CiTi
Center for Instruction,
Technology & Innovation
Build Your Future

ADULT EDUCATOR HANDBOOK

Center for Instruction, Technology & Innovation

Faculty Handbook for Adult Educators

FOREWARD

The purpose of a faculty handbook is to familiarize CiTi educators with the policies and operating procedures of the Health Occupations and Career and Technical Education programs.

All personnel are responsible for the proper implementation and enforcement of the policies and procedures set forth in this Handbook. Feedback regarding information in the handbook is encouraged and appreciated.

Furthermore, instructors must recognize their responsibilities in directing and encouraging the academic and personal development of students under their jurisdiction and shall enforce the rules of conduct and regulations of the organization as set forth in the CiTi student and faculty handbooks.

As an employee and representative of the Center for Instruction, Technology & Innovation, each professional staff member is obligated to present excellent character attributes in keeping with the high ideals of the academic community and CiTi.

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Center for Instruction, Technology & Innovation

CiTi MISSION, VISION and VALUES

The mission of Center for Instruction, Technology & Innovation (CITI) is "Build your future!" Our vision is as follows: Is this safe? Is this done with integrity? Is this kind? Is this helpful? Our core values include: We embrace innovation & creativity. We make student-based decisions with honesty, respect & integrity. We collaborate, focused on quality service, expertise & student success.

Thank you for choosing to be an instructor at CiTi. We are proud that you joined the CiTi team. The valuable services that you provide will impact the lives of students for years to come. You will be forever changing the lives of the students you teach.

As instructors, you are responsible for engaging and maintaining industry partnerships, developing workforce advisory committees, complying with COE accreditation and CiTi standards, writing curriculum, planning lessons, evaluating student work (attitudes, industry skills, and content knowledge), advising students, managing their classrooms, overseeing budgets, maintaining student records, maintaining program quality, improving program enrollment, retaining students, and documenting student outcomes (completion, placement, licensing and certification rates).

Instructors are expected to comply with CiTi Policies and Procedures, including specific tasks that should be completed per class and others which should be completed on a specified timetable. This Handbook is designed to help you understand your core responsibilities. If you have specific questions, contact your program coordinator.

CiTi provides you support through instructional design, data analysis and reporting, and program quality monitoring. From student admission to graduation, CiTi staff is available to you to ensure you have the support, materials, and expertise needed to teach your program.

INSTRUCTION

Academic Freedom

The Center for Instruction, Technology & Innovation is committed to the principle of academic freedom. Intellectual inquiry by faculty members is essential to the mission of the institution as well as the philosophy of the program. All educators should have freedom to teach or communicate ideas or facts without being targeted for repression and job loss. As a matter of courtesy to students, faculty are asked to inform students in advance when they use controversial materials in class and to offer an alternative assignment to any student who finds the material objectionable.

FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students the following rights with respect to their education records:

1. The right to inspect and review the student's education records within 45 days from the date CiTi receives a request for access.
2. The right to request the amendment of education records that are believed to be inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable directory information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

For full FERPA rules and regulations reference the following link:

https://www.ecfr.gov/cgi-bin/text-idx?rgn=div5&node=34:1.1.1.1.33

Council on Occupational Education (COE)

The Council on Occupational Education was created in 1971 in order to provide oversight on the quality and integrity of educational institutions. Additionally, COE provides guidance for continual educational improvements, promotes high standards, and ensures the educational institution validates and meets benchmarks of learning, program objectives, and credibility. Institutions which meet COE benchmark standards allows for more Title IV funding. In 2015, the Center for Instruction, Technology & Innovation was approved by the Council of Occupational Education for accreditation status. This status is maintained by annual reports and accreditation visits from COE representatives. It is the responsibility of each program instructor to:

- Comply with COE programmatic accreditation standards. Meet with the Coordinator assigned to your program for any questions regarding program standards and/or refer to the COE website at: https://www.council.org .
- Maintain an advisory committee membership list and update contact information as necessary. Recruit employers who attend meetings regularly and actively participate, providing constructive feedback on your program. Be sure to have all aspects of your industry represented on your committee.
- Host/attend/facilitate two Workforce Advisory Committee meetings every year, one in the Spring and one in the Fall. Advisory meetings must have at least 3 members at each meeting (See Coordinators for member qualifications). The following information must be reviewed with the committee members during a Workforce Advisory meeting each year:
    1. Program admission requirements
    2. Program content/length and curriculum
    3. Instructional materials used in program
    4. Equipment used in program
    5. Program objectives
    6. Competency tests/methods of evaluation
    7. Delivery mode for program
    8. Proficiencies needed for student completion
    9. Three completed Employer Verification Forms (minimum)
    10. Three completed Program Evaluation Forms (minimum)
    11. Learning activities

After a review of these program elements, the employers sign and date Employer Verification Forms stating they reviewed each program component. A minimum of three Employer Verification Forms must be completed per year, per program area. **The Employer Verification Form can be found in the appendix section of this document.**

- Understand Council on Occupational Education (COE) benchmarks for completion (70%), placement (60%) and licensure (60%) and regularly monitor your program's performance regarding these standards**. This information must be turned in to the Program Coordinator by November 30th of each year.**
- Maintain contact information on your past and present students. Record complete information on their placement. Record the employer name, address, and phone number. COE may contact employers to verify student employment.
- Schedule weekly office hours.
- Update the following program documentation in the COE files:
    o Work-based Learning
    o Workforce Advisory Team Membership
    o Industry Contact Record

Best Practices

- Make your motto "firm but fair." Follow the Student Handbook guidelines exactly as it is written. Treat every student and every situation equally the same.
- When circumstances or conditions require an exception to the above, have a rationale (supported by Coordinator) that you can share with the rest of the student body.
- Start firm and strict. You can always lighten up later. If you begin by going easy on a new class, it is almost impossible to rein them in.
- Everyone wants to be liked. Do not let your curriculum or lesson plan be affected by things students do or do not want to do. Learning can be hard. The students are there to learn. You are there to guide them through their learning process.
- Keep a professional student-teacher relationship. Don't cross the line! You should not try to be their friend or their confidant. Settle for mentor for those you are especially drawn to.
- Plan your instruction, engage students in learning, assess the students' progress, manage student and classroom behaviors as they occur, reflect and improve on your educator skills.
- Respond to student emails in a timely manner.
- Be familiar with the student grading and student performance policy and procedures. Implement them appropriately when students fail to meet assigned due dates or behave in a non-professional manner.
- Be familiar with the Student Code of Conduct and take prompt and appropriate action to address student behavioral, attendance, or academic issues. Inform your program coordinator as necessary to address disruptive behavior (s) that may affect student success.
- If a student is struggling to make progress, meet with the student and evaluate possible barriers that impact his/her ability to succeed. If the student attends class at the CiTi River Glen campus, alert the Health Occupations Coordinator of the issue. Arrangements may be made for the student to receive support services via the Cayuga Center for Academic Success (See below).
- Advise students individually to verify progress toward program completion.
- Connect with industry professionals to match students with companies that are hiring. Help your industry partners think of CiTi for training and hiring. Follow-up with former students to provide accurate and timely placement information. Maintain a log of the industry contacts made. Note the date, time and briefly describe the nature of the contact made.

- Follow the established guidelines and procedures for work-based learning/clinical sites. Worksite contracts/documentation must be completed yearly. Develop work-based opportunities for each student in your class.
- Remind students to complete follow-up evaluations about their experience in your program and at CiTi.
- Review program website (CiTiboces.org) for accuracy. Notify the Program Coordinator of any discrepancies

Health Occupations - Center for Academic Success (CAS) on the Cayuga Fulton Campus

The Center for Academic Success offers CiTi staff the resource of test monitoring for students who arrive tardy or are absent on the day of a test. Additionally, students with approved disabilities can have their accommodations met through the CAS Testing Center. The procedure for approved students is as follows:

1. Before the test, take a copy of the test to the CAS center on the Cayuga Campus in Fulton.
2. A cover sheet is provided by CAS. It must be completed and attached to the front of the test.
3. A CAS staff member will place your test in a folder with your last name on it in a locked drawer. Students may make-up the test at the time and day you specified on the cover sheet.
4. Testers are monitored on a video system in a secured room.
5. Pick up the test from the CAS Testing Center after student completes.

Health Occupations - Office of Accessibility Resources

The Office of Accessibility Resources can assist our students with disabilities and their instructors. Please contact the staff with your disability accommodation questions and concerns at:

- Dr. Karen Grella, Accessibility Specialist: karen.grella@cayuga-cc.edu
- Heather Crofoot, Instructional Assistant: hcrofoot@cayuga-cc.edu
- Jeanne Shaw, Instructional Assistant: Jeanne.Shaw@cayuga-cc.edu

Students must complete CiTi's disability form before meeting with the CAS Accessibility Resources staff. **Forms can be found in the appendix section of this document.**

Health Occupations - Tutoring

- Math tutoring: Math Specialist, Stacey Canino: stacey.canino@cayuga-cc.edu
- Tutoring for all other subjects: Tutorial Coordinator, Teresa Hoercher: hoercht@cayuga-cc.edu

- NetTutor is also available for most courses at no charge to our students. It can be accessed in Blackboard Student Resources. For more information about NetTutor, go to https://www.cayuga-cc.edu/cas/tutoring/online/ .

ON-LINE CLASSROOM INSTRUCTION

Due to recent world events, such as pandemics, classroom instruction may be temporarily suspended. In instances such as this, please work with your program coordinator to utilize on-line instruction platforms such as Google Classroom, Jupiter, Prep-U, and Zoom. During this time, it is imperative that you document student work hours for students to retain financial aid as well as for documented proof that program hours have been successfully met prior to student graduation. Your program coordinator will help you find the best method for tracking student hours. **Please note: all changes in classroom or lab/clinical hours must be approved by NYSED and COE.**

ATTENDANCE

Electronic Timecards
WinCapWeb login and reporting procedures will be explained to you by a member of the Business Office or your program coordinator at your orientation. If you wish to sign up for direct deposit, applications are available on the CiTi website, under Staff Resources, Business Office and HR Forms.

Absences
All absences (sick, personal, vacation or emergency leave) must be requested via WinCapWeb if you are considered a full-time employee (over 900 hours/calendar year). WinCapWeb will be set up for you during your orientation. Part-time employees must request time off from their program coordinator. Personal and vacation must be requested and approved by your supervisor in advance. Please be aware you may be asked to find an appropriate substitute for the time you have requested off. If an appropriate substitute or arrangements cannot be made, time off may not be granted. Full-time employees may have sick leave (Check with the HR Office to see if you qualify).

Inclement Weather
Health Occupation programs located on the Cayuga Campus will need to follow both the CiTi and the Cayuga Community College schedule for delays, early dismissals, or closings due to inclement weather. If you or your students are at a clinical site, follow the rules for inclement

weather in the Student Handbook. Immediately contact the Coordinator for any questions regarding inclement weather.

CTE programs follow the CiTi main campus closures. The Coordinator will contact you should unique circumstances occur. The CiTi website and most local television stations post closings and delays for CiTi BOCES.

Schedules

The Coordinator must approve all program schedules and calendars prior to distributing them to students during Orientation. If you did not create the calendar for the program you are working in and have a preference for days off, please contact the Coordinator **at least three months** prior to the start of a new program.

Keeping to the schedules established is imperative to meet course objectives and content. Faculty MUST plan their time to start and end promptly at the designated time. Organizing your class to allow time for content discussion means planning well ahead. Any changes in schedules must be authorized by the program Coordinator.

Insurance

Insurance is offered to full-time employees (over 900 hours/calendar year). For more information on insurance and benefits, contact the HR Office on CiTi's main campus in Mexico. Paperwork for benefits can be sent to you via email but must be returned to the HR Office on CiTi's main campus in Mexico.

RECORD KEEPING

Jupiter

All health occupation programs utilize the electronic gradebook Jupiter. Students may log-in to their own personal and private record of their grades on any electronic device to check on their status and scores. Every student has his/her own password. Each program will have its own log-in and password information, which is also provided to the Coordinator. You can access Jupiter at https://login.jupitered.com/login/. Jupiter provides the following grading resources for instructors;

- Custom grades & scores
- Weights and categories
- Rubrics
- Graphing scores

- Individualized instruction
- Online testing and item analysis
- Collaboration among staff

XenDirect: Student Attendance & Progress Notes

Xen is utilized to track student daily attendance and student progress notes. During your orientation, a Xen log-in, password, and pin number will be provided. You can access Xen using the following link: https://CiTiboces.xenegrade.com/.

- At the beginning of each class, students will sign in on the paper attendance sheet. At the end of the day, tally up the time each student attended, subtracting time for tardiness, absences or leaving early. **Note: Time increments are calculated in 15-minute intervals** (see Student Handbook). Attendance records are then to be recorded in XenDirect. Health Occupations' paper attendance sheets will be handed in to the CiTi office secretary (Store Front 17). CTE paper attendance sheets will be handed in to CTE program coordinator.
- **ALL** student progress notes, warnings, conferences, remediations and/or any student-teacher discussions **MUST** be documented in the notes section in Xen. There are no exceptions. The path for documentation is as follows:
    1. Log into Xen account.
    2. Type student's last name into quick search at top of page.
    3. Scroll down to the bottom of the page and click on correct student.
    4. A list of tabs will appear, click on Case Notes.
    5. On the right-hand side of the page, click on New.
    6. Select appropriate criteria, write note, click OK.

Computer Access & Instructional Technology

Depending on your work site, Mexico or Fulton, you may be given several email addresses. If you are working on the Fulton Cayuga campus, you will need to complete a CCC New Employee Data Sheet and Data Card **(see appendixes).** Note, all data files and electronic storage areas are considered propriety of the organization who issued them and are subject to control and inspection.

- Purchase all software used in your program through official CiTi channels.
- Provide your site's IT staff with software lists and software versions to ensure proper licensing takes place for the legal use of software.
- Provide your site's IT staff with details outlining any planned equipment moves at least eight weeks before location moves.
- Submit all technology requests via the approved Help Desk process.

STUDENT PRIVACY

CiTi is prohibited from discussing student performance and attendance with persons outside the organization and other students and/or faculty members. Should you need to discuss student information with such persons (i.e. a student's caretaker or Oswego County Workforce), a Release of Information form must be signed by the student, filed in the student's folder and a copy must be uploaded to XenDirect. **This form can be found in the Student Handbook and on our shared Google drive.**

CONTINUING EDUCATION & CERTIFICATIONS

Teaching is both an art and science. Participation in meaningful conferences and staff development opportunities is encouraged. It is the responsibility of each instructor to keep current with changes in practice, texts, and professional literature. Instruction should always evolve to include the newest and most up-to-date information in your content area. **The educator is required to complete a minimum of two (2) days of continuing education or professional development per school year.** Participation in professional development opportunities includes two types of trainings. Staff development opportunities offered to enhance your teaching skills from best practice workshops and seminars, and industry trainings designed to provide program and content-specific knowledge to keep you informed of the changes and updates in your field.

Continuing education may also include personal clinical practice, course work, conferences, professional literature, and attendance at industry meetings.

If you feel there is a valuable conference you would like to attend, you must request permission to attend via My Learning Plan. All registration materials and/or brochures or information must be uploaded and attached to your request. Contact the HR Office on CiTi's main campus in Mexico to set up your profile in My Learning Plan.

Contact your Coordinator for continuing education opportunities. My Learning Plan offers many free professional development workshops to improve your practice. Registration for My Learning Plan workshops is required.

A copy of your continuing education certificate as well as proof of attendance in any professional development workshop must be given to the Coordinator.

CURRICULUM AND COURSE DEVELOPMENT

Health Occupations
The curriculum, consisting of individual courses and clinical experiences, is registered with the State Education Department and COE, thus MAJOR changes must be submitted for approval before being implemented. However, no course can stay unchanged from year to year without losing its currency and value.
The instructors in the Practical Nursing program must continually evaluate courses taught for additions, deletions, and improvements. Sharing at faculty meetings allows other instructors to benefit from your experience and efforts as well as presenting the opportunity for experienced educators to share their expertise, hints, and wisdom.

CTE
Evaluate course content in relation to industry requirements and adjust content as necessary. Follow all applicable State Education Department mandates. Check industry certification websites frequently for updates. CTE programs are also registered with the COE; consequently, major changes must be submitted to the COE for approval.

In February, review your program and propose any changes for the coming year. This review should include:
- Program description, objectives, admission, and job requirements.
- Verification of required job-related knowledge and skills, health, safety, physical demands, and work habits and attitudes.
- Propose program changes including program design, graduation requirements, sequencing, prerequisites, etc.

Curricular updates and modifications must be approved first by the program's coordinator, then approved by the program's Advisory Committee.

Syllabi
A syllabus is written for the program or each course in the program outlining the general description of the course, number of hours, prerequisites, grading, course requirements, and texts required. (Check with your Coordinator to determine if you need one syllabus or multiple syllabi.) A topical outline and then specific measurable behavioral objectives for students need

to be included. Skill lists, learning activities utilized (videos, PowerPoints, games, etc.) as well as evaluation tools may also be listed.

A program syllabus will be given out to each student at orientation. The instructor should review its contents and emphasize its value to the students. Changes in the syllabus due to unforeseen circumstances need to be communicated with the students at the first opportunity as well as with the Coordinator. A copy of each updated course syllabus must be given to the Coordinator annually.

Testing
Tests should relate to lesson objectives. Written tests/quizzes should be given for every course or major unit in the program. Read and evaluate tests available before you begin teaching the subject, so you have enough time to rewrite a test if needed. Follow the Student Handbook related to student absences during a test or quiz.

Grade and shred tests in a timely manner. Students should be provided with their results and an explanation of their grade and/or any questions should be answered. Students SHOULD NOT be allowed to take a test home or have it with them without instructor supervision at ANY TIME. Save all Scantron sheets.

Focus on areas/questions that a majority of students may have struggled with. Was the question worded poorly, was the material not covered, were the answers keyed incorrectly, or does the subject matter need more instruction time

When developing test questions, utilize higher-level thinking questions. While simple recall has a place in testing, it does not help the student develop critical thinking skills needed to be successful on the job. Choose scenario questions that are similar to those the students are likely to experience on their credential exam. This is called parallel test construction. The more experience students have answering questions similar to those they will be tested on during their final assessment, the more prepared students will be.

Homework
Teachers have **5 school days** in which to enter homework grades into the electronic gradebook. Follow the Student Handbook in regard to late submissions. Do not allow homework to replace your job as the educator. Homework is designed to be a review and/or evaluation tool of concepts covered during lecture. Too much homework can overload and overwhelm students who are already carrying a heavy load. If you are having difficulties with homework assignments, please see the Coordinator.

Work with your site's IT staff to put videos, tests, and instructional resources online or cite URL information such that students may access information for review and extension. If students

utilize on-line course work outside of the classroom such as CareerSafe Online, Google Classroom, or EdPuzzle, work with your site's IT staff to verify compliance with the approved delivery type, and ensure you are following appropriate policies and procedures.

Classroom Resource Center

Maintain a Student Resource Center in your classroom with current, relevant resource material that students may access during and after instruction. Keep an up-to-date inventory of the materials in the Student Resource Center.

Creating Instructional Materials

In developing instructional materials such as PowerPoints or handouts, be sure to comply with copyright law by obtaining permission and citing ownership for materials used. It is the instructor's responsibility to include URL citation information.

Grades

Grades should be immediately entered after scoring an assignment or test into the program's electronic gradebook. The Coordinator needs to be notified immediately of students whose scores are falling below the allotted course mandates (See Student Handbook). The Coordinator will issue a warning and meet with the student at any time when areas of concerns are identified, such as, but not limited to, lack of progress or failure, conduct/attitude, safety issues and attendance.

Office Hours

Instructors are required to maintain one-hour of scheduled office time for student counseling, performance evaluation, and/or mentoring every week. Office hours should be used to help a student get back on track, as well as establish training and career goals, and to discuss any obstacles to success. Hours are to be posted in student areas. The instructor may choose to divide up office hours throughout the week. **All student interactions and conversations are to be documented in Xen.**

TEACHER EVALUATION AND OBSERVATION

New teachers are observed formally and informally by the Coordinator to assist in developing teaching skills in class and lab/clinical areas. Additionally, an experienced instructor will be assigned as a mentor to a new instructor.   A written evaluation is completed annually by the Coordinator and shared with the teacher to identify strengths and areas of concern. Goals are set mutually to focus on continuous improvement. Evaluations are signed/responded to by the teacher and become part of the teacher's permanent record.

Student evaluations of the teacher is another method used to measure instructional efficacy. It is important to view how instruction is perceived by the students. Additional areas of improvement may be noted.

Program evaluation is completed by the students at the end of the program. The information stated on the program reviews assist the Coordinator and instructional staff to grow and improve the program. Suggestions are always welcomed.

Faculty are expected to reflect upon their teaching and evaluate instructional strategies regularly. State Board/industry testing results are reviewed at faculty meetings to identify strengths and weaknesses.

ADMISSION & ORIENTATION

Admissions
The process for candidate admissions will vary from program to program. Check with the Coordinator of your program to understand the requirements for your program.

Health Occupations Program Admissions
1. Candidate will complete the following:
   a. Application
   b. Pay application fee if applicable
   c. Pass the academic admissions test (TABE or KAPLAN for PN)
   d. Complete an essay, if applicable
   e. Submit high school transcript
   f. Provide two (2) professional references
   g. Interview with the program lead teacher or Coordinator
   h. Complete FAFSA online as well as CiTi's FAFSA packet
   i. Meet with financial aid advisor
2. Candidates will appear in Xen through application process as follows:
   a. All candidate inquires will be entered into Xen under "Inquiry" by Admissions office
   b. After candidate completes application, (s)he will be entered into Xen under "Applicant"
   c. After candidate has submitted all required documentation, passed academic entrance test, and interviewed, (s)he will be entered into Xen under "Enrolled/Hold"
   d. After candidate has met with the financial aid advisor and secured funding, (s)he will be entered into Xen under "Enrolled/Active."

CTE Program Admissions

1. Candidate will complete the following:
   a. Application
   b. Pass the academic admissions test (TABE)
   c. Submit high school transcript
   d. Provide two (2) professional references
   e. Interview with the program lead teacher or Coordinator, if applicable
   f. Complete FAFSA online as well as CiTi's FAFSA packet
   g. Meet with financial aid advisor
2. Candidates will appear in Xen through application process as follows:
   a. All candidate inquires will be entered into Xen under "Inquiry" by Admissions office
   b. After candidate completes application, (s)he will be entered into Xen under "Applicant"
   c. After candidate has submitted all required documentation, passed academic entrance test, and interviewed, (s)he will be entered into Xen under "Enrolled/Hold"
   d. After candidate has met with the financial aid advisor and secured funding, (s)he will be entered into Xen under "Enrolled/Active."

Only when candidates are "Enrolled/Active" will they be considered a student in the upcoming program.

Evaluate program admissions standards annually to ensure students who enroll in your program have the basic skills required for success in your program. If you recommend admission requirements change, contact and discuss with your program coordinator.

Oswego BOCES Financial Aid Number

OPE ID: 01278300	FEDERAL PELL GRANT ID: 012783
TIN: 156002506	FEDERAL FAMILY EDUCATION LOAN ID: 012783
IPEDS ID: 364964	FEDERAL DIRECT STUDENT LOAN ID: G12783
DUNS NBR: 010782613	FEDERAL SCHOOL CODE: 012783

Orientation

Each program instructor is responsible to work with the Coordinator to update, plan, and create an orientation agenda. Program orientations must include technology information and library access. Orientation must occur prior to the start of the program. **Orientation is NOT counted in program hours.**

GRADUATION

Health Occupations
The Medical Assisting, Dental Assisting, and Practical Nursing programs will host a graduation for their students. Instructors are required to work with Student Class officers as well as the Coordinator to organize plan and execute graduation. Items to note:
- Grocery stores may donate water if a request letter is given on CiTi letterhead.
- Requests for use of buildings, conference rooms, etc. for Mexico campus should be submitted to the Switchboard Operator, who will coordinate the use of the facilities to avoid scheduling conflicts. It is advisable to schedule early.
- Requests for use of rooms on the Cayuga Campus should be submitted to Amanda Reed at Reed@cayuga-cc.edu. It is advisable to schedule early.
- Invitations to CiTi Board Members must be given to the CiTi Adult Offerings Secretary.
- It is advisable to give cookies or other such finger desserts for refreshments. If you provide a cake, someone will need to cut and serve the pieces.
- Contact CiTi PR to take pictures of your graduation at least two months ahead of the event.
- If you wish to hand out accomplishment certificates for your graduates, the CiTi Adult Offerings Secretary can assist you.
- Graduation supplies, music, as well as the NTHS supplies, are kept in the Dental Room at the Cayuga Campus Store Front 13. Please be respectful and return items, neat, clean, and orderly.
- Graduation should always take place on a Thursday night per administration request.
- Contact your Coordinator for any special graduation requests or questions.
- Keep it simple.

National Technical Honor Society
  As part of the graduation ceremony, student who maintain a 90% or above average, have less than 5% absenteeism, and exhibit outstanding attitude and professionalism throughout the program can be nominated for NTHS membership. This award acknowledges accomplishments of today's career and technical education students for their outstanding achievement while enrolled in the program. Your role as a program instructor is to nominate students for the National Technical Honor Society and participate in student induction ceremonies, if program applicable. Further questions on candidate eligibility, criteria or nomination process can be discussed with program coordinator.

LIBRARY RESOURCES

Educators and students can utilize both the Cayuga Community College library and the CiTi BOCES library. Because of the collaboration between Cayuga Community College and CiTi BOCES, and the subsequent move to the Fulton Cayuga campus, our cadre of resources are exceptional. Between the two libraries, a wide range of materials are available to support instruction, research, and student performance. You will need computer access from both organizations in order to access their library resources.

Resources Available

Cayuga Community College
- o The library houses 110 different databases which include articles, videos, and E-books.
  - o Students have access to hardcopy books and journals as well as access to over 90 thousand online materials.
  - o Access to over 47,000 academic and professional journals available in full text online.
- Research assistance and library help is provided by Cayuga librarians during these hours:
  Monday – Thursday   8:00 AM – 7:30 PM
  Friday   8:00 AM – 4:30 PM
- Research Assistance and Library Help Services:
  - o Phone: 315-593-9319
  - o Email: cay_ref@cayuga-cc.edu

CiTi BOCES - Main Campus
- o Several multimedia resources that can be utilized for teaching through their website. Examples of the resources include PBS, Discovery, NBC Learn, and Teachingbooks.net.
  - o Maintains a library at the Mexico campus consisting of about 130 books pertaining to science, math, health, nursing, and CTE content.
  - o Access to OPALS, an on-line database that allows access to over 12,000 e-books and various articles.
  - o Access to professional journals in which a hardcopy can be sent to the student or teacher upon request. Digital copies of journals and periodicals are available through the library search system
- Research assistance and library help is provided by CiTi staff during these hours:

Monday – Friday   8:00 AM – 4:00 PM
- Research Assistance and Library Help Services:
  - Phone: 315-963-4279
  - The library has an ongoing Zoom session https://zoom.us/j/932901509.
    Password: Books

REQUESTING SUPPLIES

All repairs, maintenance, or equipment purchases must first be approved by the program coordinator. Approvals are granted based on program budgets and allocations. **Please note purchases over a $1000.00 will require quotes from three different vendors.**

After the program coordinator approves the request, send Rhoda Cunningham (rcunning@CiTiboces.org) a Purchase Requisition form and your purchase will be entered into WinCap and approved accordingly.

ALL purchases will be received through the CiTi BOCES Receiving Department. Receiving staff will document the items received, forward the appropriate paperwork to the Business Office, and ensure that the items are delivered to the designated instructor. If an instructor is using a CiTi issued purchase order to pick up items themselves from a vendor, proper paperwork including a third-party signature of receipt of goods, must be obtained and submitted to the business office. Receiving staff will then forward the paperwork to the Business Office. Only designated staff are permitted to pick up items from a vendor. Students are NOT allowed to purchase/pick up items.

Budgets
In October, your program coordinator will ask you to complete a budget request sheet for your program. Please be aware this is a REQUEST sheet and items requested may or may not be authorized. Your coordinator will work with you to ensure your program has supplies, equipment, and needed repairs. Monitor and control spending to remain within the allocated budget. Maintain a short- and long-term budget to ensure that classroom technology/machinery/equipment is current.

LAB

The hands-on learning/instruction component of a program is considered the student's lab. The learning goals of a laboratory experience include enhancing mastery of program skills and

developing reasoning abilities. Lab allows for the simulations of a natural work environment in which students can learn in an atmosphere of safety which fosters critical thinking, excitement, the spirit of inquiry and independence.

Labs should be designed with the following goals in mind:
1. Clear learning outcomes
2. Integration of theory, content and process
3. Incorporation of ongoing student reflection and discussion

CLINICAL

Health Occupations- Clinical Experiences

The clinical component will vary from program to program. The evaluation of clinical experiences is ongoing through the clinical rotation. At the conclusion of each clinical day, the instructor should complete anecdotal notes on each student. The note should include procedures followed, skills gained, any concerns the instructor has, and positive gains in progress. The anecdotal notes include examples to refer to when written evaluations are done. During clinical days, informal evaluation needs to occur daily. Instructors and students discuss concerns, problems, achievements, and other learning experiences as they occur. If your program has an instructor on site with the student during clinical, post conferences are expected. **It is important to follow the rules and expectations in the Student Handbook- DO NOT DEVIATE.**

Health Occupations- Frequently Asked Clinical Questions
- **Is there a key to be a great clinical instructor?** Complete nursing rounds, observing the students while working, and engage in meaningful instruction with them. Ask open-ended questions such as "Tell me about……" or "Tell me something you learned." Be a positive professional role model. Do not cut clinical days short.
- **How should I begin the clinical day?** Know the expected learning outcomes for the week. Know what students learned from the previous week and ask students to look for correlations that apply to their recent lectures. Clinical experiences are applied learning. Students should be applying content learned in the classroom to their clinical work.
- **What do I do if a student is demonstrating weaknesses?** Students will never be perfect. Please do not expect perfection from them. If a student performs a skill incorrectly, please remediate with them immediately. Remember that all

students are different and have different personalities. Your approach must change, based on the student you are teaching at that moment. Please keep notes on students in Xen.

- **What should I hold students responsible for knowing?** Please do not expect a student to know something that has not been taught to them. Feel free to take advantage of teachable moments to teach a concept or expose them to skills even if they have not yet been taught in the classroom. Make sure the students understand what you are asking; rephrase your question. If they still answer incorrectly, teach them what they need to know.

Health Occupations- Nursing Instructors

All medication administrations and invasive skills (Foley, IV care, NG tube care, Dressing changes, etc.) **must be witnessed by the clinical instructor each time**, regardless of the student, experience, or course.

Post conference should last approximately 1-1.5 hours and should be a mix of asking students about their day, what they learned, and what they did well or still don't understand. Try to correlate post conference discussions with the day's activities and classroom didactic topics. Avoid allowing one or two students to dominate the conversation.

Internship

CTE – Internship

Instructors are required to make contact and build working relationships with industry partners. Instructors should arrange internships for students in accordance with their program's curriculum. Before students begin internships, goals and expectations should be clearly set and agreed upon by the student, internship site and CiTi. Additionally, all necessary paperwork must be completed and submitted to the program Coordinator prior to the start of the internship.

During the internship, instructors should be checking in with both the student and internship site. Instructors are responsible for handling problems that arise with the student or site. Please contact the program Coordinator with questions or concerns. Students will be required to submit timesheets to the instructor. Please forward original timesheets to the program Coordinator.

Internship related documents can be found on our shared Google drive.

SAFETY AND ACCIDENTS

Closely supervise safety in the classroom and clinical/ lab/shop areas. Always model appropriate safety procedures. Follow, enforce, and document the use of personal protective (PPE) and other safety equipment. Verify that these items meet or exceed OSHA standards and/or related industry safety guidelines. Keep on file any accompanying safety information received with new equipment, products or materials.

Maintain a designated classroom area with a first aid kit and safety resources such, as access to SDS materials. It is the responsibility of the instructor to ensure each day that the first aid kit is in place and appropriately stocked. If items in the first aid kit or the kit is missing, report this immediately to your coordinator. Complete an accident report on any incident that results in an injury in the classroom, lab, or shop area as soon as is safely possible. Call 911 in the event of emergencies or when unsure of the extent of an injury.

Know the emergency procedures enacted for your site. Keep the information in a location you can readily access. Safety information and process need to be reviewed with students during orientation.

Keep current equipment maintenance agreements in your classroom and inspect materials and equipment regularly to ensure quality and safety standards in accordance with manufacturer requirements, OSHA standards, and/or New York state requirements pertaining to specialized materials and equipment and their intended use.

Report unsafe situations, potential safety hazards, security issues, suspicious behavior, criminal activity and risk management issues to your program coordinator and follow through until the issue has been resolved.

If you order or use hazardous materials in your class, follow the safety procedure as defined by the Safety and Risk Management Department. Contact the Safety and Risk Management Department with compliance questions. Always have ready access to SDS sheets should they be needed.

After taking the actions necessary to safely manage the accident or incident with the affected student(s), report all accidents and incidents to the program coordinator immediately after

event. Complete an incident report on the day of the incident and foreword to the program coordinator. Incident and accident reports have severe timelines and penalties when not completed or filed on time.   Administration will follow up with an investigation as needed. **Incident report forms can be found in the appendix of this document.**

RESIGNATION PROCEDURES

All resignations should be directed to the HR Office with a copy to your program Coordinator. Please identify your last day of work.

RECORDS

Instructor personnel files are maintained at the HR Office on CiTi's main campus in Mexico and in the Coordinators' offices and should be updated as needed or requested.

- BOCES application & resume
- License Copy/ Renewals
- Official Transcripts
- Certifications
- Evaluations
- Continuing Education Certificates
- Health Records
- CPR Card Copy

GENERAL POLICIES

Badges
You can obtain your CiTi identification badge at the HR Office on CiTi's main campus in Mexico when you meet with HR to sign your new-hire paperwork.

Drug Free Workplace
It is the policy of both CiTi and Cayuga Community College to maintain a drug-free workplace. Employees can receive information of available drug counseling rehabilitation and the Employee Assistance Program through the HR Office on CiTi's main campus in Mexico.

Transporting of Students

Students are to be transported in CiTi vehicles ONLY. Employees are prohibited from transporting students in private vehicles.

Non-Smoking Policy

In accordance with Federal and State law, there is a no smoking or use of tobacco products on school grounds or in buildings. This applies to both the Mexico and Fulton campuses.   You must adhere to the smoking policies of any outside affiliations or organizations used for clinical or other work-study site.

CiTi Staffing

CiTi staff numbers are given in the appendix portion of this handbook.

JOB RESPONSIBILITIES

Below is a general job description for an Adult Educator. Please be aware, individual job descriptions will vary depending on the program and job within the program for which you are hired.   A current job description will be given to each new employee. To obtain a copy of your specific job description contact your Coordinator.

The Instructor is responsible for the planning, implementation and assessment of instruction needed to facilitate students meeting the learning objectives of the CiTi Program.

Duties and Responsibilities
- Plan and implement instruction designed to assist students in learning the content, skills and attitudes needed for success in the field.
- Evaluate students' performance in the classroom and hands-on skill practice using the industry-related equipment/supplies and employability skills and attitudes. Provide specific feedback to help students grow and improve. Document student-instructor meetings in XenDirect.
- Ensure that students understand safety procedures and make sure that these procedures are followed properly and consistently.
- Take attendance daily using XenDirect. Note any tardy times, absences, or times when a student leaves early from class.
- Monitor students' grades, attendance and class performance and alert CiTi's program coordinator regarding any students that are at risk of not meeting program requirements.
- Post and maintain regular office hours for students to seek additional help and/or address concerns.
- Report student concerns (grades, attendance, evaluations, etc.) to the CiTi Coordinator within business days of the last class session.
- Provide CiTi's Health Occupations or CTE Coordinator with annual budget requests (texts, supplies and equipment) for items needed to support achievement of program goals.
- Communicate equipment needs to the Coordinator assigned to your program. Report any repair, maintenance, replacement, and/or inventory of equipment and supplies to Program Coordinator as soon as possible.
- Submit Purchase Order information to the CiTi office only after the purchase has been authorized by the CiTi Program Coordinator
- Maintain contact with all students post-graduation. Survey and maintain records of students regarding their employment status and report this information in XenDirect.
- Stay current in the program content area and teaching fields through regular participation in relevant professional development activities (minimum 2 days per year).
- Participate in program and curriculum development.
- Attend all CiTi faculty & COE mandated meetings.
- Maintain (and document) meetings with employers in the field through periodic visitations and personal contact.
- Assist with the development and maintenance of the program's Workforce Advisory Committee.
- Complete the necessary completion, placement and licensure (CPL) information on each student in your class.

GENERAL CiTi INSTRUCTIONAL CALENDAR

Date	Description	Work With
Ongoing	Professional Development- Industry Content and Instructional Delivery	Health Occ Coordinator CTE Coordinator Curriculum Specialist
Ongoing	Curriculum Development, Unit and Lesson Planning	Health Occ Coordinator CTE Coordinator Curriculum Specialist
Ongoing	Industry/Employer Contacts	Health Occ Coordinator CTE Coordinator
Ongoing	Track student completion, placement, and licensure (CPL) outcomes and report data. Record the following information for every student (graduate and non-graduate). ● Is the former student employed? Unavailable for employment? Refused employment? ● Is the employment related to the field for which the student trained? ● Employer name and phone number ● Approximate salary ● If applicable, did the graduate take the licensing exam? ● If applicable, did the graduate pass the licensure exam?	Health Occ Coordinator CTE Coordinator Curriculum Specialist
July	Happy New Year! The COE reporting year is July 1 to June 30. Program Documentation Update: · Work-based Learning /Clinical Experiences · Employer Advisory Committee Membership · Industry Contact Record/Logs Update program materials such as syllabus, outlines, etc. Provide your program coordinator with copies of your revised materials to save in the COE database.	Health Occ Coordinator CTE Coordinator Curriculum Specialist
August	Update program orientation materials. Provide your program coordinator with copies of your edited materials to save in the COE database.	Health Occ Coordinator CTE Coordinator

September	Fall Workforce Advisory Committee Meeting ● Focus on industry trends and possible new areas of instruction	Health Occ Coordinator CTE Coordinator
October	Finalize student outcome data for the year. (Classes that started after July 1 to June 30) Identify and resolve gaps in the data. Develop program budget needs. Review of course costs and fees. Meet with the program coordinator to discuss needs.	Health Occ Coordinator CTE Coordinator Curriculum Specialist
February	Program review and update in preparation for presentation to the Spring Workforce Advisory Committee. · Program Description · Program Objectives · Program Changes · Admission and Job Requirements · Licensing and Certifications (if applicable) · Course Prerequisites	Health Occ Coordinator CTE Coordinator
April	Workforce Advisory Committee Meeting ● Focus on classroom visits, program review and report, employer verification forms, and review of proposed training plan changes	Health Occ Coordinator CTE Coordinator Curriculum Specialist
May	Final review of course costs/fees. Submit ordering requests of consumable items/textbook/supplies/etc. Final revision of course curriculum for next school year.	Health Occ Coordinator CTE Coordinator Curriculum Specialist
June	Finalize graduation preparations.	Health Occ Coordinator CTE Coordinator

Career and Technical Education (CTE)

Orientation for New CTE Instructors

Name of Orientee: _____

Building Tour:
School layout and location of:
- ☐ Washrooms
- ☐ Lounge
- ☐ Office
- ☐ Key personnel including: Administrative Team, Secretaries, Custodians, Student Financial Aid Advisor, Business Liaison, Attendance Clerk, Payroll Clerk, Media Specialist, Counselors, Lead Teachers
- ☐ Media Center and Technology
- ☐ Teacher Parking
- ☐ Classrooms, Lab, Library
- ☐ Other
- ☐ Date completed_____

Building Procedures:
- ☐ Hours for teachers and building use at other times
- ☐ Extra duties including student clubs, student activities, and office hours
- ☐ Attendance policies
- ☐ Student and teacher dress code
- ☐ Shared equipment and materials
- ☐ Textbooks and supplemental materials
- ☐ Location and operation of copy machines, transparency machines, laminating equipment and supplies
- ☐ Emergency Plans/Fire/Disaster drills
- ☐ Eating arrangements
- ☐ Homework and testing policies
- ☐ Student accidents and emergencies
- ☐ Other
- ☐ Date completed_____

Access to Resources:
- ☐ Classroom and teaching supply requisitions and budget process
- ☐ Technology requests
- ☐ Computer access for teacher and student use
- ☐ Discretionary funds (saving receipts)
- ☐ Badges
- ☐ Set-up email accounts
- ☐ Electronic grade book
- ☐ Set up XenDirect

☐ Other
☐ Date completed_____

Student Discipline:
☐ Behavior expectations for hallway, lunch, classroom, clinical, and lab
☐ Establishing and enforcing classroom behavior expectations and routines
☐ Consequences for extreme behavior problems
☐ Expected staff supervision in lab and classroom
☐ Referral process for students with disabilities
☐ Other
☐ Date completed_____

Curriculum:
☐ Guides/manuals
☐ Curriculum development process and resulting expectations for teachers
☐ Central office staff in curriculum and staff development (Kathy Finnerty)
☐ Management of the curriculum demands and pacing of learning
☐ Introduction to texts and available supplemental materials
☐ Lesson plan procedures and expectations
☐ Classroom assessment systems, rubrics, and tests as feedback for instruction
☐ Learning opportunities available for help in developing interactive and engaging curriculum,
☐ Teaching teams or shared responsibilities
☐ Grading procedures for day-to-day records
☐ Opening day schedule, appropriate plans, and administrative details
☐ Curriculum mapping (scope and sequence): Date_____
☐ Student learning standards and district curriculum goals and expectations for teaching
☐ Date Completed_____

Organizing the Classroom:
☐ Options for room arrangement and its effect on teaching and learning
☐ Student work collection and distribution system
☐ Storage and access to materials
☐ Student access to texts, equipment, and teaching centers
☐ Other
☐ Date Completed_____

Personal and Professional Decisions and Procedures:
☐ Calling in sick and personal days
☐ Professional development
☐ Expectations for sharing with colleagues; what others can do for you
☐ Performance review (evaluation)
☐ Records
☐ Other

☐ Date Completed_____

Teaching Agenda
☐ Sit in classroom to observe teaching: Date_____
☐ Review curriculum with Health Occupation Coordinator: Date_____
☐ Work with curriculum development specialist (Kathy Finnerty): Date_____

Signature of Orientee_____

Signature of Coordinator_____

Auto Technology Mission Statement

The mission is to provide students with the basic skills and knowledge to enter the field job-ready as an auto technician. Job-ready means that successful students have the academic knowledge that can be applied in the auto field, the skills to diagnose and repair the problem, the 21st Century skills to work effectively, and the work ethic to be a productive member of an automotive shop. The goal is 100% employment with the commitment to support the students with the training needed to be successful in today's automotive shop.

CDL Mission Statement

The mission of the CDL program is to train workers for the trucking industry using all possible resources to ensure students are always safety conscience, know the importance of driving responsibly, and to follow all applicable regulations. The goal is 100% employment and a commitment to support the students with the training needed to be successful on and off the road.

HEMO Mission Statement

The Heavy Equipment Maintenance and Operation program strives to train students on the operation of various types of construction machinery, while providing a solid safety and maintenance background. The goal is 100% employment and a commitment to support the students with the training needed to be successful in their industry.

HVAC Mission Statement

The Heating, Ventilation, and Air Conditioning program seeks to provide quality training of the HVAC system installation process and servicing. Students will enter the HVAC industry with valuable knowledge of safety standards and quality repair experiences. The goal is 100% employment and a commitment to support the students with the training needed to be successful in the HVAC industry.

Welding Mission Statement

The mission of the Welding program is to provide students with the knowledge and experience necessary to gain certification from the American Welding Society. The goal is 100% employment and a commitment to support the students with the training needed to be successful in the Welding industry.

Health Occupations

     The Health Insurance Portability and Accountability Act of 1996 (HIPPA) sets forth national standards for the protection of individually identifiable health information. It is expected that all educators follow HIPPA themselves and ensure student HIPPA compliance. Any staff or student found to be willfully violating HIPPA are subject to automatic termination. **For full HIPPA rules and regulations reference the following link:**
https://aspe.hhs.gov/report/health-insurance-portability-and-accountability-act-1996

Dental Assisting Mission Statement

The mission of the CiTi Dental Assisting Program is to prepare competent, compassionate and culturally sensitive students in the field of Dental Assisting. We are committed to providing the best all-around dental diverse education, that will promote all aspects of dentistry to every type of learner. We pride ourselves in the lifelong learning and we celebrate the achievements of our students.

Medical Assisting Mission Statement

The mission of the Medical Assisting Program at the Center for Instruction, Technology & Innovation is to impart knowledge, clinical competency and integrity to its students, which will positively impact their patients, community, and profession upon graduation.

Nurse Assisting Mission Statement

The mission of the Nurse Assisting program is to prepare students with the ability as quality caregivers, working alongside professional nurses in the care of residents in long term facilities, home healthcare, and patients in community hospitals. Culturally diverse students are prepared to excel in obtaining certification following the course. It is our mission to not only educate, but nurture students as they develop the skills and compassion to integrate into the community of healthcare excellence.

Practical Nursing Program Mission Statement

The mission of the CiTi Practical Nursing program is to prepare competent, compassionate, and culturally sensitive entry-level graduate nurses in order to improve the health of the surrounding community by positively influencing the quality of health care for all. We are committed to providing a nursing program that is accessible to a diverse community of learners

in a collaborative teaching – learning environment which promotes critical thinking, life-long learning, intellectual growth and pride in achievement.

Practical Nursing Program Philosophy

We believe that learning is a lifelong process and that our responsibility as nursing educators is to aid students in actively incorporating their past knowledge and experiences with new knowledge and information. We believe that education should be student-centered, and that instructors should facilitate active learning environments, encouraging students to constantly challenge their comprehension of information. We believe that the nursing faculty must foster the spirit of inquiry, helping students become self-directed, competence, and professional nursing graduates.

Orientation for New Health Occupations Teachers

Name of Orientee:

Building Tour:
School layout and location of:
- ☐ Washrooms
- ☐ Lounge
- ☐ Office
- ☐ Key personnel including: Administrative Team, Secretaries, Custodians, Student Financial Aid Advisor, Business Liaison, Attendance Clerk, Payroll Clerk, Media Specialist, Counselors, Lead Teachers
- ☐ Media Center and Technology
- ☐ Teacher Parking
- ☐ Classrooms, Lab, Library
- ☐ Other
- ☐ Date completed_____

Tour of Clinical Sites:
- ☐ Oswego Health
- ☐ Morningstar
- ☐ St. Luke Home
- ☐ Seneca Hill Manor
- ☐ Date completed_____

Building Procedures:
- ☐ Hours for teachers and building use at other times
- ☐ Extra duties including student clubs, student activities, and office hours
- ☐ Attendance policies
- ☐ Student and teacher dress code
- ☐ Shared equipment and materials
- ☐ Textbooks and supplemental materials

- [ ] Location and operation of copy machines, transparency machines, laminating equipment and supplies
- [ ] Emergency Plans/Fire/Disaster drills
- [ ] Eating arrangements
- [ ] Homework and testing policies
- [ ] Student accidents and emergencies
- [ ] Other
- [ ] Date completed_____

Access to Resources:
- [ ] Classroom and teaching supply requisitions and budget process
- [ ] Technology requests
- [ ] Computer access for teacher and student use
- [ ] Discretionary funds (saving receipts)
- [ ] Badges
- [ ] Set-up email accounts
- [ ] Electronic grade book
- [ ] Set up XenDirect
- [ ] Jupiter Grade
- [ ] Electronic E-books
- [ ] Other
- [ ] Date completed_____

Student Discipline:
- [ ] Behavior expectations for hallway, lunch, classroom, clinical, and lab
- [ ] Establishing and enforcing classroom behavior expectations and routines
- [ ] Consequences for extreme behavior problems
- [ ] Expected staff supervision in clinical, lab, and classroom
- [ ] Referral process for students with disabilities
- [ ] Other
- [ ] Date completed_____

Curriculum:
- ☐ Guides/manuals
- ☐ Curriculum development process and resulting expectations for teachers
- ☐ Central office staff in curriculum and staff development (Kathy Finnerty)
- ☐ Management of the curriculum demands and pacing of learning
- ☐ Introduction to texts and available supplemental materials
- ☐ Lesson plan procedures and expectations
- ☐ Classroom assessment systems, rubrics, and tests as feedback for instruction
- ☐ Learning opportunities available for help in developing interactive and engaging curriculum,
- ☐ Teaching teams or shared responsibilities (lab, clinical)
- ☐ Grading procedures for day-to-day records
- ☐ Opening day schedule, appropriate plans, and administrative details
- ☐ A plan for the first week's lessons (allow for organizing and behavioral teaching) Date_____
- ☐ Curriculum mapping (scope and sequence): Date_____
- ☐ Student learning standards and district curriculum goals and expectations for teaching
- ☐ Date Completed_____

Organizing the Classroom:
- ☐ Options for room arrangement and its effect on teaching and learning
- ☐ Student work collection and distribution system
- ☐ Storage and access to materials
- ☐ Student access to texts, equipment, and teaching centers
- ☐ Other
- ☐ Date Completed_____

Personal and Professional Decisions and Procedures:
- ☐ Calling in sick and personal days
- ☐ Professional development
- ☐ Expectations for sharing with colleagues; what others can do for you

- ☐ Performance review (evaluation)
- ☐ Records
- ☐ Other
- ☐ Date Completed_____

Teaching Agenda

- ☐ Sit in classroom to observe teaching: Date_____
- ☐ Review curriculum with Health Occupation Coordinator: Date_____
- ☐ Work with curriculum development specialist (Kathy Finnerty): Date_____
- ☐ Co-teach with Health Occupation Coordinator or experienced teacher: Date_____
- ☐ Teach one lesson(s) by self: Date_____
- ☐ Evaluation of lesson taught by Health Coordinator with follow up meeting:

     Date_____
- ☐ Teach a course: Date_____
- ☐ Meet with Coordinator to discuss: Date_____

Clinical Agenda

- ☐ Orientation at all clinical sites
- ☐ Review student clinical handbook with Health Occupation Coordinator
- ☐ Review student clinical expectations with Health Occupation Coordinator
- ☐ Observe a clinical rotation: Date_____
- ☐ Co-instruct clinical with a seasoned instructor or the Health Occupation Coordinator:

     Date_____
- ☐ Instruct a clinical rotation: Date_____
- ☐ Evaluation and discussion of clinical rotation experience with Health Occupation

     Coordinator.: Date_____
- ☐ Date completed_____

Signature of Orientee_____

Signature of Coordinator_____

CiTi Adult Offerings Contact Information

Bank Building		
Carla DeShaw- Literacy, Workforce & Corporate Training	X3270	DID 593-9470
Karen Bastedo- Sr. Typist	X3271	DID 593-9471
William Fisher & Terri Lamb- Literacy Instructors	X3272	DID 593-9472

Store Front 17		
Roberto (Rob) Elia- Workforce Liaison	X3269	DID 593-9469
Kathy Finnerty – Curriculum & COE Specialist	X3275	DID 593-9475
Stephanie Burdick- Financial Aid	X3275	DID 593-9475
Rhoda Cunningham- Typist	X3273	DID 593-9473

F119		
Elizabeth (Liz) Rice- Coordinator of Health Occup.	X3261	DID 593-9461
Jennifer DiGregorio- Lead Instructor PN	X3119	DID 593-9419
Eleanor Miller – PN Teacher	X3119	DID 593-9419

F116		
Claudia Hurne- PN Lab Instructor	X3116	DID 593-9460
F118		
Nancy Monica CNA Instructor	X3260	DID 593-9460

Store Front 15		
Shelly Spencer- Lead Medical Assisting Instructor	X3278	DID 593-9478
Brittany Watts- Medical Assisting Instructor	X3278	DID 593-9478

Store Front 13		
Adele Haskins- Dental Assisting Instructor	X3277	DID 593-9477
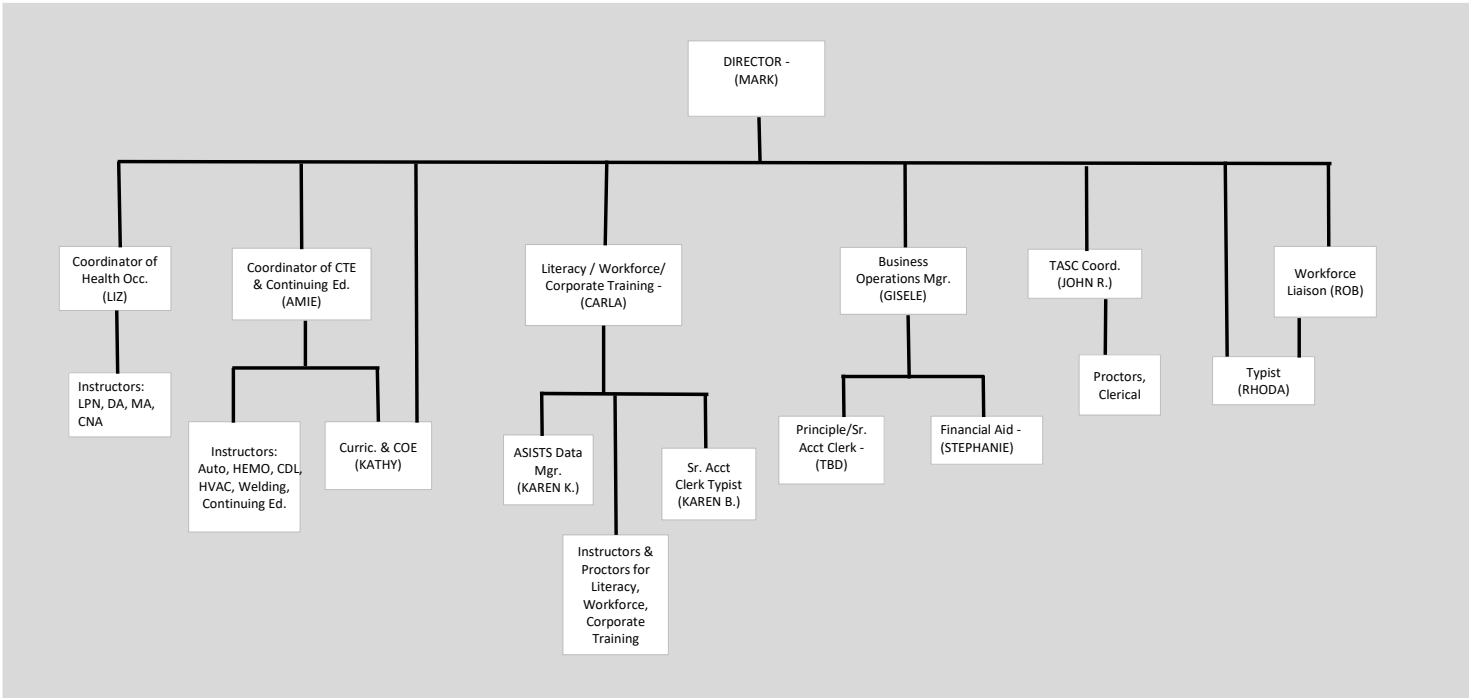
C A Y U G A   C O M M U N I T Y   C O L L E G E

DATA CARD FOR BANNER ACCOUNT

Unit:	Faculty		Banner ID:	

Division:	Continuing Education – Advantage

Position:	Lecturer (Part-Time)	Discipline:	Continuing Ed
*Name:		*Social Security #:	

*Email:		
*Address (H)		Home Phone:	
		Cell Phone:	

PERSONAL:

*Date of Birth:	*Gender: ☐ M ☐ F	*Marital Status:

EDUCATION:

	Degree(s)	College/University
Highest to lowest		

CURRENT OTHER EMPLOYMENT:

* High School: _____	Phone: _____

The information set forth above is true and complete.

*_____   *_____
　　　　　　　　　　　Signature　　　　　　　　　　　　　　　　　　　　　　　　**Date**

Revised – 11/11/08

DISABILITY SELF- DISCLOSURE FORM

The Center for Instruction, Technology & Innovation offers every student with a documented disability appropriate and reasonable accommodations in accordance with the Americans with Disabilities Act of 1990 and Section 504of the Rehabilitation Act of 1973.

In order to ensure the provision of reasonable and appropriate academic accommodations and services, students must submit documentation of their disability. Students with disabilities are highly encouraged to provide current and complete documentation as early as possible to secure accommodations and services in a timely manner.

This confidential self-disclosure form is for **initial notification purposes** only regarding a student's disability. Reasonable accommodations and services will be determined based upon a review of the student's disability documentation, followed by a meeting with the student and the Accessibility Specialist.

Disability (diagnosis and description)

_____

_____

_____

Describe in your own words limitations caused by the condition you have named. **(Necessary documentations on these limitations must be submitted in order to complete this request).**

_____

_____

_____

Name_____

Phone_____ Secondary number_____

Primary email_____

Student Signature & Date_____

New Employee Data Sheet

WELCOME!

Your new hire packet will be printed using the information below. Please complete and e-mail to Human Resources, prior to your scheduled visit. The e-mail address is Denise.Guzewicz@cayuga-cc.edu. *All information will be kept confidential.*

Instructions: Place the cursor in the first box on the line and then tab across filling in the information.

Name:

First Name	Middle Initial	Last Name	Nickname	Maiden Name

Address:

Street	City	State	Zip Code

Contact Numbers:

Home	Cell	E-mail address

Personal Data:

Gender	Race	Date of birth	Social Security #	Marital status

Spouse's Name:

Spouse's First Name	Middle Initial	Last Name	Date of birth

Address: (if different)

Street	City	State	Zip Code

Dependent Children: (tab at the end of the line for more dependents)

First Name	Middle Initial	Last Name	Date of birth

Emergency contact:

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First Name	Middle Initial	Last Name	Relationship

Emergency contact's address:

Street	City	State	Zip Code

Emergency contact's phone number:

Home	Cell	Work

Your Position title:

Job title / rank	Supervisor	Date of hire

Retirement System: Please complete if you are currently a member of NYSERS, NYSTRS, or TIAA-CREF

NYSERS / NYSTRS / TIAA-CREF	**Retirement Member #**	**Date of membership**

Designation of Beneficiary (in the event of death, wages owed should be paid to the following individual):

First Name	Middle Initial	Last Name	Relationship

Beneficiary's Address:

Street	City	State	Zip Code

Current Employment other than CCC:

Name of Employer	**Position**	**Phone #**

Degrees earned: (tab at the end of the line for more degrees)

Degree	School

Veteran Status:

Are you a veteran?	**If yes, dates of service**	**Campaign or expedition**	**Disabled veteran**

Please call the Human Resource Office at 315-255-1743 to schedule an appointment to complete the new hire paperwork. Please bring the following documents:

Center for Instruction, Technology & Innovation

Student Accident/Incident Report Form

School District:	School Building where student normally attends classes:		
Student Name:	D.O.B	Sex:	Grade:
Address:	City:	State:	Zip Code:
Name of Parent or Guardian:			
School building where accident/incident occurred:		Date of Occurrence:	Time:
Location where accident occurred:			
Person in charge at the time of accident/incident:		Title:	
Adult Witness Name:		Phone Number:	
Traveling to or from school or school sponsored activity, (please explain)			
Brief Description of accident/incident: (slate what individual was doing at the time, what machine, object or substance caused accident/incident)			
Signs and symptoms noted immediately after the accident/incident:			
Description of First Aid given:			
By Whom:			

Were the following called?		Was the Injured taken anywhere?	
Parent Yes No		If Yes Where:	
Physician Yes No		By What means:	
Was a recommendation to see a physician made Yes No			
Ambulance Yes No			
Home District Yes No			
Person Completing this form	Signature:		Date:

Reviewed by Program Administrator   Date

Date Filed: Sent to Insurance Company:

Send completed and signed forms to:

Center for Instruction, Technology & Innovation (CiTi) Administrative Services Office

NOTIFY CiTi SAFETY OFFICE OF INCIDENT AS SOON AS POSSIBLE

Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete **three** of these forms for **each** program at each campus.
- This form **must** be signed by a bona fide potential employer who is in a position to make hiring decisions.

Name of Institution	
Address	City/State/Zip
Name of Program	

Mode(s) of Delivery of Program (check ALL that apply):

	100% Traditional		Hybrid		Distance Education

The length of this program is (indicate the number of hours in all boxes that apply):

	Clock Hours		Semester Credit Hours		Quarter Credit Hours

The amount of tuition and fees charged for the total program is: $ _____

EMPLOYER'S VERIFICATION STATEMENT

I have reviewed the (**name of program**): _____
program and recommended requirements for admissions, program content, program length, program objectives, competency tests, learning activities, instructional materials, equipment, method of evaluation, the skills and/or proficiency required for completion, and appropriateness of the instructional delivery method(s) for the program.

EMPLOYER

Name:	Title:
Company Name:	Phone Number/Extension:
Address:	City/State/Zip:
Verifiable range of remuneration based on yearly, full-time employment for those who enter this field upon completion of the program is from $ _____ to $ _____ annually.	
Signature:	Date:

(May 2018)