



Woodmont
College

Woodmont College

FACULTY HANDBOOK

Revised 9.1.2022

Administrative Office

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North Miami Beach, FL 33162
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Our Mission

Woodmont College is dedicated to providing affordable, accessible, universal education with the goal of professional employment and personal development. The institution is able to make education accessible by offering courses online, via distance education. Woodmont College believes that education is the key to personal growth and success and that students should be imbued with professional skills together with moral development and education for values. The values Woodmont College hopes to impart to students are G-d's instructions for humanity as expressed in His revelation of the Torah.

Our Religious Identity Statement

Woodmont College is a faith-based institution. We are guided by the principles of Orthodox Judaism as taught by the Torah, which includes both the Written and Oral law (halacha). Foremost of these principles is the belief in One G-d, Providence, and the divinity of the Torah. These beliefs are further expounded in the Thirteen Principles of Faith presented by Maimonides.

Our Values

Woodmont College emphasizes moral and ethical behavior, as delineated by the Torah, with integrity, accountability, and social responsibility as the fundamental components of the human experience.

Woodmont College promotes continuous study and learning as means for personal and professional growth.

Woodmont College supports the Jewish Orthodox community, meeting the community's academic and financial needs by providing rigorous, affordable, and philosophically-aligned academic programs.

Woodmont College prepares graduates for the workforce through the development of critical thinking skills, creativity, civic engagement, and global citizenship.



Licensure and Accreditation

Accredited by the Distance Education Accrediting Commission (DEAC). The Distance Education Accrediting Commission is listed by the US Department of Education as a recognized accrediting agency, and is recognized by the Council for Higher Education Accreditation (CHEA).

Licensed by the Florida Department of Education, Commission for Independent Education.

Woodmont College has been approved by the State of Florida to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

Additional information regarding Woodmont College may be obtained by contacting:

Commission for Independent Education

325 West Gaines Street, Suite 1414

Tallahassee, Florida 32399-0400

Telephone: (888) 224.6684

Faculty may also contact the Distance Education Accrediting Commission, for more information:

DEAC

1101 17th Street NW, Suite 808

Washington, D.C. 20036

Tel: 202.234.5100



Board of Directors

Woodmont College is a subsidiary of Beis Midrash of Queens, a registered 501-3c charitable and educational institution.

Chair: Diana Chadi

Vice Chair: Dr. Jonathan Feiner

Executive Committee:

Eli Bamberger
Steve Sorotzkin, JD
Rabbi Eliyahu Weisman

Academic Committee:

Dr. Jonathan Feiner
Meira Millet
Diana Chadi

Financial Committee:

Craig Lebowitz, JD
Murry England, CPA
Meechal Litzenblatt, CPA

College Leadership

President and CEO: Harold J. Reichman, PhD

Chief Operations Officer/Director: Tzipora Klaver

Chief Academic Officer: Hillel Rudolph

Dean: Chana Prero

Faculty Chair (Judaic Studies): Eliezer Brodt, PhD

Faculty Chair (Computer Science): Daniel Batyrev



Beis Midrash of Queen’s office is located at:
17 Ft. George Hill, Apt 7J New York, NY 10040

The physical location of Woodmont College and the administrative offices are located at:
16375 N.E. 18th Avenue, Suite 304 North Miami Beach, FL 33162
Phone: (305) 944-0035 Fax: (305) 944-0335
Administrative office hours: 9:00 AM – 5:00 PM Monday – Friday
Offices are closed on legal and Jewish holidays



Programs

Woodmont College offers three degree programs:

- Associate Degree in Software and Web Development
- Bachelor Degree in Computer Programming and Technology
- Bachelor Degree in Judaic Studies

Advisory Council

Judaic Studies

Rabbi Yosef Bronstein, PhD
Chaya Sima Koenigsburg, PhD
Esther West, MA

Computers

Steven Rudolph, PhD
Alan Minkoff, PhD
Shimon Lyons

Each member of the Council meets with the academic administration on an annual basis. The meeting can be conducted in person or virtually, using a webcam or by phone. The Council is responsible for reviewing programs and updating them, when relevant.

Disclosure Statement

Woodmont College is a privately owned post-secondary school, which does not discriminate on the basis of race, creed, color, sex, age, disability, or national origin. Woodmont College is open to all students regardless of their personal religious beliefs, and expects all students and faculty to respect each other and the values of the Jewish tradition. Students and faculty should be of good moral character, as defined by the student and employee codes of conduct.



General Employment Information

Race, color, creed, national origin, sex, or age does not influence the selection of an instructor.

Faculty Qualifications

In compliance with accreditation standards, these standards shall apply to all full-time, part-time and adjunct faculty members.

1. Faculty teaching undergraduate degree program courses possess, at a minimum, a degree at least one level above that of the program they are teaching and demonstrate expertise in the subject field of the discipline. Faculty teaching undergraduate level general education courses at the undergraduate level must possess a master's degree in the assigned general education subject field or have a master's degree and 18 semester credit hours in the general education subject field.
2. Faculty teaching masters level courses must have earned a doctoral/terminal degree relevant to the program being offered, consistent with accepted educational practices of other similar programs. Faculty are assigned responsibilities based on their degree qualifications and area(s) of expertise.

Verification of Credentials

Woodmont College will maintain the following evidence of the credentials that qualify faculty members to teach their assigned courses.

1. All faculty files shall include a resume clearly reflecting the instructor's educational and work experience.
2. In addition, official transcripts for highest degree held by all faculty members shall be on file and available upon request and translated into English.
3. Institutions shall also maintain copies of other documents which reflect the instructor's qualifications to teach, such as copies of licenses and certifications.

Faculty Contract

Faculty must sign a Memorandum of Understanding and submit it to the Director. The contract may be submitted electronically. A sample contract is included as Appendix 1.

Titles and Ranks

All titles and ranks are non-tenured positions.

Facilitator

Facilitator is an entry-level position. Facilitators usually have a masters degree and are qualified to teach undergraduate students. Facilitators have a basic understanding of online instruction. Facilitators' assignments are primarily devoted to facilitating online courses. Faculty with this title are expected to stay current with new developments in their discipline and with current and effective



methods for online instruction. Facilitators must attend and participate in department activities and complete the required professional development hours. They are also required to fulfill all applicable requirements of the Faculty Handbook.

Senior Facilitator

Senior Facilitators have their master's degree or its equivalent and are well-qualified to teach at the undergraduate level. Senior facilitators have extensive experience in online instruction. Senior facilitators may have multi-year contracts and permit higher recognition and salary than that of a facilitator. Responsibilities for senior facilitators include online course facilitation as well as curriculum development. A senior facilitator does not have to serve at a lower rank for any years. Faculty with this title are expected to stay current with new developments in their discipline and with current and effective methods for online instruction. Facilitators must attend and participate in department activities and complete the required professional development hours. They are also required to fulfill all applicable requirements of the Faculty Handbook.

Facilitator of Practice

This rank is for faculty members with no prior online teaching experience but with an extensive experience as a practitioner. The faculty member demonstrates promise for being a good facilitator. Faculty with this title are expected to stay current with new developments in their discipline and with current and effective methods for online instruction. Facilitators must attend and participate in department activities and complete the required professional development hours. They are also required to fulfill all applicable requirements of the Faculty Handbook.

Assistant Professor

An assistant professor possesses a terminal degree appropriate for the discipline. This rank is an entry-level position for Woodmont College. The assistant professor exhibits commitment to excellence in online teaching and to scholarly or creative professional work. The assistant professor permits higher recognition and salary than a facilitator.

Associate Professor

An associate professor meets the requirements for appointment as an assistant professor, and must have served as an assistant professor for a minimum of five years. Faculty members at this rank show a high degree of teaching proficiency and commitment, demonstrate accomplishments beyond the college, and provide evidence of emerging national stature.

Professor

A professor meets the requirements for appointment as an associate professor, and, in addition, can demonstrate high-level accomplishment within the discipline. The achievements have led to an international reputation in the field. A professor must demonstrate excellence in online instruction, instructional design and the use of instructional technologies.



Faculty Chair

The chair assists the CAO with the effective administration of the department. The chair is also responsible to provide intellectual leadership within the department towards achievement in online teaching, research, and creative activities. The chair oversees the curriculum for the department and reports to the CAO.

Curriculum Developer

A curriculum developer holds an MA in the discipline for which the curriculum is being developed. A curriculum developer works on building the syllabi of Woodmont College courses. Responsibilities for a curriculum developer may include determining course objectives, identifying or creating learning resources, determining assessments with rubrics and templates. The curriculum developer researches new methods and technologies to improve the student learning experience. A curriculum developer works with faculty to build appropriate courses.

Librarian

The librarian holds a Masters in Library Services and oversees the maintenance and effectiveness of the library. The Librarian meets with students and faculty, guiding them on research and proper use of the library.

Prefixes

The prefix Adjunct identifies a faculty member employed on an hourly basis to teach or conduct other activities necessary for the academic affairs of the department. The term is used for faculty whose primary responsibilities lie beyond the college. The title may be used for facilitators, senior facilitators, and assistant professors.

Core Academic Team

The core academic team is comprised of the CAO, the Dean, the faculty chairs and one facilitator per department. The core academic team reviews curricula and assesses data related to courses and programs. The core academic team meets to determine new programs and courses.

Workload

Woodmont College determines faculty workload by student enrollment. One enrollment estimates to three hours of work over a 15 week semester for a three credit course. A fulltime load is 175 enrollments that calculates to 35 hours a week of student facilitation. Faculty have an additional five hours a week to fulfill "out of the classroom" responsibilities such as professional development and student meetings.



Evaluations

Faculty are evaluated annually by senior administration.

Annual evaluations are comprised of the student evaluations, online classroom observations by administration, student performance records, compliance with policies and procedures, individual initiative, professional growth, and other evidence compiled by school official. Please see Appendix 2 for Faculty Evaluation Form.

Faculty Responsibilities

Professional Growth and Continuing Education

1. All full and part time instructors are required to continue to develop professional skills and knowledge. Instructors must complete eight (8) hours of professional growth annually and continuing education, with written proof of such professional growth.
2. The 8 hours of professional growth activities is split between discipline related and online teaching. Four hours for discipline related professional learning, ensure facilitators remain current in the theory and knowledge of their teaching assignments, while four hours require facilitators to keep up with the technologies and pedagogies of online teaching. Professional growth includes programs of continuing education, either for professional development or to maintain professional certification, such as participation in workshops or seminars, membership in professional organizations, or participation in activities related to the subject field.

In-Service Training

1. Woodmont College will provide periodic in-service training to all instructors. Topics covered will include compliance with regulations, instructional strategies, classroom management, and student retention as they pertain to the online learner and distance education. Sessions will be provided online or by conference call.
2. All instructors are required to attend the sessions. Lack of attendance at in-service training sessions may lead to termination.

Scholarly and Creative Activities

All facilitators are required to submit, together with their professional development, a creative activity completed within the academic year. These activities can include faculty presentations, publications, articles, or discipline-related activities such as a website. Facilitators must inform the CAO as to the creative activity or scholarly work they wish to submit for approval. Once approved, the facilitator must submit documentation of the creative activity or scholarly work.



Instructor Meetings

1. Faculty meetings are held on a regular basis for full- and part-time instructors. Meetings often take place after each semester, and during the annual program review. Informal meetings with instructors may take place during semesters as needed. During the meetings, instructors are provided the opportunity to participate in administrative considerations. Meetings will be delivered online or by conference call with advanced notification.

OSHA & HIPAA

1. Woodmont College adheres to all OSHA and HIPAA standards and guidelines.

Human Resources

1. Payroll is processed by Woodmont College on a monthly basis. All payments are made through direct deposit. It is the responsibility of instructors to provide the necessary information for processing.
2. Faculty may take a leave of absence for medical reasons. Faculty is not paid during a leave of absence unless the Director, President, or the Board decide differently.

School Catalog

Facilitators must be familiar with the school catalog in order to assist students and help monitor compliance with policies.

Change in Personal Status

A change of name, address, telephone number, marital status, or number of dependents should be reported to the administrative office as soon as possible.

Fraternization

1. All faculty and staff are expected to treat students in a courteous, respectful manner at all time.
2. Behavior towards students which may be construed as offensive or which interferes with instruction is not acceptable.
3. Instructors should not fraternize with students to the extent that the relationship between a teacher and a student is put at risk.

Complaint Process

1. Anyone with a job-related issue, question, or complaint should discuss it with the school administration as soon as possible. If the administration does not address the issue within 5 business days, then the complainant should submit a written complaint to the Dean, Educational Director, or College Director. Written complaints must be responded to within 5 business days. Faculty have the option of contacting CIE of FL if the institution does not address complaints.
2. Anyone who observes, learns of, or suspects anyone of violating any school policy should immediately report the action to administration.



Faculty Code of Conduct

Woodmont College is a religious institution. A faculty member who behaves in a way that offends students' religious beliefs may be disciplined or terminated.

Unprofessional conduct that might discredit the school will be subject to termination of any faculty member. The school reserves the right to terminate any faculty member for one or more of the following:

- Non-compliance, or failure, to abide by faculty handbook
- Unbecoming conduct
- Offending religious sensitivities of other students or of institution
- Use of drugs or narcotics of any kind
- Excessive absences
- Plagiarism
- Sexual Harassment to another student, or to school personnel
- Harassment of any kind (Intimidation/Discrimination)
- Verbal or physical violence
- Use of abusive language, or profanity
- Insubordination to superiors
- Racism

Academic Integrity

Academic Freedom

Woodmont College supports the rights of faculty members to speak and research freely. In the classroom, teachers may speak freely about the subject matter, while respecting sensitivities of students. Teachers must ensure that they distinguish between personal opinion and research-based theories about the subject matter. We expect faculty to respect the religious and cultural sensitivities of the students and uphold the Mission Statement of the College.

We endorse the 1940 Statement of Principles of Academic Freedom of the American Association of University Professors.

Academic Integrity

Faculty members should be familiar with the Academic Integrity Policy, and should ensure that all students fully understand the parameters of proper research and quoting of other's words or ideas, as well as the severity of plagiarism in any form. Please review the academic integrity policy below, and



include it in your syllabus and in your discussion with students every semester.

Faculty must abide by the institution's Academic Integrity Policy.

ACADEMIC INTEGRITY POLICY

Woodmont College Statement of Ethics

The goal of higher education is to promote knowledge and to help students attain their aspirations. To accomplish these goals, ethical conduct and consideration of others is required.

Violations

At Woodmont College, we expect our student body maintain a strong honor code throughout their academic career at the college. This honor code begins from the very outset of their engagement with Woodmont College. Falsifying information on admission documents will be classified as a violation of the integrity policy.

All forms of academic dishonesty such as cheating, plagiarism, and misrepresentation are violations of academic integrity standards.

Definitions:

- **Cheating** includes copying from another's work, or exam. Violations include facilitating cheating by divulging exam information to other students and helping them to cheat.
- **Plagiarism** refers to the presenting work of another as one's own i.e. not attributing the idea or statement to the rightful author. Any source which a student uses in an assignment, whether in a paper or even in a discussion post, must be properly cited (quoted). This includes electronic sources as well. Plagiarism includes submitting the same assignment in two separate courses.

We encourage our students to reach out to each other for support. However, students may not complete assignments together and submit identical content unless the assignment is specified as a collaborative assignment. Working together on assignments that are not specified as joint projects violates the academic integrity policy.

The Moodle platform includes a plagiarism checker which reviews and scores all submissions. Any submission with a score of over 10% will be reviewed. Professors may also use Plagiarism checking technology such as Grammarly.com,

PlagTracker.com, or Plagiarisma.net to check student work and detect plagiarism.

- **Misrepresentation** includes forgery of official academic documents, as well as presenting oneself as another student for the purposes of completing an assignment or taking an exam for another student. Work submitted must be completed by the student who submits the assignments, posts on the discussion board or hands in an exam.

DISCUSSING, REPORTING AND ADJUDICATING VIOLATIONS

Any form of academic dishonesty or inappropriate conduct that a faculty member discovers must be reported directly to the Dean and will result in penalties ranging from a personal warning to dismissal from the College, depending on the nature and severity of the infraction.



Policies

In the case of a first offense, faculty members have the option to allow students to re-do an assignment with a grade penalty. After a second infraction, the student will be placed on Academic Probation or dismissed from the College.

Violators may be required to complete plagiarism modules. They may also receive lower grades on their corrected assignments. Facilitators and instructors must notify the Dean when a student violates the Academic Integrity Policy. This will allow the Dean to track violations and determine the severity of the offense and the appropriate consequence.

Copyright Policy and Procedures

Woodmont College adheres to the patent and copyright policies of the State of Florida. All course materials and courses are copyrighted property of the Woodmont College.

Faculty Activities Outside of Institution

Faculty are free to behave as they wish outside of the institution. However, if their words or behavior violate Woodmont College's Code of Conduct, they may be terminated.

Faculty Appeal Policy and Procedure

Faculty may appeal termination in writing. The Director reviews the appeal and will determine whether to accept it and repeal the termination or not. The appeal must be submitted within 7 days of termination.

Resolving Conflicts of Interest

If the Faculty or Administration thinks there is a conflict of interest, they must discuss it with the Director. She will determine if the conflict precludes employment. Faculty has the right to appeal the Director's decision. The appeal will be assessed by the Director and another member of the Administration.

Facilities and Technology Requirements

Woodmont College is conveniently located in North Miami Beach, Florida at 16375 N.E. 18th Street Avenue, in The Baylee Executive Center, less than one mile from the intersection of NE 163rd Street and US Highway 1. Easily accessible, the College is just 2.5 miles east of the junction of Interstate 95 and the Florida Turnpike. Woodmont College is housed in Suite 304, with a separate entrance



identified for students and visitors to easily find.

All courses offered through Woodmont College are offered online. Instructors must use appropriate hardware and technology to fulfill their responsibilities

Moodle

Woodmont College use the Moodle learning management system. Moodle is a robust LMS that allows the instructors to create engaging and dynamic learning experiences. Instructors may access tutorials on Moodle in their Moodle account. In addition, Woodmont College has tech support to provide instructors with assistance in using the Moodle LMS. Instructors can request customizations to Moodle, or added plugins for their courses. Tech support is tech.support@woodmontcollege.edu

Administrator Roles and Responsibilities

Dean:

The Dean is responsible for the development and enforcement of policies and procedures at Woodmont College. Additionally, if an issue is not addressed on the instructor level or by Student Services, it is escalated to the Dean. This includes academic integrity violations and disability accommodations. The Dean also oversees student satisfaction.

Chief Academic Officer:

Chief Academic Officer is responsible for overseeing the academic component of Woodmont College. This includes curriculum development, instructional design, and learning resources. The CAO also supervises and executes the curriculum mapping process.

Student Services:

Student services supports student learning and experience. They work with instructors and administrators to ensure the students are supported in their courses and program. Instructors should respond to student services inquiries and reach out to them for any needed student intervention.

Registrar:

The registrar is responsible for student records. This includes registering students in classes, collecting and filing student information and requesting grades from instructors. Instructors must respond to registrar requests as soon as possible.

Responsibilities of Instructors and Facilitators

The goal of the course is to teach to the objectives. These objectives are found in every syllabus.



The objectives relate to the program outcomes which relate back to the institutional outcomes. The institutional outcomes appear at the beginning of the document and the program outcomes can be found in the catalog. The continuity of learning outcomes is essential to the entire program and student achievement.

Administrative

1. The use of the syllabus and lesson plans provided by Woodmont College is mandatory. Instructors may change course textbooks and modify syllabi with approval from Woodmont College administrators.
2. Instructors must attend instructor meetings and in-service training.

Course Delivery

- There are two types of courses - traditional and AfL (Assessment for Learning).
- Every week, the instructor posts assignments that are assigned or are due that week on the Moodle platform.
- Every week the instructor posts a discussion question, checking the board daily to respond to student posts.
- Instructors add announcements when appropriate.
- Instructors should upload documents such as the syllabus, homework assignments, and rubrics on to the site.
- For AfL courses, instructors review the course page on Moodle and ensure that all of the posted assignments are corrected and up to date.
- For all courses, instructors must log in to their course shell at least once a day. It is preferred that the instructor log in twice- once in the morning and once in the evening.
- Response time to student inquiry does not exceed 24 hours during the week and 48 hours on the weekend.
- 2-hour weekly office hours, where students can make appointments.
- Assignments are graded within 48 hours, unless it is a research paper or final, which must be returned within 5 days.
- Initiate at least two direct interactions with students each semester, either via email, web meeting, or phone, to create a personal connection with them in order to improve their engagement in the material and their passing rates.

Proctored Exams

Many courses culminate with a final exam, which is proctored using Proctortrack or ProctorU, online proctoring services. The Online proctoring services are modeled after the in-classroom experience. Proctors use specific protocol for identity validation, including having students show an official ID.



Proctors monitor the students through audio and video connections and employ screen-sharing technology that allows the proctor to view the student's computer screen during the exam session. Instructors notify students when exams are available with directions for scheduling and accessing the exam

Syllabi and Curriculum Development

1. Faculty, advisory councils, Subject Matter Experts or other qualified individuals must be involved in the development and ongoing review of curricula as outlined by the Curriculum Development Manual.
2. For each course offered, a syllabus and course outline, listing required equipment and supplies, and a list of outcomes required for successful completion of the course, are provided online for all students no later than the first scheduled day of each class.
3. It is the responsibility of instructors to ensure the syllabus is available to each student for each course. The purpose of a syllabus is to provide a blueprint to the student of course requirements and expectations. It is considered a contract between the instructor and the students. Each student should be reminded to review and printout a copy of the syllabus for each class.
4. All course and program revisions must be submitted to the Dean or Chief Academic Officer. They will determine whether to implement the changes or not. The Dean or Chief Academic Officer may submit the changes to the Advisory Council for approval.

Student Assessment and Grades

1. All instructors must follow the grading scale as published in the school catalog.
2. Various methods should be offered for students to earn a grade: exams, projects, homework, etc.
3. Rubrics should be used to assess discussion board posts, papers, and exams, when relevant. Woodmont College provides instructors with rubrics. If an instructor would like to use a different rubric, he or she must submit the rubric to the Dean or Educational Director for approval.
4. Assignments should be graded and returned to students within 48 hours. More detailed assignments, such as research papers or capstone project may take up to 5 days to grade.
5. It is the responsibility of instructors to grade class work such as exams, quizzes and assignments promptly and report the results to the students. Final grades must be submitted to the Registrar within two weeks after the semester ends.
6. Incomplete grades should be given only if students have a chance to complete the work within two weeks of the course end date.
7. Faculty should continuously monitor student progress and share observations with each student on an ongoing basis.

Textbooks

1. Textbooks for all courses have been preselected to fulfill the established educational objectives.



While instructors may use supplemental materials, the approved textbook is the definitive source for information in the classroom and lab. All textbook and reference materials should be listed in the syllabus. Course textbooks may be changed with approval by the Chief Academic Officer.

2. Instructors may not copy material from textbooks, workbooks, or any such materials due to copyright laws. Infringement of copyright laws is considered grounds for immediate dismissal. Instructors should have all materials preapproved by administration prior to posting online for use.

Course End Date

Instructors must instruct students when courses end and when all work must be submitted.

Courses are completed at the end of the semester. If a student does not complete his or her work by the end of the semester and would like an extension, the student must discuss with the Dean. The Dean will determine whether to grant the extension or not.

Library Services

Woodmont College's online digital library includes multiple library and information resources for students and faculty. They can contact the college librarian via the contact form on the library page. The library page is accessible from Moodle. The library page also includes guides to help students search for reliable information.

One online library that Woodmont College utilizes is the Library and Information Resources Network, Inc. (LIRN) for use as an online library service to provide reliable online resources. Woodmont College employs a librarian to assist students in using LIRN and accessing online resources. Members of faculty are encouraged to set up a LIRN account and make use of the many resources available. It is also strongly advised to assign student research projects which make use of the LIRN library service. To access LIRN, log into Moodle, then click 'Online Library'. Woodmont College Access code: 17880.

Faculty Support

Instructors are entitled to support from the Administration. If instructors have any concerns, they should submit them to the Dean or Director, verbally or in writing. Once a concern is submitted to the Administration, it must be addressed within 2 weeks.

Course Development Requirements

If an Instructor develops a course, he or she must follow the procedures detailed in the Course Development Manual.



IMPORTANT: NOTE

Although teachers are encouraged to add their own style regarding student engagement and modify syllabi to allow for greater improvements, the program outcomes and course objectives must remain as written. In addition, all relevant measurements that seeks to help a struggling student, may modify assignments, but first must get approval by the Dean, and those modifications, cannot jeopardize of outcomes and the Credit Hour policy must be strictly adhered to the course outcomes or academic units of measurements.

Assignment Submission Policy

All assigned coursework should be submitted in the format outlined, unless the student has received prior approval. This includes but is not limited to forum postings, projects, and instructor emails. Each assignment must be submitted by its due date. Assignments submitted late may be subject to partial credit, or in some cases not accepted as determined by the course instructor.

All assignments should be submitted prior to the end of course date. Students who fail to submit all coursework by semester end will be issued a Fail (F) for the course. If special circumstances require an extension for submitting coursework past the end of the semester, students may request an extension and be issued an incomplete grade.

For information on requesting an extension and earning an Incomplete grade, refer to the Incomplete grade Policy. Instructors have the option to modify the Woodmont College Assignment Submission policy.

If an instructor selects to modify the Woodmont College Assignment Submission policy, the instructor is required to inform students of the policy during the first week of class.

The default policy for late work is as follows: Faculty and staff of Woodmont College realize that emergencies do occur. If a student knows that he/she will be unable to complete an assignment by the due date, he/she is to contact the instructor PRIOR to the due date. Early contact is best, as plans can be made to keep the student from falling behind, and ensure the highest possible grade.

Instructors may deduct points from an assignment if the assignment is submitted late.



Grading System

Woodmont College uses the following grading scale:

| | | | |
|----------------|----------|-----|-----------------------|
| A | 94-100 | 4.0 | Exceptional work |
| A- | 90-93 | 3.7 | Excellent |
| B ⁺ | 87-89 | 3.5 | Very good |
| B | 83-86 | 3.0 | Meets expectations |
| B- | 80-82 | 2.7 | Average |
| C ⁺ | 77-79 | 2.5 | Average |
| C | 70-76 | 2.0 | Average |
| D ⁺ | 67-69 | 1.3 | Must retake the class |
| D | 63-66 | 1.0 | Must retake the class |
| D- | 60-62 | .7 | Must retake the class |
| F | Below 62 | 0.0 | Failing |

Failing Students earning below a C must retake the class, but still receives credit. If a student retakes a class, the full tuition will be assessed. All assignments are graded using standard grading rubrics.

Woodmont College also uses the following marks for which no unit credit or grade point value is granted:

I - Incomplete

W - Withdrawn

Incomplete Grade Policy

Students have 15 weeks to complete a course. In cases with extenuating circumstances, students can request an Incomplete grade and have two (2) extra weeks to complete the course. The Dean can extend the time to complete outstanding work until the end of the following semester. The Dean determines if there is cause for an extension that is longer than two (2) weeks, and the length of the approved extension. Course extensions are requested formally by submitting a Course Extension Form and paying the course extension fee.

Withdrawn (W)

A "W" is assigned by Registrar when a student completes the formal requirements for dropping a class or withdrawing from Woodmont College. A student cannot change a "W" to any other grade. A mark of "W"; is included in the student's academic record and appears on the student's transcript, but is not included in the calculation of the student's grade point average.



Grade Point Average

A student's grade point average (GPA) is determined by multiplying each grade point value by the number of credit hours assigned to the course, adding these grade point units from all courses taken, and dividing this sum by the total number of credits attempted which letter grades were reported. The GPA appears on the transcript and students can find it on their program audit. Grades earned in courses at other institutions accepted for transfer credit are not included in the calculation of a student's grade point average.

Change of Grade

Only the facilitator responsible for a course may assign grades. All grades become final when they have been reported to the Office of the Registrar. A facilitator may report a correction of a final grade to the Office of the Registrar. Any grade change must have the approval of the dean.

Student Appeals of Grades

Grades are not negotiable. In registering for a class, students implicitly agree to allow the facilitator to make a qualitative judgment of their command of the subject matter, which will be expressed as a letter grade. Any questioning or appeal of a grade should therefore be limited to procedure, e.g., to computational errors or failures to follow grading policies set forth in the syllabi. Any system of grade-appeal should protect the rights of facilitators as well as the rights of students. The results of any system of grade-appeal should not be binding upon the facilitator. Any decision to initiate a change of grade should remain the facilitator's decision. Any procedural complaint regarding a change of grade must be initiated within four weeks of the beginning of the next scheduled term, not including summer sessions.

A student with a complaint must first discuss the matter with the facilitator. If the matter is not resolved at this level, the student may then take the matter to the dean. The dean will discuss the case with the facilitator and may recommend that the facilitator review the grade. This process of review gives the dean the right to discuss the matter with the facilitator, and if the dean thinks it appropriate, request that the facilitator review the grade. Any recommendations made will not be binding upon the facilitator against whom the complaint is lodged. The decision to change a grade remains with the facilitator.



Intellectual Property Rights

Developing courses and course materials is part of faculty's job description. The faculty member retains rights to material they developed. Woodmont College also retains rights to the material and can use it as it wants, as long as authorship is credited to the person who created the material. Course materials include, but are not limited to, lectures, lecture notes and materials, syllabi, examinations, study guides, bibliographies, visual aids, images, diagrams, multimedia presentations, web-ready content, and educational software. A course syllabus will generally consist of a course description, a statement of learning objectives, and a topical outline for an approved course of instruction.

Student Privacy and Record Disclosure Protection - FERPA Policy

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Woodmont College receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Woodmont College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving



on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Woodmont College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist 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 in order to fulfill his or her professional responsibilities for Woodmont College.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Woodmont College will make a reasonable attempt to notify each student of these disclosures unless the school states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Woodmont College to comply with the requirements of FERPA. 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

See the list below of the disclosures that postsecondary institutions may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student -

To other school officials, including teachers, within Woodmont College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.(§99.31(a)(1))

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that



are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Student Complaint Policy and Procedure

- Any student who has a grievance with the school or an instructor should first discuss the problem with the instructor. If it is not resolved, they can discuss it with the Dean of Students.
- If a resolution is not reached, the student should make a written complaint and submit it to the school director asking for a written response.
- When a satisfactory resolution of the problem is not obtained, the student may contact Commission for Independent Education 325 West Gaines Street, Suite 1414 Tallahassee, Florida



32399-0400 Telephone: (888) 224-6684

- Students may also contact the Distance Education Accrediting Commission, regarding their complaint:

DEAC
1101 17th Street NW, Suite 808
Washington, D.C. 20036
Tel: 202.234.5100

Student Complaint Procedure

Woodmont College aims to provide a high quality service to all students. The student complaint procedure consists of a straightforward and informal method of resolving student concerns, with an option of a more formal, written procedure in cases where all efforts for resolutions have been attempted.

The following procedure is intended for complaints about service, support, or assistance provided by academic, administrative or support departments. Complaints can be of academic matters such as instruction methodology or supervision arrangements or non-academic matters such as IT support, university services, policies etc.

Complaints and appeals relating to the appeal process for policies and violations and academic appeals will not be considered under this procedure. In such instances, the student should refer to the appeals process as outlined in this catalog. The complaints procedure depends upon the ability to collect appropriate information from all parties involved, therefore anonymous complaints are not normally considered.

All information submitted to Woodmont College while a student complaint is under investigation shall be treated as confidential and will only be available to the appropriate/involvement parties. It is equally important that the student also respect the need for confidentiality throughout the complaint process. Students who submit a complaint should be aware that complete confidentiality cannot always be guaranteed if effective action is to be taken.

Where a complaint is in reference to a specific individual, the complaint cannot be investigated if the student does not wish the allegation to be made known to that individual.

Informal Student Complaint Procedure

1. A student should initially discuss concern(s) with those directly responsible. If the student is not comfortable or willing to approach that person, the student's Faculty Advisor or appropriate staff member may be approached. When possible, student complaints should be resolved during this initial and informal stage without the need to resort to formal proceedings.
2. If the complaint is in reference to an issue relating to a specific staff or faculty member, the student should raise the concern with that person either orally or in writing.
3. If a student is dissatisfied with an issue that relates to a specific staff member or a policy that



the student is not willing to raise with that person, the student should present his/her concerns in writing to any staff member. At this stage, student complaints will be responded to within five (5) business days.

4. If the student completes the above procedure and believes that the complaint was not resolved to the standard which could reasonably be expected from the College, he/she may opt to proceed to the formal student complaint procedure which is outlined below.

Formal Student Complaint Procedure

When a student believes that the complaint has not been resolved to his/her satisfaction, or if the student wishes to present the complaint formally, the student is encouraged to submit the complaint on the Official Student Complaint Form to the School Director.

1. The student complaint form is available online on the Moodle Dashboard, under Forms.
2. The School Director will either personally investigate the complaint or formally appoint a designee with no prior involvement in the matter to undertake the investigation.
3. The School Director or designee will undertake the investigation with the intention of arriving at a solution that is acceptable to all parties involved. He/she may consult with the student or other persons as appropriate. The student will be advised in writing within 30 days of the receipt of the Student Complaint Form of the outcome of their complaint and of any consequential action to be taken. This will include a summary of the reasons for the decision.
4. A copy of the letter to the student will be kept in a confidential student complaint file to be securely maintained at the College.
5. If a satisfactory resolution of the problem is not obtained, the student may contact: Commission for Independent Education 325 West Gaines Street, Suite 1414 Tallahassee, Florida 32399-0400 Telephone: (888) 224-6684
6. Out-of-State Distance Education students, who have completed the internal institutional grievance process and the applicable state grievance process, may appeal non-instructional complaints to the FL-SARAPRDEC Council. For additional information on the complaint process, please visit the FL-SARA Complaint Process page: <http://www.fldoe.org/sara/complaint-process.shtml>
7. Students may also contact the Distance Education Accrediting Commission, regarding their complaint:

DEAC

1101 17th Street NW, Suite 808

Washington, D.C. 20036

Tel: 202.234.5100



Faculty Grievance Policy

Faculty's Working Environment

Fairness for Faculty and staff

Faculty, administrators, and staff are integral parts of Woodmont College's operations. Like all employees at Woodmont, they can expect to be treated professionally, respectfully, and fairly. This includes being paid on time and working in a safe environment without harassment, discrimination, or violence. Similarly, faculty and staff are expected to treat students and each other with respect and refrain from harassment, discrimination, and violence.

Woodmont College complies with federal anti-discrimination laws, and people are employed without discrimination on the basis of race, color, sex, sexual orientation, religion, creed, national origin, age, veteran status, or disability unrelated to job requirements.

If faculty, administrators, or staff think their rights have been violated, they may file a grievance. Grievances should be sent by email to chana.prero@woodmontcollege.edu, Dean and Woodmont College's Title IX coordinator. If the Dean does not address the grievance, it should be sent to Tzipora Klaver, the college director, director@woodmontcollege.edu. If she does not address it, the grievance should be sent to the chair of the Board of Directors at bmqchair@woodmontcollege.edu.

Once the internal grievance procedures have been exhausted, someone with a grievance can contact the Florida Board of Education and the federal government, when appropriate.

Financial Aid

For complaints related to financial aid, please contact:

Office of Student Financial Assistance

Florida Department of Education
325 West Gaines Street, Suite 1314
Tallahassee, FL 32399-0400
Telephone: 1-800-366-3475
Website: <http://www.floridastudentfinancialaid.org/>
E-mail: OSFA@fldoe.org

Or

Federal Student Aid Ombudsman

U.S. Department of Education
830 NE First Street, Fourth Floor
Washington, DC 20202-5144
Telephone: 1-877-557-2575
Fax: 202-275-0549
Website: <https://studentaid.ed.gov/sa/repay-loans/disputes/prepare/contact-ombudsman>



Public Complaints

There are additional state and federal agencies and organizations for filing complaints after all recourses at the college level have been exhausted and you believe your complaint warrants additional investigation. These include:

For student and general public complaints alleging discrimination, contact:

Office for Civil Rights, U. S. Department of Education

Atlanta Office

61 Forsyth St. S.W., Suite 19T70

Atlanta, GA 30303-3104

Telephone: 1-800-421-3481

Fax: 404-562-6455

TDD: 877-521-2172

E-mail: OCR.Atlanta@ed.gov

Employment Complaints

Florida Commission on Human Relations

2009 Apalachee Parkway

Oakland Building, Suite 100

Tallahassee, FL 32301-4857

Telephone: 850-488-7082

Fax: 850-488-5291

Website: <http://fchr.state.fl.us>

E-mail: fchrinfo@fchr.myflorida.com

Also:

U. S. Equal Employment Opportunity Commission

Miami District Office

One Biscayne Tower, Suite 2700

Miami, FL 33131

Telephone: 1-800-669-4000

Fax: 305-808-1855

TTY: 1-800-669-6820

Website: <https://www.eeoc.gov/field-office/miami/location>

Disability or Accessibility Complaints

For complaints related to disability or accessibility:

Disability Rights Section, Civil Rights Division

U.S. Department of Justice

950 Pennsylvania Ave., NW

Washington, D.C. 20530



Telephone: 1-800-514-0301
 Fax: 202-307-1198
 TTY: 1-800-514-0383
 Website: <http://www.justice.gov/crt/>

Lastly, you also have the right to obtain services of an attorney at your expense.
 (<https://www.fl DOE.org/schools/higher-ed/fl-college-system/about-us/complaints.shtml>)

Emergency Procedures

Internet Down/Power Outages

1. In the event of an Internet or power outage, Woodmont administration will send out a notification as soon as possible. Instructors are urged to allow students additional time to complete assignments if the outage is for greater than 24 hours or occurs during a crucial period of time. Live classroom meetings should be rescheduled if possible.
2. The instructor members may be requested to assist with notifying students.

Administrative Staff

| | | |
|------------------------------|---|--------------------------------------|
| Rabbi Harold Reichman, Ph. D | <i>President</i> | RabbiReichman@woodmontcollege.edu |
| Tzipora Klaver | <i>Chief Operating Officer (Director)</i> | Director@woodmontcollege.edu |
| Chana Prero, MA | <i>Dean</i> | Chana.prero@woodmontcollege.edu |
| Rabbi Hillel Rudolph, MA | <i>Chief Academic Officer</i> | Hillel.rudolph@woodmontcollege.edu |
| Talia Belsky | <i>Financial Administrator</i> | Financial.office@woodmontcollege.edu |
| Joelle Nadjari | <i>Admissions Counselor</i> | Admissions@woodmontcollege.edu |
| Elisheva Steinhart | <i>Student Success Counselor</i> | Student.Services@woodmontcollege.edu |
| Elisheva Steinhart | <i>Registrar</i> | Registrar@woodmontcollege.edu |
| Elisheva Menchel | <i>Bursar</i> | Bursar@woodmontcollege.edu |
| Rivka Levine | <i>Tech Support</i> | Tech.support@woodmontcollege.edu |



Appendix 1 – Faculty Contract

Memorandum of Understanding

1. The Parties to this Memorandum are The Beis Midrash of Queens, Inc. (hereinafter “BMQ”), also known as Woodmont College, and _____ (hereinafter “Facilitator”).
2. The purpose of this Memorandum is to outline the obligations and rights of each Party in the delivery of courses and other academic duties of the Facilitator to BMQ, or to its subsidiary, Woodmont College.
3. The Facilitator will be paid monies by BMQ to facilitate and teach courses at Woodmont College.
4. The Facilitator will be facilitating student learning for the upcoming semester. Facilitator’s responsibilities include timely grading of assessments, posting on and managing the online class forum, availability for online office hours by appointment, 24-hour weekday and 48-hour weekend response time to all emails from students.
5. Facilitator is expected to stay current with new developments in the discipline and with current and effective methods for online instruction. Facilitator will attend and participate in department activities and complete the required professional development hours.
6. Compensation to the Facilitator for delivering lectures and running a course is _____ which will be paid in monthly installments beginning in _____. Payroll dates are between the 5th and the 10th of every month.
7. Course offerings depend on student enrollment.
8. Duration of this memorandum of understanding is one year. Faculty evaluations and promotions will follow the policies outlined in the Faculty Manual.
9. Upon signing this memorandum, Facilitator affirms acceptance of the policies outlined in the Woodmont College Faculty Manual.
10. The Parties agree that any and all disputes regarding this agreement will be decided by a Beit Din of mutual agreement.



Appendix II – Faculty Evaluation

This form is used by administrators such as the CAO or Dean to evaluate instructors.

Evaluation Date: _____

Instructor Name: _____

Is this an AfL instructor? _____

Course(s) Taught: _____

1. How well did the instructor populate the course on Moodle, ensuring all links work and all information is posted on time?
2. To what extent is the instructor grading assignments within the expected time frame?
3. The instructor provided substantive and encouraging feedback on written assignments that identified strengths and areas for improvement.
4. Is the instructor responding to emails within 24 hours (48 hours on weekends and vacation)?
5. To what extent is the instructor’s tone on emails positive and encouraging?
6. To what extent does the instructor post meaningful responses to the students on the Discussion Board, enriching the conversation?
7. If there are live classes, are the recordings posted within 2 days of the classes?
8. Were final grades submitted on time?
9. To what extent was the instructor open and responsive with the administration?
10. To what extent did the instructor work with students services to support students?

Results from Student Evaluations

11. What was the aggregate number from student evaluation forms regarding teacher supporting feedback?
12. What was the aggregate number from student evaluation forms regarding teacher overall experience?
13. Share additional feedback we received from students or student services about instructor

14. Additional comments

15. Was a summary of the evaluation shared with the instructor?