Houston Community College

Instructional Leader Guidelines

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INTRODUCTION: THE ROLE OF THE INSTRUCTIONAL CHAIR (AND HEALTH SCIENCE PROGRAM DIRECTOR)

The role of the instructional chair is central and crucial to carrying out the system's mission and affirming its values. The chair is integral to linking the college's major constituent groups: students, faculty, administration, and the community.

The chair serves students by providing leadership, supervising faculty, scheduling courses, listening to student needs, and mediating between students and faculty when the occasion arises.

The chair is a faculty leader selected by peers to provide leadership by modeling good instruction and counseling, evaluating both full-time and part-time faculty, assisting with the development of new and responsive curriculum, advocating for the department/division in terms of institutional resources, nurturing collaboration and collegiality among peers, and maintaining department/division morale. Instructional chairs (like all faculty) serve on the system-wide committee for their program. They also help ensure faculty participation on program committees, and work with Program Coordinators to coordinate curriculum and curriculum changes. They provide opportunities for professional development and assure program excellence across the system. In addition, instructional chairs serve their faculty by encouraging them to participate in program leadership and activities.

The instructional chair provides liaison between faculty and administration by assuring communication between these two groups. The instructional chair also works with Program Coordinators in matters of curriculum and program review, budgeting, scheduling, evaluation, facilities, and program growth. Chairs and administrators work together in committees and task forces to coordinate district goals and objectives with those of the department/division.

Chairs act as important intermediaries between students and community in helping students to find jobs and prospective employers to find qualified personnel. Chairs also serve as links between the community and other members of the HCC family by working with faculty to establish new and/or support existing service learning opportunities.
FREQUENTLY ASKED QUESTIONS (FAQ)

Q. Why use Contact Hours as the primary driver to determine Chair/Department release times, stipends, and assistants?
A: Contact hours are the means by which HCC is funded by the state and is one of the primary means by which the college distributes internal resources. Once an adequate baseline is established, contact hours help indicate the total amount of work entailed in managing a department/division. Tying “awards” to contact hours will motivate and reward Chairs to grow programs and utilize resources as efficiently as possible. Contact hours are the best single proxy for the amount of work for which a Chair is responsible.

Q. What about department/division/program quality? Shouldn’t that be considered?
A: YES, absolutely – but not in a formula to determine release times, stipends, or assistance. Quality is judged by evaluation processes of personnel, use of resources, and the success the program demonstrates in reaching a variety of learning outcomes. These should be properly reported and attended to through personnel evaluations, program reviews, learning assessments, and other means. The state has now also begun implementing a method of performance measures for funding purposes – e.g., student achievement of various levels of completion, program graduates, transfers, etc.

Q. Why do the formulas seem to favor the CTE department/divisions, and specifically the Health Sciences, more than the academic ones?
A: The workforce and Health Science departments/divisions face more requirements and different challenges in the management of their programs, including mandatory advisory committees, state and federal accountability measures, external learning and clinical requirements, accreditation issues, etc. Workforce and health science programs are more business and industry driven and thus tend to be more impacted by technological changes and market conditions. Since workforce and health science courses by their nature are self-selected by students and not “required” for a “core curriculum,” workforce departments/divisions must exert extra effort in student recruitment. Finally, these programs typically are more equipment intensive and costly and thus generate higher reimbursement rates per contact hours than do the academic programs.

Q. What is the difference between a Department Chair and a Division Chair?
A Department Chair title is used when the Chair manages a single discipline and/or program. A Division Chair title is used when the Chair manages multiple disciplines and/or programs. These Guidelines specify two levels of Chairs and the levels apply equally to either Department or Discipline Chairs.

Q. What is the difference between a Department/Division Chair and a Program Coordinator?
A: Chairs and Program Coordinators are both FACULTY and ELECTED positions. The difference exists in whether they are college positions or district-wide positions. A Department/Division Chair is a college position, managing faculty,
programs, courses, student issues, etc. at one of the colleges. A Program Coordinator is a district-wide position, elected by all full-time faculty at all of the colleges within that Program (formerly Discipline) – e.g., English. A Program Coordinator has no supervisory authority or responsibility, but has district-wide duties as follows: maintenance of the district wide syllabi, curriculum guides, instructional materials/textbook selections, Program Review, Annual Learning Assessment Report, and Annual Planning Report. That is why Program Coordinators require the support of deans, chairs, district, and their fellow faculty, to effectively carry out their responsibilities. There are mandatory requirements of deans, chairs, other program faculty, and district personnel outlined later in this document. Any disputes/conflicts between Department/Division Chairs and Program Coordinators should be referred to district.

Q. Why is there a separate compensation arrangement for Health Science Instructional Leaders? Why do they have different titles and procedures?
A. As a result of cuts mandated from budget shortfalls, the formula used for Academic and CTE Chairs if implemented with the Health Science Programs would have meant that those programs would have been out of compliance with the outside agencies and advisory groups that accredit those programs. The Administration of Coleman worked to find similar cost savings for cuts in chairs. Additionally, the titles of faculty in supervisory roles were changed to match those preferred in the medical field. Finally, there was a change in selection process to have the directors appointed from nominations after set terms.
DEPARTMENT/DIVISION CHAIR & PROGRAM DIRECTORS

ACTIVITIES AND RESPONSIBILITIES
(see additional section on Coleman College for Health Sciences Program Leadership Procedures)

The instructional chair oversees instruction in one or more academic or career and technology (CTE) disciplines and maintains active teaching status. If the chair supervises one discipline or program, he/she is called a DEPARTMENT CHAIR. If the chair supervises more than one discipline or program, he/she is called a DIVISION CHAIR. Due to accreditation requirements, for health career programs, this role is filled by Program Directors and Team Captains at Coleman College.

Teaching

The instructional department/division chair will teach a minimum - three equated hours each semester (fall, spring, and summer). In the case of the department/division chair who teaches courses other than the traditional three contact hour/ three semester credit hour (SCH) course, or those who teach accelerated, condensed courses, the dean and the chair shall determine appropriate contact hours that will permit chairs to accommodate other duties. Alternatives might include team-teaching, summer assignments, etc. Exact formulas based on contact hours will be provided later in this document.

Supervision of Faculty

1. Designate faculty to teaching assignments.

2. Provide leadership in recruiting, screening, and interviewing faculty, full-time and adjunct. The department/division chair may serve as chair of a screening committee (Refer to HCC Faculty Handbook - Screening Committee Guidelines) and it is recommended that the chair be involved in the final hiring decision.

3. Notify the Program Coordinator of new, FT hires in each program supervised.

4. Build schedules and assign faculty.

5. Provide orientation and professional development opportunities for faculty and staff.

6. Encourage professional growth and maintain morale.

7. Evaluate full-time and adjunct faculty performance and make recommendations for retention, improvement, and dismissal.
8. Assign and monitor maintenance of workspace, office and facilities.

9. Review and make recommendations regarding complaints and grievances of faculty and students.

10. Involve faculty in decision-making and assign to college committees.

11. Coordinate the preparation and maintenance of syllabi. Coordinate the posting of syllabi and CVs on the Learning Web.

**Supervision of Instruction**

1. Ensure adherence to program committee and/or advisory committee curriculum guidelines.

2. Submit all information needed for Program Review, Planning Reports, Annual Learning Assessments, textbook adoption, and/or Coordinating Board/SACS reports to Program Coordinators in a timely manner.

3. Provide leadership for evaluating and improving current department/division offerings.

4. Ensure training and utilization by faculty of current College technologies for teaching and learning.

5. Make recommendations for learning resource center collections based on curricular needs.

6. Lead the relevant textbook/instructional materials selection process for the College and submit materials to Program Committees and the VCIN Office in a timely manner.

7. Maintain samples of department/divisional and curricular materials.

8. Initiate partnership agreements with local schools, businesses and industry.

9. Facilitate and implement recommendations of advisory committees.

**Student Recruitment, Advisement, Retention, and Completion**

1. Recruit students for department/divisional programs and courses.
2. Participate in student advisement and counseling and assign faculty to these services. Ensure that program degree plans and/or career pathways are current, correct, and readily available for students.

3. Assist in course placement for students including academic advisement, diagnostics, and life experience credits.

4. Implement and evaluate retention strategies (first-year success courses, orientation, learning communities, bridge courses, etc.) to help students succeed and avoid withdrawal, failure, and course repetition.

5. Prepare student retention, completion, and/or transfer reports as requested.

6. Supervise department/division learning support activities, including tutoring, mentoring, service learning, cooperative education, labs, clubs, honors activities, etc.

7. Collaborate with Student Services to ensure College “early warning” strategies and interventions are successful.

8. Chairs may, at times, be requested to evaluate and approve transfer credit in the program for which they are credentialed.

**Business Management**

1. Prepare and administer the department/divisional budget.

2. Acquire and maintain materials, resources, and equipment for department/divisional programs.

3. Monitor the equipment inventory assigned to the department/division.

4. Gather data for and prepare Class Size and Class Make Rate reports for the department/division.

5. Gather data for and prepare annual Contact Hour reports for the department/division.

6. Enter all classes into PeopleSoft according to institutional deadlines.

7. Ensure that class sizes meet institutional guidelines (see Guidelines for Class Sizes section).

8. Perform routine paperwork and maintain department/division records.
9. Ensure that department/divisional needs are included in short-and long-range plans.

10. Establish and maintain articulation and communication with internal and external entities, especially program and advisory committees.

11. Hire, supervise and evaluate non-professional personnel.

12. Plan and conduct department/division meetings.

13. Prepare an annual report and other materials for publication as required.

14. Serve as liaison between faculty and administration.

15. Ensure members of the department/division are aware of communication from administrative and district offices.

**Distance Education**

1. Perform evaluations of faculty who teach distance education courses.

2. Enter all distance education courses in the course schedule with assistance from distance education as needed.

3. Plan and work collaboratively with district offices of Distance Education and the Center for Teaching and Learning Excellence on the creation of on-line and hybrid courses.

4. Plan and work collaboratively with other Colleges to optimize Distance Education course offerings and sizes.

**Professional Development**

The instructional chair is expected to attend orientation and training activities for professional development.

**Other Tasks**

1. Serve on college committees.

2. Participate in grant development when appropriate.

3. Prepare accreditation materials in an accurate and timely manner.

4. Perform other faculty duties as detailed in the Faculty Workload Guidelines.
5. Coordinate faculty participation in outreach activities, i.e., trade associations, partnerships with high schools, universities, business/industry, etc.

6. Other duties as assigned.
**SELECTION PROCESS FOR CHAIRS (See separate section for HS Program Directors)**

**Note:** When faculty deem appropriate, the department/division may complete this process in one meeting, if possible. Any meetings necessary in choosing the new chair should be scheduled in the spirit of inclusion.

1. Deans should announce the chair selection process by the first of March. Applications will be received in the appropriate dean's office by April 1. Following the application deadline, the dean will prepare and post a list of applicants for each department/division chair position. The selection process is to be completed by April 30.

2. The dean shall ask a department/division faculty member who is not running for chair to convene a meeting so that the faculty may select by consensus a full-time faculty member from the department/division to serve as review committee chairperson.

3. Application materials are then transferred to the committee chairperson. This faculty member will review the applicant list and make sure applicants are aware that they may not serve on the review committee.

4. The review committee chairperson must then communicate, via e-mail and other appropriate means, with all full-time faculty in the department/division(s) eligible to serve on the committee and the appropriate dean, and set up a schedule for the review of the applicants. Chairs for career and technology (CTE) programs must contact faculty members in all colleges and locations (including the Harris County Jail) offering the program. The dean must also be notified of the meeting.

5. The committee chair will notify applicants of scheduled appointments with the committee.

6. The dean, or a representative selected by the dean from a department/division other than the one conducting the selection process, will also serve as ex officio members of each department/division chair selection committee. Deans are encouraged to sit in on the meetings, sharing any information relevant to the faculty's decision-making.

7. Where there is only one applicant, the committee will still interview the candidate to assess goals, strengths, and weaknesses.

8. The committee shall prepare interview questions for the candidates. Previous chair experience should not be required to answer interview questions.
9. Members of the committee must be present for interviews, or they must withdraw from the selection process.

10. The process of selection should be agreement by consensus. Failing that, however, the selection will be made by a majority vote of the department/division's full-time faculty members present.

11. If there is no majority, the president, dean, and committee chair will select an interim department/division chair that will serve for one year. The second year, if a two-thirds majority cannot be reached, the department/division chair will be chosen by majority vote and will serve a three-year term.

12. A finalist MUST make a decision to accept or decline the position within twenty-four hours of notification that he or she is the finalist.

13. When the finalist is selected, the dean submits appropriate paperwork to the president.

14. If there are no applications:

   A. The dean and the president make a temporary appointment, for thirty days or the end of a long semester depending upon when the position becomes vacant, to give department/division members an opportunity to reevaluate.

   B. The dean and the president may make a one-year appointment.

**Review Committees for Selection of Department/Division Chairs**

1. Every full-time faculty in the department/division (except those who are candidates for the position) should serve on the selection review committee if he or she desires. All faculty members are encouraged to participate.

2. The review committee will include the dean or their appointed representative from outside the discipline. The Dean will serve as "ex officio" member of the committee, and while not allowed to vote is encouraged to attend the selection interviews and meetings.

3. The chairperson of the review committee will be from faculty rank and will be selected by the review committee members. Candidates may not serve as chairperson or committee members.

4. The review committees for career and technology (CTE) programs will be open to faculty from each college offering the program since one regional program chair will be selected to serve all of the colleges;
colleges may choose CTE department/division chairs for regionalized program internally.

5. For small department/divisions that have less than three faculty members eligible to serve on the review committee, academic faculty members from a closely related discipline at the same college may be requested to serve on the review committee. For career and technology (CTE) programs, faculty from related programs may be requested to serve.

Faculty outside the department/division selected to assist with the process should be mutually agreeable to both the dean and the department/division members. If these conditions cannot be met, the faculty and dean shall devise an alternative process that conforms to the spirit of the general selection process.

**Term of Office**

The term of office for department/division chair is three years, beginning on September 1 in the first year and ending on August 31 of the third year. The Chair term of office does not supersede the yearly contract process. Faculty who are removed from the chair position shall return to 9 month or 10.5 month faculty status as designated in the annual chair contract.

**Contract Length, Stipend, and Term**

Department/Division chairs will receive and are expected to serve a 12-month contract.

Department/Division chairs will receive a monthly stipend according to the Chair formula and as approved by the HCC Board of Trustees. During a chair's leave of absence or extended professional leave, the stipend will be paid to the acting chair.

There is no limit to the number of terms a chair may serve. At the end of a three-year term an incumbent chair may:

1. upon application, continue as chair provided that the incumbent has served professionally (according to the Dean’s evaluation), met the requirements of the position, and no other candidate is seeking the position,
2. compete for another three year term with other interested candidates, or step down.
Leave of Absence (Temporary Vacancy)

Chairs are eligible for the various types of leave, which may be granted to any faculty member: sabbatical leaves, leave without pay or family medical leave. Chairs who want to apply for one of these should follow the procedures outlined in the HCC Faculty Handbook and the HCC Local Policy Manual. As a faculty member, a chair may also be placed on administrative leave after the HCC policies have been followed. In this case a temporary vacancy also occurs in the chair's position for the period of leave.

A person meeting the established job requirements must be selected to carry out the duties of the department/division chair during the term of the leave. [See "Selection Process" and "Job Requirements" in these Guidelines]. When the original chair returns from leave, he/she will resume the office of department/division chair and complete his/her term of office. The replacement shall receive the department/division chair stipend during that time.

If the chair goes on leave more than a year before the chair's term of office is up and does not return from the leave before that term ends, then a chair is chosen for the department/division for the next term following the usual procedure when the term is over. [See "Selection Process" and "Job Requirements" in these Guidelines]. The interim chair and the chair on leave will be eligible for selection by the department/division as the chair if they are both still qualified according to the established job requirements.

If a chair begins a leave with less than a year remaining in his/her term and it is known in advance that the leave will extend beyond the end of the term, then the department/division has the option of declaring that the chair chosen to fulfill the rest of the term will also serve a full term after the partial term is completed. If the department/division wants the option of going through the selection process again at the end of the unfulfilled term, then it may.

 Interruption of Office (Permanent Vacancy)

The chair office may become vacant for a variety of reasons: resignation or dismissal from HCC, resignation from the chair position, a job change within HCC, unsatisfactory performance, disciplinary action, or death. In the event that the chair's position becomes vacant with more than one year left in the term, the established selection procedure will be undertaken by that department/division to fill the remainder of the term with someone who meets the job requirements. [See "Selection Process" and "Job Requirements" in these Guidelines].
If there is less than one year remaining in the original term of office, then the person selected will hold that office for the remainder of that term plus another full three year term, (or whatever time period constitutes a full term in that department/division.)

Selection of a Chair from Another College Within HCC

On the occasion that a selection committee chooses an applicant from another college to become chair, the following funding options are suggested. Both college presidents involved should mutually agree upon the option.

1. An instructor from the college receiving the chair is willing to transfer to the other college.
2. The receiving college may give up a comparable vacant, funded position to the sending college.
3. The position funds are transferred for the duration of the term.
4. Reorganization of department/divisions.
5. Final appeal to the Chancellor.

All efforts should be made to allow the faculty member to serve as chair if selected by another college.

College Reorganization of Departments/Divisions

In the event that a college reorganizes and merges departments/divisions, each of which had its own chair, the search for a new chair of the newly merged department/division shall begin as soon as possible. This situation should not require an Interim Chair, but should be treated in the same manner as a department/division replacing a chair through the normal process.

When colleges reorganize departments/divisions for other reasons or under other circumstances, any new chair or chairs should be selected within a maximum of one year according to the selection process contained in these guidelines. Under all circumstances, however, there should always be a faculty member designated as department/division chair or interim department/division chair.

Removal of Department/Division Chair from Office

It is possible to be removed from the position of chair without being dismissed from HCC as a faculty member.

In the event that a dean, after an appropriate evaluation process that includes written review, finds the chair's performance unsatisfactory, she or he
may submit a letter requesting that the president of the college remove the chair. The president may either accept a dean's recommendation and remove the chair from office, or reject the recommendation and retain the chair in office. In the event of an appeal of the removal by either the chair or the department, the Chancellor shall make the final decision in a timely manner.

In the event that a department/division so chooses, at any point during the chair's term, the department/division members may draft a removal petition, and with two-thirds of the signatures of the full-time department/division members (refers to college department/division for academic disciplines; refers to system-wide program for certain career and technology (CTE) areas), they may submit that petition to the dean. At that time, the dean shall conduct an appropriate evaluation process that includes written review and warnings if needed, and a reasonable amount of time to allow for improvement. Should the evaluation process find the chair's performance unsatisfactory, the dean may submit a letter requesting that the president of the college remove the chair.

**Associate Chairs and Faculty**

There are no longer provisions for Associate Chairs at HCC.

**Chairs' Ability to Serve in Other Roles**

Department/Division Chairs in good standing may serve in other roles in the institution including Program Coordinator.
APPLICATION PROCESS FOR DEPARTMENT/DIVISION CHAIRS

Note: In addition to duties that derive from specific accrediting agencies, Coleman instructional leaders still have duties and responsibilities that are specific to Team Captains and Program Directors some of which are also generally prescribed for all HCC instructional leaders in the section directly below. Therefore, it is also important to also review duties of Coleman instructional leaders elsewhere in this document.

(See separate sections for Health Sciences Program Director and Team Captain

**Academic Chair:**

- Any eligible faculty member may apply for a position at any of the six colleges unless that faculty member was removed as Chair for cause.
- Application packets are to be turned in to the office of the appropriate Dean at the college where the position is located on or before the deadline.

**Career and Technology (CTE) Chair:**

- Any eligible faculty member may apply for a position that will be located at the college where the program is hubbed or regionalized.
- Application packets are to be turned in to the office of the appropriate Dean at the college where the position is located on or before the deadline.

**Application Packet**

Applicants for department/division chair positions should include the following documents in the application packet submitted to the appropriate dean’s office:

- Letter of application that directly addresses how the applicant satisfies the job requirements.
- Resume or vita.
JOB REQUIREMENTS FOR DEPARTMENT/DIVISION CHAIRS

Experience

Academic Chair: Three years (or equivalent) of full-time teaching experience in a post-secondary institution in one of the disciplines to be supervised.

Workforce Chair: Three years of full-time work experience in one of the disciplines to be supervised AND one year (or equivalent) of teaching experience in a post-secondary institution.

Health Sciences Program Director: Three years of full-time work experience in one of the disciplines to be supervised AND one year (or equivalent) of teaching experience in a post-secondary institution. Specialized experience as needed by accrediting agencies.

Education

Academic Chair: Meet requirements for teaching in a discipline of the department/division to be supervised as specified in the HCC Faculty Credentialing Manual.

Workforce Chair: Meets the credentials specified within the HCC Faculty Credentialing Manual in the discipline of the department/division to be supervised. Possess appropriate degree, licensure and/or certification as required by program accreditation.

Health Sciences Director: Meets the credentials specified within the HCC Faculty Credentialing Manual in the discipline of the department/division to be supervised. Possess appropriate degree, licensure and/or certification as required by program accreditation.

Knowledge, Skills, and Personal Qualifications for All Department/Division Chairs

- Ability to work as a member and manager of a work team.
- Ability to work effectively with a wide variety of community and governmental agencies as an advocate for HCC.
- Knowledge about and ability to implement good personnel and budget management practices.
- Good oral and written communication skills.
- Proven problem-solving and decision-making abilities.
- Ability to follow through to completion on assigned tasks.
- Computer literacy.
INSTRUCTIONAL CHAIR EVALUATION CRITERIA

In addition to the standard faculty evaluation instrument, the following areas must be evaluated by the Dean. Be sure to use the latest PEP form.

Student Recruitment/Enrollment
Standard: Department/Division duplicated seat count increases by the annual strategic goal of HCC (e.g., 5% per year)

Contact Hour Generation
Standard: Department/Division contact hours generated increase by the annual strategic goal of HCC (e.g., 5%).

Student Retention and Completion – Department/Division retention rates in terms of course completion; fall to spring retention of students; fall to fall retention of students; and certificate/degree completion of students as applicable. Department/Divisions will work with IR to determine appropriate reports and standards.

Course Management--Make Rates and Class Sizes
Standard for Make Rates: Make rate of 80 percent; class size of 80 percent of capacity.
Standard for Class Sizes: See Guidelines for Class Sizes.

Instructional Materials Management
Standard: Chair has complied with Guidelines in the timely selection of all instructional materials, including textbooks, other required readings, software, etc. The Chair must provide textbook requests to the Program Coordinator in a timely manner so that all Textbook Adoption forms and other related materials can be submitted to the District Office by the due date.

Program Review - Planning Reports - CB/SACSCOC Reports
Standard: Chair has completed and submitted reviews/reports to the appropriate parties in a timely fashion. These include assisting the Program Coordinator(s) with Program Review, Annual Learning Assessment Report, and the Annual Planning Report.

Budget Management
Standard: Department/Division activities adequately supported based on resources available; department/division budget managed efficiently; next year's proposed budget is both realistic and reflective of institutional goals.

Personnel Management
Standard: All courses staffed and taught by fully qualified instructors; HR paperwork submitted accurately and on time; all faculty and staff evaluations completed effectively and on time.
**Instructional Supervision**
Standard: All student complaints and faculty disputes resolved efficiently and appropriately.

**Academic Standards OR Workforce Standards**
Goals and standards set by each program and department/division and/or advisory committee.

**Instruction**
Goals and standards set by each program and department/division should include use of technology, innovative teaching methodologies, etc.

**Professional Development**
Standard: At least three activities for each employee.

**Curriculum**
Goals and standards set by each program and department/division.
HCC CHAIR LEVELS AND WORKLOADS FOR INSTRUCTIONAL DEPARTMENTS/DIVISIONS

HCC utilizes a simplified formula that is driven by contact hours taught by the department/division. The Chair will be considered a Department Chair if he/she manages one program/discipline; if the Chair manages multiple programs/disciplines, he/she will be referred to as a Division Chair. The levels below will apply to both titles. Health Sciences will use the term Program Director, which is appropriate to each individual teaching field’s accrediting agency. A separate chart will follow for Health Sciences Program Directors.

Level One will constitute the minimum size for Departments/Divisions for both the Academic and Workforce sides of Instruction. There will be two “levels” or sizes of Department/Divisions that will warrant increasing awards to the Chair in terms of release times, stipends, and assistance. The contact hours below are for the prior year – Spring, Summer, and Fall – and will be updated each summer.

**All College Chairs Except Health Sciences**

<table>
<thead>
<tr>
<th>Level of Chair</th>
<th>Academic (not including Fine Arts) Contact Hours</th>
<th>Workforce (except Health Sciences) and Fine Arts Contact Hours</th>
<th>Compensation and Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>270,000-359,999 contact hours</td>
<td>210,00 - 279,999 contact hours</td>
<td>&gt;12 month contract, &gt;9 EQ Hours release each semester, &gt;$400/month stipend, &gt;24 EQ Hours of annual release time to distribute to other faculty for other duties in department/division</td>
</tr>
<tr>
<td>Level 2</td>
<td>360,000 and above</td>
<td>280,000 and above</td>
<td>&gt;12 month contract, &gt;12 EQ Hours of release time each long semester, 9 EQ release in summer &gt;$500/month stipend, &gt;48 EQ Hours of annual release time to distribute to other faculty for other duties in dept./division</td>
</tr>
</tbody>
</table>

**IMPORTANT NOTE**: Chairs must work with their Deans and Presidents in the assignment of release times/alternative assignments. Alternative Assignment Forms must be signed by the Deans and Presidents and accompany part-
time recommendations to HR. Presidents and Deans have the option of re-directing release times/alternative assignment forms for college-wide purposes. Any district-wide functions such as Program Coordinator, grant-related work, sabbaticals, district-wide honors work, or any other district-wide work shall not be taken from the pool of alternative assignments assigned to each college based on contact hours.

**Overloads for Instructional Chairs**

Instructional department/division chairs may teach a maximum of 7.5 equated hours per semester which will not conflict with regularly scheduled meetings nor the chair’s prime time duties and responsibilities. For most chairs, the hours of 9:00 AM to 3:00 PM should be considered prime time for chair duties.

As with any faculty member, overloads are not an “automatic” right and are subject to approval from the dean.

There may be extenuating circumstances which require the teaching portion of a chair’s workload to include these prime time hours. The chair should communicate with their dean any such situations.

Chairs should not be expected to teach overloads without additional pay.
FACULTY ALTERNATIVE ASSIGNMENTS (RELEASE TIMES) AND STIPENDS UTILIZING DEPARTMENT/DIVISION BUDGET FUNDS

A Department/Division Chair is only allowed to offer Faculty alternative assignments as available according to the formula in the Department/Division Chair Guidelines. The Chair and the faculty member who will have an alternative assignment must complete the Alternative Assignment Approval Form (available in the Faculty Workload Guidelines) and have it approved by the appropriate Dean and/or College President. If the formula does not generate any release time for a Department/Division, the Chair may write a memo with sufficient justification and the completed Alternative Assignment for approval by the Dean and/or College President. The following list of Faculty Stipends is “pre-approved” for Chairs to spend Department/Divisional budget funds:

Teaching & Learning Program:

1. Faculty Professional Development
   Completion of full Teaching & Learning Program $250
2. Develop Faculty Training (full training seminar) $1,500
3. Update faculty training $500

Grant Development and Management:

1. Grant Management: Alternative Assignment or Stipend Award on basis of 30 hours of work = 1 Equated hour of workload or $567 stipend
2. Grant Writing – Alternative Assignment or Stipend Award on basis of 30 hours of work = 1 Equated hour of workload or $567 stipend training and assistance provided by Grants Office

For Academic Leadership/Management/Supervision:

1. Department/Division Chairs and Health Science Directors receive a 12-month contract, a stipend, and an alternative assignments as computed by formula in Faculty Leader Guidelines.

2. Program Coordinators – annual stipend is 3 equated hours alternative assignment time for each semester (fall, spring, summer). Coordinators should choose the 10.5 month contract for the term of their office.
3. Learning Communities -- $200/semester for 10 hours of collaboration outside of class on communal syllabi, learning activities, etc.

4. Dual Credit course taught at HS location - $300/course

5. P-16 College Liaison – 12 month contract/$200 month stipend/alternative assignments computed by formula approved by HCC Operations Team

For Curriculum Development

Distance Education

HCC Online Model Courses - developed in conjunction with CTLE instructional design services and distributed and funded through the DE Department. *

New HCC Online Model Courses:
Development team member: 3 equated hours alternative assignment (90 hours).**
   Bachelor’s degree: $1,680
   Master’s degree: $1,800
   Doctoral degree: $1,851

Revision of HCC Online Model Course:
Revision team member: 1 equated hour alternative assignment (30 hours)
   Bachelor’s degree: $560
   Master’s degree: $600
   Doctoral degree: $617

* Please see the Distance Education web site for Model Course Letter of Agreement.

** Alternative assignments are provided only if the faculty is not teaching a full regular load. Otherwise, payments for the development of model courses will be paid as stipends based on adjunct/overload pay. Faculty are not permitted to develop model courses if they are teaching a full regular load and the maximum number of overloads in the semester they are to develop that model course.

Application Process for New Stipend Awards or Release Times Outside the Department/Division Chair Guidelines Formulas

No other stipends other than the ones detailed above or release times as justified by the Chair formulas are automatically allowable. If a department/division, or another HCC administrative entity, wishes to create a new and different stipend or release time, the Chair must prepare a detailed
memo with the Alternative Assignment Approval Form (available in the Faculty Workload Guidelines) for the appropriate Dean and College President offering justification. The President will then present the request to the Chancellor for approval. Only the Chancellor is authorized by approve new or different stipends.
The role and responsibilities of a department/division chair are very different from those of a faculty member. Chairs and other leaders require new knowledge, skills and abilities. To help new instructional leaders with this transition, the HCC College Leadership Program (CLP) is provided through the Human Resources' (HR) Employee Learning and Organizational Development (ELOD) department. Further, the Center for Teaching and Learning Excellence (CTLE) provides the Instructional Leadership Program. CLP and the Instructional Leadership Program both are required of all chairs and supervisory personnel new to HCC, whether new to the college or new to the position.

New Chairs and Program Directors should enroll in the CLP as soon as selected. Enrollment is by application and cohorts begin three times per year. Experienced chairs may also enroll in the program as a refresher, either in its entirety or in selected courses. Application forms and detailed information are available on the HR/ELOD web site and the TLR/ILI site.

Excellent faculty orientation information is available online by accessing the Just In Time Orientation at http://ctle.hccs.edu/jito/. If not completed already, a new instructional leader should also review this orientation material.
GUIDELINES FOR CLASS SIZES

Purpose – to establish guidelines that will help increase class size averages by setting:

1. Minimum and cap sizes for different categories of classes.

Class Categories - All sections must strive to achieve the highest possible enrollment, thus serving the most students and using resources in the most effective and efficient way. The following are the recommended minimum and cap sizes for various categories of classes:

- Academic lecture classes - 16/32
- Academic lecture/lab or lab only - 16/25
- Developmental education and Freshman Comp classes - 16/25
- Distance education classes - unless noted below, every DE course is 16/32. Exceptions include:
  - Developmental education and freshman composition DE classes - 16/25
  - DE classes with a scheduled, required on-campus lab that has a limited capacity of under 32 students - 16/X (with “X” equaling the capacity of physical, on-campus lab)

All exceptions to the class size guidelines should be approved by the respective Dean with an appropriate rationale for the exception. Most exceptions will be related to program completion or unique need for the specific course.

- Workforce lecture classes - 12/32
- Workforce lecture/lab or lab only - 12/25
- Coop/Internship/Practicum courses - defined in the Chair Guidelines and/or the Faculty Workload Guidelines (GL)
- Clinicals - defined in GL
- Private Music Lessons - defined in GL
- "Higher sequence" and specialty courses needed by students for graduation (e.g., the second semester of second year foreign language; the third course in the calculus sequence; a WF capstone course; etc.) - 8/25
- Priority courses - (it is recommended that each college be allowed a limited number of courses, not to exceed 5% of total number of courses to be made/staffed, for which they can set their own criteria. (e.g., new program that needs lead time to develop a market; or a dual credit course in a new partner high school; etc.)
- Class sizes for summer courses should be treated in the same manner as courses in fall and spring semesters.

Criteria for “Good Practice in Setting Class Sizes:

1. HCC resources (budget, faculty, etc.) should follow students.
2. Resources saved or generated by good practice should be returned to the College and not spent in a “use it or lose it” practice.
3. A course should have 75% of the minimum needed by the "cut date" for staffing the class - typically the Wednesday before the Monday of class start, but no later than Thursday (or 4-5 registration days prior to start of class).
4. Full-time faculty should be staffed first and utilized to teach the most students possible; marginal and smaller classes in general should be staffed with part-time faculty.
5. Any exceptions to the criteria should be documented by the President/Dean/Chair in terms of physical constraints, equipment limitations, safety issues, faculty expertise, special student populations, and/or accreditation requirements.
6. Linked courses should collectively meet criteria (i.e., if two small enrollment ARTS courses are "linked" - taught in one section by an instructor - the collective enrollment should fall within the minimum/cap range).

**Evaluation/Accountability:**

1. Each college will be expected to make 80 percent of the classes scheduled.
2. Following the published Official Day of Census (12th class day in long semesters), a list of classes not meeting guidelines will be generated for all Colleges. The Colleges will be required to justify all exceptions and to provide plans for future improvements.
GUIDELINES RELATED TO FACULTY RESPONSIBILITIES WITH ROSTERS AND GRADE TURN IN

Purpose:

The timely submission of grades and rosters by faculty is extremely important to HCC in that failure to submit grades and rosters in a timely manner results in the delay of students’ financial aid and a significant loss of revenue for the institution. Additionally, the extra expense to the college for personnel to “work around” late information has severe financial consequences for the College as well. These guidelines provide instruction to all faculty as well as those in academic and administrative roles.

General Information:

Admission and Records (Student Services), under the direction of the Vice Chancellor of Student Services, will publish and notify all HCC faculty on deadlines for roster and grade submission. That information is available on the MyHCC/Intranet website (Active Directory password protected) at: http://myhcc.hccs.edu/Departments/StdServices/Pages/Student-Services_.aspx. This website can also be accessed via the following path: http://myhcc.hccs.edu > login using AD password and userid > Student Services > Faculty Deadlines.

Monitoring of Due Dates and Compliance

A district-wide list of all faculty members who do not submit rosters and grades information “on-time” as specified above will be published by district Admissions and Records and e-mailed to all College Presidents and Deans.

Controlling Procedures and Documents:

The current faculty contract is the primary document that controls and determines what the duties and responsibilities are for HCC contracted faculty. Paragraphs 6, 7 and 12 are the relevant paragraphs which specify the discipline that may occur for noncompliant faculty.

HCC Procedure C. 21.2, Progressive Discipline, C. 21.3, Terminations and Non Renewals, and 21.4, Employee Evaluations are current HCC procedures that relate to the disciplinary action and evaluations that may result from non-compliant faculty.

For FT faculty who miss on-time submission for the first time, but submit the roster/grade information within one additional week, the following consequences may occur: a written warning that becomes a part of their
employee personnel file in addition to receiving an unsatisfactory mark on a specified PEP goal or objective.

Any subsequent violations for a FT faculty's non-submission of rosters or grades may result in further discipline up to and including termination or non-renewal pursuant to and in compliance with the faculty contract (if applicable) and HCC’s Policies and Procedures.

Adjunct Faculty:

Adjunct Faculty members are held to the same standard as contracted faculty with regard to the timely submission of rosters and grades. Adjunct Faculty who fail to timely-submit grades may be subject to “non-hire” for subsequent semester(s).
GUIDELINES RELATED TO FACULTY RESPONSIBILITIES TO COMPLY WITH HOUSE BILL (HB) 2504 (a State of Texas law requiring all higher education faculty to post CVs and syllabi)

Texas legislation mandates public colleges and universities must make a curriculum vitae and course syllabus available online for each course taught at their institutions. Among several requirements, HB 2504 specifies that:

“The institution shall make the information required by Subsection (a) available not later than the seventh day after the first day of classes for the semester or other academic term during which the course is offered. The institution shall continue to make the information available on the institution's Internet website until at least the second anniversary of the date on which the institution initially posted the information.”

In response to the new state law, Houston Community College is requiring all faculty to post a current curriculum vitae and a course syllabus for each of their courses on the Learning Web. Generally, a faculty’s CV may not include any personal information, including the instructor’s home address or home telephone number. Minimally, the CV should list the instructor’s:

- postsecondary education
- teaching experience
- significant professional publications

Faculty should consult with their departments for specific instructions in this regard.

Resources are available to assist faculty in understanding the legislation and to provide guidelines for preparing their curriculum vitae and syllabi for posting online.

http://learning.hccs.edu/support/faq/what-information-are-faculty-required-to-post-on-the-learning-web

Probationary Period for New Employees

Purpose

The purpose of this procedure is to provide a period of time for job adjustment and an opportunity for both the new employee and the supervisor to determine whether to continue the at-will employment relationship.

Applicability

All full-time staff, contracted faculty, and contracted non-faculty serve a probationary period beginning with the initial date of employment with HCC.
Probationary Period for Faculty

All contracted faculty will commence their initial full-time employment with the College for a traditional academic semester or four (4)-month Probationary period, whichever comes first. During this period, employees will be evaluated by their supervisor at the end of the second (2) month, mid-point and fourth months (4) of employment.

While on a Probationary status, the employment relationship is not subject to the requirements of HCC’s Progressive Discipline Procedure. The employee serves at the pleasure of the Chancellor, has no property interest in the employment, and may be terminated for any reason not otherwise prohibited by law.

NOTE: Upon successful completion of this Probationary period, unless otherwise contracted with HCC, the employee will continue as an at-will employee.

Responsibility of Supervisor

During the Probationary Period the supervisor shall orient and train the new employee so he/she is familiar with the work assignments and the accepted standards of performance and behavior. The supervisor appraises the employee’s:

- Ability to learn and perform expected job duties
- Quality and timeliness of work products
- Attendance/punctuality
- Work habits and behaviors
- Other attributes specific to the requirements of the job

Supervisor is responsible for meeting with employee and formally evaluating performance in writing at the mid-point and end of the probationary period. The Probationary Employee Evaluation - PEP form is to be used for performance planning, coaching and feedback during this time. During the probationary period, supervisory evaluation is to be recorded on the Probationary Employee Evaluation Form, developed by Human Resources.

For detailed information on this probationary policy, see the complete text, entitled “Probationary Period” on MyHCC > Procedures > All HR Procedures (under the Human Resources heading) > C.05.4 Probationary Period.
CRITERIA FOR POSSIBLE 12-MONTH CONTRACT FOR FACULTY IN SOME WORKFORCE PROGRAMS

1. For workforce programs to qualify for award of 12 month contracts to faculty, the programs must meet at least one of the following criteria.

   a. Certificate can be completed in 3 semesters BUT there are limited faculty with sufficient expertise/necessary credentials;
   b. Program accreditation criteria limits Teacher/Student Ratios;
   c. Program runs combination of CEU and SCH courses which provide increased contact hours, consistency of instruction, concurrent enrollment, and improves articulation;
   d. More than 75% of the courses are intensive skills training courses with each course requiring over 64+ contact hours each impeding cohort / block scheduling for level 1 completion in 1 year.

Example 1- (PSI Courses): Basic Police Academy 1 SCH equals 34 CH – contact hours, (same for fire and ems). Hence 20 SCH equals only 320 CH in SCH General Ed courses compared to 20 hours in workforce public safety= 680 hours. Following the 3 hours of instruction per week model, it would take 56 weeks to complete one 5 semester credit Basic Peace Officer I.

Example 2-Automotive: Auto Technician Level 1= Approx. 816+ contact hours of skills, and 48 hours of Student Success course which averages 20 hours / week for student to complete in 2 full semesters and a 12 week summer.

2. Even if these criteria are met, 12 month contracts may not be available due to budgetary constraints.
COLEMAN PROGRAM DIRECTORS

SELECTION PROCESS

Health care science program accreditation organizations and licensure boards have specific criteria for program leadership. This criterion is often different from that required to teach in the program, therefore someone could be hired to teach full-time in a program but would not be qualified to serve as Health Sciences program director faculty. As an example in the nursing program the program director must have a master of science in nursing. Therefore a master's degree in education with a bachelor degree in nursing would not be qualified to serve as program director. The title for program leadership at Coleman College is Health Sciences (HS) program director faculty. This title is intended to differentiate these program directors from other non-faculty program directors in the district.

In addition to duties that derive from specific accrediting agencies, Coleman instructional leaders still have duties and responsibilities that are generally prescribed for all HCC instructional leaders as indicated elsewhere in this document.

The selection process for HS program director faculty at Coleman College will be a collaborative process with faculty providing nominations for the role. The nominations will be evaluated for qualifications and if qualified then forwarded to the Executive Dean for a final decision. The President of Coleman College will then confirm the appointment.

Term of Office and Limits

The term shall be for three years, beginning on September 1 in the first year and ending on August 31 of the third year.

At the end of a three-year term, an incumbent HS program director faculty may:
1. Compete for another three year term with other interested candidates, or
2. Step down.

Process

Department faculty may make nominations individually and as a department. Self nominations are allowed. Departments will hold at least one meeting to discuss the nomination process and to select nominees to be submitted to the Dean. Any meetings necessary in choosing the new HS program director faculty should be scheduled in the spirit of inclusion.

The Dean will announce the selection process by the first of March. Nominations will be received in the dean's office by June 1. Following the
submission deadline, the dean will prepare a list of qualified nominees for each position. The Executive Dean and President will interview the candidates and the Executive Dean will make a final selection to be submitted to the President for confirmation. The selection process is to be completed by July 15.

When the finalist is selected, the Executive Dean submits appropriate paperwork to the College President for confirmation.

If there are no nominations the Executive Dean and the President may make a one-year appointment.

**Contract Length and Stipend**

HS program director faculty will receive and are expected to serve a 12-month contract. They will receive compensation according to the Coleman College formula and as approved by the HCC Board of Trustees. During a program director's leave of absence or extended professional leave, the HS program director faculty compensation will be received by the acting HS program director faculty.
**TEAM MODEL**

The Team model at HCC-Coleman College for Health Sciences is modeled on the health care team concept used in hospitals and many other health care organizations to facilitate interdisciplinary working relationships, communication, and patient safety. The teams are self-directed work groups composed of all faculty assigned to programs included in the group. The HCC-Coleman teams are as follows:

- **Nursing**: Associate Degree Nursing, Vocational Nursing
- **Patient Care Services**: Surgical Technology, Medical Assistant Program
- **Diagnostic Services**: Radiography and Computed Tomography, Diagnostic Medical Sonography, Nuclear Medicine Technology, Medical Laboratory Assistant, Histology Technician
- **Therapeutic Services**: Respiratory Therapy, Occupational Therapy Assistant, Physical Therapist Assistant
- **Dental Services**: Dental Assisting, Dental Hygiene
- **Health Care Support and Administrative Services**: Human Services Technology, Pharmacy Technician, Health Information Technology
COMPENSATION AND ADMINISTRATION

HCC Coleman College for Health Sciences is the HCC Health Science College and program administration is guided by the respective program accrediting organization. The compensation and administration titles are detailed in this document specific for Coleman College. In order to achieve our mission and meet accreditation organization requirements the following has been developed for Coleman College for Health Sciences:

<table>
<thead>
<tr>
<th>Name**</th>
<th>Title</th>
<th>Level</th>
<th>Stipend</th>
<th>Release Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN</td>
<td>HS Program Director Faculty</td>
<td>4</td>
<td>$500</td>
<td>Full Release or 15 EQ per Semester</td>
</tr>
<tr>
<td>LVN</td>
<td>HHS Program Director Faculty</td>
<td>3</td>
<td>$400</td>
<td>12 EQ per Semester</td>
</tr>
<tr>
<td>Surgical Tech</td>
<td>HS Program Director Faculty</td>
<td>1</td>
<td>$200</td>
<td>6 EQ per Semester</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>HS Program Director Faculty</td>
<td>1</td>
<td>$200</td>
<td>6 EQ per Semester</td>
</tr>
<tr>
<td>Radiography</td>
<td>HS Program Director Faculty</td>
<td>1</td>
<td>$200</td>
<td>6 EQ per Semester</td>
</tr>
<tr>
<td>BIO, MLAB, HLAB</td>
<td>HS Program Director Faculty</td>
<td>3</td>
<td>$400</td>
<td>12 EQ per Semester</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>HS Program Director Faculty</td>
<td>1</td>
<td>$200</td>
<td>6 EQ per semester</td>
</tr>
<tr>
<td>Physical Therapy Assisting</td>
<td>HS Program Director Faculty</td>
<td>1</td>
<td>$200</td>
<td>6 EQ per Semester</td>
</tr>
<tr>
<td>Respiratory Technology</td>
<td>HS Program Director Faculty</td>
<td>1</td>
<td>$200</td>
<td>6 EQ per Semester</td>
</tr>
<tr>
<td>Nuclear Medicine Technology</td>
<td>HS Program Director Faculty</td>
<td>1</td>
<td>$200</td>
<td>6 EQ per semester</td>
</tr>
<tr>
<td>Occupational Therapy Assisting</td>
<td>HS Program Director Faculty</td>
<td>1</td>
<td>$200</td>
<td>6 EQ per Semester</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>HS Program Director Faculty</td>
<td>1</td>
<td>$200</td>
<td>6 EQ per semester</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>HS Program Director Faculty</td>
<td>1</td>
<td>$200</td>
<td>6 EQ per semester</td>
</tr>
<tr>
<td>Human Services Technology Program</td>
<td>HS Program Director Faculty</td>
<td>1</td>
<td>$200</td>
<td>6 EQ per Semester</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>HS Program Director Faculty</td>
<td>4</td>
<td>$500</td>
<td>Full Release or 15 EQ per semester</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>HS Program Director Faculty</td>
<td>1</td>
<td>$200</td>
<td>6 EQ per Semester</td>
</tr>
<tr>
<td>HPRS</td>
<td>HS Program Director Faculty</td>
<td>2</td>
<td>$300</td>
<td>9 EQ per Semester</td>
</tr>
</tbody>
</table>
## PROGRAM ACCREDITATIONS AND CERTIFICATIONS

**HCC Coleman College for Health Sciences**

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Organization</th>
<th>Program Administrator</th>
<th>Clinical Education</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Laboratory Technician</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences</td>
<td>Program Director: The program director must be a clinical laboratory scientist/medical technologist who holds nationally recognized generalist certification and who has a master's or doctoral degree and three years of experience in clinical laboratory science education that includes teaching courses, conducting and managing learning experiences, evaluating student achievement, providing input into curriculum development, policy and procedure formulation, and evaluation of program effectiveness. The program director must be responsible for the organization, administration, periodic review, planning, development, evaluation and general effectiveness of the program.</td>
<td>Not required by standards</td>
<td>The program director must be responsible for the organization, administration, periodic review, planning, development, evaluation and general effectiveness of the program. The program director must have input into budget preparation and must be responsible for maintaining NAACLS approval of the program.</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>Commission on Dental Accreditation of the American Dental Association</td>
<td>Program Administrator: B.S. (CDA). The program administrator must be a dental assistant or state licensed dentist with occupational experience in the application of four handed dentistry principles, either as a dental assistant or working with a chairside assistant.</td>
<td>Not required by standards</td>
<td>Full time commitment to the institution and an appointment which provides time for program operation, evaluation and revision</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Commission on Dental Accreditation of the American Dental Association</td>
<td>Program Administrator: Dental hygienist enrolled in or possesses a Master’s degree (RDH) or DDS who has background in education and the professional experience necessary to understand and fulfill the program goals. The program administrator's background should include administrative experience, instructional experience, and professional experience in clinical practice either as a dental hygienist or working with a dental.</td>
<td>Not required by standards</td>
<td>Full time commitment to the institution and an appointment which provides time for program operation, evaluation and revision</td>
</tr>
<tr>
<td>Program Name</td>
<td>Accreditation Body</td>
<td>Program Director Requirements</td>
<td>Clinical Coordinator for Programs with 8 or More Affiliates</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>Commission on Accreditation of Allied Health Programs</td>
<td>Program Director: an academic degree, not lower than an associate degree; proficiency in curriculum development; appropriate credential(s) specific to the concentration(s) offered; the equivalent of two years full-time clinical experience as a general sonographer, cardiac sonographer, and/or vascular technologist.</td>
<td>The program director must be responsible for the structure as well as the daily operation of the program, including organization, administration, periodic review and evaluation, continued development, and general effectiveness of program curricula. The program director ensures a schedule of regular visits to all clinical affiliates/cClinical education centers is maintained. The responsibilities of the program director must not be adversely affected by educationally unrelated functions.</td>
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</tr>
<tr>
<td>Health Information Technology</td>
<td>Commission on Accreditation for Health Informatics and Information Management Education</td>
<td>Program Director: The HIM program director must be certified as a Registered Health Information Administrator or Registered Health Information Technician and must have a minimum of a baccalaureate degree.</td>
<td>The program director of the HIM educational program must be responsible for the organization, administration, continuous program review, planning, development, and general effectiveness of the program. The program director must be given adequate release time to devote to curriculum development and evaluation, counseling of students, program management and administrative duties within the institution. The Program Director must be responsible for the administrative tasks associated with the program. The equivalent of a minimum of one 3 credit hour course per term</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Accreditation/Preparation</td>
<td>Program Director Requirements</td>
<td>Education Coordinator (when required)</td>
<td>Practicum Coordinator</td>
</tr>
<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td>Histologic Technician National</td>
<td>Accrediting Agency for Clinical</td>
<td>Program Director: B.S &amp; nationally certified in histotechnology or, if the program director is not certified in histotechnology, a qualified, nationally certified in histotechnology education coordinator must be an employee of the sponsoring institution, have three years of experience in medical or laboratory education that includes teaching courses, conducting and managing learning experiences, evaluating student achievement, providing input into curriculum development, policy and procedure formulation, evaluation of program effectiveness, and have knowledge of education methods and administration as well as current accreditation and certification procedures.</td>
<td>Education Coordinator (when required) The program director must be responsible for the organization, administration, periodic review, planning, development, evaluation and general effectiveness of the program. The program director must have input into budget preparation and must be responsible for maintaining NAACLS approval of the program.</td>
<td>Practicum Coordinator The program director must be responsible for program effectiveness, including outcomes, organization,</td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>THECB</td>
<td>Program Director: AS degree &amp; three years' experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>Commission on Accreditation of</td>
<td>Program Director: minimum of an associate degree. The program director must be credentialed in medical assisting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuclear Medicine Technology</td>
<td>Joint Review Committee on Educational Programs in Nuclear Medicine Technology</td>
<td>Program Director: The program director position must be filled by a nuclear medicine technologist knowledgeable of current nuclear medicine technology and educational methodology. The program director must demonstrate effectiveness in instruction, curriculum design, program planning, evaluation and academic advisement. The program director must: hold a master’s degree (by 2017), be certified by a nationally recognized certifying body, have a minimum of four years of post-certification nuclear medicine technology experience and have at least one year experience teaching or instructing in a nuclear medicine technology.</td>
<td>Clinical Coordinator</td>
<td>The sponsor must have a qualified program director, clinical coordinator, and medical advisor for the nuclear medicine technology program. Primary responsibilities shall include program development, organization, administration, evaluation and revision.</td>
</tr>
<tr>
<td>Nursing</td>
<td>Texas Board of Nursing</td>
<td>Program Director: Master or Doctorate in Nursing</td>
<td>Faculty shall be responsible and accountable for managing clinical learning</td>
<td>Each professional nursing educational program shall be administered by a qualified individual who is accountable for the planning, implementation and evaluation of the professional nursing program.</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>Accreditation Council for Occupational Therapy Education</td>
<td>Program Director: must be an initially certified occupational therapist or occupational therapy assistant who is licensed or credentialed according to regulations in the state or jurisdiction in which the program is located. The director must hold academic qualifications comparable to the majority of other program directors within the institutional unit (e.g., division, college, school) to which the program is assigned. By July 1, 2012, the program director must hold a minimum of a master's degree; must have a minimum of 5 years of experience in the field of occupational therapy, including practice as an occupational therapist or occupational therapy assistant.</td>
<td>Academic Fieldwork coordinator</td>
<td>The program must have a director who is assigned to the occupational therapy educational program on a full-time basis. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must ensure that the needs of the program are being met. In addition to the program director, the program must have at least one full-time equivalent (FTE) faculty position at each accredited location where the program is offered.</td>
</tr>
</tbody>
</table>

experiences and observational experiences of students. educational program. The dean or director shall: (1) hold a current license or privilege to practice as a registered nurse in the state of Texas; (2) hold a master's degree or a doctorate degree in nursing; (3) hold a doctoral degree, if administering a baccalaureate or master's degree program; (4) have a minimum of three years teaching experience in a professional nursing educational program; (5) have demonstrated knowledge, skills and abilities in administration within a professional nursing educational program; and (6) not carry a teaching load of more than three clock hours per week if required to teach.
<table>
<thead>
<tr>
<th>Program</th>
<th>Requirements</th>
<th>Not required by standards</th>
<th>A program director shall be named whose authority and responsibilities are commensurate with those of other allied health, technical, or vocational training programs offered by the institution. This individual shall have appropriate authority to direct all aspects of training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy Technician</td>
<td>Pharmacy Technician Program Director must be a member of a national pharmacy organization and the corresponding state affiliate. The director need not be a pharmacist; however, there must be a sufficient complement of pharmacists, certified pharmacy technicians, and pharmacy technicians who have completed an ASHP-accredited pharmacy technician training program on the faculty and/or advisory committee to assure pharmacy content matter and practice expertise by those delivering instruction.</td>
<td></td>
<td>A program director shall be named whose authority and responsibilities are commensurate with those of other allied health, technical, or vocational training programs offered by the institution. This individual shall have appropriate authority to direct all aspects of training.</td>
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<tr>
<td>Physical Therapist Assistant</td>
<td>Program Director: a minimum of a master's degree &amp; licensure (if a physical therapist), or licensure, certification, or registration in states where applicable (if a physical therapist assistant); a minimum of five years clinical experience that includes experience in the PT/PTA Relationship; experience in a variety of areas of teaching (academic, clinical, continuing education, in-service); experience in educational theory and methodology (curricular design, development, implementation and evaluation); experience in instructional design and methodology; experience in student evaluation and outcomes assessment; currency in contemporary physical therapy practice; knowledge of contemporary curricular content for the Academic Coordinator of Clinical Education</td>
<td></td>
<td>A program director shall be named whose authority and responsibilities are commensurate with those of other allied health, technical, or vocational training programs offered by the institution. This individual shall have appropriate authority to direct all aspects of training.</td>
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<td>A program director shall be named whose authority and responsibilities are commensurate with those of other allied health, technical, or vocational training programs offered by the institution. This individual shall have appropriate authority to direct all aspects of training.</td>
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<td><strong>Radiography</strong></td>
<td>Joint Review Committee on Education in Radiologic Technology</td>
<td>Program Director: Master’s degree; Is proficient in curriculum design, program administration, evaluation, instruction, and academic advising; documents three years clinical experience in the professional discipline; documents two years of experience as an instructor in a JRCERT-accredited program, and holds American Registry of Radiologic Technologists current registration in radiography or equivalent (i.e., unrestricted state license for the state in which the program is located).</td>
<td>Clinical Coordinator: program has more than five (5) active clinical education settings or more than thirty (30) students enrolled in the clinical component.</td>
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<td><strong>Respiratory Therapist</strong></td>
<td>National Board for Respiratory Care</td>
<td>Program Director: B.S degree must hold a valid Registered Respiratory Therapist (RRT) credential and hold such professional license or certificate as is required by the state in which he or she is employed. The Program Director must have a minimum of four (4) years’ experience as a Registered Respiratory Therapist; of which at least two (2) years must include experience in clinical respiratory care. The Program Director must have a minimum of two (2) years’ experience teaching in an accredited respiratory care program either as an appointed faculty member or</td>
<td>Director of Clinical Education</td>
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<tr>
<td>Program Director</td>
<td>Clinical Coordinator</td>
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<td><strong>Surgical Technology</strong></td>
<td><strong>The credential of the Program Director must be in the field of surgical technology and through a national credentialing organization that is accredited by the National Commission on Certifying Agencies (NCCA). The Program Director must have a minimum of three years of current operating room experience in the scrub role and/or three years of current experience as an instructor in surgical technology.</strong></td>
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<td><strong>Program Director</strong></td>
<td><strong>The sponsor must appoint a full-time Program Director. Full time is defined as the usual and customary time commitment required by the institution for faculty members in equivalent positions in other health educational activities. Under this definition, the Program Director should be sufficiently free from service and other non-educational responsibilities to fulfill the educational and administrative responsibilities of the surgical technology program.</strong></td>
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<tr>
<th><strong>Vocational Nursing</strong></th>
<th><strong>Texas Board of Nursing</strong></th>
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<td><strong>Program director/coordinator. The director/coordinator shall:</strong> 1) hold a current license or privilege to practice as a registered nurse in the state of Texas; 2) have been actively employed in nursing for the past five years, preferably in administration or teaching, with a minimum of one year teaching experience in a pre-licensure nursing educational program; 3) if the director has not been actively employed in nursing for the past five years, the director's advanced preparation in nursing, nursing education, and nursing administration and prior relevant nursing employment may be taken into consideration by the Board staff in evaluating qualifications for the position; 4) have a degree or equivalent experience that will demonstrate competency and advanced preparation**</td>
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<td><strong>Faculty shall be responsible and accountable for managing clinical learning experiences and observational experiences of students</strong></td>
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<td><strong>Each vocational nursing educational program shall be administered by a qualified individual who is accountable for the planning, implementation and evaluation of the vocational nursing educational program.</strong></td>
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(5) have had five years of varied nursing experience since graduation from a professional nursing educational program; (6) the director may have responsibilities other than the program provided that another qualified nursing faculty member is designated to assist with the program management; and (7) a director with responsibilities other than the program shall not have major teaching responsibilities.

The director/Coordinator shall have the authority to direct the nursing educational program in all its phases, including approval of teaching staff, selection of appropriate clinical sites, admission, progression, probation, dismissal of students, and enforcement of student policies.

| Human Service Technology | Council for Standards in Human Service Education | Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation. | Teaching faculty have no less than one degree above the level of certificate or degree in which they teach. It is recommended that faculty have no less than a master's degree. | Must provide a brief description of how the essential roles are fulfilled in the program, and a table matching faculty and staff positions and names with these roles. |
LIBRARY ADMINISTRATION

Librarians

Public services librarians and technical services librarians are faculty and are on the faculty pay scale. They are supervised either by the District Director, Library Services or by a College Director, Library Services.

Duties of a public services librarian include

- Manning a college reference desk interacting with students and guiding them to find library materials, showing them how to navigate through the libraries’ online resources, or otherwise answering their questions.
- Maintaining the integrity of the college library collection by finding out from faculty what are the needs, or choosing library materials based upon observed needs
- Conducting library instruction classes in the library’s computer lab, or conducting library instruction during a scheduled class in the classroom
- Participating in the district-wide chat reference service
- Serving on college committees or district-wide committees

Duties of a technical services librarian include

- Performing a specific job within the library technical services department such as purchasing library materials, cataloging library materials, maintaining the libraries’ automated systems
- Participating in the district-wide chat reference service
- Serving on college committees or district-wide committees

District Director, Library Services

This position provides leadership, administration and coordination of the HCC library services district-wide to support teaching and learning at multiple college/campus locations and online. It is not a faculty position, but one that is on the Professional/Technical scale. The District Director guides the HCC libraries in supporting the Strategic Plan, mission, vision and values of the institution. The District Director, Library Services ensures that HCC Library services remain compliant with all of the standards and requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Texas Higher Education Coordinating Board (THECB), and other relevant organizations.

The District Director, Library Services, is responsible for the supervision and evaluation of the technical services librarians performing their duties at the District office, the College Directors, Library Services, and the clerical staff at the District library office. The District Director also has the responsibility for library technical service, including all aspects of the Libraries’ automated systems.
The District Director, Library Services, works with the College Directors and other librarians to maintain the quality of library services across the district.

**College Director, Library Services**

The College Director, Library Services is responsible for the leadership and administration of library services at a particular HCC College. They provide oversight and assessment of college library services and their effectiveness. College Directors serve on the District-wide HCC Library Council, under the leadership of the District Director. This group is responsible for district-wide oversight of library services and planning for the future. Each College Director represents the needs and interests of the particular college served.

Other duties of the College Director, Library Services include

- Supervision and evaluation of the public services librarians and support staff at that college
- Setting library hours of operation at each library site at that college and ensuring that each is staffed for all hours of operation
- Hiring full-time and part-time librarians and staff for the library sites within that college
- Maintaining relationships with the instructional faculty at that college so as to be aware of their student's library needs
- Responsibility for being aware of the condition and safety of the library facility, furnishings and equipment and seeing that each is maintained
- Responsibility for the acquisition and upkeep of the library’s computer equipment
- Serving on college and district-wide committees
INSTRUCTIONAL STRUCTURE FOR THE DIVISION OF EXTENDED LEARNING (DEL)

HCC created the Division of Extended Learning (DEL) as a comprehensive unit to offer continuing education instruction in partnership with the colleges across the district. DEL reports to the Associate Vice Chancellor for Workforce Instruction. An organizational chart is included to help understand the scope of programs and services included.

DEL Instructional Departments

The six instructional departments consist of the following: a) School of Continuing Education (SCE), b) Apprenticeship Program, c) Corrections Education, d) Adult Education Program, e) Online CE, and f) Accelerated Teacher Education Program. The first four departments are led by a full-time DEL Department Director and the last two are managed under the Director Operations. Further, in two of the
departments (Adult Education and the School of Continuing Education), there are program areas that are also administered by full-time staff levels. Content Area Program Directors and Program Managers.

**DEL Faculty**

For the most part, there are few full-time faculty employed by DEL programs. Reliance is placed on utilizing part-time faculty as much possible and appropriate, aligning instruction with existing credit (SCH) programs. FT DEL faculty have a 10.5-month contract as SCH faculty, although the calendar for DEL faculty will typically vary from that of SCH faculty since it follows a quarter system and not a semester system. Some programs may only have 9-month faculty depending on enrollment, instructional partnership contractual agreements, and other factors.

The DEL programs result in continuing education units (CEU) as opposed to semester credit hours (SCH). The programs are driven by a variety of needs: legislative mandates, institutional mission, contracts from governmental or business entities, professional licensure and CEU requirements, and business and individual learner needs for alternate and flexible options.

DEL management typically consists of subject matter experts hired as administrators with 12-month contracts as opposed to elected “chairs” or “coordinators.” They have instructional supervision responsibility over their content area courses and also have administrative, compliance, and revenue/expense responsibility for their specific area.

Continuing Education programs and courses also face aggressive competition from private providers. They are focused on fast-paced workplace entry and professional development aimed at honing specific job skills or meeting licensure requirements for incumbent workers and professionals. In addition, through the Adult Basic Education department, DEL provides literacy, college and career pathways for individuals with low academic proficiency or language barriers into advanced college courses through SCE and or SCH courses.

Through contractual instructional partnerships with the Apprenticeship Association of Texas and the Harris County Sheriff’s Office, HCC also offers alternative college pathways.

**DEL Operational Support**

The following DEL operational support units are centralized and support all of the instructional units: (a) Outreach Support Services, (b) Marketing & Communications, (c) Curriculum, Compliance & Assessment, (d) Operations, and (e) Finance. In support of DEL Program Directors and
Managers, these units perform many of the tasks of the SCH Department Division Chairs.

Further, in partnership with the DEL Program Directors and Managers, the Workforce Curriculum Design Coordinator provides support to the DEL programs by tracking cyclical Program Reviews, annual assessments/progress reports, as well as assisting the instructional areas with professional development opportunities. This includes the integration of technology into the curriculum.

**School of Continuing Education Program Directors and Program Managers:**

The SCE Program Directors are responsible to complete Program reviews, annual progress reports, accreditation reports for their content areas. In supervision with the Program Managers, the Program Directors oversees all Learning Assessments are completed per college procedures.

**Adult Basic Education:**

The ABE is managed in accordance with federal and state guidelines which govern the administration of Adult Basic Education grants.
PROGRAM COMMITTEES & PROGRAM COORDINATORS

PROGRAM COMMITTEES

Introduction

Program Committees were created to ensure instructional and curriculum consistency and coherence among departments across the system and to meet the requirements of the SACSCOC and other accrediting agencies. All full-time faculty teaching in a program are members of its program committee. The creation of Program Committees further improves conducting and reporting on processes such as the development of curriculum, program review, the use of instructional materials used in courses, and conducting regular learning assessments.

The current Program Committee guidelines reflect what has been learned through the history of discipline committees at HCC. That history has shown repeatedly that the discipline committee concept will not work effectively unless the following conditions are met:

- Full and active participation in program committee work by full time faculty members at HCC.
- Collaboration at all levels of HCC (both programs and administration).

Mission

The mission of Program Committees at Houston Community College is to support the institution’s commitment to excellence through the creation, implementation, and maintenance of quality educational programs. Program committees exist to ensure program coherence and excellence across the district, represent programs in the larger context of the district, lead the district into new and innovative programs and instructional methodologies, and act as experts in matters concerning their program curricula. The faculty, through program committees, has primary responsibility for the content, quality, and effectiveness of the curriculum at HCC in accordance with the requirements and standards of the Southern Association of Colleges and Schools Commission on Colleges, the THECB, and national norms.

Duties and Responsibilities of the Program Committee

The Program Committee shall meet at least once each semester and perform the following duties and responsibilities:

1. Selection of required curriculum materials assigned by one or more members of the discipline. While still maintaining high quality, consideration should be given to less expensive commercial and open educational resource textbooks and other instructional materials.
(2) Determination of minimum curriculum, and minimum academic standards of instruction, testing, and materials.

(3) Creation, regular required assessment, and maintenance of course Student Learning Outcomes (SLO), program student learning outcomes (PSLOs), Curriculum Maps, Syllabi, and Curriculum Guides on HCC CurricUNET or its replacement. Course SLOs must include those in the Texas Higher Education Coordinating Board’s Academic Course Guide Manual (ACGM) and Workforce Education Course Manual (WECM).

(4) Planned required assessment of core objectives ensuring that they are assessed according to both Texas Higher Education Coordinating Board and HCC guidelines.

(5) Recommendation to the Program Committee and Coordinator of new or revised courses.

(6) Recommendation to the Executive and Academic Deans of course specific maximum class sizes when required for safety, instructional, or other reasons.

(7) Initiation and oversight of Program Reviews, Annual Learning Assessment Reports and Annual Planning Reports of the program.

(8) Provision of expert advice to college officials on safety standards in labs and other instructional issues as requested.

(9) Hearing of instructor certification appeals.

(10) Participation in HCC activities relating to the process of evaluation and ranking of faculty (if applicable).

(11) Participation in instructional decision-making at the district level.

(12) Conduct ongoing reviews of all alternate instructional calendars and instructional delivery systems.

(13) Assist the Program Coordinator in the maintenance and currency of the program’s web pages.

Membership

All full-time faculty members who are credentialed in and who have taught (or are scheduled to teach) the particular subject at HCC, identified by the four-letter course prefix (e.g. PSYC), are members of the Program Committee. A listing of Programs with Program Coordinators and assigned Mentor Deans can be found on the MyHCC website > Academic Affairs > Evaluation of Instruction > Program Clusters by Mentor Dean and Program Coordinator.

When appropriate or necessary, administrators may attend and observe, and/or participate in activities or discussions of the Program Committee. In no cases shall administrators vote.

Faculty members who are temporarily serving in Interim or Acting positions, or who are temporarily serving as directors or other administrators, but who will be returning to faculty positions, are full members of the Program Committee.

Adjuncts are not formally part of the program committee and have no right to vote in decisions. However, individual program Committees may choose
(by a majority vote) to allow adjuncts to attend and otherwise fully participate in the activities of the Program Committee on a voluntary basis. In no cases shall adjuncts vote.

The Vice Chancellor of Academic Affairs (VCAA) will send a letter to each faculty member notifying them of the first system-wide meeting each semester of the Program Committee. A complete list of all members of the Program Committee should be compiled by the Program Coordinator at the August meeting of each year.

Participation in the activities of the Program Committee is a part of every full-time faculty member’s duties, and as such, will be incorporated into their yearly evaluation.

**Instructional Conference Days**

On the first Friday following the Fall and Spring semesters’ reporting dates of the full-time faculty, a system-wide meeting known as the Instructional Conference Day shall be convened. On both the Fall Instructional Conference Day and the Spring Instructional Conference Day, each Program Committee will meet according to a schedule that best allows faculty who belong to more than one Program Committee the opportunity to attend more than one. During that same week, there will be one joint Instructional Leaders’ Meeting comprised of the VCAA and associated administrators, the Executive and Academic Deans, the Program Coordinators, and the Department/Division Chairs, for the purpose of discussing instructional program issues. This meeting is called the Instructional Leaders’ Meeting. No other meetings, events, speakers, should be convened on either Instructional Conference Day or during the Instructional Leader’s Meeting unless they directly pertain to program committees or workforce programs and, in this case, only upon the conclusion of the above meetings.

**Oversight and Accountability**

To facilitate communication and consensus-building, the Workforce and Academic Deans’ Councils, together with the VCAA, will provide oversight for those issues which have system-wide implications related to non-performance of tasks. Similarly, the Program Committee will act to ensure system-wide instructional quality and compliance with its policies, the system’s policies, and accrediting and regulatory agencies’ guidelines. Forums between the Chancellor’s Executive Team, the Deans’ Councils, the office of the VCAA, and the Program Committee can be called by any of the four parties to jointly meet and resolve issues by consensus. Other relevant participants may be invited by any of the three parties. Decisions reached by this forum will be recorded for implementation.
Meetings and Voting

(1) **Meetings:** Meetings are called by the Program Coordinator or by the members’ petition. Members are advised to first request a meeting from the Coordinator. If the Coordinator is unwilling to call a meeting when the member requests, petitions may be made via intercampus mail or email to the Coordinator (with a copy sent in each case to the VCAA) of 50% +1 of the total committee membership. The Coordinator, or the VCAA in the case of a petition, should verify the members’ proper notification to the fullest extent reasonably possible.

(2) **Subcommittees:** Subcommittees may be established by the full committee for delegated purposes. These subcommittees may be given the power to make decisions for the full committee or simply do preliminary preparations for later referral to the full committee. In either case, the full committee may choose to override subcommittee decisions.

(3) **Proxy Voting:** Once the semester is underway, large Program Committees may find it more difficult to schedule meetings that do not conflict with any member’s schedule. For this reason, proxy voting is allowed for all decisions of the committee except all voting that occurs on the semestery system-wide Instructional Conference Day defined above. To give one’s proxy, the member must sign a document that allows the designee to vote for him/her, and personally inform the Program Coordinator prior to the meeting (preferably by e-mail because it is verifiable). The designee should present this document to the other members at the meeting. A proxy gives the recipient the right to vote for the giver of the proxy in all circumstances at that specified meeting only.

(4) **E-Mail Voting:** Program Committees may, at their discretion, conduct deliberations and votes entirely via e-mail. Additionally, in cases where a ballot has been created and circulated before an in-person meeting, members shall always have the option of e-mailing their ballot to the Program Coordinator if they cannot attend. E-mailing is not allowed for Instructional Conference Day meetings, which will always be held in person. Ballots carried in hand by another member to a meeting shall not be accepted.

(5) **Meeting Agendas:** Program Committee members should forward to the Program Coordinator items they wish to be placed on upcoming meeting agendas. Items raised at the meeting that require votes of the full Program committee and are not on the agenda may be discussed but not voted on until they are placed on the agenda for the following meeting, or submitted to the full membership for a vote via e-mail. (This limitation may be suspended by majority consent.) Agendas should be sent to members at least one week prior to the meeting unless an emergency situation makes this impossible. (For this reason, members are
encouraged to send items to the Coordinator at their earliest opportunity, rather than after the meeting is called and the agenda is distributed.)

(6) **Absence from Meetings:** Members may be appointed to subcommittees, delegated tasks, or even elected Program Coordinator (with their consent, in this case) even if not present at meetings. The intent of this rule is not to punish an absence, but rather prevent it from interfering with the normal division of labor and timely functioning of the committee.

**Selection of Instructional Materials**

All program committee members are required to follow Board policies (E.2.5), HCC Guidelines, and the HCC Text and Textbook Adoptions and Requisitions Process, Guidelines, and Timelines in the selection of instructional materials, including textbooks. The Program Text and Textbook Review and Selection Worksheet must be used to provide these sections to district (VCAA’s office). Only two “commercially published” titles are allowed across the district for adoption for any book/materials required for purchase by students for any one course. Disciplines may have unlimited adoption of open source materials and are highly encouraged to do so.

**Ethics**

The Program Committee must approve of all texts, textbooks, and other required instructional materials to be used in each course in the program, whether used by the entire program or individual members of the program, including self-authored texts and supplements. Additionally, in cases in which one or more members of the committee is an author, and/or in cases in which one or more members of the committee will realize a personal financial gain from the adoption of materials, these members must inform the committee of why they want to use it. They must justify why it is pedagogically better - more tailored to their students, unique, special, less expensive, more applicable, more appropriate, etc. -- i.e. what educational purpose is served by the instructor's (or the program’s) use of this material, rather than other available materials.

None of the above statements should be construed as to imply a presumption of unethical behavior on the part of the HCC community of authors and scholars. HCC should encourage publications and good scholarship by its employees at all levels. There are many legitimate educational purposes served by a faculty member's use of self-authored educational materials - which often enrich the instructor's classroom and the institution in general. However, the program committee must approve the use of these materials.
College Adherence to Policies

The following statement must be addressed in each Program Committee’s Program Review document as well as its Annual Planning Report form, in order to document adherence to Program Committee policies by deans and department/division chairs at the college level: “Discuss any concerns or problems with the enforcement of program committee policies. Be specific.”

Instructional Roles Within the Program Committee Structure

Role of Individual Faculty Members

All full-time faculty members are automatically members of a district-wide Program Committee with the following required responsibilities:

- Attend Program Committee meetings as required
- Participate in the creation and maintenance of Program curriculum, including appropriate course and program student learning outcomes (SLOs and PSLOs) that support both the missions of the program and the institution.
- Participate in the development and maintenance of HCC official course syllabi and curriculum guides
- Participate in the selection of required texts, textbooks, and other required instructional materials, and must use those materials selected by the program in their teaching.
- Participate in the conduct and reporting of annual learning assessment activities and appropriately report SLOs, PSLOs, and Core Objectives to the Program Coordinator.
- Participate in the cyclical Program Review, Annual Learning Assessment Report, Annual Planning Report, and core objective assessment according to the Program Committee’s assessment plan.
- Participate in the development of Program-specific procedures as needed.
- Cooperate with the Program Coordinator as requested for timely completion of all Program tasks.

Role of Department Chairs/Program Directors

Although Department Chairs/Program Directors are primarily occupied by the day-to-day tasks of instructional leadership – hiring and supervising faculty, scheduling classes, handling student issues, etc. – these Chairs are also required to interact with the Program Coordinators in the following positive and productive ways and should be evaluated as such:

- Assume responsibility for College data as requested and required of the Program Coordinators to complete the Coordinator’s reporting tasks on time according to published schedules. (e.g., Learning Assessment data, Annual Planning Report data, Program Review data, selection of instructional materials, etc.)
Assume responsibility for faculty adherence to Program Committee procedures, guidelines, and textbook adoptions as required.

Participate actively in the Program Committee or sub-committee in the Chairs’ field(s) of study.

Work with Program Coordinators to implement the standards, guidelines, assessment plans of the programs for which they are responsible. Chairs must also assist the PC in seeing that faculty adhere to assessing the SLOs/PSLOs/core objectives, and uphold the curriculum of each discrete Program Committee.

Department/Division/Program Chairs will have no authority to overrule, overturn, or in any way modify any Program Committee’s instructional standards, policies, or procedures.

Department/Division Chairs have a corollary duty to report their college’s new course offerings, or substantial changes in delivery or methodology to Program Coordinators so that they are well-informed.

Chairs who oversee programs at the colleges are also strongly encouraged to jointly meet each semester with the Program Coordinator to facilitate healthy communication and timely provision of all required data for Annual Learning Assessment Reports, Annual Planning Reports, Program Review, and any other required reports.

Role of Instructional Deans: The Instructional Deans must interact with the Program Coordinators in the following ways:

- Facilitate/moderate a designated group of Programs. As assigned Mentor (indicated on the document Program Clusters by Mentor Dean, and Program Coordinator found on the MyHCC website under Academic Affairs), the Dean will assist their assigned Program Coordinators in gathering information from the colleges as needed, assist with Annual Learning Assessment Reports, Annual Planning Reports, and Program Review, and will moderate resolution of Program disagreements.

- Serve as a primary reader of Program Reviews submitted by Program Coordinator in their group defined above and report to the respective Deans’ Council on Program strengths, weaknesses, and plans for improvement via the Program Review Rating Form.

- Assist with calling Advisory Committee meetings and providing minutes as needed.

- Facilitate interactions between Program Committee members and Coordinators, and District Personnel on needed curriculum development, revisions, and improvements.

- Complete written evaluations of Program Reviews for Programs assigned as indicated on the Program Clusters by Mentor Dean, and Program Coordinator document. These written Program Review evaluations must be completed and submitted to the office of the VCAA within two weeks of that Review being presented to deans.

- Read the Annual Planning Report Feedback Forms for all programs within their grouping and work with Program Coordinators to support
their program’s improvement plans and recommendations made within the Annual Planning Report.

Specific Assignments for Instructional Deans will be made by the Vice Chancellor of Academic Affairs or the Associate Vice Chancellors and shall be reviewed on an annual basis based on personnel and instructional reasons.

**Role of District Personnel**

- Confirm election of Program Coordinators. In cases where confirmation is denied, the Program Committee members will be notified by VCAA staff or their College Deans (or Cluster Mentor) that the election of a different choice is necessary.
- After they are submitted, evaluate Annual Learning Assessment Reports and Annual Planning Reports by providing timely feedback to Program Coordinators
- Revise and improve required assessment and review templates and procedures as necessary
- Provide evaluation of 20 percent of the Program Coordinator’s PEP related to Program Coordinator duties. As faculty, Program Coordinators will have a split responsibility, with the remaining 80 percent of their Performance Excellence Program (PEP) evaluation completed by their home College Chair or Dean as appropriate
- District must report that 20% of the PCs PEP evaluation information to the Program Coordinator’s supervisor in a timely manner so that the supervisor, in turn, can complete the PC’s entire PEP in a timely way
- Should a Program Coordinator’s PEP evaluation be “Unsatisfactory” in regards to performing Program Coordinator-related duties and responsibilities, that person may be removed from the position by district personnel.
- Assist the Program Coordinators in the following ways:
  - Provide professional development
  - Provide updates on forms, process, procedures as necessary
  - Provide grant writing and other professional and funding assistance
  - Provide program and institutional data
PROGRAM COORDINATORS

Selection and Term of the Program Coordinator or other Officers

The Program Coordinator, and any other officers that the committee chooses to create, are selected by a simple majority of the full Program Committee, for a two-year term. The election shall take place on the district-wide Spring Instructional Conference Day preceding the new term. When there is no vacancy in the office, newly elected officers will take office on the Fall Instructional Conference Day. No e-mail or proxy voting will be allowed during either the Fall or the Spring Instructional Conference Days, except in the rare case when it conflicts with an instructor's mini-term class.

Elections to fill vacancies may be held at any Program Committee meeting. When vacant offices are filled with no more than one long semester remaining in the term, the newly elected officer shall serve the remainder of that term plus two additional years. If more than one long semester remains, the newly elected officer shall serve the remainder of that term plus one additional year.

In the rare case that no program faculty member wishes to be elected Program Coordinator, the VCAA, in consultation with the deans and select administrators from the VCAA's staff, will appoint a temporary Coordinator, until such time as which a permanent Program Coordinator is elected.

Votes to remove an officer must be made by an absolute majority (a majority of the membership list on file at the VCAA's office, regardless of how many members are in attendance). If an officer resigns or is removed at a particular meeting, the members must vote for a replacement at that same meeting. If an officer resigns or is removed outside of a program meeting, the members must vote for a replacement at the next meeting. In the case of the Coordinator's removal, the old Coordinator (and the new one, if one exists) shall notify the VCAA. If the new Coordinator has not yet been elected, the members should call another meeting to elect a replacement who will finish the term.

The VCAA may remove a Program Coordinator for unsatisfactory performance.

Regardless of what officers, subcommittees, or assignments a Program Committee chooses to create, the Program Coordinator shall, in all cases, be the official reporting officer to the office of the VCAA. This means that decisions, once reached by the committee, should be transmitted and represented by the Program Coordinator. It should not be construed to mean that other members may not argue different positions or lobby for alternatives or changes to administrators or others. Open dialogue and respectful professional debate are at the essence of these rules.
Duties and Responsibilities of the Program Coordinator

(1) The Program Coordinator shall compile a complete list of all members at each Program meeting and include those present and not present in the minutes. However, because those attending the meeting may not be aware of all qualified members, it is the responsibility of those members who do not attend this first meeting of the semester to contact the Coordinator so that the Coordinator may add their name to the list. The membership list should be forwarded to the VCAA.

(2) The Coordinator shall serve as the primary communicator of the Program Committee to all committee members, all department chairs in the Program, the VCAA, and book publishers and representatives. The Coordinator’s reporting duties include but are not limited to the following:

To Program members: agendas, dates, times, and sites of meetings; minutes of prior meetings (minimally, minutes should include the date, members present, members absent, and all specific Program Committee deliberations as well as policies decided by vote), including information about PSLO’s and core objectives to be assessed during the semester and the assessment method chosen; notification of the formation of subcommittees or other groups relevant to the Program.

To Department/Division Chairs*: program instructional policy decisions that require enforcement or support of the department chair, “Member’s Participation Checklist” reports and a record of individual fulltime faculty participation in Program affairs for PEP purposes, textbook information (title and adoption cycle), book representatives’ names and phone numbers, curriculum, syllabi, system-wide discipline exams (when applicable), and approval of new or revised courses.

To the VCAA: agendas and minutes of meetings, textbook information, membership list, officer election results, requests for new or revised course approval; completion of Program Review, Annual Learning Assessment Reports, Annual Planning Reports, and the results of the assessment of core objectives.

To the Executive and Academic Deans: agendas and minutes of meetings, requests for support, and presentations of Program Reviews.

To the Library Directors: faculty requests for new purchases or uses of library materials and equipment.

To the Directors of College Educational Technology Services: recommendations for appropriate new instructional technologies

(3) The Coordinator shall convene and facilitate at least one meeting per semester of the program committee.
(4) The Coordinator shall receive agenda items from committee members and compile an agenda for each meeting.

(5) The Coordinator shall keep and hold all records for the committee, including minutes from meetings including Program Committee member attendance. These records shall be sent to the VCAA office for publication online and transferred to the new Coordinator at the beginning of his/her term. Other items to be retained include agendas and minutes from advisory committee meeting (WF) and reports from program subcommittees.

(6) Facilitate Program Committee development and maintenance of Program curriculum, including appropriate course and program student learning outcomes (SLOs, PSLOs, and core curriculum) that support both the missions of the program and the institution.

(7) The Coordinator shall generally serve as the representative of the program in matters of curriculum to entities outside the program committee (catalog, Curriculum Committee, etc.).

(8) The Coordinator shall act as instructional liaison between the faculty and district administration.

(9) The Coordinator shall prepare and submit a Program Review, Annual Learning Assessment Report, Annual Planning Report, agendas and minutes of meetings, and textbook adoption form to the VCAA Office (Director of Assessment) according to published deadlines. A membership list, officer election results, and requests for new or revised course approval shall also be provided to the VCAA Office. The Program Review, Annual Learning Assessment Report and Annual Planning Report forms (including each college’s dean’s and Coordinator’s adherence to appropriate guidelines) shall also be sent to the program committee members.

(10) The Coordinator shall share the results of all feedback reports with the Program Committee for program improvement.

(11) Articulate courses and programs with four-year or upper-level colleges, universities, and high schools.

(12) Gather updates and maintain CurricUNET and Program web-pages on both the HCC website and Learning Web site.

(13) Work with the appropriate WF Deans and Department/Division Chairs to convene WF Program Advisory Committee meetings.

(14) Work with faculty, Department/Program Chairs, Deans, and fellow Program Coordinators to facilitate the formation of innovative learning
initiatives across the curriculum as well as cross-disciplinary learning initiatives and faculty development opportunities.

(15) If representing an academic Program or a Workforce program that offers a course included in the core curriculum, serve as Program representative to the Core Curriculum Committee.

(16) Work with all members of the Program Committee, as well as part-time faculty, to ensure that all required Core Curriculum assessments are embedded in all core courses and are assessed as required.

**Deadlines**

(1) Annual Learning Assessment Report – October 15th.

(2) Annual Planning Report - February 15th in any year in which a Program Review is not due.

(3) Program Review – February 15th every 4th year.

(4) Textbook Adoption Forms – see schedule in the MyHCC (Intranet) site. Go to Academic Affairs > Faculty & Administrative Support (under Faculty Guidelines heading) > Textbook Adoption Guidelines (under Textbooks heading).

(5) Agendas and minutes of Program Committee meetings – within 2 weeks of meeting.

**Screening Committees**

Division/Department Chairs must notify in writing the Program Coordinator that a screening committee is being formed to select new a full-time faculty member of that discipline. Notification must be made as soon as the department in which the position will be filled has been given approval to begin the process. The Program Coordinator must then notify all members of the Program Committee.

In all possible cases, a majority of the members of full-time Faculty Screening Committees must be full-time members of that HCC discipline. In cases where there are not enough full-time discipline members available within the system to meet this requirement, the hiring authority and screening committee chair are encouraged to consult with the available members as to which related programs are most appropriate for screening committee representation. (See the Screening Committee Guidelines as maintained by the HCC Human Resources Department.)
**Member's Checklist Report**

Program Coordinators should provide the following report for each member of the Program Committee to the appropriate department/division chair and to the office of the VCAA no later than March 1 of each year so that it may be used in the faculty evaluation process. In the case of reports on Program Committee members who are chairs, the report should be given to the chair’s dean or supervisor. Program Coordinators may add additional categories. (NA= not applicable)

Full-Time Faculty member ________________________

- Yes  No  Attended Fall meeting?
- Yes  No  Attended Spring meeting?
- Yes  No  Attended ____ meeting?
- Yes  No  Attended ____ meeting?
- Yes  No  Participated in Program Review, Annual Learning Assessment Report and Annual Planning Report?
- Yes  No  Assisted with Program Committee duties?
- Yes  No  Responded to Program Coordinator requests via email?
- Yes  No  NA  Adheres to all Program Committee instructional policies
- Yes  No  Adheres to district instructional materials guidelines
- Yes  No  NA  Reported textbook orders promptly?
- Yes  No  NA  Participated in textbook adoption process?  (Program Committee specific)
- Yes  No  NA  (Program Committee specific--as many as are needed)

Additional Comments: _______________________________________

In the interest of fairness, supervisors are urged to carefully weigh the contributions of those members whose duties include service on more than one Program Committee.

**Compensation**

The Program Coordinator should choose the 10.5 month contract option for his/her term of office. The Program Coordinator shall receive one 3 SCH alternative assignment for each semester (fall, spring, and summer). The compensation shall be provided by the Office of Fiscal Planning & Budget based on the most current list of Program Coordinators provided by the Vice Chancellor for Academic Affairs Office. These alternative assignments shall be separately computed from the release times allocated to the colleges in the Faculty Instructional Leader Guidelines.