice President**	Deb Licht
Monica Novack	
Paul Wilkinson	
Communications, Humanities, & Technical Studies (CHTS)	
Amy Cornish	Glenn Rohlfing
Dan Shaw	
Mathematics & English (ME)	
Jen Holmes	Billie Jo Giles
Sylva Miller, **Secretary**	Susan Rollins
Deidre Schoolcraft, **President**	
Medical Sciences (MS)	
Joseph Miller	Ben Roberts
Abbey Mobolade	
Amy Reed	
Natural & Physical Sciences (NPS)	
Liz Coelho	Andrea Schantz Wilcox
Jennifer Swartz	
Larry Threlfall	
Instructors	
BPS	Vacant
CHTS	Vacant
ME	Tom Lovell
MS	Vacant
NPS	Jennifer Wawrzonek

Dean of Students

Contact

Nichole Pritchett-Hilliard,
Dean of Students
Office: 719-502-2367

Campus • Room • Phone

Centennial • A104 • 502-2367
Hours: M – F 8am–5pm

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 Distressing/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!

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!

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)

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!

- This holds true for classroom management. There are many right ways to create successful interactions between you and your students, and yours will look different from those of your colleagues.

> You cannot put the same shoe on every foot.
> –Publilius Syrus

Fitness Center

Contact

Carolyn Owen,
Coordinator of Recreation &
Fitness Center
719-502-2101

Campus

Centennial • Room A262

719-502-255

Hours: M –Th   7am–7pm
             F   7am–6pm

Recreation & Sports Programming

This offers intramural activities throughout the semester such as Open Gym.

Students and Staff can borrow a basketball to shoot hoops, and can participate in other recreational opportunities.

Students may form sports clubs and/or participate in athletic teams.

Stop by the Gym/ Fitness Center for more information on recreation clubs or log onto the PPCC Website and access "Upcoming Events" to see a current listing of college activities go to: ppcc.cccoes.ed

Employee wellness policies & procedures

All Fitness Center (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.

Please wear proper work out attire for safety and sanitary reasons. Work out attire for our center includes shorts or sweats, a shirt that covers the chest, and gym shoes.

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.

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

Contact
Kim Hennessy, Interim Director
502-2006

Laura Genschorck,
Benefits & Risk Coordinator
502-2005

Campus • Room • Phone
Centennial • B200 • 502-2600
Hours: M – F   8am–5pm

EMPLOYEE I.D. CARD
You may obtain an employee identification card at orientation or in B-229. This card provides you with:

- Discounts at the bookstore
- Ability to check out materials at the PPCC library.

Other Discounts
Benefit Hub

For State of Colorado Employee discounts visit:

https://stateofcolorado.
benefithub.com

World Arena/Pikes Peak Center

Go to:

worldarena.com/grouporders

Information regarding events available for group discounts is listed. To order tickets, use:

Password: GROUPSAVE

REMEMBER, IT'S CASE SENSITIVE

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.

Medical Emergencies in the Classroom
- Dial 911

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. Faculty and staff are responsible for checking email for official notifications.

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

Paystubs 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 demographic form 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?

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 Campus Police 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 Campus Police Officer.

Questions? Please contact Laura Genschorck at 502-2005.

Safety & Emergency Preparedness

Contact

James Barrentine, Chief of Police &
Director of Emergency Management
719-502-2148

Campus

Centennial · Room A100
719-502-2900

Rampart Range · Room N106
719-502-2900

Downtown Studio · Room S101
719-502-2900

CHES · Room 214
719-502-2900

Monday - Friay 8am–8pm

Administrative Hours:
Monday - Friday 8am-5pm

www.ppcc.edu/campus-police

Remember:

- Everyone is responsible for their own safety and should assist others if possible.
- Students should look to faculty and instructors for guidance in an emergency situation.
- Those who prepare for emergenciesare beter able to take care of themselves and others.

Resources:

Campus Police Department
webpage: ppcc.edu/campus-police

- Also linked on the bottom of the ppcc.edu homepage

Emergency Response Guides

- Can be found on every classroomor office door.
- Also available online on the Campus Police web page.

Emergency Notification System

Registered students and/or employees are automatically subscribed into this system, with no action required on your part.

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.

Review and update your information by logging into the PPCC portal and selecting the "Update
Personal Information" option.

People who are not affiliated with PPCC can also receive College emergency notifications by
signing up at: https://www.ppcc.edu/administration-operations/emergency-management/notifications.php

Procedures:

In case of emergency, dial 911 from any campus phone or your personal cell phone. Follow up by calling 719-502-2911 (extension 2911 on any campus phone).

Fire Alarms

Treat all fire alarms as real. Evacuate when a fire alarm sounds, and assist others as needed.

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). Be prepared to evacuate or move to another location.

Civil Rights and Sexual Misconduct Resolution Process

TITLE IX

CIVIL RIGHTS

Kim H. Hennessy
Title IX Coordinator

Michele Hodge
Deputy Title IX Coordinator

Human Resource Services

PIKES PEAK COMMUNITY COLLEGE

CIVIL RIGHTS COMPLAINT PROCESS:
A person who experiences discrimination or harassment based on a protected class, and/or experiences retaliation for opposing discrimination/harassment or for participating in a complaint or investigation may reach out to Human Resources Services (HRS) or other Responsible Official to:

FILE A COMPLAINT
A complaint may be filed by the person who experienced the discrimination or harassment, the "Complainant," or by a concerned third party, the "Reporter." The person filing must write the complaint in their own words. The person against whom the allegations are made is called the "Respondent."

REQUEST INFORMATION
You may reach out to HRS to learn more about PPCC's Civil Rights Policy and Procedures. This option is available whether or not you file a formal complaint. To learn more about resources, interim measures, or other options, please reach out to HRS at 719-502-2600.

REQUEST INFORMAL RESOLUTION
You may request informal resolution via the Title IX/EO Coordinator, Mr. Carlton Brooks, who will determine if informal resolution is appropriate. The parties can elect to cease the informal resolution process at any time before it concludes and proceed with a formal investigation.

INITIAL REVIEW: The Title IX/EO Coordinator or designee speaks with the Complainant and/or Reporter in order to understand the allegations and any related conduct. The Complainant is informed of their rights. Interim Actions are considered.

SUPPORTIVE MEASURES AND RESOURCES: HRS will ensure it offers supportive measures and resources to all parties regardless of whether a complaint is filed, the outcome of a filed complaint, or whether informal resolution is offered.

ASSESSMENT
If the facts alleged were true, would they constitute a violation of the Policy?

No

CLOSE CIVIL RIGHTS COMPLAINT
HRS notifies the Complainant and/or Reporter the civil rights complaint will be administratively closed. If other PPCC policies may be implicated, the Title IX/EO Coordinator will refer the matter to the Dean of Students. Complaints can also be closed by the appointing authority.

Yes

Yes

INFORMAL RESOLUTION
Does Complainant wish to elect for informal resolution?

No

UNWILLING COMPLAINANT: If the prospective Complainant is unwilling to participate or wants to withdraw their complaint, but the Title IX/EO Coordinator has determined the severity of the harassment and the potential risk to others warrants an investigation, the Title IX/EO Coordinator or designee may be considered the Complainant.

NOTIFY COMPLAINANT
The Title IX/EO Coordinator will notify the Complainant or Reporter of the plan to investigate. If there is a police investigation into the same allegations, the Title IX/EO Coordinator will assess the timing of its investigation, so as not to compromise the criminal investigation.

NOTIFY RESPONDENT
The Title IX/EO Coordinator notifies the Respondent in writing of allegations, provides Respondent with copies of the complaint and informs Respondent of their rights.

INTERVIEWS
The investigators conduct separate interviews with each of the parties. If applicable, the parties may bring an Advisor to their respective interviews.

REPORT FINALIZED
Investigators summarize the relevant evidence, make factual findings, and issue the Final Investigation Report to the Title IX/EO Coordinator.

PRELIMINARY INVESTIGATION REPORT DISCLOSURE
Investigatiors shall issue the Preliminary Report with relevant facts gathered and all directly-related evidence to both parties, who have 10 days to respond in writing.

FOLLOW-UP INTERVIEWS
The Investigators conduct follow-up interviews with the parties. These interviews give each party an opportunity to respond to information collected during investigation.

EVIDENCE GATHERING
The Investigators collect additional information (e.g., interview witnesses, collect documents). The parties may submit additional materials they believe may be relevant. Copies of these materials will be given to the other party and their Advisor (if applicable).

The Title IX/EO Coordinator obtains a written **Determination Report** from the investigator(s) as to whether or not, based on a preponderance of the evidence, the alleged behavior took place and whether that behavior constitutes a civil rights violation. The determination shall include a summary of all evidence and information used to reach these conclusions.

Notice of Findings provided by Title IX/EO Coordinator simultaneously to both parties. A copy of the Final Investigation Report and Determination Report shall be attached, along with appeal rights.

APPEAL: Parties may appeal the Determination Report within 10 days of receiving the Notice of Findings. Parties may appeal on three grounds: (1) procedural error that may change the outcome of the decision, (2) findings are not supported by substantial evidence in the investigation report; or (3) relevant new information that was not available at the time of the investigation and may substantially change the outcome of the decision. A new investigation can be convened or appellate officer can otherwise cure the procedural error.

Findings shall be provided to the Disciplinary Authority to proceed in accordance with applicable policies. See *Sanctions*.

Yes

RESOLUTION
Was Respondent found to be in viiolation of the Policy?

No

Complainant closed with no further disciplinary action.

TITLE IX COMPLAINT PROCESS:
A person who experiences sexual misconduct within one of PPCC's programs or activities in the United States may reach out to Human Resources Services (HRS) or other Responsible Official to:

FILE A COMPLAINT
A formal complaint may be filed by the person who experienced the harassment, the "Complainant". The person filing must write the complaint in their own words. The person against whom the allegations are made is called the "Respondent."

REQUEST INFORMATION
You may reach out to HRS to learn more about Title IX and PPCC's Policy and Procedures. This option is available whether or not you file a formal complaint. To learn more about resources, interim measures, or other options, please reach out to HRS at 719-502-2600.

REQUEST INFORMAL RESOLUTION
You may request informal resolution via the Title IX Coordinator, Mr. Carlton Brooks, who will determine if informal resolution is appropriate. The parties can elect to cease the informal resolution process at any time before it concludes and proceed with a formal investigation.

INITIAL REVIEW: The Title IX Coordinator or designee speaks with the Complainant in order to understand the allegations and any related conduct. The Complainant is informed of their rights. Interim Actions are considered.

SUPPORTIVE MEASURES AND RESOURCES: HRS will ensure it offers supportive measures and resources to all parties regardless of whether a complaint is filed, the outcome of a filed complaint, or whether informal resolution is offered.

ASSESSMENT
Was the alleged harassment within one of PPCC's programs or activities in the United States?
AND
If the facts alleged were true, would they constitute a violation of the Policy?

CLOSE TITLE IX COMPLAINT
HRS notifies the Complainant the Title IX complaint will be administratively closed. A complaint alleging sexual harassment outside of the United States may be addressed under other PPCC civil rights procesures. If other PPCC policies may be implicated, the Title IX Coordinator will refer the matter to the Dean of Students. Complaints can also be closed by the appointing authority.

No

Yes

Yes

INFORMAL RESOLUTION
Does Complainant wish to elect for informal resolution?

No

WILLINGNESS OF COMPLAINANT: If the prospective Complainant is unwilling to participate or wants to withdraw their complaint, but the Title IX Coordinator has determined the severity of the harassment and the potential risk to others warrants an investigation, the Title IX Coordinator or designee may be considered the Complainant.

NOTIFY COMPLAINANT
The Title IX Coordinator notifies the Complainant or Reporter of the plan to investigate. If there is a police investigation into the same allegations, the Title IX Coordinator will assess the timing of its investigation, so as not to compromise the criminal investigation.

NOTIFY RESPONDENT
The Title IX Coordinator notifies the Respondent in writing of allegations, provides Respondent with copies of the complaint and informs Respondent of their rights.

INTERVIEWS
Title IX Investigators conducts separate interviews with each of the parties. If applicable, the parties may bring an Advisor to their respective interviews.

REPORT FINALIZED
Investigators summarize the relevant evidence, make factual findings, and issues the Final Investigation Report to Title IX/EO Coordinator at least 10 days before hearing date. Case Management Notice given to parties.

PRELIMINARY INVESTIGATION REPORT DISCLOSURE
Investigatiors shall issue the Preliminary Report with relevant facts gathered and all directly-related evidence to both parties, who have 10 days to respond in writing.

FOLLOW-UP INTERVIEWS
The Investigators conduct follow-up interviews with the parties. These interviews give each party an pportunity to respond to information collected during investigation.

EVIDENCE GATHERING
The Investigators collect additional information (e.g., interview witnesses, collect documents). The parties may submit additional materials they believe may be relevant. Copies of these materials will be given to the other party and their Advisor (if applicable).

HEARING: The Live Hearing will be scheduled no earlier than 10 days after the Final Report is issued. Each party's advisor may question the other party and any witnesses with relevant questions. The Hearing Officer will issue a Determination Report as to whether or not, based on a preponderance of the evidence, the alleged behavior took place and whether that behavior constitutes a civil rights violation.

Notice of Findings provided by Title IX Coordinator simultaneously to both parties. A copy of the Final Investigation Report and Determination Report shall be attached, along with appeal rights.

APPEAL: Parties may appeal the Hearing Officer's determinations within 10 days of receiving the Notice of Findings. Parties may appeal on three grounds: (1) procedural error that may change the outcome of the decision, (2) findings are not supported by substantial evidence in the investigation report; or (3) relevant new information that was not available at the time of the investigation and may substantially change the outcome of the decision.

Findings shall be provided to the Disciplinary Authority to proceed in accordance with applicable policies. See *Sanctions*.

Yes

RESOLUTION
Was Respondent found to be in viiolation of the Policy?

No

Complainant closed with no further disciplinary action.

INTERIM ACTIONS

The Title IX/EO Coordinator may implement interim actions, including Supportive Measures, intended to protect the safety and security of the campus community, address the effects of the reported behavior, and prevent further violations, while the complaint is under review or investigation.

These remedies may include, but are not limited to

♦ placing an employee on administrative leave;

♦ interim actions outlined in the SP 4-30 Student Disciplinary Procedure;

♦ campus bans/emergency removals;

♦ referral to counseling and health services or to the Colorado State Employee Assistance Program (CSEAP);

♦ education to the community;

♦ altering work arrangements;

♦ providing campus escorts;

♦ implementing contact limitations between the parties (e.g., no contact orders);

♦ offering adjustments to academic deadlines or course schedules; and/or

♦ suspending privileges such as attendance at College activities or participation in College-sponsored organizations.

Any campus ban/emergency removal will be implemented only after a determination that the person poses an immediate threat to the physical health or safety of another.

Following the completion of the investigation or resolution process, interim actions may be continued or made permanent as deemed necessary.

INFORMAL RESOLUTION

The Title IX/EO Coordinator, in consultation with the parties, may determine that an informal resolution is appropriate to resolve the reported concerns. The primary focus during an informal resolution remains the welfare of the parties and the safety of the PPCC community, but it does not involve a written investigation report or an opportunity to appeal. An informal resolution may include but is not limited to:

♦ The provision of interim or long-term remedial measures;

♦ Referral to other resolution processes;

♦ Training or educational programming for the parties;

♦ The Title IX/EO Coordinator or a designee serving as a facilitator to discuss the reported concerns with the Complainant and Respondent (either separately or together) and to identify possible resolutions and/or appropriate future conduct; and/or

♦ Referral to a Disciplinary Authority to further address the reported behavior, as deemed appropriate

Notice of the allegations and specific Informal Resolution process will be provided to both parties.

At any time during the informal resolution process, the Title IX/EO Coordinator may elect to initiate a formal investigation as deemed appropriate to resolve the matter. The parties can elect to cease the informal resolution process at any time before it concludes and proceed with a formal investigation. The informal resolution process is not available in Sexual Harassment cases involving a student Complainant and an employee Respondent.

AVAILABLE SANCTIONS

♦ For students: warning, probation, fines, restitution, denial of privileges, assignment to perform services for the benefit of the PPCC community, re-assignment to another class section (including the option for an on-line section), suspension, expulsion, a "Cease Communications" directive, or a "No Trespass" directive.

♦ For PPCC employees: warning, corrective action, probation, restitution, denial of privileges, suspension, demotion, reduction of pay, termination of employment, a "Cease Communications" directive, or a "No Trespass" directive.

♦ For authorized volunteers, guests, or visitors: warning, probation, denial of privileges, removal from PPCC property, a "Cease Communications" directive, or a "No Trespass" directive.

♦ Other Action may be taken as deemed appropriate to put an end of the violation, prevent future recurrence, and to remedy the effects of the violation.

AFTER THE APPEALS PROCESS HAS BEEN EXHAUSTED

If the Respondent is found not in violation of policies or procedures outlined herein, the complaint shall be closed with no further disciplinary action. If additional concerns, outside the scope of this procedure, are identified during the course of the investigation, the findings may be shared with appropriate administrative personnel to further address, as deemed appropriate.

If the Respondent is found in violation of policies or procedures outlined herein, the findings shall be provided to the Disciplinary Authority to proceed in accordance with applicable policies:

For faculty, disciplinary action will be in compliance with BP 3-20, Due Process for Faculty. https://www.cccs.edu/policies-and-procedures/board-policies/bp-3-20-due-process-for-faculty/

For classified employees, disciplinary action will be taken pursuant to the applicable State Personnel Rules and Regulations. https://spb.colorado.gov/

For students, disciplinary action will be taken pursuant to BP and SP 4-30, Student Discipline. https://www.cccs.edu/policies-and-procedures/board-policies/bp-4-30-student-discipline/ and https://www.cccs.edu/policies-and-procedures/system-presidents-procedures/sp-4-30-student-disciplinary-procedure/

Instructors and Administrative, Professional-Technical (APT) employees are at-will under BP 3-10, and may not be subject to additional procedures when issuing sanctions. https://www.cccs.edu/policies-and-procedures/board-policies/bp-3-10-administration-of-personnel/

Disciplinary Authorities may consider a number of factors when determining a sanction. These factors may include, but are not limited to, the following:

♦ The nature, severity of, and circumstances surrounding the violation;

♦ An individual's disciplinary history;

♦ Previous complaints or allegations involving similar conduct; and/or

♦ Any other information deemed relevant by the Disciplinary Authority.

RIGHTS OF INVOLVED PARTIES

- Throughout the civil rights and sexual misconduct resolution process, Complainants and Respondents shall be entitled to the following:

- To be treated with respect by PPCC employees.

- To take advantage of Supportive Measures and other resources, such as counseling, psychological services, and health services.

- To experience a safe living, educational, and work environment.

- To have an advisor of their choice present at any meeting.

- To have access to a Title IX Coordinator, investigator(s), hearing officers/decision-maker(s) for Title IX cases, and/or other individuals assisting with the resolution process who do not have a conflict of interest or bias for or against either party.

- To receive amnesty for minor student misconduct (such as alcohol or drug violations) that is ancillary to the incident.

- To be free from retaliation.

- To be informed of the outcome/resolution of the complaint, and the sanctions and rationale for the outcome where permissible.

- To have assistance in contacting law enforcement, if desired.

- To request employment, and/or educational modifications, as deemed appropriate and reasonable.

- To request no further contact with the opposite party, as deemed appropriate, allowable and reasonable.

Civil Rights and Sexual Misconduct Resolution Process

HUMAN RESOURCES SERVICES

5675 S. Academy Blvd
Colorado Springs, CO 80906

719.502.2600 ph
719.502.2601 fax

https://www.ppcc.edu/human-resource-services

Abbreviation	Definition	Purpose or definition

PPCC Instructional Divisions

Abbreviation	Definition	Purpose or definition
CS	Career Start	Educational programs offered to high school students hoping to earn college credit.
BPS	Business, Public Service, and Social Sciences	
CHTS	Communication, Humanities, and Technical Studies	
ME	Math and English	
MS	Medical Sciences	
NPS	Natural and Physical Sciences	
WD	Workforce Development	

PPCC Service Area Divisions

Administrative Services (VPAS)	Vice President of Administrative Services	Duane Risse
Student Services (VPSS)	Vice President of Student Services	Homer Wesley
Instructional Services (VPIS/VPI)	Vice President for Instructional Services	Interim VPIS - Gary Walker

PPCC Departments, Centers, Services

ACCESSibility Services	Accessibility Services & Instructional Support	Provides support services and accommodations for students with disabilities. (Formerly OASIS)
A & T	Advising & Testing	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.
CAC	Computer Access Center	A computer lab for teaching Assistive Technology (AT) to students with disabilities. Also, a department that provides AT hardware/software accommodations.
CDC	Child Development Center	College-operated child care center for the children of students and staff members.
CP	Campus Police	The Department at PPCC charged with the protection of college personnel and students, consisting of sworn police officers with arrest powers.

Abbreviation	Definition	Purpose or definition
Computer Lab	Open to Students, Faculty, and Staff. Preference given to currently enrolled students.	Available at the Downtown Studio, Centennial, and Rampart Range campuses.
Counseling Center	Counseling Office	Department at PPCC staffed by licensed crisis counselors who see students who are self-referred or referred by staff to deal with crisis situations.
ESL	English as a Second Language	Instructional department of the college that addresses the needs of students for whom English is a second language.
Fitness Center	Centennial Campus	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.
HRS	Human Resource Services	The department at each college that deals with employee records, benefits, etc. AKA the Personnel Dept.
IT (ITSS)	Information Technology (Support Services)	The unit on a campus or at the System office responsible for administrative and educational computing services.
LAC	Learning Commons	Learning Commons provides organized learning clusters, supplemental instruction, review groups and study skills workshops.
Retention	PPCC Retention Services Office	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.
SSS	Student Support Services	A federally funded TRIO program that assists low-income, first generation and disabled adult students with college academics: individual tutoring, & transfer assistance.
Student Life	Helps students get involved in Campus Activities; issues student and faculty ID cards	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.

Abbreviation	Definition	Purpose or definition

PPCC Campuses/Facilities

Abbreviation	Definition	Purpose or definition
CC	Centennial Campus	
CC Atrium	Open Building Space SE Entrance	Frequently used area for meetings and exhibits.
CC Grove	Student Lounge, Study Area, Free Wi-Fi	Adjacent to Student Life in A-bldg. (A-205, A-207)
CC Meadow	Dining/Snack Area in A-Building, adjacent to food service	Also referred to as "The Meadow"
CC Rotunda	Area Inside A-Building Main (North) Entrance	Open space in floors 1 through 3.
Leadership Suite	Leadership Suite at Centennial Campus	Houses the Business Services Office, Extended Learning Office, PPCC Foundation Office, Institutional Research Office, and Instructional Services Support Team.
CC Learning Commons		Upcoming addition to Centennial Campus facilities; will include the library and other resources.
DTS/DTSC	Downtown Studio Campus	
Student Commons	DTS Student Commons area	
RRC	Rampart Range Campus	
RRC Atrium		Open area inside main entrance
RRC Observatory		

Web Pages, Software & Software Vendors

Abbreviation	Definition	Purpose or definition
Accuplacer	Community College Placement Test	Placement exam for community college students.
Banner	Banner v8.x administrative software	The Systems & Computer Technology (SCT) administrative software product, which includes Student, Financial, Human Resources and Financial Aid modules.
Benefit Hub	State of Colorado Employee Discount website	Replaces PerkSpot
Blue®	Course evalution system	Software that permits students to evaluate their instructors in an online format. Results are available immediately for faculty review.

Abbreviation	Definition	Purpose or definition
D2L	Desire to Learn (Brightspace)	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.
Degree Works®	Degree Works	Degree audit software permitting students or staff to determine if a student is meeting or has met the requirements of a degree or certificate.
eRouting	eRouting	Software permitting required forms to be routed electronically for signature and approval instead of using a paper process.
INB	Internet Native Banner	The version of Banner through which college staff enter this software application.
LMS	Learning Management System	Example: Desire2Learn (D2L)
Mimio Technology	Whiteboard Projection Software	Turns ordinary whiteboard projection into interactive projection.
MyPPCC	PPCC Computer System Access Portal	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.
OWA	Outlook Web Access	Microsoft product for accessing web-based email mailbox via a web browser.
Portal	Also MyPPCC	Main entrance to PPCC Web services.
PPCC Online Campus	PPCC's D2L environment	Name assigned to all distance education offerings which originate at PPCC; not to be confused with CCC Online.
SSB	Self Service Banner	The version of Banner through which faculty and students enter this software program.
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.

Abbreviation	Definition	Purpose or definition
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…"
CORA	Colorado Open Records Act	The statute that defines what information concerning state agencies and employees is open to the public for review.

Abbreviation	Definition	Purpose or definition
FERPA	Family Educational Rights to Privacy Act	Federal statute that protects personal information about students (grades, schedules, etc.) without express written permission.
Perkins	The Carl D. Perkins Vocational Technical Education Act	A federal statute that provides funding to approved CTE programs at the secondary and post-secondary levels in every state.
TITLE IV	Title IV of the Higher Education Act of 1965	The federal statute that defines the requirements for the distribution of Federal financial aid to qualified students in approved institutions of higher education.

Various

Abbreviation	Definition	Purpose or definition
201110, 201120, 201130	Banner academic term designators	201110 is the summer term of 2010, 201120 is the fall term and 201130 is the spring term of the 2010-11 academic year.
60+60	Agreement permitting a cc student to transfer as a junior	CCHE brokered agreements between the community college system and the university sector permitting cc students to transfer as juniors under certain conditions.
AA/AS degrees	Associate of Arts/Associate of Science degrees	Transfer-oriented degrees.
AAS degree	Associate of Applied Science degree	Generally, AGS and AA/AS degrees are transfer-oriented awards while AAS degrees are considered professional-oriented, terminal awards.
Academic Council	Higher Education Academic Council	CAOs from Colorado's HE governing boards who meet with CCHE staff monthly to advise on academic issues.
AGS degree	Associate of General Studies degree	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.
AMATYC	American Mathematical Association of Two-Year Colleges	
Appointing Authority	Appointing Authority	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.

Abbreviation	Definition	Purpose or definition
APT	Administrative Professional Technical Staff	Non-teaching exempt staff of the college in positions related to administration, or of a professional/ technical nature.
ASL	American Sign Language	
Banner Catalog	The course catalog in Banner	Replaces CCCNS — this is the master file of all approved courses for the community college System; it is centrally maintained by staff at Lowry.
BIT	Behavioral Intervention Team	A team of individuals across campus who are trained and focused on supporting a safe learning and working environment for the college community.
BP	Board Policy	Policy created by a majority vote of the governing board and binding on all employees of the Board.
C-SEAP	Colorado State Employee Assistance Program	
CAN	College Access Network	Agency within CCHE replacing CSLP (Colorado Student Loan Program).
CCC On-Line	Colorado Community Colleges On-Line	A consortium of the 13 state-system colleges to deliver courses and degree programs via distance education (web-based).
CCCS	Colorado Community College System	The 13 legislatively created community colleges in CO (there are also two stand-alone, local-district community colleges —Aims and CMC).
CCSSE	Community College Survey of Student Engagement	National survey to determine the relationships among students, faculty, staff and the educational institution — how engaged are students with their college?
	Center for Innovation and Entrepreneurism	A collaborative effort of PPCC, UCCS, Colorado College, and the Air Force Academy to provide incentives for recent graduates to stay in the region.
CDHE	Colorado Department of Higher Education	Current name for CCHE with the same statutory charge as CCHE. A department within the Executive Branch of state government.
CE	Concurrent Enrollment	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.

Abbreviation	Definition	Purpose or definition
CETL	Center for Excellence in Teaching and Learning	Faculty-directed program of professional development for members of the faculty.
Census	Term Census Date	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.
CIP	Curriculum and Instructional Practices	Faculty committee with the responsibility of recommending curricular revisions, additions, deletions to the CAO.
Classified	Classified Staff Employee	An employee of the state in a position defined by the Department of Personnel and subject to its rules and regulations.
CLM	College Level Math	
COF	College Opportunity Fund	A funding mechanism for HE in Colorado which replaces the direct general fund appropriation to colleges with an allocation to each student.
COLA	Cost of Living Adjustment	An increase in salary designed to compensate for inflationary increases annually.
ColoMATYC	Colorado Mathematical Association of Two-Year Colleges	
CPM	College Prep Math	
CRN	Course Reference Number	Banner term for the 5-digit number that identifies each course section in the schedule of classes for web-based registration.
CSEC	Colorado Springs Early College	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.
CTE	Career and Technical Education	Programs approved by the State Board to prepare individuals for entry into the workplace.
D4NP	Drop for Non-Payment	Automated drop of students who have not paid or set up an approved payment plan by the semester deadline.
DSSS	Disabled Student Support Services (TRiO)	A federally funded program that helps students with disabilities, particularly veterans, achieve college goals.

Abbreviation	Definition	Purpose or definition
Early Alert	New Student Early Alert System	A committee of deans and directors charged by the president with overseeing enrollment increases and student retention.
EDSEL	Educational Services Leadership	The deans, associate deans and directors within the Educational Services Division at PPCC.
EMT	Enrollment Management Team	A committee of deans and directors charged by the president with overseeing enrollment increases and student retention.
EP	Educational Procedure	Procedures established by CIP or by the VPIS to provide direction in a wide variety of processes from grades to overloads.
Exempt	Exempt Staff Employee	A member of the faculty or APT staff who, by definition, is exempt from the state personnel system.
FAFSA	Free Application for Federal Student Aid	The official application form to be completed by students seeking any form of federal financial aid.
FLAC	Faculty Load and Compensation	
FTE	Full Time Equivalent	The "unit" of measure by which the state provides general fund support to public HE institutions — 1 FTE (annualized) = 30 credit hours.
FY	Fiscal Year	The period July 1 to June 30. Fiscal years are named for the year in which they end.
gtPathways	Guaranteed Transfer Pathways Program	A collection of general education courses which are included in a statewide transfer agreement involving all community colleges and 4-year colleges and universities.
HLC	Higher Learning Commission	The unit within the North Central Association that accredits institutions of higher ed in this region.
Hybrid	Course consisting of a combination of online instruction and face-to-face classes.	Also referred to as "blended" courses.
IPP	Interpreter Preparation Program	
IR	Institutional Research	
IRB	Institutional Research Board	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.

Abbreviation	Definition	Purpose or definition
Jingle & Mingle	PPCC Annual Employee Recognition Event	
Kids College	PPCC Program to Expose Middle School Students to Career Opportunities via PPCC CTE Programs	Organized by the Workforce Development Division.
LAB	Class schedule term: activity is Laboratory	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.
Leadership Council	College Leadership Council	Council to advise the president on specified matters consisting of faculty, students, classified staff, and APT staff representatives including the Vice Presidents.
LEC	Class schedule term: activity is Lecture	Lecture classes require one contact hour per week per semester for 1 semester credit to be awarded.
LibGuides	Research or Information Guides prepared by PPCC Librarians	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.
LLB	Class schedule term: activity is Lec/Lab combination	Lecture/Laboratory class meeting requirements depend on the ratio of lecture to lab in the course.
LWOP or LWP	Leave Without Pay or Leave with Pay	Administrative leave of absence from work (either without or with pay) approved by the appropriate appointing authority per Board or DPA policy.
MHFA	Mental Health First Aid	
MVP	Military and Veterans Programs	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.
NADE	National Association for Developmental Education	

Abbreviation	Definition	Purpose or definition
NFA	New Faculty Academy	Activities for newly hired faculty including two college classes, workshops, orientation and mentoring.
No Show	Student no show	A student who has registered for a class, but NEVER attends between the first day of class and the class census date.
NSO	New Student Orientation	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.
Open Entry / Open Exit	Courses designed to allow students to work at their own pace at times that are convenient for them.	
Parley	PPCC Student Journal	Creative non-fiction.
Pathway Advisor	Program advisor in Career Planning & Advising	
PDW	Professional Development Week	The week immediately prior to the first week of class in both the fall and spring terms. Programs planned by CETL and the president.
PERA	Public Employees' Retirement Association	Colorado's retirement system for all state employees and public school teachers (excepting Denver Public Schools) and including judicial system employees.
PLA	Prior Learning Assessment	Credit awarded a student based on portfolio analysis, published guides, or standardized tests such as CLEP. Formerly referred to as CPL.
PPCC Foundation	Charitable Foundation	Provides financial support (e.g., aid, scholarships) to students and resources to selected programs and projects.
PRE	Post Retirement Employment	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.
PTSD	Post Traumatic Stress Disorder	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.
Rearrange	PPCC Student Journal	Fiction and poetry.

Abbreviation	Definition	Purpose or definition
RETURN TO TITLE IV	Return to Title IV	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.
ROC	Respect on Campus	Organization committed to educational and awareness efforts pertaining to domestic violence, dating violence, sexual assault, and stalking.
SAB	Student Activities Board	A group of students who plan events just for students.
SBCCOE	State Board for Community Colleges and Occupational Ed	The lay board with statutory authority to govern the state's community colleges. Members are appointed by the governor and confirmed by the Senate.
SCEOC	Southern Colorado Educational Opportunity Center	A federally funded TRIO program that assists low-income and first generation adults with educational needs e.g. Admissions, Financial Aid, Scholarships etc.
SFAC	State Faculty Advisory Council	An advisory committee to the SBCCOE composed of one faculty member from each college. The chair is a non-voting member of the Board.
SVAC	Service members, Veterans Academic Collaborative Bridge	Trains faculty for improved educational support of service members, family members, and veteran students.
TA	Tuition Assistance	
TBI	Traumatic Brain Injury	The result of a hit or violent shake of the head resulting in concussion or closed head injury that can result in serious symptoms.
TCA	The Classical Academy	A charter school in District 20 with a building on the RRC campus. PPCC has 10 classrooms in the east wing of the building.
TRiO	Federally funded Student Support Services	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.
TWO TO TWO	Two Year to Two Year Educators Conference	Annual meeting of faculty from all community colleges by discipline to discuss issues of interest. Coordinated by CCCS.

Abbreviation	Definition	Purpose or definition
Area Four-year Colleges, Universities		
CC	Colorado College	
CSU-Pueblo	Colorado State University-Pueblo	
UCCS	University of Colorado at Colorado Springs	
USAFA	United States Air Force Academy	
Colorado's Community Colleges		
ACC	Arapahoe Community College	Littleton, CO
CCA	Community College of Aurora	Aurora, CO
CCD	Community College of Denver	Denver, CO at AHEC
CNCC	Colorado Northwestern Community College	Rangley and Craig, CO
FRCC	Front Range Community College	Westminster, Ft. Collins and Boulder, CO
LCC	Lamar Community College	Lamar, CO
MCC	Morgan Community College	Ft. Morgan, CO
NJC	Northeastern Junior College	Sterling, CO
OJC	Otero Junior College	La Junta, CO
PCC	Pueblo Community College	Pueblo and Cortez, CO
PPCC	Pikes Peak Community College	Colorado Springs, CO
RRCC	Red Rocks Community College	Lakewood, CO
TSJC	Trinidad State Junior College	Trinidad and Alamosa, CO
Local District Colleges		
Aims CC	Aims Community College	Greeley, CO
CMC	Colorado Mountain College	Glenwood Springs, CO with sites throughout Ski Country (Breckenridge, Vail, etc.)

PPSC Course Abbreviations

AAA	Advancing Academic Achievement	DAN	Dance	HTM	Horse Training Management
ACC	Accounting	DEA	Dental Assisting	HUM	Humanities
ACT	Automotive Collision Technology	DEP	Deaf Prep	HVA	Heating, Air Conditioning, & Refrigeration Technology
ADG	Adventure Guide	DIT	Dietetic Technology		
AEC	Architectural Engineer/ Construction Management	DPM	Diesel Power Mechanics	HWE	Health and Wellness
		DRV	Driving		
AGE	Agriculture Economics			IND	Interior Design
AGY	Agriculture Crops & Soils	ECE	Early Childhood Education	IPP	Interpreter Prep Program
ANT	Anthropology	ECO	Economics	ITA	Italian
ARA	Arabic	EDU	Education		
ART	Art	EGG	Engineering	JOU	Journalism
ASC	Animal Science	EGT	Engineering Graphics Technology	JPN	Japanese
ASE	Automotive Service Technology	ELT	Electronics	LEA	Law Enforcement
ASL	American Sign Language	EMP	Emergency Management & Planning	LIT	Literature
AST	Astronomy	EMS	Emergency Medical Services	MAC	Machining
AUT	Auto Motorsports Technology	ENG	English	MAN	Management
AVT	Aviation Technology	ENV	Environmental Science	MAP	Medical Assist Program
		ENY	Energy Technology	MAR	Marketing
BIO	Biology	EQM	Equine Management	MAT	Math
BTE	Business & Technology Education	EQT	Equine Training	MED	Mediation
		ESL	English as a Second Language	MET	Meteorology
BUS	Business			MGD	Multimedia Graphic Design
		ETH	Ethnic Studies	MOT	Medical Office Technology
CAD	Computer Aided Drafting			MTE	Manufacturing Technology
CAR	Carpentry	FAS	Farrier Science	MUS	Music
CCR	College Composition and Reading	FIN	Finance		
		FRE	French	NRE	Natural Resources
CHE	Chemistry	FST	Fire Science Technology	NUA	Nursing Assistant
CHI	Chinese	FSW	Fire Science Wildland	NUR	Nursing
CIS	Computer Information Systems	GEO	Geography	OSH	Occupational Safety Technician
CNG	Computer & Networking Technology	GER	German	OUT	Outdoor Studies
		GEY	Geology		
COM	Communication	GIS	Geographic Information Systems	PAR	Paralegal
CON	Construction Technology			PED	Physical Education
CRJ	Criminal Justice	HHP	Holistic Health Professional	PHI	Philosophy
CSC	Computer Science	HIS	History	PHO	Photography
CUA	Culinary Arts	HOS	Hospitality	PHY	Physics
CWB	Computer Web-Based	HPR	Health Professional	PHT	Pharmacy Technician

PPSC Course Abbreviations

POS	Political Science	SOC	Sociology	ZOO	Zoo Keeping
PSM	Public Security Management	SPA	Spanish		
PSY	Psychology	SWK	Social Work		
REC	Recreation	THE	Theater		
RTE	Radiologic Technician	TRI	Translation and Tourism		
RTV	Radio and Television				
RUS	Russian	WEL	Welding		
		WQM	Water Quality Management		
SCI	Science				

Notes: