



Faculty Handbook

Academic Guidelines & Procedures

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REVISIONS TO FACULTY HANDBOOK

Fall 2023:

- Revised “Observation of Courses Procedure” and “Faculty Mentorship Program” policies to include deadlines for submitting payment requests.

Summer 2023 Significant Revisions:

- Added College Information section with information about accreditation and links to the College Catalog, Employee Handbook, and Student Handbook. Removed Contact List from Appendix and added to College Information section.
- Significantly revised Course Design Guidelines policy in Course Preparation section to include Semester Credit Hour definition, and the sub-policies: Expectations for Online Instructors and Instructional Equivalency Requirements for Online Courses.
- Revision of Course Syllabi/Outline policy to include sub-policies related to syllabus statements.
- Added Online Proctoring (Honorlock) policy to Course Preparation section; reference added to Blackboard Guidelines and Adjunct Agreement Letter. Addition of an Honorlock Syllabus Statement.
- Revision of Academic Integrity policy to include language pertaining to artificial intelligence. Addition of an Academic Integrity Syllabus Statement.
- Created Cancellation of Classes policy in Classroom Management section with sub-policies for: Unplanned Faculty Absence, Faculty Lateness, and Emergency Closing.
- Language added to “Independent Study” policy
- Updated “Non-Discrimination” policy, based on revisions to College Policy No. 3.
- Revised Faculty Mentorship Program policy in Academic Resources & Faculty Support section to include guidelines and resources.
- Addition of Faculty Liaison for Dual Credit Instructors subsection, with accompanying guidelines (Appendix 6)
- Revised Adjunct Agreement Letter in Adjunct Specific Information section to reflect changes for 2023-2024.
- Significantly revised Online Course Design Checklist in appendix (Appendix 1) to incorporate DoE Regular and Substantive Interaction Guidelines.
- Added Online Instructional Equivalencies to appendix
- Revised Guidelines for Remote Instruction appendix (Appendix 3) into a “Transitioning from F2F to Remote Instruction in the Event of an Emergency.

Summer 2022 Significant Revisions:

- Updated language in appropriate policies to include “Area Coordinator, Department Chair, Director, or Dean”
- Updated WebAdvisor to “Self Service (formerly WebAdvisor)”; *removed (formerly WebAdvisor) in Summer 2023.*
- Removed select forms and instruction sheets from Appendix; documents are now found on the [Resources for Faculty](#) webpage. Language revised in appropriate policies to reference the webpage, rather than the appendix.
- Removed Important Dates pages; information included in the Faculty Academic Calendar

- Reviewed and revised (as necessary to ensure consistency) policies that appear in the [College Catalog](#), [Student Handbook](#), or in [College Policies and Procedures](#).
- Added “Faculty are required to use the Blackboard Grade Center and Blackboard Attendance tools with all courses” in Blackboard Guidelines section.
- Revised Copyright Regulations policy to include additional resources.
- Revised Early Alert section – instruction sheet added to [Resources for Faculty](#) webpage
- Renamed “Grade Reporting” to “Final Grade Submission; minor revisions to language.
- Added “Independent Study” section
- Revised Student Evaluation of Instruction section to remove specific language from TLC Agreement, instead referring full-time faculty to the agreement.
- Renamed “Library and Tutoring” section to “Academic Support Services (Library and Tutoring)”; updated content. Updated services in “The Center for Teaching and Learning Excellence” section, the Instructional Technology Department” section, “The Center for Student Success” section, and contact information in the “Career Centers” section.
- Added Adjunct Agreement Letter to Adjunct Specific Information Section
- Revised “Adjunct Absenteeism and Remuneration Procedures” section
- Revised Gradebook and Attendance Records Requirement policy in Adjunct Specific Information section.

COLLEGE INFORMATION

Accreditation

Atlantic Cape Community College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000.

The Middle States Commission on Higher Education (MSCHE) is an internationally recognized organization whose offices are located in Philadelphia, PA. MSCHE evaluates degree-granting institutions of higher education and helps these institutions improve their programs and services.

The degrees we grant at Atlantic Cape would have little meaning without the stamp of approval from Middle States. Many of our students transfer to four-year schools and go on for graduate degrees and, because our college is accredited by Middle States, those other colleges and universities do not question the validity of our graduates' credits.

The academic programs and services provided at Atlantic Cape are reviewed every eight years to ensure they are up to the standards set by Middle States for all degree-granting institutions in their geographic region. The Fourteenth Edition of the Standards for Accreditation and Requirements of Affiliation went into effect July 1, 2023. The standards and evidence expectations by standard may be found on the [Middle States web site](#).

Middle States reaffirmed Atlantic Cape's accreditation in June 2018 after the College submitted a Self-Study, Charting a Course for the Next 50 Years, in February 2018 and underwent an Evaluation Team Visit, conducted by representatives from peer institutions, in April 2018.

The following programs hold additional external accreditations:

- Culinary Arts, A.A.S.; Baking and Pastry, A.A.S.; Certificate in Baking and Pastry - Accredited by the American Culinary Federation Education Foundation Accrediting Commission (<http://www.acfcchefs.org>)
- Hospitality Management, A.A.S. - Accredited by the Accreditation Commission for Programs in Hospitality Management (<https://www.acpha-cahm.org/>)
- Nursing, A.A.S. - Accredited by the New Jersey Board of Nursing and the Accreditation Commission for Education in Nursing (www.acenursing.org)

Atlantic Cape maintains partnerships with external educational institutions for the following programs and abides by their assessment and external accreditation requirements:

- Health Information Technology, A.A.S. - partnership with Camden County Community College and accredited by the Commission on Accreditation for Health Informatics and Information Management Education (<https://www.cahiim.org>)
- Medical Laboratory Technology, A.A.S. - partnership with Mercer County Community College and accredited by the National Accrediting Agency for Clinical Laboratory Sciences (<https://www.naacls.org>)
- Radiologic Technology, A.A.S. - partnership with Shore Medical Center School of Radiologic Technology (SMCSRT) and accredited by the Joint Review Committee on Education in Radiologic Technology (www.jrcert.org)
- Respiratory Care, A.A.S. - partnership with Brookdale Community College and accredited by the Commission on Accreditation for Respiratory Care (www.coarc.com)

College Catalog

The Catalog is located on the College website at: [College Catalog and Credit Course Guides](#)

Employee Handbook and Information

The Employee Handbook, Human Resources Forms, HR policies and procedures, and other information pertinent to employees is located on the College web site at: [Human Resources](#)

Faculty under a Collective Bargaining Agreement, please refer to your specific CBA for additional terms of employment.

Student Handbook

The Student Handbook is located on the College website: [Atlantic Cape Student Handbook](#)

Telephone Numbers

All numbers are 609 area code. Extensions can be reached by calling 625-1111, 343-4900, or 463-4774, then dialing the extension. Visit the College web site for a [full campus directory](#).

ABSENCE REPORTING

Call-Out Line in Human Resources: (609) 646-5040

Then call the appropriate Academic Resource Center / Faculty Support Office

Mays Landing: (609) 343-5114

WACC: (609) 343-4874; if no answer, call Security at (609) 343-4841

CMC: (609) 463-3502; if no answer, call Front Desk at (609) 463-8113

ACADEMIC DEPARTMENT CHAIRS / COORDINATORS

Dr. Josette Katz, Senior Vice President of Academic Affairs: (609) 343-5094

Heather Fischer, Administrative Assistant: (609) 343-4909

Valerie Weller, Program Coordinator: (609) 343-4925

Dr. Denise Coulter, Senior Dean, Liberal Studies and Culinary Arts: (609) 343-4961

Dr. Augustine Nigro, Department Chair, Arts & Humanities: (609) 343-5022

Janet Marler, Department Chair, English: (609) 343-5602

Gwen McIntyre, Area Coordinator, ESL & Modern Language: (609) 343-4837

Dr. Beth Sanders-Rabinowitz, Department Chair, Social Science: (609) 343-4982

Joseph Sheridan, Director, Academy of Culinary Arts & Hospitality: (609) 343-4939

Dr. Jolie Master, Interim Dean, STEM & Business Programs: (609) 343-5018

Dr. Otto Hernandez, Department Chair, Info Systems, Aviation, Business: (609)343-4978

Dr. Karl Giulian, Area Coordinator, Business: (609) 343-4996

Michele Leacott, Area Coordinator, Mathematics & Engineering: (609) 343-5044

Ken Cabarle, Department Chair, Science: (609) 625-1111 ext. 5128

Tim Cwik, Operations Chair, Aviation Studies: (609) 343-4992

Myrna Morales-Keklak, Dean, Nursing & Health Sciences: (609) 343-5033

Geralyn Michelfelder, Department Chair, Nursing: (609) 343-5027

Nina Brannigan, Department Chair, Licensed Practical Nursing: (609) 343-5059

ACADEMIC RESOURCE CENTER(S) / FACULTY SUPPORT OFFICE:

Mays Landing: Room A123, (609) 343-5114 voice, (609) 343-5122 fax
WACC: Administrative Office W217, (609) 343-4874 voice, (609) 343-4872 fax
CMC: Front Desk, 3rd Floor, (609) 463-3502 voice, (609) 463-3645 fax

BOOKSTORE:

Mays Landing Campus – “J” Building; (609) 625-5205; acc@bkstr.com

CAMPUS SECURITY – Also Emergencies / Illness / Injury / Lost & Found:

Mays Landing: Security, “U” Building, (609) 343-5125
WACC: Security Personnel, Front Desk, (609) 343-4841
CMC: Security Personnel, Room 122, (609) 463-6390 (days), (609) 463-3967 (evenings)

CENTER FOR ACCESSIBILITY:

(609) 343-5680; cfa@atlanticcape.edu

CENTER FOR TEACHING AND LEARNING EXCELLENCE:

Susan DePhilippis, Chair of CTLE: (609) 343-5026; ctle@atlanticcape.edu

DIVERSITY, EQUITY & INCLUSION / JUDICIAL OFFICER

Nancy Porfido, Diversity, Equity and Inclusion Advocate and Judicial Officer;
porfido@atlanticcape.edu; (609) 343-5095

EARLY COLLEGE PROGRAMS

Kayla Scannell, Senior Manager: (609) 343-5687; kscannel@atlanticcape.edu

HUMAN RESOURCES & PAYROLL:

Administrative Secretary, Human Resources, Mays Landing: (609)-343-5610
Eileen Bakley, Payroll Specialist, (609) 625-1111 ext. 5265; ebakley@atlanticcape.edu

IDENTIFICATION CARDS:

Mays Landing: J-181, (609) 343-5008, Enrollment Services Office
WACC: Room 145, (609) 343-4895
CMC: Room 124, (609) 463-3960

INSTRUCTIONAL TECHNOLOGY:

See also Technical Support for faculty and students

Michelle Perkins, Director: (609) 343-5038; mperkins@atlanticcape.edu
Jerry Fox, Instructional Technologist: (609) 343-4970; gfox@atlanticcape.edu
Shara DeBerry, Instructional Technologist: (609) 625-1111, ext. 4930;
sdeberry@atlanticcape.edu

LIBRARY & TUTORING:

Janet Hauge, Director, Academic Support Services (609) 343-4937; jhaug@atlanticcape.edu
Michael Sargente, Assistant Director: (609) 343-5631; msargent@atlanticcape.edu;
Mays Landing Campus: Circulation Desk, (609) 343-4951; Reference: (609) 343-5665

WACC: (609) 343-4800, ext. 4726
CMC: Circulation Desk, (609) 463-3713
All campuses: library@atlanticcape.edu; tutoring@atlanticcape.edu

LOST AND FOUND: *See Campus Security*

STUDENT SERVICES & ENROLLMENT MANAGEMENT

One-Stop Welcome Center (*formerly Admissions*): (609) 343-5000;
onestop@atlanticcape.edu

Center for Student Success: (609) 343-5667

Academic Advising & Counseling: advising@atlanticcape.edu

Mays Landing: J-Building, 1st Floor; (609) 343-5621

WACC: 1st Floor; (609) 343-4895

CMC: (609) 463-3960 or (609) 463-6786

Enrollment Services: (609) 343-5005; register@atlanticcape.edu

Cashier / Bursar's Office: (609) 343-5104

Financial Aid: (609) 343-5082; finaid@atlanticcape.edu

Food Pantry: (609) 343-5095; foodpantry@atlanticcape.edu (Mays Landing, Room G-115;
WACC, Room 145; CMC, Room 111B, 1st floor)

TECHNICAL SUPPORT (for faculty)

See Instructional Technology to schedule an appointment with your technologist

Weekend Blackboard Technical Support: facultybbsupport@atlanticcape.edu

Classroom Assistance – Atlantic Cape Technology Help Desk: helpdesk@atlanticcape.edu

Mays Landing ext. 5555, Atlantic City ext. 4772, Cape May ext. 4521

TECHNICAL SUPPORT (for students)

Blackboard Challenges – Online Help: (800)-617-2191; onlinehelp@atlanticcape.edu

Email or Self Service Challenges – Enrollment Services: (609) 343-5005;

register@atlanticcape.edu

TESTING:

Mays Landing: Testing Services, J-014, (609) 343-5099 and (609) 343-5633

WACC: First Floor, Information Commons, Room 137-B, (609) 343-4800, ext. 4831

CMC: Room 234, (609) 463-3773

TUTORING: *See Library & Tutoring*

COURSE PREPARATION

Academic Freedom

Faculty members are free to engage in academic research and to publish their results. It is understood that while conducting research, faculty will adequately perform their assigned duties. Before accepting or seeking money for their research from outside sources, they must obtain a letter of understanding from the Academic Dean.

Faculty are free to discuss their subjects in the classroom, but should not introduce controversial issues that have no relation to their subject matter.

The faculty are citizens, members of a learned profession, and part of an educational institution. When they exercise rights as citizens, they shall be free from institutional censorship or discipline. However, their special position imposes special obligations. As persons of learning and representatives of an educational institution, they should remember that the public may judge their profession and the College by what is said in their classrooms. Therefore, they should at all times be as accurate as possible, and should exercise appropriate restraint, demonstrating, at all times, their respect for the opinion of others and make every effort to indicate that they are not spokespersons for the institution.

See also [Policy No. 102](#), adopted: 04/23/96; reaffirmed: 04/28/2020

Blackboard Guidelines

Atlantic Cape uses Blackboard Learn learning management system. All faculty are required to use Blackboard to deliver online classes and to enhance traditional, remote, and hybrid classes. Atlantic Cape faculty are required to follow these guidelines with their use of Blackboard:

1. Faculty are required to attend one “Getting Started with Blackboard Learn” training session before using Blackboard.
2. Faculty who want a copy of an existing course for an upcoming semester must submit a [Blackboard Course Shell Request Form](#) for each course, a minimum of two weeks prior to the start of the semester. If no request is made by this time, the faculty member will receive either a department standard Blackboard course shell (if available) or a blank course shell. **Please note: if requesting a copy of another faculty member's course, you must obtain permission from the faculty member and provide it to Instructional Technology.**
3. Faculty must minimally post a syllabus and course schedule within each Blackboard course shell.
4. Faculty are required to use the Blackboard Grade Center and Blackboard Attendance tools with all courses.
5. Faculty are required to use Honorlock online proctoring software with a minimum of one assessment in every online and remote course.
6. Content posted in Blackboard must be accessible to all students and adhere to Web Content Accessibility Guidelines (WCAG) 2.0 Level AA standards. The college administration will be monitoring Blackboard course shells for accessibility. The college

administration is committed to offering faculty assistance in making content accessible but planning ahead is necessary to ensure there is adequate time to do so. If you need assistance converting materials please email Connie Walton and copy your Area Coordinator, Department Chair, Director, or Dean. Faculty can also use the Center for Accessibility's [Accessibility Services for Employees - Request Form](#) to help develop accessible formats for multimedia resources, PDF files, HTML web pages, and other course content.

7. Faculty using a built-in Blackboard tool should know how to perform all basic tasks associated with that tool. View [Blackboard training schedule and tutorials](#) online.
8. Faculty using a non-Blackboard tool (separate software, publisher content, etc.) are solely responsible for working with the vendor on all aspects of that tool, including procurement, training, implementation, troubleshooting, and re-linking content to Blackboard course shells in future semesters.

Copyright Regulations

When copyrighted material is used in course materials or handouts, all applicable laws, including the U.S. Copyright Law, must be observed.

Instructors who wish to distribute copyrighted material in the classroom or digitally should make themselves familiar with legislation relating to the educational use of such material. [Learn more about copyright in educational settings](#).

To learn more about copyright laws, check out [Reproduction of Copyrighted Works by Educators and Librarians](#) from the U. S. Copyright Office. The Atlantic Cape Library's guide on "[Copyright Basics](#)" provides a good introduction to copyright law for educators, and many resources for additional learning.

Course Delivery Definitions

On-campus learning: synchronous, in-person instruction delivered in an assigned classroom. The faculty member is in the classroom with students for the regularly scheduled days/times.

Remote learning: synchronous, remote classes meeting on regularly scheduled days/times using either Blackboard Collaborate or Zoom.

Simultaneous learning: Select classrooms on each campus are equipped with camera/microphone equipment that allow faculty to teach remote and in-person students simultaneously. Instructors teach from in the classroom while remote students' video-conference in using Blackboard Collaborate or Zoom. *See the [Resources for Faculty](#) webpage for Camera/Microphone Technology instructions.*

Online learning: asynchronous learning, utilizing Blackboard Learn. Students receive lessons and assignments from the professor. Coursework must be completed within the individual professor's timeline.

Hybrid learning: Combines on-campus and online learning. In-person instruction meets once a week in an assigned classroom. The online component uses Blackboard Learn.

Course Design Guidelines

Semester Credit Hour

Atlantic Cape offers courses in a variety of formats (*see Course Delivery Definitions*) and course lengths (*see Academic Calendar*). When designing a course, faculty must abide by the definition of a semester credit hour, as stated in [New Jersey Administrative Code, Title 9A](#). One semester credit hour constitutes 150 minutes of academic work *each week* for a 15-week semester (or the equivalent thereof for semesters of different lengths). This is typically accomplished by 50 minutes of face-to-face class activity and 100 minutes of outside assignments. As such, a 3-credit course is comprised of 150 minutes of class activity complemented by at least 300 minutes of outside assignments each week.

The Instructional Technology Department and The Center for Teaching and Learning Excellence offer workshops to support faculty in course design and instruction of all modalities.

See also [Appendix 1: Online Course Design – Ensuring Regular and Substantive Interaction](#) and [Appendix 2: Online Instructional Equivalencies](#).

See also [Appendix 3: Transitioning from F2F to Remote Instruction in the Event of an Emergency](#).

Expectations for Online Instructors

To ensure a high-quality online learning experience, the following guidelines were developed by an Atlantic Cape faculty taskforce specifically pertaining to instructors of online (OL) courses. Additionally, refer to [Blackboard Guidelines](#) and follow all applicable department-specific policies and guidelines.

Prior to the beginning of the term:

1. It is recommended that online courses should be fully developed, or nearly so, at the start of the term so that the instructor may focus on course facilitation and interaction.
2. The instructor should practice universal design principles with all course material and utilize the necessary tools, either through Blackboard or other software, to ensure consistency and ADA compliance. The College requires that all course-related materials be fully accessible and adhere to Web Content Accessibility Guidelines (WCAG) 2.0 Level AA standards.
3. It is recommended that the following be available as of the date students have access to the course:
 - a. “Welcome” video, email, or announcement introducing yourself and providing instructions on how to navigate the course (i.e. due dates, messages, syllabus, course content, etc.);
 - b. instructor contact information (including office hours);
 - c. course textbook and materials information;
 - d. what students may expect regarding instructor response time;
 - e. uploaded syllabus, and
 - f. course outline/schedule

During the semester:

1. As required by the contract for TLC members, instructors must be electronically accessible to their online students a minimum of five days per week. The College ensures this by expecting instructors to log in a minimum of five days per week. Logging in should be considered making a meaningful contribution to the course content and to your students.
2. Instructors are required to initiate and engage in substantive interactions with students on a predictable and scheduled basis.
 - a. According to the [Department of Education](#), substantive interaction is defined as engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following –
 - i. Providing direct instruction;
 - ii. Assessing or providing feedback on a student's coursework;
 - iii. Providing information or responding to questions about the content of a course or competency;
 - iv. Facilitating a group discussion regarding the content of a course or competency; or
 - v. Other instructional activities approved by the institution's or program's accrediting agency.
3. Communication Expectations:
 - a. Provide clear and consistent instructions on how students should communicate with the instructor (e.g., email, Blackboard messages, text, Zoom, phone, etc.) and how the instructor will communicate with students.
 - i. Instructors must respond to student messages within a reasonable amount of time (24 to 36 hours is suggested). Instructors should include a statement in the course syllabus regarding response time so students know what to expect. Remember, the more responsive you are, the more “real” you will seem to students.
 - b. Communicate weekly with your students, preferably through Blackboard Announcements, to outline tasks, due dates, and other relevant reminders.
4. Provide clear and detailed instructions on how students should turn in assignments. This includes any relevant instructions for using Turnitin, Honorlock, publisher content, etc. Be consistent with due dates to minimize confusion on the part of the students. For example, make each discussion thread have a due date of Tuesday by 5pm so that students remember a pattern.
5. Instructors should provide substantive and detailed feedback in grading, based on the expectations outlined in the syllabus. Grading should show students what they got wrong and how they can improve their work. Instructors should encourage students to ask questions to ensure understanding of missed content.
6. Instructors should grade assignments in a timely manner (one week is recommended as a reasonable turnaround time). Instructors are encouraged to let students know the expected turnaround time for grades.

7. Instructors must continually utilize the Ally course tool to ensure all content posted meets accessibility requirements.
8. Instructors are required to utilize online proctoring software, as per Academic Affairs guidelines.

After the semester ends:

1. Submit final grades and attendance records if needed in a timely manner.

See [Appendix 1: Online Course Design – Ensuring Regular & Substantive Interaction](#) for additional guidance on implementing these expectations and examples pertaining to regular and substantive interaction.

Instructional Equivalency Requirements for Online Courses

Atlantic Cape offers courses in a variety of formats (*see Course Delivery Definitions*) and course lengths (*see Academic Calendar*). When designing a course, faculty must abide by the definition of a semester credit hour, as stated in [New Jersey Administrative Code, Title 9A](#).

For online, asynchronous courses, Atlantic Cape faculty adopted Online Instructional Equivalency guidelines (*see Appendix 2*) to assist faculty in ensuring sufficient instructional activity to meet credit hour requirements. Faculty who teach online courses are required to document use of instructional equivalency activities to meet credit hour requirements using the Online Instructional Equivalency Audit Spreadsheet. Instructional Equivalency Guidelines, Audit, and Instructions are found in the Resources for Faculty: Internal folder, found on the [Resources for Faculty](#) webpage.

Course Syllabi/Outlines

The College has initiated a policy of a standard syllabus for each course clearly delineating the requirements, such as learning goals and measurable learning objectives, assessment strategies, policies, and procedures. Departments should have a standard syllabus on file for all existing classes. Prior to teaching a class, faculty should contact their Area Coordinator, Department Chair, Director, or Dean for an updated copy of the standard syllabus for a course. For those tasked with creating a standard syllabus for a new course, a template is located on the Assessment Committee's Google site: [Atlantic Cape Academic Assessment](#)

Academic Integrity Syllabus Statement

Faculty are encouraged to include the following statement in their syllabi as a means of addressing artificial intelligence as it relates to academic integrity:

Unless otherwise directed by the instructor, students must fully create and finalize all coursework independently of any assistance from other students, online sites, generative AI technologies (e.g., ChatGPT), language translators, other tools or prohibited sources. In the case that the instructor allows the use of any of the aforementioned source(s) in whatever form – written, oral, and/or visual – students must properly acknowledge the source(s) per the directions of the instructor. If there are questions about these instructions, students must discuss them with the instructor before starting any related assignments.

Should the instructor receive any indication the student's coursework does not follow this policy, the instructor may interview the student individually about the content and format of the submitted coursework, requiring evidence of its original creation by the student. The instructor may also opt to require the student to recreate the coursework in the presence of a proctor on campus. Failure of the student to cooperate in this process and/or to produce satisfactory evidence will result in a grade penalty for the identified coursework up to and including a zero grade.

Camera Syllabus Statement

For remote, synchronous courses in which class is held using a videoconferencing tool, faculty may encourage students to keep their cameras on to enhance class discussions and help form a shared learning community. However, faculty may not penalize a student for not turning their camera on. Refer to [Appendix 5](#) for guidelines on thinking through a camera syllabus statement.

Honorlock Syllabus Statement

Faculty teaching in online and remote courses are required to include a statement in their syllabi pertaining to the use of an online proctoring system. The following is a suggested syllabus statement that may be used:

If you are taking an online or remote course, you will be required to use online proctoring through Honorlock for online testing. Online proctoring is software used for student identify verification that monitors students using a webcam while they take an exam online. The software is used to assist in protecting the academic integrity of online exams. In order to complete an online exam using Honorlock, you will need a functioning webcam and microphone and to meet the [minimum technical requirements](#) including the use of the Google Chrome browser with the [Honorlock Chrome Extension](#). You can visit the [Online Proctoring page](#) for more information.

Online Proctoring (Honorlock):

Atlantic Cape has adopted an acceptable use policy pertaining to online proctoring systems and applications in the academic environment for the purpose of identity verification and protecting the academic integrity of online tests and assessments.

Online proctoring is software that monitors students using a webcam while they complete an assessment online. Atlantic Cape uses Honorlock for online proctoring.

All faculty who teach online or remote courses are required to use Honorlock with a minimum of one assessment. The Room Scan feature has been disabled, as per our acceptable use policy and advice from Atlantic Cape legal counsel. All course syllabi must document the use of the online proctoring system with references and links to additional information for the student. If students request that the online proctoring system not be used for reasons of security or privacy, the faculty is required to find an alternative reasonable solution accommodating to both parties. Faculty should discuss these instances with their Department Chair, Director, or Academic Dean to ensure alternative solutions include verification of the student's identity.

The Instructional Technology Department provides training and information on the use of Honorlock. For tutorials and additional information, visit the [ITD Tutorials, Handouts & Software](#) webpage.

Honorlock Syllabus Statement

Faculty teaching in online and remote courses are required to include a statement in their syllabi pertaining to the use of an online proctoring system. The following is a suggested syllabus statement that may be used:

If you are taking an online or remote course, you will be required to use online proctoring through Honorlock for online testing. Online proctoring is software used for student identify verification that monitors students using a webcam while they take an exam online. The software is used to assist in protecting the academic integrity of online exams. In order to complete an online exam using Honorlock, you will need a functioning webcam and microphone and to meet the [minimum technical requirements](#) including the use of the Google Chrome browser with the [Honorlock Chrome Extension](#). You can visit the [Online Proctoring page](#) for more information.

Video-conferencing Tools

For faculty teaching remote courses in which virtual instruction takes place synchronously, Atlantic Cape provides two video-conferencing tools.

- Blackboard Collaborate is an interactive and collaborative web conferencing tool built inside of Blackboard, Atlantic Cape's learning management system. For training and support of Blackboard Collaborate, contact your Instructional Technologist.
- The College provides a Zoom account to all new hires. If a returning adjunct does not yet have an account, contact Sandi Greco at greco@atlanticcape.edu from your college email to request an account. **Faculty currently using Zoom may continue to do so, but are encouraged to learn Blackboard Collaborate, as Zoom may not be available in future years.**

See [Appendix 4](#) for guidelines put together by The Center for Teaching and Learning Excellence on "Expected Behavior in a Video-Conferencing Environment." Consider sharing this document (or parts of this document) with your students.

See the [Resources for Faculty](#) webpage for Camera/Microphone Instructions if you are using video-conferencing tools to teach a remote and in-person course simultaneously.

Camera Guidelines and Syllabus Statement

For remote, synchronous courses in which class is held using a videoconferencing tool, faculty may encourage students to keep their cameras on to enhance class discussions and help form a shared learning community. However, faculty may not penalize a student for not turning their camera on. Refer to [Appendix 5](#) for guidelines on thinking through a camera syllabus statement.

CLASSROOM MANAGEMENT

Academic Integrity

Academic Honesty: Atlantic Cape expects unwavering integrity in work submitted from students. Acts of cheating or plagiarism will not be tolerated. Students are expected to cite all individuals and/or artificial intelligence (AI) tools that contributed to the completion of a project or paper; to cite the specific source of all information, ideas and quotations not original to the author; to honestly follow procedures established by instructors for examinations, laboratory experiments, reports and projects; to honestly abide by instructor policies on the scope of use (no use, limited use, or full use) for AI tools or content for any and all course work. All computer software is the property of Atlantic Cape and is bought under license from the manufacturer. Students may not make copies of software for personal use without the authorization of the ITS Helpdesk Manager.

It should be noted that persons facilitating plagiarism or cheating by another student are equally culpable and such persons may also be subject to penalties similar to those stipulated below. Examples of such facilitation include, but are not limited to, the following:

1. A student gives a copy of a past assignment, such as a term paper, to a second student with the understanding that the second student may use the assignment as his/her own work.
2. A student observes or has other first-hand knowledge of cheating or plagiarism and fails to report same to the instructor.

All students are reminded that they have an ethical responsibility to guard the academic process against corruption by such acts of dishonesty. In addition to the above, students must follow all course-specific or instructor-specific procedures established for examinations, laboratory experiments, studio work, reports and projects.

The following penalties apply in cases of cheating or plagiarism:

1. The instructor may assign a grade of “F” or a zero for an assignment - OR - The instructor may assign a grade of “F” for the course in cases of repeated dishonesty or in such cases where the assignment in question is so central to the evaluation process that failure in the assignment would preclude any reasonable possibility of the student passing the course.
2. All confirmed breaches of academic honesty will become part of the student’s permanent academic record. **Two such offenses will constitute grounds for Academic Dismissal. Said dismissal will be for a duration of no less than two years.** After two years, the student may apply for readmission, but this may be attempted only once. Upon readmission, any further act of dishonesty will result in permanent dismissal.

If the student is not in agreement with the action taken by the faculty member, the student is encouraged to meet and discuss the issue with the faculty as the first step. If the student is not satisfied with the outcome, the student requests a meeting with the Department Chair or Academic Dean, or Testing Director.

Academic Integrity Syllabus Statement

Faculty are encouraged to include the following statement in their syllabi as a means of addressing artificial intelligence as it relates to academic integrity.

Unless otherwise directed by the instructor, students must fully create and finalize all coursework independently of any assistance from other students, online sites, generative AI technologies (e.g., ChatGPT), language translators, other tools or prohibited sources. In the case that the instructor allows the use of any of the aforementioned source(s) in whatever form – written, oral, and/or visual – students must properly acknowledge the source(s) per the directions of the instructor. If there are questions about these instructions, students must discuss them with the instructor before starting any related assignments.

Should the instructor receive any indication the student's coursework does not follow this policy, the instructor may interview the student individually about the content and format of the submitted coursework, requiring evidence of its original creation by the student (e.g. evidence of process work). The instructor may also opt to require the student to recreate the coursework in the presence of a proctor on campus or online through Honorlock. Failure of the student to cooperate in this process and/or to produce satisfactory evidence will result in a grade penalty for the identified coursework up to and including a zero grade.

Steps for Reporting Plagiarism & Academic Dishonesty

1. The instructor should discuss the act of academic dishonesty and the consequences with the student.
2. After speaking with the student, “the instructor may submit a written report” to the appropriate Department Chair or Academic Dean outlining the action he/she has taken and include appropriate documentation.
3. After review, the Chair or Dean will forward the report to the Vice President of Student Affairs/Enrollment Management.
4. The Vice President of Student Affairs/Enrollment Management sends a letter and a copy of the instructor's report and documentation to the student.

Academic Integrity - Appeals Process

If the matter is not resolved between the student and faculty member or at the Department Chair, Director, or Academic Dean level, the student will contact the Senior Director of the Center for Student Success to file an appeal. The appeal process will be explained to the student and a student advocate will be assigned, if requested.

The Academic Policies, Procedures, and Standards Committee will be the appeal board for students who wish to appeal the action of a faculty member, Department Chair or Academic Dean, or Testing Director. The committee must have a quorum in order to hear the charge.

The following procedure will be followed in order to provide the student with due process:

- The faculty member, Department Chair, Director or Academic Dean, or Testing Director will be notified of the appeal and will prepare a written statement of charges to be

submitted to the Director of the Center of Student Success, who will prepare and present the case to the Academic Policies, Procedures, and Standards Committee.

- A hearing date will be selected that is mutually agreeable to all parties. The student will receive written notification of the violation and hearing date by registered mail or delivered in person and by email at least ten days before the date of the hearing. The hearing will take place on the scheduled date as long as the Committee has a quorum to hear the case.
- The charges, all affidavits, and all exhibits which the College intends to submit will be made available to the person making the allegation and the charged student for inspection.
- The student may bring counsel to the hearing in a consultative role only. Also, the student can be assigned a student advocate from the counseling center to accompany them. The advocate can help the student prepare for the hearing and accompany the student to the hearing in a consultative role.
- The student will have the opportunity to present his/ her own version of the facts, by personal statement as well as by affidavits and witnesses.
- The student will have the right to hear evidence against him/her and to question adverse witnesses personally.
- The Academic Policies, Procedures, and Standards Committee will make a determination of the facts of each case solely on the basis of the evidence presented at the hearing. The chairperson of the committee will prepare a written statement of the committee's findings of fact and a recommendation to the Senior Vice President of Academic Affairs for action.

The Senior Vice President of Academic Affairs receives recommendation and makes the appropriate decision regarding disciplinary action or dismissal of charges and the decision is final.

Attendance Policy for Students

All instructors must address their attendance policy, including any impact on the student's grade, in the syllabus. This should be reviewed with the class within the first week of the semester. It is the student's responsibility to know and to observe the attendance policy for each course. Faculty may be required to report students' last academic activity for individual courses.

Behavioral Assessment Team (BAT) Reporting System

Faculty are encouraged to report important but not life-threatening student behavior concerns via the BAT Form (Behavioral Assessment Team form). The BAT (Behavioral Assessment Team) is a cross-functional assessment group that will respond to students who are exhibiting concerning behaviors. Our goal is to help you in assisting our students. To submit a referral or concern, use the [Behavioral Assessment Team online reporting form](#).

Campus Security

Phones which connect directly to the Security Office have been installed in most classrooms on all three campuses. Security may also be reached on the Mays Landing campus by dialing ext. 5125 from any phone, or calling (609) 343-5125. At the Atlantic City Campus, contact Security on the first floor or call (609) 343-4841. At the Cape May Campus, contact Security in Room 122, ext. 6390 (daytime) or ext. 3967 (evening).

Security may be contacted to unlock rooms and assist with disruptive students or intruders, and must be contacted immediately for accidents and thefts.

Cancellation of Classes

See also: Faculty Absence in Attendance and Evaluation Procedures section.

Cancellation of class may be necessary because of college closings due to inclement weather or other emergencies, as well as the sudden illness or unexpected absence of an instructor too late for a substitute to be assigned.

See [Policy No. 105](#); see also [Procedure No. 105.1](#)

Unplanned absence of an Instructor

Cancellation of a class may be necessary because of the sudden illness or unexpected absence of an instructor too late for a substitute to be assigned. Faculty are required to report absences to Human Resources by calling the College's automated 24-hour Absence Reporting System at 609-646-5040. Faculty are also expected to inform their department chairperson or the Faculty Support Office of absence from the classroom. Additionally, faculty should notify students of the cancellation through an announcement in Blackboard.

Students will be notified of the cancellation by a notice posted on the classroom door, through the faculty announcement in Blackboard, or the instructor cancellation list posted on the website. Further study assignments or instructions may be distributed by the same means.

Please note: in the case of a planned absence, all faculty are encouraged to work with their Area Coordinator, Department Chair, Director, or Dean and recommend substitute coverage for their class (es). Substitute Instructors can only be secured through the approval of the Area Coordinator, Department Chair, Director, or Dean (*see the [Resources for Faculty](#) webpage for the Substitute Instructor Request Form*). Substitutes must be current faculty of the college.

Faculty Lateness

If an instructor is late for a class, students should wait at least 10 minutes after the scheduled starting time of the class. After such time, students may leave without prejudice, but one student should inform the Academic Resources Center of the instructor's absence: Mays Landing – room A123, Cape May – room 335, Atlantic City – room 255.

Emergency Closing

In the event of hazardous weather conditions, a facilities management problem at any one campus, or a national/state/local emergency, it may become necessary for the College to close or move to remote operations for the safety and/or protection of all employees and students.

In the event of bad weather or other emergency, Atlantic Cape campus closings are announced on the homepage, Facebook page, Twitter account, via Text Alerts and carried over local radio and television stations. Students are encouraged to sign up for Atlantic Cape Text Alerts to receive up-to-date notifications in case of emergency situations or school closings. Participants can sign up for Text Alerts at www.atlantic.edu/about/txtMessage.html. Atlantic Cape Text Alerts is an opt-in, permission-based program. Participant contact information and message preferences are kept private.

Please note that the closing may be different for each of the three campuses.

Students may decide if extreme weather and road conditions prevent their attendance at classes when the College is open. In such cases, students should notify the instructor in advance. Students who miss a class must still complete assignments.

Mays Landing, Atlantic City, and Cape May campuses all have emergency yellow notification lights and PA systems in the hallways. Periodic emergency drills are held at each campus, and each building is assigned a team captain to assist Security Staff.

See also [Policy No. 502](#), adopted 4/23/1996; revisions approved 1/26/2021

Cell Phone Policy

Before entering class, cellular phones and other electronic devices must be turned off or placed on “silent” mode.

Children in Classrooms

Children are not permitted in the classroom during class sessions.

Confidentiality of Student Records

The Family Educational Rights and Privacy Act (FERPA) of 1974 (the Buckley Amendment) insures students of the right to privacy in their educational records and establishes the right of students to inspect and review their records and to initiate grievance proceedings to correct inaccuracies. Students are also assured of the right to file complaints with the FERPA office concerning alleged failures by the College to comply with the Act. For the complete policy, view [Policy No. 203 Confidentiality of Student Records](#).

Early Alert

In cases students need individual counseling support for non-threatening, academically-oriented problems jeopardizing successful course completion (e.g., declining attendance, missing assignments, not following assignment directions, etc.), instructors should complete a retention alert. In Self Service:

1. Choose “Contribute Retention Information”
2. “Find Student” – put in the student #
3. A form appears. The first entry is a dropdown menu – choose the relevant “FAC” option and complete the rest of the form. “Save”

After submitting the form, a Student Service Navigator or counselor will follow up with the student to discuss academic needs identified in the form and strategies for improved course performance.

This action is best taken early in the first half of the semester so the student has time to recover academically with assignment grades to pass the course. You may find that you need to submit more than one alert for a student. For example, you submit a report about poor attendance during the second week of semester. Then the student returns to class, but mid-semester they stop attending or their performance falls off. It's okay to submit another alert for a student if you feel it is warranted and if a different issue arises. Following are definitions of the types of alerts you may submit for a student:

E.g. *FAC-Attendance* may be submitted when a student has yet to log into Blackboard or has missed the first week or two of classes, but before the NA grades are due. Summary: Student has missed the first four classes. *Detailed notes: Provide any relevant information that can help when we reach out to the student.*

E.g. *FAC-Course Performance* may include student performing poorly on assignments/tests, not completing or submitting poor work or any other performance issues which may impact the student's successful completion of the course. *Detailed notes: Provide any relevant information that can help when we reach out to the student.*

E.g. *FAC-Withdrawal Recommended* tends to be submitted later in semester when there is likely no way for the student to catch up or successfully complete the course. *Detailed notes: Provide any relevant information that can help when we reach out to the student. Again, provide specific information so we are better able to advise the student.*

Enrollment/Grades

Class Rosters

The Initial, Final, and Grade Report/Class Rosters are retrieved from Self Service. **Blackboard should not be used as an official class roster.**

1. **Initial Class Roster:** This is your class roster, available through Self Service. **It is the instructor's responsibility to download the roster.** Please review the roster regularly through the semester especially during and following Drop/Add. It will be continuously updated. If a student appears in class whose name does not appear on this roster, ask them to report to the Enrollment Services Department immediately. **Do not** accept any student whose name does not appear on the class roster. The initial class roster should be checked **regularly** to ensure all students are registered.
2. Any change to a student schedule must be processed through the required Drop/Add timeframe. **Do not** permit students to attend "filled" classes in anticipation of "drops."
3. **Final Grade Submission:** Toward the end of each semester or term, you will receive instructions on how to submit your final grades to Enrollment Services. ALL final course grades are submitted online using Self Service. Any computer with Internet access can be used to access your Self Service account. It is the sole responsibility of each faculty member to enter their own grades. **Administrative staff should not be asked to record or submit grades.**

If you do not see a student's name on the final roster of the class at the time of grading, refer the student to the Registrar's office to resolve the matter.

It is important that semester grades are posted by the exact deadline included in the grading instructions.

Taking Attendance

It is imperative that faculty take attendance every class meeting. Not only is this a good way to learn students' names, but it is also required. Federal and State grant programs (financial aid), health care insurers, the athletic program, and others must know whether students are attending classes. A last date of attendance must be supplied for every student who is assigned an "F."

Course Drop/Add or Changes

Students must initiate the course Drop/Add or Change process. Changes in registration may be made during the first week of the fall or spring semester at any of the Atlantic Cape locations by completing a registration/course change form in-person, by fax or by mail. Students may also make changes online through Self Service. Dates to change registration status vary for culinary blocks or for any course that meets outside the regular semester schedule. Contact Enrollment Services or check the Academic Calendar for dates. The date of the change determines the amount of any eligible refund.

The effective date of the change will be the date the request is received, if made in-person; the postmarked date, if mailed; or the date the transaction took place online. It is recommended that mail requests be sent "return receipt requested" to provide students with written proof that their forms were received.

Overload Policy

Self Service allows students to be added to a waiting list of full courses. Faculty receiving overload requests should refer students to the waiting list. One week prior to the start of classes, waiting lists are deactivated. If a student requests to be added to a closed course after this time, written authorization must be provided by the appropriate Department Chair, Director, or, in cases where a department does not have a Chair/Director, Dean.

Withdrawing from class with a "W" grade or Withdrawing from the College

Faculty cannot assign students a withdrawal grade; this grade is issued by the Registrar in response to a formal student request. Students should withdraw from a course only after a conference with a counselor or advisor.

A student wishing to withdraw from a class may do so in writing or online until the 10th week of the fall or spring semester. Summer, winter, and any other sessions that do not meet for the entire semester have varying withdrawal dates. A grade of "W" will be assigned for the course. "W" grades are not computed in the student's grade point average (GPA). Contact Enrollment Services or check the [Academic Calendar](#) for dates. It is each student's responsibility to withdraw from courses, by the deadline, at any Atlantic Cape campus or online.

Non-attendance of a class does not constitute an official withdrawal and the student will receive a grade of “F” in the course. A failure or withdrawal in a course may impact financial aid awards and/or status.

Students enrolled in the Academy of Culinary Arts or Nursing/Health Sciences career programs who need a leave of absence because of illness or other valid cause must contact the Director of the Academy of Culinary Arts and Hospitality Management or the Assistant Dean of Nursing and Health Sciences.

Grading

Each student is evaluated by instructors at the end of the semester. Faculty are required to follow the formula for calculating the final grade that is outlined in the core syllabus of the course. In cases where the core syllabus does not contain a standard formula for calculating a final grade, faculty should add one and make students aware of it at the start of the semester. The following grades are used to indicate the caliber of the student’s academic achievement.

Grade	Percentage Range	Grade Point Value
A	93-100%	4.0
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	70-76%	2.0
D	60-69%	1.0
F	0-59%	0.0

Nursing Grading Scale: Applies to courses with the NURS alpha

Grade	Percentage Range	Grade Point Value
A	93-100%	4.0
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	75-76%	2.0
D	60-74%	1.0
F	0-59%	0.0

Academy of Culinary Arts Grading Scale (CUPB, CULA, and CULN)

Grade	Percentage Range	Grade Point Value
A	92-100%	4.0

Grade	Percentage Range	Grade Point Value
A-	90-91%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	75-76%	2.0
D	66-74%	1.0
F	0-65%	0.0

Aviation Program Flight Courses – the following AVIT courses are graded as **Pass (A)/Fail:**

Course	Course Title
AVIT145	Private Pilot Helicopter
AVIT210	Private Pilot Airplane
AVIT240	Instrument Pilot Airplane
AVIT255	Instrument Pilot Helicopter
AVIT265	Commercial Pilot Helicopter
AVIT278	Airplane Flight Instructor
AVIT280	Commercial Pilot Airplane
AVIT282	Helicopter Flight Instructor
AVIT286	Multi-Engine Pilot
AVIT288	Commercial Helicopter Add-On

Final Grade Submission

Toward the end of each semester or term, you will receive instructions on how to submit your final grades to Enrollment Services. ALL final course grades are submitted online using Self Service. Any computer with Internet access can be used to access your Self Service account. It is the sole responsibility of each faculty member to enter their own grades. **Administrative staff should not be asked to record or submit grades.**

If you do not see a student's name on the final roster of the class at the time of grading, refer the student to the Registrar's office to resolve the matter.

It is important that semester grades are posted by the exact deadline included in the grading instructions.

Changing an "F" to "W"

A change of grade request from "F" to "W" because of failure to withdraw in a timely manner from the course or non-attendance will only be processed by the Registrar. Contact Heather Peterson at hpeterso@atlanticcape.edu.

- The student must present complete documentation to the Registrar that explains the extenuating circumstances for the change.

- The Registrar notifies the faculty member involved of the student’s request. Documentation will be available for inspection in the Enrollment Services Office.
- If the faculty member does not approve the change, the student may petition the Academic Standards Policies & Procedures Committee for an appeal.

“I” Incomplete

This grade is defined as a failure to complete the requirements of a course, due to illness or other circumstances acceptable to the instructor as beyond the control of the student. An incomplete grade may be changed to a letter grade by the instructor if the student completes the requirements of the course before the end of the eighth week of the next regular fall or spring semester. Due to the special circumstances of Aviation flight training courses, students will have 12 calendar months to complete the requirements of flight courses.

A grade of incomplete, or “I,” which has not been changed by the end of the grace period becomes an “F.” The responsibility for the elimination of an incomplete grade entry on the permanent record lies entirely with the student. Requests for change of an incomplete grade to a letter grade must be submitted by the instructor by email to register@atlanticcape.edu.

An incomplete grade, or “I,” does not satisfy the prerequisite requirement for the next level course. That is, a student cannot begin a next level course until the incomplete grade has been changed to a passing letter grade for that prerequisite.

“NA” Grades

Prior to mid-semester, faculty members must report “NA” grades for students who **never attended** the class or who have never logged in to an online course. “NA” grades may not be given at the end of the semester. If a student has stopped attending or dropped out of classes, or if the student has failed the class through non-attendance and has not officially withdrawn from the course, a grade of “F” is assigned. The last date of attendance is required.

“AU” - Auditing a Course

Anyone who wishes to audit a class must first register as an audit student by notifying the Enrollment Services Office at the time of registration or through the first week of the semester (drop/add period). See the College catalog for further details.

Repeating a Course

A student may repeat a course for credit with these restrictions: No course may be taken a third time without the written permission of the appropriate department chair, director or academic dean. All attempts will appear on the transcript, but only the highest grade will be calculated into the semester or cumulative grade point average (for all

- If a student repeats a course for credit in which the final grade of the original attempt was A, B, or C, the higher of the grades will be used.
- A course in which a student received a grade of “W,” “NA,” or “AU” (audit) and elects to take it again is not considered a repeat course.
- Courses transferred in from other institutions will not repeat Atlantic Cape courses.

Note: Nursing/Health Sciences program policies prohibit students from taking courses more than twice.

Grade Appeals Procedures

Atlantic Cape is dedicated to the goals of fairness in all of its procedures and practices. If, for any reason, a student believes he or she is the victim of unjust practices, a comprehensive process for grievance resolution is available to that student and is outlined as follows:

Credit-Academic Issues (grades, etc.)

- Level 1 – The student meets with the faculty member. If the issue is not resolved, the student proceeds to the next level.
- Level 2 – The student meets with the appropriate department chair, director or academic dean (in the case where the department has a coordinator). If the issue is still unresolved, the student proceeds to the next level.
- Level 3 – The student meets with the Senior Director of The Center for Student Success who will forward the case on to the Academic Standards, Policies & Procedures Committee. This committee will make its recommendation to the Senior Vice President of Academic Affairs, who then renders a binding decision.

A student may request a College counselor to assist them at any level of the grievance process. The counselor's role is one of support and advisement. The counselor helps clarify the appeals process, assists the student with the preparation of his or her case, and helps the student explore options so the student is able to make a more informed decision. Any choice made during the grievance process is that of the student. Counselors are not at liberty to make decisions for students or present evidence or testimony on the student's behalf.

Students who need assistance with this process should contact the Senior Director of The Center for Student Success, Stacey Zacharoff, at (609)343-5091 or email szacharo@atlanticcape.edu.

Course Waiver Request

Students are encouraged to follow the degree requirements in the College catalog when selecting courses. A waiver is given only in exceptional circumstances and for a valid reason. In most cases, a course or courses must be substituted for each course waived. Course waivers do not waive the College's graduation requirement. Please see the appropriate Department Chair, Director, or, in cases where a department does not have a Chair/Director, Dean if you believe a waiver is recommended.

Independent Study

An independent study allows a student to pursue study in an existing course not offered in a given semester. The student contacts a faculty member in the course discipline, requests the independent study, and initiates the Application for Independent Study. Faculty can find this form on the [Resources for Faculty](#) webpage. Upon approval from the appropriate Department Chair, Director, or Academic Dean, the course is built into the schedule by the appropriate academic support staff member, and the Enrollment Services Office notifies the student that they can register for the course. Faculty should not begin teaching an independent student until the

student is formally registered for the independent study course. Faculty are compensated for independent study work once the grade for the class has been recorded.

Field Trips

The use of field trips to supplement classroom and laboratory instruction is encouraged where appropriate. Notify the Department Chair, Director, or, in cases where a department does not have a Chair/Director, the Dean, as well as the Academic Resource Center (formerly known as the Division Office or Faculty Support Office) if a field trip is planned. The College's van can be used when arranged in advance through the Facilities Office. Approval for a field trip requiring subsidy must be obtained from the Dean before arrangements are made. Proper insurance waivers must be filed in place before the field trip. Refer to the Academic Field Trip Request and Consent forms found on the [Resources for Faculty](#) webpage.

Final Examinations

Instructors are required to meet with their students during the scheduled exam time during Finals Week for the full Fall and Spring Semesters, even if no exam is being administered. Atlantic City and Cape May campuses have exam schedules that are different from Mays Landing Campus.

Any requests to change the Finals Week schedule must be approved by the Department Chair, Director, or, in cases where a department does not have a Chair/Director, the Dean. That person will confirm room availability for such requests.

Food and Beverages in Classrooms and Lab Areas

It is important that staff, faculty, and students properly maintain the facilities when using them at Atlantic Cape. Food and drink items are not allowed in the lab areas (computer, science, art, etc.). Food and drink in the classroom is at the discretion of the instructor and course syllabus.

Guest Lectures

The use of experts from the College or community as guest lecturers is encouraged when appropriate to the course. All invitations to guest lecturers must have the prior approval of the Department Chair, Director, or, in cases where a department does not have a Chair/Director, the Dean. If a guest lecturer requires payment, and the Department Chair, Director, or Dean approves, a consultant form must be filled out by the instructor and submitted to the Department Chair, Director, or Dean for process of payment. Refer to the [Resources for Faculty](#) webpage for the Approval Form for Guest Lectures / Panel Discussions.

Make-Up Work and Make-Up Tests / Testing Office

Unless a department has a policy, it is up to the individual instructor to develop a policy as to whether or not make-up tests or work are permitted. Existing departmental policies can be confirmed with the Area Coordinator, Department Chair, Director, or Dean. A faculty member's make-up test/work policy must be clearly stated in the syllabus to be enforceable.

The Testing Office provides alternate testing opportunities for students unable to take a scheduled classroom test only because of one or more of the following reasons:

- A documented disability identified by The Center for Accessibility

- Observance of a religious holiday
- Emergency situation(s)

Instructors make arrangements with the students to initiate the make-up test. Once the instructor and student agree upon arrangements and the test is received by the Testing Office, the student should call or go to the Testing Office to make an appointment. Appointments must be made at least 24 hours in advance. Seating is limited. Students must provide a picture ID to testing staff when arriving for a scheduled make-up test. An appointment will not be scheduled if the Testing Office has not received the testing materials and the Test Cover Form from the instructor.

PLEASE NOTE: The Testing Office does not proctor tests for entire classes or large groups of students in the case of planned instructor absence. Faculty can make arrangements with their Area Coordinator, Department Chair, Director, or Dean to have a proctor administer a test to the class in the case of absence.

The Mays Landing office is located in J building or call (609)625-1111, ext. 5633 or 343-5633. For the Cape May County Campus, call 463-3775. For the Worthington Atlantic City Campus, call 343-4831 for assistance.

Medical Emergencies in the Classroom

Phones which connect directly to the Security Office have been installed in most classrooms on all three campuses. Security may also be reached on the **ML campus** by dialing ext. **5125** from any phone. At the **AC campus**, contact Security on the first floor or call **(609) 343-4841**. For **CMC**, contact Security in Room 122, **ext. 6390 (daytime) or ext. 3967 (evening)**.

Instructor Responsibilities in Unexpected Medical Emergencies

For unexpected medical emergencies in the classroom, it is advisable for an instructor to understand the limits of his or her responsibility in such situations.

First Aid and Safety for Seizure Disorder

1. Help the victim to the floor.
2. Protect the seizure victim from injury; remove any nearby objects that might cause injury.
3. If there is fluid in the victim's mouth such as saliva or food, place the victim on his/her side so that the fluid drains from the mouth.
4. DO NOT place anything between the victim's teeth.
5. Call 911 if off campus. If on campus, call Security.
Mays Landing Campus Security ext. 5125
Atlantic City Campus Security ext. 4841
Cape May Campus Security ext. 6390
6. Request bystanders to leave the area.
7. Monitor the victim until medical assistance arrives.

NOTE: The instructor is liable only if he or she chooses to do nothing about a medical situation. Each classroom is equipped with a phone that has direct access to security personnel who are trained as first responders and in first aid.

Non-discrimination

Atlantic Cape Community College is steadfastly committed to cultivating and maintaining a working and learning environment that is free from discrimination and harassment based upon membership in enumerated protected classes and/or characteristics as well as from retaliation based upon the exercise of rights pursuant to this Policy.

In accordance with State and Federal law, the College strictly prohibits discrimination and harassment based on membership in protected classes. These protected classifications include race, religion, color, national origin, ancestry, age, sex, sexual orientation, pregnancy, gender identity or expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law.

Harassment is a form of discrimination and, therefore, harassment directed toward an individual or group, or experienced by an individual or group, based on membership in a protected class, also violates College policy. The College may designate offices or employees to perform any roles or duties described in this Policy where necessary to effectuate the intent and purpose of this Policy. This Policy applies to all areas of the College's operations and programs.

See [Policy No. 3](#), adopted 4/23/1996; revisions approved 9/22/2015; 1/24/2023.

See Procedure No. 3.1 – [Procedure Prohibiting Discrimination](#)

See Procedure No. 3.2 – [Chosen Name](#)

Professional Conduct and Social Media

Refer to the Employee Handbook on the [Human Resources webpage](#).

Smoking

Smoking (including vaping) is prohibited in all campus buildings.

Student Code of Conduct

On admission to Atlantic Cape, each student accepts a commitment to act in a responsible manner, which conforms to generally accepted standards of adult behavior. Students are expected to familiarize themselves with the College's code of conduct.

It is expected that all students will show courtesy and respect for each other and for administrative officers, faculty and employees. Students must understand and accept the necessity for various College regulations and they must comply with directives of those authorized to enforce regulations.

Students are expected to respect the property of the College and that of others. Damage or destruction of such property will be considered a matter for disciplinary action.

All students are expected to present an appearance that is neat, clean and in good taste. Students also are expected to recognize the importance of their personal appearance. Proper dress on campus, therefore, is expected. Some College programs reserve the right to require specific dress/uniform standards.

Indiscriminate, obscene language shows lack of respect for self and others. Students should show courtesy and respect for themselves and others by refraining from this practice.

Any threat or hindrance of the instructional process or the daily life of the campus should be rejected and resisted by all members of the College community.

Possession, use or distribution of alcoholic beverages on the College campus premises is prohibited regardless of age. This includes all College sponsored off-campus activities.

Students who violate these restrictions shall be subject to appropriate disciplinary action up to and including dismissal and criminal prosecution.

Possession or use of illegal drugs or narcotics on campus or at any College sponsored function is prohibited.

The College reserves the right to dismiss any student whose attendance, in the judgment of the Administration, is detrimental to the College or its students.

Instructor Responsibilities for Student Conduct Issues

Know and support our mission and process.

- 1) Utilize the established College process for resolving student conduct issues.
- 2) The number for the College Judicial Officer (CJO) is (609) 343-5095 or porfido@atlanticcape.edu
- 3) Make a referral quickly if intervention is not possible.

To submit a referral or concern please use the [Behavioral Assessment Team online reporting form](#). **Faculty are encouraged to report important but not life-threatening student behavior concerns via the BAT Form (Behavioral Assessment Team form).** The BAT (Behavioral Assessment Team) is a cross-functional assessment group that will respond to students who are exhibiting concerning behaviors.

Our goal is to help you in assisting our students.

- 4) When appropriate (i.e., the student is a danger to self or others), call Security when the event is happening or at the first immediate opportunity thereafter.
- 5) If you witness an incident, remain objective, but document the incident in writing and submit documentation to Nancy Porfido at porfido@atlanticcape.edu.

Once the CJO resolves the matter, it is your professional responsibility to accept the decision, remain objective and not be biased toward the student. The case should be kept confidential and not be discussed with others.

Disciplinary Process for Violation of Acceptable Standards of Conduct

In all cases of disciplinary action where students are subject to institutional disciplinary penalties, the College will take every step to ensure that due process is maintained and respected. In the case of flagrant violations of conduct, the College, through the Office of Judicial Affairs, reserves the right to immediately suspend a student pending a hearing.

If a student demonstrates inappropriate behavior and disregards the College's Code of Conduct, these steps will be followed:

- The student will meet with the appropriate Campus Judicial Officer (CJO) to resolve the issue or to receive notice of disciplinary action.
- The student will receive written notification on the outcome of the meeting held with the CJO. If disciplinary action was taken, the student will be made aware of his/her right to appeal.
- The student may appeal the disciplinary action by informing the CJO of his/her intent in writing within seven (7) days.

The student will receive, in writing, the date, time and place of the formal hearing within 14 days after the student's formal request. This letter will also contain:

1. A detailed statement of each charge.
2. Notification of the student's right to have an attorney and a Response Form regarding the student's intention to waive or not waive this prerogative (student must sign and return this form).
3. A complete list of College witnesses.

Notification to the student of the right to make a case on his/her own behalf with witnesses, subject to College cross-examination.

Atlantic Cape will request the signature of the student acknowledging receipt of the written charges and hearing notification.

The Student Standards and Conduct Committee will be convened to hear the student's appeal. The committee will make its recommendation to the Vice President, Student Affairs and Enrollment Management who will then render a binding decision. The student will be notified of the disposition of the appeal within seven (7) days.

For additional information refer to the Student Handbook online or contact Nancy A. Porfido at 343-5095 or porfido@atlanticcape.edu.

Threatening and Violent Behavior

Atlantic Cape is a place where students, staff and guests expect safety and security while pursuing academic excellence and College activities. Accordingly, any Atlantic Cape student who verbally or physically threatens the safety of other students, staff, faculty, or campus guests will be immediately suspended pending a disciplinary hearing.

The outcome of that hearing may result in penalties including, but not limited to, additional suspensions or dismissal from the College depending on the circumstances of the offense.

Students who are suspended or dismissed from the College are banned from all Atlantic Cape campuses, learning sites, and college-sponsored events during the period of their suspension or dismissal.

Students who violate this ban will be charged with trespassing under New Jersey criminal code.

ATTENDANCE & EVALUATION PROCEDURES

Faculty Absence

See also: Cancellation of Classes in Classroom Management section.

Any anticipated conflict that would require cancellation of class must be discussed with the Area Coordinator, Department Chair, Director, or Dean. An instructor who expects to be absent or late, or wishes to dismiss a class prior to the scheduled ending time, must first have the approval of his/her Area Coordinator, Department Chair, Director, or Dean. Instructors cannot change delivery mode of instruction without prior approval.

All full-time and part-time faculty members will report unplanned absences to the “24-hour Absence Reporting Voice Mail System” at **(609) 646-5040** in case of sudden illness or emergency.

Full and part-time faculty will call the Academic Resource Center (formerly known as the Faculty Support Office) at their assigned campus for the purpose of posting a note for the students. Informing the Area Coordinator, Department Chair, Director, or Dean via email is advisable.

Adjunct Absenteeism and Remuneration Procedures shall be in accordance with the New Jersey sick leave law.

Academic Resource Center contact information is listed as follows: (609) 343-5114 (ML), (609) 343-4874 (AC), or (609) 463-3502 (CMC). The Academic Resource Center staff will post a notice near the classroom door; this can include brief assignment instructions from the faculty member, as applicable. The class cancellation will also be posted on the College’s website. As a courtesy, faculty are encouraged to email students through Blackboard in the event of a class cancellation.

An instructor who misses class without proper notification will be listed as “No Show” on the “Weekly Attendance Report.”

Please note: in the case of a planned absence, all faculty are encouraged to work with their Area Coordinator, Department Chair, Director, or Dean and recommend substitute coverage for their class (es). Substitute Instructors can only be secured through the approval of the Area Coordinator, Department Chair, Director, or Dean (*see the [Resources for Faculty](#) webpage for the Substitute Instructor Request Form*). Substitutes must be current faculty of the college.

Faculty Lateness

Faculty are expected to arrive on time. If lateness is unavoidable, contact the Academic Resource Center, (609) 343-5114 (ML), (609) 343-4874 (AC), or (609) 463-3502(CM), so students may be notified.

Inform students that the Student Handbook states, “If an instructor is late for a class, students should wait at least 10 minutes after the scheduled starting time of the class. After such time, students may leave without prejudice, but one student should inform the Faculty Support Office of the instructor’s absence: Mays Landing (Room A-123; ext. 5214), Cape May County Campus (Room 335; ext. 3502), Worthington Atlantic City Campus (Room 255; ext. 4874 or security, ext. 4841).”

Observation of Courses Procedures

Periodically, faculty will be formally observed by an administrator or a teaching colleague. All observations of courses (traditional, remote or online) will follow clearly defined procedures and criteria and will adhere to a standard of fairness. These are outlined for full-time faculty in the TLC Agreement. Faculty should refer to the [Resources for Faculty](#) webpage for observation guidelines and forms for traditional and remote courses and for observation guidelines and forms for online courses. Faculty who observe a teaching colleague may submit for payment using the Faculty Observer Payment Form found on the Resources for Faculty webpage. Please note, payment requests must be submitted within thirty (30) days of the observation to ensure payment.

Student Evaluation of Instruction

Atlantic Cape Community College utilizes SmartEvals to facilitate Student Evaluations of Instruction in *most* in-person, remote, and online courses. Courses within Nursing and Culinary Blocks utilize SurveyMonkey, or another means of administering evaluations.

Faculty are required to administer student evaluations in all classes every semester. Faculty must add the student evaluation tool to their Blackboard course when instructed to do so.

Making Evaluations Available to Students

Faculty must add the Student Evaluation tool in Blackboard to each course being evaluated. It is encouraged that faculty add the tool to the Course Information page in Blackboard, or some other prominent place that students will see. If the tool was copied over into the course from the previous semester, it should be made unavailable to students until the evaluation period is open.

Once the evaluation period is open and periodically throughout the evaluation period, faculty should send an announcement to students encouraging them to complete it. If your course meets in-person, you are encouraged to allot time during a class session or synchronous session for students to complete their survey.

Monitoring Response Rates and Accessing Results

To monitor the response rate of your course(s) while the evaluation period is open, click on the Student Evaluation tool in your course to be directed to your SmartEvals dashboard. (Note that when students click on the Student Evaluation tool, it takes them to their own individualized dashboard from which they may access their available evaluations to complete).

Results will not be available to faculty until after grades have been submitted for the term. Once available, access your results by clicking on "Tools" in the left-navigation menu of Blackboard and then Student Evaluations, or by clicking on the Student Evaluation link that you added in a prior course. You will be directed to your SmartEvals dashboard, called "MyEvalCenter," from which you can access reports for each class evaluated.

ACADEMIC RESOURCES & FACULTY SUPPORT

Academic Resource Center / Faculty Support Offices

Each campus has an Academic Resource Center or Faculty Support Office that serves as a central hub in which faculty members can access their mailbox, obtain frequently used forms and basic office supplies, and use the photocopier when needed. Staff members are available to assist with large copy projects such as course packs, tests, and syllabi. However, in an effort to be environmentally friendly, faculty are asked to reduce their use of photocopying as much as possible.

- Mays Landing: Room A123, (609) 343-5114
- WACC: Administrative Office W217, (609) 343-4874
- Cape May Campus: Front Desk, 3rd Floor, (609) 463-3502

Academic Support Services (Library and Tutoring)

Libraries

There are three libraries at Atlantic Cape Community College, one on each campus. The Mays Landing campus is the location of the main library, William Spangler Library, which is in D Building. The Atlantic City campus is the home of the Worthington Information Commons, and on the second floor of the Cape May campus is the Mullock Family Library. Visit the [library website](#) for more information, including the schedule for each of the libraries.

All campuses: Website: atlantic.edu/library

Emails: library@atlanticcape.edu; tutoring@atlanticcape.edu

Subscribe to the [Library Blog](#)

Follow on Instagram [@AtlanticCapeLibraries](#)

- Mays Landing Campus, William J. Spangler Library, Daniel Leeds Hall (D1): Circulation: 609-343-4951; Reference: 609-343-5665
- Worthington Atlantic City Campus, Worthington Center Library: Circulation: 609-343-4800 x4726
- Cape May County Campus, Mullock Family Library, Second Floor: 609-463-3713

The libraries provide faculty and students with access to resources that support research and learning at the undergraduate level. The libraries are also the location for in-person tutoring, which is free to all students. (*See Tutoring Services section for more information.*) Books, articles, and other information resources are available in print and digital formats, and reference librarians provide assistance in identifying the best resources for any research project.

The Collection

The library's resources are available to the college community and also to residents of Atlantic and Cape May counties. The book collection includes more than 70,000 books and about 250,000 digital books. The library subscribes to magazines that focus on areas of study as well as a variety of topics of interest to the college community. The library strives to ensure that all areas

of the curriculum are supported by the library collections. Suggestions for book purchases are welcome.

The library offers [digital resources](#) to meet the needs of all of the academic departments, including [Films on Demand](#), a video streaming service with documentaries, educational videos and news footage. Materials cover many academic subjects including Education, Psychology, Health, Music, Drama and Theater, Philosophy, World Languages and Cultures, Religion and STEM subjects.

Thousands of full text newspapers, magazines, and scholarly journals are available through the online databases, including The Press of Atlantic City and The Philadelphia Inquirer. In addition, there are digital subscriptions to [The New York Times](#) and [The Wall Street Journal](#). Print copies of The Chronicle of Higher Education, and many magazine titles are available in each of the libraries. The Chronicle of Philanthropy is kept at the Mullock Family Library. In addition, we have [resource guides](#) that provide a wide range of information for faculty and students.

Borrowing Library Materials

Students, faculty and staff can check out and return print materials, including those from the Atlantic County Library System, at any of the campus libraries. The Atlantic Cape library card is integrated with the college ID. Stop by any of the circulation desks with your Atlantic Cape ID to activate your library card.

We deliver! Simply email library@atlanticcape.edu with the titles you want, and we will deliver the items anywhere on campus. When finished, email us and we will come to your campus location to pick-up the items.

Books, articles and other materials not owned by the college library can be obtained for students, staff and faculty, free of charge, from libraries throughout the United States, using the library's interlibrary loan service. Ask about this service at the reference desk or email library@atlanticcape.edu or simply complete the [online form](#).

Off-Campus Database Access

Off-campus access to the library databases is password protected. Contact the library in person, by phoning, or by email for the login information. Login information is also available in Blackboard. If you email library@atlanticcape.edu from your college email, an auto-reply will be sent with the login credentials.

Reserve Collection

Each of the campus libraries maintains a reserve collection to support the classes that are taught on that campus. This has been greatly expanded this year, thanks to a grant. Instructors may place supplemental material in the reserve collection. Instructors are encouraged to let us know if there are additional resources that should be considered for the reserve collection or if an item is no longer needed.

Library Instruction

Learning to conduct research is an integral part of a college education, and the NJ State requirements for general education include proficiency in information literacy. Consider incorporating the library into any class where students are asked to identify and use sources beyond their textbooks. We can help students navigate the research environment in print and

online, narrow and focus their ideas, learn to select and evaluate resources, engage with the scholarship in their disciplines, and document their sources.

Library instruction is most effective if students can connect the lessons with a specific assignment for which they need to practice their research skills. Instructors can schedule one or more sessions, which can be in person or offered virtually, and are tailored to an assignment. We ask for a minimum of two weeks' notice, if possible, to schedule a class; getting on our calendar early increases the probability of getting preferred dates. Request a library session by sending email to library@atlanticcape.edu.

When not in use for library instruction, the library computer classroom on the Mays Landing campus can be booked for research-related activities. To request the use of Room D202, email library@atlanticcape.edu. The computer lab in the Worthington campus can be booked through 25Live.

Nonprofit Resource Center

Atlantic Cape has two nonprofit resource centers for those who are seeking funding for nonprofit purposes. Candid's Foundation Directory Online, Grants to Individuals and Guidestar resources are available during regular library hours at the **Mullock Family Library, Cape May Campus**, and the **Information Commons/Library, Worthington Atlantic City Campus**. Please [check our current library hours](#) prior to visiting. Email fin@atlanticcape.edu for more information.

Study in the Library

The library strives to create a comfortable and inclusive environment. Study rooms are available on a first come basis at the Spangler and Mullock libraries. Library classes and students with academic work are given priority for computer use when the demand for workstations is high.

Library visitors are asked to help keep the libraries clean, comfortable, and inviting. Covered beverage containers are allowed in designated areas, but should be kept away from library computers and books. Food is limited to small snacks.

Additional Library Services

All of the libraries have computer workstations, laptops for in-library use, scanners, printers and photocopiers. At this time, there is no charge for students or faculty to print, scan or photocopy. There is a charging station in each library. Assistive technology software is available on all computers.

Tutoring

Tutoring is available to all current Atlantic Cape students, free of charge. Atlantic Cape offers a variety of [tutoring services](#). Nearly all subject areas are covered; hours and availability vary. On-campus tutoring is offered in designated spaces in the libraries. Tutoring is also available through virtual meetings, and asynchronously by sending in papers for review, or by submitting subject-specific questions to tutoring staff.

In addition to our own in-house tutoring services, we offer tutoring through Brainfuse. This is a supplemental tutoring service that students can access through their Blackboard account, by selecting the Tutoring Services course. Live tutors are available 24 hours a day in many subjects. They also have an asynchronous question drop-off option.

Some courses are assigned a designated tutor, accessible only to students enrolled in that course, through Blackboard. Faculty who are interested in having a tutor ‘embedded’ in their course should contact Michael Sargente (msargent@atlanticcape.edu).

Some of our best tutors are our adjunct faculty. If you’re interested in becoming a tutor, contact Michael Sargente.

Options for the different formats of tutoring services vary depending on a student’s individual needs and circumstances. Students should email tutoring@atlanticcape.edu for more information or to make a request for tutoring assistance.

If you have any questions, please contact Janet Hauge, Director of Academic Support Services at 609-343-4937 or jhaug@atlanticcape.edu.

Center for Accessibility

At Atlantic Cape, we are committed to providing a welcoming, encouraging, and empowering environment for students with disabilities. The Center for Accessibility (CFA) was created to ensure equal access to all phases of campus life, enhance academic success, and provide reasonable accommodations for all students with documented disabilities on an individual basis. The CFA team is committed and ready to assist students with disabilities to reach their academic goals.

The CFA is responsible for coordinating support services, reasonable academic accommodations, and promoting disability awareness at Atlantic Cape and in the community at large. Academic accommodations are determined based on documentation submitted by the student. The office also provides access to assistive technology equipment and services. All services are free of charge. To review definitions, eligibility, and the full accommodation process, visit [the Center for Accessibility](#) webpage.

Areas of Responsibility for Providing Accommodations

- The Center for Accessibility (CFA) does not have the sole responsibility for providing accommodation(s) for students with disabilities. Rather, it is the function of this office to assist and enable all areas of the college to meet mandated responsibilities. Recommendations for the services will be developed in consultation with the appropriate faculty, staff, administrators, and students.
- Faculty are requested to inform students about services available to them through the CFA.
- Atlantic Cape Community College is committed to ensuring that all accommodations are implemented in a timely manner under the supervision of the Center for Accessibility.

Rights and Responsibilities

Students’ Responsibilities

1. It is generally the student's responsibility to self-disclose their disability to the Center for Accessibility so that accommodation(s) can be provided in a timely manner. It is also the student's responsibility to provide the appropriate documentation supporting their request for accommodation(s).
2. A student who is entitled to extended time on a test is to follow the procedures listed below:

- A student who disagrees with the determination of a request for accommodation(s) has the right to dispute this determination to the ADA/504 Coordinator. Students are responsible for notifying the CFA if they have any problems or difficulties regarding approved accommodation(s).
- The decision to request and or utilize accommodations is solely the decision of the individual student.

Faculty Members' Responsibilities

1. Faculty members will be presented with a Center for Accessibility “ADA Accommodation Letter” by the student citing specific accommodations that are to be provided for that specific course.
2. Additional accommodation(s) may be requested at any time, and may not be enumerated in the initial Accommodation Letter.
3. The nature of the accommodation must not fundamentally alter essential course content or essential requirements for satisfactory course completion.
4. A faculty member who disagrees with an accommodation recommended by the Center for Accessibility must provide the accommodation until the disagreement is resolved. Faculty should contact CFA immediately to discuss the disagreement.
5. The faculty member will be notified by the CFA if a student expresses concern about the manner in which an accommodation is administered. Concerns will be mitigated in consultation with the student, faculty, and CFA.
6. Written instructions from the instructor are required for the testing center if the testing center is to be used for extended time testing. The CFA is to be informed if there are any problems making the necessary arrangements with the testing center.
7. Be advised that the Atlantic Cape Community College Center for Accessibility is the main point of contact for issues related to ADA compliance for all faculty members serving students. CFA can be reached at cfa@atlanticcape.edu and/or (609)-343-5680.
8. If a student makes a disability related complaint or request to any faculty member the Director of the Center for Accessibility must be contacted IMMEDIATELY to ensure an appropriate and timely resolution.
9. It is the responsibility of the faculty to ensure that all classroom materials are made accessible to students with disabilities. The CFA will offer assistance if faculty are unable to make any class material accessible. Please contact Chad Bullock, Director of the Center for Accessibility, at cbullock@atlanticcape.edu with any concerns.

Review this helpful resource for [Creating Accessible Online Content](#)

10. Faculty members are strongly encouraged to attend accessibility training on the creation of accessible materials. These are offered several times a semester both in-person and as a webinar. The schedule can be found on the [Instructional Technology and Center for Accessibility Training](#) webpage.

Center for Accessibility Rights and Responsibilities

1. The CFA ensures that no qualified individual with a disability shall be excluded from or denied the benefit of any service, program, or activity at Atlantic Cape Community College.
2. The CFA will provide training (in-person, and web based) each semester to faculty and staff on ACCC's accessible technology policy, common technological accessibility barriers, accepted accessibility standards and the creation of accessible materials for students. The schedule is posted on the college website. Additionally, the CFA is available to assist with questions related to the accessibility of materials.
3. The CFA will respond in a timely manner to any and all requests for reasonable accommodations at all points within the semester including after accommodation letters have been issued.
4. The CFA will provide ongoing training to students on the use of assistive technology and accommodations, overview of the CFA and ADA/504 Coordinator and responsibilities of each, ACCC's accessible technology policy, and ACCC's grievance policy and procedures. This schedule will be posted on the CFA website.
5. The CFA acts as the liaison between CFA students and faculty.

Guidelines for Accommodations

Electronic & Information Technology: In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, Atlantic Cape Community College is committed to ensuring all electronic and information technologies (EIT) are fully accessible to students with disabilities. This includes but is not limited to those with visual, auditory and/or manual impairments and/or students who require the use of assistive technologies to access course content. No qualified individual with a disability will be denied participation in, and/or the benefits of EIT at Atlantic Cape Community College.

The CFA will ensure that all electronic technology purchased, licensed, or deployed to students is accessible to students with disabilities, particularly those with visual, auditory and/or manual impairments. In addition, every effort will be made to ensure that all acquired web based EIT is in compliance with WCAG 2.0 AA standards. Please email the Center for Accessibility at cfa@atlanticcape.edu with questions and/or concerns.

Extended Time for Tests and Examinations

1. The student, in conjunction with faculty and testing center personnel, is responsible for scheduling their exam with the Testing Center at least 5 days in advance of the exam.
2. Extended time tests (duration to be determined at time of intake based on provided student documentation) may be proctored by someone designated by the Assistant Director of the Center for Accessibility in consultation with the director of testing services at the specific campus where the test is to be taken, or by the faculty member giving the exam.
3. Every effort will be made to ensure the student is able to take the test at the same date and time as their peers.
4. It is the faculty's responsibility to ensure the testing center has the exam before the test date. Under no circumstances are students to transport their tests and/or examinations to the

Testing Center. Security of the test materials is then provided by the Testing Center staff. The faculty member may pick up the test or arrange for delivery under secure conditions.

5. Proctors who act as scribes and/or readers for CFA students will read test items exactly as given. Proctor readers will not provide additional information, interpretation or definitions about test items unless specifically included as part of the modifications provided to students.
6. Tests will be administered in accordance with written instructions from the instructor.
7. Instructors are responsible for ensuring that students are provided the same information and guidance as their peers regarding the exam.

Extended Time for Written Assignments: To be provided on a case-by-case basis after consultation with the student, the course instructor and the CFA Counselor or ADA/504 Coordinator.

Audio Recording of Class Lectures: Permitted for each student who has been given the accommodation by the CFA. The College may require the student to sign a Recording agreement specifying limited use of the taped material.

Note Takers: To be provided for students who, because of disabilities, need assistance with taking lecture notes during class sessions. This need must be specifically defined in the documentation provided by the student. Note takers are not required to attend class and take notes when it is known that the student receiving this service will be absent for any reason. Note taking software and assistive technologies that specifically assist in note taking are available to all CFA students with this approved accommodation.

Sign Language Interpreters: The student who qualifies for this service is responsible for contacting the Interpreter, as much in advance as possible, when the student will not be attending class.

Aides/Personal Assistants: The College does not provide Personal Aides or Assistants. It does not provide services of a personal nature, which includes assistance in transporting, eating, toilet usage, and dressing, etc. If students have questions on how to obtain a personal care attendant, the CFA will provide pertinent referral information.

Specialized Equipment: The College does not provide personal devices such as wheelchairs, and individually prescribed devices such as hearing aids. Information on modified or specialized equipment available at the college may be obtained in the office of Counseling and Student Services, as well as the Center for Accessibility.

Building and Room Location: When necessary, classes may be moved to an accessible location to accommodate a student with impaired mobility, or under documented special circumstances. This determination shall be made by the Director of CFA. The Director will consult with the student, faculty member and the head of the department for the specific course regarding the selection of an alternate location.

Course Substitution

1. Course substitution will be considered as a reasonable accommodation if supported by documentation and provided the substitution does not fundamentally alter the nature of the academic program in which the student is enrolled or excuse the student from courses that are integral to that program.
2. This decision shall be made by the Department Chair, Director, or, in cases where a department does not have a Chair/Director, the Academic Dean of the student's major field in consultation with the student, appropriate faculty, the Director of CFA, and/or the ADA/504 Coordinator.

Transportation

1. If a field trip is scheduled for a class in which a disabled student is enrolled and transportation is provided by the college, the transportation will be accessible to individuals with disabilities.
2. Field trips and field experiences for courses that have enrolled students with disabilities must be made to accessible sites. If there is an insurmountable barrier to providing access to a site that is essential to the course or program, students with disabilities denied access must be provided an alternative educational experience that offers comparable and equal instructional benefits.

ADA/504 Grievance Procedure

If a student believes that they have been discriminated against and/or suffered harassment in connection with any Atlantic Cape Community College program or activity because of a disability, they have the right to submit a grievance to have their concerns formally addressed. No qualified student with a disability shall be denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under any college program or activity. The procedures below apply to any discrimination and harassment by employees, students and/or third parties. Any form of retaliation against individuals who complain about discrimination and/or harassment, file grievances, or participate in the grievance process is strictly prohibited.

Grievances Covered: These grievance procedures are applicable to grievances arising from disagreements regarding requested accommodations, accessibility barriers to any Electronic and Information Technology used on campus, and/or other complaints alleging that Atlantic Cape Community College has violated applicable disability anti-discrimination law. It should be noted that nothing in these procedures shall be deemed to require Atlantic Cape Community College to fundamentally alter its programs by modifying or waiving academic requirements that are essential to a course of study, or materially altering applicable codes of conduct important to health or safety. Please note that all complaints and grievances must be filed within 180 calendar days of the alleged act, in writing or via audio recording. Additionally, The Center for Accessibility will self-report to the Atlantic Cape Community College's ADA/504 Coordinator in the event that a complaint cannot be resolved within the CFA.

Informal Grievance Process: The complainant can file an informal grievance by first contacting the Director of CFA, who (acting directly or through a designee) shall attempt to resolve the matter through informal consultations with the complainant, the Senior Director of the Center for Student Success, and/or other appropriate administrators over a period not to

exceed ten business days. If the resolution of any such complaint shall be documented by a statement signed by the student and ACCC that the complaint was resolved and describing the manner in which it was resolved. If the complaint is not resolved to the complainant's satisfaction in a timely manner, the student may initiate a formal grievance process as described below. Please note that the complainant has the right to file a formal grievance at any time. Furthermore, the CFA office will self-report any instance when a complaint cannot be resolved to the ADA/504 coordinator within 2 business days; no written complaint by the affected student shall be required in such an instance.

Formal Complaint Process: An individual who believes that discrimination or harassment has occurred may file a formal grievance whether or not the student had previously engaged in the informal process above. If accommodations are required to submit a complaint, The Center for Accessibility will provide accommodations. The formal complaint must include the following information:

1. A full description of the problem and any relevant facts;
2. If prior to filing a formal complaint, the complainant or anyone on his/her behalf took steps to resolve the problem, please provide a summary of the steps taken;
3. A statement of the requested resolution and the complainant's rationale for the requested accommodations;
4. Any supporting documentation; and
5. The name, contact information and signature of the person initiating the complaint.

The ADA/504 Coordinator may interview or consult with the complainant and any other individual that he/she believes to have relevant information, including faculty, staff, and students. Additionally, all interested parties have the opportunity to provide any relevant evidence including witnesses and documentation.

The ADA/504 Coordinator will provide the results of their investigation to the student, the CFA, and the individual(s) against whom the grievance was filed, and a proposed resolution, if any, within ten business days. Possible resolutions may include but are not limited to, corrective steps and measures to provide reasonable accommodations or a determination that the complainant is not entitled to the accommodations requested. If discrimination is found to have occurred, appropriate corrective and remedial action will be taken. The ADA/504 Coordinator will promptly communicate the resolution to the complainant and the relevant department or other individuals in writing within two business days of the ruling. The decision of the ADA/504 Coordinator will be final and any actions taken in response will complete the grievance process. Regardless of the final result of the formal grievance process all parties involved retain the right to file a complaint with the Department of Justice Civil Rights Division or any appropriate state or federal agency or in court.

Confidentiality: The complainant's confidentiality shall be maintained by each person involved in the informal and/or formal investigation or resolution of a student grievance under this policy. Any disclosures regarding the complainant or the investigation, including any disclosures of clinical information provided by the student, shall be limited to the minimum necessary to accomplish the investigation or address the grievance with appropriate authorization. Upon the resolution of the complaint, all notes, correspondence and other documents relating to the

grievance shall be transferred to the Center for Accessibility for storage in a confidential and secure manner.

The Center for Teaching and Learning Excellence

The Center for Teaching and Learning Excellence (CTLE) at Atlantic Cape Community College supports the faculty in achieving effective, student-centered instruction and learning through professional development activities that reflect the College values of collaboration, innovation and inclusion.

To this end, the chair and/or other designated faculty and staff representing The Center for Teaching and Learning Excellence (CTLE) meet in-person or remotely in a wide variety of formats for optimal benefit to empower the faculty in this endeavor.

One-on-One Sessions: Faculty can email a request to ctle@atlanticcape.edu to set up an in-person or remote appointment to review and/or practice specific tools, solve specific teaching needs, or discuss available resources and ideas for course assignments, activities, and greater student engagement. These sessions typically run from 10 to 60 minutes.

Group Training Sessions of Faculty Interest: Throughout each semester, the CTLE conducts multiple training sessions in-person or remotely for faculty to enhance or expand their teaching practices (1 or 1.5 hours long). Past session topics have included using Google apps for class activities and exams, best practices of peer faculty regarding Blackboard shell organization and student engagement, using a document camera and similar tools and/or websites, creating video clips and closed captioning, and class management techniques. Training topics come from suggestions listed on faculty evaluation forms of previous events, CTLE research of regional and national educational trends, and specific requests of faculty from conversations or email with the CTLE chair.

Student-Faculty Focus Group Discussions: The CTLE facilitates informal, small group get-togethers in which students and faculty exchange thoughts about needs and ideas, expectations and goals regarding academic and social-emotional topics affecting the classroom and overall school environments (e.g., Enjoy a Slice (of pizza) and Give Some Advice). Any Atlantic Cape student and faculty member are welcome to email the CTLE chair (ctle@atlanticcape.edu) with suggested topics for discussion.

Digital Resources: The CTLE provides faculty with relevant teaching information, resources, and links in a variety of ways to facilitate their instructional efficacy. This includes:

- a digital archive, housing recordings and/or handouts of prior CTLE events and communications;
- multiple informational emails (e.g., *Teaching Tip Tuesdays*) throughout each semester pertinent to that particular time in the semester's cycle;
- updates promoting the accomplishments of Atlantic Cape faculty (e.g., *Faculty in the Spotlight*); and
- any other project deemed appropriate in meeting the College's strategic goals and approved by the Senior Vice President of Academic Affairs.

Adjunct Onboarding Sessions: Prior to the start of the fall and spring semesters, the CTLE participates in the adjunct information and orientation sessions conducted by Academic Affairs. Typically, the CTLE provides best-practices teaching handouts and Q&A during each session.

Adjunct Academy Half-Day Faculty Training Conference: Every spring semester, the CTLE conducts a Saturday morning training conference in-person or remotely that offers all College instructors multiple training sessions to enhance teaching skills and to learn about new ones. Past topics have included planning for the 3-hour block class, student engagement, effective class discussions, LGBTQ+ needs and issues, student panels, Blackboard tools, student self-esteem and emotional needs, avoiding grade inflation, and interactive student learning activities. Usually, there is one group session for all attendees and three session blocks each with 3-5 topic choices.

Academic Best Practices Research Projects: At the direction of the Senior Vice President for Academic Affairs, the CTLE researches specific topics of need for broad use across all or some academic departments for a more unified institutional practice in these areas. Past projects include student web-etiquette for remote classes, best practices for service learning projects at 2-year institutions, writing across the curriculum programs, and camera use and statements for syllabi. Individual faculty and academic departments can suggest project ideas to the CTLE chair understanding that work will begin only after approval.

Faculty Mentorship Program

Faculty (full-time and part-time) are provided with a faculty mentor during their first semester teaching at Atlantic Cape or when they are assigned to teach a course for the first time.

Faculty mentors communicate with the mentee throughout the semester to:

- Assure that the mentee feels a sense of belonging at Atlantic Cape
- Act as a role model
- Provide positive encouragement
- Utilize active listening skills
- Ensure mentee knows who to contact for what
- Act as a creative sounding board.
- Provide department- and course-specific guidance
- Explain the workings of the department
- Offer guidance and suggestions for best practices in the classroom and/or activities to effectively meet instructional equivalency requirements in online courses.
- Help the mentee identify possible challenges
- Provide strategies for success at Atlantic Cape
- Create an environment of trust and open communication
- Encourage the mentee to participate in professional development and networking opportunities
- Discuss maintaining confidentiality when appropriate
- Discuss method of communication, meeting times and records meeting dates
- Refer mentee to Department Chair or Dean for questions outside the mentor/mentee purview

Note: Faculty mentors may also observe the mentee's class as a means of formative assessment to provide feedback to the mentee. For these observations, faculty mentors utilize the procedures and forms referenced in the [Observation of Courses Procedures](#) policy of this handbook.

Faculty taking part in mentoring as a mentee should:

- Maintain ongoing communication with mentor
- Reach out to mentor with questions or concerns
- Arrive to appointments on time
- Become familiar with faculty handbook
- Reflect on the mentorship received as it relates to your teaching practices by completing the Faculty Mentorship Program – Mentee Form on the [Resources for Faculty](#) webpage.

Mentors should gradually reduce the level of guidance as the mentee becomes more comfortable in their role. At the end of the semester, faculty mentors should submit the Faculty Mentorship Program-Mentor Form found on the [Resources for Faculty](#) webpage.

The following resources were identified by Assistant Professors Richard Russell and Madeline Barrows:

[“Institutional Approaches to Mentoring Faculty Colleagues”](#) from *InsideHigherEd*
Provides a nice overview of the topic with different approaches that could be used in tandem.

[Rowan College of Education Faculty Mentoring Program](#)
Provides a process of assigning mentors (may be too specific to department and university).

[“Assessment of Mentoring”](#) from University of Pittsburgh
Includes resources and readings related to assessing mentoring.

[“Faculty Mentoring”](#) from University of Iowa
Includes a PDF of their Faculty Mentor Guide.

[“Guide to Best Practices in Faculty Mentoring”](#) from Columbia University
PDF handbook that includes tools for mentoring as well as a mentoring checklist.

[“Faculty Mentoring Toolkit”](#) from James Madison University
Includes discussion questions, skills inventory and best practices.

[“Mentoring Checklist”](#) from The George Washington University
Includes checklists for mentors and mentees, as well as sample questions and a development plan worksheet

Faculty Liaison for Dual-Credit Instructors

The Faculty Liaison role is to support approved dual credit instructors by facilitating the sharing of course materials, providing guidance regarding curricular alignment with the course taught on the college campus, and assisting with professional development opportunities.

See [Appendix 6](#) for *Guidelines and Standards for Liaisons*.

Instructional Technology Department

The Instructional Technology Department assists and supports faculty members using educational technology both in the classroom and in online instruction. The mission of the

department is to train and coach faculty in the use of new technology and to help acclimate faculty to pedagogical and cultural changes in online teaching.

Services available:

Blackboard (Bb) courses – Blackboard Learn is a complete Web-based learning management system (LMS). Blackboard is used to enhance traditional face-to-face classes by providing Web-based activities outside of regular class time. Blackboard contains communication tools like mail and discussions; course content tools for course handouts, lectures, and presentation materials; and evaluation tools for online quizzes, tests and surveys. All faculty are required to use Blackboard to deliver online classes and to enhance traditional, remote and hybrid classes.

Faculty are required to attend one “Getting Started with Blackboard Learn” training session prior to receiving a Blackboard account.

Web Server Space – Atlantic Cape has an academic web server, which contains software and technologies utilized by some of our computer classes. You can request an account on this server for file storage if you are using Blackboard and have large PowerPoint, audio or video files. Faculty can also upload videos to YouTube and take advantage of the automated captioning to make your videos accessible to all students.

Technology Workshops & Webinars – These training sessions are offered throughout each semester. Session titles include, but are not limited to: *Ally, Blackboard Attendance, Blackboard Grade Center, Collaborate for Beginners, Designing an Exemplary Course in Blackboard, Getting Started with Blackboard Learn, Time to Assign! Utilizing Blackboard Assignments to Streamline Grading in your Course, Using Graded Discussions in Blackboard Learn, Using Honorlock to Protect the Integrity of Online Exams and Zooming Through Remote Teaching.*

Effective Online Teaching Course: This is a 4-week completely online course through Blackboard Learn geared towards new online faculty that is offered twice a year. This course teaches basic online teaching principles as well as basic Blackboard skills. We cover topics like how to transition from the face-to-face classroom to the online classroom, effective online teaching strategies, best practice guidelines for conducting an online class, academic integrity in the online environment, creating learning communities and self-evaluation using a course rubric.

Enrollment for this course by adjunct instructors must have the permission of their Area Coordinator, Department Chair, Director, or Dean.

For more information about any of the above services or to set up an appointment to meet with a member of the Instructional Technology staff, contact Michelle Perkins, Director of Instructional Technology, at (609) 343-5038, or mperkins@atlanticape.edu. Instructional Technology department’s website can be accessed at [Instructional Technology Department](#).

ADDITIONAL RESOURCES

Career Services

The Career Services and Experience-based Learning team can assist students with resumes and interviewing skills. The team also assists employers in connecting with students for employment and experienced-based learning opportunities like internships and apprenticeships. The new Handshake platform will provide student access to employers interested in making them part of their team. Contact Career Services at (609) 343-4867, or careers@atlanticcape.edu. You can also visit our web site at www.atlantic.edu/careerservices.

The Center for Student Success

The Center for Student Success (ML campus) houses Student Service Navigators (academic advisors), counselors and academic support programs to enhance student academic success. Special programs such as: The Educational Opportunity Fund (EOF), Student Support Services (SSS), New Jersey Stars (NJS) and Stockton Transfer Pathways provide counseling, advising, tutoring, transfer assistance, financial assistance (EOF and NJS) to eligible students. For additional information, call (609) 343-5667.

Student Service Navigators and Counselors are available to present generic workshops in the classroom that are instrumental to college success. Topics include, but are not limited to: College Resources, Classroom Etiquette and Time Management. Call (609) 343-5667 (ML); (609) 343-4859 (AC); or (609) 463-8113 (CM) to schedule a workshop.

Behavior Assessment Team (BAT) reporting: If there is a classroom issue that needs the assistance of a counselor, requests can be made through the Behavior Assessment Team (BAT) Reporting System. Counseling staff is also available to provide assistance to students seeking to resolve alcohol or chemical dependency issues. Referrals are made to appropriate community agencies and self-help groups. Assistance is confidential and will not jeopardize enrollment or legal status. The BAT Reporting Form and contact information can be found at [Behavioral Assessment Team/Reporting System](#).

Early Alert: In cases students need individual counseling support for non-threatening, academically-oriented problems jeopardizing successful course completion (e.g., declining attendance, missing assignments, not following assignment directions, etc.), instructors should complete a retention alert. In Self Service:

1. Choose “Contribute Retention Information”
2. “Find Student” – put in the student #
3. A form appears. The first entry is a dropdown menu – choose the relevant “FAC” option and complete the rest of the form. “Save”

After submitting the form, a Student Service Navigator or counselor will follow up with the student to discuss academic needs identified in the form and strategies for improved course performance.

This action is best taken early in the first half of the semester so the student has time to recover academically with assignment grades to pass the course. You may find that you need to submit

more than one alert for a student. For example, you submit a report about poor attendance during the second week of semester. Then the student returns to class, but mid-semester they stop attending or their performance falls off. It's okay to submit another alert for a student if you feel it is warranted and if a different issue arises. Following are definitions of the types of alerts you may submit for a student:

E.g. *FAC-Attendance* may be submitted when a student has yet to log into Blackboard or has missed the first week or two of classes, but before the NA grades are due. Summary: Student has missed the first four classes. *Detailed notes: Provide any relevant information that can help when we reach out to the student.*

E.g. *FAC-Course Performance* may include student performing poorly on assignments/tests, not completing or submitting poor work or any other performance issues which may impact the student's successful completion of the course. *Detailed notes: Provide any relevant information that can help when we reach out to the student.*

E.g. *FAC-Withdrawal Recommended* tends to be submitted later in semester when there is likely no way for the student to catch up or successfully complete the course. *Detailed notes: Provide any relevant information that can help when we reach out to the student. Again, provide specific information so we are better able to advise the student.*

Human Resources Department

The College's Human Resources Department (HR) is committed to encouraging a customer-oriented, multicultural and diverse workforce. The HR team attracts, trains and retains an energetic and qualified workforce to support the goals and mission of the College.

The HR Department consists of Labor Relations, Personnel Recruitment and Hiring, Benefits, Time Management and Attendance, and Custodianship of Records. For more information on each of these areas, please visit the College website at [Human Resource Department](#) or call HR at (609) 343-5610.

Technology Services

The College uses a mixture of PC and Mac computers. Every classroom is equipped with a screen (for projection purposes) or projector and an instructor's computer (with Microsoft Office, DVD player, and Internet access). Many of the classrooms on the CMC Campus are equipped with Sympodiums (touch-panel computer monitors). Several classrooms on the ML Campus are equipped with Smart Boards (touch-sensitive white-boards) or Smart Projectors (touch-sensitive projection). Document Cameras and ELMOs (transparent document cameras) are available through the Help Desk by emailing [Atlantic Cape Community College Help Desk](#) on a first-come, first-serve basis and must be reserved ahead of time.

To request technical assistance, please use or call ext. 5555 (ML), ext. 4521 (CMC), and ext. 4772 (AC). Please contact the help desk for assistance: [Atlantic Cape Community Help Desk](#)

Please do not disconnect any wires or equipment in any classroom, office or lab.

ADJUNCT SPECIFIC INFORMATION

This section includes policies and procedures specific to Atlantic Cape adjunct instructors. Adjunct instructors must also refer to other sections of this handbook. Reach out to your Department Chair or Academic Dean with any questions or concerns pertaining to these policies and guidelines.

Adjunct Agreement Letter

When accepting teaching assignment(s), adjunct instructors are expected to comply with the requirements and responsibilities that are asked of all Adjunct Instructors at Atlantic Cape. Adjunct instructors will receive an email with instructions to access Self Service to view class assignments and to accept terms of the teaching agreement. Please refer to Self Service for the most up-to-date teaching agreement. Those listed below reflect the teaching agreement as of July 2023.

- Inform your Area Coordinator, Department Chair, Director, or Dean if you are performing any additional work at the College (tutoring, non-credit courses), as this may affect the number of credits permitted to teach.
- Teach to the learning goals and objectives in the syllabus provided to you by your Coordinator, Chair, Director, or Dean.
- Require students to purchase any/all required textbooks and access codes for each assigned course, and assign reading/written homework from the textbook throughout the semester. Desk copies of required textbooks are available to you, either in hard copy or downloadable version. Please contact your Coordinator, Chair, Director, or Dean to secure an instructor textbook.
- Comply with College policy requiring that all course-related materials be fully accessible and adhere to Web Content Accessibility Guidelines (WCAG) 2.0 Level AA standards. Contact the Center for Accessibility for assistance at: cfa@atlanticcape.edu
- Maintain a Blackboard shell for your course that adheres to WCAG 2.0 Level AA standards and Atlantic Cape Blackboard guidelines located at <http://www.atlantic.edu/itd>. Faculty are required to use the Blackboard Grade Center and Blackboard Attendance tools with all courses.
- All faculty who teach online or remote courses are required to use Honorlock with a minimum of one assessment. Refer to the Online Proctoring policy in the Faculty Handbook for additional information.
- Hold class for all scheduled class meeting dates/times, for the full class period either in-person, or for remote sections using ZOOM or Blackboard Collaborate, unless prior arrangements have been approved by your Coordinator, Chair, Director, or Dean.
- Faculty are expected to have their camera on during remote courses. Please share with your students your expectations as to their use of cameras during remote sessions.
- Contact the College's Human Resources Department at 609-646-5040 if you plan to be absent for class(es). Please notify your Coordinator, Chair, Director, or Dean of any planned absences as early as possible so that adequate instruction can be delivered in

your absence. NOTE: Review the Earned Paid Sick Leave policy in the Faculty Handbook.

- Use your assigned atlanticcape.edu email address to correspond with students. Please check your e-mail regularly. Students should not have to wait longer than 48 hours for a response from an instructor.
- If teaching an online course, you are expected to log in a minimum of five days per week. Logging in should be considered making a meaningful contribution to the course content and to your students. This includes, responding to student emails, posting content and announcements, participating in forums, and posting grades in a timely manner.
- Take attendance at all virtual and traditional class sessions.
- Complete NA Grades, Progress Reports and Final Grades by the due dates provided to all faculty by the College Registrar's Office and noted in the Academic Calendar. NA Grades must be completed even if all students are actively attending each class meeting date.
- Make every effort to attend training workshops specifically developed for adjunct faculty throughout the academic year. Although most (but not all) training workshops are not "mandatory," attendance is highly encouraged.
- If you plan to invite a guest speaker or conduct a field trip with your class, refer to the appropriate policies and procedures in the Faculty Handbook and complete the Guest Lecture Approval Form or Field Trip Request form.
- Reach out to your Coordinator, Chair, Director, or Dean if you wish to have a class event or guest speaker covered by the media, and that person will coordinate with our College Relations Office. College faculty and staff are not permitted to speak directly to the media.
- Complete a scheduled learning assessment activity if you are teaching a course that has been identified as part of the program's annual assessment plan, and incorporate the activity into your scheduled assignments.
- At the close of the semester, you will receive an email with a link to upload your syllabus including the formula used to calculate the final grade (letter), a copy of your Blackboard gradebook, and course attendance records for every course section you are teaching. These materials must be submitted by the date requested in the email.
- Adjunct faculty will be observed on a rotating basis. If you are selected to be observed, you will be notified in advance and be asked to provide supplemental information.

Adjunct Absenteeism & Remuneration Procedures

It is expected that an adjunct instructor will attend all classes during the semester, and will receive payment for said assignment(s). However, due to extenuating circumstances, there may be situations that could result in an unplanned absence. Examples of an unplanned absence may include, but are not limited to:

- Care for their own, or a family member's, physical or mental health or injury

- Traffic accident

In all cases of an unplanned absence, the affected adjunct instructor must call Human Resources at 609-646-5040 **and** the Academic Resource Center for their respective teaching assignment (609) 343-5114 (ML), (609) 463-3502 (CMC), or (609) 343-4874 (WACC).

A leave request will be prepared and sent to you for signature.

Earned Paid Sick Leave

Effective October 29, 2018, the *New Jersey Earned Sick Leave Law* allows employees to accrue 1 hour of earned *sick* leave for every 30 hours worked, up to 40 hours each year. Atlantic Cape Community College is providing sick hours to all adjunct instructors. **Please note, in accordance with the law, an employee must be employed for 120 days before they are eligible to use sick hours.**

Earned sick time will be added to each adjunct's sick leave account at the beginning of each semester. The balance of hours available will appear in Self Service. Transactions to your leave account can be viewed through Self Service. An employee who does not have enough sick leave hours available may be subject to a reduction in pay for missed hours.

Sick time expires after a six-month separation from the employer.

If you have questions about the *New Jersey Earned Sick Leave Law*, your leave balance or how to utilize the hours, please contact Gorgianne Giordano at (609) 343-4906 or email ggiordan@atlanticcape.edu.

Should your respective Area Coordinator, Department Chair, Director, or Dean determine that a substitute instructor is necessary to provide instruction for the affected class session, remuneration will be provided to the substitute instructor. **Substitute instructor assignments must be approved by the Department Chair, Director, or, in cases where a department does not have a Chair/Director, Dean.** Refer to the [Resources for Faculty](#) webpage for the Substitute Instructor Request Form.

Adjunct instructor absences deemed excessive by College Administration may result in failure to obtain future teaching assignments.

Class sessions are scheduled to meet for a prescribed time as per State of New Jersey statutes. **Classes should meet for the fully scheduled time throughout the semester. Classes should not be dismissed early unless there are extenuating circumstances.**

Adjunct Earned Paid Sick Hours

- 2 credits = 1 hour
- 3 credits = 1.5 hours
- 4 credits = 2 hours
- 5 credits = 2.5 hours
- 6 credits = 3 hours
- 7 credits = 3.5 hours
- 8 credits = 4 hours
- 9 credits = 4.5 hours
- 10 credits = 5 hours

- 11 credits = 5.5 hours
- 12 credits = 6 hours

Hours earned are for teaching the full course(s). Taking over a class already in progress, will require earned hours to be prorated.

Adjunct Teaching Load

Adjunct Instructors are permitted to teach a maximum of nine contact hours each semester for the fall and spring semesters.

Adjunct Tuition Waivers

See Employee Handbook

Campus Workspace(s)

The following rooms are available for adjunct instructors as a workspace:

- Mays Landing, Room A129 and B113
- WACC, Room 287A (visit the Admin Office for the office code)
- CMC, Room 334

College Cancellation of Course/Section

All class schedules for part-time faculty are contingent upon sufficient enrollment and contractual obligations of full-time faculty members. Every attempt will be made to notify adjunct faculty of schedule changes/cancellations in a timely manner.

Gradebook and Attendance Records Requirement

In addition to reporting final grades through Self Service (*see Final Grade Submission policy in the Enrollment/Grades section of handbook*), adjunct instructors are required to submit a copy of their syllabus, grade book, and attendance records to Academic Affairs for each course they teach. The use of Blackboard at Atlantic Cape is also required and therefore, we request that your record of student's assignment grades and attendance is submitted using the Blackboard Grade Center and Attendance Tools. If you are unsure of how to use these features in Blackboard, Atlantic Cape's Instructional Technology department offers frequent training sessions as well as one-on-one assistance.

Near the end of each session, you will receive an email with instructions on how to upload your syllabus, gradebook and attendance records via a Google Form. Please make sure the Gradebook includes each student's final letter grade. If a student received an F, provide the last date that the student attended class. **Do not email or send physical copies of grades or attendance records.**

Participation in Workshops/Webinars

Atlantic Cape is committed to the professional development of all its employees. Adjunct faculty members are urged to attend College-sponsored workshops and webinars. Workshops are offered through the Academic Affairs Office. Attendance at workshops is also one of the criteria used to evaluate candidacy for senior adjunct status.

Senior Adjunct Status

An adjunct instructor who wishes to be considered for the rank of Senior Adjunct must meet the following Prerequisite and Promotion Criteria. Approved promotions take effect the following academic year.

Pre-requisite Criteria

- Holds an earned Master's degree in the discipline or other appropriate certification or related experience as determined by the Area Coordinator, Department Chair, Director, or Dean.
- Has adhered to College and department policies and procedures, and has incorporated suggestions received from mentors or the Area Coordinator, Department Chair, Director, or Dean.
- Has participated in Atlantic Cape faculty development activities.
- Has completed four teaching semesters at the College.

Promotion Criteria

An **Application for Senior Adjunct Status** must be filed within the first two weeks of the semester in which the instructor is teaching. The Area Coordinator, Department Chair, Director, or Dean may encourage the instructor to apply - however, the instructor must complete the appropriate form and submit the required documentation. Refer to the [Resources for Faculty](#) webpage for the Application for Senior Adjunct Status.

The following activities will take place once an adjunct instructor's application is received by the Department Chair, Director, or Academic Dean. If the adjunct is teaching in more than one department, the adjunct should submit a copy of the application to all respective Department Chairs, Directors, or Deans.

- A formal evaluation takes place in the semester of application or in the next semester in which the applicant is teaching. This evaluation will include the following:
 - Classroom observations;
 - commentary by mentors, if available;
 - samples of student evaluations;
 - verification of adjunct's good standing in complying with ADA and accessibility materials;
 - review of course documents by the Department Chair, Director, or Dean (where appropriate);
 - statement of teaching style and philosophy (included with application);
 - commentary provided by the Department Chair, Director, or Dean.
- Inclusion in a minimum of one faculty development activity annually. The applicant may also document and submit for review pedagogical experiences acquired external to the College.
- To enhance an application, the adjunct instructor may do the following:
 - be assigned to department task forces or complete special projects,

- attend advisory board meetings, and/or,
- demonstrate continued professional development in the subject area.

After the formal evaluation, the Department Chair, Director, or Dean(s) will determine if an adjunct instructor should be recommended for Senior Adjunct status. If the recommendation comes from the Department Chair or Director, it will be forwarded to the appropriate Dean. The Dean will forward all recommendations to the Senior Vice President of Academic Affairs.

Expectations

A Senior Adjunct instructor:

- will be compensated at a rate above the regular rate;
- may serve as a mentor to new adjunct faculty (with compensation) (See [Resources for Faculty](#) webpage for Faculty Mentorship Program forms);
- may be asked to observe adjunct faculty (with compensation);
- will need to complete a Year-End Report (criteria to be shared by the Area Coordinator, Department Chair, Director, or Dean);
- will remain a Senior Adjunct in good standing on the following conditions:
 - His/her teaching assignment is not interrupted for more than four semesters, including summer;
- will demonstrate continued professional development, exhibited by attending at least one College faculty development activity annually. In addition to attendance at College faculty development activities, the Senior Adjunct may demonstrate professional development by participating in departmental activities and/or attending professional conferences.

APPENDICES

Appendix 1: Online Course Design - Ensuring Regular & Substantive Interaction

Student engagement and interaction in the classroom is vital to an effective learning community, both in-person and online. As you design your online course(s), consider the four elements of interaction: student-faculty, student-content, student-peers, student-technology. Consider as well that many students may be used to the role of “passive student” in the classroom and need guidance on how to be actively engaged in their learning experience online.

Characteristics of Regular and Substantive Education

In July 2021, the U.S. Department of Education released a [revised set of regulations](#) for distance education in which they [defined regular and substantive interaction](#). Demonstrating regular and substantive interaction is key to distinguishing distance education (online) courses from correspondence courses, which has important implications for federal financial aid eligibility.

Regular Interaction

According to the DOE, to qualify as “regular,” instructor/student interactions should be:

- Conducted throughout the course on a predictable, scheduled basis.
- Proportionate to the course length and amount of content/competency involved
- Initiated by a qualified instructor (i.e., accredited), who monitors student academic engagement and success; and
- Initiated by the instructor who, based on concerns resulting from monitoring students’ engagement and, or at the request of a student, promptly and proactively engages with the student to provide the needed support.

Substantive Interaction

The DOE defines substantive interaction as “engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following, although best practices in course design support the use of more than just two.

- Provide direct instruction of course content. *At Atlantic Cape, online (OL) courses are asynchronous in nature. According to the DOE (April 2021 webcast), a recorded lecture ALONE would likely not count as direct instruction however, if other activities or discussions emanate from the recorded lecture, then it could be counted as direct instruction. Review the strategies document linked above for examples of meeting the direct instruction guideline.*
- Assess and/or provide feedback on a student’s coursework.
- Provide information or respond to student questions about course content/competencies.
- Facilitate a group discussion regarding course content or competency.
- Provide other instructional activities constituting RSI, as approved by the institution’s or program’s accrediting agency.

Adapted from The University of Tennessee, Knoxville.

Additional Resources on Regular and Substantive Interaction

Everett Community College. (n.d.) *Teaching Online at EvCC*.

<https://www.everettcc.edu/elearning/faculty-information/teaching-online-evcc>

- See ECC’s document: [Regular and substantive interaction: An overview for instructors of online courses at Everett Community College](#)

OSCQR – SUNY. (n.d.). *Regular & Substantive Interaction*. <https://oscqr.suny.edu/rsi/>

University of Tennessee, Knoxville. (n.d.). *Quality online practices: Regular & substantive interaction*. <https://onlinelearning.utk.edu/online-teaching-learning-resources/quality-online-practices/rsi/>

WCET (2021, August 26). *Regular and substantive interaction refresh: Reviewing & sharing our best interpretation of current guidance and requirements*.

<https://wcet.wiche.edu/frontiers/2021/08/26/rsi-refresh-sharing-our-best-interpretation-guidance-requirements/>

Online Course Design Strategies

Course Design Checklist	✓
Course Orientation	
<p>Welcome and Important Course Information</p> <ul style="list-style-type: none"> • Include a “Welcome” video, email, or announcement to introduce yourself; establish content expertise. • Upload a current Course Syllabus and Weekly Schedule. Make sure dates within the course are updated to match. <ul style="list-style-type: none"> ○ Provide a high-level overview of learning goals and objectives to promote what students will be able to do after the course. • State required course materials and hardware/software, with instructions, as needed. • Provide instructions on how to navigate the course - I.e., is your course organized by weeks, modules, units? Where are assignments and assessments accessible? • Establish Communication Expectations – include your preferred method of contact and office hour information; let students know what to expect in terms of instructor response time (see Expectations for Online Instructors) • Establish Expectations of Students – this may include participation requirements in discussion posts, netiquette expectations to promote respect, grading rubrics or guidelines, the average amount of time students should dedicate to the course, etc. <ul style="list-style-type: none"> ○ New Jersey Administrative Code, Title 9A defines a semester credit hour as 150 minutes of academic work <i>each week</i> for a 15-week semester (or the equivalent thereof for semesters of different length). This is typically accomplished by 50 minutes of face-to-face class activity and 100 minutes of outside assignments. As such, a 3-credit course is comprised of 150 minutes of class activity complemented by at least 300 minutes of outside assignments <i>each week</i>. Atlantic Cape faculty adopted Online 	

Course Design Checklist	✓
<p style="text-align: center;">Instructional Equivalency guidelines to assist faculty in ensuring sufficient instructional activity. See Appendix 3.</p> <p>Helpful Resources (<i>see below for examples; include resources appropriate to your course</i>)</p> <ul style="list-style-type: none"> ● ACCC Catalog: refer to policies such as plagiarism and academic integrity, etc. ● ACCC Online Help for Blackboard Challenges (800) 617-2191; onlinehelp@atlanticcape.edu <ul style="list-style-type: none"> ● Blackboard Learn Student Tutorials; information about online proctoring ● ACCC Library and Tutoring Services ● ACCC Center for Accessibility ● Career-Related Resources – ACCC resources and/or industry information 	
Initial Strategies for Student-Student and Student-Instructor Interaction	
<p>Routine Announcements or Course Messages</p> <ul style="list-style-type: none"> ● Send announcements or emails <i>regularly</i>. Although you are encouraged to include reminders of upcoming assignment deadlines, that alone does not constitute substantive interaction. Use your messages to share additional content, general feedback, encouragement, and to help establish a sense of presence. 	
<p>“Get to Know your Classmates” and/or “Icebreaker” activity</p> <ul style="list-style-type: none"> ● Provide an activity in which students begin interacting with one another and/or an icebreaker (syllabus quiz, scavenger hunt, etc.) that prompts students to familiarize themselves with aspects of the course. <ul style="list-style-type: none"> ○ The initial activity is also a good way to expose students to a specific requirement. For example, if students will be submitting a recorded presentation, have them use the technology in their introduction. If you require pairs/groups, pair them early using the introductory activity. 	
<p>“Class Café” or “Career Questions” discussion forum</p> <ul style="list-style-type: none"> ● Provide a semester-long open discussion forum for students to ask general questions or share real-world issues. Faculty can share supplementary material, post extra-credit opportunities, or share career resources. <ul style="list-style-type: none"> ○ Specify that questions about individual performance should be emailed directly to the instructor. 	
Content Organization	
<p>Consider the student experience when organizing your course (the Student View feature can help!), be consistent in your organization, and be clear in your instructions on navigation. Consider the following template as a starting point:</p> <ul style="list-style-type: none"> ● Unit/Module title ● Unit/Module timeframe ● Introduction to unit/module with corresponding learning outcomes ● A “To Do List” for the time-period of the unit/module that includes 	

Course Design Checklist	✓
<ul style="list-style-type: none"> ○ Required and recommended readings ○ Video/audio lecture(s); presentation slides; instructor notes; etc. ○ Activities that promote engagement with content, peers, and/or faculty ○ Self-assessments or exercises/assignments that allow practice ○ Assessments that measure achievement of learning ● Unit/Module summary <p><i>Content folders for each unit/module with links to activities and assessments is one approach. Another is to direct students to the course menu. Either way, provide clear instructions in your “To Do List” and/or weekly schedule on where to go and what to do.</i></p>	
Engaging Activities	
<ul style="list-style-type: none"> ● Ensure clear alignment between learner activities and course goals and objectives. ● Include a variety of strategies to promote engagement. Blackboard discussions, blogs, journals, group space, and wiki tools facilitate a variety of activities. ● Problem-solving scenarios, application activities, and real-world prompts and projects help support learning achievement. ● Consider the sequencing of activities. I.e., implementing a major group activity later in the course may be more difficult if little interaction was required early on. 	
Assessments	
<ul style="list-style-type: none"> ● Ensure clear alignment between assessments and course goals and objectives ● Include a variety of assessment strategies that are appropriate to the course level and learning objectives. ● Provide clear grading criteria. ● Provide non-graded assessment opportunities, such as practice tests. 	
Accessibility & Technology	
<p>All content posted in Blackboard must be accessible to all students and adhere to WCAG 2.0 Level AA standards. College administration monitors Blackboard courses for accessibility. The following is from the Blackboard Exemplary Course Program rubric:</p> <p><i>Accessibility of Course Design</i></p> <ul style="list-style-type: none"> ● Ensure that the design and delivery of content integrates alternative resources (e.g. transcripts) or enable assistive processes (e.g. voice recognition) for those needing accommodation. ● Course files (e.g., documents, PDFs, presentations) should be easily readable by assistive technologies (e.g., screen readers, screen magnification). ● Course materials should support multiple learning preferences (e.g., visual/seeing, auditory/hearing, kinesthetic/moving, and tactile/touching). ● Design factors such as color, text size manipulations, audio and video controls, and alt text reflect universal accessibility considerations. <p><i>Accessibility and Technical Factors for Learner Support</i></p>	

Course Design Checklist	✓
<ul style="list-style-type: none"> ● Alternative file types are provided (e.g., learner needs and/or choice, availability). ● Lengthy/large files are broken into smaller segments for improved content consumption and usability (e.g., six 10-minute audio/video files versus a single 60-minute file, five 10-page documents versus a single 50-page document). ● Multimedia is optimized for web delivery (e.g., videos are streamed whenever possible, graphics are optimized for web delivery). ● Course materials use standard formats to ensure usability. ● If technology is required for a specific learning activity, include the link to that technology with the instructions. 	

Items in this checklist were adapted from elements discussed in Vai & Sosulski's (2016) "Essentials of Online Course Design: A Standards-Based Guide," and presented on the Online Learning Consortium's Course Design Review Rubric, the Standards from the Quality Matters Higher Education Rubric, and the Blackboard Exemplary Course Program Rubric.

Appendix 2: Online Instructional Equivalencies

Atlantic Cape faculty, through a Strengthening Online Learning at Atlantic Cape task force, created the following equivalency sheet to ensure online courses provide students with a comparable learning experience to their face-to-face counterpart.

See also the Instructional Equivalency Requirements for Online Courses policy in the Course Preparation section of the Faculty Handbook.

Activity	Definitions	Time Allocations	Example
Introductory "Orientation" Information to Course & Support Services	Orientation to the course includes (but is not limited to) course navigation, syllabus, schedule, technical support information, expectations, policies & procedures. Support services might include Library & Tutoring, Blackboard Support, Center for Accessibility support, etc.	Time allotment for video tutorials equate to the run-time of the recording. Faculty should estimate the amount of time it would take a student to review other content; the following guidelines may help: <u>2.5-15 minutes per page</u> (Word, PDF, PowerPoint slide) reviewed, depending on density and complexity of content	A PowerPoint slide with seven bullet points might equal 2.5 minutes whereas a Word or PDF document full of content might equal 10-15 minutes.
Review of Unit/ Module/ Chapter/ Lesson/ Section, etc. Description	Reading of introductory information for each Unit/ Module/ Chapter/ Lesson/ Section, etc.	<u>5-15 minute</u> allotment per description, depending on amount and complexity of content.	Description may contain introductory information for the student that is descriptive of the topic being studied and should include course objectives and instructions to students on how to successfully complete the Unit/ Module/ Chapter/ Lesson/ Section.
Review of Announcements or Class (Global) Emails or other Communication Platform	Time spent reading/reviewing announcements, class emails, or communications created by the instructor.	<u>2.5-15 minutes per</u> communication, depending on length and complexity.	Global communications (to the full class) that simply serve as a reminder of what is due that week may equal 2.5 minutes, whereas a more substantive communication that synthesizes content from a discussion or chapter or unit, or provides feedback to the full class on items/themes that were misunderstood in a recent activity, etc. might equal 15 minutes.

Activity	Definitions	Time Allocations	Example
Review of Materials Ordinarily used for Instruction in Class	Time spent reviewing class materials included for instruction such as: Video/Audio (recorded lectures or outside materials), reading of Lecture Notes, Outlines, PowerPoints, .pdf files, and/or links to outside materials posted by the instructor.	For video/audio, length of run time. <u>2.5-15 minutes per page</u> (Word, PDF, PowerPoint slide) reviewed, depending on density and complexity of content	
Discussions	Participation in the discussion board and/or review and response to others' discussion posts. Optional discussion boards in which students are not awarded points or incentivized to participate do not count for credit hour equivalency.	In allocating the time for each discussion, consider the number of required posts per student and the level of complexity. The following ranges are provided as guidance: <u>15-45 minutes</u> - Single Post no Reply Discussion Board. <u>45-75 min range</u> - Discussion Board requiring student-to-student interaction. <u>60-90 min range</u> - Discussion Board requiring faculty-to-student-to-student interaction.	Discussions requiring students to apply or analyze (tasks representing higher-level Bloom's taxonomy verbs) material should be allocated time in the higher end of a range whereas discussions requiring students to identify or recall (lower-level Bloom's) information may be allocated time in the lower range.
Activities that would typically be done during class	Participation in activities resulting in student submission to instructor that would ordinarily be completed in class.	<u>10-90 min. range</u> - In allocating the time, consider the length and complexity of the activity. Activities evaluating knowledge or comprehension should be allocated time in the lower end of the range; activities requiring application or analysis should be allocated time in the higher end of the range.	This may include (but is not limited to): self-check activity to gauge comprehension of subject matter; peer review assignments or review of peer presentations ordinarily completed in class; conferencing activities; annotation, journaling or reflection assignments that would normally be completed during class.
Graded Quiz or Exam; Timed Writing Assignments	Participation in exams offered to students to gauge comprehension of subject matter. Include timed writing assignments ordinarily completed in class.	Length of time allotted for quiz, exam, or writing assignment. If the quiz/exam is untimed, consider 2.0 minutes per objective question.	

Activity	Definitions	Time Allocations	Example
Online Group Work	Working with team members on assigned team projects or group work ordinarily completed in class.	For groups requiring synchronous communications between group members, allocate the specific length of time of the required interaction or the specific length of time associated with the activity in the face-to-face classroom	
Lab/Clinical	Time that would ordinarily be spent in classroom lab/clinical activities	In instances in which labs/clinical are implemented through a virtual platform, allocate time in accordance with the lab/clinical. In other instances, estimate the amount of time required to complete the lab/clinical from start to finish.	
Simulations	Participation in online interactive simulations/exercises ordinarily completed in class.	Allocate the length of time as if the simulation were physically attended on campus	
Other	Any instructional activities for students not specifically defined in the above categories, but which are ordinarily completed in class.	Please provide detailed explanation of activity and documentation of estimated time to completion	
<i>Do not include Out-of-Class Activities in your Credit Hour Calculations. Examples include:</i>			
Any work normally assigned as homework (may include completing assigned readings, drafting, editing, revising and finalizing written assignments or projects, working with team members or individually on group projects, or any other work that would normally be done out-of-class)			
Student participation in office hours, tutoring, or receiving extra help			
Instructional equivalencies pertain to time spent by students; it does not include faculty time spent in course design or course management/grading, etc.			

Appendix 3: Transitioning from F2F to Remote Instruction in the Event of an Emergency

Atlantic Cape has a long history of offering online education programs to make courses more accessible to those who cannot earn their degree in the traditional method because of work schedules or other responsibilities. Due to COVID-19, we found ourselves offering remote education as well.

Having had time to explore and reflect upon “best practices” with remote education, the following guidelines have been established to facilitate a smooth transition from traditional classroom-based education to remote education, when necessary.

Key Terms at Atlantic Cape:

- **Online learning and instruction** pertains to courses that were developed specifically for the online modality. There is not a specified “class time” or other real-time, synchronous requirement typically associated with online courses. Although instructors are encouraged to engage with their students, a mandatory class-meeting time should not be expected or enforced through grading.
- **Remote learning and instruction** pertains to courses that were intended to have a face-to-face component but had to shift to virtual learning. There is a specified “class time” that should be maintained using online conferencing solutions. Faculty must meet with students at advertised class times.

By the date the semester/term starts:

- Request your [Blackboard Course Shell](#) at least two weeks prior to the start of the term.
- Update your syllabus and weekly schedule.
- Ensure content, links, or publishing integrations are up-to-date and working. Adjust assignment and assessment dates in Blackboard to match the weekly schedule.
- Establish a communication preference and strategy. Blackboard has two tools: Course Messages and Send Email. Either option would need to be added to your course as a tool.
 - **Course Messages:** email that remains inside your Blackboard course shell and is only available to you and your students.
 - **Send Email:** utilizes the email address that is associated with each Blackboard user’s account. Once an email is sent through this tool, it leaves Blackboard and goes to that external email. Any replies remain in the external email account.
- Create a welcoming course environment by posting an announcement, email, or course content that includes items such as: an introduction of you and the course; an overview of course navigation and requirements; expectations of students and any important policies; office hour information; links to any helpful resources.
- Review the organization of your course from the student perspective by using the Student View feature. Check for consistency and clarity of instructions and organization.
- Check the accessibility of your course content using Blackboard Ally.

During the semester/term:

- Communicate with your students regularly and often.

- Respond to student emails and provide meaningful feedback on assignments in an efficient manner.
- Monitor student attendance, measured by active participation (ex: submission of an assignment, discussion, quiz; attendance in a live virtual session).
- Report student attendance issues in the Early Alert system in Self Service.
- Ensure students' accommodation needs are met. This is permissible only when an accommodation letter has been issued by the Center for Accessibility and given to you by the student.
- Conduct synchronous virtual sessions in place of your regularly scheduled class times. For 2022-2023, the College has purchased a Zoom license for faculty, in addition to providing Blackboard Collaborate, a conferencing solution available within Blackboard.
 - Faculty adopting other solutions are expected to be knowledgeable of application and cannot rely upon Instructional Technology for said support and/or training.
 - Faculty are encouraged to use a variety of methods to deliver content, mixed with the synchronous lecture, discussion, engagement, etc.
 - Student to student collaboration is to occur within the class sessions.
 - In the event of a necessary instructor absence, please follow the existing procedures for reporting absences. In the event of a pre-planned absence, your Area Coordinator, Department Chair, Director, or Dean may assign a suitable substitute.
- Continually check the accessibility of your course content; ensure that any recorded sessions (optional) are appropriately captioned.
- Provide a variety of engaging learning activities and assessments throughout the term.
- Conduct student evaluations of instruction consistent with customary procedures for face to face classes

End of semester/term:

- Ensure that grading is complete and submitted by the required deadline
- Manage any incomplete grade requests per the process in campus policy.

Resources:

- Review the [Appendix 2](#) for an online course design checklist for more specific suggestions on designing your course with engagement in mind.
- Familiarize yourself with resources on [making online course content accessible](#).
- Register for and [attend training sessions](#) offered by Instructional Technology, the Center for Accessibility Services, and the Center for Teaching & Learning Excellence.

Appendix 4: Expected Student Behavior in a Video-Conferencing Environment

Student Guidelines for Academic Success

The Center for Teaching and Learning Excellence at Atlantic Cape Community College

Revised July 2022

Prepare -- Before Class

Organize a clean, quiet space and seating that promotes participating in class:

- Be physically away from the family hub and/or any high-traffic areas.
- Ask others at home to limit their internet use while you're in class.

Check your tech:

- Turn your smartphone to silent mode.
- Check your lighting; not overly bright or too dark (avoid windows or add a lamp).
- Check your sound; if problems, consider using a headset with an external microphone.
- Check that your video-conferencing background is not distracting, especially movement.
- Test internet connectivity power in your space.
- Be proactive with solving any connectivity problems --
 - turn off any other open applications to preserve bandwidth.
 - ask housemates to stay off of the internet when you need to attend class.
 - allow enough time before class to reboot your computer and try again.
 - if possible, buy a wifi booster (generally \$20 to \$70).
 - go to a hotspot nearby or to one of the 3 campuses if open.
- Be proactive -- *and quick* -- with solving any access problems
 - School email (buccaneer email) issues -- register@atlanticcape.edu
 - Self Service issues -- register@atlanticcape.edu
 - Blackboard Learn issues -- onlinehelp@atlanticcape.edu or 1-800-617-2191
 - Publisher/textbook code issues -- [Visit Atlantic Cape's technical support webpage](#)
 - Email your professor about the problem and ways you are trying to solve it.

Go into your Blackboard site connected with your class and become familiar with its organization (you have access a few days before the semester begins):

- Read the syllabus.
- Analyze the course's weekly semester schedule for workflow and weeks with key tests and/or assignments.
- Identify where and how the instructor (they all can be different) provides course communication, assignment directions and submission links, and other relevant materials, rules, policies, and/or procedures to students.
- Make a list of questions to ask when the class meets via video-conferencing.

Engage -- During Class

Think of this experience as a professional setting:

- Look presentable -- comb your hair and wear appropriate clothing.
- Be on time ready to participate. If you're late, enter the classroom quietly.
- Minimize distractions, including other people, from your meeting space.

- Generally, keep your microphone muted unless you are called on to speak.
- Have a notebook/paper and pen in your learning space ready to take notes.
- If your camera is on, look directly into the screen; if your camera is off, be prepared to respond to the instructor or to the breakout group members at any time.
- Participate as indicated by the instructor. This may include raising your hand with the icon and/or using the chat feature.
- Give a sign-off message like “That’s all.” Or “Thank you” to indicate when you are finished speaking.
- Give classmates a chance to participate too.
- Use the chat feature to express ideas or comments for group discussions when it is difficult to add a thought among all the other students trying to speak.
- If you need to step away briefly, then alert the instructor with a brief chat message or a status indicating you’re going away, and then a brief chat message of your return or turn off the status you enabled.

Remember that these behaviors communicate rudeness to classmates and the instructor:

- Don’t eat or smoke/vape (anything); don’t do other projects/activities during class time.
- Don’t enter the main room or a breakout group, turn off the camera and walk away.
- Don’t interrupt others who are speaking or waiting their turn ahead of you.
- Don’t leave your (digital) hand raised after your turn to be perpetually first in line.
- Don’t use your screen like a mirror (e.g. for doing make-up or other grooming); remember that everyone can see you.
- Don’t take pictures or record a lecture without first asking the instructor for permission.

Reflect -- After Class

Make final notes about each class session:

- List concepts learned during class. Include concepts that are still unclear + questions to ask the instructor.
- Check the class Blackboard site daily or every other day for assignments and activities -- *and their due dates.*
- List items to be completed before the class meets again.

Specifically follow the instructor’s directions for course work:

- Format and structure ideas and paperwork as directed, *not in your own way.*
- Be clear about how and where to submit assignments and do so.
- If you have an emergency, unexpected conflict, etc., inform the instructor *preferably BEFORE* the conflict occurs -- especially if there is an exam, quiz or some other in-class graded activity. There is no guarantee that the instructor will let you make up the missed assignment, *but chances are much better if you alerted them beforehand.*
- If you miss a class session and the instructor has posted a schedule of lectures or other information that was covered for that session, READ it before following up with the instructor via email or going to the next class session. Then, instead of asking the instructor, “*Did I miss anything?*” say a summary of what you read ending with, “*Is there anything more or different that I need to review?*” This communicates strong, positive engagement and interest!

Appendix 5: Thinking Through a Camera Statement for Your Syllabus and Course

Remote Course or Video-Conferencing Session within a Course
The Center for Teaching and Learning Excellence at Atlantic Cape Community College
January 2021; Revised July 2022; Revised August 2023

Foundational Faculty Actions Promoting Student Success:

1. Keeping faculty cameras on continually all semester when teaching a course.
2. Stating a realistic and clear course camera statement in every syllabus and reviewing/discussing it during (at least) the first session of the course for the semester.
3. Avoiding a penalty to a student's grade (course, participation and/or assignments) for failure to turn on a camera, the exception being grading behavior and actions for visually-oriented content required of a course (e.g. science labs, nursing tasks, culinary skills, presentations, interviewing, HR-related work, criminal justice methods and questioning) and high-stakes testing, all with prior warning and reminders.
4. Assisting students in solving their computer and/or connectivity issues, especially in the case of a required camera-on situation given that cameras can cause connectivity problems due to bandwidth limitations. The student should initiate this process at the start of the semester, working with the professor to reach a realistic solution or alternative. The professor should encourage this communication to the class regularly.

Summation of Current College & University Actions Nationwide:

100% Camera-On Requirement for Students.

Overwhelmingly, these courses center on content that is irrefutably linked to visual behaviors and actions to maintain course standards and high-stakes testing integrity (e.g. science labs, nursing tasks, culinary skills, presentations, interviewing, HR-related work, criminal justice methods and questioning). Generally, students unable to meet this requirement are offered alternative accommodations (e.g. on-site testing and computer lab use, recording videos via flipgrid or whatsapp, etc.).

Targeted Camera-On Requirement for Students only when performing significant and visually-oriented course activities and assignments throughout the semester with voluntary compliance otherwise.

When course content does not require a professor's ongoing visual review, this approach offers flexibility to faculty who still want visual interaction with their students but without the non-content issues and time spent on tech problems that a camera-on requirement creates. Faculty have chosen and designed a subset of their course activities and assignments that can be maximized via this mode of learning, scheduled them in the course calendar with advanced notice, and reminded students frequently beforehand to be prepared to participate accordingly.

Generally, students unable to meet this requirement are offered alternative accommodations or assignments (on-site testing and computer lab use, recording videos via smartphones, flipgrid,

whatsapp, etc.). The emphasis is variety and for students to plan ahead, working with the professor for a mutually agreeable solution.

100% Voluntary Camera-On Option for Students.

Generally, students turn off their cameras in this situation regardless of connectivity quality, and professors have adjusted their teaching, feedback requests and cues taken from students by using strategies effective in a video-conferencing mode. Faculty actively facilitate student participation that is compatible with video-conferencing throughout the semester – it’s critical. Of the three camera-on/off approaches taken by faculty nationwide, this one has the least amount of time given to technology and connectivity issues by the faculty member.

Factors to Consider in Making Your Course Camera Statement:

1. Recognize that mandating cameras on is *not* a simple yes/no decision. It is complicated. Every choice has consequences requiring faculty actions.
2. Be accurate in defining student participation and employ effective teaching methods for a video-conferencing learning format.
3. Honestly sort out what are actual needs requisite to achieving course goals versus personal teaching preferences.
4. Be proactive with a response and needed criteria already prepared that is supported by your department:
 - a. What policy can you realistically enforce given access, connectivity, privacy and fairness concerns?
 - b. What student technology or connectivity problems can you verify and how?
 - c. What criteria would you use to decide if an alternative activity or assignment is allowable or not?
 - d. What alternative activities and assignments are doable, balancing standards with fairness to classmates?
5. Review and consider the limitations and concerns of video-conferencing technology --
 - a. that your instructor view is limited to “the box” on your screen; other actions and distractions can be going on without your awareness – people, phones, TV programs, pets, etc. – since you can’t see or hear them.
 - b. that video-conferencing platforms offer limited numbers of attendees shown on the screen at one time.
 - c. that you can’t see or know if other applications are on the students’ screens *on top of your remote session* ... so as you see them looking at you, they’re really looking for the best Amazon deal on headphones or scrolling through music downloads or doing homework from another class.
 - d. that if students have connectivity issues – *and they do* – cameras take up a large percentage of their bandwidth. Blackboard and internet carriers all recommend turning off cameras as a means of conserving bandwidth, closing other open computer applications, and shutting off other devices in the household.

- e. that traveling to free Wi-Fi hotspot locations nearby (our 3 campuses, public libraries, Starbucks, McDonalds) may prove inconsistent (unannounced or immediate lockdowns) or not conducive to attending class (no transportation, speaking out loud or giving a presentation or demonstrating a lab protocol, etc.).
- f. that you as the instructor have no control over what other attendees might record or how they might manipulate others' images (with their names listed) while on camera. It can be a very vulnerable, "exposed" position to be in that is unique to this platform.
- g. that privacy-based lawsuits over school/teacher mandated camera-on policies are in multiple state courts now.
- h. that along with students on camera will also be probable glimpses into their private world – its socio-economic level, its appearance, family and children, etc.
- i. that students can log in, turn their cameras off and walk away while still getting attendance credit if not called on directly or required to participate in interactive activities.
- j. that when cameras are on, students can give the instructor visual cues of perceived attentiveness or a need to review content or to move on much like an in-person class session. With cameras off, instructors need to employ different strategies to gauge student reactions and needs (e.g. direct questioning and involvement in discussion, class Q&A, polls, use of the chat feature, etc.).

Information Sources Used:

- <https://www.insidehighered.com/blogs/confessions-community-college-dean/should-showing-faces-be-mandatory>
- <https://keep-teaching.psu.edu/teaching-and-testing/academic-integrity-and-assessments/requiring-webcams/>
- <https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/>
- <https://www.k-state.edu/keep-teaching/zoom-policies.html>
- <https://www.cmu.edu/teaching/online/design-teach/syllabus/>
- <https://washburn.edu/academics/college-schools/nursing/files/SON-Syllabus-Graduate.pdf>

Syllabus Wording Options for Video-Conference-Related Expectations:

General Camera-On-Preferred Statement:

Keeping your camera on during all video-conferenced sessions is encouraged as it enhances class discussion and forming a shared learning community. If students have internet bandwidth limitations, or are in a location or other circumstance with unavoidable visual distractions or other challenges, then turning off the camera is understandable and allowable.

Sample Statements to Denote Camera-On-Requirements of Different Types and Situations:

A general statement for courses having periodic camera-on needs throughout the semester:

During specifically designated video-conferenced class sessions throughout the semester, students will be required to keep their cameras on to complete graded activities, assignments, and/or assessments. I will provide at least five days' notice of these specific class dates if they are not already on the semester's weekly schedule provided to the class, so any students with equipment, access or connectivity issues can make arrangements to participate fully in these sessions with a camera on.

For courses using software for proctored exams:

Refer to the Online Proctoring (Honorlock) policy and sample syllabus statement.

For courses with video-recording requirements:

Some course assignments include students creating and submitting a video to the professor. These activities can be accomplished using Flipgrid {or name of another application – whatsapp, smartphone, etc.}. Usually, a smartphone will suffice to accomplish this task. It is important for students to test out the technology they are using for these tasks a week ahead of the assignment deadline and email me with any problems or concerns at that time.

For a Voluntary Camera-On Syllabus Statement:

Like any in-person course, seeing the other participants in a remote setting enhances discussion and the creation of a shared learning community. With that in mind, students are encouraged to keep their cameras on during these class sessions, but are not required to do so. If internet connectivity issues, no webcam, or a background and/or environment with unavoidable distractions exists, students are free to turn off their cameras. Whether student cameras are on or off, class participation is expected.

The video-conferencing learning environment requires a different set of behaviors and actions than what happens in an in-person classroom, especially if cameras are turned off. Students demonstrate their attendance by actively participating in these ways throughout such sessions:

- Students focus & engage, not multi-task with other computer programs, phones, apps, etc.
- Students answer when called upon by the professor.
- Students voluntarily add comments to class, small group or pair activities.
- Students participate verbally and/or actively in all class activities (e.g. polls, interactive whiteboard activities, breakout groups, the chat feature, etc.) with classmates.
- Students use video-conferencing icons to indicate hand-raising, status and a response to the professor.

Student Participation Expectations for Any Type of Video-Conferenced Class Session:

The video-conferencing learning environment requires a different set of behaviors and actions than what happens in an in-person classroom, especially if webcams are turned off. Students demonstrate their attendance by actively participating in these ways throughout such sessions:

- Students focus & engage, not multi-task with other programs, phones, apps, etc.
- Students answer when called upon by the professor.
- Students voluntarily add comments to class, small group or pair activities.
- Students participate verbally and/or actively in all class activities (e.g. polls, interactive whiteboard activities, breakout groups, the chat feature, etc.) with classmates.

- Students use video-conferencing icons to indicate hand-raising, status and a response to the professor.
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Suggestions to Offer Students with Connectivity/Access Problems:

- Avoid using a Chromebook or tablet device; arrange for the use of a desktop or laptop computer.
- Turn off all other open applications on their computer and all other devices in the home using Wi-Fi to conserve bandwidth.
- Position their computer as close to their wireless router as possible.
- Add a signal booster, if possible, where the Wi-Fi connection lacks signal power.
- If they have access to a (hard) wired connection, use it instead of Wi-Fi.
- Reach out to their internet provider; some are offering cheaper and broader options for schooling.
- Attend class at a (free) Wi-Fi hotspot location that is convenient and allows for their interaction in class.

Appendix 6: Guidelines and Standards for Faculty Liaisons

Developed by the Academic Quality Assurance Committee of the Faculty, AY2023

Purpose of Faculty Liaisons

- To monitor quality, consistency, and curricular alignment of dual credit courses
- To improve overall communication and encourage dialogue between Atlantic Cape faculty and high school dual credit instructors

Faculty Liaison Responsibilities

- Review dual credit course outlines for high school instructors to ensure curricular alignment
- Orient newly approved high school dual enrollment instructors to the course expectations
- Conduct site visits
- Review examples of course materials and student work from dual credit courses to assess alignment in assessment and grading.
- Communicate and hold individual meetings as needed with dual credit instructors.
- Facilitate/provide professional development for continuing high school dual enrollment instructors.

Professional Development Options

- In addition to traditional workshops we encourage liaisons to work with Campus Technology staff to develop online discipline-specific groups in Blackboard. These groups would:
- promote communication among high school dual credit instructors who are teaching the same Atlantic Cape approved courses;
- provide an environment for our Faculty Liaisons to post information, resources and course materials for dual enrollment instructors;
- offer an enhanced level of communication between college faculty and participating high school instructors
- provide names and email addresses of dual enrollment instructors to the Center for Teaching and Learning Excellence to include them professional development opportunities.