

**ELYON COLLEGE**

**FACULTY HANDBOOK**

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# Message From The President

*Elyon College affirms the belief that every human being has the potential to reach enormous heights. Dreams and aspirations can be fulfilled when personal commitment is combined with dedicated support from family, friends and mentor. Elyon College is committed to enable personal hopes and educational goals to be achieved in an atmosphere of trust and support.*

*The core success of the students' college experience is determined by its faculty; as such, we encourage our faculty to become part and parcel of the total Elyon community in helping to achieve their goals and objectives.*

*I look forward to working with you for the benefit of Elyon College.*

*Sincerely,*

*Rabbi Chaim A. Waldman  
President*

## **Please Note:**

Some items mentioned in this handbook such as the faculty conference are in the planning stages as the college evolves and grows. In the interim, some of the functions mentioned may be substituted by the faculty executive committee or the Dean/Associate Dean for Academic and Student Services. If you have any questions regarding any particular information in this handbook and need clarification you may direct them to the President.

# Mission And Philosophy

Elyon College firmly believes that every individual was created by G-d to contribute to this world in a meaningful fashion through the maximum utilization of his/her particular abilities and talents. Therefore, our College has been designed to foster within each student a sense of self-esteem and a desire to make a positive change in society at large. We challenge our students to achieve their utmost and inculcate them with the knowledge and skills that fully actualize their potential, developing their respect for productivity and love for lifelong learning.

At our College, we believe that, in order to achieve utmost self-actualization and self-sufficiency, an individual must have the training that will lead to meaningful and constructive employment. We teach students the skills necessary to utilize their talents and become gainfully employed and successful in their ongoing educational endeavors, higher education or academic pursuits. Students are encouraged to develop a sense of social responsibility and become active participants in our global community, thereby making a positive difference in society.

The mission of Elyon College is two-fold: to prepare individuals for service as Jewish community workers and leaders, as well as to prepare individuals for careers in the field of business. This is accomplished in an atmosphere that promotes self-development and a commitment to contributing selflessly to others. Consistent with its stated mission, Elyon College supports the following goals and objectives:

- To provide educational opportunities through a concentrated and structured program of study that prepares students for education-related careers and community leadership
- To provide educational opportunities that enable students to acquire the required skills that will allow them to gain employment in the fields of accounting and business technology.
- To maintain the programs that are directly related to the mission of the college, since they will prepare students for gainful employment, further their education, and achieve their career goals in a supportive and caring learning environment. Elyon College students will learn to be proud of their capabilities, responsible citizen's and ready, willing and able to become meaningful contributors to their communities.
- To encourage caring, commitment, service, professionalism, and ethical practices.
- To develop and offer curricula that provide an integral sequence of courses leading to the acquisition of coherent, reliable, and current knowledge
- To incorporate learning experiences that foster the ability to think critically, to work cooperatively, and utilize effective communication skills
- To maintain on-going contact with the community through organizations and agencies
- To monitor programs on a continuous basis to assess their outcomes
- To provide the foundations that will enable Elyon College graduates to pursue education at four-year institutions and instill a strong commitment to lifelong learning
- To offer students close personal attention and advisement to ensure individual success
- To provide graduates with assistance with job placement, and opportunities for continued education
- To provide appropriate student services, including financial aid, academic advising, career placement, and other relevant support
- To foster the development of a highly qualified faculty that has a strong educational background and significant practical experience
- To support the academic achievement of all students and to allow students who choose and qualify to accelerate through the applied Baccalaureate Degree, Associate Degree and Certificate programs
- To facilitate the academic programs with appropriate facilities, up-to-date equipment and timely access to learning resources.

In a supportive and caring learning environment, Elyon students will learn to be proud of their capabilities, responsible citizens, and ready, willing and able to become meaningful contributors to their communities.

# Administrative Structure

## **PRESIDENT/CEO**

The administration of the College is the responsibility of the President and his staff. The President is the chief academic and administrative officer and serves as the liaison between the faculty, administrative staff, the students, and the Board of Trustees. The President directly supervises the activities of all other administrators and is also responsible for finance. The President reports to the Board of Trustees.

## **DEAN FOR ACADEMIC AND STUDENT AFFAIRS**

The Dean of Academic and Student Affairs (Dean) supervises the core learning experience at the college and the development of curricula. The Dean organizes the collection of pertinent college data. The Dean also assists in developing responses to inquiries, reviews, evaluations and reports relating to academic affairs and supervises the Department Chairs, including academic, career and personal counseling, and extracurricular activities. The Dean reports to the President.

The Dean is also the chief student personnel officer at the college. The Dean supervises the organization and delivery of student services, including academic, career and personal counseling, and extracurricular activities. The Dean supervises admissions, advisement, and counseling. The Dean reports to the President.

## **ASSOCIATE DEAN FOR ACADEMIC AND STUDENT AFFAIRS**

The Associate Dean for Academic and Student Affairs collaborates with and assists the Dean with his/her functions. The Associate Dean is also responsible, along with the Assistant Dean for Administrative Operations, for creating, maintaining and periodically auditing faculty and administration files and may from time to time perform additional duties as requested and may assume the duties of the Dean in the event of the Dean's absence. The Associate Dean reports to the Dean.

## **DIRECTOR OF ADMINISTRATION**

The Director of Administration oversees the inflow of applications from prospective students. The Director maintains student records, assists in the admissions process and decisions, determines who is eligible for graduation, and provides official transcripts. The Director is responsible for payroll submission, purchasing, invoice reconciliation, accounts payable and receivable and general maintenance and correspondence pertaining to school finance. The Director is also responsible for creating, maintaining and periodically auditing non-teaching staff files, and may from time to time perform additional duties as requested. The Director of Administration reports to the President.

## **ADMISSIONS AND JUDAIC STUDIES PROGRAM COORDINATOR**

The Admissions and Judaic Studies Program Coordinator is responsible for the recruiting, interviewing prospective candidates for admission and enrolling of students and explaining the various programs, which are offered at the institution. The Coordinator does intake and counseling for students' personal needs to ensure that students can attend the institution with a minimum of disturbance. The coordinator is responsible for verifying information about each student with his current high school, college or university and evaluating this information against Elyon's requirements to determine acceptance into the college. The Admissions and Judaic Studies Program Coordinator collaborates with the Associate Dean for Academic and Student Affairs to schedule the Judaic Studies classes and exams. The coordinator plans speakers to enrich and enhance the Judaic Studies program. The coordinator assists the Associate Dean in reviewing all teacher made instructional and supplementary material and may from time to time perform additional duties as requested. The Admissions and Judaic Studies Program Coordinator reports to the Associate Dean for Academic and Student Affairs.

## **ASSISTANT DEAN FOR ADMINISTRATIVE OPERATIONS**

The Assistant Dean for Administrative Operations is the assistant liaison to the New York State Education Department and ACCET accreditation personnel. The Assistant Dean supervises all communications to the New York State Education Department and to the college's accreditation agency. Once the college is accredited the Assistant Dean will assure continued compliance with all ACCET standards and requirements. The Assistant Dean is also responsible, along with the Associate Dean for Academic and Student Affairs, for creating, maintaining and periodically auditing faculty and administration files, and may from time to time perform additional duties as requested. The Assistant Dean for Administrative Operations reports to the President.

## **DIRECTOR OF INFORMATION AND LIBRARY SERVICES**

The Director of Information and Library Services is responsible for all library services and activities at the College. The functions of the Director relate to such activities as maintaining the College website, the purchasing of materials, maintaining card catalogs and reference services, evaluating and purchasing equipment for the library, data collection and reports, maintaining records and files and providing information literature for the professional growth of the staff, and may from time to time perform additional duties as requested. The Director of Information and Library Services reports to the President

## **ADMINISTRATIVE COORDINATOR – EVENING SESSION**

The Administrative Coordinator—Evening Session oversees the inflow of applications from prospective students and is responsible for verifying information about each student in the evening session. The Administrative Coordinator enrolls students and maintains student records for the evening session, and may from time to time perform additional duties as requested. The Administrative Coordinator reports to the President. Elyon has had an evening program in the past. Presently there is no evening program but there are plans to restart the evening program.

## **DIRECTOR OF PLACEMENT AND OUTREACH (proposed)**

Director of Placement is responsible for placing students at appropriate community service/work practicum sites and helping them obtain compatible employment upon completion. In addition, he/she is responsible for community outreach, public relations and advertisements and may from time to time perform additional duties as requested. The Director works closely with the President and Director of Administration. The Director reports to the President.

## **FINANCIAL AID OFFICER**

The Financial Aid Officer is responsible for administering the US Department of Education and NY State financial aid grants at the institution. The Financial Aid Officer ascertains that the programs adhere to all required rules and regulations that monies are disbursed properly, and that financial aid records are kept in an orderly and secure manner. The Financial Aid Officer participates in the processing of student refunds. The Financial Aid Officer may from time to time perform additional duties as requested. The Financial Aid Officer reports to the President.

## **ADMINISTRATIVE ASSISTANT FOR PLACEMENT AND OUTREACH**

The Assistant is responsible for aiding students obtain compatible employment upon completion. In addition, he/she is responsible for assisting in community outreach, public relations and advertisements and works closely with the President and admissions and may from time to time perform additional duties as requested. The Assistant reports to the President.

## **COMMUNITY SERVICE/WORK PRACTICUM SUPERVISOR**

The Community Service/Work Practicum Supervisor collaborates with the Associate Dean for Academic and Student Affairs to plan, coordinate, and supervise the Community Service/Work Practicum Program. The Supervisor accompanies the students to the work practicum sites and supervises model lessons. The supervisor may from time to time perform additional duties as requested. The Supervisor reports to the Associate Dean for Academic and Student Affairs.

## **NETWORK ADMINISTRATOR**

The Network Administrator is responsible for the maintenance and technical support of the institution's computer network, maintenance of hardware and software, purchasing of computer equipment and disposing of obsolete computer equipment, and may from time to time perform additional duties as requested. The Network Administrator reports to the President. Presently Elyon's network is covered by the high school network which shares our building space during the day.

## **ADMINISTRATIVE SUPPORT STAFF**

The Administrative Support Staff is responsible for assisting in the various capacities to which he/she is assigned, such as attendance, placement and academic record keeping, student job placement, answering phones, document duplication, taking messages and may from time to time perform additional duties as requested. The Administrative Support Staff report to the Director of Administration.

## **MAINTENANCE AND HOUSEKEEPING STAFF**

The maintenance and housekeeping staff is responsible for the upkeep and cleanliness of the facilities, submitting orders for needed supplies for the proper building maintenance, is responsible to conduct minor repairs as needed throughout the facilities and to notify administration when major repair beyond the scope of his/her capability is needed so appropriate repairman may be contacted. The maintenance/housekeeping staff opens the building at beginning of the day and closes and services the building at the end of the day and may from time to time perform additional duties as requested. The maintenance/housekeeping staff report to the Director of Administration.

## **THE FACULTY**

The faculty consists of the President, Dean, Dept. Chairs, the Director of Library Services and all regular and visiting officers of instruction who have received full-time appointments as Professor, Associate Professor, Assistant Professor, Instructor or Lecturer. Other administrative officers whose principal functions are academic may be given faculty status.

## **POWERS OF THE FACULTIES**

The faculty of the College shall be complete in itself, but under the supervision of the President and subject to the approval of the Board. It shall have jurisdiction over the educational program and the internal affairs of the College, including such matters as requirements for admission and for graduation, curriculum and instruction, textbooks, examinations and grading,

degrees and prizes, and student academic affairs. The faculty participates in the administration of the College through Faculty Conferences.

#### **DEPARTMENTAL CHAIRPERSONS**

Departmental Chairpersons are appointed, after consultation with the President, by the Dean for Academic and Student Affairs and shall serve at the pleasure of the Dean for a term of two years beginning on September 1 of the academic year. This position can be renewed at the discretion of the Dean. Departmental Chairpersons implement and carry out the academic policies and the mission of Elyon College within their specific department. They are the academic and administrative managers of their department.

# **Faculty Appointments And Conditions Of Employment**

#### **FACULTY APPOINTMENTS**

Full-time faculty appointments are approved by the President as vested by the Board of Trustees upon the recommendation of the President. Appointment procedures will generally originate with the Dean/Associate Dean for Academic and Students Services or the Department Chair who will bring possible candidates to the attention of the President. Frequently a search committee, comprised of faculty members, will be called upon to screen and recommend candidates in the applicant pool. Recommendations to the President are first approved by the Dean/Associate of Academic and Student Affairs.

Every appointment of a faculty member is made by a formal agreement signed by the candidate and the President of the college, and states the rank, salary, length of appointment, and any special conditions relative to the appointment. Acceptance of the appointment is considered an indication of the mutual willingness on the part of the College and the appointee to be bound by all the terms of the agreement and by the Faculty Handbook in matters not covered by the agreement. Initial full-time appointments are usually for a twelve-month academic year, beginning in September.

#### **EQUAL EMPLOYMENT OPPORTUNITY STATEMENT (EEO)**

Elyon College is an Equal Opportunity Employer and does not discriminate against employees or applicants for employment on the basis of race, color, religion, sex, national origin, age, handicap or disability, marital status, sexual orientation, or status as a Vietnam era or special disabled veteran, in accordance with applicable federal, state and local laws. The College is committed to a diverse faculty within its overall Mission statement.

This policy is adopted by Elyon College pursuant to its commitment to the principles of equal opportunity and specifically pledges the College to a policy of non-discrimination against any person in employment or in any of its programs.

#### **THE AMERICANS WITH DISABILITIES ACT (ADA) TITLE I**

The ADA is a civil rights law that provides protection to people with disabilities and furthers their goal of more fully participating in American society. It was signed and enacted July 26, 1990.

Elyon College does not discriminate against a qualified individual because of the disability of such individual in regard to: job application procedures, hiring, advancement or discharge of employees, employee compensation, job training, and other terms, conditions and privileges of employment.

The assignment of a disabled person to a position shall be based on whether or not the person can perform the essential functions of the employment position in a reasonable manner. Proper placement

means using the "whole person" concept, assessing the candidate on the basis of his/her total capacity, experience, training, aptitudes, skills, and physical qualifications. All these factors will be considered in order to place the disabled person in a job where the impairment does not interfere with job performance.

## **ACADEMIC FREEDOM**

Elyon College is committed to the pursuit of truth and to its transmission. The integrity of the College as an institution of higher learning requires proper autonomy and freedom. This freedom is the freedom to examine data, to question assumptions, to be guided by evidence, to be a learner, and to be a scholar. Such freedom implies that any faculty member whose teaching is questioned should be subject to the judgment of one's peers only in accordance with the accepted rules of academic due process. It also implies the active, defined, and recognized role of the faculty in those policy-making decisions, which affect the educational program.

The obligation of the faculty is to distinguish in their teaching between personal and partisan opinions and convictions grounded in sources and methods appropriate to their respective disciplines. The faculty member should, to the best of his/her ability, present materials in a manner that respects the cultures and sensitivities of the students. The obligation of the student is to be a responsible participant in the academic activities of Elyon College.

The College further endorses the 1940 Statement of Principles of Academic Freedom of the American Association of University Professors. Each faculty member is expected to uphold the goals, aims and mission of Elyon College.

## **OWNERSHIP OF COURSES AND COURSE MATERIALS**

Development of courses and course materials is part of the faculty member's service obligation to the College. Therefore, it is the stated College policy that all courses, course materials, and course-related intellectual property, whether related to degree or certificate courses, developed by faculty for Elyon College courses or programs are the legal property of Elyon College. All rights to such property shall revert in total to Elyon College. Further, development of any courses will be consistent with the Elyon College model. Any deviation from this model must be approved in advance in writing by the President and Dean of Academic and Student Affairs.

## **FACULTY APPOINTMENTS AND CONTRACTS**

A full time faculty appointment is a written agreement between Elyon College and the individual faculty member for a specific period of time (term appointment). Elyon College in its sole discretion will determine to reappoint faculty and whether such a reappointment should be for one or for multiple years. Elyon College may give notice to a full-time faculty member that his/her term appointment will not be renewed as follows:

1. Not later than April 1 of the first academic year of service if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year at least three months in advance of its termination.
2. Not later than December 15 after the first year of service if the appointment expires at the end of that year; or if a multiple year appointment terminates during an academic year, at least six months in advance of termination.

While Elyon College will endeavor to provide notice to full-time faculty as described above, Elyon reserves the absolute right to, at any time, notify a faculty member in writing that his/her appointment will not be renewed.

## **SALARY PAYMENTS**

Faculty salaries are ordinarily paid in 12 monthly installments, unless otherwise stated. Faculty contracts are effective as of September 1.

## **TEACHING LOAD: FACULTY**

The normal teaching load for a full-time appointment is four courses per semester. Faculty members who have distinguished research competence may be given reduced teaching loads at the discretion of the Dean. The College expects that full-time faculty members will devote themselves full-time to the service of the College.

An overload may be agreed upon with individual faculty members at hourly compensation commensurate with established adjunct salary rates at rank. Laboratory hours are credited as part of the load, equated at one-half of normal teaching time.

Release time may be accrued by a faculty member who assumes a role of institutional leadership takes on a special research project or otherwise fulfills a special assignment.

All overloads, release time and extra laboratory assignments must be approved in writing by the Dean.

## **IMMIGRATION REFORM & CONTROL ACT COMPLIANCE (I-9)**

It is Elyon's policy to conform to the Immigration Reform and Control Act of 1986. The College is required to verify the work authorization, identity and citizenship of all employees and applicants for employment who are hired. Government Form I-9 must be completed on every new employee prior to or no later than three days after the starting date. The I-9 form must be retained in the office of the Director of Administration.

## **OUTSIDE EMPLOYMENT**

Full-time faculty of the college who desire outside paid or volunteer activities requiring more than one day per week of participation must file a statement in advance, describing the activity with the Office of the Dean for written approval by the President and the Dean of Academic and Student Affairs. Failure to do so will be grounds for termination. Outside employment should be of an appropriate professional nature, which would enhance the skills and the standing in the College and community of the faculty member. No full-time faculty members will be permitted to hold another full-time academic position without prior consent. Each year in June, all full-time faculty members must submit the standard Report on Outside Activities during that past year to the Dean.

# **Faculty Rank Promotion Policies**

Academic ranks for faculty of the College are Professor, Associate Professor, Assistant Professor, Instructor and Lecturer. Full-time faculty members shall initially be assigned rank in accordance with their teaching ability, scholarly production, years of experience, service to the academic community, and dedication to the ideals of the College as expressed in its statement of Mission and Philosophy. Reciprocity may be granted to adjunct faculty members who have been evaluated for rank at comparable academic institutions. All other part-time faculty will usually be classified as adjunct lecturers.

There is no necessary limit to the number of years which a faculty member may serve in a given rank. Assuming the availability of a budgeting line, a faculty member on the level of Instructor who earns his/her terminal degree shall generally be advanced to the rank of Assistant Professor with salary adjustment at the beginning of the next academic year. With this exception, promotion from one rank to

the next shall generally require intervals of five years between promotions. The College may wish to consider prior service at other institutions of higher education.

The promotion process will generally originate with an application by the faculty member (who may be encouraged to do so by his/her Chair or the Dean). The faculty member will prepare his/her own dossier, including all biographical papers, recommendations, scholarly publications, and other pertinent documents. These should be forwarded to the Department Chair.

The Department Chair will also be requested to submit his/her recommendations concerning the promotion to their Committee. A Special Promotions and Personnel Committee composed of Faculty and Administrative personnel will be created. The recommendation of the Committee, together with the recommendations of the Dean of Academic and Student Affairs, will be sent to the President for his decision. The President will write to the candidate indicating his affirmation of any promotion. For promotion to senior ranks, evaluations by outside scholars may be required. The Promotion Application Form is available in the Office of the Dean. (See Exhibits)

## **FACTORS TO BE CONSIDERED FOR PROMOTION**

The evaluation of faculty performance by the Committee, for the purpose of promotion, will take into account the faculty member's teaching ability, professional growth and research, and service to the institution and the community. The Committee will generally look for evidence of excellence in each of these areas. Listed below are examples of outstanding contributions, which the committee may consider.

These lists are not intended to be exhaustive, but instead, suggestive of ways in which faculty members might exhibit outstanding performance. The faculty member is encouraged to provide details and documentation when available in his/her submission.

### **A. TEACHING:**

- Teaching competence that is documented by student evaluations and peer observations.
- Teaching that is recognized by the faculty member's professional peers on a state, regional, or national level.
- Using innovative and effective teaching methods, as measured by student and/or colleague evaluations and/or by results of appropriate standardized tests (where applicable).
- Developing and implementing new teaching strategies and techniques that promote the goals of liberal learning (e.g., independent and critical thought, written and oral communication, integration); that incorporate an international/inter-cultural dimension in a course, minor, or major; and that enhance substantively the teaching of a course or program within one's discipline.

### **B. PROFESSIONAL GROWTH AND RESEARCH:**

- Publishing a scholarly book or article in a recognized and refereed scholarly journal.
- Taking a leadership role in a professional organization of the faculty member's peers on the state, regional, or national level.
- Completing, or making substantial documented progress on a research project closely related to the faculty member's teaching and with the likelihood of furthering knowledge in the faculty member's discipline.
- Becoming proficient in the use of technology as it applies to one's discipline and using this proficiency for research or incorporating it into one's teaching.
- Writing a successful grant proposal, which either gives evidence of, or promotes the faculty

member's professional growth and either improves the college's program or adds to the college's material resources.

**C. SERVICE:**

- Exercising a leadership role in the development of the college's academic program, by revising or modifying it so as to make it more effective in achieving the college's mission;
- Developing a new degree program or revising an existing program in such a way as to enhance the College's image and attract students;
- Participating in student recruitment in an unusually effective way, e.g., by developing, sponsoring, and conducting special programs to bring prospective students to campus; by visiting groups of perspective students and admissions counselors;
- Making a singular and substantial contribution as chair of an important committee or task force or as the director of a special project;
- Giving outstanding service as a moderator of a student activity, as attested to by the Dean;
- Contributing significantly by developing new courses, new degree or certificate programs, workshops, conferences, or other experiences in continuing professional education;
- Participating directly and effectively in the College's fund-raising efforts and development efforts;
- Advising students with unusual effectiveness, as measured by student evaluations, retention statistics for one's advisees, and as attested to by the Dean;
- Being available on campus for students and faculty every class day to an exemplary degree;
- Service to the larger community.

**EVALUATION**

In an effort to assist faculty in improving their teaching skills, the Associate Dean for Academic and Student Services or Chairs of departments or their designees will regularly observe each member of their area of responsibility in a classroom situation and submit a written report of the observation to the Dean of Academic and Student Affairs. Faculty members are evaluated on an annual basis.

New faculty members are preferably to be evaluated during their first semester of teaching and are given special attention in the evaluation process.

A request for faculty observation may be initiated by the Office of the Dean, or Departmental Chairperson, or the faculty member. Faculty members are presented with a copy of the observation form and are given an opportunity to respond in writing concerning the observation. The Department Chairperson also maintains copies of observations, which are discussed during the Chairperson's Annual Review. Students also have an opportunity to provide feedback on faculty instruction as part of the Student Course Evaluation.

See the Policy and Procedures on Supervision and Evaluation of Faculty and Staff at the end of this Handbook.

See the Classroom Observation Form, Annual Faculty Evaluation Form, and Performance Evaluation Form, and Faculty Performance Evaluation Criteria at the end of this manual.

## **PERSONNEL FILES**

Personnel files of faculty members shall be maintained under secure conditions in the Office of the Dean of Academic and Student Affairs, and shall contain all official papers concerning appointments, recommendations, promotions, evaluations, evidence of research, and other matters concerning the professional activities of the faculty member. These files are open for inspection only to the individual concerned and to authorized administrative personnel. Full-time faculty members are expected to update their curricula vitae annually for their personnel files.

## **OPPORTUNITIES FOR PERSONAL GROWTH AND DEVELOPMENT**

Elyon College encourages its faculty to engage in activities that help develop their personal growth. It is recommended that they participate in at least two professional development activities per year. Whenever a faculty member wants to participate in a professional development activity such as professional workshops/seminars or wishes to join a professional organization of peers, then the following procedures should be followed:

1. Faculty members should submit in writing to the Chair of their department or Dean a description of the professional workshop/seminar and a request for leave from the regular assigned duties at Elyon College, if the professional activities will conflict with their regular schedule.
2. Likewise, a request to join a professional association should be submitted in writing with a detailed description of the association and why joining the association will benefit the faculty member and Elyon College.
3. Upon review and approval of their request Elyon College will make efforts to find appropriate substitutes to replace the faculty member while they participate in their professional development activities.
4. Elyon College will pay for faculty members to attend either a workshop/seminar or for membership in a professional association up to \$100 annually or 50% of the total cost, whichever is less.

See the Policy and Procedures on Professional Growth and Development for Faculty and Staff at the end of this Handbook.

## **EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION POLICY**

Elyon College recruits, hires, trains and promotes employees without regard to sex, age, color, creed, marital status, medical condition, national origin, race, religion, sexual orientation, or disabled veteran status. Hiring and promotion decisions are in accord with equal employment opportunity principles imposing only requirements which are job-related. Elyon College will ensure that all personnel actions such as compensation, benefits, training, education, tuition assistance, transfer, demotion, termination, and layoff, social and recreational programs will be administered without regard to race, color, religion, sex or national origin.

Elyon College expects all employees to demonstrate sensitivity to and respect for all other employees and to demonstrate commitment to Elyon College's equal employment opportunity and affirmative action objectives.

## **DRUG-FREE WORK PLACE**

The Drug-Free Work Place Act of 1988 requires that the College, as a recipient of federal grants, to maintain a drug-free work place and inform all employees of its policy.

The illegal use or abuse of drugs that impair a person's ability to perform his or her job responsibilities is prohibited. In addition, the sale, manufacture, possession or use of illegal drugs on the College's campuses or college sponsored/organized activities is strictly prohibited. Employees are required to notify the College if they are convicted of any criminal drug violation. Elyon College must then report this conviction to the federal agency with which the College does business.

Any staff member who violates this policy will be subject to disciplinary action, up to and including dismissal.

## **SMOKING**

In compliance with the New York City Clean Indoor Air Act and Elyon College's intent to provide a safe and healthful work environment, smoking is prohibited in all College facilities. This applies to private offices as well as all public areas. This policy applies equally to all employees and will be strictly enforced.

## **SEXUAL HARASSMENT STATEMENT**

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that tends to create a hostile or offensive work environment, including, but not limited to: unsolicited verbal comments and harassment; sexist remarks about a person's body or sexual activities; patting, pinching or unnecessary touching; subtle pressures or demands for sexual favors accompanied by implicit or overt threats concerning employment or student status; and physical or sexual assault.

Any student or employee of the Elyon College who is a victim of a sexual offense in the facility or an Elyon College-related activity must report the incidence at once to the Director. An investigation will take place. Disciplinary action may include suspension or termination of employment and/or being reported to the appropriate governmental or law enforcement agencies, depending on the nature and substance of the grievance.

## **CAMPUS SECURITY**

Elyon College makes every effort to provide a safe environment for its students. If a crime is committed in the facility, Elyon College's personnel are available to assist students.

As required by the U.S. Department of Education, Elyon publishes all known occurrences of crimes committed on campus. These statistics are available in the Director's office and are also part of the orientation materials.

If a crime is committed, a police report must be completed and filed. Students are required to report any and all occurrences of a crime to Elyon College's personnel. If a sexual assault occurs on campus, the victim and witnesses to the crime must report the incident to Elyon College administration. The police will be contacted.

# **Due Process Practices**

## **GRIEVANCE GUIDELINES**

The Faculty Executive Committee serves as a Board of Appeal for faculty grievances. Faculty wishing to file a grievance should submit details in writing to the Faculty Executive Committee. The Committee functions in a confidential manner, reporting directly to the President.

## **REVIEW OF FACULTY GRIEVANCES**

If any faculty member believes that his/her rights have been violated in such matters as academic freedom, suspension or dismissal for cause, assignment of teaching duties, issues relating to propriety of conduct and sexual harassment, disciplinary actions taken or other matters, he/she may petition the Committee in writing for consideration. Disciplinary actions or suspension will remain in force until the appeal process is completed.

The Committee contains at least three members of the faculty. They are appointed by the President. If a member of the Committee has a conflict of interest regarding the matter presented for review, he/she should be replaced by an ad hoc substitute chosen by the President. The petition shall set forth in detail the nature of the grievance and shall state against whom the grievance is directed. It shall contain other facts or other data, which the petitioner deems pertinent to his/her case. A copy of the petition shall be submitted within ten (10) working days after the action taken which is the source of the grievance.

After consultation with the persons against whom the grievance is directed, the Committee shall decide whether or not the facts merit a detailed investigation. Submission of a petition will not automatically entail investigation or detailed consideration thereof. The Committee will first seek to bring about settlement by informal methods. If, in the opinion of the Committee, such a settlement is not possible or is not appropriate, the Committee shall hold a grievance hearing within ten (10) working days after the receipt of the grievance petition. The Committee will report its findings and make recommendations to the petitioner and to the person(s) against whom the grievance was filed within five (5) working days after the hearing. The Committee may also make recommendations to the President.

Where a violation of academic freedom is alleged, it is of cardinal importance to the faculty and the administration to determine whether substantial grounds for the allegation exists, (see section on Academic Freedom elsewhere in the Faculty Handbook). The faculty member who is bringing the grievance is responsible for stating the grounds upon which his/her allegations are based, and the burden of proof shall rest upon him/her.

In summary, the functions of the Committee in the grievance process are as follows:

- To determine whether or not the matter merits consideration by the Committee;
- To seek to settle the matter by informal methods;
- If the matter is unresolved, to decide whether or not to recommend redress of the grievance to appropriate administrative officers;
- To provide copies of its report and recommendation to the faculty member who petitions the Committee, to the President, and to the person(s) against whom the grievance is lodged.

## **APPEAL TO THE PRESIDENT**

If a faculty member wishes to pursue his/her grievance(s) after action of the Faculty Executive Committee, he/she may appeal to the President. The President may appoint a Special Grievance Committee or may choose to respond based on the findings of the Faculty Executive Committee. If a Special Grievance Committee is appointed to hear the petition, it shall be composed of three (3) individuals chosen by the President or the President's designee, in consultation with Faculty Executive Committee. The decision of the President is final.

## **ALL GRIEVANCES SHALL BE PROCESSED AS FOLLOWS:**

1. The employee shall submit a written grievance to the President within ten (10) working days after receipt of the determination of the Faculty Executive Committee.

2. If a Special Grievance Committee is appointed to hear the petition, the Committee shall hold a grievance hearing within ten (10) working days after its receipt of the grievance petition.
3. The Special Grievance Committee will invite all concerned parties to the hearing. The faculty member may invite a non-legal advisor to be present.
4. The Special Grievance Committee must render a written decision within five (5) working days after the hearing, which will be distributed to all concerned parties.
5. The President may take into consideration the recommendation of the Special Grievance Committee and will make the final decision.
6. If the matter cannot be resolved by the President, the employee may appeal to the Board of Trustees of Elyon College, 1400 West 6th Street, Brooklyn, NY 11204
- If the grievance is not settled at the institutional level the complaint may be filed with the New York State Education Department, State Education Building, 89 Washington Avenue, Albany, New York 12234 or the Accrediting Council for Continuing Education & Training (ACCET), 1722 N Street, NW, Washington, DC 20036, Phone: (202) 955-1113, Fax: (202) 955-1118 or (202) 955-5306 or submit the complaint to ACCET in writing via the online form on the ACCET website <https://accet.org/about-us/contact-us>.

# Termination Of Appointment

A faculty member shall hold his or her position during each contractual period pending behavior consonant with carrying out his or her duties and efficient service, and shall not be removed except for cause.

## **DISMISSAL FOR CAUSE SHALL BE:**

1. Immoral character, sexual harassment or other conduct unbecoming a teacher;
2. Inefficiency, incompetence, physical or mental disability or neglect of duty;
3. Insubordination;
4. Failure to perform administrative or academic duties or breach of terms of an appointment;
5. Failure to teach in a manner consistent with the College's standards.

A faculty member dismissed for cause shall be entitled to a hearing, if requested in writing, before the Committee on Promotions and Personnel, as soon as possible. (See Due Process Above.) Unsatisfactory performance will lead to non-reappointment of academic duties. Other reasons for termination of appointment shall be:

6. Financial difficulties on the part of the College;
7. Departmental reorganization, which permanently eliminates the position of the faculty member.

## **TERMINATION FOR CAUSE WILL BE PRECEDED BY:**

8. Discussions between the faculty member and appropriate administrative officers to seek a mutual settlement.
9. A statement of reasons framed with reasonable particularity by the Dean of Academic and Student Affairs or his/her delegate

## **RESIGNATION**

A faculty member who has decided to resign from the College should notify his/her department once a decision has been made. The faculty member should submit a letter of resignation to the department Chair and to the President. The letter should include the effective date of resignation and the reason(s) for resigning.

In the event of the death of an employee, it is requested that a family member notify the College as soon as possible.

## **EXIT INTERVIEW**

An employee who either resigns or is terminated from the employment of Elyon College should report to the Associate Dean for Academic and Student Services for an exit interview.

# Faculty Benefits

## YOUR BENEFIT PROGRAMS:

- Fringe Benefits
- Health insurance
- COBRA
- Short Term Disability
- Workers Compensation
- Unemployment Insurance
- Library, Computer Lab
- Holidays
- Leaves of Absence
- Jury Duty

## FRINGE BENEFITS

### HEALTH INSURANCE

Full time faculty of the College and their dependents are eligible to join the employee paid Group Health Insurance program. The employee is responsible for filling out a form and returning it to the Department of Accounting and Human Resources within 30 days of employment or coverage may be delayed. Coverage is not automatic. Premiums are deducted from the employee's paycheck on a pre-tax basis.

An employee who marries or has a child while employed at Elyon College can add his/her spouse or child on the health coverage plan by filling out a form within 30 days of the event. Coverage is not automatic.

If you have not joined the medical plan and wish to do so, you can enroll every year during the open enrollment period, which is the month of September. At this time, you can also add a dependent.

### COBRA

As per the COBRA Act of 1986, the Federal Law requires Elyon College to provide extended health care coverage to employees and their dependents under certain qualifying events. The employee or dependent pays the full cost of coverage at Elyon's group rates. Elyon provides each employee who terminates his employment with the College with a written notice describing rights granted under COBRA. The notice contains important information about the employee's rights and obligations.

You and your dependents are eligible to continue receiving health insurance coverage through Elyon College for 18 months as follows:

- Resignation or termination of employment for reasons other than gross misconduct;
- Reduction of employee's hours;
- Leave of absence.

COBRA coverage is available for 29 months for the following individuals:

- Employees and their dependents, when employees terminate their employment while disabled.

In addition, COBRA coverage is available for 36 months for the following individuals:

- Spouses and dependents of covered deceased employees.
- Divorced or legally separated spouses and dependents of covered employees.
- Spouses and dependents of employees covered by Medicare.
- Dependent children who would no longer be covered because they have reached the age of 19 or are full-time students who have reached the age of 25.

The HIPAA Act of 1996 made three important changes to the COBRA Act.

- An employee who becomes disabled during the first 60 days of COBRA coverage is entitled to 29 months of coverage. Coverage also applies to the employee's dependents.
- A child born to, or adopted by an employee who is receiving COBRA is also entitled to COBRA.

HIPAA limits a group health plan's ability to impose pre-existing condition exclusions. Therefore, COBRA coverage can be terminated when the COBRA beneficiary becomes covered under another group health plan whose pre-existing condition exclusion will not apply to the beneficiary under the new HIPAA rules.

### **SHORT-TERM DISABILITY**

The short-term disability plan provides for salary continuation after an employee has been ill or disabled for 7 consecutive calendar days. STD benefits commence on the eighth calendar day and continue for a maximum of 26 weeks, as substantiated by medical documentation from a licensed physician, stating the medical reasons the employee is unable to work and the approximate length of time during which s/he will be disabled. The plan pays 50% of weekly salary up to \$170 per week on a weekly salary of \$340. The employee must use his/her sick time before going on short-term disability.

Successive periods of disability due to the same or related illness or injury will be considered as one continuous period of disability if they are separated by less than 14 days of active return to work status.

Successive periods of disability due to two separate causes of illness or injury will be considered as two separate periods of disability, regardless of the length of time between active return to work status.

This benefit is FICA and Medicare taxable.

### **WORKERS COMPENSATION**

New York State Law requires insurance coverage for injuries sustained on the job. Elyon employees are covered by Workers Compensation. If you are injured on the job in the normal course of your employment, seek medical attention at once and report your injury to the Accounting and Human Resources Department within 24 hours. This department will provide you with the appropriate accident form, which must be filled out and forwarded to the Workers Compensation insurance within thirty days of the accident.

Workers Compensation will pay you two thirds of your salary up to \$400 per week on a weekly salary of \$600 as long as you remain disabled. This benefit is not taxable.

### **SOCIAL SECURITY**

Elyon College employees are covered by Social Security which is paid by the employer and the employee in accordance with Federal Law.

## **UNEMPLOYMENT INSURANCE**

Under New York State law, if your employment is terminated for reasons other than misconduct, you are eligible to receive unemployment benefits. You must apply in person to the Unemployment Office nearest to your home.

This insurance is provided to you at no cost. If you resign or you are terminated for misconduct, you are not eligible to receive unemployment benefits.

This benefit is considered to be taxable income.

## **SUPPORT OF FACULTY RESEARCH**

Limited funds are available to encourage faculty participation in professional conferences and seminars. Adjunct faculty who are not affiliated with another institution of higher education on a full-time basis and are participating in the name of Elyon College may also be eligible. Eligible faculty should submit a copy of the proposed program with documentation of the expenses to the Dean of Academic and Student Affairs for approval.

## **LIBRARY AND COMPUTER LAB**

Library and Computer lab facilities (on a space available basis) are available to all employees of Elyon College.

## **HOLIDAYS**

- Independence Day
- Tisha B'Av
- Labor Day
- Rosh Hashanah
- Yom Kippur
- Succot – First two days and last two days
- Thanksgiving
- New Year's Day
- President's Day
- Purim
- Passover – First two days and last two days
- Memorial Day
- Shavuot

A more detailed list is provided in the college catalog.

# Faculty Responsibilities And Class Management

## **FACULTY AS ROLE MODELS**

Faculty members are expected to act at all times in a manner befitting members of the teaching profession. Faculty members are expected to maintain and exhibit the highest level of integrity in all of their behaviors. They should conduct themselves with respect for others and should serve as models of the teaching profession to their students and their community.

Dress and deportment often characterize the person, and interpersonal relationships mark the nature and effectiveness of institutions. Therefore, appropriate attire, courtesy and cooperation at all times with students, staff and colleagues, are considered essential to the well being of the College. Professionalism of a high order should be Elyon's hallmark.

Providing the best climate within which an Elyon student can learn and grow intellectually is a major professional contribution that the faculty member can make to the development of students. This includes frequent and active presence on campus, student counseling and advising, and participation in the activities that promote interaction between student life and the academic environment.

## **TEACHING DUTIES**

The Office of the Dean/Associate Dean for Academic and Student Affairs makes assignment of courses to the faculty after consultation with the Department Chair. No changes in class schedule may be instituted without permission of the Department Chair and the Dean/Associate Dean. Final examinations will be given only on those dates approved by the Dean/Associate Dean.

Faculty members must meet their classes in the room assigned. If for any reason a room is not satisfactory, the instructor should inform the Administrative office. Under no condition should instructors change the room without the approval of the appropriate administrators.

## **FACULTY ATTENDANCE AND PUNCTUALITY**

Each faculty member has the responsibility to meet all assigned classes. If, for any reason, a faculty member anticipates missing a class, the faculty member must notify the Department Chair, the Dean's office and all affected students at the earliest possible time.

It is the faculty member's obligation and responsibility to make up any classes missed. Students are instructed to wait 20 minutes for a faculty member to arrive.

## **OFFICE HOURS**

Full-time faculty members report their office hours to the Office of the Dean/Associate Dean and advise their students as to their availability at the beginning of each semester. In creating office hours, the faculty member should be mindful of the needs and schedules of students. Each faculty member should keep in mind that maintaining office hours represents a serious commitment. An office schedule for a full-time faculty member is six hours per week. Adjunct faculty should also make suitable arrangements for student consultation and advisement.

## **ADVISEMENT**

Since at this time we are a relatively small college, most of the advisement is carried out by the Associate Dean for Academic and Student Affairs and the Admissions and Judaic Studies Program Coordinator. Academic help is provided through peer tutoring, outside tutors will be recommended when necessary, and remediation help is available by instructors. A referral list of available student

support provided by various community social and health service agencies is available at the schools administrative office.

## **MONITORING OF STUDENT PROGRESS**

Students' academic progress in each course is monitored and assessed by the instructor and reviewed at the end of each semester by the Dean/Associate Dean for Academic and Student Affairs. However if the instructor feels that a student is struggling or failing, the instructor will bring the situation to the attention of the Associate Dean who then addresses the situation.

The faculty member should contact students who attend irregularly, or who stop attending. The Dean of Academic and Student Affairs should be notified immediately of students who have problems with attendance.

## **SUSPENSION OF CLASSES BECAUSE OF SNOW**

Decisions on closing the College because of snow or other emergencies are made by the Office of the President. Announcements of cancellations will be broadcast on radio station WOR-710 AM and their website, [www.WOR.com](http://www.WOR.com). In general, if the Public Schools in Brooklyn are closed, Elyon College will also be closed.

## **ATTENDANCE AT FACULTY MEETINGS AND FUNCTIONS**

Full-time faculty members are expected to attend all Faculty Conference meetings, departmental meetings, meetings of any committees of which they are members, as well as academic convocations, and commencement exercises. Adjunct faculty members are also encouraged to attend all faculty Conference and departmental meetings, commencement, and other functions.

## **ADMINISTRATIVE AND CLERICAL REQUIREMENTS**

**Course Syllabus** - A course syllabus for every course must be filed by the faculty member with the Dean and his/her Department Chair. The course syllabus should be distributed to the students at the beginning of each semester and should specify objectives, main topics of study, requirements and assignments, test dates and the criteria used to evaluate student performance. A current bibliography is to be included with the course outline.

**Class Rosters**- Students are admitted to courses at the beginning of the semester only upon presentation of the proper registration materials. Rosters provided by the Administrative Office should be carefully reviewed by the faculty member and discrepancies reported. Students who are attending, but do not appear on the roster must report to the Director of Administration. Faculty should verify the listing of all students who ever attended their classes, even if for a brief period. All instructors must keep attendance records for all class sessions.

**Final Grades** - All final grades shall be submitted in writing to the Dean/Associate Dean for Academic and Student Affairs on the course grading sheet prepared for that purpose **within three business days** after the final examinations. The course grading sheets are then submitted to the Administrative Office, where the Administrative Support Staff enters the grades in each student's file. Students must receive their final course grades in a timely manner.

The final grade sheet should not be mailed, except for unusual circumstances; however, if mailed, it should be sent **to the "Attention of the Director of Administration" via Certified Mail, return-receipt requested**. A photocopy of the submitted grading sheets should be retained by the professor for possible future reference.

The completed final examinations, end-term papers, and/or any other material required of students for the determination of their final grade should be submitted to the Dean/Associate Dean's Office. Final examinations (and/or other related material) will be kept on file for six months from the time the final is given. The completed final exams must be made available for viewing by the students upon their request.

Two blank copies of the administered final examination should be submitted to the Dean/Associate Dean's Office. Students should be advised that the College policy is not to give out grades over the telephone. The College will forward an official grade report to each student. However, a student who desires to know his/her grade sooner than receipt of the official report may submit a request to the respective faculty member.

## **NOTIFICATION RIGHTS UNDER FERPA WITH RESPECT TO STUDENT RECORDS**

The Family Educational Rights and Privacy Act (FERPA) afford students 18 years of age or older certain rights with respect to their educational records.

1. Students enrolled at Elyon College shall have the right to inspect and review the contents of their education records, within a reasonable amount of time but not more than 45 days after the institution receives the request for access. Students may request to review their education records by submitting a written request identifying the record(s) the student wishes to review to the Registrar. The institution will arrange for access and notify the student of the time and place where the records may be inspected.
2. Parental access to a student's record will be allowed by the Elyon College without prior consent if: (1) the student has violated a law or the institution's rules or policies governing alcohol or substance abuse, if the student is under 21 years old; or (2) the information is needed to protect the health or safety of the student or other individuals in an emergency.
3. A student's education records are defined as files, materials, or documents, including those in electronic format, that contain information directly related to the student and are maintained by the institution, except as provided by law. Access to a student's education records is afforded to school officials who have a legitimate educational interest in the records. A school official is defined as a person employed or engaged by the institution in an administrative, supervisory, academic or support staff position (including law enforcement unit and health staff); a person or company (including its employees) with whom the school has contracted (such as an attorney, auditor, consultant or collection agent); a trustee serving on a governing board; or a person assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility or commitment to the school.
4. Students may request that the institution amend any of their education records, if they believe the record contains information that is inaccurate, misleading or in violation of their privacy rights. The request for change must be made in writing and delivered to the Director of Administration, and must identify the part of the record the student wants changed and the reason for the requested change stated fully.
5. Directory information is student information that the institution may release to third parties without the consent of the student. Elyon College has defined directory information as the student's name, address(es), telephone number(s), e-mail address, birth date and place, program undertaken, dates of attendance, honors and awards, photographs and credential awarded. If a student does not want his or her directory information to be released to third parties without the student's consent, the student must present such a request in writing to the

Director of Administration within 45 days of the student's enrollment or by such later date as the institution may specify. Under no circumstance may the student use the right to opt out to prevent the institution from disclosing that student's name, electronic identifier, or institutional e-mail address in a class in which the student is enrolled.

6. The written consent of the student is required before personally identifiable information from education records of that student may be released to a third party, unless the disclosure is otherwise allowed under an express FERPA exception to disclosure or is required by law.
7. A student who believes that Elyon College has violated his or her rights concerning the release of or access to his or her records has the right to file a complaint with the U.S. Department of Education. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

## Grading Practices

### GRADES

Passing grades for credit bearing courses are "A-D". For an expanded description of these grades, see Grade Values below.

Failing grades are "F" and "WF". "F"- Student attended class regularly but did not achieve passing grades on examinations or assignments.

In order to graduate from our college, students must attain a cumulative grade point average of 2.0 "C" or greater.

### GRADE VALUES:

<b>Letter Grade</b>	<b>Percentage Equivalency</b>	<b>Grade Point Equivalency</b>
A+	96-100	4.0
A	92.5-95.9	4.0
A-	90-92.4	3.7
B+	85-89.9	3.4
B	82.5-84.9	3.0
B-	80-82.4	2.9
C+	76-79.9	2.5
C	70-75.9	2.0
D	65.0-69.9	1.0
F	64.9 or below	0.0
W	Withdraw	NA
WF	Withdraw/Fail	0.0
I	Incomplete	NA

## OFFICIAL WITHDRAWALS

A student is considered officially withdrawn from Elyon College

1. When the student gives written or verbal notice of withdrawal to Elyon College
2. When the student is terminated by Elyon College by applying Elyon College's attendance, conduct, or satisfactory academic progress policy

## WITHDRAWAL FROM A COURSE

A student may withdraw from a course up until two weeks following the mid-term reporting period. The student will receive a "W" on her/his transcript. This grade bears no grade point equivalent, and is not added into the end-of-term average for a student. However, if the student withdraws two weeks beyond mid-term she/he receives a "WF" for the course. A "WF" carries the grade point equivalent of "0" and is calculated in the final grade point average of the student.

## INCOMPLETES FOR INDIVIDUAL COURSES

A grade of incomplete is given when a student, who has been making satisfactory progress in a course, experiences an unexpected hardship or illness making it impossible for her/him to complete the course.

If a student received an "I" in a given course at the end of the term, she/he is required to remove this condition to the satisfaction of her/his instructor by the end of the first month of the following term. Failure to do so will result in a failing grade for the course.

## CLASS ATTENDANCE

The classroom experience is considered an important part of the education being offered at Elyon College. Attendance records may be a significant factor in advising students of their progress in a course. Student attendance may be taken into consideration in assigning grades and students should be so informed. Absences for more than ten percent of scheduled classes may result in failure, grade reduction, or other academic sanctions or disciplinary measures. For these reasons faculty are expected to maintain attendance records and submit their attendance reports to the appropriate administrative offices as requested. Faculty must report the last date of attendance of students who receive "W" or "WF" grades. See the policies and procedures on Monitoring and Documenting Attendance at the end of this handbook.

**Tardiness or Early Leave** – Coming habitually late to class or leaving early can be disruptive to all. Students are considered late if they come 10 or more minutes after class has begun and they are considered as leaving early if they leave 10 or more minutes before class is over. Therefore, if this becomes a chronic problem, the instructor has the right to mark a student absent for the whole period she/he enters late or leaves early. Our goal is to prepare students for the business world, a community where punctuality is a key to success. Three tardies or three early leaves constitute one absence.

Students who miss class often should be advised and notified that she/he has reached a certain number of absences. Students are apprised of their status regarding absences.

**Excused Absences:** The student is responsible for supplying verification for the following excusable absences: personal illness or disabling injury, birth/death in the family, personal/family crisis or late start registration. Excused absences count as an absence when calculating the 80 percent attendance requirement.

## GRADE CHALLENGE

In the event of a grade challenge by a student, he/she will be advised that the first step, which must be instituted within thirty days of receipt of the student's official grade notice, consists of the submission of a formal written request to the faculty member for a change of grade. The faculty member should respond to the student's request within fourteen days of receiving it. Only after the student's appeal to the faculty member has been rejected, will the appeal be brought to the Departmental Chairperson or the Associate Dean for Academic and Student Affairs for attention. If a faculty member denies the student's challenge to the grade awarded, the chairperson may overturn the faculty member's decision if the

faculty member's refusal was clearly erroneous or arbitrary and capricious. The appeal to the Chairperson or Associate Dean should be made within seven days of the final response of the faculty member. The student's appeal must be typed or clearly written and include the following:

- A statement clearly identifying the course, the course number, the semester when the course was taken, and the instructor.
- The dates, times and places when the student appealed his/her grade to the instructor, and information regarding the statements exchanged between the two concerning the grade challenge.
- The exact grade being contested, the reason for the complaint, and all documentation and facts that will be needed in order to make a decision concerning the grade.
- A copy of the appeal should also be submitted to the Office of the Dean for Academic and Student Affairs.

It must be made clear to the student that while the Chairperson or Associate Dean will hear an appeal of a grade challenge after the instructor has refused to change the grade, the burden of proof is on the student. The student must demonstrate that the instructor's decision was clearly erroneous or arbitrary and capricious. The student should present all the necessary documentation.

The Chairperson or Associate Dean will respond to the student in writing, within thirty days of receipt of the student's written appeal.

## **Leave Policies**

### **LEAVE OF ABSENCE**

A leave of absence without pay may be arranged by giving the Chairperson and the Dean at least one semester advance notice in writing. Final approval will rest with the Dean.

A full-time person will generally be granted a leave of absence, provided a suitable replacement can be appointed or other arrangements made to handle all teaching assignments.

### **MILITARY LEAVE**

#### **RESERVE ACTIVE DUTY TRAINING**

An employee may receive a leave of absence for performance of active duty with the National Guard or the U.S. Armed Forces Reserves in accordance with NYS Law. An employee who is required to participate in two (2) weeks annual training as part of a military service program will be paid the difference between his/her regular salary and the pay received for the reserve training.

#### **ACTIVE DUTY**

In the case of a reservist called to active duty, the college, in compliance with the Federal Veteran's Reemployment Rights Law, will rehire veterans to their former job or job with similar status & pay. The veteran must apply for reemployment within 90 days of discharge.

#### **BENEFITS**

Elyon will not pay medical or other benefits for the employee while on leave for reserve military duty (except for the two weeks mentioned above). However, benefits will be reinstated upon reemployment.

If the employee wishes to maintain coverage in the Elyon plan, he/she may do so by paying the full group plan cost for individual and/or dependent coverage.

## **FAMILY AND MEDICAL LEAVE**

The 1993 Family and Medical leave Act applies to any employee who has been employed for at least 12 months and 1,250 hours. Employees eligible for family medical leave are entitled to a leave of absence for the birth of a child, adoption of a child, personal illness or illness in the immediate family for a period up to three months without pay. The College defines immediate family as the employee's spouse, parent, stepparent, grandparent, child, stepchild, grandchild and sibling.

You will be required to provide appropriate medical or other documentation to certify your leave request. This certification should be provided to the College as far in advance of the leave as possible. Your medical insurance benefits will continue while you are on leave, as long as you pay your monthly premium. It is important that you remain in contact with your supervisor during this leave period.

If you do not return to work or contact your supervisor on your intended date of return, then you will be considered to have voluntarily resigned from the college. If the leave was required due to your personal health problems, you must obtain a written authorization to return to work from your physician and present it to your supervisor or the Accounting and Human Resources Department before you resume your normal work responsibilities.

After you return from family or medical leave, you will be reinstated to your former position or to an equivalent position.

## **SICK LEAVE**

Full-time faculty and staff begin to accumulate paid sick leave upon completion of their first full-time monthly pay period. Full-time employees accrue sick leave time at the rate of one day per pay period (assumes a monthly pay period). This is equivalent to 12 days per year.

If you work in NYC for more than 80 hours a year, you can earn up to 40 hours of sick leave each year to care for yourself or a family member. Sick leave is accrued at the rate of one hour for every 30 hours worked, up to a maximum of 40 hours of sick leave per calendar year.

Employees will receive which ever policy is more beneficial to them under their specific circumstances.

Sick time may be used in the event that an employee is ill and unable to report to work. Sick leave may also be used for doctor or dentist appointments in hour units. In certain instances, a medical report may be requested. In case of prolonged illness, a physician's report is required at the end of each month.

## **BEREAVEMENT LEAVE**

In the event of death of an immediate member of the employee's family the college grants up to a five-work day paid leave.

The college defines immediate family as the employee's spouse, parent, step-parent, grandparent, child, stepchild, grandchild and sibling.

A two-day leave with pay is granted in the event of death of the employee's spouse's parent, stepparent, grandparent and sibling.

Employees may, with their supervisor's approval, get additional unpaid time off if necessary, or use their vacation personal days.

## **JURY DUTY**

Full-time employees called for jury duty will receive their full salary for a period up to seven days, unless they have already served on jury duty and such service ended less than 30 months from the start of the current service.

Employees must present the jury duty summons to the Associate Dean for Academic and Student Affairs or to the Director of Administration. If an employee receives salary from Elyon College while on jury duty, monies received from state or federal authorities as compensation for jury duty service must be submitted to the Director of Administration

The Associate Dean or the Director of Administration should be consulted when a jury duty notice is received. Postponements are available and sometimes necessary if such duty should occur during a peak period in the department.

# **Faculty Conference**

## **FACULTY BY-LAWS**

The academic governance of the college is the responsibility of the faculty upon the delegation of authority by the Board of Trustees and the President of Elyon College. The faculty conducts its business through the **Faculty Conference**.

The following are the general objectives of academic governance:

1. That faculty should be organized so as to maintain standards of academic excellence, intellectual growth and sensitivity to student needs.
2. Those decisions concerning admissions, curriculum, grading, graduation requirements, academic standing of students, and other matters affecting academic quality of the College be the clear responsibility of faculty.
3. That faculty has a voice and play a role in all matters affecting faculty welfare, appointments, promotions and retention.
4. That the principles of academic freedom are maintained and due process is accorded to all faculty in decisions affecting them.
5. That faculty and administration meet and consult on a regular basis in order to establish objectives, set priorities, evaluate outcomes and plan for the future.
6. That the faculty and administration foster and maintain an academic climate conducive to scholarly activity and research, professional growth and achievement.
7. Those policies be established to encourage self and peer evaluation, curricular innovation, experimentation and growth, and to enhance teaching effectiveness and personal scholarship.

## **POWERS OF THE CONFERENCE**

Subject to the reserved power of the Trustees and the President, the Faculty Conference makes recommendations on matters of student, faculty, and academic policies.

The Conference may recommend the establishment and alteration of degree program requirements and academic regulations. Approval or disapproval is by a two-thirds vote of those present and voting.

It shall be the duty of the Dean of Academic and Student Affairs to approve the establishment of new

academic programs. It shall be the duty of the conference to recommend to the President candidates for degrees.

## **ORGANIZATIONAL STRUCTURE OF THE CONFERENCE**

### **MEMBERSHIP:**

The Faculty Conference is composed of the President, the Dean of Academic and Student Affairs, the Director of Library Services, the Chairs of the various departments and all members of the academic staff holding full time appointments as professor, associate or assistant professor, instructor or lecturer. In addition, the Faculty Conference includes those members of the administration who have been designated as members by majority vote of the Faculty Conference. Every member of the Conference is a voting member.

### **OFFICERS:**

The Chairperson and presiding officer of the Conference is the Dean of Academic and Student Affairs. In the absence of the Dean or designee, the Secretary shall supervise the election of a Chair for that meeting.

The Secretary of the Conference shall be nominated by at least three members of the conference, approved by a majority of the Conference, and shall serve for a two-year term.

Among the duties of the Secretary shall be: the official reception, acknowledgment and, if relevant, dissemination of formal communications to the Conference, the scheduling and announcement of meetings, the preparation in consultation with the Dean of the agenda and the distribution of minutes, and the periodic preparation of a digest of Conference resolutions. The Secretary shall also maintain a roster of the voting members of the Conference.

## **MEETINGS**

### **REGULAR MEETINGS**

With approval of the Dean/Associate Dean, faculty meetings are scheduled at least twice a year.

### **SPECIAL MEETINGS**

Special meetings may be called by the President, the Dean, or by a signed petition of 35% of the faculty.

### **AGENDA**

An agenda for each meeting shall be established in consultation with the Dean/Associate Dean and shall be circulated before the meeting. The agenda may be modified at the meeting.

### **RULES OF ORDER**

Meetings shall be conducted in accordance with Robert's Rules of Order. Quorum: A quorum shall consist of 50% of the full-time faculty.

### **NON-MEMBERS**

Non-members may be invited to attend a specific Conference meeting upon a motion passed by a majority of those members present at a meeting. Adjunct faculty members are encouraged to attend, having voice but no vote. Adjuncts may serve on special faculty committees as full voting members.

## **Policy and Procedures**

### **Professional Growth and Development for Faculty and Staff**

**OBJECTIVE:** To ensure that faculty and staff grow professionally to enhance their instruction and service to the students

#### **RESPONSIBILITY:**

The President has overall responsibility for professional growth and development for faculty and staff.

The Associate Dean for Academic and Student Affairs is responsible for professional growth and development of faculty. The Associate Network (IT) Specialist is responsible for the professional growth and development of the IDL faculty.

The Director of Administration is responsible for the professional growth and development of non-teaching staff.

#### **PROCEDURES:**

Elyon College encourages and supports faculty development and relationships with colleagues and professionals in their area of expertise.

Faculty and staff are encouraged to maintain memberships in professional organizations.

Faculty is also encouraged to engage in research projects that are closely related to faculty member's discipline, and become proficient in the use of technology as it applies to his/her discipline. Faculty who will teach IDL courses should get onboarded by using Canvas or working with the Elyon College Associate Network (IT) Specialist

The primary emphasis for professional development is in-service training. In-service training is provided to faculty twice a year by guest speakers and members of Elyon College faculty and administration.

Faculty is encouraged to use selected printed material and online resources related to professional growth available at Elyon College.

**EVALUATION:** The policy for professional development of faculty and staff is evaluated by administration and faculty to ensure its effectiveness.

**RESULTS:** Feedback from the evaluation is used to determine the effectiveness of the policy and procedures. Changes are made accordingly.

## **Policy and Procedures**

### **Monitoring and Documenting Attendance**

**OBJECTIVE:** To instill in the students the importance of attendance to their success at Elyon College

**RESPONSIBILITY:** Dean/Associate Dean for Academic and Student Affairs

#### **PROCEDURES:**

##### **Monitoring**

1. Students who are absent for unspecified reasons will be contacted to ascertain the reason for their absence.
2. Students who exhibit irregular attendance may cause their grades to decline and their continued enrollment at the College may be in jeopardy.
3. It is the student's responsibility to make up any missed course work.
4. Student attendance is taken into consideration in assigning grades, and students are informed of this in the course syllabus.
5. Students must maintain an overall 80 percent attendance rate in order to graduate.
6. Absences for more than 10 percent of scheduled classes may result in failure, grade reduction, other academic sanctions, or disciplinary measures.
7. The student is responsible for supplying verification for the following excusable absences: personal illness or disabling injury, death in the family, family crisis or late start registration.
8. Students who are absent for 1 or more weeks will be advised and notified that she/he has reached a dangerous level of absences.
9. These students are required to discuss with his/her instructor how the missing classes and work can be made up.
10. All missing work must be made up in order to bring the attendance to the satisfactory level.
11. Students who are absent for 2 or more consecutive weeks or 10 percent of scheduled classes without notifying the school of the causes of the absence will be automatically withdrawn from Elyon College.
12. Coming habitually late to class or leaving early can be disruptive to all.
13. Students are considered late if they come 10 or more minutes after class has begun, and they are considered as leaving early if they leave 10 or more minutes before class is over.
14. Three or more tardiness or early leaves is equal to one absence. Excused absences count as an absence when calculating the 80 percent attendance requirement.
15. The goal is to prepare students for the business world, a community where punctuality is a key to success.
16. For the IDL model attendance and related academic performance is monitored by the instructor and all standards are uniformly applied. IDL synchronous sessions are monitored and documented in real time and asynchronous sessions are monitored and tracked by the platforms' recorded students' log-in time data and via the required time-to-complete the task calculation for academic work completion.

##### **Documenting**

1. Instructors are provided with an attendance book with daily attendance sheets on which latenesses and absences are recorded.
2. At the end of each week, the Assistant Dean for Administrative Operations collects the sheets from the brick-and-mortar sessions and the information from the IDL platform for entry into the attendance spreadsheet.
3. The Assistant Dean for Administrative Operations reviews the attendance and advises the Associate Dean for Academic and Student Affairs of any students approaching the minimum benchmarks for attendance as set by our policy.
4. The Associate Dean will notify such students in writing of their standing and make an appointment to speak with them on an individual basis.
5. At the end of each month, a copy of the each student's attendance is placed in his/her file.
6. At the end of the program, a final attendance record is placed in the student's file.

**EVALUATION:** Procedures for attendance is evaluated by the Faculty, Administration, Associate Dean for Academic and Student Affairs, Assistant Dean for Administrative Operations, and President to ensure the effectiveness of this procedure.

**RESULTS:** Feedback from evaluation will be used to determine the effectiveness of this policy and procedures. Changes are made accordingly.



## **Policy and Procedures**

### **Supervision and Evaluation of Faculty and Staff**

**OBJECTIVE:** To provide a system for evaluation of faculty and staff that meets the needs of the students and the College's objectives and goals

**RESPONSIBILITY:** President supervises and evaluates administration personnel. Associate Dean for Academic and Student Affairs supervises and evaluates faculty. The Director of Administration supervises and evaluates staff. The aforementioned management officials are responsible to ensure the quality of faculty and staff and allocating the requisite budgetary resources to ensure successful student learning outcomes.

#### **PROCEDURES:**

##### **Faculty**

1. The Associate Dean for Academic and Student Affairs regularly observes faculty in a classroom situation, documents the observation in a written report, discusses the observation with the faculty member, and files the report in the faculty member's personnel file.
2. Faculty members are initially evaluated on an annual basis for three years.
3. Instructors that are new to teaching in IDL teaching style will be observed biannually in their first year.
4. Subsequent to three evaluations or great length of service, faculty may be evaluated less frequently, but not less than once every two years.
5. New faculty members are observed in the classroom within the first six weeks of teaching and again a month later.
6. The Office of the Dean or Department Chairperson or the faculty member may initiate a request for faculty observation.
7. Faculty members are presented with a copy of the observation form and will be given an opportunity to respond in writing concerning the observation.
8. The Associate Dean also maintains copies of observations.
9. Faculty is evaluated for overall performance of responsibilities including
  - a. Instructional skills and strategies
  - b. Classroom management and preparedness including structuring material in a logical format easily accessible to the IDL student
  - c. Up to date syllabus which includes course schedule and all due dates
  - d. Moderating discussion and encouraging interactions
  - e. Ability to use the IDL platform tools/features and explain them to students
  - f. Evaluation of student work in a timely manner, including online assignments, discussion boards, etc.
  - g. Professionalism
  - h. Verify attendance by taking roll or through activity online
  - i. Classroom observations
  - j. Student feedback/evaluations
  - k. Responding to student emails regarding any issues/problems
  - l. Making sure that students know what online resources are available to them
  - m. Ensures regular and substantive interaction between IDL student and instructor, students, and peers, and with course material/assignments
  - n. Interact with the Associate Dean and Associate Network Specialist addressing and resolving any issues that may arise in the delivery of IDL instruction, as applicable

##### **Non-teaching Staff**

1. Administration is evaluated formally by the President at least yearly and is provided with guidance and support in order to ensure a high level of performance.
2. Non-teaching staff is observed formally at least yearly and is provided with guidance and support in order to ensure a high level of performance.
3. Non-teaching staff is evaluated for overall performance of responsibilities including
  - a. Job knowledge
  - b. Quality of work

- c. Productivity
  - d. Dependability
  - e. Attendance
  - f. Relations with others
  - g. Commitment to safety
  - h. Supervisory ability (if applicable)
4. The findings of this evaluation are discussed and reviewed with employees who have the opportunity to explain, accept, or reject findings.
  
  5. If any recommendations are necessary, the findings are evaluated and acted upon accordingly.

**EVALUATION:** The policy for supervision and evaluation of faculty and staff is evaluated by administration, faculty, and staff for its effectiveness.

**RESULTS:** Feedback from the evaluation is used to determine effectiveness of the policy and procedures. Changes are made accordingly.

# FORMS

**ELYON COLLEGE**  
**FACULTY PERFORMANCE EVALUATION CRITERIA**

**Planning**

- Uses daily lessons plans
- Has clear objectives for each lesson according to stated course and topics objectives
- Plans program modifications when indicated

**Instructional Skills and Strategies**

- Uses a variety of activities and resources to maximize time on task
- Uses a range of methodology appropriate to student needs
- Asks clear, precise, thought-provoking, well-distributed questions
- Uses questions and language appropriate to the level of the student
- Is well organized in presentation and uses time effectively
- Uses suitable motivation for learning
- Uses program modification when appropriate
- Designs student activities and assignments directly related to learning objectives
- Diagnoses learning needs
- Implements teaching strategies consistent with the syllabi and student needs

**Classroom Management**

- Exhibits a confident manner and is in control of the class
- Uses firm, fair, and consistent form of discipline
- Uses a clear set of guidelines/rules and consequences for behavior
- Consistently uses positive reinforcement
- Makes students aware of behavioral expectations
- Exhibits respect, kindness, and support
- Shows concern for the care of the equipment
- Keeps classroom clean and in order
- Effectively uses the space available to enhance the learning environment

**Evaluation of Student Work**

- Clearly informs students how their work will be evaluated
- Evaluates student work appropriately for the level and ability of the student
- Checks the quality of student work regularly and requires correction of errors ad deemed appropriate
- Maintains records of student performance that are accurate, continuous, and current
- Uses evaluation results to plan further instruction
- Uses a variety of appropriate evaluation techniques
- Reports pupil progress to students, and appropriate agencies in an effective manner

**Professionalism**

- Is a cooperative, contributory member of the school
- Assumes responsibility for professional growth
- Exhibits professional deportment

**ELYON COLLEGE  
ANNUAL FACULTY PERFORMANCE EVALUATION FORM**

**Faculty Member Name:** \_\_\_\_\_

**Class Assignment:** \_\_\_\_\_

**Date:** \_\_\_/\_\_\_/\_\_\_

	<b>Exceeds Standards</b>	<b>Achieves Standards</b>	<b>Below Standards</b>
<b>Planning</b>			
<b>Instructional Skills and Strategies</b>			
<b>Classroom Management</b>			
<b>Evaluation of Student Work</b>			
<b>Professionalism</b>			
<b>Dependability</b>			
<b>Attendance</b>			
<b>Classroom Performance</b>			
<b>Overall Appraisal Rating</b>			
<b>Evaluator's Overall Comments</b>			

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Member's Signature

\_\_\_\_\_  
Date

**ELYON COLLEGE  
FACULTY CLASSROOM OBSERVATION FORM**

Instructor: \_\_\_\_\_  
 Subject: \_\_\_\_\_  
 Date: \_\_\_ / \_\_\_ / \_\_\_\_\_ Time: \_\_\_\_\_

	Effective	Needs Improvement	Not Observed
<b>A. Teaching Techniques</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Demonstrates mastery of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explains clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Solicits student participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provides positive reinforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provides motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Uses multi-sensory communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Measures outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B. Effective Planning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Planning and organization of activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sequence of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use of instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Pacing of lesson elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Immediate application of theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C. Student Relations</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Lesson objective understood by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Stimulates and maintains student interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Responds to student questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Creates a constructive learning atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Accommodates students of varying levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D. Learning Environment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Classroom is neat, orderly, and attractive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teacher maintains student comfort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Distractions are minimized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E. Comments</b>			

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Instructor's Signature

\_\_\_\_\_  
 Date

**ELYON COLLEGE  
STUDENT COURSE EVALUATION**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Instructor: \_\_\_\_\_

Course: \_\_\_\_\_

Please assist us with future course development by checking the appropriate columns.

**5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree  
N/A=Does Not Apply**

<b>Instructor</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
1. My instructor spoke clearly and was easily understood.						
2. My instructor showed me ways to learn and motivated me.						
3. My instructor explained the subject matter until I understand it.						
4. My instructor is an expert in the subject.						
5. My instructor was well prepared and arrived on time for each class.						
6. My instructor stimulated my interest in the subject.						
7. My instructor was present and available for assistance.						
8. My instructor was interested in my success in this course.						
<b>Course</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
9. I was actively involved in learning.						
10. The textbook and learning materials for this course were helpful and on an appropriate level.						
11. The course description accurately described the curriculum.						
12. The length of the course was appropriate for the material covered.						
13. The pace of the course was appropriate.						
14. The ratio of the instructors to students was adequate.						
15. Textbooks and handouts were useful and easy to understand.						
16. Safety lectures and proper usage of equipment were addressed.						
17. Assignments were relevant to the topics.						
18. There was a good balance between lectures and hands-on activities.						
19. Adequate time was provided for questions and discussion.						
20. I was challenged throughout the duration of the course.						
21. My expectations were met.						
22. I will use what I have learned in the future.						
23. I have been equipped to perform this activity outside the classroom.						
24. I would recommend this course to others.						

<b>Classroom</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
25. Classroom was in good location.						
26. Classroom was clean, hazard free, and well lit.						
27. Classroom was well ventilated and room temperature was satisfactory.						
28. Seating was comfortable.						
<b>Equipment</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
29. Equipment was functional and overall in good condition.						
30. Equipment was available and prepared for use.						
31. I received hands-on training with equipment.						
<b>Media Services</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
32. Media Services computers and Internet access were available for assignments and career research.						
33. Periodicals and audio/visual aids were appropriate to programs.						

**ELYON COLLEGE**

**STUDENT SERVICES TUTORIAL ASSISTANCE**

TODAY'S DATE: \_\_\_\_\_

STUDENT'S NAME \_\_\_\_\_ PHONE NUMBER \_\_\_\_\_

PROGRAM \_\_\_\_\_

Instructor's recommendation: \_\_\_\_\_

Instructor's signature: \_\_\_\_\_

Course (s) in which the student needs to be tutored:

---

---

---

Assignments:

---

Tutor assigned: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

**ELYON COLLEGE  
STUDENT ADVISORY FORM**

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

---

REASON FOR CONFERENCE:

Erratic attendance _____	Academic progress _____
Excessive tardiness _____	Demeanor _____
Department _____	Other (explain below) _____
Financial aid _____	

---

ADMINISTRATIVE COMMENTS:

---

ADMINISTRATIVE ACTION TAKEN OR SUGGESTION MADE TO STUDENT:

---

STUDENT RESPONSE:

---

\_\_\_\_\_ acknowledges having read this form.  
Student

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Student

# **Addendum I**

## **Instructor Interactive Distance Learning (IDL)**

### **Syllabus Supplement**

This is a compilation of Interactive Distance Learning (IDL) teaching methodologies, and comprehensive resources to enhance instructors IDL teaching experience.

#### **IDL PROGRAMS: GENERAL PRINCIPLES**

Distance learning programs follow the same academic requirements and standards as the traditional programs.

1. Distance learning programs are constructed in such a way that allows timely completion of requirements.
2. The same academic qualifications are applied for the faculty in traditional (brick and mortar) and online courses assuming the IDL instructors are proficient in this mode of teaching.
3. Faculty members are responsible for initial development and constant fine-tuning of the online courses.
4. Distance learning programs syllabi provide clear statements of instructors' expectations and students' responsibilities, including their participation in online classes in all forms.
5. Distance learning programs provide for fruitful interaction between faculty and students, and between the students of the same academic program.
6. The technologies selected for the specific online courses are appropriate for the learning outcomes and considerate of the cost for the students.
7. Distance learning programs include adequate verification of the learners' identity and their work completion.
8. Program administrators determine the appropriate enrollment for the online courses, take into consideration the nature of learners, and the necessary technical support both to the students and the faculty.

#### **ELYON COLLEGE PROGRAM DESIGN**

The new IDL program for a 15-week semester, 3-credit course is a blend of synchronous and asynchronous instruction with at least approximately 25% (or 11 hours) designated for synchronous and at most approximately 75% (or 34 hours) for asynchronous learning.

Canvas and Zoom are the primary IDL platforms that will be used. Google classroom is a supplementary IDL component that may be used as appropriate. Instructors are encouraged to offer at least part of the synchronous learning via live video conferencing or Zoom.

It is suggested that classes during the first, fifth, tenth and last week of the semester be given in the synchronous modality. Instructors are afforded some discretion in the design and delivery of the course content, provided that a) the course objectives are fully met and b) instructors have a valid rationale for adjusting some of the components of the IDL delivery.

Therefore, after appropriately consulting with the Associate Dean for Academic and Student Affairs and the Department Chair and getting approval, instructors will have the flexibility to decide which parts of their course should be synchronous/asynchronous. This may vary according to the specific learning needs of a given cohort.

### ORIENTATION FOR THE STUDENTS

When feasible, instructors are encouraged to offer at least part of the synchronous learning by live video conferencing or Zoom. Instructors will inform the students in advance of the course requirements and the course instruction, exercises and assignments, and which IDL format will be used to facilitate the process. Likewise, students will be informed in advance (during the first class session) as to the specific modalities to be employed. Instructors will indicate on the syllabi which portion of the curriculum will be synchronous/ asynchronous.

### ADMINISTERING OF EXAMS

Unit, midterm and final exams will be conducted only during synchronous sessions whenever appropriate, and will be supervised by the instructor. In addition, Elyon College might use an online test proctoring service or live camera view. These modes of administration ensure the exams' integrity and the effective assessment of student learning outcomes.

### SYNCHRONOUS MODE

In the IDL synchronous portion the class can use Zoom or video conferencing and chat interactions with the entire class. Students do not proceed at their own pace during this time but rather synchronously as a group. Posted video clips, discussion/chat boards, breakout group conversations, assessment exercises and projects, and constructive peer and instructor feedback are platform tools that should be used to enhance learning.

During a synchronous class a student's presence should include his/her interaction with the instructor and peers.

### ASYNCHRONOUS MODE

Weekly deadlines for assignments should be given as part of the asynchronous portion, and students are expected to complete their tasks when due. Students will be expected to perform substantive interactive IDL educational learning activities at least once a week. Merely logging on is not sufficient.

Additionally, during the asynchronous component the Canvas IDL platform gives the students flexibility to complete assignments and tasks at their own pace within the specified due date deadline for such assignments.

### EFFECTIVENESS OF LEARNING

The IDL platforms provide attendance and participation reports to assist instructors in determining attendance and time-on-task, interactive learning activities and level of successful interactive academic work completion. (Student time-on-task is the estimated time that it will take for an average student to complete a given assignment.)

The course instructor will regularly monitor all student participation and the IDL submitted work to ensure that all assigned tasks are completed on schedule. Instructors are required to immediately follow up with those students who do not complete their assignment on time.

### INTERACTION

IDL programs, synchronous and asynchronous, must have regular and substantive interaction between: (1) students and instructor, (2) students and students, and (3) students and instructional materials. Students should exhibit involvement with the learning activity, such as dialogue with the instructor and other students and posting pertinent information, etc., regularly.

Students' posts should be substantial. Students must respond, with a minimum of one paragraph, to a minimum of 5 initial posts by the instructor. In addition, students must respond to at least two peer-to-peer posts per discussion with at least 3 sentences per post. Students are thus required to post at least 15 responses throughout the duration of the course. The posts should enrich the value of conversation on the topic or open a new avenue(s) in the discussion. The posts should contribute meaningfully to the subject topics being discussed.

Students should demonstrate substantial interaction with the instructor on the topics covered in the IDL class and active involvement in a study group/group project or an online discussion between peers and the teaching faculty.

## ENHANCING THE INSTRUCTION

An IDL instructor's online presence should be obvious for the students. They expect an instructor who shows up for the class, interacts with them, provides feedback on assignments, and is willing to help.

At the end of each module students should be informed of whether they have reached the module objectives that are outlined in the syllabus. Students should be made aware of the instructor's expectations at the start of each module.

An IDL instructor should initiate relevant discussion on topics related to class work and the week's objectives by posting essential, thought provoking questions. The instructor may elicit critical thinking by asking thought provoking questions such as "What is your opinion...?" The instructor may also encourage student reflection and connection to real life situations with questions such as "How does ... apply to ...?" with specific required details and real life examples. The instructor encourages his/her students to respond to their peers with clear, focused, relevant, original content.

As appropriate, instructors should be creative in using any or all of the following techniques to enhance the class learning environment: lecture, presentations of PowerPoint slides and videos, interactive live classroom discussion, debate, role play, exercises, small group assignments, class collaborative assignments, topic research, projects, individual assignments, discussions, assessments, etc., in all modalities.

Posted video clips, discussion/chat boards, breakout group conversations, assessment exercises and projects, and constructive peer and instructor feedback are platform tools that should be used to enhance learning.

Instructors are also advised to use the additional available IDL linked resources provided in this document and to encourage students to access the linked materials listed in the student IDL supplement.

### Here are some tips for the IDL teaching faculty:

- Though Elyon College IDL programs are blended ones, and the students see an instructor during the synchronous sessions, it makes sense to post your headshot in the course description. This will help you to appear as a real person to the students.
- Record short videos with yourself when making an announcement, clarification, or giving an assignment.
- Offer synchronous office hours on the Zoom.
- Encourage social interaction of online students among each other.
- Be punctual in providing feedback and grading assignments.

## ASSESSMENT AND GRADING

Students should be informed of the time frame in which their work will be graded. All assignments are expected to be submitted on time, according to the direction of the course instructor.

An instructor, in cooperation with the Dean for Academic Affairs, should develop and inform students about the policy of submitting late assignments.

The IT specialist is in charge of the development of a method of documentation of the last day of a student's attendance in an IDL class.

The instructor is in charge of monitoring the students' everyday attendance and sending it to the Elyon College Office for posting on the Elyon College SMS which will calculate the cumulative attendance for the grading purposes.

The course instructor will regularly monitor all student participation and the IDL submitted work to ensure that all assigned tasks are completed on schedule. Instructors are required to make sure that students submit work on time and will immediately follow up with those students who do not complete their assignments on time.

A student should be frequently involved in the online class; absence from the IDL class for 10 consecutive school days may lead to a withdrawal from the class.

## TRAINING

Instructors will receive advance training and orientation on how to successfully use the IDL platforms and will have to demonstrate proficiency in their use by becoming trained Canvas platform instructors.

## TECHNICAL SUPPORT

If the instructor experiences technical difficulties, Avigdor Nussbaum, 347-841-6304 or [avigdor@elyon.edu](mailto:avigdor@elyon.edu) or to the Online Support Specialist or Jennifer Adams at 516-380-9561 or [jadams@elyon.edu](mailto:jadams@elyon.edu). are available to provide assistance.

## PRIVACY NOTE

Advising and tutoring may be delivered using on-line chat features and email, etc. Please be aware that the privacy of student information is very important. No personal information may be shared in any posting, chat or email communication that is not private. FERPA guidelines apply to IDL modalities. Access to all IDL/electronic records must be restricted to authorized personnel as per FERPA rules.

## RESOURCES SUPPORT

Instructors may direct students to various supplemental online learning resources such as Khan Academy and Pearson Learning, which may help them with subject matter. Also, the Elyon College Library is available on campus and online on the Elyon College website: <https://elyon.edu/elyon-library/> and on the library's separate website: <http://elyonlibrary.org/>.

Below are resources to support instructors with the IDL program:

## **IDL Resources**

### **Federal Guidelines**

- Department of Ed: <https://www.ed.gov/coronavirus> - see “Additional Resources for Higher Education Institutions” section
- SEVP: <https://www.ice.gov/covid19>

### **General**

- Inside Higher Ed – Considerations for online meetings: <https://www.insidehighered.com/blogs/learning-innovation/7-best-practicescovid-ID19-necessitated-online-meetings>
- Chronicle of Higher Ed – Prepping for emergency online training: [https://www.chronicle.com/article/Preparing-for-EmergencyOnline/248230?utm\\_source=at&utm\\_medium=en&utm\\_source=Iterable&utm\\_medium=email&utm\\_campaign=campaign\\_1080814&cid=at&source=ams&sourceid=4827946](https://www.chronicle.com/article/Preparing-for-EmergencyOnline/248230?utm_source=at&utm_medium=en&utm_source=Iterable&utm_medium=email&utm_campaign=campaign_1080814&cid=at&source=ams&sourceid=4827946)
- From Harvard: <https://teachremotely.harvard.edu/>
- Ideas for synchronous & asynchronous from UC Santa Cruz: <https://its.ucsc.edu/fitc/course-dev/alternative-access.html>
- Online teaching in a pinch: [https://rise.articulate.com/share/6kqC8QxnyC81vj8hnZWp5BA1hFNTvm9H#/#](https://rise.articulate.com/share/6kqC8QxnyC81vj8hnZWp5BA1hFNTvm9H#/)
- Education Dive: Finding the sweet spot: 4 tips for moving classes online quickly (labs mentioned): <https://www.educationdive.com/news/finding-the-sweet-spot-4-tips-formoving-classes-online-quickly/574124/>

## **Instructional**

• Darby, Flower. “Online Teaching Is Real Teaching”. *The Chronicle of Higher Education*. 1 March, 2024, pp. 60-61

- The Chronicle of Higher Education: How to Be a Better Online Teacher: <https://www.chronicle.com/interactives/advice-online-teaching>
- eLearning Industry: 7 Tips On How To Prepare For Teaching Online: <https://elearningindustry.com/7-tips-prepare-for-teaching-online>
- Coursera: Free Course -- Learning to Teach Online: <https://www.coursera.org/learn/teach-online>
- NEA: Guide to Teaching Online Courses (dated but solid material): <http://www.nea.org/assets/docs/onlineteachguide.pdf>
- TTV by Russell Stannard: <https://www.teachertrainingvideos.com/>
- **8 Tactics To Succeeding In Online Courses: A Guide For Students:**
- [https://coursekey.com/8-tactics-to-succeeding-in-online-courses/?utm\\_campaign=Newsletter+4%2F20%2F20&utm\\_medium=email&utm\\_source=autopilot](https://coursekey.com/8-tactics-to-succeeding-in-online-courses/?utm_campaign=Newsletter+4%2F20%2F20&utm_medium=email&utm_source=autopilot)
- **How to adapt courses for online learning: A practical guide for faculty:**
- <https://hub.jhu.edu/2020/03/12/how-to-teach-online-courses-coronavirus-response>
- **9 Tools To Make Teaching Online Courses Easier In 2020:**
- [https://coursekey.com/9-tools-to-make-teaching-online-courses-easier-in-2020/?utm\\_campaign=Newsletter+4%2F20%2F20&utm\\_medium=email&utm\\_source=autopilot](https://coursekey.com/9-tools-to-make-teaching-online-courses-easier-in-2020/?utm_campaign=Newsletter+4%2F20%2F20&utm_medium=email&utm_source=autopilot)
- **Distance Education for Teacher Training: Modes, Models, and Methods:**
- <https://www.edc.org/sites/default/files/uploads/Distance-Education-Teacher-Training.pdf> (chapter 5 onespecially) •
- **First “emergency” webinar resources on ACCET site:**
- <https://s3.amazonaws.com/docs.accet.org/downloads/ACCET+Emergency+IDL+Webinar+-+IEP.pdf>

**Rubric for Evaluating Student Engagement/Discussion Posts in the IDL Learning Process - To be combined with Course Syllabus Rubric for use with grading.**

**Instructor: Please check (✓) the grade in the “Letter Grade” box that indicates the student’s level of achievement.**

**Student Name:** \_\_\_\_\_

**Course Name & Number:** \_\_\_\_\_

**Instructor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Letter Grade</b>	<b>Relevance of Student Posts</b>	<b>Clarity of Student Posts</b>	<b>Substantive and Constructive Character of Student Posts</b>	<b>Critical Thinking Demonstrated in Student Posts</b>	<b>Number of Student Posts and Peer-to-Peer Interactions</b>
<b>___A+</b> <b>___A</b> <b>___A-</b>	Exemplary, Well organized and logically presented, Relevant content, Thoughts well connected to topic	Focuses clearly on topic Clear connections to teacher/peer posts High level of engagement in discussions	Excellent, clear, detailed, substantive thoughtful responses with depth and specificity	High level Original and critical thoughts Excellent connections to posts	A minimum of 5 student-teacher posts of at least one paragraph and no less than 10 peer-to-peer posts with a minimum of 3 sentences per post, High level of engagement
<b>___B+</b> <b>___B</b> <b>___B-</b>	Clear Mostly organized and logically presented, Relevant content, Thoughts fairly well connected to topic	Shows some focus, most sections well organized with reasonably clear connections to previous posts, Reasonable engagement in discussions	Most responses have clear, substantive, detailed responses with frequent depth and specificity	Some unclear connections Sometimes veers off topic Frequent original thought	A minimum of 4 student-teacher posts of at least one paragraph and no less than 8 peer-to-peer posts with a minimum of 3 sentences per post, Good level of engagement
<b>___C+</b>	Average, Not always well organized	Focus is average, not always well	Occasional connection to topic being	Some focus Unclear Often veers off	A minimum of 3 student-teacher posts of at least

<b>___C</b>	or logically presented, Content somewhat connected to topic	organized or logically presented with some limited engagement in the discussions	discussed with some detail with some depth and specificity	topic Occasional original thought	one paragraph and no less than 6 peer-to-peer posts with a minimum of 3 sentences per post, Fair level of engagement
<b>___D</b>	Minimal Often not organized nor logically presented Occasional relevance to topic	Often very minimal connection to topic, minimally engaged in the discussions	Didn't follow guidelines Vague responses Lacking depth and specificity	Very little original thought or contribution to discussions	A minimum of 2 student-teacher posts of at least one paragraph and no less than 4 peer-to-peer posts with a minimum of 3 sentences per post, Poor level of engagement
<b>___F</b>	Almost no relevance to topic Badly organized and not logically presented	Poor organization Little understanding of the topic	No details, No connections to the topic	No original thought Adds nothing to the discussions	Does not participate in discussions No peer-to-peer posts

This rubric is specifically for the purpose of evaluating student IDL engagement/discussion posts. In addition, students are also evaluated for their required weekly IDL assignments and their general course academic assessments using a different rubric that is part of every course syllabus. The general course evaluation rubric applies equally to all IDL and brick-and-mortar students. The discussion board grade will be factored into the “Attendance/Classroom Participation/Homework” component of the overall course evaluation as indicated on every Elyon College syllabus.

## **Note**

*Nothing contained herein shall modify or diminish the College's rights and prerogatives regarding faculty personnel decisions, including terminations, suspensions or lay-offs, as provided in this Handbook.*

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## Acknowledgement Form

I hereby acknowledge that I received a copy of the Elyon College Faculty Handbook describing College policies and other pertinent facts related to my employment.

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**Name**