



HOUSTON COMMUNITY COLLEGE
Instructional Leader Guidelines

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MESSAGE FROM THE VICE CHANCELLOR



Welcome back to the start of a new academic year! As we begin this year, it is important to outline the guidelines that will govern our instructional operations.

The instructional leaders' model at Houston Community College (HCC) is anchored in the commitment to shared governance. The role of the instructional leader is central and crucial to carrying out the system's mission and affirming its values. Instructional leaders are integral to linking the college's major constituent groups: students, faculty, administration, and the community.

As a result of Transformation, all instructional programs have been clustered into instructional units that represent academic and workforce programs. Those instructional units are led by either a Dean or Director. The Deans and Directors represent the highest level of instructional leadership at the colleges. The faculty-led instructional leadership at HCC includes four categories:

- Associate Chair—a faculty member elected into this position has administrative responsibilities that may include, but are not limited to, input on the schedule, part-time faculty evaluations, and assistance with instructional program development.
- Chair—a faculty member elected into this position has administrative responsibilities that include, but are not limited to, coordination of the schedule, evaluation of part-time faculty, and making hiring recommendations for full-time faculty to the Dean or Director.
- Program Director—a faculty member elected in this position has administrative responsibilities that include, but are not limited to, coordination of the schedule, evaluation of part-time faculty, making hiring recommendations for full-time faculty to the Dean or Director, and upholding the tenets of third party accrediting bodies.
- Program Director for the Health Sciences—a faculty member elected in this position has administrative responsibilities in the Health Sciences that include, but are not limited to, coordination of the schedule, evaluation of part-time faculty, making hiring recommendations for full-time faculty to the Dean, and upholding the tenets of third party accrediting bodies.
- Program Coordinator—a faculty member elected in this position has responsibility for the coordination of assessment of curriculum and textbooks within a Department.

All of the instructional leader positions are system-wide positions providing faculty with more flexibility in class scheduling, professional development, and collaboration. Instructional leaders serve as invaluable intermediaries between students, faculty, and administration.

As we continue to focus on teaching and learning, the instructional leaders are hugely important in the future of HCC.

Regards,

Kimberly Beatty
Vice Chancellor for Instructional Services and CAO

DEFINITIONS FOR THE PURPOSE OF THIS DOCUMENT

Dean: The overarching instructional leadership for an instructional area above 1,000,000 contact hours (i.e., Dean of Life, Earth, and Natural Sciences).

Director: The overarching instructional leadership for an instructional area that is below 1,000,000 contact hours (i.e., Visual and Performing Arts).

Instructional Leader: For the purpose of this document, instructional leader refers to all faculty elected instructional leadership positions that have administrative responsibility (Associate Chair, Chair, Program Director and Program Director for the Health Sciences).

Instructional Area/Unit: The cluster of Departments as organized by HCC (i.e., Life, Earth, and Natural Sciences). In very few instances, an instructional area may be the same as a Department (i.e., Mathematics).

Program Coordinator: A faculty-elected position responsible for the curricular assessments and outcomes for a Department.

Release Time: A form of compensation given to faculty for approved alternative assignments.

Contact Hour: The number of instructional class time hours that a course is taught, whether as lecture or lab or external clinical/coop experience. When thinking about contact hours in a workload context, a course's number of contact hours for workload purposes is focusing on the number of instructional class time hours that is taught on average on a weekly basis over the course of the semester. In other words, the number of contact hours per week for workload purposes is derived by taking total number instructional class time hours for the whole semester and dividing by 16 weeks (i.e. the length of a long semester) to get the contact hours per week. If a faculty is teaching a 48 contact hour course, the workload formula would consider this a workload of 3 contact hours per week (i.e. $48/16 = 3$). In the same way, a 96 contact hour course would yield a workload value of 6 contact hours per week ($96/16 = 6$).

Since workload is calculated on a term or semester basis, the number of weeks (i.e. the scheduled session) that a class is taught is irrelevant. Whether a class is taught in a 5 week or 8 week or 16 week session, the number of instructional class time contact hours for the class remains the same. A 48 instructional class time contact hour class can be taught for any session length, however, the class must still be taught for 48 instructional contact hours. Thus, focusing on workload as a measure within a term or semester, determining a faculty's workload at any particular point of time becomes a simpler analysis.

Center of Excellence (COE): A designation given to a (cluster) of programs focused on a specialized area. These programs are typically designed to support students moving into a specialized career field.

Department: One instructional area (i.e., English).

Stipend: A form of compensation given to faculty for approved alternative assignments.

FREQUENTLY ASKED QUESTIONS (FAQ)

- **Q. Why use Contact Hours as the primary driver to determine release times for instructional leaders?**

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 instructional leaders to grow programs and utilize resources as efficiently as possible. Contact hours are the best single proxy for the amount of work for which an instructional leader 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 time. 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. What is the difference between the instructional leaders (Associate Chair, Chair, Program Director and Program Director for the Health Sciences) and a Program Coordinator?**

A: Instructional leaders and Program Coordinators are both FACULTY and ELECTED positions. 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 instructional leaders and Program Coordinators should be referred to District Curriculum Office.

- **Q. Why is there a separate compensation arrangement for Health Science Instructional Leaders? Why do they have different titles and procedures?**

A. 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. Additionally, the titles of faculty in supervisory roles were changed to match those preferred in the medical field and required by outside accrediting bodies.

DEPARTMENT/DIVISION CHAIR & PROGRAM DIRECTORS

ACTIVITIES AND RESPONSIBILITIES

The instructional leaders oversee instruction in one or more academic or career and technology (CTE) disciplines and maintains active teaching status.

Teaching

Given the administrative responsibility associated with the instructional leader roles, Chairs are given a full release. Chairs and Program Directors can teach no more than one course overload per semester to be scheduled around business hours (8:30 a.m. -5:30 p.m.) or through distance education. Associate chairs are compensated with a 9 hour release and complete their load with in accordance with the Faculty Workload Guidelines. Associate chairs may have overloads in accordance with the Faculty Workload Guidelines. Program Directors for the Health Sciences are assigned release time according to a contact hour formula and should complete their load (where appropriate) in accordance with Faculty Workload Guidelines. Program Directors may have overloads in accordance with the Faculty Workload Guidelines.

Supervision of Faculty

1. Designate teaching assignments to faculty members.
2. In collaboration with the Dean or Director, 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. In collaboration with the Dean or Director, build schedules and assign faculty.
5. Support and coordinate orientation and professional development opportunities for faculty and staff in collaboration with the Faculty Academy.
6. Encourages professional growth and maintain morale among faculty.
7. Evaluate full-time and adjunct faculty performance and make recommendations for retention, improvement, and dismissal to the Dean or Director.
8. Assign and monitor maintenance of work space, 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. In collaboration with the Dean or Director, provide leadership for evaluating and improving current department/division offerings.
4. In collaboration with the Institute for Faculty Engagement and Development (formally CTLE), 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 VCIS Office in a timely manner.
7. Maintain samples of department/divisional and curricular materials.
8. Facilitate and implement recommendations of advisory committees.

Student Recruitment, Advisement, Retention, and Completion

1. In collaboration with District Recruitment Services, recruit students for department/divisional programs and courses.
2. Participate in student advisement and counseling and assign faculty to these services.
3. In collaboration with the District Instructional Quality Office, ensure that program degree plans and/or career pathways are current, correct, and readily available for students.
4. Assist in course placement for students including academic advisement, diagnostics, and life experience credits.
5. 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.
6. Prepare student retention, completion, and/or transfer reports as requested.
7. Collaborate with Student Services to ensure College "early warning" strategies and interventions are successful.

Business Management

1. In consultation with the Dean or Director, 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. Ensure that class sizes meet institutional guidelines (see Guidelines for Class Sizes section).
7. Perform routine paperwork and maintain department/division records.
8. In collaboration with the Dean or Director, ensure that department/divisional needs are included in short-and long-range plans.
9. Establish and maintain articulation and communication with internal and external entities, especially program and advisory committees.
10. Hire, supervise and evaluate non-professional personnel.
11. Plan and conduct department/division meetings.
12. Serve as liaison between faculty and administration.
13. 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. In collaboration with the Dean or Director, strategically identify courses appropriate for distance education offering.
3. Plan and work collaboratively with other instructional leaders to optimize Distance Education course offerings and sizes.

Professional Development

Instructional leaders are 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.

ELECTION PROCESS FOR INSTRUCTIONAL LEADERS

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. Also, instructional leaders are appointed for a 3-year term unless:

1. The instructional leader chooses to resign and return to full-time faculty role.
2. Disciplinary action causes the position to be vacated.
3. Death
4. The instructional leader leaves the college.

When an election becomes necessary the process for electing an instructional leader will be as follows:

1. The Dean or Director will announce the Instructional Leader election process by the first of March. Applications will be received in the appropriate Dean or Director's office by April 1. Following the application deadline, the Dean or Director will prepare and post a list of applicants for each instructional leader position. The election process is to be completed by April 30.
2. The Dean or Director shall ask a faculty member in the department 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 instructional unit 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 instructional unit eligible to serve on the committee and the appropriate dean, and set up a schedule for the review of the applicants. The Dean or Director must also be notified of the meeting.

5. The committee chair will notify applicants of scheduled appointments with the committee.
6. The Dean, Director, or a representative selected by the Dean or Director from another instructional unit other than the one conducting the selection process, will also serve as ex officio members of each department/division chair selection committee. Deans and Directors 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 instructional leader 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 full-time faculty members present.
11. If there is no majority, the dean (in consultation with the appropriate Associate Vice Chancellor or President), and committee chair will select an interim instructional leader who will serve for one year. The second year, if a two-thirds majority cannot be reached; the instructional leader 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 or Director submits appropriate paperwork to the president.
14. If there are no applications:
 - a. The Dean or Director (in consultation with the appropriate Associate Vice Chancellor or President) make a temporary appointment, for thirty days or the end of a long semester depending upon when the position becomes vacant, to give faculty members an opportunity to reevaluate.
 - b. The Dean (in consultation with the appropriate Associate Vice Chancellor or President) may make a one-year appointment.

Review Committees for Selection of Department/Division Chairs

1. Every full-time faculty in the instructional unit (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, Director or their appointed representative from outside the discipline. The Dean or Director 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. For small department/divisions that have less than three faculty members eligible to serve on the review committee, faculty members from a closely related discipline may be requested to serve on the review committee.

Faculty outside the instructional unit selected to assist with the process should be mutually agreeable to both the Dean or Director and the instructional unit faculty members. If these conditions cannot be met, the faculty and Dean or Director shall devise an alternative process that conforms to the spirit of the general election process.

Term of Office

The term of office for instructional leaders is three years, beginning on the first day of the semester in the first year and ending on August 31 of the third year. The term of office does not supersede the yearly contract process. Faculty who are removed from an instructional leader position shall return to 9 month or 10.5 month faculty status as designated in the annual chair contract.

Contract Length, Stipend, and Term

Instructional leaders will receive and are expected to serve a 12-month contract.

Instructional leaders will receive a monthly stipend according to a formula approved by the Executive Cabinet. During an instructional leader's leave of absence or extended professional leave, the stipend will be paid to the acting instructional leader.

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

1. upon application, continue in the instructional leadership role provided that the incumbent has served professionally (according to the Dean or Director'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)

Instructional leaders are eligible for the various types of leave, which may be granted to any faculty member such as: sabbatical leaves, leave without pay or family medical leave. Instructional leaders 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 position for the period of leave.

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

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

If an instructional leader 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 instructional unit has the option of declaring that the instructional leader chosen to fulfill the rest of the term will also serve a full term after the partial term is completed. If the instructional unit 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 instructional leader position 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 instructional unit to fill the remainder of the term with someone who meets the job requirements. [See "Election 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.)

College Reorganization of Instructional Units

In the event the College reorganizes and merges instructional units, each of which had its own instructional leader, the search for a new instructional of the newly merged instructional unit shall begin as soon as possible. This situation should not require an Interim, but should be treated in the same manner a replacing an instructional leader through the normal process. There should always be a faculty member designated as the interim instructional leader.

Removal of an Instructional Leader from Office

It is possible to be removed from an instructional leader position without being dismissed from HCC as a faculty member.

In the event that a Dean or Director, after an appropriate evaluation process that includes written review, finds an instructional leader's performance unsatisfactory, she or he may submit a letter requesting that the Associate Vice Chancellor or President of the Center of Excellence (COE) remove the instructional leader. The Associate Vice Chancellor or President may either accept a Dean or Director's recommendation and remove the instructional leader from office, or reject the recommendation and retain the instructional leader in office. In the event of an appeal of the removal by the instructional leader or instructional unit, the Vice Chancellor for Instructional Services shall make the final decision in a timely manner.

In the event that an instructional unit so chooses, at any point during the instructional leader's term, the instructional unit members may draft a removal petition, and with two-thirds of the signatures of the full-time instructional unit members, they may submit that petition to the Dean or Director. At that time, the Dean or Director 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 instructional leader's performance unsatisfactory, the Dean or Director may submit a letter requesting that the Associate Vice Chancellor or President remove the instructional leader.

Instructional Leaders' Ability to Serve in Other Roles

Chairs and Program Directors may not serve in other roles. Associate Chairs in good standing may serve in other roles in the institution including Program Coordinator. Program Directors in the Health Sciences by virtue of definition of their roles (See Definitions in these Guidelines) serve as Program Coordinators for their programs.

JOB REQUIREMENTS FOR DEPARTMENT/DIVISION CHAIRS

Experience

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

Chair and Program Director in a Career and Technical Area: 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.

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

Program Director for the Health Sciences: 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 (For a list of accrediting responsibilities, see Attachment B).

Education

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

Chair and Program Director in a Career and Technical Area: Meet the credentials specified within the HCC Faculty Credentialing Manual in the discipline of the department/division to be supervised. Must possess appropriate degree, licensure and/or certification as required by program accreditation.

Program Director for the Health Sciences: 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 Instructional Leaders

- 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.
- Must be computer literate.

INSTRUCTIONAL LEADER EVALUATION CRITERIA

In addition to the standard faculty evaluation instrument, the following areas must be evaluated by the Dean or Director. 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

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. Instructional leaders 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: Instructional leader has complied with Guidelines in the timely selection of all instructional materials, including textbooks, other required readings, software, etc. The instructional leader 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: Instructional leader 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: Instructional unit/Department activities adequately supported based on resources available, instructional unit/department 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 and in a timely manner.

Academic Standards OR Workforce Standards

Goals and standards set by each instructional unit and/or Department and advisory committee.

Instruction

Goals and standards set by each instructional unit and/or Department and should align with institutional goals.

Professional Development

Standard: At least three activities for each employee.

Curriculum

Goals and standards set by each instructional unit and/or department and should align with institutional goals.

HCC CHAIR LEVELS AND WORKLOADS FOR INSTRUCTIONAL DEPARTMENTS/DIVISIONS

HCC utilizes a simplified formula that is driven by contact hours taught by the instructional unit during the previous year. Each spring, data from the previous years is reviewed to ensure that instructional leader assignments are equitable.

Each level of instructional leadership is outlined in the chart below. The Program Director for the Health Science is broken into two levels based upon a contact hour formula. The second column of the chart represents the threshold that must be met to receive the benefits outlined in the last column.

Compensation for all Instructional Leaders

Level of Chair	Contact Hours	Contact Hours
Chair /Program Director	210,000 contact hours	<ul style="list-style-type: none"> • 12 month contract • 5 hours of release time • full release time in the summer • \$600/month stipend • 1 FT Secretary • Budget support from the District • Additional hours of release time will be available for distribution among faculty within the department on an annual basis in accordance with minimums to be specified in the IL Guidelines. • Campus-to-campus travel stipend (\$125.00)
Associate Chair	400,000 contact hours above the initial 210,000. Additional Associate Chairs are assigned for every additional 400,000 contact hours.	<ul style="list-style-type: none"> • 12 month contract • 9 hours of release time • 6 hours release time in the summer • \$500/month stipend • Campus-to-campus travel stipend (\$75.00)
Program Director Health Sciences (Level 1)	0-100,000	<ul style="list-style-type: none"> • 12 month contract • 9 hours of release time • 6 hours release in the summer • \$500/month stipend • Clinical and related travel stipend (\$75.00)
Program Director Health Science (Level 2)	100,001-210,000	<ul style="list-style-type: none"> • 12 month contract • 15 hours of release time • Full release in the summer • \$500/month stipend • Clinical and related travel stipend (\$125.00)

Overloads for Instructional Leaders

As with any faculty member, overloads are not an "automatic" right and are subject to approval from the Dean or Director. Instructional leaders should not be expected to teach overloads without additional pay.

Chairs and Program Directors (including Level 2 Program Directors for the Health Sciences) can teach one overload at the discretion of the dean or director. The overload must be taught outside regular business hours (8:30 a.m.-5:30 p.m.) or online. Associate Chairs and Level 2 Program Directors in the Health Sciences adhere to the standard guidelines for overloads as outlined in the Faculty Workload Guidelines.

FACULTY ALTERNATIVE ASSIGNMENTS (RELEASE TIMES) AND STIPENDS UTILIZING DEPARTMENT/DIVISION BUDGET FUNDS

Faculty who are approved for alternative assignments may be compensated one of two ways: stipend or release time. A stipend is monetary compensation; whereas, release time is a release from full-time loads. Each option is highlighted below.

Alternative Assignments Paid via Stipend

Stipends will only be paid for the following activities:

1. Grant Management/Writing
2. Development or revision of a model online course
3. Development of a new course (not currently offered at HCC)
4. Completion of CTLE Teaching and Learning Program*
5. Development of a faculty training seminar
6. Participation in the QEP
7. Club Advisement*

Faculty who are paid via stipend will have two options to receive payment: one lump sum payment at the end of the project or two equal installments paid at the midpoint and upon completion of the project (not to occur earlier than the end of the semester) by pay period. In the following funding formula, 1 contact hour equates to 30 hours of work and \$20 per hour is the standard:

1. i.1 CH = \$ 600
2. ii.2 CH = \$1,200
3. iii.3 CH = \$1,800

All stipend requests will have to be approved by the Department Chair and COE Dean/Director by using the Alternative Assignment Request form (see Appendix A) Stipends for activities indicated with an asterisk (*) are only paid if the hours of work exceed the requirements associated with the faculty workload (i.e., student advisement)

Alternative Assignments Paid via Release Time

Release time has been assigned to the Division Deans and COE Deans/Directors for distribution through the Department Chairs and Program Directors based upon a contact hour formula. For every 210,000 contact hours, each division (i.e., English and Communications) will receive 6 contact hours of released time per year (for divisions below 210,000, a base amount of 6 contact hours will be provided). In this formula, 1 contact hour equates to 30 hours of work. All projects will have to be approved by the Department Chair/Program Director and Division Dean or COE Dean/Director by using the Alternative Assignment Request Form. Division Deans and COE Deans/Directors have the flexibility to allocate release time across the division at their discretion.

Projects that qualify as an alternative assignment are those that align with the strategic direction of the College and Division. In addition, these projects are for work that is beyond the scope of contracted full-time responsibilities as outlined in the full-time teaching contract (Teaching, Advising, Institutional/Community Service, and Professional Development). Division Deans and COE Deans/Directors will have a deeper dialogue with Department Chairs and Program Directors regarding the process and expectations associated with alternative assignments.

These release time allotments are above the Department Chair, Program Director, Associate Chair, Program Coordinator allotments.

Application Process for New Stipend Awards or Release Times Outside the Instructional Leader Guidelines Formulas

No other stipends other than the ones detailed above or release times as justified by the formulas are automatically allowable. If an instructional unit 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, Director, Associate Vice Chancellor and College President offering justification. The President or Associate Vice Chancellor will then present the request to the Vice Chancellor of Instruction for approval. Only the Vice Chancellor is authorized by approve new or different stipends.

TRAINING/PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL LEADERS

The role and responsibilities of instructional leaders are very different from those of a faculty member. Instructional 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 Institute for Faculty Engagement and Development (Formally, Center for Teaching and Learning Excellence) provides the Instructional Leadership Program. CLP and the Instructional Leadership Program both are required of all instructional leaders and supervisory personnel new to HCC, whether new to the college or new to the position.

New instructional leaders should enroll in the CLP as soon as selected. Enrollment is by application and cohorts begin three times per year. Experienced instructional leaders 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.
2. Guidelines for making/staffing 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 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 or Director 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 setting Class Sizes:

1. 1. 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.
2. 2. Any exceptions to the criteria should be documented by the instructional leader in terms of physical constraints, equipment limitations, safety issues, faculty expertise, special student populations, and/or accreditation requirements.
3. 3. Linked courses should collectively meet criteria (i.e., if two small enrollment ARTS courses are "linked" - taught in one section by an instruction - the collective enrollment should fall within the minimum/cap range).

Evaluation/Accountability:

1. Each college will be expected to make 80% of the classes scheduled with an 80% fill rate.
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 SUBMISSION**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/Std-Services/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, Deans, and Directors.

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 the HCC 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 My-HCC > 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.

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.

LIBRARY ADMINISTRATION

Librarians

Public services librarians and technical services librarians are faculty and are on the faculty pay scale. They are supervised either by a College Director who reports to the District Executive Director.

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, and maintaining the libraries' automated systems.
- Participating in the district-wide chat reference service.
- Serving on college committees or district-wide committees.

District Executive 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 Executive Director guides the HCC libraries in supporting the Strategic Plan, mission, vision, and values of the institution. The District Executive 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 Executive 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 Executive 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 Executive 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.

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 Continuing Education (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 of Operations. In CE Department there are program areas that are also administered by full-time staff level 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 as 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 to provide instructional leadership. 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) Curriculum, Compliance & Assessment, (c) Operations, and (d) Finance. In support of DEL Program Directors and managers, these units perform many of the tasks of the SCH instructional leaders.

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 Instructional Services (VCIS) 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 VCIS and instructional leaders 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 Leaders Meeting unless they directly pertain to program committees or workforce programs and, in this case, only upon the conclusion of the above meetings.

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 semesterly 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 (VCIS' 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 Instructional Leaders

Although instructional leaders are primarily occupied by the day-to-day tasks of instructional leadership – hiring and supervising faculty, scheduling classes, handling student issues, etc. – these leaders 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 field(s) of study.
- Work with Program Coordinators to implement the standards, guidelines, assessment plans of the programs for which they are responsible. Instructional leaders 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. Instructional leaders will have no authority to overrule, overturn, or in any way modify any Program Committee's instructional standards, policies, or procedures.
- Instructional leaders 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. Instructional leaders 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 and Directors:

The Instructional Deans and Directors must interact with the Program Coordinators in the following ways:

- Facilitate/moderate a designated group of Programs. The Dean or Director 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 D2 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 and Program Coordinator document. These written Program Review evaluations must be completed and submitted to the Curriculum Office within two weeks of that Review being presented to dean or director.
- 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 and Directors will be made by the Vice Chancellor of Instructional Services or the designee 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 VCIS staff 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 the instructional leader for their discipline 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 PCs 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 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 VCIS, in consultation with the deans and directors and select administrators from the VCIS 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 VCIS 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 VCIS. 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 VCIS 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 VCIS. This means that decisions 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 VCIS.

(2) The Coordinator shall serve as the primary communicator of the Program Committee to all committee members, all department chairs in the Program, the VCIS, 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 Deans and Directors: program instructional policy decisions that require enforcement, "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 VCIS: 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 Curriculum Office: 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 VCIS 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 VCIS 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 VCIS 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 Deans, Directors, and Instructional Leaders to convene WF Program Advisory Committee meetings.
- (14) Work with faculty, Deans, Directors, and Instructional leaders, 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 15.
- (2) Annual Planning Report - February 15 in any year in which a Program Review is not due.
- (3) Program Review – February 15 every fourth 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

Instructional leaders 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 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 VCIS 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	Adheres to all Program Committee instructional policies
Yes	No	Adheres to district instructional materials guidelines
Yes	No	Reported textbook orders promptly?
Yes	No	Participated in textbook adoption process?
Yes	No	(Program Committee specific)
Yes	No	(Program Committee specific--as many as are needed)

Additional Comments: _____

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.

APPENDIX A

ALTERNATIVE ASSIGNMENT PROJECT REQUEST FORM

Faculty name: _____ EMPL ID: _____

Department or Center of Excellence: _____

Academic Year: _____ Semester _____

Funding Source: _____

Overall Project Description: _____

Alignment with Strategic Objective (from the Strategic Plan or Division Goals): _____

Number of hours requested (1 contact hour equates to 30 hours of work): _____

Type of allocation requested: _____ release time _____ stipend

Scope of Work: Project Deliverables and Timeline:

Deliverable	Due Date	Progress Report Due Date

Alternative Assignment Scope of Work Project Approvals:

For Stipends Only: _____ Lump Sum Payment _____ Two Installments

I understand that the alternative assignment is provided to improve teaching and learning in the specific activities outlined above. I further understand upon completion of the project, I will be required to coordinate with my supervisor a plan for dissemination to instructional and student service areas (if applicable).

Department Chair _____ Signature: _____ Date: _____

Division Dean or COE Dean/Director: _____ Signature: _____ Date: _____

AVC or President _____ Signature _____ Date: _____

ALTERNATIVE ASSIGNMENT EVALUATION FORM

Progress Report and Payment Approval FORM

Faculty name: _____ EMPL ID: _____

Department or Center of Excellence: _____

Academic Year: _____ Semester: _____

Funding Source: _____

Scope of Work: Project Deliverables and Timeline Evaluation and Verification:

Deliverable	Due Date	Evidence provided of work completion (describe)

Evidence of expected work completion within project timeline satisfactory: ____Yes ____No

Approval Signature (direct supervisor): _____ Date: _____

Division Dean or COE Dean/Director: _____ Date: _____

PROGRAM ACCREDITATIONS AND CERTIFICATIONS HCC COLEMAN COLLEGE FOR HEALTH SCIENCES

Program	Accrediting Organization	Program Administrator	Clinical Education	Assignment
Clinical Laboratory Technician	National Accrediting Agency for Clinical Laboratory Sciences	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.	Not required by standards	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.
Dental Assisting	Commission on Dental Accreditation of the American Dental Association	Program Administrator: B.S. (CDA). The program administrator must be a dental assistant or state licensed dentist with occupational experience in the application of fourhanded dentistry principles, either as a dental assistant or working with a chairside assistant.	Not required by standards	Full time commitment to the institution and an appointment which provides time for program operation, evaluation and revision
Dental Hygiene	Commission on Dental Accreditation of the American Dental Association	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 hygienist. The term of interim/acting program administrator should not exceed a two year period	Not required by standards	Full time commitment to the institution and an appointment which provides time for program operation, evaluation and revision

<p>Diagnostic Medical Sonography</p>	<p>Commission on Accreditation of Allied Health Programs</p>	<p>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.</p>	<p>Clinical Coordinator-for programs with 8 or more affiliates.</p>	<p>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/clinical education centers is maintained. The responsibilities of the program director must not be adversely affected by educationally unrelated functions.</p>
<p>Health Information Technology</p>	<p>Commission on Accreditation for Health Informatics and Information Management Education</p>	<p>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.</p>	<p>Clinical Coordinator</p>	<p>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 (quarter/semester) must be devoted to program management, curriculum development and evaluation, counseling and selection of students, and administrative duties within the institution. If a program director is part time, then it is expected that their sole responsibility is program administration, and no teaching responsibilities.</p>

Histologic Technician	National Accrediting Agency for Clinical Laboratory Sciences	Program Director-B.S & 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.	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.
Massage Therapy	THECB	Program Director- AS degree & three years' experience.	Not required by standards	
Medical Assistant	Commission on Accreditation of Allied Health Programs	Program director: minimum of an associate degree. The program director must be credentialed in medical assisting by a credentialing organization accredited by the National Commission for Certifying Agencies (NCCA) unless a full-time medical assisting faculty member is so credentialed. The program director must have a minimum of three (3) years' experience in healthcare, including a minimum of 40 hours of experience in an ambulatory healthcare setting performing or observing administrative and clinical procedures performed by medical assistants. The program director must have teaching experience in postsecondary and/or vocational/ technical education	Practicum Coordinator	The program director must be responsible for program effectiveness, including outcomes, organization, administration, continuous review, planning and development.

Nuclear Medicine Technology	Joint Review Committee on Educational Programs in Nuclear Medicine Technology	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.	Clinical Coordinator	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
Nursing	Texas Board of Nursing	Program Director: Master or Doctorate in Nursing	Faculty shall be responsible and accountable for managing clinical learning experiences and observational experiences of students	<p>program shall be administered by a qualified individual who is accountable for the planning, implementation and evaluation of the professional nursing educational program. The dean or director shall:</p> <ul style="list-style-type: none"> (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

Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education	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 administrative or supervisory experience, and at least 1 year of experience in a full-time academic appointment with teaching responsibilities.	Academic Fieldwork coordinator	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
Pharmacy Technician	American Society of Health-Systems Pharmacists	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.	Not required by standards	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.

Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education	Program Director: a minimum of a master's degree & 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 education of the physical therapist assistant; experience in administration; experience in academic governance; experience in fiscal management; experience in human resource management and service on behalf of physical therapy education, the community, and/or the profession.	Academic Coordinator of Clinical Education	Program Director: Core Faculty member who is designated as and has responsibility for the management of the PTA program. The program director is employed full-time by the institution that houses the PTA program and usually has a faculty appointment. May also be designated as the program coordinator or program head.
Radiography	National Board for Respiratory Care	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 as a clinical preceptor.	Director of Clinical Education	The sponsoring institution must appoint, at a minimum, a full-time Program Director, a full-time Director of Clinical Education, and a Medical Director.

Surgical Technology	Commission on Accreditation of Allied Health Programs	Program Director 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	Clinical Coordinator	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.
Vocational Nursing	Texas Board of Nursing	Program director/coordinator. The director/coordinator shall: (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 in nursing, education, and administration; (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.	Faculty shall be responsible and accountable for managing clinical learning experiences and observational experiences of students	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.

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.