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SECTION I
Introduction

Introduction

The Passaic County Community College Faculty Handbook has been updated for the 2019-20 Academic year. It’s intended to serve as a useful resource for our full-time faculty and contains some of the essential information pertaining to faculty employment and responsibility. It is meant to be used in conjunction with other publications.

Additional information is contained in the Faculty Association Agreement, the PCCC College Catalog and the Board of Trustees’ Policy Manual.

The provisions of this Handbook supersede the provisions of all previous Faculty Handbooks of the College and are subject to the laws of the United States and the State of New Jersey. Any policy, practice, or regulation of an individual department or other sub-division of the College is subordinate to the provisions of this Handbook.

Passaic County Community College reserves the right to withdraw or change the contents of this Handbook to the extent it is not inconsistent with applicable law or Board of Trustees policy.
PCCC Mission and Institutional Goals

Vision: PCCC aspires to be a premier community college that leads, inspires, and supports individual in reaching their educational and career goals in a timely manner.

Mission: PCCC offers high-quality, flexible, educational and cultural programs that meet the needs of Passaic County residents. The College provides its students with a strong general education foundation for further study and opportunities for career preparation and lifelong learning. Impassioned by our commitment to student progress and program completion, the College strives to address our wide variety of student learning needs through excellence in teaching, the innovative and effective use of technology, multiple instructional methods and developmental and ELS programs that provide access to college-level programs. The College’s supportive learning environment fosters student success and faculty excellence. Through a culture of evidence and inquiry, the College is an effective steward of its physical, financial, and intellectual resources.

PCCC Values:

Academic Quality: We commit to educational excellence in teaching and learning

Learning: We embrace a learner-centered philosophy, one that guides us in our efforts to improve student progress and program completion

Diversity: We value our diversity because it enriches our learning environment and deepens our respect and appreciation for others

Honesty and Integrity: We commit to an educational environment characterized by honesty, integrity and mutual respite

Institutional Goals:

Goal 1: Offer high quality programs through flexible and innovative instructional formats that respond to changing community needs

Goal 2: Improve student progress and program completion rates

Goal 3: Provide a supportive learning environment for members of the college community

Goal 4: Expand strategic partnerships with educational, business, cultural and government agencies
## SECTION II

### Academic Calendar

#### Fall 2019 - Summer 2020

<table>
<thead>
<tr>
<th>FALL 2019</th>
<th>15 week 19/FA</th>
<th>12 week 19/F12</th>
<th>7 ½ week 19/F7A</th>
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<th>20WT</th>
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<td>Labor Day</td>
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SECTION III
Academic Regulations and Policies

ACADEMIC FREEDOM POLICY
Faculty are entitled to freedom in the classroom in discussing their subject. There shall be no restraints which would impair the faculty member’s ability to present the subject matter, but faculty should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

Faculty are entitled to full freedom in research and in the publication of the results.

Faculty are citizens and members of a learned profession. When they speak or write as citizens, they should be free from institutional censorship or discipline. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

The Passaic County Community College reaffirms the principles and beliefs of The American Association of University Professors’ Statement of Principles on Academic Freedom (as amended).

ACADEMIC INTEGRITY STATEMENT
The intellectual venture in which we are all engaged requires of college employees the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity.

Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars’ work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that inform our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited.

In practical terms, this means that, as members of college community, you must be responsible for the full citations of others’ ideas in all of your research, innovations, publications and presentations.

Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. College employees failing to meet these responsibilities shall be subject to disciplinary action. The College

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shall reserve the right to convene a committee of senior faculty and others to address the academic integrity complaint. (Adopted from: Faculty Statement on Academic Integrity, Columbia College)

ACADEMIC INTEGRITY POLICY

All members of the academic community at Passaic County Community College, including online students, must maintain a constant commitment to academic integrity. Academic integrity is central to the pursuit of education. For all PCCC students, this means maintaining the highest ethical standards in completing their academic work. By completing their academic goals with integrity and honesty, students can reflect on their efforts with pride in their accomplishments.

Violations of the principle of academic integrity include (but are not limited to):

**Cheating**

1. Obtaining unauthorized assistance in any academic work. Copying from another student’s exam or work. Using notes, books, or aids of any kind during an exam when prohibited. The acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.

2. Fraudulent assistance to another student. Completing an academic activity or taking an exam for someone else. Giving answers to or sharing answers with another student during an exam. Sharing knowledge of test questions with other students without permission.

3. Inappropriately, or unethically, using technological means to gain academic advantage. Inappropriate or unethical acquisition of material via the Internet. Using hidden devices for communication during an exam. Each instructor is authorized to establish specific guidelines consistent with this policy.

**Plagiarism**

1. Knowingly representing the work of others as his/her own. Submitting a paper or other academic work for credit, which includes words, ideas, data, or creative work of others without acknowledging the source, whether intended or not. Using another author’s words without enclosing them in quotation marks, without paraphrasing them, or without citing the source appropriately. Presenting another individual’s work as one’s own.

2. Submitting the same paper or academic assignment to another class without the permission of the instructor.

3. Fabricating data in support of an academic assignment. Falsifying bibliographic entries. Submitting any academic assignment containing falsified or fabricated data or results.

4. Internet Plagiarism Submitting downloaded term papers or parts of term papers. Paraphrasing or copying information from the Internet without citing the source. “Copying and pasting” from various sources without proper attribution.

**Sanctions for Academic Integrity Violations:**

The faculty member shall review with the student the facts and circumstances of the suspected violation whenever possible. Sanctions for violations of the Academic Integrity Policy may be an academic sanction (reduced grade, a grade of “F” for the assignment, a grade of “F” for the course), or referral to the Student Affairs Office for a recommended disciplinary sanction (e.g., probation, suspension, or expulsion), or both. A student is not allowed to withdraw from class to avoid sanctions. In cases where the instructor seeks an academic sanction only, and the student does not
contest either his or her guilt or the particular sanction, no further action will be taken. In cases where the instructor seeks an academic sanction only, and the student denies guilt or disputes the reduced grade, the matter will be handled using the Academic Appeals Committee’s process. At that time, the student will have an opportunity to present and/or refute evidence.

In cases where a disciplinary sanction is sought, the faculty member will submit a written report to the Office of Student Affairs, which will then forward the matter to the Judicial Affairs Committee for adjudication.

Note: For a complete list of these sanctions and disciplinary procedures, please see the Student Handbook.

**ADVISEMENT**

Faculty members play a vital role in student success. In addition to instruction, an essential element of the academic process is advisement. Academic advisement consists of the exploration of academic programs, career choices, and course selection. Careful attention must be paid to students’ past academic performance, placement test results, prerequisites and the sequencing of classes to meet students’ needs and graduation requirements.

At PCCC, Academic Advisement is coordinated by the Center for Student Success (CSS). All full-time faculty serve as advisors and are assigned 30 students each academic year. A majority of first-year students receive initial advisement from the CSS and the College Success course.

**Student Planning Module (SPM)**

An important tool in advisement is the Student Planning Module (SPM). New students are introduced to the SPM in their College Success course. During the course, students are instructed on the use of the SPM and will, under the guidance of the class instructor, develop an academic plan and register for the next semester. Faculty should use SPM to advise students and plan courses. Students can then self-register or come to the CSS for additional assistance with scheduling and registration.

SPM allows both the student and the faculty advisor to see the entirety of the student’s degree program laid out on a semester to semester basis. Since all students do not progress at the same rate, changes can be made to the plan at any point to get students back on track. When classes are selected in the SPM, prerequisite and co-requisite information is provided to assist students and advisors with scheduling the appropriate classes. A “Progress” feature shows the student’s Degree Audit and their progress toward degree completion in a simple and student friendly format. The “View Sample Program” feature in the SPM allows for exploration of other majors and shows how completed courses would apply if the student changes their major. Faculty have assisted in the development of program maps to help guide students to only take the classes they need for a specific degree program. All students without restrictions may register online using the SPM during the registration periods.
Advisement Process
Each semester faculty will receive a list of 30 students assigned to them for advisement along with a letter template. Faculty should use the letter to reach out to their Advisees. Faculty may customize and revise this letter as they see fit. The standard letter includes:

- An introduction of faculty advisor and pathway coordinator
- Available advising and support services (career advising, transfer services, etc)
- Hours of availability in person or by phone.
- Best mode of contact (email, phone, etc). It is not required that faculty see students in person. Virtual contact is encouraged.

Faculty are expected to follow up with students who do not respond after 10 days. Students who do not respond will be referred to their Pathway Coordinator.

Notes
Faculty must enter notes in the SPM to document the result of each student contact (student visit, email, phone, or any other advising method). Students who do not respond should be entered as “no reply”. Pathway Coordinators will follow up with students who have not replied. Faculty can only be credited for contacting/communicating with those students who are documented in the SPM.

Accessing SPM
Once you are logged into your PCCC Portal Account, click on the Self Service tab.
Click on the Advising tab to locate a student record

Enter a Student ID to get started

Here you will be able to navigate through the student’s history and information. The primary tabs for advisement are the following:

- **Course Plan** – shows courses that are planned for each term. Students may have loaded a Curriculum Plan during their first semester.
- **Timeline** – shows planned courses semester-by-semester
- **Progress** (formerly known as Degree Audit) shows all degree requirements and the students’ progress to completion
- **Notes** – VERY IMPORTANT – faculty record interactions with students. Faculty should indicate attempts to reach students
- Other useful tabs include Course Catalog, Plan Archive, Test Scores, Unofficial Transcript, Grades, Petitions & Waivers and Graduation Application

**ASSESSMENT:**

*Refer to IEP Section IX*

**AUDITING A COURSE**

Students who wish to take courses regularly but do not wish to receive credit for the courses may request permission to register as auditors. To receive permission to audit a course, students must meet all admissions requirements expected of matriculated students enrolled in these courses including any course prerequisites and/or co-requisites. Permission to audit may be granted as appropriate for the entire course or for separate sections of the course, such as the lecture, lab, clinics, or studio as long as no credit is being sought for any part of the course. Permission to audit
is granted on a space-available basis only after all students seeking the course for credit have been accommodated. Auditing students must pay the same tuition and fees for the entire course as students receiving credit. Attendance requirements for auditing a course are determined by the course instructor. Intention to audit a course must be declared at registration and to the instructor during the first class period. The appropriate form must be completed and submitted during registration to the Registrar’s Office. Changing from an audit to a credit basis during the semester is not permitted. Credit for audited courses cannot be established at a later date. To receive credit, students must enroll in the course in a subsequent semester and satisfy all course requirements.

CANCELLATION OF CLASSES BY FACULTY/SUBSTITUTIONS
Faculty members who will be missing a class must call their Department Chairs and the Office of the Senior Vice President (Ext. 6300). If the class is scheduled prior to 10:00 am, faculty should call the night before or, if possible, at least one hour prior to the time the class is scheduled to begin.

In the event of an absence due to illness, death in the family, or a scheduled conference, the faculty member should attempt to arrange for a Passaic County Community College colleague to take his/her class and inform the department chair.

CHANGES TO COURSE ENROLLMENT- Add/Drop/Withdrawal
Adding – a student may add a course for a limited time at the beginning of each semester by completing a Drop/Add form and submitting to one of the following: Registrar/Enrollment Services, The Passaic Academic Center or the Wanaque Academic center. Students with web registration access may add online. Distance Education students may submit an online form found on the PCCC website distance education page.

Dropping – Students may drop a course by submitting an Add/Drop form or by notifying the Registrar in writing of their intent to withdraw from the course. Students who are experiencing any academic or personal difficulties should confer with a counselor. The official date of withdrawal is recorded as the date the Registrar’s Office receives the approved Add/Drop form. Specific course sections are sometimes paired for academic reasons. Any drop/withdrawal for any reason from one of the paired courses will result in a similar drop/withdrawal from its pair(s). Students who are receiving financial aid should be aware that any withdrawal may affect their financial aid status. For information regarding tuition refunds, see Refund Policy on pg. 22.

To withdraw officially from a course, the following terms and conditions apply:

<table>
<thead>
<tr>
<th>Term</th>
<th>Timeline</th>
<th>Definition/Rule</th>
<th>Grade recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 week</td>
<td>First two weeks from start date. First eight days from start date.</td>
<td>There is no academic penalty for withdrawing, and the drop is not recorded on the permanent academic record. Add/Drop forms must be signed by one of the following: the course instructor, the academic program.</td>
<td>No grade appears on transcript.</td>
</tr>
<tr>
<td>12 week</td>
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chairperson, an academic advisor, or a counselor

| Week Duration | Drop Dates                                                                 | Forms Requirements                                                                 | Waiver
|---------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------
| 15 week       | Third through the end of the eighth week. Ninth weekday to the end of the fifth week. | Also known as Automatic Withdrawal, Add/Drop forms must be signed by one of the following: course instructor, department chairperson, academic advisor, or counselor. | W      
| 12 week       |                                                                 |                                                                                   |        
| 15 week       | Ninth through the end of the twelfth week. Sixth through the end of the eighth week. | Add/Drop forms must be signed by their counselors and the instructors for each withdrawal. | W      
| 12 week       | After the twelfth week. After the eighth week.                           | Students are not permitted to withdraw from courses except under the most extraordinary circumstances and then only with the written approval of the Senior Vice President for Academic and Student Affairs or designee. | W      

*For Summer sessions and terms of different lengths, drop dates will be pro-rated and available online* [http://www.pccc.edu/registration-info/key-dates-and-deadlines](http://www.pccc.edu/registration-info/key-dates-and-deadlines).

**COLLEGE SUCCESS**

The College Success course (COL 103) is a required college-level course that all students should take during the first semester they enroll at the college. The course prepares students for college life by offering crucial information and skills necessary for success in college, including time management, note taking, critical thinking, financial literacy, and information literacy. Students also explore career choices and learn to navigate the College Portal and the Student Planning module. Finally, students become familiar with the full range of academic programs offered at the College as well as the institution’s regulations, policies, and procedures.

Non-matriculated students who are taking a single course and have no intention of pursuing a degree at Passaic County Community College are not required to take COL 103.

Students transferring to Passaic County Community College from other colleges who have successfully completed a minimum of twelve (12) credits of college-level work, with a 2.0 grade point average or better, do not have to take COL 103. Students who have successfully completed a minimum of twelve (12) credits of college-level work at Passaic County Community College with a 2.0 grade point average or better, may have the COL 103 requirement waived after advisement.

**COLLEGE WRITING EXAM**

To graduate, students must successfully pass the College Writing Examination (CWE). Students with a bachelor degree or higher from a regionally accredited college or university in the United States, or former Passaic County Community College graduates returning for another degree are exempt from taking the College Writing Examination (CWE). Students with a bachelor’s degree or higher earned outside the United States, are required to take the College Writing Examination.
Former Passaic County Community College students approved for Reverse Transfer are exempt from taking the College Writing Examination (CWE), but must fulfill approved equivalent requirements at the partner college or university.

**COURSE SYLLABUS**

Each course offered at Passaic County Community College has a course description in the College Catalog. Course outcomes and other pertinent materials are available from the appropriate Directors/Chairpersons. It is important to the welfare and credibility of the College course outcomes of each course be met. The College requires department chairs at the beginning of each academic year to submit a master syllabus for each course to the Office of Academic and Student Affairs. Course outlines and objectives should be filed with department chairpersons prior to the beginning of the fall semester. A master file both electronic and hard copy of all current course syllabi is housed in the Office of the Senior Vice President for Academic and Student Affairs. Course syllabus format is included in Section XI.

**DISTANCE EDUCATION**

“The College uses Blackboard Learn 9.1 as its Learning Management System. While PCCC offers five complete programs online; the A.A.S. in Health Information Technology, A.A.S. in Criminal Justice, A.A. in Liberal Arts, (Generalist Humanities), the A.A. in Liberal Arts (Criminal Justice Option) and the A.A.S. in Fire Science Technology, many more individual courses, particularly General Education classes, are offered online. Course shells in Blackboard are offered at PCCC for use as a resource in supplement to the classroom for presenting syllabi, assignments and assessments which may be accessed and worked on by students outside of scheduled class times.

Any faculty member who wishes to teach or learn more about online education should contact Randy Jenkins, Director of Distance Education, at rjenkins@pccc.edu or x 5790 for further information. New online courses and additional sections of existing online classes are added as needed by joint decision of the department chairperson and the Distance Education Department. Interested faculty may apply to their department chairperson to determine departmental needs for online courses in their academic area. Faculty who have either never taught online classes or used the Blackboard learning management software previously will be evaluated for their suitability and skill levels before individualized training is offered. Training is available for all PCCC faculty who receive a commitment for a teaching assignment either of a fully online class or wish to use Blackboard in supplement to their face-to-face instruction.”

**DUAL ENROLLMENT**

Dual enrollment provides high school students an opportunity to obtain college credit while completing their required course load for high school. Students take college-level courses at either their high school or Passaic County Community College (PCCC) as part of their normal high school curriculum or as enrichment after school. Upon successful completion of the course, students have a PCCC transcript with college credits. Course credits can be applied toward an undergraduate degree at most colleges and universities.
EARLY WARNING NOTICES
PCCC’s Early Warning System is designed primarily to help identify students who exhibit behavior that may negatively affect their class performance. The Early Warning Academic Alert Form is available on the College’s website http://pccc.edu/faculty/ews.

Full-time and adjunct faculty can utilize this web-based program to submit Early Warning Academic Alert Forms to the Center for Student Success (CSS). Please use the electronic version of the form, not paper forms, which may have been used in the past.

The Early Warning Notification form should be utilized as early as possible throughout the semester. Issues that can be addressed through the system include, but are not limited to, chronic absences, student at risk of failing and behavior problems.

1. Prior to submitting the form, the instructor must speak with the student about the situation causing concern. The instructor should make an attempt to remedy the situation.

2. If further attention is required, instructors should utilize the EWS. Please complete all fields on the form. Comments are required. Include specific information and dates of incidents, as well as any action that the instructor has taken with the student. This will help the Counselor/Student Development Specialist understand the reason for the referral and allow for more effective communication between the Counselor and the student.

3. If the instructor feels that the student situation is of an urgent nature, contact the CSS immediately.

4. Referrals are submitted to the appropriate Counselor/Student Development Specialist, and outreach will be made to every student via their student email account. The instructor will be notified when the student is contacted. Please encourage the students to respond to the CSS outreach.

5. Please note that conversations we have with students are confidential. We will, however, encourage students to discuss their plan for improvement with their instructors.

FINAL EXAMINATIONS
Instructors are expected to give a comprehensive final exam on the date scheduled. For some courses, these are department-wide exams. Because of the College’s "back-to-basics" policy and the belief that basic skills are learned competently only through continued reinforcement, all exams should include essay-type questions. Faculty shall evaluate essays with attention to the Student’s grammatical and organization skills as well as mastery of the course material.
GRADING

Final Grades
Faculty are required to submit grades within forty eight (48) hours of the scheduled final exams. Grades must be submitted via Web Advisor using the Final Grading screen.

Once submitted the Registrar's Office must verify grades for students to see online. The verify process runs several times a day during the grading period. Once grades are verified you cannot change them online. **If a mistake is made, a grade change form must be completed and submitted it the Sr. Vice President for Academic and Student Affairs.**

If you have questions or encounter problems, please contact the Registrar at 973-684-6636

Grade Scheme

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Above-average achievement</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Fully acceptable academic performance</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Minimally acceptable academic performance for General Education but acceptable academic performance</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Academic Failure</td>
<td>0</td>
</tr>
<tr>
<td>XF</td>
<td>Issued by the Faculty when a student fails a course because he/she did not participate in courses activities through the end of the term (unofficial withdrawal)</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete - a temporary grade that may be given when students are unable to complete the semester’s work or the final examination because of illness or other circumstances beyond their control. See college Catalog for details</td>
<td>0</td>
</tr>
<tr>
<td>Q</td>
<td>Indicates Audit – Registrar enters the Q when the Request to Audit form is approved and submitted</td>
<td>NA</td>
</tr>
<tr>
<td>W</td>
<td>Official withdrawal – Registrar enters the W when a student completes the official withdrawal process</td>
<td>NA</td>
</tr>
<tr>
<td>T</td>
<td>Transfer credit granted – entered by Registrar</td>
<td>NA</td>
</tr>
<tr>
<td>TU</td>
<td>Transfer credit Unsatisfactory – entered by Registrar for transfer course passed with less than a “C”</td>
<td>NA</td>
</tr>
<tr>
<td>E</td>
<td>Credit by Exam</td>
<td>NA</td>
</tr>
<tr>
<td>P</td>
<td>Pass – not used for credit classes</td>
<td>NA</td>
</tr>
</tbody>
</table>
Grades may be assigned to non-credit courses to indicate the level of achievement. They do not earn quality points.

Grade changes
Grade changes are permitted for up to two years (four semesters, fall and spring) after the semester in which the grade is earned. Grade change forms must be submitted to the Dept chairperson and require the approval of the VP for Academic Affairs or designee.

Appealing Grades and Grievances
An appeal procedure is available should a student feel that a final grade is unjustified. Appeals must be taken seriously and should only be made when the student feels there is strong evidence of injustice.

1. The student must discuss his/her concerns with the instructor.
2. If no agreement can be reached, the student may appeal to the chairperson of the respective department.
3. If no agreement can be reached, the student may appeal to the Academic Appeals Committee, which will make a recommendation to the Senior Vice President for Academic and Student Affairs.

GUEST SPEAKERS AND FIELD TRIPS
If funds are available in a department budget and meet with the approval of Department Chairs, faculty may invite guest speakers to their classes or arrange to have students attend events and performances off-site from the College. Only approved trips and speakers will be funded. For off-campus trips paper work and assistance, contact the Dean of Students Office (x6309).

Faculty may also make arrangements for their classes to attend performances and lectures offered at the College at a reduced rate. The Office of Student Activities (x5571) can assist with providing group sales phone numbers. In addition, they can make arrangements to have their classes participate in on-campus events sponsored by Office of Student Activities.

OFFICE HOURS
Article XIV of the faculty contract requires faculty members to maintain four office hours per week during four separate days in the work week. Both class hours and office hours are to be posted on the faculty member's office door. A copy of the schedule should also be on file in the Senior Vice President for Academic and Student Affairs Office.
REVERSE TRANSFER

Students who earn credit at PCCC and transfer before graduating may be eligible for reverse transfer and earn a PCCC Associate degree. Recently legislated by the State of NJ (P.L.2017, CHAPTER 130, approved July 21, 2017) students enrolled in a four-year institution of higher education who have earned a cumulative total of 66 credits may be awarded an associated degree from a community college.

Passaic County Community College has reverse transfer programs with other colleges in New Jersey, which establish policies and procedures for credits earned at universities to be transferred back to PCCC and applied toward associate degrees. Students wishing to obtain an associate degree while attending a partner university are able to transfer university credit toward the PCCC associate degree.

STUDENT OUT OF CLASS SCHOOL WORK EXPECTATION

The United States Department of Education is mandating that students are to be aware of their school work expectations outside the classroom. The standards are:

- for every credit hour of direct faculty instruction (with or without lab), the student is expected to have 2 hours of work per week outside of the class, including reading, class preparation, homework, studying, etc.

Minimum hours per week, outside of direct faculty instruction:

<table>
<thead>
<tr>
<th>OUTSIDE</th>
<th>1 credit</th>
<th>2 credit</th>
<th>3 credit</th>
<th>4 credit</th>
<th>5 credit</th>
<th>6 credit</th>
<th>7 credit</th>
<th>8 credit</th>
<th>9 credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 weeks</td>
<td>15.0</td>
<td>30.0</td>
<td>45.0</td>
<td>60.0</td>
<td>75.0</td>
<td>90.0</td>
<td>105.0</td>
<td>120.0</td>
<td>135.0</td>
</tr>
<tr>
<td>3 weeks</td>
<td>10.0</td>
<td>20.0</td>
<td>30.0</td>
<td>40.0</td>
<td>50.0</td>
<td>60.0</td>
<td>70.0</td>
<td>80.0</td>
<td>90.0</td>
</tr>
<tr>
<td>4 weeks</td>
<td>7.5</td>
<td>15.0</td>
<td>22.5</td>
<td>30.0</td>
<td>37.5</td>
<td>45.0</td>
<td>52.5</td>
<td>60.0</td>
<td>67.5</td>
</tr>
<tr>
<td>5 weeks</td>
<td>6.0</td>
<td>12.0</td>
<td>18.0</td>
<td>24.0</td>
<td>30.0</td>
<td>36.0</td>
<td>42.0</td>
<td>48.0</td>
<td>54.0</td>
</tr>
<tr>
<td>6 weeks</td>
<td>5.0</td>
<td>10.0</td>
<td>15.0</td>
<td>20.0</td>
<td>25.0</td>
<td>30.0</td>
<td>35.0</td>
<td>40.0</td>
<td>45.0</td>
</tr>
<tr>
<td>7 weeks</td>
<td>4.3</td>
<td>8.6</td>
<td>12.9</td>
<td>17.1</td>
<td>21.4</td>
<td>25.7</td>
<td>30.0</td>
<td>34.3</td>
<td>38.6</td>
</tr>
<tr>
<td>8 weeks</td>
<td>3.8</td>
<td>7.5</td>
<td>11.3</td>
<td>15.0</td>
<td>18.8</td>
<td>22.5</td>
<td>26.3</td>
<td>30.0</td>
<td>33.8</td>
</tr>
<tr>
<td>9 weeks</td>
<td>3.3</td>
<td>6.7</td>
<td>10.0</td>
<td>13.3</td>
<td>16.7</td>
<td>20.0</td>
<td>23.3</td>
<td>26.7</td>
<td>30.0</td>
</tr>
<tr>
<td>10 weeks</td>
<td>3.0</td>
<td>6.0</td>
<td>9.0</td>
<td>12.0</td>
<td>15.0</td>
<td>18.0</td>
<td>21.0</td>
<td>24.0</td>
<td>27.0</td>
</tr>
<tr>
<td>11 weeks</td>
<td>2.7</td>
<td>5.5</td>
<td>8.2</td>
<td>10.9</td>
<td>13.6</td>
<td>16.4</td>
<td>19.1</td>
<td>21.8</td>
<td>24.5</td>
</tr>
<tr>
<td>12 weeks</td>
<td>2.5</td>
<td>5.0</td>
<td>7.5</td>
<td>10.0</td>
<td>12.5</td>
<td>15.0</td>
<td>17.5</td>
<td>20.0</td>
<td>22.5</td>
</tr>
<tr>
<td>13 weeks</td>
<td>2.3</td>
<td>4.6</td>
<td>6.9</td>
<td>9.2</td>
<td>11.5</td>
<td>13.8</td>
<td>16.2</td>
<td>18.5</td>
<td>20.8</td>
</tr>
<tr>
<td>14 weeks</td>
<td>2.1</td>
<td>4.3</td>
<td>6.4</td>
<td>8.6</td>
<td>10.7</td>
<td>12.9</td>
<td>15.0</td>
<td>17.1</td>
<td>19.3</td>
</tr>
<tr>
<td>15 weeks</td>
<td>2.0</td>
<td>4.0</td>
<td>6.0</td>
<td>8.0</td>
<td>10.0</td>
<td>12.0</td>
<td>14.0</td>
<td>16.0</td>
<td>18.0</td>
</tr>
</tbody>
</table>

TEACH-OUT PLAN

Teach-out is the process by which the College will provide instructional and academic support services to students enrolled in a program that has been discontinued and/or at a site that has been closed. The College will make a good-faith effort to assist affected students so that they experience a minimal amount of disruption in the pursuit of their course of study. Students will be notified of the decision to close a program/site as soon as possible so that they can make appropriate plans.
Students who have not completed their programs will be advised by faculty, counselors/student development specialists regarding suitable options, including completing the program at our college or transferring to comparable programs.

**Tk20**

Tk20 *Campus Wide Comprehensive* software system is a comprehensive data management, assessment, and reporting system. Tk20 enables collection and management of program, departmental, and institutional data for academic and non-academic programs. It is important in terms of internal self-evaluation and external accreditation.

**WRITING INTENSIVE COURSES**

All students who enroll in PCCC with the intention of obtaining an A.A. or A.S. degree must take and pass, with a “C” or better, **two** writing intensive courses (WI) prior to graduation. Likewise, all students who enroll with the intention of obtaining an A.A.S degree are required to take and pass, with a “C” or better, **one** WI course.

A writing intensive course should:

- Include frequent, informal writing assignments to help students generate ideas and better engage with their learning;
- Require students to do formal writing assignments, which total up to no less than 2,500 words for the semester;
- Require students to visit with tutors in person at one of the various on-campus locations or online through Tutor.com for assistance on their assignments, as well as encourage the writing of drafts;
- Incorporate research requirements that exercise information literacy competencies in at least one of the writing assignments;
- Have a prerequisite of EN 101;
- Not be taken concurrently with another WI course (*i.e.*, **only one WI course may be taken by a student in any given semester**);
- Limit enrollment to 25 students; and
- Be approved by the Office of Academic Affairs.

All faculty who wish to teach WI courses **must** go through training and should contact Ken Karol (kkarol@pccc.edu) in the LRC.
SECTION IV
Academic Support

BOOKSTORE
The College Bookstore is on the ground level of the Broadway Parking Garage, facing Wendy’s at 125 Broadway, Paterson. The phone number is (973) 247-9406.
https://www.bkstr.com/passaiccountyccstore/home/en
HOURS: Mon., Tues., Wed., 9:00 a.m. – 4:30 p.m. Fri. 9:00 am – 3:00 pm
Thurs., 9:00 a.m. – 7:30 p.m.
The Bookstore offers extended hours during the first several weeks of the fall and spring semesters. It is also open until 7:30 p.m. for the first three days of Summer I and the first day of Summer II and III.

CENTER FOR STUDENT SUCCESS
The Center for Student Success (CSS) provides a variety of services across all campuses to ensure student success. Services include:

- Academic Planning and Advising: Advising is part of the educational process at Passaic County Community College. It is a shared responsibility between students, faculty, and staff. The CSS staff is dedicated to facilitating an advisement process that connects students to supportive personnel and resources; encouraging self-understanding, informed decision making, and student success. They are committed to helping students understand the value of education and to achieve their personal, academic, and professional goals.
- Student Planning Support: An integral component of Guided Pathways, Student Planning enables students to map out their courses for an efficient path to completion. Students can get technical assistance on this software through the ACS.
- Tutoring: Tutoring focuses on the increasing need for college-level tutoring on all campuses, and is available in a number of content areas. Updated schedules are available on the LibGuide, and additional tutoring is available on request.
- Guided Pathways: To aid student success, PCCC has developed six (6) Pathways that align curriculum and provides support services to assist students from their entry to PCCC through to Graduation.

The Center for Student Success (CSS) is located in the Enrollment and Student Services Building at 225 Market Street. The staff sees students by appointment, as a walk-in, or students can attend some of the group sessions. For more information call 973-684-5524, or see the

Drop-in or schedule an appointment by calling 973-684-5524.
Standard hours are:
Monday and Thursday 9AM – 7PM
Tuesday, Wednesday and Friday – 9AM – 4PM
COLLEGE PORTAL
The PCCC Portal connects you to important online PCCC resources. Each faculty has a portal account through which you can access:

- PCCC email
- Blackboard learning management system for online classes
- Panther Alert – the PCCC emergency notification system
- Self service which includes Class Rosters, Attendance Rosters, Final Grading, My schedule, Advising (the Student Planning Module or SPM), Search for Sections, and Contact Information

The Portal may be accessed by clicking on “My PCCC Account”, which is found on the PCCC homepage at www.pccc.edu. For more specific information please see Section XI

Faculty, students, and staff utilize the Portal (“My PCCC Account”) to access several PCCC-related online resources. Users have individual accounts, which include email. Faculty and students can access all of their courses in the Blackboard learning management system, which is accessed via the Portal. Web Advisor, which is used for Enrollment Verification and Grading, is also accessed via the Portal. Members of the campus community can sign up for Panther Alert, PCCC’s emergency notification system, via the Portal. The Portal contains announcements and information on campus events.

DUPLICATING
The DOCU-CENTER is located on the Ground Floor of Founders’ Hall in S101, near the Security Office, copies are made “While you wait”, from 8:30 am to 7:00 pm Monday – Thursday. Friday from 8:30 to 4:30 and Saturdays from 7:30 am to 11:30 am.

Other times there is a 48 hour turnaround time. All requests need a Copy Center Request Form, or email completely filled out including “Department Budget Code”. When DOCU-CENTER is closed, bring your requests to the Adjunct Faculty office. (See Section XI for DOCU-CENTER Procedures, Complete Hours & Forms)

EQUAL OPPORTUNITY FUND (EOF)
Instituted and sponsored by the State of New Jersey, this is an academic support program providing access to higher education for students who show potential, but who need additional support services and financial aid to succeed academically. For more information about EOF go to:
http://www.pccc.edu/prospective/paying-for-college/eof

GUIDED PATHWAYS
In Fall 2015, PCCC embarked on a new initiative, Guided Pathways to Success.

Guided Pathways is national movement that engages colleges in the systematic redesign of their academic programs and support services to provide students with clear roadmaps and support from entry to completion. Pathways refers to broad categories of majors that are accompanied by
targeted support services and interventions to keep students on track toward graduation, transfer and/or attainment of career credentials.

(Completion by Design, 2016)

The goal at PCCC is to address issues affecting student retention and completion through enhanced support services and advisement, and innovative classroom instruction.

The implementation of Guided Pathways is directed by the Four Pillars:

**Clarify the Path** – Create clear curricular pathways to employment and further education.
- Simplify students’ choices with program maps developed by faculty that outline a clear pathway to completion.
- Begin with the end in mind. Assist students in identifying and planning career and transfer goals.

**Enter the Path** – Help students choose and enter their pathway.
- Redesign the College Success course to help students explore academic and career options
- Implement accelerated remediation to ensure students succeed in college-level courses as soon as possible.
- Develop multiple measures to assess students’ needs

**Stay on the Path** – Help students stay on their path.
- Support students through ongoing, proactive advising (see page 10 on Advisement).
  - Faculty and Professional staff:
    - Help students explore transfer and career opportunities
    - Assist students with developing an academic plan to map out current and future semesters
    - Monitor students’ progress
    - Develop systems/procedures to identify students at-risk, and intervene with necessary support when they go off-track.
- Embed academic and non-academic supports throughout programs to promote student learning and persistence.
- Provide targeted, contextualized extracurricular programming
- Utilization of technological tools for students to easily track their progress.

**Ensure Learning** – Ensure that learning is happening with intentional outcomes.
- Establish program-level learning outcomes aligned with the requirements of transfer and career opportunities.
- Integrate group projects, internships, and other applied learning experiences to enhance instruction and student success in courses across programs of study.
- Support effective teaching practices throughout the pathways.
- Develop faculty-led enhancement of teaching practices.
PCCC Pathways

The academic programs at PCCC are grouped in Pathways, based on similarity of courses and career outcomes. Changing majors within a given pathway facilitates a seamless transfer of core courses, and a minimum of unused credits. PCCC majors have been grouped into the following seven pathways:

<table>
<thead>
<tr>
<th>Business and Culinary Arts</th>
<th>Health Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathway Coordinator:</strong></td>
<td><strong>Pathway Coordinator:</strong></td>
</tr>
<tr>
<td>Rick Perdew 973- 684-7934</td>
<td>Vacant</td>
</tr>
<tr>
<td>Accounting</td>
<td>Community Health Navigator</td>
</tr>
<tr>
<td>Accounting CERT</td>
<td>Medical Assistant CERT</td>
</tr>
<tr>
<td>Bus. Admin:Accounting/Mgmt/Marketing AS</td>
<td>Nurse Education AAS</td>
</tr>
<tr>
<td>Bus. Admin.: Mgmt. Info Systems AS</td>
<td>Nursing - LPN Mobility Program AAS</td>
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<tr>
<td>Hospitality</td>
<td>Occupational Therapy Assistant AS</td>
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<tr>
<td>Hospitality Management AAS</td>
<td>Psychosocial Rehabilitation AS</td>
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<td>Culinary Arts AAS</td>
<td>Radiography AAS</td>
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<td>Culinary Arts CERT</td>
<td>Health Information Mgmt. AS</td>
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<td>Culinary Arts CA</td>
<td>Medical Coding CERT</td>
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<td>Medical Informatics AS</td>
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<td>Baking CA</td>
<td>Health Science AS</td>
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</table>

<table>
<thead>
<tr>
<th>Education and Public Safety Studies</th>
<th>Humanities, Media Studies &amp; Performing Arts Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathway Coordinator:</strong></td>
<td><strong>Pathway Coordinator:</strong></td>
</tr>
<tr>
<td>Rick Perdew 973- 684-7934</td>
<td>Kathy Nelson 973-684-5225</td>
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<td>Liberal Arts: Early Childhood Ed. AA</td>
<td>Music Technology AAS</td>
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<tr>
<td>Liberal Arts: Teacher Ed. AA</td>
<td>Liberal Arts: Musical Studies AA</td>
</tr>
<tr>
<td>Early Childhood Ed. AAS</td>
<td>Liberal Arts: Studio Arts AA</td>
</tr>
<tr>
<td>Early Childhood Ed. CERT</td>
<td>Liberal Arts: Theater AA</td>
</tr>
<tr>
<td>Child Development Associate CA</td>
<td>Studio Arts AFA</td>
</tr>
<tr>
<td>Infant and Toddler CA</td>
<td>English AA</td>
</tr>
<tr>
<td>Liberal Arts: Criminal Justice AA</td>
<td>Applied Writing and Copy Editing CERT</td>
</tr>
<tr>
<td>Criminal Justice AAS</td>
<td>English: Journalism Option AA</td>
</tr>
<tr>
<td>Criminal Justice CERT</td>
<td>Liberal Arts: Communication AA</td>
</tr>
<tr>
<td>Criminal Justice Studies CA</td>
<td>Digital Media Production &amp; Distribution AAS</td>
</tr>
<tr>
<td>Public Safety Telecommunications CA</td>
<td>Video Production CERT</td>
</tr>
<tr>
<td>Emergency Management CERT</td>
<td>Basic Video Production CA</td>
</tr>
<tr>
<td>Fire Science Technology AAS</td>
<td>Graphic Design and Digital Media AAS</td>
</tr>
<tr>
<td>Fire Science Management CERT</td>
<td>Graphic Design Fundamentals CA</td>
</tr>
<tr>
<td>Fire Science Operations CERT</td>
<td></td>
</tr>
<tr>
<td>Homeland Security AS</td>
<td></td>
</tr>
<tr>
<td>Homeland Security CERT</td>
<td></td>
</tr>
</tbody>
</table>
**STEM**
Pathway Coordinator: Deidre Nance 973-684-5717

- Computer Science AS
- Computer Information Technology AAS
  - with Network Admin. Option
  - with Technical Support Option
  - with Web & Mobile Dev. Option
- Information Technology Fund. CA
- Network Admin CA
- Web & Mobile Dev. CA
- Liberal Arts: Biology AS
- Environmental Sustainability AS
- Exercise Science AS
- Fitness Specialist CERT
- Liberal Arts: Mathematics AS
- Liberal Arts: Nutrition AS
- Liberal Arts: Physical Science AS
- Engineering Science AS
- Electronic Engineering Technology AAS
- AutoCAD Drafting CA
- Automation Control CA
- Cyber Security & Computer Forensics CERT

**Technical Studies**
Pathway Coordinator: Vacant

- Automotive Technology AAS
- Automotive Technology CERT
- Technical Studies AAS
- Plumbing Technology CA
- Welding CA

**Social and Behavioral Sciences and Human Services**
Pathway Coordinator: Vacant

- Liberal Arts: Generalist Humanities AA
- Liberal Arts: Psychology AA
- Liberal Arts: Sociology AA
- General Studies CERT
- Human Services Specialist
  - Generalist Option AS
  - Gerontology Option AS
  - Pre-Social Work & Counseling AS
  - Mental Health Option AS
- Human Services Specialist CERT
- Gerontology Specialist CERT
- Gerontology CA
- Mental Health Specialist CERT
- Mental Health CA
- Alcohol & Drug Cert. Domains CA

Targeted support services and holistic advisement has been established for various special populations, which include:
- Students who have food insecurities
- Students who identify as LGBTQIA
- Formerly incarcerated students
- Students who identify as men of color
LEARNING RESOURCES CENTER

The Learning Resources Center (LRC), located in Academic Hall on the Main Campus in Paterson, houses the Library, the Distance Education department, the College Writing Center, and the Center for Leadership Excellence (CLE), where the Honors Program and the College’s chapter of Phi Theta Kappa are located. Additionally, two high-tech classrooms, a seminar room (the Writing Center Annex), and an ITV classroom form part of the LRC facilities.

In order to facilitate research and study, the Library provides an open-stack environment. Materials are classified and cataloged under the Library of Congress system. The College subscribes to a wide range of electronic databases containing the contents of thousands of academic journals. Additionally, the librarians assist faculty in the curating of academic content, making it available in the form of LibGuides (over 300 in total!). All of these electronic resources may be accessed from the College’s Library webpage: pccc.edu/library.

Faculty may request to have materials placed on reserve at the Circulation Desk, as well as recommend titles for acquisition, by contacting Mibong La, the Head Librarian: mla@pccc.edu. Librarians rotate during the week to the Wanaque Academic Center (WAC) and the Passaic Academic Center (PAC) to offer support to faculty and students at these facilities. Librarians at all campuses are trained to assist faculty in the development of courses using Open Educational Resources (OER). The College’s locus of operation for its OER Initiative is the LRC.

Audio Visual material
To borrow an item from PCCC’s collection of videotapes, audiotapes, CD’s and DVD’s, visit the Circulation Desk of the Learning Resource Center (LRC). For a list of PCCC’s current titles, browse the Library’s Web page at http://www.pccc.edu/library.

Audio Visual Equipment and Technical Support
The Media Services Department provides AV equipment and technical support on all four PCCC campuses for multimedia-equipped classrooms, lecture halls, lecture capture equipped classrooms and meeting rooms that might include a projector, screen, DVD, Blu-Ray player, document camera, and a touch-panel control system.

The department supports specialized Video Teleconferencing (VTC) Rooms at each PCCC campus, which have all the capabilities of multimedia-equipped classrooms, and have an Internet teleconferencing system, microphones, robotic cameras and TV screens. VTC enables an instructor or presenter at one campus to connect live with students at various campuses and around the world.

The Media Services Department accepts requests to put messages on the TV Bulletin Boards on all four campuses. We encourage your artistically designed PowerPoint frames, but gladly accept plain text messages also. Media will reformat messages, if necessary, to fit the TV screen. Media updates these electronic message boards on a semiweekly schedule.

The department regularly shoots and edits videos for institutional and classroom purposes. We have High Definition Camcorders, sound and lighting gear, and the desktop video production suit Final
Cut Studio. Advanced notice is required to coordinate scheduling. Please refer to request procedures for more information.

The Media Services Department can convert audio and videotapes to CD and DVD as well as duplicate CDs and DVDs; all for instructional use.

The department supplies trained staff at PCCC’s Theater to operate sophisticated sound, lighting, and 16-foot rear-screen video projection. In addition to handling all kinds of live activity, the Theater is multimedia-equipped for playing CD’s DVD’s, VHS tapes, and computer applications using the projector/screen and sound system.

**Media Services Request Procedures:**

Requests for presentation Equipment/Technical Support Specialist

- Email requests to media@pccc.edu. (A minimum of 24HRS notice is requested to coordinate scheduling)
- Make sure the subject of the email has the headline PRESENTATION REQUEST
- Please Provide us with:
  - Name:
  - A Telephone Number to reach you:
  - Class:
  - Day or dates for requested equipment (e.g. September 15th or every Tuesday and Thursday)
  - Room:
  - Time class begins and ends:
  - Equipment requested and any special needs such as training

Once we receive your request with all the information, we will schedule your setup. You may call to confirm (973) 684-6560. If at any time you need to cancel a request, please call or email us immediately.

**NOTE:** Semester Requests run until the first day of finals. Faculty requiring equipment during finals should make a separate request.

Request for “Echo360 Active Learn” to record a classroom presentation (Library Classroom, A211, A213, A310, M230, H208, W113, W115, PAC112, and PAC209)

- Email Echo@pccc.edu (1 Week Notice Required)
- Make sure the subject of the email has the headline CLASSROOM ECHO360 REQUEST
- Please Provide:
  - Name:
  - A Telephone Number to Reach you:
  - Class:
  - Day or dates for requested services:
  - Room:
  - Time class begins and ends:
- An Echo Technician will contact you to finalize scheduling and configurations of the recording settings.

Request for Videographer to record a classroom presentation

- Email media@pccc.edu (1 Week Notice Required)
• Make sure the subject of the email has the headline CLASSROOM VIDEOGRAPHER REQUEST
• Please Provide:
  o Name:
  o A Telephone Number to Reach you:
  o Class:
  o Day or dates for requested services:
  o Room:
  o Time class begins and ends:
• No editing will be provided. A DVD or Digital file copy of the presentation will be given to the person requesting services.
• A confirmation email will be sent when scheduling has been completed.

Request for Posting to Bulletin Boards
• Email PowerPoint slide, High Resolution Image or Text file to media@pccc.edu with time frame for slide to run (e.g. September 15th to October 24th) (1 Week Notice Required)
• Make sure the subject of the email has the headline BULLETIN BOARD SUBMISSION

If, at any time, you find equipment not working, please email MEDIA@PCCC.EDU with the subject: REPAIR REQUEST and the room and issue.

MAIL, MAILBOXES, VOICE MAIL and OFFICE SUPPLIES
Mailboxes should be checked for incoming mail on a regular basis. The College supplies postage only for official College business. All communications (including College and the U.S. Postal Service mail, memos from supervisors and administrators, notes from students, and inter-departmental correspondence) are received by the faculty via the mailboxes.

Supplies such as roll books, exam booklets, pads, pens, pencils, College letterhead, and envelopes for in-house mailings are available from department secretaries.

The College has a voice mail system for faculty to assist in communicating more effectively with colleagues and students. Whenever faculty is not available to answer phone calls, callers can leave personal messages or transfer to live assistance. All faculty will be assigned a personal security code to their voice mailbox to help protect the privacy of messages. Assistance with all aspects of voice mail can be obtained by calling Information Technology [(973) 684-6655].

MDRC
Passaic County Community College (PCCC) will participate in a new nationwide initiative to support student success and improve graduation rates for traditionally underserved students at community colleges.

PCCC is one of two community colleges in New Jersey and only nine across the country that are participating in SUCCESS (Scaling Up Community College Efforts for Success), the initiative
developed by the nonprofit education and social policy research organization MDRC. Support for the initiative is provided by Arnold Ventures, a philanthropic organization dedicated to addressing some of the most challenging problems in the country today.

Students in the SUCCESS program will receive special support services that include a monthly financial incentive of $50.00, in addition to proactive coaching focused on career exploration and tutoring, as well as holistic advising about financial aid, community resources, and other matters that could affect the academic success of at-risk students.

OFFICE OF DISABILITIES SERVICES (ODS)
Passaic County Community College, in compliance with federal law, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Amendment Act, 2008 (ADA/AA), is committed to providing accommodative services to physically, emotionally, and/or cognitively-challenged students. The College’s goal is to provide students with disabilities universal access to academic programs and activities through services that equalize their chances for success. These services are available to students whose learning, physical, medical or emotional needs are verified in writing by an appropriate professional. Student Disability Services establishes an Accommodation Plan with the student. Then, they provide students with a letter of accommodation to take to each of their instructors. Instructors are to discuss with the student how best to carry out the accommodations.

Syllabi Statement: If you haven’t already, please add the statement below to your syllabi. The recommended statement is: If you have a disability, and believe you need accommodations in this class, please contact Disability Services staff at 973-684-6395, or email ods@pccc.edu, to make an appointment. You should do so as soon as possible at the start of each semester. If you require testing accommodations, you must remind me (the instructor) one week in advance of each test. More information @ pccc.edu/ods.

Confidentiality: In order to comply with the ADA/AA, information pertaining to the student’s disability and the accommodations provided are personal and confidential in nature and should be handled in the same way you would want your personal information handled. Please be sensitive to the needs of students and not refer to their disability or perceived disability in the classroom in front of other students, faculty, or staff. We value confidentiality and acknowledge the fragility of the student’s feelings as it relates to their disability and ask that you provide kindness and respect to their individuality. Students with disabilities may choose to disclose details of their disability. However, instructors are expected to maintain confidentiality and avoid unnecessarily drawing attention to the student’s disability.

Letters of Accommodation: Students with disabilities are given letters of accommodation to deliver to each of their instructors. The letters detail the accommodations that are necessary for the student’s equal access. Please meet with the student in a confidential setting and discuss ways that you can work together in the provision of accommodations. If you have questions or concerns we are available to help. The accommodations indicated in the letter must be provided to the student. If you believe that a prescribed accommodation fundamentally alters an essential aspect of the course or program,
please contact the Office of Disability Services 973-684-6395 to express your concerns. Do not express your concerns to the student or simply ignore the accommodations listed. We will be happy to review with you the need for an accommodation and/or make an amendment to the Accommodation Plan.

Notetaking: You may be asked to enlist the assistance of another student to serve as a peer note taker who will provide a copy of their notes for the student with a disability. In some cases, the student may choose to enlist a peer note taker directly in class. The student with a disability will bring a note taker packet that contains two forms that need to be completed by the volunteer note taker. When making an announcement for a peer note taker, please do not draw attention to the student with a disability. Do introduce the person who volunteers to be a peer note taker to the student with the disability, unless the student specifically asks not to be identified. In that case, please collect the notes after each class and arrange to get them to the student with a disability.

The Office of Disability Services is located in Memorial Hall room 244

**Hours:** When classes are in session (See PCCC Website for summer hours)

<table>
<thead>
<tr>
<th>Location</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paterson</td>
<td>M-F 9am – 4pm</td>
</tr>
<tr>
<td>Passaic Center</td>
<td>by appointment</td>
</tr>
<tr>
<td>Wanaque</td>
<td>Wednesday 9am-4pm</td>
</tr>
<tr>
<td>Evening Hours</td>
<td>Available by appointment</td>
</tr>
</tbody>
</table>

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**OER (OPEN EDUCATIONAL RESOURCES)**

What is OER?

“OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and many other tools, materials, or techniques used to support access to knowledge.” The William and Flora Hewlett Foundation

Defining the “Open” in Open Content and Open Educational Resources

David Wiley defines “open” content as “free + permissions”; that is, the content is licensed to provide users with free and perpetual permission [through Creative Commons licensing] to engage in the “5R” activities.

1. Retain – the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
2. Reuse – the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
3. Revise – the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
4. Remix – the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)
5. Redistribute – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

**CC BY** This material was created by David Wiley and published freely under a Creative Commons Attribution 4.0 license at http://opencontent.org/definition/.
Where Do I Start?
There are several OER repositories where you can find materials for your classes. For starters, the Open Textbook Library https://open.umn.edu/opentextbooks/ and OpenStax https://openstax.org/subjects are good for potentially finding entire textbooks in your subject area. OER Commons https://www.oercommons.org for its part, is a public digital library of a wide range of open educational resources, including ancillary materials. Oasis https://oasis.geneseo.edu is a useful search engine for finding multimedia content, including videos, audiobooks, modules, and interactive simulations And the Mason OER Metafinder https://deepwebaccess.com/oer/desktop/en/search.html performs a real-time, simultaneous search across 21 different sources of open educational resources. Please ask our PCCC librarians for additional help in finding open educational resources.

Where Does PCCC Stand Regarding OER Adoption?
PCCC leads the state of New Jersey in OER adoption. Its faculty, librarians, staff and students present frequently at state, regional, and national conferences. The College recognizes the importance of OER, and, as a result, has included its expansion as part of its Strategic Plan. Stipends are available to faculty who would like to develop OER courses. For more information, contact Greg Fallon, Associate Dean of Learning Resources, gfallon@pccc.edu For a detailed look at OER at PCCC since Spring 2016, please visit: https://pccc.libguides.com/oer/oeratpccc

**PANTHER ALERT SYSTEM**
Panther Alert is the PCCC Emergency Notification system that is used to communicate important information to students, faculty, and staff in regard to College closings and other emergencies. The system communicates via voice messages to your home, work, and cell phone; e-mail messages; and cell phone text messages. It is imperative for faculty to be part of the system in order to receive these important messages, some of which may be considered life safety issues.

To enroll faculty should log in to their Portal and open Panther Alert where they can verify by providing email addresses and phone and cell numbers. **For Directions see Section XI**

**SOAR STUDENT ASSISTANCE PROGRAM**
Beginning Fall 2019. The College has partnered with ASI Specialty Benefits to provide students and their family members 24/7 access to:

- Assessment and Clinical support services for any issue affecting emotional well being
- Legal and Financial wellness
- School/Life referrals and resources such as unlimited child care, eldercare, pet care, and education referrals
- Issues affecting daily living referrals for Job/Apartment search assistance, transportation, low cost and emergency housing, low cost computers and school supplies and community based resources
For additional information, please contact Lia Travers, Coordinator, Student Advocacy at 973-684-5554 or ltravers@pccc.edu.

**STUDENT AFFAIRS AND SERVICES**

Passaic County Community College offers a variety of resources and programs to support students in their academic achievement, educational goals, personal growth, and professional development. These services advance overall student development and become an integral component of the educational process, with the ultimate goal of strengthening learning outcomes. Staff offering these services are committed to responding to the full spectrum of diverse student needs and abilities. Students are encouraged to take advantage of the services. Students who have questions or problems with these services should feel free to contact the respective directors.

The Office of Student Affairs - The Dean of Student Affairs serves as a liaison for all student concerns and non-academic grievances, makes referrals and connects students with other appropriate resources on campus. The Dean will also ensure that services and programs on campus are student-centered and are responsive to the needs of our students. Promoting a campus environment that provides an opportunity for all students to learn, develop and grow is an important function of this office. We encourage you to refer students who might benefit from these services. Contact the Dean of Students Affairs, Sharon Goldstein, Ph.D. at 973-684-6309 or studentaffairs@pccc.edu.

Athletic Department - The College presently competes in the following Division III intercollegiate conference/regional play of Men’s and Women’s Basketball, and Women’s Volleyball. Passaic County Community College is a member of the NJCAA Region XIX and Garden State Athletic Conference. Our athletic teams are very competitive in conference and regional play. The Men’s and Women’s Basketball have won conference and regional championships over the past 6 years. For further information, please contact the Athletic Director at 973-754-7192, or email athletics@pccc.edu.

Recreation & Fitness Activity - The College offers several recreation and fitness activities during the regular school year. These programs are designed to meet the leisure needs of students, faculty and staff while promoting health and wellness. Co-ed activity is highly encouraged and recreational programs in volleyball, basketball, ping pong along with soccer are very popular in the gymnasium. Participants can also make use of the campus fitness center provided they present a valid PCCC ID card.

The Fitness Centers:
1. Provides state-of-the-art fitness equipment, showers, lockers, and flat screen televisions.
2. Everyone must attend a fitness orientation and have a current activity waiver on file.
3. The Fitness Center at Paterson Campus is open during the Fall and Spring semester Monday-Friday 1:00 pm - 6:00 pm.
4. The Fitness Center at Wanaque Campus is open during the Fall and Spring semester Monday-Thursday 10:00 am - 5:00 pm.
5. Operating hours subject to change, check with Campus Fitness Center Staff along with posted announcements about facility use and closure

Career and Transfer Services - Career and Transfer Services offers a wide variety of career development services, career assessments, transfer guidance, professional development workshops,
job placement assistance, career and transfer fairs, and online resources to assist students with career needs. Career and Transfer Fairs are offered during the fall and spring semesters to connect students to employers, four-year universities and scholarship opportunities. The staff is available to help students explore their career options and transfer opportunities. Encourage students to contact the staff to help them explore all of their career and transfer needs by stopping into Career and Transfer Services located on the Paterson Campus (M244), email tmoore@pccc.edu (Career) and EHarrison@pccc.edu (Transfer) or phone 973-684-5583.

Center for Violence Prevention (CVP) - Passaic County Community College's Center for Violence Prevention links the college community with education, services, support, and resources on issues of domestic violence, sexual assault, dating violence, harassment, stalking and other instances of power-based violence on campus. The Center develops programs to prevent, address, educate, and raise awareness on these issues. The Center for Violence Prevention is located on the Main Campus in Founders Hall Room E-201 and provides the following supportive services to students, staff, and faculty: (1) Accessibility and referrals to services and resources in and out of Passaic County; (2) Education through prevention education efforts around domestic violence, sexual assault, dating violence, harassment, and stalking; and (3) Regular trainings, group discussions, awareness events on campus. Contact us by phone (973) 684-8093 or email: ViolencePrevention@pccc.edu.

Child Development Center - Passaic County Community College Child Development Center (PCCC-CDC) offers programs of high quality for early childhood education with an emphasis on the family and community. The Center is dedicated to offering a safe place where parents can attend classes at the college with the security of knowing that their children are in good hands. The Child Development Center has been in operation since 1999. In July 2009, the Center achieved Accreditation through the National Association for the Education of Young Children (NAEYC). Programs that are NAEYC Accredited must maintain the highest quality of standards in early childhood education. The center also received a 3-star rating in Grow NJ Kids in March 2019. In addition to the high-quality curriculum and instruction provided for children, the Center also strives to support families by offering monthly workshops, support groups, home visits, and counseling. For additional information about the Child Development Center call 973-684-5915

Disability Services - Passaic County Community College (PCCC) has an Office of Student Disability Services that coordinates assistance to students with disabilities. Students should schedule a meeting with a Disability Services Specialist and submit appropriate documentation. Disability Service Specialist are available on the Main, Passaic and Wanaque campuses. Appointments can be made at M245, by calling 973-684-6395 or emailing ods@pccc.edu. The Director of Student Disability Services, serves as a connecting link between students with disabilities and the college, provides disability related accommodations, information and referral services.

International Student Services - Another service provided by Student Affairs is support for students attending PCCC holding an F-1 Visa. Once a student is admitted to PCCC, receives an Initial I-20 from the Admissions Office, and arrives in the United States the student may contact one of the International Student Advisors to register for classes and discuss any issues or concerns they have. The advisor is available to help address questions regarding travel, transfer, maintaining status and many other issues.
**Student Activities** - The Office of Student Activities (OSA) works closely with the Student Government Association (SGA) to be the bridge to student involvement, leadership and campus programming. They oversee programs and events at the Paterson Campus, Wanaque Academic Center and Passaic Academic Center. Their mission is to provide co-curricular programs and activities that enhance the student experience at Passaic County Community College. OSA provides students with educational, social, cultural and leadership development opportunities. For additional information stop by the office on the Paterson campus in E103, call 973-684-7191, or email osa@pccc.edu.

**Student Advocacy** - The Office of Student Advocacy seeks to help students address and overcome any non-academic barriers that may impede their college success. This includes: mental health issues, homelessness, food insecurity, family and relationship issues, substance abuse, stress management, legal issues, and more. The Coordinator of Student Advocacy will provide crisis counseling, resources, assistance, and referrals for students struggling with life issues outside of the classroom. Faculty and staff may refer a student to the Coordinator at any time. Additionally, the Coordinator will provide ongoing support for the college community in implementation and usage of the SOAR program. The SOAR program (Student Outreach, Assistance, and Resources) is an online portal that will provide students and whomever they identify as family members, 24/7 access to specialized counselors, financial and legal experts, community resources, and other professionals with expertise in various life areas. For additional information stop by the office on the Paterson Campus in M247, call 973-684-5554 or email ltravers@pccc.edu.

**TRIO – Student Support Services (SSS)** - Funded by the U.S. Department of Education, SSS is one of the eight Federal TRIO Programs. TRIO SSS is a post-secondary academic program designed to support students through graduation and transfer to a four-year institution. The TRIO SSS Program at PCCC provides services that are supportive of retention and success and includes academic tutoring, assistance with information on the full range of student financial aid programs, individualized educational and transfer plans, assistance in completing financial aid applications; and, in applying for admission to, and obtaining financial assistance for enrollment in four-year programs. Also, eligible participants may apply for grant aid, childcare, and book vouchers. PCCC students are eligible to participate in the Program who meet the following requirements: “is a citizen or national of the United States or meets the residency requirements for federal student financial assistance; is enrolled at PCCC or accepted for enrollment at PCCC; has a demonstrated need for academic support; is low-income; is a first generation college student (an individual both of whose parents did not complete a baccalaureate degree or in the case of any individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree); OR an individual with disabilities.”

**Veteran Affairs** - The Veteran Affairs Office serves as a liaison between students who are Veterans and their dependents and the department of Veteran Affairs. The office assists students with veteran status and dependents of service disabled or deceased veterans with their educational benefits. As a veteran you may be eligible for financial assistance towards advancing your education. Passaic County Community College is approved for enrollment certification of students eligible to receive educational assistance (GI Bill) from the U.S. Department of Veteran Affairs (V.A.). If you have any question please contact the Veteran Affairs Coordinator at 973-684-6203 or veterans@pccc.edu.
TESTING
The Testing department provides testing services to all students across each of the campuses.

Prior to registration all new degree seeking students must be assessed in English and Math, and this placement will determine the courses will be taken. Students’ initial placements are determined through either a placement test, previous course work, or previous test scores. Test are given in basic skills or ESL, and the resulting placement are entered by the Testing department staff.

In addition the Testing department provides proctoring services for students in need of makeup exams, exams with accommodations, outside exams, and the College Writing Exam (CWE).

Requests can be sent to academictesting@pccc.edu

TUTORING SERVICES
Through additional reinforcement of classroom instruction, tutoring labs assist students in developing language, basic mathematical, reading and writing, technical, and critical-thinking skills. These skills are necessary for a successful academic career in higher education, as well as participation in the workforce.

Tutoring services include open lab hours for students who need extra help in developmental and college-level courses. The services are available at the Paterson campus, the Passaic Academic Center, and the Wanaque Academic Center. In addition, computers are available to students for online labs and other skills review and exercises. Lab hours are posted each semester.

English Language Studies (ELS) Multi-Media Labs
Instruction in the ELS labs is provided by qualified tutors with experience in the teaching of English Language Studies. The tutors assist students in developing and improving their grammar, speaking, writing, listening comprehension and reading skills. Multi-media technology is used to enhance students’ oral and written competence in English.

The ELS Writing Center further supports students who need additional help to improve their writing skills. The ELS Writing Center also offers clinics and workshops throughout the semester to strengthen topics covered in the classes. Students can stop by for one-on-one and/or small group tutoring during the center’s drop-in times, which are available throughout the day, evening, and weekends. Moreover, students can make appointments to see a full-time instructor in the ELS Writing Center. Students are required to attend the labs at least once a week to fulfill their class requirements.

Developmental English
The Developmental English Lab provides tutoring and resources to help registered Developmental English students improve their reading and writing skills. The lab is equipped with computers for students to practice their reading and writing skills through computer-based programs. Study session workshops are offered to provide strategies to improve reading and writing efficiency by building students’ vocabulary and enhancing basic reading, writing, and study skills. Students register for designated lab sections and may also schedule appointments for individual or group tutoring.
Math Labs
Math labs are staffed by full-time administrators as well as qualified part-time tutors. The tutors’ efforts are supported by a variety of software and other educational resources, each directly related to the students’ course of study. Students in MA025A and MA025B work with their instructors, whereas students in developmental and college-level courses receive assistance with instructor-generated assignments and/or lab-produced assignments that reinforce the skills taught in the classroom.

College level Tutoring
The Center for Student Success at Passaic County Community College (PCCC) is dedicated to serving the needs of the college community by offering tutoring and learning support in a wide variety of subjects. Tutors work one on one and with small groups to help students succeed in Math, English, Science, and the Humanities, as well as work on study and testing skills. College level tutoring is available on all campuses, and hours are posted each semester. In-person writing support is also available to students taking college-level courses and Writing-Intensive (WI) courses. Computers are available to students in the Center. Writing consultants also work with students preparing to take the College Writing Exam (CWE) in both one-on-one and group sessions. Students who have never taken the exam before are encouraged to go to the Center for information and for writing practice. In addition, the Writing Center holds writing workshops on topics such as grammar that are open to all PCCC students at any level.

Online Tutoring for PCCC Students
In order to provide services for all students, PCCC has created a partnership with Tutor.com. Academic support is available online 24/7 in a wide variety of subjects, and access is available for all current students through their class BlackBoard platforms. Students have the option to connect with a tutor on the spot, schedule an appointment in advance to work with a specific tutor in real time, or submit an assignment for review offline. Each student is provided with an allotment of five (5) hours per semester, but more can be added as needed.
SECTION V
Faculty Information

CODE OF ETHICS FOR COLLEGE EMPLOYEES
Each public institution of higher education shall develop a code of ethics, in accordance with State of New Jersey Executive Order No 65 signed on November 15, 2005, governing its trustees, officers, and employees. The Code of Ethics shall establish guidelines and standards of ethical behavior in order to ensure the public’s confidence in the conduct of business and operations of the institution. See Section X for full Board Policy A905

EVALUATION OF FACULTY
Faculty members are evaluated at PCCC both to ensure that students receive high quality instruction and to provide a professional means for the faculty member and the evaluator to work together to improve teaching quality. Evaluation of faculty is conducted through class observation by an academic administrator or a peer, and through surveys of student opinion. (See Section XI for forms in use).

FACULTY EVALUATION, PROMOTION AND TENURE- B302
Procedures for promotion are set forth in Article XIX of the Agreement between PCCC and the Faculty Association of PCCC dated July 1, 2018 – June 30, 2021. (This section is included as Appendix X in this handbook.)

GUIDELINES ON OUTSIDE EMPLOYMENT
The primary work obligation of a full-time faculty member is to the institution in which he or she is employed. Outside employment is considered to be any employment of a regular and continuing nature. A full-time faculty member of a public college may engage in outside employment only if the outside employment does not:
1. Constitute a conflict of interest.
2. Occur at a time when the employee is expected to perform his or her assigned duties.
3. Diminish the employee’s efficiency in performing his or her primary work obligation at Passaic County Community College.

No full-time faculty member at Passaic County Community College may perform part-time work of any kind for another public institution or agency unless that work conforms fully with the spirit of the above guidelines and unless that work has been approved by the chief executive officer at the public institution or agency for which it is to be performed.

It is difficult to clearly define "regularly or continuing" as opposed to "irregular or infrequent" outside employment. The following examples of outside employment activities are given in order to illustrate the guidelines’ intent. They are not meant to be an exhaustive listing of such activities.

Any teaching assigned at another institution except for a single or limited number of guest lectures.
A clinical or professional practice (for example, in accounting, clinical psychology, or law).

Appointment as a consultant to a school district, corporation or public or private enterprise for an indeterminate period, even if actual time demands are intermittent.

Operation or management of (or employment in) any enterprise related or unrelated to a faculty member's professional interest.

These guidelines shall not apply to outside employment undertaken during annual leave or vacation periods, except that the employee may not engage any time in outside employment constituting a conflict of interest.

**PROFESSIONAL DEVELOPMENT & TUITION REIMBURSEMENT**

Full-time members of the College faculty and administrative staff are expected to develop their professional careers directly related to their position at the College.

Such development includes attendance at conferences and meetings. Therefore, the following regulation is adopted to provide assistance in such development by the College.

1. All requests for Professional Development assistance shall be made in writing to the Senior Vice President for Academic Affairs.

2. The request must include:
   a) The name and location of the conference/meeting
   b) The charge for the conference/meeting
   c) The purpose of the conference/meeting, including how the requestor will benefit in his/her professional development
   d) A copy of the agenda or program description

3. Assistance may be limited to a percentage of the cost (exclusive of travel) of the conference/meeting or a set amount.

4. Assistance may be limited to one conference/meeting per year.

5. Faculty may be required to obtain a no-cost substitute for scheduled classes approved by the Sr. Vice-President for Academic Affairs.

6. A brief report of the conference/meeting must be submitted with the request for pre-approval assistance AVAILABLE ONLINE (request for payment must be on a purchase requisition form – SECTION X FOR TRAVEL EXPENSE REIMBURSEMENT).

**SABBATICAL LEAVE - Board Policy B107 (See Section X)**
ACCIDENTS AND EMERGENCIES
IN THE EVENT OF AN EMERGENCY

Emergency Notification System (Panther Alert)

College administration can quickly communicate with students, faculty and staff in case of emergency. This emergency notification system, “Panther Alert”, uses a layered approach to communicate reaching out the college community with emails, text messages, phone calls and postings to the college’s website.

The health, safety and welfare of our faculty, staff and students are of the upmost importance, and the college wants to ensure that students’ contact information is accurate and as up-to-date as possible.

In order for the Panther Alert system to be most effective, users must review their contact information and update as needed. Login onto your PCCC portal, click the “Panther Alert” tab at the top and follow the information on the screen.

If you become injured or severely ill while at work at the College you should: Call the Office of Public Safety at Ext. 5403 or 811 from a campus phone and Call Human Resources at ext. 6108

COLLEGE CLOSINGS

The College will announce delayed openings, closings, and other emergency situations through the Panther Alert System. In addition, college closings or delayed openings are made over radio stations WCBS (880 am) and Cablevision TV Channel 12 (New Jersey News).

COPYRIGHT PROTECTION: See Board Policy A902

It is the policy of Passaic County Community College to comply with the provisions of the U.S. Copyright Act of 1976, the Digital Millennium Copyright Act of 1998, the Teaching, Education, and Copyright Harmonization Act of 2002, and any statutory revisions. All members associated with the College community—teachers, administrators, staff, and students—are encouraged to have a basic understanding of these federal laws and to apply them responsibly in the educational environment. This includes copying, scanning, distributing, or otherwise making available any copyrighted work in any medium.

The four evaluative factors of the “fair use” provision of U.S. Code (Title 17, §107) should serve as the primary guide in determining compliance:
1. The **purpose and character** of the use, including whether such use is of commercial nature or is for nonprofit educational purposes
2. The **nature** of the copyrighted work
3. The **amount and substantiality** of the portion used in relation to the copyrighted work as a whole
4. The **effect** of the use upon the potential market for, or value of, the copyrighted work

College members are forbidden from knowingly violating federal copyright law when using copyrighted materials for any purpose associated with the College. The College will not be held legally accountable for such violations, and individuals assume all liability for infringement.

**LOST AND FOUND**

All articles found in College buildings or on College property should be turned over to the Lost and Found Department in the Public Safety Office located in Founders’ Hall (E100, ext. 5403).

**PARKING ON COLLEGE PREMISES**

Parking is available on all campuses for faculty and staff. All cars must be registered with the Public Safety office (Room E-100) and display a window decal (available when you register your vehicle).

On the main campus (Paterson) parking is available for full-time faculty in Lot #3 – College Boulevard between Memorial Drive and Church Street and in the Paterson Parking Authority Garage located at 125 Broadway. Access to the garage is obtained through your PCCC College ID card. The parking garage is open from 7:00am to 10:30pm Monday to Friday, and from 7:00am to 5:00pm on Saturdays. Parking in the Paterson Parking Authority Parking Garage for PCCC personnel is designated in the area painted with red lines. The area painted with yellow lines is for cash paying customers. Do not park in spaces reserved for people who are disabled. Violators could be subject to a summons and/or towed at the vehicles owner’s expense at the discretion of the City of Paterson. All persons driving in the garage are expected to operate their vehicles in a safe manner and be aware of pedestrians.

The parking of an authorized vehicle on College premises is an agreement by the motorist to adhere to the College's parking regulation. The motorist acknowledges by this agreement that PCCC is in no way liable for personal injury, property damage, or loss of parts or contents of his/her vehicle.

Any violation of these regulations is subject to a fine, towing at the expense of the vehicle’s owner and/or revocation of any parking privileges:

a) Speeding or Reckless Driving
b) Failure to Register Vehicle
c) Failure to Display Decal Properly on Vehicle
d) Fraudulent Use or Purchase of Decal
e) Misuse of Special Permit
f) Parking in Restricted Area
g) Disobeying Public Safety Officer
h) Parking in Fire Lane
i) Parking in No Parking Zone  
j) Parking in Faculty/Staff Space  
k) Parking in Handicapped Space  
l) Parking in Two Spaces

Violations will be enforced by the Passaic County Sheriff’s Department, City of Paterson Police Department or the City of Paterson’s Parking Authority.

Double parking or parking in travel lanes is not permitted. Vehicles extending into the traffic lane are considered to be in violation of hindering traffic.

Any appeal of a violation notice (issued by the PCCC Public Safety Office ONLY) must be made in writing to the Director of Security. The appeal must be made within ten days of the issuance of the violation. The decision of the Director of Public Safety is final.

PETTY CASH REIMBURSEMENT POLICY
See Appendices for Guidelines and Instructions

Requests for reimbursement for funds spent through petty cash must be submitted on a Petty Cash Voucher Form. This form is available on-line through Outlook Email under PUBLIC FOLDERS, under All Public Folders, under Finance Public Forms. All data must be completed in full or payment will not be made. Prior to payment being issued, all vouchers will be reviewed for reasonableness and proper business expense. Petty cash reimbursement is limited to $60.00 and no more than one (1) petty cash voucher can be submitted per calendar month per individual.

Guidelines are as follows below:
1. The total expenditure is not to exceed $60.00 per month.
2. Signatures are required. This includes the person requesting the funds, the Budget Officer (the person responsible for the budget), and their respective Executive Director, Vice President or the President.
3. All receipts must include the vendor name, date of purchase, and description of item or items.
4. NJ sales tax will not be paid.
5. A voucher must be submitted within the fiscal year and there will be no more than one (1) petty cash voucher submitted per calendar month per individual.
6. Mileage for personal vehicles is paid at a rate of $0.37 cents per mile (or as the grant specifies). You must document the start and finish locations.
7. Tolls will also be reimbursed at actual expense.
8. Any reimbursement for travel outside of Passaic County must have a Travel Authorization Form completed and attached to the voucher. (See Travel Authorization Procedures)
9. Completion of the form: The signed form with attached receipts is to be delivered to the Bursars office for their review. You will then be contacted at the phone extension you placed on the form to pick up your petty cash reimbursement within five (5) business days.
PROCEDURES FOR INJURIES AND ILLNESS
If you become injured or severely ill while at work at the College:

- Call the Office of Public Safety immediately at extension 5403 or 811
- Call Human Resources at extension 6108
- If your condition is the result of a work-related condition and is not an emergency, report to the Human Resources Department (third floor, Founders’ Hall E307)

TRAVEL AND MILEAGE

See Section XI for complete Guidelines and Instructions
Travel Expense Reimbursement: It is the policy of the College to reimburse employees (and others who represent the College) for certain expenses incurred in conjunction with legitimate conduct of College business.

The College’s unique location affords members of the College the opportunity to participate in meetings and conferences covering almost all, if not all, of the professional development needs of the staff. Thus, travel is typically to be limited to the Boston through Washington Corridor.

The College Regulations contain maximum dollar limits on mileage allowances, meal allowances, and lodging allowances.

- Employees may make their own travel reservations
- Meals and Incidentals will be paid at a flat Per Diem rate for non-local travel
- The Travel Authorization and Expense Reimbursement procedures have been streamlined and clarified
SECTION VII

Academic Council and Administrative Structure

ACADEMIC COUNCIL

The Academic Council is an organization of faculty and professional personnel that serves as an open forum for debate and discussion of important College issues. Resolutions passed by this body are forwarded to the President as recommendations.

The Academic Council Standing Committees generally initiate resolutions that come to be floor of the Academic Council. These Committees meet regularly and their meeting times and places are posted.

Participation in Academic Council committee meetings ensures contributions to the functioning and the future of the College. [http://pccc.edu/faculty/academic-council](http://pccc.edu/faculty/academic-council)

PREAMBLE:
These by-laws are established in accordance with the Constitution of the Academic Council as revised on May 8, 2018 by the Academic Council.

ARTICLE I: OFFICERS

Section 1: Nomination
- A Nomination Committee shall consist of three (3) members elected at a regular meeting and shall present a slate to the entire Membership at least two (2) weeks prior to the annual meetings. Additional nominations may be made from the floor at the time of the election.

Section 2: Election
- Officers shall be elected by the voting membership except for the parliamentarian, who is appointed by the President.
- Election shall be by secret ballot. A simple majority of the votes cast shall constitute an election.

Section 3: Term of Office
- The usual term of office shall be two (2) years, from June 1 until May 31 of the next election year.
- Vacancies in any office except Parliamentarian may be filled at any regular meeting by special election. Such elections shall require written notice of all members at least ten (10)
days prior to the election. Office nominations shall be from the floor, and a simple majority of the votes cast shall constitute an election.

- Officers shall serve no more than two (2) consecutive full terms in the same office.

Section 4: Duties

4.1 **President**
The President of the Academic Council shall:

- Call and conduct meetings of the Academic Council.
- Set the agenda in consultation with the executive officers.
- Serve as a voting member of all committees, with the exception of the Faculty Review committee (see below).
- Not serve, ex-officio or otherwise, on the Faculty Review committee.
- Appoint the Parliamentarian.
- Ensure that all resolutions passed by the Council are communicated to the office of the College President.
- Perform the duties commonly associated with executive leadership, the jurisdiction and declared policies of the Academic Council.
- Be a tenured member of the full time teaching faculty.

4.2 **Vice-President**
The Vice-President of the Academic Council shall:

- Perform the duties of the President in case of the absence or incapacity of the President.
- Formulate, with the President and the Corresponding Secretary, the agenda of all meetings.
- Be a tenured member of the full time teaching faculty.

4.3 **Corresponding Secretary**
The Corresponding Secretary of the Academic Council shall:

- Conduct all necessary correspondence.
- Distribute the agenda of the regular and annual meetings at least three (3) days prior to the meetings.
- Be responsible for maintaining current information on the Academic Council Web Page.
- Post all Council resolutions on the Academic Council website.

4.4 **Recording Secretary**
The Recording Secretary of the Academic Council shall:

- Keep and distribute minutes of the meeting and other official records of the meetings.
- Keep official membership lists and accurate attendance records at the meetings.
- Keep accurate records of all votes and tallies.

4.5 **Parliamentarian**
The Parliamentarian of the Academic Council shall be appointed by the Academic Council President and shall:

- Assume responsibility for adherence to the rules and order and procedures for all meetings.
- Give consultative assistance upon request of committee members to clarify responsibilities and eliminate procedural problems and difficulties.
Section 5: Executive Committee
The Officers identified in the previous section and the immediate past President shall constitute the Executive Committee. For planning purposes, the President may at times include the chairpersons of standing committees at Executive Committee meetings.

ARTICLE II: MEETINGS

Section 1: Regular Meetings
At least two (2) regular meetings shall be held during the fall semester and at least two (2) in the spring semester.

Section 2: Annual Meetings
- The annual meeting shall take place at the end of the spring semester (in late April or early May).
- Biannually, the election of officers and members of standing committees shall take place at the above mentioned meeting.
- Election to standing committees is by Academic Council membership unless stated otherwise in by-law sections on committee membership.
- Written annual reports shall be received from all standing committees and ad hoc committees at the annual meeting.

Section 3: Special Meetings
- Special meetings may be called by the President or petition of one-third (1/3) of the voting membership.
- No business shall be conducted at a special meeting except the business stated in the call for the meeting. Written notice of a special meeting must be given to the membership at least 24 hours prior to the meeting, and notice shall be posted at the main entrance of each building of the College.

Section 4: Quorum
- Twenty-five percent (25%) of the regular membership shall constitute a quorum for voting purposes.

ARTICLE III: STANDING COMMITTEES

Point of Note One: 25% of the voting committee establishes a quorum.

Section 1: Chairpersons
One chairperson of each standing committees shall be chosen through committee elections at the first applicable committee meeting. A vice chair will be elected if the committee requires additional leadership.
Point of Note Two: A tenured faculty member is strongly advised to chair committees, specifically Academic Standards, Curriculum, and the College Writing committee. This recommendation alleviates the pressure for non-tenured faculty to rush into positions they may not be prepared to hold, and minimize the misperception that they should push to hold these positions in order to better their chances during the tenure process.

Section 2: Terms of Office
The term of membership shall be for a two (2) year period, June 1 until May 31 of the next election year, except in these cases where membership in a standing committee is ex-officio.

Section 3: Attendance
If a member of any committee misses three (3) consecutive meetings membership will be forfeited and a new election will be held at the next regular Academic Council meeting.

Section 4: Academic Appeals Committee
4.1: Membership
The membership of the Academic Appeals Committee shall consist of the following:
- Thirteen (13) teaching faculty from the following areas:
  - two (2) ELS
  - two (2) Mathematics
  - one (1) Developmental faculty teaching any basic skills area
  - two (2) English
  - one (1) Humanities/Social Science/Education
  - one (1) Health Sciences
  - two (2) Faculty at large
- Three (3) administrators (one from each of these campuses: Passaic, Wanaque and the Main Campus) appointed by the Chief Academic Officer or the Chief Campus Administrator
- Three (3) counselors/student development specialists (one from each of these campuses: Passaic, Wanaque and the Main Campus)

Note: This committee shall meet in August, January, and May

4.2: Duties
To make recommendations to the Academic Council and to perform the following:
- Hold hearings concerning continuation or reinstatement for students on suspension for academic reasons.
- Hear and adjudicate grade appeals.
- Make recommendations concerning appeals resolution to the Chief Academic Officer.
- Review and make recommendations regarding policies and procedures as related to academic appeals to the Chief Academic Officer.

Section 5: Academic Standards Committee
5.1 Membership
The membership of the Academic Standards Committee shall consist of the following:
- Eight (8) teaching faculty, one (1) of whom shall teach in each of the following departments/areas:
  - Nursing/Radiography/HIT
5.2 Duties:
To review and recommend to the Academic Council matters relating to academic standards and academic quality including, but not limited to, the following:
- Grading system and practices.
- Attendance policy and practices.
- Admissions policy and practices.
- Requirements for graduation.
- College calendar.
- Academic integrity.
- Academic probation and dismissal.

Section 6: Advisement Committee

6.1 Membership
The membership of the Advisement Committee shall consist of the following:
- 8 teaching faculty, one (1) of whom shall teach in each of the following departments/areas:
  - Nursing/Radiography/HIT
  - Business/CIS/Engineering/Graphic Design
  - Math/Science
  - Humanities/Social Sciences/Human Services/ASL/Education
  - English/Fine and Performing Arts
  - ELS/Developmental English
  - Guided Pathways Representative/Pathway Coordinator

The committee will also contain two (2) faculty members at large.

6.2 Duties
To review, identify problems and recommend means for improvement in matters relating to Academic Advisement and its quality including, but not limited to, the following:
- Advisement policies and procedures.
- Advisement practices, in person, on-line, and other.
- Faculty advisor/counselor training.
- Academic requirements and regulations.
- Academic support services (career, transfer, etc).
- Resources and technology
- Review of applicable assessment results.
Section 7: Assessment Committee

7.1 Membership

The membership of the Assessment Committee shall consist of the following:

8 teaching faculty, one (1) of whom shall teach in each of the following departments/areas:

- Nursing/Radiography/HIT
- Business/CIS/Engineering/Graphic Design
- Math/Science
- Humanities/Social Sciences/Human Services/ASL/Education
- English/Fine and Performing Arts
- ELS/Developmental English

The committee will also contain two (2) faculty members at large.

- Chief Academic Officer or designee
- Coordinator of Assessment

7.2 Duties

The duties of the Assessment Committee include, but are not necessarily limited to:

- Reviewing and making recommendations regarding assessment in the academic area, specifically:
  - Student Learning Outcomes for courses and programs
  - Assessment plans for courses and programs
  - Use of assessment results
  - Curriculum Maps
- Disseminating information about assessment.
- Participating in training for assessment and dissemination of assessment results, in conjunction with the Professional Development Committee,
- Serving as a liaison between the Planning and Emerging Issues Committee regarding college-wide assessment issues and the administrative assessment group.

Section 8: College Writing Committee

8.1 Membership

The membership of the College Writing Committee shall consist of the following:

- Two (2) English Faculty
- 8 teaching faculty, one (1) of whom shall teach in each of the following departments/areas:
  - Nursing/Radiography/HIT
  - Business/CIS/Engineering/Graphic Design
  - Math/Science
  - Humanities/Social Sciences/Human Services/ASL/Education
  - Fine and Performing Arts
  - ELS/Developmental English
- Academic Testing Administrator or designee

8.2 Duties:
The functions of this Academic Council committee will be to:

- Participate in College Writing Exam (CWE) construction, implementation and assessment
  - Develop and design the CWE topics, including topics in the major(s) in collaboration with academic departments.
  - Develop rubric(s) and standard for the CWE, and routinely review their effectiveness.
  - Complete CWE norming and grading sessions.
  - Review and make recommendations for policies and procedures for the CWE.
- Develop and support writing initiatives, specifically those involving Writing Intensive courses, to encourage writing in all disciplines.
  - Research and make recommendations for appropriate facilities and programs that support student writing.
  - Serve as a resource for training faculty in improving the incorporation of writing into courses.
- Participate with the General Education (Gen Ed.) Committee by sending a designee to the Gen Ed. Committee meetings.

Section 9: Curriculum Committee

9.1 Membership
The membership of the Curriculum Committee shall consist of the following:

- 8 teaching faculty, one (1) of whom shall teach in each of the following departments/areas:
  - Nursing/Radiography/HIT
  - Business/CIS/Engineering/Graphic Design
  - Math/Science
  - Humanities/Social Sciences/Human Services/ASL/Education
  - English/Fine and Performing Arts
  - ELS/Developmental English
- Two (2) faculty members at large
- Chief Continuing Education Administrator or designee
- Librarian/Guided Pathways Representative/Pathway Coordinator
- Chief Academic Officer or designee
- One (1) counselor elected at large
- One (1) student appointed by the PCCC Chief Student Affairs Officer

9.2 Duties:
To make recommendations to the Academic Council regarding the following:

- General education and all curricular matters related to program requirements.
- Addition and deletion of all academic programs and courses.
- Addition and modifications of course titles, descriptions, and objectives.
- Changes in pre-requisite/co-requisites for courses.
- Adoption of articulation agreements for transfer with four year colleges and universities.
- Review offerings of the continuing education department.
• Participate with the General Education Committee by sending a designee to the General Education Committee meetings.

Section 10: Educational Technology Committee

10.1 Membership
The membership of the Educational Technology Committee shall consist of the following:

• 8 teaching faculty, one (1) of whom shall teach in each of the following departments/areas:
  o Nursing/Radiography/HIT
  o Business/CIS/Engineering/Graphic Design
  o Math/Science
  o Humanities/Social Sciences/Human Services/ASL/Education
  o English/Fine and Performing Arts
  o ELS/Developmental English
  o three (3) faculty members at large who actively teach Distance Learning Courses.

• Director of Distance Learning
• Administrator in charge of the Learning Resource Center or designee
• Chief information technology officer or designee
• One (1) student member with experience in an online or ITV course, appointed by the Dean of Student Affairs.

10.2 Duties:
The functions of the Educational Technology Committee will be to:

• Assist in the development of long-range plans for educational technology.
• Develop criteria for evaluating distance courses, programs and certificates.
• Make recommendations regarding consortia and contractual arrangements affecting distance education.
• Make recommendations regarding college services and technology affecting distance education courses.
• Develop guidelines and policies related to technology.
• Make recommendations about the integration of technology into the curriculum and the teaching/learning/assessment process.
• Assist in the selection, development and application of new technologies.
• Assist in the assessment and evaluation of educational technology.
• Make recommendations for training in technology to the Professional Development Committee.

Section 11: Faculty Review Committee

11.1 Membership
The membership of the Faculty Review Committee shall consist of the following:

• One committee chair who holds the rank of Associate or Full Professor
• Nine (9) full-time tenured teaching faculty elected at large, excluding those holding the title of department chairperson and excluding the officers of the Faculty Association. Each faculty member must have a minimum of nine (9) years of teaching with the college.
  No more than two (2) faculty shall be elected from the same academic department.

The functions of this Academic Council committee will be to:
• Review and evaluate credentials and performance material of faculty, and make recommendations to the chief academic officer or designee concerning their renewal, non-renewal and tenure.
• Make recommendations regarding the criteria and process for the renewal, non-renewal and tenure of faculty.

Section 12: General Education Committee

12.1: Membership
The membership of the General Education Committee shall consist of the following (Based on the categorical breakdown of Gen Ed courses):
• Faculty members from the following areas/disciplines:
  o three (3) faculty covering Communication (English/Public Speaking)
  o two (2) faculty covering Mathematics
  o one (1) faculty covering Technology (CIS)
  o two (2) faculty covering Social Science
  o four (4) faculty members covering Humanities
  o two (2) Science faculty members
• Chief Academic Officer or designee
• Coordinator of Assessment
• Director of Distance Learning or designee
• Director of Learning Resources or Designee

12.2: Duties
The functions of this Academic Council committee will be to:
• Review and make recommendations to the Curriculum Committee on proposed additions and deletions to the PCCC general education course list.
• Review and make recommendations on general education policy changes based on state mandates.
• Assist in coordination of general education outcomes.
• Review the process and procedures for general education assessment.

Section 13: Judicial Affairs Committee

13.1 Membership
The membership of the Judicial Affairs Committee shall consist of the following:
• Chief Student Affairs Officer designee
- 8 teaching faculty, one (1) of whom shall teach in each of the following departments/areas:
  - Nursing/Radiography/HIT
  - Business/CIS/Engineering/Graphic Design
  - Math/Science
  - Humanities/Social Sciences/Human Services/ASL/Education
  - English/Fine and Performing Arts
  - ELS/Developmental English
  - one (1) faculty member at large.
- One (1) Criminal Justice faculty member or designee
- Two (2) counselors elected at large
- President of the student government organization or designee
- Two (2) students selected by the chief student affairs officer or designee

13.2 Duties
The functions of this Academic Council committee will be to:
- Make recommendations to the Chief Student Affairs Officer or designee with respect to specific discipline cases, including holding hearings.
- Develop and/or review procedures for addressing discipline cases and student grievances.
- Make recommendations to the Chief Student Affairs Officer or designee with respect to academic integrity issues and cases, and hold hearings as may be warranted.
- Review and, if necessary, revise the Student Code of Conduct.

Section 14: Professional Development Committee

14.1 Membership
The membership of the Professional Development Committee shall consist of the following:
- 8 teaching faculty, one (1) of whom shall teach in each of the following departments/areas:
  - Nursing/Radiography/HIT
  - Business/CIS/Engineering/Graphic Design
  - Math/Science
  - Humanities/Social Sciences/Human Services/ASL/Education
  - English/Fine and Performing Arts
  - ELS/Developmental English
- The committee will also contain two (2) faculty members at large.

14.2 Duties
The functions of this Academic Council committee will be to:
- Review and recommend appropriate professional development activities and projects that meet the needs of the academic mission and strategic planning
- Work closely with the chief academic officer or designee in the planning and implementation of professional development activities
- Assess development activities and projects
• Develop long range plans for professional development and make recommendations to the Academic Council regarding these activities

Section 15: Student Life Committee

15.1 Membership
The membership of the Student Life Committee shall consist of the following:
• Director of Student Activities or designee
• Four (4) faculty or two (2) tenured faculty elected at large or two (2) elected from club advisors
• Faculty adviser to the Student Government Association
• Associate Dean of Academic Affairs or Designee
• One (1) counselor elected at large
• President of the student government organization or designee
• Two (2) students selected by the Chief Student Affairs Officer or designee

15.2 Duties
The functions of this Academic Council committee will be to:
• Review and make recommendations concerning student government and student activities.
• Review and make recommendations about policies and procedures concerning student development.
• Review and make recommendations regarding the criteria for scholarships and selection for scholarship recipients.
• Review the budget of the student governance organization twice a year, and make recommendations regarding expenditures and programming.

Section 16: Ad hoc Committee(s)

Ad hoc committees(s) may be appointed by the President of the Academic Council for a specific period of time.

ARTICLE IV: AMENDMENTS

These By-laws may be amended by a majority vote of the membership provided the amendment is submitted to the membership in writing or e-mail at least 10 class session days prior to the regular meeting at which the vote is to be cast. Failing sufficient attendance, the by-laws may be amended by official mail ballot subsequent to such meeting

ADVISORY COUNCIL
An Advisory Council shall be established, as appropriate, for the purpose of providing curriculum program advice and support to the College. Council members will be representative of College instructional areas and/or fields of interest. Passaic County Community College, as a comprehensive community college, believes that there must be an effective liaison between the College and the
community if it is to meet County and Community needs. Council member appointments will be made by the Board of Trustees for one year renewable periods on the recommendation of the President. Advisory Council should have 7 to 15 members, and in every case, serve in an advisory capacity without remuneration.

**GENERAL FACULTY MEETINGS**

The Senior Vice President for Academic and Student Affairs will schedule two general faculty meetings a year.

**DEPARTMENT MEETINGS**

Dates and agendas of program area and or department meetings will be distributed to all faculty. Faculty are expected to attend meetings of their respective academic department; these meeting are held frequently during the academic year.

**COLLEGE ADMINISTRATION**

**THE PRESIDENT**

The president shall be appointed by the Board of Trustees and shall direct all activities of the community college in accordance with pertinent laws, by-laws, regulations, standards and policies concerning the operation of the community college.

The duties of the President include, but are not limited to, the following:

1. To administer and carry out all policies of the Board of Trustees.
2. To establish academic and administrative procedures dealing with:
   (a) Curriculum
   (b) Personnel appointments and reappointments, tenure and promotions
   (c) Budget
   (d) Salary schedules
   (e) Organizational structure
   (f) Granting of degrees, diplomas and certificates
   (g) Community service
3. To assure relevance of the College programs and services of the boundary area, and to conform to state-wide regional areas of specialization.
4. To submit an annual report on operations to the Board of Trustees and prepare such other reports as required by the Commission on Higher Education.
5. To provide for faculty and student handbooks, a College Academic Bulletin, and other related documents or publications.

**Academic and Student Affairs**

**Senior Vice President for Academic & Student Affairs**

The Sr. Vice President for Academic and Student Affairs is the College’s chief academic and student development officer and reports directly to the President, with responsibility for
planning, coordination, supervision, evaluation, and development of academic and student affairs programs.

**Senior Dean for Academic Affairs**
The Senior Dean for Academic Affairs provides leadership, vision, and administrative oversight for Developmental English, English and English Language Studies (ESL) and Mathematics Departments. The Senior Dean oversees the Director of Adjunct Faculty Services and Testing and Tutoring services. Reporting to the Senior Vice President for Academic and Student Affairs, the Senior Dean assists the Senior Vice President with the overall operation of the academic unit. In the absence of the Senior Vice President, the Senior Dean serves as chief academic officer.

**Dean of Student Affairs**
The Dean of Student Affairs provides leadership, vision and supervision for Athletics, Center for Student Success, Child Development Center, Student Immunizations, Judicial Affairs, Office of Disability Services, Student Activities, and Veteran Services. Reporting to the Senior Vice President of Academic and Student Affairs, the Dean of Student Affairs serves as the Chief Student Affairs Officer and assists the Senior Vice President with linking Student Affairs to the instructional areas of the College.

**Dean for Strategic Initiatives and Policy Management**
The Dean for Strategic Initiatives and Policy Management reports to the Senior Vice President for Academic and Student Affairs. He/she is directly responsible for developing, coordinating and implementing various initiatives and projects in the division and institution.

**Dean of Enrollment Management**
Reporting to the Sr. Vice President for Academic and Student Affairs, the Dean of Enrollment Management is responsible for ensuring that enrollment is maximized. The Dean develops and implements the PCCC Enrollment Management Plan, provides leadership for Admissions, Financial Aid and Registrar and directs all registration activities.

**Associate Dean for Nurse Education and Sciences**
The Associate Dean for Nurse Education and Health Science reports to the Senior Vice President for Academic and Student Affairs, and is responsible for providing leadership, vision, and administrative oversight of the Nurse Education, Radiography and Health Information Technology, American Sign Language, Occupational Therapy and Science programs. Other areas of responsibility include the B2B Grant and STEM.

**Associate Dean of Learning Resources**
The Associate Dean of Learning Resources reports to the Senior Vice President for Academic/Student Affairs. He supervises the Library, the Department of Humanities and Social Sciences, Distance Education, the College Writing Center, eTutoring, the Honors Program, and Phi Theta Kappa.

**Associate Dean for Academic Support Services**
Reporting to the Senior Vice President for Academic Affairs, the Associate Dean for Academic Support Services is responsible for overseeing testing and tutoring services on all campuses.
throughout the college. The Associate Dean for Academic Support Services directs all activities pertaining to placement tests, as well as online exams, the CWE, and any outside testing services. In addition, this position is responsible for coordinating tutoring services with the academic departments, and supervising any and all functions of the Academic Success Center (Testing & Tutoring) and Guided Pathways.

**Assistant Dean for Advisement & Retention**
The Assistant Dean of Advisement and Retention reports to the Associate Dean for Academic Support Services and is responsible for the implementation and evaluation of the advisement process of new and returning students.

**FINANCE AND ADMINISTRATION**

**Vice President for Finance and Administration**
The Vice President for Finance and Administration reports to the President. He or she is responsible for all financial operations, physical plant, purchasing, college support services and the budget. The Controller, Budget Manager, Executive Director of Facilities Management and Planning, and Security, College Support Services, Purchasing, Food Services, and Bursar report to the Vice President for Finance and Administration.

**Associate Vice President for Human Resources**
The Associate Vice President for Human Resources reports to the Vice President for Finance and Administration and is responsible for all human resources operations, which include, but is not limited to, labor relations, affirmative action, compliance, and employee services. The Associate Vice President serves as the chief negotiator of labor contracts as well as the Affirmative Action Officer and Custodian of the College’s personnel records.

**Associate Vice president of Facilities Management and Planning**
The Associate Vice President of Facilities Management and Planning reports to the Vice President for Finance and Administrative Services and is responsible for all Plant Operations, including Buildings and Grounds and Mechanical Services for a multi-campus community college.

**Vice President for Passaic Academic Center & Wanaque Academic Center**
The Vice President is responsible for managing the Passaic and Wanaque Centers. This position reports to the President.

**Vice President of Institutional Advancement**
The Vice President of Institutional Advancement reports to the President. The Institutional Advancement Office oversees college-wide fund-raising, marketing, and communications. The Vice President is responsible for identifying appropriate public and private funding sources for the institution. The Vice President assists faculty and staff in drafting proposals for submission to funding sources. Duties also include identifying and directing fundraising activities as well as
serving as a liaison to the College's Foundation and providing direction for the College’s marketing and communications functions.

**Vice President for Information Technology**

The Vice President for Information Technology reports to the President and provides leadership for the continued development of a modern information technology environment throughout the College. The primary responsibility of this Office is the development and use of information technology in support of the College’s vision for excellence in teaching, outreach, and lifelong learning.

**THE GENERAL FACULTY AND ADJUNCT FACULTY**

The general faculty consists of 90 full-time and about 350 part-time faculty to serve approximately 9,000 full-time and part-time students. Four categories of degree programs are offered: Associate in Arts Degree [AA], Associate in Science Degree [AS], Associate in Applied Science Degree [AAS], and the Associate in Fine Arts Degree [AFA].

Part-time instructors teach in the various degree programs and majors. These instructors are trained academic professionals, most of whom are employed full-time in the professional fields they teach and bring direct knowledge of the requirements of the job market and various careers to students.

The Adjunct Faculty Office, located at 3 Church Street in Paterson (973-684-5508 or 973-684-5302), provides valuable services, support, training and orientation for part-time faculty. The Office also provides meeting space, computer access, and mailboxes. Communication and messages are handled by this Office.
SECTION VIII
HUMAN RESOURCES

CONFIDENTIALITY OF STUDENT RECORDS
Students' educational, counseling, and financial records are confidential. Access to these records without the student's written consent is restricted by College regulations and by law. The College reserves the right to make public without the student's consent "directory information," in particular, the student's name, address, age, sex, dates of registration, major, and diploma or degree. The policy at Passaic County Community College is that no information, including “directory information”, may be given to anyone other than the student. All requests for student information need to be directed to the Registrar’s office. Also, students who wish not to have directory information released have the option to notify the Registrar's Office in writing each year.

Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students.”

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;

To comply with a judicial order or lawfully issued subpoena;
Appropriate officials in cases of health and safety emergencies; and
State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

**NONDISCRIMINATION, EQUAL OPPORTUNITY, AND AFFIRMATIVE ACTION POLICY**

Passaic County Community College, as a public institution, adheres to federal, state and local laws and regulations regarding nondiscrimination and affirmative action including New Jersey Law against Discrimination, Age Discrimination in Employment Act, Titles VI and VII of the Civil Rights Act, Title IX of Education Amendments Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and the Americans with Disabilities Amendment Act. Passaic County Community College hereby gives notice of its nondiscrimination policy as to students and employees.

Continuing its policy to support equal opportunity for all persons, Passaic County Community College does not discriminate on the basis of race, creed, color, national origin, ancestry, age, sex, gender identity or expression, affectional or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, disability or nationality. This policy applies to the administration of Passaic County Community College’s educational programs, activities, admission or employment practices.

Inquiries concerning matters related to Title IX or ADA/Section 504 Compliance at Passaic County Community College may be referred to the following person, who has been especially designated by the College to oversee the continued application of the College’s nondiscriminatory policies:

**Non-students/Members of the Public**

José A. Fernández  
Associate Vice President of Human Resources  
Title IX Coordinator/  
ADA/Section 504 Compliance Officer  
Office of Human Resources-Room E305  
Telephone: (973) 684-6705

**Students**

Sharon Goldstein, PhD  
Dean of Student Affairs and Services  
Title IX Coordinator/  
ADA/Section 504 Compliance Officer  
Office of Student Affairs – Room A231  
Telephone: (973) 684-6919

Inquiries, concerns, or complaints may also be referred to:

Office for Civil Rights, *New York Office*  
U. S. Department of Education  
32 Old Slip, 26th Floor, New York, NY 10005-2500  
Telephone: (646) 428-3800  
Facsimile: (646) 428-3843  
Email: OCR.NewYork@ed.gov
MENTAL HEALTH CRISIS AND INTERVENTION POLICY AND PROCEDURES:
BOARD POLICY

BOARD POLICY E905 (SEE SECTION X)

PAYROLL

All PCCC Employees must register for the iPay Statements service with these steps:
1. Upgrade to Adobe 8.0 document reader if that version is not already installed on your computer.
2. Open the following website: http://www.workforcenow.adp.com
3. Use the following PCCC Self Service Registration Pass Code: @EGB
4. Have your most recent pay statement available for reference.
5. Once you register, click on the “Go Paperless” feature located on the right side of the screen.

The ADP Statements will allow you to:
- View, save, and print images of your paychecks and W-2s.
- View and save your paystubs up to 24 hours prior to pay dates.
- Access your payroll history for loans, mortgages, or other financial needs.
- Perform “what if” scenarios with the Paycheck Modeling feature.

Special Note: In order to enroll into the Workforce Now system, you must have direct deposit.

As soon as you register for ADP Statements, you will be able to access the service anytime with your own password via Internet access.

Documents Required for Employment
- IRS W-4 Form: needed for tax information
- US Dept. of Justice 1-9: needed for employment eligibility verification
- Transcript Release: needed to obtain transcripts
- Direct Deposit Authorization Form: needed for direct deposit of pay

Documents Requiring Your Review
- Labor Contract
- Code of Ethics for College Employees
- PCCC Academic Bulletin
- Statement of Outside Employment
- Complete the Title IX Module

SMOKE FREE CAMPUS

Board Policy F203 (SEE SECTION X Appendices)
Passaic County Community College affirms its commitment to ensuring an environment for all students and employees that is fair, humane, and respectful. Every person is entitled to learn and work in an environment free from sex discrimination, sexual harassment, and sexual misconduct. It is the policy of Passaic County Community College that sex discrimination, sexual harassment, and sexual misconduct in any form will not be tolerated. Charges of sex discrimination, sexual harassment, and sexual misconduct will be treated seriously and pursued in accordance with established College procedures. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex against any person in education programs and activities receiving federal funding. Programs or activities receiving federal financial assistance include virtually all public and private colleges and universities, and all public elementary and secondary schools. Sexual harassment, sex discrimination, and sexual misconduct are prohibited under the Passaic County Community College “TITLE IX POLICY: SEX DISCRIMINATION, SEXUAL HARASSMENT, AND SEXUAL MISCONDUCT”, Board Policy B108 (Appendix A of this document).

I. Title IX Compliance Team

For Complaints Against Employees
If you have a complaint against a Passaic County Community College employee (a faculty or staff member) for sexual harassment, sex discrimination, or sexual assault, you should contact:

Jose A. Fernandez

Title IX Coordinator, Affirmative Action Officer/(Associate Vice President for Human Resources)
Room E305/Telphone: 973-684-6705 /Email: jfernandez@pccc.edu

For Complaints Against Students
If you have a complaint against a Passaic County Community College student for sexual harassment, sex discrimination, or sexual assault, you should contact:

Sharon Goldstein, Ph.D.
Deputy Title IX Coordinator/(Dean for Student Affairs)
Office of the Dean for Student Affairs
Room A231A/Telephone: 973-684-6919/Email: sgoldstein@pccc.edu

For Public Safety Issues or Emergency Situations
If your complaint includes a Public Safety issue or emergency situation, you should contact:

Glenn Brown
Title IX Designee/(Director of Security)
Room E100/Telephone: 973-684-5402/Email: gbrown@pccc.edu

In the event that the incident, policy, or procedure about which the student seeks to file a report or complaint creates the appearance of a conflict of interest with one of the members of the Title IX compliance team, students may contact any other member of the team or notify Jose Fernandez, Title IX Coordinator.

Inquiries or complaints that involve potential violations of Title IX may also be referred to the U.S. Department of Education’s Office for Civil Rights, which can be reached at:

New York Office
Office for Civil Rights
U.S. Department of Education
II. Title IX: Information for Students and Employees

Passaic County Community College is committed to maintaining an environment that is free from sexual misconduct, sexual harassment and other forms of discrimination and in which all PCCC community members are treated with the respect and dignity necessary to realize their full potential. Sexual misconduct, sexual harassment and other forms of discrimination by anyone is unacceptable and will be addressed in a timely fashion and with serious consequences by the College, up to and including termination of employment or dismissal from the College.

Passaic County Community College is committed to responding promptly and effectively to all reports of sexual misconduct, harassment or other discrimination. The College will take appropriate action to eliminate sexual misconduct and harassment, prevent its recurrence, remedy its effects on the PCCC community and, if necessary, discipline behavior that violates Colleges policy.

As used in this statement, “sexual misconduct” is an umbrella term that includes sexual harassment, sexual violence, domestic violence, dating violence and stalking, all of which are defined within this document.

A. Reporting Sexual Harassment, Sexual Violence, Dating Violence, Domestic Violence, and/or Stalking

Students and employees should contact the Title IX Coordinator, Deputy Title IX Coordinator, or Title IX Designee, to:

- seek information or training about your rights and courses of action available to resolve reports or complaints that involve potential sex discrimination, including sexual misconduct,
- file a complaint or make a report of sex discrimination, including sexual misconduct, notify the College of an incident or policy or procedure that may raise potential Title IX concerns,
- get information about available resources (including confidential resources) and support services relating to sex discrimination, including sexual misconduct, and ask questions about the College’s policies and procedures related to sex discrimination, including sexual misconduct.

B. The College’s Responsibilities under Title IX to Address Sexual Violence, Dating Violence, Domestic Violence, and/or Stalking

- A college has a responsibility to respond promptly and effectively to reports of sexual misconduct.
- If a college knows (or reasonably should know) about possible sexual misconduct
it must quickly investigate to determine what occurred and then take appropriate steps to resolve the situation.

- A criminal investigation into allegations of sexual misconduct does not relieve a college of its duty under Title IX to resolve reports promptly and effectively.
- A college must ensure that the person who experienced the sexual misconduct is safe, even while an investigation is ongoing.

C. Reporting and Disclosing Sexual Misconduct

A “responsible employee” is a College employee who has the authority to address sexual violence, who has the duty to report incidents of sexual violence, dating violence, domestic violence, and/or stalking or other student misconduct, or who a student could reasonably believe has this authority or duty.

When a victim tells a responsible employee about an incident of sexual violence, dating violence, domestic violence, and/or stalking, the victim has the right to expect the College to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. Before a victim reveals any information to a responsible employee, the employee should ensure that the victim understands the employee’s reporting obligations – and, if the victim wants to maintain confidentiality, direct the victim to the Title IX Coordinator or Deputy Title IX Coordinator.

A responsible employee must report to the Title IX Coordinator or Deputy Title IX Coordinator all relevant details about the alleged sexual violence, dating violence, domestic violence, and/or stalking, shared by the victim and that the College will need to determine what happened – including the names of the victim and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident. If the victim wants to tell the responsible employee what happened but also maintain confidentiality, the responsible employee should tell the victim that the College will consider the request, but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Title IX Coordinator or Deputy Title IX Coordinator, the responsible employee will also inform the Coordinator of the victim’s request for confidentiality.

To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the College’s response to the report. Responsible employees will not pressure a victim to request confidentiality, but will honor and support the victim’s wishes, including for the College to fully investigate an incident. By the same token, responsible employees will not pressure a victim to make a full report if the victim is not ready to. A responsible employee should not share information with law enforcement without the victim’s consent or unless the victim has also reported the incident to law enforcement.

If the College determines that the alleged perpetrator(s) pose a serious and immediate threat to the College community, the Director of Security or Designee, who is designated as a Campus Security Authority under the Clery Act, may be called upon to issue a timely warning to the community. Any such warning will not include any information that identifies the victim.

A victim who speaks to a responsible employee (including the Title IX Coordinator, Deputy Title IX Coordinator, or Title IX Designee) must understand that if the victim wants to maintain confidentiality, the College’s ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited. Even so, these
designated individuals will still assist the victim in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, off-campus health or mental health services, and changes to living, working or course schedules.

A victim who at first requests confidentiality may later decide to file a complaint with the College or report the incident to local law enforcement, and thus have the incident fully investigated.

III. Title IX Grievance Process for Students and Employees

Because sexual misconduct may involve a wide range of behaviors, the way in which a given case is best handled will vary. The grievance process below describes how the College will proceed with a complaint of sexual misconduct:

1. Students and employees should report complaints and incidents of sex discrimination, sexual harassment, and sexual misconduct to any of the Responsible Employees identified in Appendix B of this document. Complainants should complete a Title IX Complaint Form (Appendix C of this document) to assist in providing information necessary for a thorough investigation of the complaint.

2. All grievances and complaints will be investigated. The Title IX Coordinator and/or appropriate designee will conduct an initial intake interview to obtain information about the complaint. A preliminary inquiry will take place and a three-person panel of appropriately trained College administrators, designated by the Title IX Coordinator, will determine if there is reasonable cause to charge the accused individual(s) with a violation.

3. If reasonable cause is determined, a comprehensive investigation will then be conducted, including the gathering of information, documents, and relevant facts, as well as interviews of the complainant, accused individual, witnesses, and other persons relevant to the complaint. The comprehensive investigation will be conducted by trained administrators designated by the Title IX Coordinator.

4. A hearing may also be conducted if deemed necessary by the Title IX Coordinator. The hearing panel will consist of three appropriately trained College administrators designated by the Title IX Coordinator. The hearing proceedings will be chaired by the Title IX Coordinator, but he/she not serve as a member of the three-person hearing panel.

5. In addition to filing a complaint with the College, complainants have the right to file a criminal complaint with law enforcement authorities. A College complaint and a criminal complaint may be filed simultaneously.

6. The Title IX Coordinator and/or Deputy Title IX Coordinator may attempt to arrive at a mediated resolution of the grievance, but not for allegations of sexual assault or violence.

7. The evidentiary standard used in determining the outcome of the complaint is “the preponderance of evidence”, meaning that it is more likely than not that a violation of the Title IX policy occurred.

8. The due process rights of both the complainant and the respondent will be
protected. Both parties will receive written notification of their rights and options, services both within the institution and in the community, interim measures, and an explanation of the procedures for institutional disciplinary actions.

9. The complainant and accused individual may present evidence and witnesses related to the complaint. Both the complainant and the accused individual may have a representative present at interviews (or a hearing, if one is held) at any stage of the grievance process, but the representative may not participate in the proceeding.

10. A determination of the outcome of the complaint will be issued by the Title IX Coordinator or Deputy Title IX Coordinator and communicated in writing to both the complainant and accused individual. Any student or employee found to be in violation of the College’s Title IX policy will be subject to sanctions up to, and including, discharge or expulsion from the College.

11. Unless exceptional circumstances are present, the grievance process, including the determination and communication of the outcome, will be completed within 60 days of the filing of the complaint.

12. The outcome of the grievance may include sanctions up to, and including, the following actions.
   A. For students: verbal warning, written warning, written reprimand, suspension from the College, and/or dismissal from the College. In addition, mandatory counseling, mandatory training, and/or a “no contact” directive may be imposed.
   B. For employees: verbal warning, written warning, written reprimand, suspension without pay, and/or termination from employment. In addition, mandatory counseling, mandatory training, and/or a “no contact” directive may be imposed.

13. The complainant or accused individual may appeal the determination of the complaint to a committee of the Board of Trustees of Passaic County Community College if it is reasonably believed that:
   a) a procedural error occurred; or
   b) previously unavailable relevant evidence could significantly impact the outcome of the case; or
   c) a sanction is substantially disproportionate to the findings.

A written appeal must be submitted to the Director of Board Affairs / Assistant to the President within 10 days of the communication of the outcome of the complaint. The Board of Trustees committee will consider the appeal and render a decision within 15 business days of the receipt of the appeal by the Director of Board Affairs / Assistant to the President. A determination of the outcome of the appeal will be issued in writing to both the complainant and accused individual. The decision of the Board of Trustees will be final and conclude the grievance process.

IV. Prohibition against Retaliation
Any person who participates in the Title IX reporting and investigation process, either as a complainant, witness, or other party, may do so without fear of retaliation. Retaliation by any College employee or student is prohibited and grounds for disciplinary action, up to and including discharge or expulsion from the College.

V. Prevention and Education
In addition to online Title IX training for student and staff, the College hosts a number of public
awareness events including information on safe and positive options for bystander intervention and information on risk prevention. During these events, if students or employees disclose incidents of sexual violence or misconduct, these expressions are not considered notice to the College of sexual violence, dating violence, domestic violence, and/or stalking for purposes of triggering its obligation to investigate any particular incident(s). Such events may, however, inform the need for additional campus-wide education and prevention efforts, and the College will provide information about students’ Title IX rights at these events.

VI. Amnesty

The College encourages reporting and seeks to remove any barriers to reporting by making the reporting procedure transparent and straightforward. PCCC recognizes that an individual, particularly a student, who has been drinking or using drugs at the time of the incident, may be reluctant to make a report of sexual misconduct or harassment for fear of being charged with other College policy violations. An individual who reports sexual misconduct either as a Complainant or a third party witness, will not be subject to disciplinary action by the College for his/her own personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violations did not and do not place the health or safety of any other person at risk. The College may, however, initiate an educational discussion or pursue other educational remedies regarding alcohol or other drugs.

VII. Requesting Confidentiality from the College: How the College Will Weigh the Request and Respond

If a victim discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College will take all reasonable steps to investigate and respond to the complaint consistent with the request of confidentiality.

If the College honors the request for confidentiality, a victim must understand that the College’s ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited. Although rare, there are times when the College may not be able to honor a victim’s request in order to provide a safe, non-discriminatory environment for all students and employees. The College will weigh any request for confidentiality against the College’s obligation to provide a safe, non-discriminatory environment for all students and employees, including the victim.

The College has designated the Title IX Coordinator and/or the Deputy Title IX Coordinator to evaluate requests for confidentiality once a responsible employee is on notice of alleged sexual misconduct.

When weighing a victim’s request for confidentiality or that no investigation or discipline be pursued, the Title IX Coordinator or Deputy Title IX Coordinator will consider a range of factors, including the following:

The increased risk that the alleged perpetrator will commit additional acts of sexual or other violence against the victim or others, such as:
- whether there have been other sexual violence complaints about the same alleged perpetrator;
- whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
- whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
• whether the sexual violence was committed by multiple perpetrators;
• whether the sexual violence was perpetrated with a weapon;
• whether the victim is a minor;
• whether the College possesses other means to obtain relevant evidence of the sexual violence (e.g., security cameras or personnel, physical evidence);
• whether the victim’s report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

The presence of one or more of these factors could lead the College to investigate and, if appropriate, pursue disciplinary action even though the victim has requested confidentiality. If none of these factors is present, the College will likely respect the victim’s request for confidentiality.

If the College determines that it cannot maintain a victim’s confidentiality, the College will inform the victim as soon as practical after making that determination and will, to the extent possible, only share information with people responsible for handling the College’s response. If, for example, the College has credible information that the alleged perpetrator has committed one or more prior rapes, the balance of factors would compel the College to continue to investigate the allegation and, if appropriate, pursue disciplinary action.

The College will remain ever mindful of the victim’s well-being, and will take ongoing steps to protect the victim from retaliation or harm and work with the victim to create a safety plan. Retaliation against the victim, whether by students or College employees, will not be tolerated.

The College will also:

• assist the victim in accessing other available victim advocacy, academic support, disability, referral to off campus health or mental health services, and off-campus legal assistance.
• provide other security and support, which could include issuing a no-contact order, helping arrange a change of working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and
• inform the victim of the right to report a crime to campus or local law enforcement – and provide the victim with assistance if the victim wishes to do so. The College may not require a victim to participate in any investigation or disciplinary proceeding.

Because the College is under a continuing obligation to address the issue of sexual misconduct campus-wide, reports of sexual misconduct (including non-identifying reports) will also prompt the College to consider broader remedial action – such as increased monitoring, supervision or security at locations where the reported sexual misconduct occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessment surveys; and/or revisiting its policies and practices.

VIII. Options for Assistance Following an Incident of Sexual Misconduct

1. Immediate Assistance
An individual who has been the victim of a crime, such as sexual assault or violence, is encouraged to get to a safe place and contact call 911 or Public Safety (973-684-5403) immediately. Even if the individual does not wish to report the criminal conduct to the College or to local law enforcement, he or she should still consider going to a hospital, both for
his/her own health and well-being and so that evidence can be collected and preserved.

A victim should not shower, bathe, douche, brush his/her teeth, drink or change clothing, as evidence may be destroyed that will be needed in the event the crime is prosecuted. Medical providers can also facilitate and provide the following: (1) Emergency or follow-up medical services. The medical examination has two goals: first, to treat the full extent of any injury or physical trauma and to consider the possibilities of sexually transmitted disease or pregnancy; and second, to collect and preserve evidence as part of a “rape kit” or sexual assault examination for potential use in a criminal prosecution (provided only by a trained professional in a hospital) (2) HIV and STD testing and (3) Pregnancy testing. Any evidence collected will be critically important should the individual decide to make an official report at a later time.

Upon receiving a report of sexual misconduct, the College will provide the victim, or the victim’s counselor or advocate, with a list of local community resources:

- Passaic County Women’s Center: 973-881-1450;
- Passaic County Prosecutor’s Office Sexual Assault Response Team (SART) and the Sexual Assault Nurse Examiner (SANE): 973-881-4800;
- New Jersey Domestic Violence Hotline: 800-572-SAFE or
- National Domestic Violence Hotline: 800-799-SAFE

2. Interim Measures

Interim measures are those services, accommodations, or other assistance that the College puts in place for victims after receiving notice of alleged sexual misconduct but before any final outcomes – investigatory, disciplinary, or remedial – have been determined. We want students and employees to be safe, to receive appropriate medical attention, and to get the help they need to heal and to continue to access their educational and employment opportunities. We also want students and employees to understand their reporting options and how to access available interim measures. The College encourages victims of sexual misconduct to report those incidents to the College’s Title IX Compliance Team with whom the victim feels comfortable. The College recognizes that sexual violence, dating violence, domestic violence, and/or stalking is traumatic and may leave victims feeling overwhelmed and confused. This document seeks to provide clear guidance regarding available resources and who can help in securing them.

The College shall also ask victims, or their counselors or advocates, what measures are sought. Some possible interim measures are listed below, and the College determines which measures are appropriate for a particular victim on a case-by-case basis. Not all of the measures listed below will be necessary in every case to keep victims safe and ensure their equal access to educational and employment opportunities. If the victim or advocate identifies an interim measure that is not already provided by the College, the College will consider whether the request can be granted. In those instances where interim measures affect both a victim and the alleged perpetrator, the College will minimize the burden on the victim wherever appropriate.

The following is a list of possible interim measures:

- Academic accommodations (for additional information, see Academic Accommodations section)
- Assistance in arranging for alternative College employment arrangements and/or changing work schedules
- A “No Contact” directive pending the outcome of an investigation. Such a directive serves as notice to both parties that they must not have verbal,
• Assistance identifying an advocate to help secure additional resources or assistance including off-campus and community advocacy, support, and services

The College will work with victims or their counselors or advocates to identify what interim measures are appropriate in the short term (e.g., during the pendency of an investigation or other College response), and will continue to work collaboratively throughout the College’s process and as needed thereafter to assess whether the instituted measures are effective, and if not, what additional or different measures are necessary to keep the victim safe.

As explained below, when a victim’s counselor or advocate requests any of the above measures on the victim’s behalf without disclosing that sexual misconduct is the basis for the request, the College will consider these requests for supportive measures consistent with its general policy of allowing counselors and advocates to seek such measures for victims without requiring that the nature of the incident be disclosed.

3. Academic Accommodations
Academic accommodations are one type of interim measure that the College may provide to a victim after receiving notice of alleged sexual misconduct to ensure that the victim is safe and can continue to access educational opportunities following alleged sexual misconduct. To address the possible adverse effects of sexual misconduct on a victim’s academics, it may be possible to secure time-limited academic accommodations, such as rescheduling an exam. If the victim experiences persistent academic difficulties as a result of the sexual misconduct (e.g., including difficulties stemming from anxiety, depression, post-traumatic stress disorder or any other mental or physical illnesses or injuries), the victim may request more long-term academic accommodations, such as a temporary leave of absence. Students may also be entitled to additional services and supports if they have a disability, including those who developed a disability as a result of experiencing sexual misconduct. In that situation, the College’s Office of Disability services should be contacted.

Victims of sexual misconduct, or the victim’s counselor or advocate, may request the following academic accommodations as interim measures. The College – after consulting with the victim or the victim’s counselor or advocate – will determine which accommodations are appropriate to ensure the student’s safety and equal access to educational and employment opportunities. Academic accommodations may include assistance in:
• Transferring to another section of a lecture or laboratory
• Rescheduling an academic assignment or test
• Accessing academic support (e.g., tutoring)
• Arranging for incompletes, a leave of absence, or withdrawal from campus

IX. Definitions
• **Accused:** a person against whom a complaint is brought, or who is alleged to have committed a violation
• **Complainant:** a person that makes a complaint or alleges that a violation has occurred
• **Consent** must be informed, voluntary, and mutual, and can be withdrawn at any time. There is no consent when there is force, expressed or implied, or when coercion, intimidation, threats, or duress is used. Whether a person has taken advantage of a position of influence over another person may be a factor in determining consent. Silence or absence
of resistance does not imply consent. Past consent to sexual activity with another person does not imply ongoing future consent with that person or consent to that same sexual activity with another person. If a person is mentally or physically incapacitated or impaired so that such person cannot understand the fact, nature, or extent of the sexual situation, there is no consent; this includes impairment or incapacitation due to alcohol or drug consumption that meets this standard, or being asleep or unconscious.

- **Dating Violence:** Violence committed by a person who (A) is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) the length of the relationship; (ii) the type of the relationship, (iii) the frequency of interaction between the persons involved in the relationship.

- **Domestic Violence:** Offenses of violence, harassment, terrorist threats, stalking, and burglary committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common or of one of the parties is pregnant, anticipates having a child in common, by any person who is a present or former household member, or any person with whom the victim has had a dating relationship.

- **Gender-Based Harassment** is unwelcome conduct of a nonsexual nature based on a student’s actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes.

- **Hostile Environment** exists when sex-based harassment is sufficiently serious to deny or limit the student’s or employee’s ability to participate in or benefit from the College’s programs or activities. A hostile environment can be created by anyone involved in a College’s program or activity (e.g., administrators, faculty members, students, and campus visitors). In determining whether sex-based harassment has created a hostile environment, the College considers the conduct in question from both a subjective and objective perspective. It will be necessary, but not enough, that the conduct was unwelcome to the student or employee who was harassed. But the College will also need to find that a reasonable person in the student’s or employee’s position would have perceived the conduct as undesirable or offensive in order for that conduct to create or contribute to a hostile environment. To make the ultimate determination of whether a hostile environment exists for a student/employee or students/employees, the College considers a variety of factors related to the severity persistence, or pervasiveness of the sex-based harassment, including: (1) the type, frequency, and duration of the conduct; (2) the identity and relationships of persons involved; (3) the number of individuals involved; (4) the location of the conduct and the context in which it occurred; and, (5) the degree to which the conduct affected one or more student’s education.

- **Incapacitation** is when an individual, whether due to alcohol, drugs or physical or mental disability or is unconscious, unaware or otherwise physically helpless is incapable of giving effective consent. For example, an individual who is mentally impaired, passed out or asleep cannot give consent to sexual contact. An individual is
considered incapacitated when he or she lacks the physical and/or mental ability to make informed rational judgments. Some indicators of incapacitation may include, but are not limited to, lack of control over physical movements, lack of awareness of circumstances or surroundings or the inability to communicate for any reason.

**Retaliation**: acts or attempts to seek retribution including, but not limited to, any form of intimidation, reprisal, harassment or intent to prevent participation in PCCC’s reporting or adjudication procedures under this Policy. Retaliation may include continued abuse or violence, other harassment, slander or libel acts committed by a Complainant, Accused or third party and acts committed at the direction of a Complainant, Accused or third party.

- **Sex-Based Harassment** includes sexual harassment and gender-based harassment. The more severe the sex-based harassment, the less need there is to show a repetitive series of incidents to find a hostile environment. Indeed, a single instance of sexual assault may be sufficient to create a hostile environment. Likewise, a series of incidents may be sufficient even if the sex-based harassment is not particularly severe.

- **Sexual Assault** is actual or attempted sexual contact with another person without that person’s consent.
  - **Non Consensual Sexual Contact** is any intentional sexual touching, however slight, with any object, by a man or a woman upon a man or a woman that is without consent and/or by force. Sexual Contact includes but is not limited to intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.

  - **Non Consensual Sexual Intercourse** any sexual intercourse, however slight, with any object, by a man or a woman upon a man or a woman, that is without consent and/or by force. Intercourse includes but is not limited to vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue or finger and oral copulation (mouth to genital contact or genital to mouth contact).

  - **Rape** is the penetration, no matter how slight, of (1) the vagina or anus of a person by any body part of another person or by an object, or (2) the mouth of a person by a sex organ of another person, without that person’s consent.

- **Sexual Exploitation** occurs when a person takes sexual advantage of another person for the benefit of anyone other than that person without that person’s consent. Examples of behavior that could rise to the level of sexual exploitation include: Prostituting another person; Recording images (e.g., video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness without that person’s consent; Distributing images (e.g., video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure and objects to such disclosure; and, Viewing another
person’s sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person’s consent, and for the purpose of arousing or gratifying sexual desire.

- **Sexual Harassment** is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances; requests for sexual favors; or other verbal or nonverbal conduct of a sexual nature, including rape, sexual assault, unwelcome touching, patting or other physical contact, and sexual exploitation when submission is made either explicitly or implicitly a condition of employment, the basis of employment decision, the basis of academic determinations, or has the purpose or effect of interfering with the victim’s work performance or academic performance. In addition, depending on the facts, dating violence, domestic violence, and stalking may also be forms of sexual harassment.

- **Sexual Misconduct:** As used in this policy, sexual misconduct is an umbrella term that includes sexual harassment, sexual violence, domestic violence, dating violence and stalking, all of which are defined within this document.

- **Sexual Violence:** Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent (e.g., due to the student’s age or use of drugs or alcohol or an intellectual or other disability that prevents the student from having the capacity to give consent). Sexual violence includes rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

- **Stalking:** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

- **Unwelcome Conduct** is conduct that is considered “unwelcome” if the student or College employee did not request or invite it and considered the conduct to be undesirable or offensive. Unwelcome conduct may take various forms, including, name-calling, graphic or written statements (including the use of cell phones or the Internet), or other conduct that may be physically threatening, harmful or humiliating. Unwelcome conduct does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Unwelcome conduct can involve persons of the same or opposite sex.

  Participation in the conduct or the failure to complain does not always mean that the conduct was welcome. The fact that a student or employee may have welcomed some conduct does not necessarily mean that a student or employee welcomed other conduct. Also, the fact that a student or employee requested or invited conduct on one occasion does not mean that the conduct is welcome on a subsequent occasion.
The following Institutional Effectiveness Process (IEP) document is current as of August 2013. It is the product of many years’ worth of work by the Assessment Committee of the Academic Council. The document was reviewed and revised extensively during the Spring 2013 semester. However, the very nature of the IEP is such that it is always going to be a work in progress and never a "finished product." Nonetheless, great strides have been made. The rewarding part is that fruition of these plans, if successful, will lead toward a demonstrable improvement in institutional and academic effectiveness.

The PCCC Institutional Effectiveness Process

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I. Introduction
A. Background
How good are we? What is our overall academic quality? By what standards are we measuring our performance? Are we effective as an organization in all of our activities? If not, then how can we improve our current practices to improve effectiveness?

The Institutional Effectiveness Process (IEP) document helps the college address and effectively answer these important questions that are increasingly being asked by the public, our students, accreditation agencies, and funding sources.

Institutional effectiveness is defined as the extent to which an institution achieves its mission and goals. It is an on-going, college-wide process of planning and outcomes assessment to ensure that the college is achieving its mission and goals and continuously improving its programs and services.

Today regional accreditation, particularly the Middle States Commission on Higher Education, is placing an even greater emphasis on institutional effectiveness as a result of the increased public demand for accountability. Their most recent 2006 revision of Characteristics of Excellence indicates an increasing shift away from earlier concentrations on resources and facilities toward a belief that results matter most. There is a corresponding paradigm shift from a focus on planning towards a “culture of evidence,” particularly evidence-based learning improvements. While regional and professional accreditation requirements may differ in terms of semantics, the components of institutional effectiveness, as described by Standard 7 and Standard 14 in Characteristics of Excellence, include:

1. Executing a clearly defined statement of mission, vision and institutional goals
2. Developing measurable institutional, educational, and administrative goals and outcomes consistent with the mission of the institution
3. Implementing institution-wide planning and resource allocation for achieving these goals and outcomes
4. Implementing institution-wide assessment of these goals and outcomes, using effective measures, and benchmarks
5. Using the assessment results to improve institutional functions, programs and services

Accordingly, PCCC’s framework for institutional effectiveness flows from its mission and goals and utilizes an evidence-based systematic and cyclical process through which college units and departments develop, implement and assess plans that support the achievement of the college mission and goals.
B. Foundational Elements

1. Vision, Mission, Values and Goals
   PCCC’s Vision, Mission, Values and Goals were revised and approved in 2012.

   **Vision**
   PCCC aspires to be a premier community college that leads, inspires, and supports individuals in reaching their educational and career goals in a timely manner.

   **Mission**
   PCCC offers high-quality, flexible, educational and cultural programs that meet the needs of Passaic County residents. The College provides its students with a strong general education foundation for further study and opportunities for career preparation and lifelong learning. Impassioned by our commitment to student progress and program completion, the College strives to address a wide variety of student learning needs through excellence in teaching, innovative and effective use of technology, multiple instructional methods and developmental and ELS programs that provide access to college-level programs. The College’s supportive learning environment fosters student success and faculty excellence. Through a culture of evidence and inquiry, the College is an effective steward of its physical, financial, and intellectual resources.

   **Values**
   - **Academic Quality:** We commit to educational excellence in teaching and learning
   - **Learning:** We embrace a learner-centered philosophy, one that guides us in our efforts to improve student progress and program completion
   - **Diversity:** We value our diversity because it enriches our learning environment and deepens our respect and appreciation for others
   - **Honesty and Integrity:** We commit to an educational environment characterized by honesty, integrity and mutual respect

   **Institutional Goals**
   1. Offer high quality programs through flexible and innovative instructional formats that respond to changing community needs.
   2. Improve student progress and program completion rates.
   3. Provide a supportive learning environment for members of the college community.
4. Expand strategic partnerships with educational, business, cultural, and government agencies.

2. Planning and Resource Allocation
Planning is the process of setting goals, developing strategies, and outlining tasks and timelines to accomplish goals. Effective planning improves the efficiency, and provides for optimum use of available resources.

At the college, institutional planning includes a two-part process: strategic planning and operational planning. Strategic planning focuses on few over-arching strategic priorities that are clearly linked to the mission, span multiple years, and create the context for operational planning and budget decisions. Operational planning focuses on the short-term objectives of the strategic plan priorities and include activities often initiated, completed and assessed as part of an annual process.

Resources allocation is the mechanism to distribute available resources to tasks, activities, or plans critical to meeting the institution’s mission. Planning and resource allocation go hand in hand.

On May 20th, 2013, the Board of Trustees approved the Passaic County Community College Strategic Plan for AY 2013 to AY 2016. The Strategic plan document details the rationale, intended outcomes/success indicators, allocated resources, timelines and divisions responsible for the planning, implementation and evaluation of forty-one (41) initiatives aligned to the four institutional goals.

3. Assessment
The College community accepts ongoing assessment to be a critical component in demonstrating how effectively the Institutional Goals are being met. Further, there is recognition that the purpose of assessment is to examine, enhance, and improve our functioning at all levels. In understanding and utilizing assessment as a means to measure effectiveness, the College relies on a definition by Thomas A. Angelo in the American Association of Higher Education (AAHE) Bulletin:

“Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and

**a. Bloom’s Taxonomy**

The College uses the Bloom’s Taxonomy to articulate measurable action verbs in defining student learning outcomes and goals. Bloom’s Taxonomy is a widely used classification system for the “cognitive domain.” Described in detail in Benjamin Bloom’s *Taxonomy of Educational Objectives: Handbook I: The Cognitive Domain (1956)*, this classification framework serves to organize intellectual activities into a more understandable and measurable array of possibilities, ranging from simple to complex.

The taxonomy divides the cognitive domain of learning into hierarchical categories. Levels progress from the lower levels of 1) knowledge and 2) comprehension to “higher order thinking” levels of 3) application, 4) analysis, 5) synthesis and 6) evaluation.

**b. Nichols Model**

In 2002 the College adopted a model for institutional effectiveness and student outcomes assessment developed by Dr. James O. Nichols, often referred to as the “Nichol's Model”. The Nichol’s model is a five-step learning-driven, evidence-based model that enables academic and non-teaching departments to assess student learning outcomes and departmental activities in support of student learning, respectively. The significance of using the Nichol’s model and its 5-column model is the “institutionalization into an ongoing cycle of activities leading to continuous improvement of the academic and administrative programs” (“Assessment Case Studies” by James O. Nichols, 1995, Agathon Press.)

Using the Nichol’s five-step model, assessment process begins with the college mission and goals. The next step is to articulate learning outcomes statements or identifying specific department activities to be assessed, in clear and measurable terms. The third step is to select one or more means of assessment to assess the outcome or activity. This step also includes setting benchmarks or performance criteria to determine success. Step four involves collecting and analyzing the results, which finally leads to actions for improvements in programs and services.

Until recently, College departments documented their assessment processes in what was referred as the *PCCC five-column grid*, based on the Nichol’s five-step model described above. All academic departments completed course and program grids as
per an agreed upon timetable of assessment activities. The process and results of assessment were tracked through paper copies of the grids submitted as a part of the annual reports and housed centrally in the Academic Affairs office. This paper-based system presented practical difficulties in compiling, managing and tracking assessment data over time and across departments. The need to streamline processes and make them more efficient became evident and this paved the way for an online assessment system.

c. Tk20 Campus Wide™ Assessment system

In the Fall 2010 semester, the college began using the Tk20 Campus wide™ Assessment system to centralize the collection of college-wide assessment data and streamline the generation of reports for multiple audiences and purposes.

Tk20 Campus Wide™ enables PCCC to state mission, goals, outcomes and objectives at all levels of organizational hierarchy—institutional, departmental, division, program or course. Outcomes throughout the system can be mapped to each other, showing that institutional outcomes were met at various program and departmental outcomes. It also provides the ability to plan the assessments needed for meeting each desired outcome, giving all stakeholders a clear understanding of the goals, expectations and responsibilities involved. Additionally, the Tk20 Campus Wide™ system makes analyzing outcomes data easy and manageable, supporting data-driven improvements and tracking the effectiveness of improvements over time.

The assessment framework of Tk20 Campus Wide™ system is similar to the Nichol’s Model, in that it is outcomes-based. The previous PCCC five-column grid differs from the new Tk20 Campus Wide™ system in terminology and format.

At present many academic, non-teaching and academic support departments have begun transitioning their assessment plans on to the Tk20 Campus Wide™ system. A Tk20 administrator has been designated by the college in order to oversee the implementation of the system as well as the training of faculty and staff.

II. Overview of the PCCC Institutional Effectiveness Model

A. Evolution of “Plan” Into “Process”

The first phases of a rather rudimentary institutional effectiveness plan were in effect by the time of the 1994 PCCC Decennial Self-Study. Over the next decade this initial plan began to incorporate the foundational elements of Bloom’s Taxonomy, higher education assessment practices and terminology, and the Nichol’s Model. The model was further refined by the
College’s administration and Assessment Committees in 2003 and became known as *PCCC’s Institutional Effectiveness Plan*, or IEP.

As the IEP evolved, it came to be seen as a description of a continuous (ever changing and never ending) “process,” it was agreed that the name should become more descriptive of reality. Thus the “plan” was renamed a “process,” since it was now used as an ongoing guide within the College. A name change to “*Institutional Effectiveness Process (IEP)*” was approved by the Academic Council in the Spring of 2007.

**B. Diagram and Description of Components**
The PCCC Institutional Effectiveness Diagram (below) was developed to provide a visual illustration of the components of our complex institutional effectiveness process. The Diagram shows some basic components (the processes) accompanied by basic linkages (the arrows). The linkages are very important in that they provide indication of how the components connect to each other to create an integrated and ongoing cycle of planning and assessment to achieve the College mission and goals.

- **Vision, Values, Mission and Goals:** The Vision, Values, Mission and Goals are developed and recognized by PCCC with the participation of its members and its governing body, and
approved by the College’s Board of Trustees. An institution’s mission statement is defined as, “purpose, reason for being; it answers the questions, who are we and what do we do.”

- **Institutional Goals**: Statements that articulate how the college will realize its mission. The College’s goals are the framework for the College’s programs and practices.

All College departments: *Academic, Non-Teaching, and Academic Support areas and units* have the responsibility to demonstrate how their work aligns to and helps the College fulfill its mission and goals. Academic departments focus on the achievement of *Student Learning Outcomes* in their courses and programs, and the Non-Teaching and Academic Support areas focus on *Divisional Activities in Support of Student Learning*.

- **Planning and Resource Allocation**: All departments develop plans of action/s to accomplish department and institutional goals. Institutional planning includes:
  
  o *Strategic Planning*: A long-term plan, implemented over a three-year period that focuses on strategic priorities critical to the fulfillment of the College mission.
  
  o *Operational Planning*: A short-term annual plan that focuses on the accomplishment of specific objectives of a long term strategic planning
  
  o *Resource Allocation*: the process of assigning available resources to strategic priorities and annual objectives in an economical way.

- **Assessment**: Assessment is a process of defining a program, department or unit’s goals, developing desired outcomes, continuously monitoring progress towards those outcomes, communicating results, and using those results to make improvements in programs and services.

  Assessment is successful when a unit/program/department measures its performance, implements changes, and improves its performance as a result of the assessment processes. Implementing changes to improve performance ‘closes the assessment loop’ and begins a new cycle. This is how assessment contributes to data-driven decision-making processes. At PCCC, assessment is meant to be a systematic and ongoing activity, which informs the planning and resource allocation process toward the achievement of the College’s mission and goals.

  The diagram on the next page depicts the steps in the college’s ongoing assessment cycle.
- **Institutional Renewal**: A dynamic process of maintaining and improving institutional quality resulting from planning, resource allocation and ongoing assessment. Assessment activities help the College evaluate the success of the planning and resource allocation processes in achieving institutional goals. The outcome of these planning-assessment processes is to effect renewal and growth that ultimately reflects the changing needs of both the College and the community it serves. This brings about changes in the College’s underlying assumptions and priorities, and a reassessment of institutional goals every five years. This in turn serves as the basis for reviewing the central piece of the *Institutional Effectiveness Process*: the Vision and Mission, every ten years.

III. **Assessment at the Institutional Level**

A. **Office of Institutional Research and Planning**

Institution level assessment is primarily accomplished through the functions of The Office of Institutional Research and Planning. This office conducts research and provides information to
the College community for effective assessment, planning and decision making activities. Most activities pertain to collecting, analyzing and disseminating college-wide information via the annual PCCC Fact Book, Quick Facts, Course History Reports, Grade Distribution Reports, annual Survey Analysis Reports, as well as special projects for various departments. The Office of Institutional Research and Planning is also responsible for reporting to outside agencies, including state/federal reporting for IPEDS and SURE and information for guidebooks such as College Board and Wintergreen Orchard House. To facilitate communication and increase effectiveness, the Director of Institutional Research is a standing member of both the Assessment Committee of the Academic Council and the Non-Teaching Assessment Committee. The Director also serves as a liaison between these and various other groups.

B. Institutional Surveys

The Office of Institutional Research and Planning has a calendar that specifies a cycle of surveys and reports to be conducted at various intervals, which assure assessment for some of the institutional goals. Some examples are listed:

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<th>Survey</th>
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<td><strong>Student Affairs</strong></td>
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<td>Attending Student Survey</td>
<td>March-April</td>
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<tr>
<td>Graduating Student Survey</td>
<td>May-June</td>
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<tr>
<td>One Year Out Alumni Survey</td>
<td>July-August</td>
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<td><strong>Faculty Surveys</strong></td>
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<tr>
<td>Perceptionnaire</td>
<td>February-March</td>
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<tr>
<td>Assessment Survey</td>
<td>November-January</td>
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<td><strong>Reporting</strong></td>
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<td>Enrollment Reports</td>
<td>Fall-Spring</td>
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<td>SURE/IPEDS</td>
<td>Fall-Spring</td>
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<td>Grade Distribution Report</td>
<td>Spring</td>
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The office of Institutional Research also administers the Community College Survey of Student Engagement (CCSSE). PCCC has participated in this indirect measure of student learning for the past three years. The CCSSE tool is an example of an indirect assessment measure that reflects student’s experiences on our campuses. PCCC-CCSSE data for 2008 and 2010 have indicated lowest student engagement on Active and Collaborative Learning and Faculty Interaction, when compared to selected cohorts. To address this data, faculty was provided with a series of professional development session on these topics.
C. PCCC’s Key Performance Indicators and Benchmarks (See addendum)

D. Achieving the Dream™

The college’s collaboration with the Achieving the Dream™ Nation Reform Network, in Fall 2011, has energized its institutional effectiveness process and put evidence based institutional change into high gear. Achieving the Dream's National Reform Network - the nation’s most comprehensive non-governmental reform network for student success in higher education history – aims to make considerable contributions toward the nation’s goal of increasing the number of Americans with a college certificate or degree with marketplace value within the next decade. Success is defined by the rates at which students:

- Successfully complete remedial or developmental instruction and advance to credit-bearing courses
- Enroll in and successfully complete the initial college-level or gateway courses in subjects such as math and English
- Complete the courses they take with a grade of "C" or better
- Persistence from one term to the next
- Attain a certificate or degree

An important aspect of the Achieving the Dream™ Initiative, and one integral to the college’s institutional effectiveness process, is the use of evidence generated by assessment data to improve programs and services. As an Achieving the Dream™ Institution, PCCC’s institutional initiatives to improve student success involve:

- Establishing processes for using data about student progression and outcomes to identify achievement gaps among student groups.
- Formulating strategies for addressing the gaps identified and improving student success overall.
- Evaluating the effectiveness of those strategies.

IV. Assessment of Academic Support and Non-Teaching Areas

A. Introduction

Assessment of academic support and non-teaching areas should be an ongoing, integral component of the PCCC Institutional Effectiveness Process, as seen in the PCCC Institutional Effectiveness Diagram.

All academic support and non-teaching areas must provide evidence that their operations support the accomplishment of the College Mission and Goals through implementation of individual department objectives. Each academic support and non-teaching area should create an assessment plan for their respective area that includes:
• A list of departmental activities to be assessed for the academic support and non-teaching area,
• An explanation of how these activities support the institution’s mission and goals, and
• A benchmark, target or criteria for success
• A means for measuring whether the activities including performance indicators are meeting the benchmark
• An analysis of results with suggestions of follow up activities for improvement.

The Institutional Backmap (Appendix 1) specifies who is responsible for overseeing assessment activities in each office. The template for the assessment plan used in assessing academic support and non-teaching areas is in Appendix 2. A chart of Non-Teaching Activities to be assessed in the current cycle can be found in Appendix 3.

Whereas the College administrators originally used a one-year assessment cycle during the 2003-04 and 2004-05 academic years, this did not allow for a thorough analysis of the summary of data collected in the cycle. Therefore, since 2004, the academic support and non-teaching areas now conduct assessment in two-year cycles. Department members meet twice a year to report and discuss their assessment activities and use of results in assessment planning for subsequent cycles. Additionally every five years, all non-teaching and academic support departments undergo departmental program review.

B. The Non-Teaching Assessment Group

1. Statement of Purpose

The Non-Teaching Assessment Group should meet on a regular, ongoing basis to plan and develop assessment processes for measuring the effectiveness of the College’s academic support and non-teaching functions. The goal of these efforts is to improve the environment that students learn in serving the College mission and annual initiatives.

Each member of the Non-Teaching Assessment Group member will assist the divisional vice president with assessment activities. The representative will:

• Lead and guide department colleagues in determining activities to be assessed;
• Share information and resources with the Non-Teaching Assessment Group; and
2. Membership

Membership for the Non-Teaching Assessment Group can be found in Appendix 3.

There should be regular interaction between the Assessment Committee of the Academic Council and the Non-Teaching Assessment Group, so that each body is apprised of the other’s activities and valuable ideas can be shared. A representative of the Non-Teaching Assessment Group serves on both committees, thereby serving as liaison between the two.

While participation in assessment at Passaic County Community College is shared amongst all campus constituents, the Senior Vice President of Academic and Student Affairs and the Vice President of Human Resources, Planning, and Institutional Effectiveness provide overall leadership to assessment endeavors. The deans and department chairpersons are responsible for implementing the timeline for assessing student learning with faculty and staff. Also, the Coordinator of Assessment Software serves as a resource to the campus community by providing guidance on how to use Tk20.

V. Assessment of Student Learning

A. Introduction

Assessment of student learning demonstrates that the institution’s students have knowledge, skills, and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher education goals. (Characteristics of Excellence, Standard 14: Assessment of Student Learning, Middle States Commission on Higher Education)

Assessment of student learning is an ongoing, integral component of the PCCC Institutional Effectiveness Process, as seen in the PCCC Institutional Effectiveness Diagram on page 9. Assessment of student learning is at the core of the college’s Institutional Effectiveness Process because all that takes place at the college has some impact on student learning, student success, and the processes that make student learning possible.

B. Leadership for Academic Assessment
The Vice President for Academic Affairs provides the administrative leadership and support to department chairs and faculty members responsible for student learning outcomes assessment in their departments. The VP also has the responsibility to supervise that course and program assessment initiatives are in coherence with the institution’s vision, mission, values, institutional goals, strategic planning and budgeting priorities.

The primary responsibility for the development and implementation of student learning outcomes assessment plans within academic departments rests with the department chair. They work with department faculty to develop assessment plans, which articulate what faculty expect students to know and be able to do upon the successful completion of a program of study, and identify appropriate tools for evaluating the extent to which students are achieving those outcomes. Within each academic department, one or more faculty member may be responsible for coordinating and overseeing the assessment of specific programs and courses. The Institutional Backmap (Appendix 1) specifies who is responsible for overseeing assessment activities in each academic department.

Student learning outcomes assessment in the College is a faculty-driven process. Faculty use their content expertise and work closely with their Department Chairs and/or Team/Level-Leaders to identify outcomes, select assessment measures and means or criteria for success, and finally decide how to best implement curricular changes based on assessment data. Faculty also develop timelines and schedules for implementing assessment plans, decide which outcomes will be assessed in a given cycle, and the sampling procedures. Adjunct faculty are to be included in all aspects of assessment, using the same assessment tools as their full-time colleagues.

Department annual reports, which are submitted in May of each year to the Vice President for Academic Affairs, include a section on the annual student learning outcomes assessment at the program and course level, timelines, and all assessment related activities that have taken place during the academic year. Assessment reports should include information about the alignment of the plan to the mission and goals, learning outcomes, measures and means, results and the action plan for improvement using the results. Reports should also indicate the names of the faculty that completed the assessments and when the results were shared and discussed with other faculty members in the department. Regardless of the time frame, the completion of one cycle leads to the next into which changes resulting from assessment data in the previous cycle are incorporated. Improvement of student learning is always the ongoing objective.

The Vice President for Academic Affairs routinely presents assessment information at general faculty meetings. Presentations by faculty members at these meetings provide specific data and data analysis regarding assessment activities, successes, and difficulties within their own departments. This shared information helps everyone develop ideas and troubleshoot problems. Assessment of student learning is always an agenda item at meetings of the department chairs,
as well as in individual department meetings. Assessment plans, indicating clear and measurable student learning outcomes and measures and means of assessment, are required for all new course and program proposals and curriculum changes, for approval by the College Curriculum Committee and the Academic Council.

C. Organization of Student Learning Outcomes Assessment

**Student Learning Outcomes** are explicit, measurable statements describing knowledge, skills, abilities, values, and attitudes that a student will be able to demonstrate at the end (or as a result) of a particular lesson, course, program, or collegiate experience. Student Learning Outcomes at Passaic County Community College are defined and assessed at the following levels:

1. Institutional Level
   a. General Education
   b. Other Institution-Wide Assessments

2. Program Level
   a. Degree, Option and Certificate levels
   b. Developmental Studies
   c. English Language Studies
   d. Program Review Process

3. Course Level

4. Distance Education: Course and Program Level

Student Learning Outcomes are assessed through a number of:

- Direct measures (e.g., standardized tests, exams, embedded questions, portfolios, research projects, written assignments, etc.), and
- Indirect measures (e.g., student surveys, alumni surveys, completion rates, etc.).

1. Assessment of Student Learning at the Institutional Level

   a. General Education

      The college’s General Education Assessment incorporates the areas of competency specified in the Middle States Commission’s *Characteristics of Excellence in Higher Education (Standard 12)*, and New Jersey General Education Foundation. Outcomes relating to the eight General Education goals are integrated into the academic programs and courses (*Appendix 5*). General Education outcomes related to the eight General Education goals are assessed in associated courses using such instruments as rubrics, embedded questions, projects, and exams.

      In addition, the General Education Committee, which includes members from all academic departments and a few administrators, in consultation with faculty and
academic leaders, has also developed a General Education Program Assessment Plan. PCCC’s General Education program is a broad network of courses, aimed at ensuring a common core of liberal arts knowledge and skills and for all PCCC students. As a part of developing the assessment plan for this liberal arts core, four major General Education Program Outcomes have been articulated.

1. Communicate effectively in both speech and writing, using information resources and supporting technology.
2. Demonstrate critical thinking skills by evaluating concepts across various disciplines.
3. Apply mathematical methods and tools to solve quantifiable problems.
4. Use scientific methods to analyze concepts in natural and social sciences.

The General Education Committee and the Academic Affairs division have elected not to use a standardized instrument for assessment of the general education program outcomes listed above. In the first cycle in the summer of 2012, the College Writing Examination (CWE) was used as a measure to assess outcomes 1 and 2, using rubrics addressing the competencies of written communication and critical thinking. Embedded assessments in math and science courses taken within the liberal arts program were used to assess outcomes 3 and 4. The General Education Program assessment plan is being reviewed, with additional measures being explored for oral communication. The use of indirect assessments, including alumni surveys, to generate composite data on the students’ accomplishment of general education program outcomes is also being looked into.

b. Other Institution-Wide Assessments
Campus wide initiatives addressing specific student skills are also assessed for effectiveness. The Writing Initiative Grant (2007-2012) was developed in response to the institutional priority to implement a College-wide program to improve student writing. The initiative included developing distinct Writing Intensive (WI) General Education courses across the curriculum. The initiative used WI Student portfolios to assess overall writing using rubrics that addressed many writing competencies. Results indicated an improvement in student writing skills, as indicated by the increase in the percentage of students passing with a score of 7 or more.

2. Program Assessment

a. Degree, Option, and Certificate Levels
In designing a plan for program assessment, each degree, option and certificate program should include the following:
- **Program outcomes**: A set of skills and knowledge that the faculty believe that each program graduate should possess when they complete a program of study. Program level intended student-learning outcomes are clearly indicated in the College’s Academic Bulletin for current and prospective students.
- **Curriculum Map**: An analysis of how the courses in the program will provide the learning opportunities and experiences required to achieve the program outcomes.
- **Assessment Measures and Means**: An identified set of methods to assess these outcomes (such as examinations, capstone courses, portfolios, etc.) and benchmarks that define criteria for success in these measures
- **Assessment schedules and timelines**: An implementation plan that specifies who is responsible for each component of the assessment, when the assessment/s will be conducted, from whom (sample size and procedures), and at what points, will data be gathered, and what is the overall timelines of the assessment plan (timespan for complete implementation of plan)
- **Collection and Analysis of Results**: What did you find out? How do the data support these findings?
- **Action Plan for Improvement**: Based on the findings, what are the next steps to improve student performance with respect to the program outcomes
- **An Annual Assessment Report**: A narrative that gives faculty an opportunity to report on the program assessment activities.

In designing an assessment plan for a program, a curriculum mapping process is employed. This process aligns the program outcomes with the curricula, to ensure that all required content is included and sequenced adequately. The curriculum mapping process helps identify gaps and improves program coherence and the likelihood of students achieving program-level outcomes.

Proper consideration is given to identify appropriate assessment measures- tasks, activities, assignment, that will be used to gather information to ascertain the nature and extent to which students are demonstrating program outcomes. Care is taken to ensure that multiple methods are used, since SLOs may be difficult to assess using only one method. Multiple methods can help faculty assess student performance on different components of an outcome, and provide for greater accuracy and credibility of assessment results. Wherever possible, a combination of direct and indirect assessment methods, and qualitative and quantitative methods, is planned and implemented.
Methods used for outcomes-assessment of programs, degrees, options, and certificates include:

- Pre and post tests
- Portfolios
- Capstone courses
- Final oral presentations
- Comprehensive exit exams
- Embedded Questions
- Research Projects
- Standardized Exams
- Field internships
- Site Evaluations
- Writing Assignments: Papers, term project, etc.
- External credentialing exams
- Locally developed exams

Assessment plans also include benchmarks or targets that help faculty define criteria for success for the chosen measures. These benchmarks are arrived at based on widely accepted targets for specific academic disciplines, past student performance trends or national trends. Student performance on a given measure is judged against the specified benchmark to assess the extent of outcomes attainment.

Academic departments, based on the number of students who complete the program, degree, option, or certificate, establish timetables for assessment. Those from which numerous students graduate every year can complete an assessment cycle more quickly than those with few graduates. Department chairpersons provide timetables to the Vice President for Academic Affairs, as a part of the annual reports. Some departments, such as Science, Language Arts, Humanities, and Mathematics, have relatively few graduates but provide support courses for other programs. Such departments can place a greater dependence on course-level assessment of student learning.

At the present time, most academic programs have assessment plans and a few programs have implemented assessments over many cycles and used the data to make important program changes to improve student learning. Examples of program changes that have resulted from program assessment results include addition of courses to program, change in course sequence, and increased use of technological supports like ECHO360 lecture capture, among others.

Academic departments have begun the process of inputting their program assessment plans on to Tk20 Campus wide. A sample Tk20 report of a program assessment plan available in Appendix 6.

b. Assessment of Developmental Education

The student learning outcomes for developmental reading, writing, and math sequences, designed to lead students to college level coursework, are also assessed
periodically using direct measures such as end of course exams, tests, standardized exams, research projects and papers. In addition, other data indicators of effectiveness of developmental courses and programs are periodically collected and analyzed by the College’s Office of Institutional Research, including pre-test and post-test scores, student completion rates of developmental courses, a student satisfaction survey, and student retention rates, among others.

<table>
<thead>
<tr>
<th>Developmental English Program Outcomes</th>
<th>Developmental Math Program Outcomes</th>
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<tbody>
<tr>
<td>1. Demonstrate foundational skills in reading and writing needed to excel in PCCC’s college-level courses</td>
<td>1. Demonstrate a basic competence in performing arithmetic and algebraic operations and in employing arithmetic and algebra in problem solving.</td>
</tr>
<tr>
<td></td>
<td>2. Students completing the program will be prepared to pursue college level studies in Math or apply techniques of basic Math to other academic areas.</td>
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<tr>
<td></td>
<td>3. Students will have increased confidence in their ability to use mathematics.</td>
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</table>

In the Fall 2012 semester both the Developmental English and Math programs made extensive changes to their curriculum based on student learning assessment results. In the Developmental English department, program changes include the integration of reading and writing into one course in the Developmental English program, and the inclusion of workshops and other acceleration methods to advance students through the program on to college level courses. The Developmental Math program added courses and additional accelerated pathways like the Boot Camp and the RAMP program to speed entry to college level Math courses. In the future assessment cycles the effectiveness of these changes will be assessed to determine next steps.

c. **Assessment of English Language Studies (ELS) Program**

The English Language Studies program is intended for those with limited English proficiency who require the skills necessary for success in college. The student learning outcomes are designed to lead students to college-level coursework. These outcomes are assessed using direct measures such as end of course exams, tests, standardized exams, research projects and papers. As for Developmental Education, the Office of Institutional Research routinely gathers data on aspects related to student retention; ELS program completion rates, success in college level courses etc.
English Language Studies (ELS) Program Outcomes

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<tbody>
<tr>
<td>1.</td>
<td>Communicate effectively in written English,</td>
</tr>
<tr>
<td>2.</td>
<td>Communicate effectively in spoken English,</td>
</tr>
<tr>
<td>3.</td>
<td>Understand American cultural patterns,</td>
</tr>
<tr>
<td>4.</td>
<td>Read English at a college level,</td>
</tr>
<tr>
<td>5.</td>
<td>Enroll in college-level classes in English,</td>
</tr>
<tr>
<td>6.</td>
<td>Express confidence in their ability to use English.</td>
</tr>
</tbody>
</table>

In the Spring 2013 semester the English Language Studies program made extensive changes to the curriculum based on student learning assessment results. Program changes include the integration of grammar and writing into one 7-credit course for the intermediate levels. The beginning level of ELS has become an ELS Prep course offering intensive, accelerated learning sessions for high-beginner students seeking entrance into the ELS credit program. The department is also offering intensive 2-week boot camps for borderline students enabling them to advance to the next level without having to repeat classes. The new curriculum, program sequence and additional supports will be evaluated in future assessment cycles.

d. Program Review Process
Assessment at the program review level varies across departments and programs. Many programs are required to comply to external accrediting processes that are tied to rigorous professional standards; for example, the Accreditation Board for Engineering and Technology (ABET), National League for Nursing Accrediting Commission, Inc., Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), etc. The external program review cycle of programs with external accrediting processes are aligned with their professional association's standards (5-7 years). The program review cycle for programs without an external accrediting process is 5 years in accordance with the College’s strategic planning process. The latter programs can use an established external or discipline-specific reviewer to conduct a rigorous internal self-study to demonstrate how the curriculum supports student learning outcomes, how outcomes are assessed, and how assessment results are used to improve practice, in addition to other data that helps document the program effectiveness and lead to data-driven recommendations for improvements. A sample template of a program review self-study is available in Appendix 9.

3. Course Level Assessment
Course level assessments help assess student learning outcomes at the level of the individual courses within a program or department. These assessments are ongoing and completed for every course within a five-year period, preferably more frequently for courses with multiple sections. As in assessing outcomes at other levels, faculty members develop measurable
learning outcomes for individual courses, and identify measures and means for assessing these outcomes. The assessment is implemented as per a discussed schedule and the results are analyzed to make required changes.

Course level assessment is a faculty-directed means for identifying, examining, and improving course outcomes. Clear, precise and measurable student learning outcomes statements are drafted using Bloom’s taxonomy. These outcomes encompass various aspects of student learning (for example, writing, research, and laboratory activities). The course level intended student-learning outcomes are included in the course syllabi and made available to students. Student learning outcomes are consistent across multiple sections of a course and across multiply modes of delivery (i.e. traditional face-to-face courses and online courses). Varied and multiple assessment tools are used to measure the outcomes, so as to provide a sufficiently broad view of student learning in the course.

Methods used by faculty for assessing course-level learning outcomes may include:

- Laboratory activities
- Papers
- Pre- and post-testing
- Embedded exam questions
- Grading rubrics
- Uniform final examinations
- Portfolios

In a course with multiple sections, assessment data collected during one academic year may be sufficient for completing one assessment cycle. In this case, improvements can be made to the course, which will be incorporated into the next cycle. In courses with few sections, those that are not offered every semester, or those with low enrollment, data collection might take place over the course of 2 or 3 academic years, after which an assessment cycle with results and an action plan for improvement can be generated. Care is taken to use a realistic and manageable sample size for data collection, and to use effective sampling techniques so as to conduct assessments on a true representative student sample. Samples should, when possible, be taken from courses taught by both full-time and adjunct faculty and from courses on all campuses.

It is not expected that each student-learning outcome specified in the assessment plan will be assessed each and every year. Department chairpersons and course coordinators can develop a systematic process for data collection that is appropriate to a particular course. Likewise, assessment of every course does not need to take place every semester of every academic year. Departments can establish a timetable for course level assessment, in which some courses are not actively assessed within particular academic years. It is desirable to assess courses with increased numbers of sections more often. Faculty members can choose to assess the courses for which they are responsible more often than the timetable suggests.
In analyzing the results of course assessments, *item analysis*, or the process of examining class-wide or course-wide performance on components of an assessment measure, rubric aspects, or individual test items, may be conducted. Such an analysis helps faculty identify specific weaknesses to improve student learning, by identifying specific concepts that were found to be hard for the entire sample, modifying course concepts, or sequence of concepts, or changing the approach to teach the concept.

Tk20 Campus Wide™ Assessment System enables a separate interface for course level assessment. The system’s curriculum mapping feature enables courses and course outcomes to be mapped to program outcomes, making it easy to track assessment data for program coherence. While the academic departments are transitioning into using Tk20 this year, many already have their course assessments on the system. The sample Tk20 report of a course assessment plan can be seen in Appendix 7.

4. **Assessment of Distance Education**

The College offers a wide range of college-level courses that can be taken either in the traditional classroom environment, or via the College’s online delivery system. Online courses cover the same content and are worth the same number of credits as their traditional classroom counterparts. Success in online courses requires from students a mastery of the same competencies as those in the traditional face-to-face courses. Through the use of unique online section numbers, the college is able to keep track of online enrollment numbers and assess online courses.

a. **Course Level Assessment**

Because the online courses are no different from their traditional classroom counterparts in terms of intended student learning outcomes, they share the same assessment methodologies. When assessing courses that are offered in both classroom and online sections, effort is made to ensure that aggregate assessment data includes results from both types of sections in order to represent both modalities of instruction. However the distance learning assessment data can also be isolated and analyzed separately in order to assess student learning in online courses as well as the college’s effectiveness in administering the online delivery of courses. Assessment data for a particular online course can be compared to its traditional classroom counterpart to determine which is more effective on achieving student learning outcomes, or if they are performing at similar levels.

b. **Program Level Assessment**

In most programs offered at PCCC, there are certain courses within the program that are either offered exclusively online or jointly with a traditional classroom option. Certain programs offered by the college can be taken completely or partially online. These programs are:
- Associate in Applied Science in Health Information Technology Degree
- Certificate Program in Medical Coding
- Associate in Arts in Liberal Arts – Humanities Degree

The program level student learning outcomes are the same for both online and classroom course delivery formats. In the cases where learners complete one of these programs solely (or a substantial proportion of it) through online instruction, the assessment data for such learners can be isolated and analyzed separately, for varied purposes.

D. The Assessment Committee of the Academic Council

The Assessment Committee of the Academic Council gives direction, shares information, gives presentations at almost every meeting of the Academic Council, provides educational workshops about all aspects of academic assessment, and encourages faculty to become actively involved in all levels of academic assessment. The Committee meets monthly during the academic year, keeping detailed minutes, which are posted on the College Portal. The duties and membership are described below.

1. Duties

The duties of the Assessment Committee of the Academic Council include, but are not necessarily limited to:

- Review and make recommendations regarding assessment in the academic area, specifically regarding
  - The assessment plans for academic departments and programs, and courses
  - Use of assessment results
  - Assessment activities, including workshops and training
  - Assessment plans
- Disseminate information about assessment
- Periodically review and make recommendations regarding the Institutional Effectiveness Process
- Serve as a liaison between
  - The Planning and Emerging Issues Committee regarding college-wide assessment issues
  - The Administrative Assessment Group

2. Membership

Membership for the Assessment Committee of the Academic Council can be found in

Appendix 8.
Support for Academic Assessment activities is provided from the Office of Institutional Research and Planning. This office also provides support for assessment activities in the administrative area. The work and responsibilities of this office are described in section III of this document.

VI. Communication of Findings

A. Introduction

Assessment findings are currently shared among sectors of the College by means of the various activities described throughout this document. College-wide initiatives have been implemented to expand and formalize the sharing of assessment findings at all levels.

B. Levels of Sharing Assessment Information

a. Institutional Level – At college-wide gatherings such as Convocation, faculty gatherings, and professional development meetings, assessment information is shared with the College community. The Assessment Committee makes available a repository for assessment reports, information, resources and documents, which can be used by departments to guide their assessment activities, through the college portal and libguide. The Assessment Committee’s Assessment Newsletter highlights assessment activities, events, workshops, trainings, and institutional, program and course changes that have resulted from assessment activities. The Assessment Committee of the Academic Council presents appropriate assessment related information during Academic Council meetings for review, comments, and brief discussion, providing attendees with a glimpse into assessment outside of their own specific area. The Assessment Committee is on the agenda called by the Vice President of Academic Affairs during each Academic Council meeting. While the format and topic may vary, the purpose is always to share assessment related information.

b. Departmental Level – Faculty and staff within an academic or administrative department share and discuss reports of assessment activities. Assessment related information is discussed at department meetings, and full-time and adjunct faculty participate in compiling and analyzing course and program outcomes assessment data and in using the results to make changes to improve student learning. Hard copies of assessment reports are maintained in each academic and non-teaching area’s office for regular review by departments. Departments are required to report on the assessment of their annual operational goals and course and program student learning outcomes, as per a planned assessment timetable, in the annual reports. As more departments
transition to Tk20, generating and sharing assessment reports and tracking changes over time will become easier.

c. **Community and Public Level** – Institutional assessment information is made available to the public through the PCCC website.
SECTION X

BOARD POLICIES

A905 CODE OF ETHICS FOR COLLEGE EMPLOYEES

Each public institution of higher education shall develop a code of ethics, in accordance with State of New Jersey Executive Order No. 65 signed on November 15, 2005, governing its trustees, officers, and employees. The code of ethics shall establish guidelines and standards of ethical behavior in order to ensure the public’s confidence in the conduct of business and operations of the institution.

A. Application
This code of ethics is applicable to employees paid from Federal, State or County funds who are employed by the College.

B. Definitions
The following words and terms shall have the following meanings, unless the context clearly indicates otherwise.

“Board” means the board of trustees of the College.

“Trustee” means all voting and non-voting members of the Board of Trustees.

“College matter” means any application, award, bid, claim, contract, license, proceeding, resolution or transaction made by, to, against or with the College, or which requires any official action by the Board, officers, or employees.

“Employee” means any person compensated for full or part time employment services rendered to the College.

“Immediate family member” means the spouse, natural or adopted child, grandchild, parent, or sibling of the employee.

“Interest” means any personal, financial, economic, property or other concern amounting to a right, advantage, share or portion inuring either directly or indirectly to an employee or to an immediate family member of an employee, either singly, or in affiliation with any person or party as defined herein.

“Person or party” means any natural person, association, corporation, estate, partnership, proprietorship, trust or other legal entity.

C. Standards of Ethics
(a) No employee shall have any interest, financial, or otherwise, direct or indirect, or engage in any business or transaction or professional activity, which is in substantial conflict with the proper discharge of the employees’ duties to the College.

(b) No employee shall use his or her official position to secure unwarranted privileges or advantages for himself or herself or others.

(c) No employee shall act in his or her official capacity in any College matter in which the employee or an immediate family member of the employee has a direct or indirect financial interest that might reasonably be expected to impair the employees’ objectivity or independence of judgment.

(d) No employee shall undertake any employment or engage in any business, transaction, service or professional activity, whether compensated or not, which might reasonably be expected to impair the employee’s objectivity or independence of judgment in the exercise of his or her official duties to the College.

(e) No employee shall accept, directly or indirectly, any gift, favor, service, or other things of value under circumstances from which it might be reasonably inferred or which the employee knows or has reason to believe, is offered for the purpose of influencing the discharge of his or her duties to the College.

(f) No employee shall knowingly act in any way that might reasonably be expected to create an impression or suspicion among the public having knowledge of the employee’s acts, that he or she may be engaged in conduct violative of his or her trust as a public employee.

(g) No employee shall appear or negotiate on behalf of a party not affiliated with the College, in any matter before the College or any cause or proceeding involving the College before other public agencies. Nothing contained herein shall preclude an employee from appearing on behalf of a student, employee, or employee organization of the College.

(h) No employee shall use, or allow to be used, his or her public office, or any information not generally available to members of the public, which the employee receives in the course of or by reason of the employee’s office or employment, to secure financial gain, unwarranted privileges, advantages or employment for himself or herself, his or her immediate family members, or others with whom the employee is associated.

(i) No employee shall engage in an amorous relationship with a student for whom the employee has a professional responsibility as a teacher, advisor, evaluator, or supervisor.

Dated: April 3, 2006
B107 SABBATICAL LEAVE

1. The College will grant no more than two faculty sabbatical leaves per year and two administrative sabbatical leaves per year. Sabbatical Leave shall be awarded for either one (1) academic semester (not to exceed six months) at full pay, or for two (2) academic semesters (not to exceed one continuous twelve-month period) at half pay.

2. Full-time faculty members and administrators, who have completed seven years of service with the College, may make written application for a Sabbatical Leave of Absence to the appropriate Vice President. Applications must be submitted at least three months in advance of anticipated beginning date of the leave. Faculty members and administrators are encouraged to consider the academic cycles in applying for leave. Applications must include the specific dates of the leave, verification of the use and purpose for the leave, a statement demonstrating the effective benefit to the College, and a signed commitment that the faculty member agrees to complete two (2) years of employment with the College upon return from the Sabbatical.

3. The appropriate Vice President shall weigh all applications for Sabbatical Leave against the following criteria:
   
   A. Relevant full-time attendance at graduate school.
   B. Relevant full-time research or writing projects.
   C. Travel which may be deemed beneficial to the College.
   D. Any other activities, which may be deemed probable to enhance the professional growth of the faculty member or administrator and, thus, become beneficial to the College.

   The Vice President shall forward the application together with his/her recommendation to the President. The President shall review the application and recommend appropriate action to the Board of Trustees. The decision of the Board of Trustees shall be final and binding, without recourse to the grievance/arbitration procedures of negotiated Agreements.

4. Upon return from Sabbatical Leave, the faculty member or administrator shall be placed in his/her former position at the salary rate he/she would have been earning had he/she been employed at the College throughout the leave period.

Approved: 02/18/86
Revised: 09/28/87
Revised: 06/4/09 (title change)
SABBATICAL LEAVE CONTRACT

Employee: ____________________________________________________

Title: ________________________________________________________

Association: _______Faculty _______Administrator

Sabbatical Leave Commences: ____________________________________________ (DATE)

Sabbatical Leave Ends: _________________________________________________ (DATE)

Total salary to be issued while on Sabbatical Leave: $___________

EMPLOYEE AGREEMENT

I understand that this Sabbatical Leave is approved in accordance with the Board of Trustees’ Policy. I also understand that in accepting this Sabbatical Leave I am obligated to complete two (2) full years of service upon return to active employment. Furthermore, I agree to repay Passaic County Community College a prorated share of the salary issued to me while on Sabbatical Leave, if I am unable to complete the two (2) years of obligated service to the College.

______________________________________________________________
(Employee Signature) (Date)

Vice President’s Approval: ________________________________

President’s Approval: ________________________________

Approved by Board of Trustees: _______________________

Note: Attach all application materials.

Original: Personnel File
Copy 1: Vice President
Copy 2: Employee
Passaic County Community College affirms its commitment to ensuring an environment for all students and employees that is fair, humane, and respectful. Every person is entitled to learn and work in an environment free from sex discrimination, sexual harassment, and sexual misconduct. It is the policy of Passaic County Community College that sexual discrimination, sexual harassment, and sexual misconduct in any form will not be tolerated. Charges of sex discrimination, sexual harassment, and sexual misconduct will be treated seriously and pursued in accordance with established College procedures.

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex against any person in education programs and activities receiving federal funding.

Inquiries concerning the application of the above mentioned Title IX statement to any policy, program, or other activity at Passaic County Community College may be referred to the Title IX Coordinator, who has been especially designated by the College to oversee the continued application of the Title IX and nondiscriminatory policies.

Inquiries, concerns, or complaints may also be referred to the Director of the Office for Civil Rights, U.S. Department of Health and Human Services.

Approved: 7/21/2015
Concerning decisions about faculty evaluation, promotion and renewal, the Board will be guided by the principle that the single most important consideration in producing quality education is the development and continuous employment of a well-qualified faculty. It is to be noted that two very divergent considerations impact upon these decisions: First, individuals who seek employment as faculty have compelling career interest and a right to be treated equitably in such matters. Second, institutional and student interest must be paramount when establishing criteria and procedures to be applied.

The student and institution will benefit from the continuous appointment of a significant proportion of a college faculty which will provide a continuity of educational leadership, foster institutional loyalty, encourage active participation in institutional affairs, and create and protect academic freedom which is essential to sound academic deliberation and decision. While incorporating practices providing the greatest support for advancing these institutional and student interests, the College will also provide information, support, encouragement, training and fairness in procedures, which will facilitate and guide the efforts of those who seek renewal, promotion and tenure.

In addition to the establishment of continuity of faculty leadership, it is also deemed essential that the institution have the renewing and currency effects of a continual infusion of new talent. A broad range of experiential, training, cultural and ethnic diversity is desired among the faculty and will be sought through continuous review of the cumulative VITA of existing staff. Among the factors taken into consideration for new applicants for hire, renewal, promotion and tenure will be their projected impact upon this cumulative diversity.

Tenure will be awarded only to individuals whose performance during their probationary period gives clear evidence of their ability and willingness to make a significant and continuing contribution to the growth and development of the institution. Tenure will be awarded after presentation of positive evidence of excellence in teaching, contribution to college and community, fulfillment of professional responsibilities and scholarly achievement, and not solely because negative evidence to the contrary is not presented. It is to be explicit that the burden of proof of worthiness for a reappointment conferring tenure rests with the candidate. The College will provide an opportunity to demonstrate that proof.

The President is instructed to establish a procedure, which the College will employ to regularly evaluate the performance of faculty members. Such evaluation will provide the vehicle by which candidates for tenure may meet the burden of proof requirement. The evaluation should include classroom observations and expressed opinions on relevant matters by students, peers and academic administrators. As each year of the probationary period passes, the evaluation process should focus increasing attention on each candidate’s worthiness for conferral of tenure. A faculty member who has not provided reasonable reason to conclude that he or she is or will become of a caliber justifying conferral of tenure by the end of the third year should not be returned for a fourth year even in probationary status. Fourth year candidates should be
evaluated as if renewal for a fifth year would confer tenure. They should therefore only be renewed after presentation of compelling evidence that justifies a belief that the candidates will make a year’s long contribution to the College of quality expected on a tenured faculty member. At the completion of the fifth year, only those candidates who are worthy of promotion to the rank of assistant professor should be renewed and have tenure status bestowed upon them.

Reappointment and Promotion decisions will be based upon:
1. Teaching excellence (the primary consideration)
2. Contribution to the College
3. Fulfillment of professional responsibilities
4. Contributions to the community
5. Scholarly achievements
6. Possession of minimum requirements

Pertaining to the crucial question of teaching effectiveness, the President, in conjunction with the Vice President and appropriate faculty, will develop specific criteria and means to measure. These criteria and means will be continuously monitored and reviewed so as to provide the most current professional standards possible. Among the considerations to be incorporated into these criteria will be rapport with students, understanding of various student learning styles, classroom communication ability, compassion for students, effective classroom techniques and others which enhance student learning.

It is expected that the President, the Vice President, and the faculty will assist new faculty to develop and improve their skills, particularly during their first three years at the College. Thus, new faculty are encouraged to seek guidance and support from the staff during that period of professional growth.

The evaluation process will include:
1. Classroom observations by the Administration
2. Classroom observations by peers
3. Student opinions
4. Self-evaluations
5. Annual evaluations by appropriate administrators
6. Annual conferences with the Vice President for Academic and Student Affairs

The College full-time faculty will be organized into four academic ranks and these will be supplemented by adjunct faculty as needed. The four ranks with associated minimum qualifications are as follows:

1. **Instructors:** Educational attainment including a Master’s Degree or its equivalent in an appropriate field of study from an accredited institution. In the event that equivalent preparation is the basis for assignment to the rank of Instructor, the individual’s notice of appointment shall state explicitly that either the Master’s Degree is waived, or that the Master’s Degree must be obtained by a specified date.

   Equivalent preparation may include:
a. Advanced study with recognized teacher (e.g. in fine arts)
b. Practical experience in related non-academic fields.

No experiential requirement

2. Assistant Professor: Educational attainment including a minimum of a Master’s Degree in a related discipline plus fifteen credits of significant and related graduate work earned thereafter from an accredited institution, or minimum of fifty credits beyond the Bachelor’s Degree in a doctoral program which does not grant a Master’s Degree. Three additional years of relevant work in an appropriate field beyond the minimum experience requirement may be substituted for study beyond a Master’s Degree. The experience requirement includes a minimum of five (5) years of college teaching and/or other relevant teaching experience as determined and certified by the Vice President for Academic and Student Affairs and/or five (5) years of other experience relevant to the person’s position at the College.

3. Associate Professor: Educational attainment including a minimum of a Master’s Degree in a related discipline plus fifteen credits of significant and related graduate work earned thereafter from an accredited institution, or a minimum of fifty credits beyond the Bachelor’s Degree in a doctoral program which does not grant a Master’s Degree. Three additional years of relevant work in an appropriate field beyond the minimum experience requirement may be substituted for study beyond a Master’s Degree. The experience includes a minimum of nine (9) years of experience as determined and certified by the Vice President for Academic and Student Affairs and/or nine (9) years of other experience relevant to the person’s position at the College, of which at least three (3) years is community college teaching experience.

4. Professor: Educational attainment including an earned Doctor’s Degree, recognized by the Commission of Higher Education in the state in which earned and by the appropriate regional accrediting association, in a related discipline. Recognition will not be granted for a Doctor’s Degree from an institution listed by the New Jersey Commission of Higher Education as unacceptable. Ten additional years of relevant work experience beyond the minimum experience requirement in an appropriate field or five years of exceptional classroom teaching experience and significant service to the College community as recognized by a formal evaluation and from the Academic Vice President may be substituted for an earned Doctor’s Degree. The experience requirement includes a minimum of twelve (12) years of other experience relevant to the person’s position at the College, of which at least five (5) years is community college teaching experience.

The above are minimum criteria the possession of which will not automatically entitle one to the rank considered. Assignment of rank will be judged in accordance with the considerations outlined in this policy with the overriding question being the degree to which a candidate for placement in rank has or will contribute to the furtherance of institutional goals.
Relevant teaching experience, as determined by the Vice President for Academic and Student Affairs will be equated as follows:

1. Three (3) years of non-collegiate grammar school and/or junior high school teaching experience is equivalent to one (1) year of college teaching experience up to a maximum of three (3) years.

2. Two (2) years of non-collegiate senior high school teaching experience is equivalent to one (1) year of college teaching experience up to a maximum of three (3) years.

Exceptions to these criteria will be approved only when recommended by the President as being in the institutional best interest.

Approved: 03/27/89
Amended: 03/22/04 (title change)
D101  ADMISSIONS POLICY

All persons who have earned a high school diploma or General Education Diploma or who are at least 18 years of age will be welcomed at Passaic County Community College, as space and budget permit.

In programs where demand exceeds space available, Passaic County residents will be given priority over those applicants who do not reside in Passaic County. Admission to the College does not guarantee admission to programs with special entrance requirements (see Special Admission Programs in the College Catalog.) All students must take a placement exam unless exempt according to PCCC Placement Testing Policy.

High School juniors and seniors who seek credits prior to graduation may apply to the College’s Dual Enrollment Program or Early Admission Program. Both programs require students to be able to benefit from an adult learning environment. Applicants must meet the following requirements:

- Hold a B average or higher in high school courses.
- Written approval by parent or guardian, as well as, from a guidance counselor where applicable;
- Successfully place into college-level courses in reading, writing or mathematics by completion of the College’s placement examination or by submitting SAT scores as determined by Academic Council.
- Fulfill all pre-requisites and/or co-requisites for the desired courses.

High school juniors who are applying for Early Admission in place of their senior year may attend as matriculated students on a full time basis and must meet all of the above requirements. Written approval from the high school should include specific courses that may be required for high school completion.

Approved: 01/26/76
Amended: 08/14/85
Revised: 07/28/03
Revised: 05/11/09
Revised: 06/24/13
D401  GRADUATION REQUIREMENTS

All requirements of the program in which the student matriculated, as stated in the current official copy of the College Catalog at the time of matriculation, must be met. The granting of a degree from Passaic County Community College will require no less than sixty (60) college-level credits, with a minimum of thirty (30) credits completed at Passaic County Community College. Students must complete at least one-half of the credits in the major at Passaic County Community College. Students intending to graduate must notify the Registrar.

To graduate, students must successfully pass the College Writing Examination (CWE). Students with a bachelor’s degree or higher from a regionally accredited college or university in the United States, or former Passaic County Community College graduates returning for another degree are exempt from taking the College Writing Examination (CWE). Students with a bachelor's degree or higher, earned outside the United States, are required to take the College Writing Examination.

Former Passaic County Community College students approved for Reverse Transfer are exempt from taking the College Writing Examination (CWE), but must fulfill approved equivalent requirements at the partner college or university.

Approved: 05/28/74
Amended: 08/14/85
Revised: 11/27/89
Revised: 05/11/09
Amended: 12/17/13
Revised: 06/16/15
E905 MENTAL HEALTH CRISIS INTERVENTION POLICY AND PROCEDURES

In accordance with the *The Campus Security Task Force Report* (2007), it shall be the policy of Passaic County Community College to develop and distribute a Crisis Intervention Policy and Procedures Manual in order to minimize risk and ensure a student’s safety and well-being in a crisis situation, as well as that of the larger community.

The attached Crisis and Intervention Policy and Procedures plan for Passaic County Community College is in compliance with the mandate by the Governor of New Jersey, and will be amended from time-to-time as deemed appropriate and necessary to keep current with the latest legislation and campus programs.

Approved: 11/29/10
E901 STUDENTS WITH DISABILITIES

In accordance with Public Law 93-112 Title V, Section 504, of the Rehabilitation Act of 1973, we affirm our commitment to equality of opportunity for the disabled.

The College is committed to providing equal educational opportunity for all students, including those with disabilities. Reasonable accommodations as described by The American with Disabilities Act of 1990 are available to self-identified students with documented disabilities, after review of documentation by appropriate College personnel.

Approved: 08/14/85
Revised: 09/15/03
F203 SMOKE-FREE CAMPUS

It is the policy of the College to respect the environment of each individual who enters the College, to protect the life and property within the College and to abide by existing prevailing ordinances of the proper governing bodies. Therefore, smoking shall be prohibited in all areas of the College, including but not limited to all College buildings, common areas, and parking lots on all campuses. “No Smoking” signs shall be appropriately posted prominently throughout the buildings and grounds. The administration will develop appropriate enforcement procedures for violators including disciplinary action, covering the students and employees.

Approved: 08/14/85
Revised: 05/13/96
Revised: 11/17/08
SECTION XI

FORMS AND PROCEDURES

ENROLLMENT REPORTING GUIDELINES FOR FACULTY

Timely attendance reporting is vital for maintaining compliance with federal/state financial aid requirements, EOF requirements, unemployment benefit requirements, F-1 visa requirements, etc. If this is done incorrectly, it has an extremely negative ramification on the student. Federal and State monies are returned to their source if the student did not attend class. If we find this out at the middle or end of the semester after the student’s tuition/refund has been applied, they will end up owing money to the school and will not be able to reenroll until their bill is paid.

These are the instructions for attendance reporting:

Go to the PCCC website (www.pccc.edu)

- Click on “My PCCC Account” located in the lower right side of your screen.
- Click on Faculty and Staff.
- Click on the “Web Advisor-Self Service” tab.
- Click on Attendance Roster.
- Select the term (i.e. Fall 2019 15 Week) on the “Term” drop-down menu and hit the “Submit” button.
- Select Midterm/Intermediate on the “Final or Midterm/Intermediate Grading” drop-down menu, select the checkbox next to the class section you want to grade (DO NOT SELECT FINAL) and hit the “Submit” button at the bottom of the page.
- Enter either H or NA in the Midterm Grade column. These are the only 2 grades to be used for attendance reporting:
  - H is for the student who has attended your class or
  - NA is for those students who never attended.
- Once the roster is completed, click submit

The only column to be completed is the grade column with either the grade of H and NA. All other columns are to remain BLANK. Do NOT put in a Last Date of Attendance and do NOT check anything in the Never Attended column.

Late-submissions/Non-submissions are taken very seriously by the Vice Presidents and President, and you will be contacted by their offices if you fail to comply.

IMPORTANT NOTE: You cannot use Blackboard to report attendance. Attendance reporting can only be reported by using the MID-TERM GRADE ROSTER. Students marked as “Never Attended (NA)” will be dropped from the class and charged a $125.00 non-attend fee. They will no longer appear on your roster.

If you do not see your roster online, and/or if you have additional questions, please contact the Registrar at 973-684-6636.
CIRCULATION POLICIES

Who may borrow Library materials?
- Students, faculty members, and staff members of PCCC with a current ID
- Alumni of PCCC with an Alumni Association card
- PAL$Plus patrons with a current borrowing card in good standing from all public libraries in Passaic County (except Hawthorne) and the following three libraries in Essex County: Caldwell, Cedar Grove, and Fairfield.
- Students, faculty members, and staff members of participating VALE libraries with a VALE Reciprocal Borrowing Application Form

What materials may be borrowed?
- Books from the circulating collection
- Course texts on reserve
- DVDs and other media
- Headphones (for course work only)

Loan Period for Books
- The initial loan period for books is 14 days
- Books may be renewed one time for an additional 14 days
- Books may be renewed before the due date at the Circulation Desk or online using your library card barcode number and PIN
- Late books with a fine cannot be renewed after the due date

Reserve Materials
- Course texts, DVDs, videotapes, cassettes, and other materials that faculty members have placed on reserve can be obtained at the Circulation Desk with a PCCC ID. They are usually filed by academic subject and course number (e.g., EN 101, SC 110), but sometimes by the name of the instructor.
- Only current PCCC students or instructors may borrow reserve items.
- Reserve items are for use in the Library only and have a 2 hour use limit.
- Students are limited to borrowing 1 reserve item at a time.
- Students will be required to leave their PCCC ID at the Circulation Desk until the borrowed item is returned in good condition. A student may not borrow a reserve item for another person.
- If a student borrows a reserve item but also needs to use the Computer Lab, that student will need a temporary ID card. The cards are valid for that day only and may be obtained from the circulation desk.

Checking Out & Returning Items
- Patrons with a PCCC ID may check out a maximum of 5 books.
- Patrons with a PAL$Plus library card may check out a maximum of 3 books.
- Books for checkout and course reserve items must be brought to the Circulation Desk no later than 15 minutes prior to the Library closing time.
Requesting Items

- **Interlibrary Loan (ILL) through PALSPlus**
- PCCC Library patrons may request that items from another library in the PALSPlus system be sent to PCCC Library. This can be done online at the PALSPlus portal (PCCC Library Catalog) with a library card number and PIN.
- Locate the item in the Library Catalog
- Click on the “Find a Copy” button to pull up the display record
- Click on the “Place Hold” link
- Enter your barcode and PIN
- From the drop-down menu, choose “Passaic County Community College Library”
- Patrons will be notified when the item arrives; items will be held at the Circulation Desk for 3 days before being returned to the sending library.

**PIN Number**
Patrons can get their initial PIN from Circulation Staff. PIN numbers may be changed at any time by going to the “User PIN Change” link in “My Account” on the PALSPlus portal (PCCC Library Catalog).

**VALE Reciprocal Borrowing Program**
PCCC Library patrons may also borrow items on-site from participating college and university libraries in NJ through the VALE Reciprocal Borrowing Program. Details can be found here: [http://www.valenj.org/newvale/recbor/#guide](http://www.valenj.org/newvale/recbor/#guide).

**Outside Patrons**
A patron of a library outside of the PALSPlus and VALE systems with an American Library Association Interlibrary Loan form from their home library may request items from PCCC Library.

**Fines**
- Late items are charged at rate of .10¢/day.
- Patrons who have reached the maximum fine limit of $5.00 will have their borrowing privileges suspended until the fine is paid in-full and all items have been returned in good condition.
- The Library does not receive payments. Circulation Staff will issue a fine slip that is payable at the Bursar’s Office. Students must return the stamped fine slip to the Circulation Desk for their Library record to be cleared.

**Lost Library Materials**
Patrons will be charged for the cost of replacing a lost item plus a $5.00 processing fee.

**Lost Personal Items**
Sometimes, lost items are brought to the Circulation Desk. These and any other lost items found in the Library are handed over daily to a Security Officer and kept at the Office of Public Safety (room E100).
Photocopy Machines

- Coin-operated photocopy machines are located near the Circulation Desk. Please see Circulation Staff about mechanical problems or paper refills. The Library does not make change.
- Patrons are responsible for observing applicable copyright laws when reproducing copyrighted material. Please regard the infringement notice on each machine.
- Click on the following links for more information about copyright and fair use. U.S. Copyright Office: [http://www.copyright.gov/circs/index.html#circ1](http://www.copyright.gov/circs/index.html#circ1)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>June 14, 2019</td>
<td>Voluntary Friday – Only the Paterson Campus Will Be Open</td>
</tr>
<tr>
<td>June 15, 2019</td>
<td>Saturday</td>
</tr>
<tr>
<td>June 21, 2019</td>
<td>Voluntary Friday – Only the Paterson Campus Will Be Open</td>
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<tr>
<td>June 22, 2019</td>
<td>Saturday</td>
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<tr>
<td>June 28, 2019</td>
<td>Voluntary Friday – Only the Paterson Campus Will Be Open</td>
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<tr>
<td>June 29, 2019</td>
<td>Saturday</td>
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<tr>
<td>July 4, 2019</td>
<td>Thursday - Independence Day Holiday</td>
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<tr>
<td>July 5, 2019</td>
<td>Voluntary Friday – Only the Paterson Campus Will Be Open</td>
</tr>
<tr>
<td>July 6, 2019</td>
<td>Saturday</td>
</tr>
<tr>
<td>July 12, 2019</td>
<td>Voluntary Friday – Only the Paterson Campus Will Be Open</td>
</tr>
<tr>
<td>July 13, 2019</td>
<td>Saturday</td>
</tr>
<tr>
<td>July 19, 2019</td>
<td>Voluntary Friday – Only the Paterson Campus Will Be Open</td>
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<tr>
<td>July 20, 2019</td>
<td>Saturday</td>
</tr>
<tr>
<td>July 26, 2019</td>
<td>Voluntary Friday – Only the Paterson Campus Will Be Open</td>
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<tr>
<td>July 27, 2019</td>
<td>Saturday</td>
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<tr>
<td>August 2, 2019</td>
<td>Voluntary Friday – Only the Paterson Campus Will Be Open</td>
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<tr>
<td>August 3, 2019</td>
<td>Saturday</td>
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<tr>
<td>August 9, 2019</td>
<td>Voluntary Friday – Only the Paterson &amp; Wanaque Campuses Will Be Open</td>
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<tr>
<td>August 10, 2019</td>
<td>Saturday</td>
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<tr>
<td>August 16, 2019</td>
<td>Voluntary Friday – Only the Paterson Campus Will Be Open</td>
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<tr>
<td>August 17, 2019</td>
<td>Saturday</td>
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<tr>
<td>August 23, 2019</td>
<td>Voluntary Friday – Only the Paterson Campus Will Be Open</td>
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<tr>
<td>August 24, 2019</td>
<td>Saturday – Only the Paterson Campus Will Be Open 8:30AM - 12:00PM</td>
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<tr>
<td>August 30, 2019</td>
<td>Voluntary Friday – Only the Paterson Campus Will Be Open</td>
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<tr>
<td>August 31 – Sept 1, 2019</td>
<td>Saturday, Sunday - Labor Day Weekend</td>
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<tr>
<td>September 2, 2019</td>
<td>Monday - Labor Day Holiday</td>
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<tr>
<td>November 27, 2019</td>
<td>Wednesday, 5:30PM - College Open, No Classes</td>
</tr>
<tr>
<td>November 28 - 29, 2019</td>
<td>Thursday, Friday - Thanksgiving Holiday</td>
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<tr>
<td>Nov 30 – Dec 1, 2019</td>
<td>Saturday, Sunday - Thanksgiving Weekend</td>
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<tr>
<td>December 24, 2019</td>
<td>Tuesday, 12:00PM - Christmas Eve Holiday</td>
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<tr>
<td>December 25, 2019</td>
<td>Wednesday, Christmas Holiday</td>
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<tr>
<td>December 26 - 31, 2019</td>
<td>Thursday through Tuesday - College Closed</td>
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<tr>
<td>January 1, 2020</td>
<td>Wednesday - New Year’s Day Holiday</td>
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<tr>
<td>January 4, 2020</td>
<td>Saturday</td>
</tr>
<tr>
<td>January 11, 2020</td>
<td>Saturday</td>
</tr>
<tr>
<td>January 20, 2020</td>
<td>Monday - Martin Luther King, Jr. Holiday</td>
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<tr>
<td>March 16 - 20, 2020</td>
<td>Monday through Friday, 5:30PM Daily - Spring Break</td>
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<tr>
<td>April 11 - April 12, 2020</td>
<td>Saturday, Sunday - Easter Weekend</td>
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<tr>
<td>May 23 - 24, 2020</td>
<td>Saturday, Sunday - Memorial Day Weekend</td>
</tr>
<tr>
<td>May 25, 2020</td>
<td>Monday - Memorial Day Holiday</td>
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</table>
### DEPARTMENT CHAIRS AND COORDINATORS

<table>
<thead>
<tr>
<th>Department Chairs</th>
<th>Academic Coordinators</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nina Alsbrook-Jackson - English/Fine &amp; Preforming Arts</td>
<td>Adnan Atshan - CIS</td>
<td>6511</td>
</tr>
<tr>
<td>Marcin Baranowski - Biological and Physical Science</td>
<td>Sam Ayala - Music</td>
<td>6827</td>
</tr>
<tr>
<td>Thomas Cox - Business/Accounting</td>
<td>A. Clement Bamkole - CIS</td>
<td>5308</td>
</tr>
<tr>
<td>Janet Delaney - Mathematics</td>
<td></td>
<td>5227</td>
</tr>
<tr>
<td>Pasha Hobson - Radiography &amp; Public Health</td>
<td>Mike D'Arcangelo - Human Services</td>
<td>6243</td>
</tr>
<tr>
<td>Ed Mosley - Humanities</td>
<td>Lisa DeLiberto - Health Information Technology</td>
<td>6912</td>
</tr>
<tr>
<td>Merille Siegel - CIS/Engineering &amp; Graphic Design</td>
<td>Linda Carter - Early Childhood/Teacher Education</td>
<td>6445</td>
</tr>
<tr>
<td>Donna Stankiewicz - Nurse Education</td>
<td></td>
<td>5221</td>
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<tr>
<td>Toni Taylor – English Language Studies</td>
<td>Ed Pagan - Accounting</td>
<td>6241</td>
</tr>
<tr>
<td>Mike Walker – Public Safety, Human Services &amp; Technical Studies</td>
<td>RG Rader - Theater Arts</td>
<td>5542</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Deans</th>
<th>Directors</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Greg Fallon, Associate Dean of Learning Resources</td>
<td>Center for Student Success</td>
<td>5895</td>
</tr>
<tr>
<td>Sharon Goldstein, Dean of Students, Interim Dean of Enrollment Mgmt</td>
<td>Louis Hernandez - Culinary Arts</td>
<td>6919</td>
</tr>
<tr>
<td>Peter Hynes, Associate Dean for Academic Success Center</td>
<td>Michelle Softley - Education Opportunity Fund</td>
<td>6602</td>
</tr>
<tr>
<td>Elizabeth “Betsy” Marinace, Dean of Strategic Initiatives &amp; Policy Mgmt.</td>
<td>Cassandra Davis- Trio</td>
<td>6861</td>
</tr>
<tr>
<td>Dawn Norman, Assistant Dean for Advisement &amp; Retention</td>
<td>Randy Jenkins - Online Learning</td>
<td>5731</td>
</tr>
<tr>
<td>Donna Stankiewicz, Associate Dean of Nursing and Sciences</td>
<td>Ruggiero Manente - Adjuncts</td>
<td>5221</td>
</tr>
<tr>
<td>Bassel Stassis, Senior Dean of Academic Affairs</td>
<td>Tonisha Taylor - Developmental English</td>
<td>6865</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Administrative Coordinators</th>
<th></th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Lopez - Dual Enrollment</td>
<td></td>
<td>5212</td>
</tr>
<tr>
<td>Jack Latona - Assessment</td>
<td></td>
<td>3974</td>
</tr>
</tbody>
</table>
DOCU-CENTER PROCEDURES

**Location:** S101

**Operation Hours are as follows:**

Monday thru Thursday 8:30 a.m. – 7:00 p.m.
Friday 8:30 a.m. – 4:30 p.m.
Saturday 7:30 a.m. – 11:30 a.m.

**Presentations:**

- Unless specified otherwise, all material will be printed on two sides.
- All staples must be removed from originals.
- Originals must be 8 ½ X 11 or 8 ½ X 14, clear and clean with no paste-ups, tape, etc.
- Material requiring special paper, folding, etc., must be discussed in advance with College Services.
- You can mail in requests to docu-center@pccc.edu

**While you Wait – Plain white paper only:**

- 1 – 10 pages and under 50 copies – use Docu-Center

**Guidelines**

- 1 – 10 copies – use copier machine located nearest to your office.
- 11 + pages and over 50 copies – use Docu-Center
- Copyright laws must be adhered to on all duplication. Guidelines are available in the Docu-Center and College Services.
- Tests, mid-terms, and final exams can be hand-delivered in a sealed envelope by college staff or faculty member. Exam envelopes must be marked as such. Exams can also be emailed to docu-center@pccc.edu
- Departmental secretaries can wait in the Docu-Center when exams are being copied. In this instance, copying must be scheduled in advance with Docu-Center staff.
PASSAIC COUNTY COMMUNITY COLLEGE
FACULTY CLASSROOM OBSERVATION

NAME: ___________________________ RANK: ___________________________

DEPARTMENT: ___________________ COURSE & SECTION: __________________

OBSERVATION’S DATE: ___________ ROOM: ___________________________

**Directions:** Use the following scale to indicate the degree to which you agree or disagree with each statement below.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Excellent, no modifications necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Acceptable performance, minor recommendations</td>
</tr>
<tr>
<td>Disagree</td>
<td>Minimally acceptable performance, substantial modifications needed</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>Unacceptable performance, numerous &amp; major modifications necessary</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Not relevant in this lesson design or presentation</td>
</tr>
</tbody>
</table>

### Delivery and Teaching Methods

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Objectives for the class were clearly stated.</td>
<td>[ ] Strongly Agree</td>
<td>[ ] Agree</td>
<td>[ ] Disagree</td>
<td>[ ] Strongly Disagree</td>
</tr>
<tr>
<td>2. Materials showed preparation by the instructor.</td>
<td>[ ] Strongly Agree</td>
<td>[ ] Agree</td>
<td>[ ] Disagree</td>
<td>[ ] Strongly Disagree</td>
</tr>
<tr>
<td>3. The main points of the lesson were summarized.</td>
<td>[ ] Strongly Agree</td>
<td>[ ] Agree</td>
<td>[ ] Disagree</td>
<td>[ ] Strongly Disagree</td>
</tr>
<tr>
<td>4. Instructor presented topics in a logical sequence.</td>
<td>[ ] Strongly Agree</td>
<td>[ ] Agree</td>
<td>[ ] Disagree</td>
<td>[ ] Strongly Disagree</td>
</tr>
<tr>
<td>5. Instructor stayed on topic.</td>
<td>[ ] Strongly Agree</td>
<td>[ ] Agree</td>
<td>[ ] Disagree</td>
<td>[ ] Strongly Disagree</td>
</tr>
<tr>
<td>6. Instructor paced lesson appropriately.</td>
<td>[ ] Strongly Agree</td>
<td>[ ] Agree</td>
<td>[ ] Disagree</td>
<td>[ ] Strongly Disagree</td>
</tr>
<tr>
<td>7. If instructor used humor, it was positive and appropriate.</td>
<td>[ ] Strongly Agree</td>
<td>[ ] Agree</td>
<td>[ ] Disagree</td>
<td>[ ] Strongly Disagree</td>
</tr>
<tr>
<td>8. If instructor used media, it enhanced the lesson.</td>
<td>[ ] Strongly Agree</td>
<td>[ ] Agree</td>
<td>[ ] Disagree</td>
<td>[ ] Strongly Disagree</td>
</tr>
<tr>
<td>9. Instructor used varied explanations for complex and difficult material.</td>
<td>[ ] Strongly Agree</td>
<td>[ ] Agree</td>
<td>[ ] Disagree</td>
<td>[ ] Strongly Disagree</td>
</tr>
<tr>
<td>10. Instructor’s speech was clear and audible.</td>
<td>[ ] Strongly Agree</td>
<td>[ ] Agree</td>
<td>[ ] Disagree</td>
<td>[ ] Strongly Disagree</td>
</tr>
</tbody>
</table>

**Observer’s Comments:**
### Teaching and Learning Environment

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Instructor’s classroom management techniques were effective.</td>
<td>☐ SA</td>
<td>☐ A</td>
<td>☐ D</td>
</tr>
<tr>
<td>2.</td>
<td>Instructor had a good rapport with students.</td>
<td>☐ SA</td>
<td>☐ A</td>
<td>☐ D</td>
</tr>
<tr>
<td>3.</td>
<td>Instructor respected diverse points of view.</td>
<td>☐ SA</td>
<td>☐ A</td>
<td>☐ D</td>
</tr>
<tr>
<td>4.</td>
<td>Instructor elicited responses from many students.</td>
<td>☐ SA</td>
<td>☐ A</td>
<td>☐ D</td>
</tr>
<tr>
<td>5.</td>
<td>Instructor gave the students sufficient time to answer a question.</td>
<td>☐ SA</td>
<td>☐ A</td>
<td>☐ D</td>
</tr>
<tr>
<td>6.</td>
<td>Instructor responded to wrong answers constructively.</td>
<td>☐ SA</td>
<td>☐ A</td>
<td>☐ D</td>
</tr>
<tr>
<td>7.</td>
<td>Instructor asked questions to monitor students’ performance.</td>
<td>☐ SA</td>
<td>☐ A</td>
<td>☐ D</td>
</tr>
<tr>
<td>8.</td>
<td>Students were focused on the assigned task.</td>
<td>☐ SA</td>
<td>☐ A</td>
<td>☐ D</td>
</tr>
<tr>
<td>9.</td>
<td>Students appeared to be attentive and alert.</td>
<td>☐ SA</td>
<td>☐ A</td>
<td>☐ D</td>
</tr>
<tr>
<td>10.</td>
<td>Instructor encouraged all students to participate.</td>
<td>☐ SA</td>
<td>☐ A</td>
<td>☐ D</td>
</tr>
<tr>
<td>11.</td>
<td>Instructor paid attention to cues of boredom and confusion.</td>
<td>☐ SA</td>
<td>☐ A</td>
<td>☐ D</td>
</tr>
<tr>
<td>12.</td>
<td>Instructor praised students for contributions that deserved commendation.</td>
<td>☐ SA</td>
<td>☐ A</td>
<td>☐ D</td>
</tr>
<tr>
<td>13.</td>
<td>Instructor created an engaging environment that was conducive to learning.</td>
<td>☐ SA</td>
<td>☐ A</td>
<td>☐ D</td>
</tr>
</tbody>
</table>

**Observer’s Comments:**


### Content Mastery:

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</thead>
<tbody>
<tr>
<td>14.</td>
<td>Instructor demonstrated command of subject matter</td>
<td>☐ SA</td>
<td>☐ A</td>
<td>☐ D</td>
</tr>
</tbody>
</table>
15. Instructor communicated clearly and effectively to the level the students.

16. Instructor used appropriate examples to illustrate concepts.

17. Instructor answered students’ questions with ease.

Observer’s Comments:

Overall Evaluation

Major Strengths on Which to Capitalize:

Areas Needing Improvement:

I have read and have been given a copy of this evaluation report and so signify by my signature. I understand that I may attach comments to this document.

Attach additional pages as necessary.

Faculty Signature  Date

Evaluator’s Signature  Evaluator’s Printed Name  Date

Dept. Chairperson  Date

Dean of Academic Affairs  Date

Original: Personnel File  One Copy: For Employee  One Copy: For Supervisor
GRADE CHANGE NOTIFICATION FORM

TO: Registrar’s Office

FROM: _____________________________

RE: Grade Change

DATE: _____________________________

Please process a change of grade:

Student’s Name: _________________________  Student ID #: ______________________

Semester: _____________________________  Course # _______  Section # _______

The New Grade is _____________.

Reason for the Grade Change: _____________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Faculty Signature: _____________________________

Chairperson Signature: _____________________________

Vice President/Dean Signature: _____________________________

____________________________________________________________

FOR OFFICE USE ONLY

Date Processed: _______________________________

Old Grade: ________________  BY: _________________________________________________
LEARNING CONTRACT FOR INDEPENDENT STUDY

Student’s Name: ________________________________________________________________

I.D.#____________ Phone:____________________ Student’s Major:_____________________

Cumulative GPA:_________ Number of College-Level Courses Completed:______________

Reason for Requesting Independent Study:__________________________________________

**Title of Course Requested Independent Study:** __________________________________

Full-time Faculty Mentor/Director:________________________________________________

Meeting Days:____________________ Hours:____________________ Credits:________

Calendar: -- Starting Date:____________________ Ending Date:____________________

**COURSE REQUIREMENTS:**

Course Code:____________________

Course Objectives:_________________________________________________________________________________________

________________________________________________________________________________________

Books:____________________________________________________________________________________________

________________________________________________________________________________________

Research/Papers:_____________________________________________________________________________________

________________________________________________________________________________________

Other Study Activities:______________________________________________________________________________

________________________________________________________________________________________

Method of Determining Final Grade:______________________________________________________________

________________________________________________________________________________________

**APPROVALS:**

Student:_________________________ Faculty:____________________________________

Department Chair:__________________ Sr. VP Academic Affairs:________________

Date Submitted:___________________ Date of Final Approval:______________________
Course Code: 
Course Title: 

Department: 

Course Description: 

Prerequisites: 

Credits: Lecture Hours: Lab/Studio hours: Clinical/Fieldwork Hours: 

Required Textbook/Materials: 

Additional Time and Supplemental Requirements: 
(Identify open lab or other activities that are required) 

Course Learning Outcomes: 
Upon completion of this course, students will be able to: 
• Bullet course learning outcomes 
• Also identify which, if any, core competencies (General Education) 

General Education Outcomes (If Applicable): 

Note: For every one minute of weekly instructional time, students are expected to complete two minutes of assigned work outside of class. See the chart below for specific time conversion as it relates to this course.
<table>
<thead>
<tr>
<th>Number of Minutes In Class (Weekly)/Hourly Conversion</th>
<th>Corresponding Number of Minutes of Out of Class Work/Hourly Conversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. 150 Minutes/2.5 Hours</td>
<td>Ex. 300 Minutes/5 Hours</td>
</tr>
</tbody>
</table>

**Grading Standard:**

**Course Content:**
(Topics to be covered)

*Note: We suggest not including this information in a weekly format, so it stays applicable for all semesters.*

**Department Policies:**

**College Policies:**
For Information regarding:
- PCCC’s Academic Integrity Code
- Student Conduct Code
- Student Grade Appeal Process

Please refer to the PCCC Student Handbook and PCCC Catalog

**Panther Alert:**

The College will announce delayed openings, closings, and other emergency situations through the Panther Alert System. Students are encouraged to sign up for Panther Alert Notifications by logging into their student accounts through the PCCC website at [www.pccc.edu](http://www.pccc.edu) and following Panther Alert System instructions.

**NOTIFICATION FOR STUDENTS WITH DISABILITIES:**

If you have a disability, and believe you need accommodations in this class, please contact Disabilities Services staff at 973-684-6395, or email ods@pccc.edu, to make an appointment. You should do so as soon as possible at the start of each semester. If you require testing accommodations, you must remind me (the instructor) one week in advance of each test. More information at: [pccc.edu/ods](http://pccc.edu/ods).

Date last modified: August 26, 2019
NEW FACULTY ORIENTATION

Year Long New Faculty Monthly Meetings – September-May

- Starting in September and continuing through May the new faculty meet monthly in a cohort model. The meetings are held the third Wednesday of each month for 2 hours. Chairpersons are asked in advance not to schedule classes for the new faculty during this time period for both the fall and spring semesters.
- A major goal is to have the new faculty form a cohesive, tight knit working group. Time is set aside each meeting for new faculty to share ideas, discuss things they are trying in the classroom, share successes, frustrations and concerns.
- New faculty must choose a tenured faculty member who will mentor them throughout their first year. Ideally this mentor should come from within the new faculty’s department but may be allowed from outside the department.
- Each meeting has one or two speakers who address the new faculty on various issues. Most topics include pedagogy and ways to prosper during the first year of teaching at PCCC.

The following is a list of topics that have been offered during the monthly meeting. They include:

- The Importance of the First Class
- How to Write an Effective Syllabus
- PCCC Culture: Students, History and Mission
- Reflections of a former New Faculty Member – “What I have learned and what I would like to share.”
- Classroom disciplinary issues: plagiarism, cheating, disruptive behavior, recognizing student behavioral problems, referring students at risk
- Using Technology in the Classroom
- Using Social Media in the Classroom
- Using Blackboard in the Classroom
- Developing a Rubric
- Introduction to Assessment
- Understanding the Faculty Contract
- The Role of Faculty in College Governance and the Structure of the Academic Council and its Committees
- Meet with the President, Dr. Rose for discussion followed by dinner
- Teaching on-line
- Understanding Special Needs Students and Office of Disabilities Services Requests
- The Early Warning System
- How to Write an Effective Self Evaluation - Performance Activity Report (PAR)
- Making Sense of the SRI’s and Classroom Observations
- Faculty’s role in Achieving the Dream (ATD)
- Importance of Middle States and Opportunities for Involvement
- FERPA
- Teaching Excellence – Tips and Suggestions
- From First Year to Tenure – Demystifying the Process
- Advanced Graduate Study: Second Master’s Degree and/or Doctoral Study
- Advisement Overview and Responsibilities
PETTY CASH REIMBURSEMENT POLICY

Requests for reimbursement for funds spent through petty cash must be submitted on a Petty Cash Voucher Form. This form is available on-line through e-mail under PUBLIC FOLDERS, under All Public Folders, under Finance Public Forms. All data must be completed in full or payment will not be made. Prior to payment being issued, all vouchers will be reviewed by the appropriate Budget Officer for reasonableness, proper/allowable business expense, and availability of funds. Petty cash reimbursement is limited to $60.00 and no more than one (1) petty cash voucher can be submitted per calendar month per individual.

Guidelines are as follows below:

1. The total expenditure is not to exceed $60.00 per month.
2. Signatures are required. This includes the person requesting the funds, the Budget Officer (the person responsible for the budget), and their respective Executive Director, Vice President or the President.
3. All receipts must include the vendor name, date of purchase, and description of item or items.
4. NJ sales tax will not be paid.
5. A voucher must be submitted within the fiscal year and there will be no more than one (1) petty cash voucher submitted per calendar month per individual.
6. Mileage for personal vehicles is paid at a rate of $0.37 cents per mile (or as the grant specifies). You must document the start and finish locations. Tolls will also be reimbursed at actual expense.
7. Any reimbursement for travel outside of Passaic County must have a Travel Authorization Form completed and attached to the voucher. (See Travel Authorization Procedures)
8. Completion of the form:
   - The signed form with attached receipts is to be delivered to the Bursars office for their review. You will then be contacted at the phone extension you placed on the form to pick up your petty cash reimbursement within five (5) business days.
   - The form must be completed in its entirety (see attachment). If information is missing or incorrect, the voucher will be returned.
Passaic County Community College Faculty Evaluation System

Exhibit 1 – Sample MS Office E-Mail Location

Exhibit 2 – Sample Form

---

**PETTY CASH VOUCHER**

**Finance Division**

Bursar’s Office

One College Blvd., Paterson, NJ 07505

Phone: 973-684-6692

---

**ORIGINATOR’S REQUEST**

- **Name:**
- **Ext.:**
- **Date:**

---

**CERTIFICATION OF AVAILABLE FUNDS**

- **I certify that departmental records show that sufficient funds are appropriated and available to cover this request:**

---

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Total Cost</th>
<th>Budget Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

---

**Detail Explanation and Description of Item**

---

**Total Expenditures should not exceed $60.00 per petty cash voucher.**

**All signatures are required and only one (1) petty cash voucher will be paid per calendar month per individual.**

**New Jersey Sales Tax will not be paid.** **Mileage is reimbursed for personal vehicles at a rate of $0.37 per mile.**

**Receipts must be attached and you will be contacted at the phone extension provided on the request within five (5) business days.**

**The petty cash voucher must be complete or it will be returned.**
PROFESSIONAL ACTIVITIES REPORT

I. Professional Growth: This section of your Professional Activities Report (PAR) focuses on those activities in which you have engaged that have contributed to your professional growth in both your content field and in your teaching skills.

A. Content: Describe the activities you have undertaken since the last evaluation period that have contributed to your expertise in your content field. These activities may include workshops, seminars, conferences, etc., that focus on your field of expertise.

B. Teaching: Describe the activities you have undertaken since the last evaluation period that have contributed to your knowledge and skill concerning teaching. These activities may include professional development workshops, seminars, and conferences focused on techniques, strategies, and materials that enhance the teaching-learning process.

C. Application of Knowledge and Skills: Describe how you have applied and/or implemented the knowledge and skills you have gained by participating in the activities described in the Content and Teaching sections above. In this portion of your PAR be sure to include examples of how you have applied your new knowledge and skills.

II. Contributions to the College: This section of your Professional Activities Report (PAR) focuses on those activities in which you have engaged (other than classroom teaching) that have contributed to PCCC’s meeting its mission. Such activities may include, but are not necessarily limited to, participation in any of the following:

- Faculty governance/Academic Council Committees
- Committees
- Periodic Review
- Student activities (clubs, organizations, events)

III. Contributions to your Department:

This section of the PAR focuses on those activities in which you have engaged that have contributed to the management and development of your academic department. Such activities might include participation in any of the following:

- Course development
- Program development
- Classroom observations
- Level leader
- Other contributions

IV. Leadership: This section of your PAR focuses on those actions you have undertaken since the last evaluation period that demonstrate both personal and professional leadership. Describe activities you have participated in and accomplishments you have achieved since the last evaluation period that demonstrate leadership either within your content field or the College. Such activities may include but are not necessarily limited to:

- Leading a project
- Chairing a committee
- Contributing significantly to a project or committee
V. **Accomplishment & Development of Plans:** This section focuses on your accomplishment of the goals and plans you established at the end of the last faculty evaluation period and provides you with the opportunity to develop new plans for the next evaluation period.

1. Describe the activities and their outcomes that served to accomplish the goals and plans you developed at the end of the last evaluation period.

2. Describe your progress towards meeting the goals and plans you developed at the end of the last evaluation period. Include descriptions of unexpected opportunities that facilitated the accomplishment of your goals and plans as well as any unexpected obstacles that inhibited the accomplishment of your goals and plans.

3. Describe the goals and plans you intend to pursue during the next year that would enhance your own professional growth and/or support the College in the achievement of its mission and/or enhance your teaching skill and effectiveness. Provide a description of the basic strategy you intend to follow in enhancing your professional growth (i.e., attend special seminars, structured reading program, etc.).

VI. **Response to Previous Performance Review Recommendations:** In this section list any specific performance enhancement recommendations that were made at the end of the last faculty evaluation period. For each recommendation describe in detail how you responded to and/or implemented the recommendations. Provide examples of any documents, activities, and/or products that illustrate your response.
PASSAIC COUNTY COMMUNITY COLLEGE
PROMOTION APPLICATION FORM

All applications will be reviewed under the current terms and condition of the current bargaining agreement.

NAME: _______________________________ RANK: _______________________________

DATE: ________________________________

1. **First Year employed at PCCC:** _____________

2. **Education:**
   a. Highest Degree and College Granting It: ________________________________
   b. Date of highest degree: ________________________________
   c. Credits earned beyond highest degree: ________________________________
   d. List area(s) of specialization in the last two degrees: ________________________________

3. **Professional development:** (Detail below your professional growth during the past year. This may include, but is not limited to, professional societies of which you are a member, graduate school credits and current schooling, seminars attended, papers published, other publications, oral presentations, speaking engagements, scholarly papers, committee membership in professional areas, chairmanships or other professional leadership, requests for your service or contributions made to professional field)

4. **Contributions to community:** (Detail below any organization, committee, group outside of the College in which you have actively participated, held office or have made other contributions, volunteer community work, etc.)

5. **Contributions to Passaic County Community College:** (Detail below, for the academic year listed above, committee work, positions on committees, chairmanships, assistance, club advisorship, student activity, speaking engagements on behalf of the College, high school or other recruitment activity, extra assignments performed, attendances at College functions, etc.).

6. **Other relevant information:**

________________________________________  ________________________________
DATE                             SIGNATURE
Passaic County Community College

Student Rating of Instructor

*DO NOT WRITE ON THIS SHEET / MARK ALL ANSWERS ON SCAN TEST SHEET*

**Directions:** Use the following scale to indicate the degree to which you agree or disagree with each statement below. Mark your response by darkening the appropriate circle on the Scan Test sheet.

(A)                             (B)                             (C)                             (D)
SA = Strongly Agree    A = Agree    D = Disagree    SD = Strongly Disagree

If you feel that an item “Does Not Apply” please leave it BLANK.

**On the answer sheet, please select one of the following letters**

<table>
<thead>
<tr>
<th>INSTRUCTIONAL DESIGN</th>
<th>[A]</th>
<th>[B]</th>
<th>[C]</th>
<th>[D]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The course was well organized.</td>
<td></td>
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<tr>
<td>2) Course material was presented in a clear, logical manner.</td>
<td></td>
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<tr>
<td>3) I clearly understood what was expected of me in this course.</td>
<td></td>
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<tr>
<td>4) The course assignments were clearly explained.</td>
<td></td>
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<tr>
<td>5) The instructor followed his/her course outline.</td>
<td></td>
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</tr>
<tr>
<td><strong>INSTRUCTIONAL DELIVERY</strong></td>
<td></td>
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<tr>
<td>6) The instructor was easy to understand.</td>
<td></td>
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<tr>
<td>7) The instructor was enthusiastic in presenting the course material</td>
<td></td>
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<tr>
<td>8) The instructor appeared to have a thorough knowledge of the subject.</td>
<td></td>
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<tr>
<td>9) The instructor’s explanations were clear.</td>
<td></td>
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<tr>
<td>10) The instructor was open to all questions.</td>
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<tr>
<td><strong>INSTRUCTIONAL ASSESSMENT</strong></td>
<td></td>
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<tr>
<td>11) The exams covered the course material.</td>
<td></td>
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<tr>
<td>12) The instructor was consistent in his/her grading policy.</td>
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</tr>
<tr>
<td>13) The exams were clearly worded.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>14) The exams covered what was taught in class and/or required in assignments.</td>
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<tr>
<td>15) The methods of evaluation were clearly stated in the course syllabus.</td>
<td></td>
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</tr>
<tr>
<td><strong>COURSE MANAGEMENT</strong></td>
<td></td>
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</tr>
<tr>
<td>16) The instructor had everything he/she needed when teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17) The instructor provided supplementary materials (handouts, readings, etc.) when needed.

18) The graded exams and homework assignments were returned quickly.

19) The instructor made good use of the full class period.

20) The instructor could be reached at times other than class time.

Please answer the questions in this section to provide specific information to the instructor concerning how well the course worked in helping you to learn. Please be as specific and detailed as possible in your answers.

1. What aspects of this course did you find MOST EFFECTIVE in helping you to learn? Please be specific. For example – “The library materials that were provided were very useful in helping me to understand what was taught in class.”

2. What aspects of this course did you find LEAST EFFECTIVE in helping you to learn? Please be specific. For example – “The online videos of interviews with tourists didn’t contribute anything to my understanding of as to what marketing strategies worked best.”

3. If you could change anything in this course that would make it MORE EFFECTIVE in helping you to learn, what would you do? Please be specific. For example – “I would include a demonstration of how to actually change a tire instead of just reading a description of how to do it.”

4. Would you recommend this course to a friend? Why or why not? Please be specific.
COLLEGE TRAVEL POLICY AND PROCEDURES
Guidelines and Instructions for Completion of the
Travel Request/Authorization and Travel Expense Reports

1. General Guidelines
   It is the policy of the Passaic County Community College to reimburse its employees and others who represent the College for reasonable and appropriate expenses incurred in conjunction with the conduct of College business.
   All travel by College employees must be authorized by the employee’s appropriate Vice President and/or the President, prior to its execution. A Travel Request/Authorization Report should be completed at least forty-five (45) days in advance of travel or as soon as possible with all appropriate signatures. Please note that routine travel in Passaic County does not require a Travel Request/Authorization Report.
   The College’s unique location affords members of the College an opportunity to participate in meetings and conferences covering almost all, if not all, of the professional development needs of the staff. Thus, travel is to be limited to the Boston through Washington Corridor.
   Travel outside this area is restricted and must contain such rationale with the appropriate request that will demonstrate unusual circumstances warranting such travel. In such cases, cost sharing by the traveler and the College may be expected. All travel outside of the Boston/Washington Corridor must also be approved and signed 45 days in advance by the President of the College.

2. Air Travel
   All air travel must be at coach rates. If the air fare seems high, please check with the Purchasing Office and consider alternative times as well as a Saturday night stayover if it is more economical.

3. Use of Personal or College Vehicle
   If the employee intends to travel by personal automobile, the allowance for use of the automobile will be computed at the mileage allowance rate of $0.37 cents, except that the rate to be reimbursed for use of the private automobile should not exceed the cost of a public carrier.
   Employees on official College business driving personally owned vehicles are required to be sufficiently protected by personal liability and collision insurance at their own expense.

   Furthermore, the College will not reimburse employees for any traffic, toll or parking violations or any repairs of their personal automobile. In addition, when traveling from one’s home to an airport or train station, the traveler should use the most economical alternative available.
   It is recommended that whenever possible, a College vehicle be used. Reimbursement for parking and tolls are allowable. All receipts must be submitted.

4. Meals
   Meals for individuals attending meetings, conferences, workshops, seminars or classes scheduled as official representatives of the College will be reimbursed when reasonable and supported by a receipt, but shall be limited to a maximum of $60.00 per day including all gratuities.

5. Travel Request/Authorization Report:
   • Forty five (45) prior to registration and/or attendance at a conference, workshop, meeting or seminar, a Travel Request/Authorization Report (see attachment A) must be completed by the employee and signed by his/her manager and Vice President. There
may be circumstances that require a College employee to attend a meeting, workshop or conference where the attendee has been given less than forty-five (45) days notice.

- Travel outside the Boston/Washington Northeast Corridor must also be signed by the President of the College. A Travel Request/Authorization Report is available on-line through e-mail under PUBLIC FOLDERS, under All Public Folders, under Finance Public Forms.
- The Travel Request/Authorization Report must be filled out completely and the conference materials/agenda must also be attached. Please carefully estimate all costs and verify whether there are sufficient funds available. The Travel Request/Authorization Report must be approved prior to making any reservations.
- The signed Travel Request/Authorization Report should be retained by the traveler and submitted with the Travel Expense Report. Please retain copies of everything submitted.
- The College will not reimburse any employees for travel costs that exceed the amount on the approved Travel Request/Authorization Report.

6. Conference Fees, Transportation Costs and Hotel Expenses
All reservations must be made in a timely manner as the College may not approve the payment of conference reservation late fees or excessive air transportation/hotel room costs for last minute flights/rooms.

- Option A – Employees may make their own reservations (hotel and transportation) and pay via their own personal credit card. These expenses will be reimbursed within ten (10) business days of the submission of the signed Travel Expense Report and Travel Request/Authorization Report to the Office of the Vice President for Finance and Administration.

- Option B – An employee may submit a purchase requisition(s) for the payment of a conference fee, for transportation (air or rail) and for hotel (room) costs. It is imperative that these requisitions be received at least forty-five (45) days in advance of your trip. Hotels will only accept checks when sent in advance in order that they clear. Miscellaneous hotel expenses are the traveler’s responsibility and will be reimbursed when appropriate and approved as per the Travel Request/Authorization Report.

The College will not reimburse for lodging expenses in the State of New Jersey unless the meeting/conference is more than 100 miles from the College. However, if an individual stays overnight (at a location that is less than 100 miles from the College) at a hotel for a multi-day meeting/conference in New Jersey, they may be provided with an allowance up to the cost of mileage and tolls for additional trips..

7. Instructions: (Travel Expense Report)
1. A full accounting of actual expenses incurred, including receipts, must be submitted on the Travel Expense Report.
2. At the top of the Travel Expense Report, the following must be indicated for you to have your reimbursement processed: Your Name, Department, Purpose of Travel and Location of Travel. Additional expense details may include:

   a. **College Auto** – Any reimbursable daily expense associated with the use of a College vehicle.
   b. **Personal Auto** – Mileage allowance and tolls/parking incurred daily by use of a personal auto
   c. **Auto Rental** – Expenses related to auto rental for the dates of the conference, where applicable and appropriate.
   d. **Miscellaneous** – The actual cost of any other travel related business expense incurred on a daily basis. There will not be any reimbursement for alcoholic beverages, or movie rentals.

3. Travel Expense Reports and receipts must be reviewed and signed by the appropriate Vice President or President.

4. Please retain a signed copy of the Travel Expense Report and receipts for your record.

5. Once approved, the Travel Expense Report along with the signed Travel Authorization Report must be delivered to the Office of Vice President for Finance and Administration. Before final reimbursement, the Travel Expense Report will be reviewed and signed by the Vice President for Finance and Administration. Reimbursement will not be made for amounts which exceed those approved on the Travel/Authorization Report.

6. The Travel Expense Report is available on-line through e-mail under PUBLIC FOLDERS, under All Public Folders, under Finance Public Forms.

7. Please attach a mapquest.com mileage chart when submitting expenses related to the use of an automobile outside of Passaic County.

8. Your Travel Expense Report must be typed or printed and submitted within forty-five (45) days after the completion of the trip. **No reimbursements will be issued for late submissions.** You will be reimbursed within ten (10) business days of the submission to the Office of the Vice President for Finance and Administration.

9. The end of the fiscal year deadline is July 15th for travel expenses incurred prior to June 30th.

10. The College reserves the right to disallow all or part of a traveler’s expenses if, in its opinion, the traveler did not fulfill his or her obligations associated with the assignment or event.
WEB SERVICES

Below is an overview of the web tools that are made available to PCCC faculty to communicate with their colleagues, administration, students and world:

Portal
The Portal is our main connection tool. It is also used as an authentication tool. The Portal is a visual intersection between the Faculty, Students and Administration.

Login Information
- **Initial Login:**
  A representative of PCCC’s IT dept will work with you for your initial login.

- **Resetting procedures:**
  https://password.pccc.edu/#Home

- **Email account** – your main email address is Outlook_user_ID@pccc.edu

- **Self Service**
  Roster, Schedule, Grading, Advising/Student Planning and other tools

- **Online Classes (Blackboard)**
  Access: Click on “Blackboard” TAB on the left
  NOTE: For online classes please contact the online learning office (Randy Jenkins, x5790)

- **Panther Alert**
  Panther Alert is our Emergency contact tool. Please access your Panther alert account through the Portal, click on Panther Alert TAB and verify the credentials update your contact profile.

Update the profile
It is important to provide us with the best reachable contact information, so we can contact you in case of emergency.

Exchange Account
- Your main email address is Outlook_user_ID@pccc.edu
- To access your email account using the web:
  http://email.pccc.edu/owa or www.pccc.edu > faculty & staff > campus email
  Additional technical articles and instructions could be found at: http://wiki.pccc.edu (accessible only from the campus)

Important Phone Numbers
Main IT (Information Technology) Office
973-684-6655
Website, portal account, panther alert
973-684-5891
Help Desk – 24 hours/7 days a week
973-684-6464
Campus email, office computers, office phone
973-684-6721