Faculty will be notified of changes in the Hope College of Arts & Sciences Faculty Catalog.

Non-Discrimination Policy

This catalog is in compliance with the following: Title IV (the Civil Rights Act), Title IX (Discrimination on the Basis of Sex), the Equal Credit Opportunity Act (Discrimination in Lending), and the Age Discrimination Act. Hope College of Arts & Sciences (“HCAS”) admits students to its courses of study from any national and ethnic origin, color, race, sex, age, or religion. Students are extended all rights, privileges, programs, and activities of the college, which are made available to students. HCAS does not discriminate on the basis of race, color, age, sex, or national and ethnic origin in the administration of its educational policies, admission policies, scholarships and loan programs, and any other institutional program.

ACCREDITED LOCATIONS

<table>
<thead>
<tr>
<th>Main Campus</th>
<th>Learning Site</th>
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<tr>
<td>1200 SW 3rd Street, Suite 110</td>
<td>3200 Bailey Lane, Suite 140</td>
</tr>
<tr>
<td>Pompano Beach, FL 33069</td>
<td>Naples, Florida 34105</td>
</tr>
<tr>
<td>(954) 532-9614</td>
<td>(239) 529-3114</td>
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</tbody>
</table>
On behalf of the entire Hope College of Arts & Sciences family, welcome! We are pleased you have chosen Hope College of Arts & Sciences to pursue your career.

This handbook provides the faculty with knowledge of the policies, regulations, practices and expectations which will prevail at Hope College of Arts & Sciences. The handbook is subject to change when necessary by the administrators, faculty, and the advisory committee in response to changes in state or federal legislation.

We wish you success in achieving the ultimate goal you have set for yourself. We are excited to have you at Hope College of Arts & Sciences!

President
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Message from the President</td>
<td>3</td>
</tr>
<tr>
<td>Vision Statement</td>
<td>7</td>
</tr>
<tr>
<td>Statement of Control</td>
<td>10</td>
</tr>
<tr>
<td>Officers</td>
<td>10</td>
</tr>
<tr>
<td>Advisory Board</td>
<td>10</td>
</tr>
<tr>
<td>State License</td>
<td>10</td>
</tr>
<tr>
<td>Scholastic Standards</td>
<td>23</td>
</tr>
<tr>
<td>Policy Statement</td>
<td>28</td>
</tr>
<tr>
<td>Definitions</td>
<td>28</td>
</tr>
<tr>
<td>Grievance Procedure</td>
<td>29</td>
</tr>
<tr>
<td>Approvals</td>
<td></td>
</tr>
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<td></td>
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<tr>
<td><strong>FLORIDA DEPARTMENT OF EDUCATION</strong></td>
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<tr>
<td>Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:</td>
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<tr>
<td>325 West Gaines Street, Suite 1414</td>
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<tr>
<td>Tallahassee, Florida 32399-0400</td>
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<tr>
<td>Toll Free: 888-224-6684</td>
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<tr>
<td>License #4548</td>
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<tr>
<td><strong>BOARD OF NURSING</strong></td>
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<tr>
<td>Approved by the Board of Nursing, Florida Department of Health. Additional information regarding our nursing programs may be obtained by contacting the Florida Board of Nursing at:</td>
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</tr>
<tr>
<td>4052 Bald Cypress Way, Bin C-02</td>
<td></td>
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<tr>
<td>Tallahassee, Florida 32399</td>
<td></td>
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<td>Telephone: (850) 488-0595</td>
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<td><strong>ACICS</strong></td>
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<tr>
<td>Currently accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) practical nursing and Associate of Science in nursing programs only. Additional information regarding our accreditation may be obtained by contacting ACICS at:</td>
<td></td>
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<tr>
<td>750 First Street NE, Suite 980</td>
<td></td>
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<tr>
<td>Washington, DC 20002-4223</td>
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<tr>
<td>Tel: 202-336-6780</td>
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</table>
**Statement of Control**

CSBD Nursing, LLC owns Hope College of Arts & Sciences. Chantal Desir, Ed.D, RN, and Joselito Desir own the company.

**Advisory Board**

Joseph FanFan, MD, Internal Medicine

Paul Henry Telson, MD, Internal Medicine

Ezer Tossas, Educator

Linda Tossas, Educator

Patricia Williams, RN

**Officers**

Joselito Desir, Treasurer

Dr. Chantal Desir, Ed.D, MSN, MBA-HC, RN; Chief Executive Officer and President

Dayna Fuller, Secretary
Preface

This *Faculty Handbook* is presented to the faculty of Hope College of Arts & Sciences as a guide to the general educational philosophy of the College and as a source book for the College policies and procedures affecting instruction, with a sampler of the various forms that may be of interest to the instructor at the College.

Hope College of Arts & Sciences is concerned that its instructors have adequate academic backgrounds and utilize student-oriented procedures and methodologies. The educational theoretical tenets the instructor subscribes to is part of academic freedom-within the bounds, of course, of the Statement of Purpose of the College.

The instructor at Hope College of Arts & Sciences must begin instructional activities by studying and understanding the collegial mission statement.

**Mission Statement**

*Our mission is to prepare qualified entry-level and professional nurses to work in diverse healthcare settings. Partnerships with members of the southeast Florida healthcare community are essential to the mission’s success. The programs accomplish their mission by providing a challenging education that prepares students to think logically, critically, and analytically in order to problem-solve effectively and make sound clinical decisions; communicate effectively; and to integrate knowledge, skills, values, and professionalism in the delivery of high-quality health care.*

**Vision Statement**

*Our vision is to reach and equip the underserviced population to professionally excel in the growingly competitive healthcare field through the impact of research, educational programs and professional partnerships.*
Philosophy

The philosophy of the college is based upon the faculty’s collective beliefs about the person, health, environment, nursing, learning-centered education, and nursing education. The philosophy serves as the foundation for development of all program curricula, including program outcomes, learning objectives, teaching and learning activities, student assessment, faculty professional development, and selection of learning resources. Student-centered learning forms the foundation of this philosophy.

Goals and Purpose

Given the statement of purpose of a College, the effective instructor will always ensure that his/her teaching methods are in accord with the following:

i. The College’s purpose as delineated in the Collegial Statement of Purpose

ii. The purposes of the program and courses that are the instructor’s responsibility

At this College, the instructor is going to build offerings which shall:

1. Satisfy and allow for the individual differences and needs of students;
2. Pass on to students those principles and suggestions that will start building the students’ insight into their role in their chosen field;
3. Promote correct technical and professional standards;
4. Endeavor to be consistent in grading and always keep their students alert to the methods and techniques being used in evaluation of the students’ competencies in the field of studies;
5. Keep in mind the lasting effects of one’s teaching.
An Educational Philosophy

In presenting this Faculty Handbook, Hope College of Arts & Sciences wishes to present an educational philosophy that will lead the college and its members to the highest levels of academic and educational excellence.

A College, as much as an individual, demonstrates a certain perspective and a philosophy built upon specific goals and objectives. As an individual, it can aspire to the general good of the world community. Its success can be measured in part by the contributions of the individual lives it has helped to shape. The educational philosophy of the college combines a constantly evolving, up-to-date curriculum development with the recruiting of strong professional faculty. The college meets the needs of both international and American students, as well as working professionals, by offering day and evening programs.

An educational college such as Hope College of Arts & Sciences can play a vital role by providing an educational setting where students are able to foster personal involvement and contribution. Hope College of Arts & Sciences is conducive to building up student’s confidence and self-worth, as it encourages active student participation and individualized faculty-student interaction. The diversity of cultural backgrounds on campus enhances students’ social skills and presents a great opportunity for personal growth. Thus, the educational experience at Hope College of Arts & Sciences is not limited to the classroom and textbooks.

The College strives to give students a background in general studies as well as specialized knowledge in a chosen field. While the college offers its students a wealth of valuable knowledge, it believes that its primary task is to teach students not only concepts, but also the process of discovery, analysis, and successful application. As a result, our programs encompass a foundation of concepts and theory, blended with real-life applications.
Statement of Control

Hope College of Arts & Sciences is owned by CSBD Nursing, LLC. The corporation is owned by Mrs. Chantal Desir, EdD, MSN, MBA-HC, RN, and Mr. Joselito Desir.

Officers

Chantal Desir – President
Dayna Fuller – Compliance
Ms. Peri Simmons, RN, MSN, BBA Dean of Nursing Academics

Advisory Board

Joseph Fanfan, MD, Internal Medicine
Paul Henry Telson, MD, Internal Medicine
Ezer Tossas, Educator
Linda Tossas, Educator
Patricia Williams, RN

State License

Hope College of Arts & Sciences is licensed by the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL. Information regarding the College may be obtained by contacting the Executive Director, Commission for Independent Education, Department of Education, Tallahassee, FL, 888-224-6684.

Approval

Hope College of Arts & Sciences is approved by:

Florida Board of Nursing
4052 Bald Cypress Way
Tallahassee, FL 32399
850-245-4444

Accreditation

Accrediting Council of Independent Colleges and Schools (ACICS)
Goals of the College

Hope College of Arts & Sciences is committed to strengthening the knowledge and understanding of the humanistic perspective among its students and to develop personal competency by:

- Providing educational experience to aid the individual in the realization of personal goals;
- Serving the student by offering programs in which an integral component will focus on international and cross-cultural dimensions;

Hope College of Arts & Sciences sets forth the following goals and sub goals. These are divided into two groups:

(A) **Learner Goals** are to describe those characteristics which students at the College are expected to develop;

(B) **Collegial Goals**, which characterize the operational structures and processes of Hope College of Arts & Sciences.

The College is committed to exerting maximum effort to reach these goals while realizing that they represent ideals that may not be achieved by all individuals or organizational units all of the time.

A. **Primary Learner Goals:**

1. To develop basic academic and professional skills
2. To develop the desire for continued learning
3. To develop analysis and problem solving skills
4. To develop a positive sense of self-worth
5. To appreciate and understand the cultural differences and similarities within the learning community and to develop interpersonal skills
6. To acquire the practical skills to act effectively in an interdependent world

B. **Primary Collegial Goals:**

1. To offer educational experiences which will stimulate a desire for learning
2. To provide programs and services supportive of the academic objectives
3. To provide student support services adequate to meet the diverse needs of all students
4. To implement faculty and staff development procedures and programs, which will ensure a high quality educational environment
5. To provide a program for international students, which will aid them in their career development
6. To maintain a program for collegial development and public information.
Academic Governance

The faculty members have academic freedom for delivery of course content within the classroom. Once objectives and textbooks for a course have been established by the Academic Council, the manner in which this content is delivered (inclusive of testing, grading and supplemental materials) is within the faculty purview, provided that all stated course outcomes are met.

As a faculty member, you are an integral part of the continuous improvement of Hope College of Arts & Sciences’ programs, curricula and syllabi. As a faculty member, should you have recommendations regarding curriculum, policies, or textbooks, you may present those ideas and concepts to either the Dean of Nursing Academics and Chair/Director of Education. This is your avenue to voice your ideas and recommendations.

Faculty is an important part of the continuous improvement of the programs at the College. As a faculty member, you will have great impact on the success of our students – you will be their greatest supporter and role model at the College for who they will become once they achieve their education goals. The learning you provide in your classrooms is of vital importance to that achievement.

As faculty members and working professionals, you are experts in your field. An important function of your work as faculty is to assist in maintaining both a current and a relevant curriculum. If you have recommendations regarding curriculum, policies, or textbooks, you are encouraged to submit a proposal to Dean of Nursing Academics and Chair/Director of Education. Your involvement is critical to ensuring that curriculum and syllabi undergo rigorous academic assessment and improvement.

If you have any questions or wish to make a proposal, please contact the Dean of Nursing Academics and Chair/Director of Education. Your ideas are welcomed.

Process for Submitting Faculty Proposals

1. The faculty member submits in writing the proposal for change in curriculum, textbooks, or policies to the Dean of Nursing Academics and Chair/Director of Education.

2. Dean of Nursing Academics and Chair/Director of Education review the proposal to ascertain if the campus wants to move forward with the recommendation.

3. If the proposal involves a textbook change, the appropriate director will communicate the information to the appropriate staff only upon approval of the change by the Dean of Academic Affairs and any directors so designated to approve said changes.

4. If the proposal involves the change of a program, the changes must be approved by the Dean of Academic Affairs and the Academic Council in order to maintain compliance with the accrediting agency.
Curriculum Review

To fulfill the College’s goal, the on-going examination of curriculum and course offerings is necessary. Subsequently, the College utilizes committees for the purpose of reviewing syllabi, program offerings, equipment, facilities, support, and research materials. We utilize advisory committees which are comprised of professionals from the industry from which the specific training is offered. The Academic Council is responsible for evaluating programs, syllabi, textbooks, and course offerings and submitting recommendations and proposals to the President. The Library Committee is responsible for evaluating resource materials, periodicals, and electronic research services, reviewing faculty recommendations, and submitting proposals to the Dean of Nursing Academics and Chair/Director of Education.

Learner Goals

1. To develop basic academic and professional skills.
   Sub Goals:
   a. To develop quantitative skills
   b. To develop personal and professional skills

2. To develop the desire for continued learning.
   Sub Goals:
   a. To develop personal educational goals
   b. To develop the skills related to one’s area of learning
   c. To know what resources are available for further learning
   d. To develop positive attitudes and values to continue learning

3. To develop problem analyzing and solving.
   Sub Goals:
   a. To develop social skills and group dynamics appropriate to various situations
   b. To examine objectively various sides of issues
   c. To utilize the procedures involved in systematic problem solving
   d. To develop the ability to learn from experience
   e. To confront personal and professional ethical issues

4. To develop a positive sense of self-worth.
   Sub Goals:
   a. To develop self-reliance and self-confidence
   b. To develop personal responsibility and respect for others
   c. To know one’s own strengths and limitations

5. To appreciate and understand the cultural differences and similarities within the learning community, and to develop good interpersonal skills.
   Sub Goals:
   a. To be able to relate to multiple values and ideals
   b. To respect other cultures
   c. To develop interpersonal skills for functioning effectively in various cultures
   d. To encourage cross-cultural contact and learning
6. To acquire the practical skills to act effectively in an interdependent world.
   Sub Goals:
   a. To develop leadership skills
   b. To acquire mental and emotional qualities necessary to adapt to changes

Administrative Organization

Corporate Structure of the College, the Advisory Board

The corporate power of the College is vested in the Advisory Board. As provided in the Articles of Incorporation, the goals and purposes of Hope College of Arts & Sciences are to engage in higher education in the state of Florida.

The Board meets regularly, hearing, considering and acting upon the reports of the President, Dean of Nursing Academics and Chair/Director of Education and the Campus Directors. Informal consultation between Directors and the President occurs regularly. The Board encourages and protects those collegial and academic goals that are carefully considered and recommended by the faculty and the administration of the College.

Administration of the College

Hope College of Arts & Sciences follows the “cooperative” model in its governance process. Dialog among all constituencies is encouraged and facilitated by the sense of community developed at the college. Here is where the college’s size proves to be advantageous. In keeping with the modest size of Hope College of Arts & Sciences, the President and Administrators are uniformly able to enjoy continuous formal and informal exchanges with the Advisory Board and all college personnel. They work most closely with implementation of specific elements of the college’s goals and objectives. Additionally, each member of the team coordinates the execution of assigned responsibilities with the task of creating and improving an environment of academic stimulation, growth, achievement, and collegial viability. Organization of the administration consists of administrative officers with clearly defined duties briefly outlined as follows:

President

The President is the Chief Executive Officer and is responsible for the day-to-day operations; the Dean of Nursing Academics and the Chair/Director of Education are responsible for the curriculum and academic affairs of the College.
Admissions and Registration

Admissions and Registration serve as the focal points in the admission of students to the college, and in maintaining adequate student records.

Chair/Director of Education

The Director of Education reports to the President, and serves as a resource for the college’s students and faculty. The Director participates in the development of policies, the coordination of student activities, and as counselor and advisor to students and faculty on personal matters. The Director is the link between students and faculty and, in certain instances, to the communities where he or she resides and serves. The Director is the public voice of the college that promotes initiatives and articulates school contributions locally, nationally, and internationally. Participation in developing school programs and collaborating with program directors is another important function of the Director. The Director is the central point of contact on disciplinary problems, both within the student body and administration. The Director monitors the progress of students toward their respective degrees in order to ensure their graduation.

Student Services

The Student Services Office provides, and is responsible for, services based on the students’ needs.

Role of Students

A student interested in influencing the governance and administration of the college is provided an opportunity for expression in several ways. The students’ voices are officially provided a channel through the college’s Student Services Office. Through this formal organization, students are encouraged to examine their special concerns and to present their decisions to the college’s administration for consideration and action. Thus, the administration, having become sensitive to students’ needs, is able to quickly address sources of satisfaction or dissatisfaction.

ACADEMIC ORGANIZATION

The Dean of Nursing Academics and Chair/Director of Education oversees the academic affairs of the College. The directors of the departments are in charge of overseeing their units and reporting to the President.

Dean of Nursing Academics

The responsibilities of the Director of Nursing include the general organizing and developing of instruction within the corresponding department, the conducting of departmental meetings, and participating in recruiting faculty members. The Director serves on all academic committees of the College.
The faculty is organized departmentally with a line of authority from Department to the President. The Directors are responsible for the standards of instruction in his or her department, curriculum development, and student advising.

The President, the Dean of Nursing Academics and Chair/Director of Education, are responsible for the selection of faculty members. This process includes working closely with Human Resources.

Curriculum Development
The curriculum is developed through the joint efforts of individuals and committees at the faculty, departmental, and administrative levels. All curriculum proposals are initially responsive to the college’s goals and purposes, the clientele, and the physical and human resources currently and potentially available. Formative and summative evaluations of proposals occur at the planning, implementation, and review phases. Data for evaluation include student and faculty feedback, as well as academic and financial effectiveness. Curricular proposals are coordinated and evaluated by the faculty, approved by the Program Advisory Board, and presented to the President for approval. When required, such as in the case of new programs, proposals are approved by the President and the Advisory Board.

In addition to the above channels, the following curriculum proposals require the approval of the Advisory Board:

- Development of a new major subject
- Offering of a new degree or certificate

Faculty Development
The area of faculty development is overseen by the Dean of Nursing Academics and Chair/Director of Education, and the Human Resources Director. The emphasis is in two areas:

1. Providing the teaching staff with opportunities for growth through attendance at in-service workshops. During the past academic years, workshops were conducted at Hope College of Arts & Sciences on the general themes of learning, students’ cheating and honor code, academic leadership, etc.

2. Allocating of funds for membership in professional associations, attendance at conferences and enrollment in courses, seminars and colloquia, which enhance faculty teaching capabilities and knowledge of the subject, is approved by the Human Resources Director.

3. Faculty are required to participate in professional growth activities, including, but not limited to:
   - Membership and involvement in professional organizations and associations
   - Participation in seminars and workshops to enhance subject knowledge and instructional abilities
• Attaining and/or maintaining industry certifications (i.e., licenses, credentials)
• Programs of continuing education for professional development
• Subscriptions to relevant periodicals or journals

4. Copies of certificates of attendance, current licensure/certification(s), and any other professional growth documentation need to be submitted to Human Resources and are maintained in each faculty member’s file.

Library Advisory Committee

The Library Committee shall serve in an advisory capacity. The committee is a liaison in interpreting library policies to the faculty and advising the Librarian. The Faculty Library Committee is composed of department heads, the President, and representatives of Administration that review and participate in the selection and preparing of materials.

Faculty Job Description

A. Basic Faculty Duties and Responsibilities

• Develop coursework, lectures, and student materials for assigned courses. Cooperate with other faculty members and administration in creating quality teaching materials and up-to-date intellectual content.

• File course syllabi and copies of all examinations with program directors.

• Provide classroom instruction according to the syllabus and in agreement with the highest standards of professional expertise and academic ethics.

• Provide necessary office consulting hours for students in jointly agreed times.

• Meet with classes as officially scheduled. Notify program director in writing at least two (2) weeks in advance of necessary absence to allow time to find temporary replacement.

• Make provisions for student class make-up, either in the form of alternate class meetings, substitute instruction, or appropriate special assignments.

• Maintain exemplary, professional, and business-like conduct with students, staff, faculty, and all other members of the academic community.

• Keep each day’s attendance and return those records to the Registrar’s office daily.

• Provide and review student assignments/activities to meet required outside preparation hours and outside work requirements for the course being taught.

• Administer exams and record grades. Following course completion, file exams with the program directors.
• Complete student progress reports at midterm and final exam points during course. Provide academic advising to students at any time during course, as needed.

• Provide a yearly professional development plan to the President and sufficient documents supporting the development and original qualification.

B. Additional Academic Functions

• Make suggestions for book purchases. Encourage students to make full use of library facilities.

• Become familiar with college policies, procedures, and the materials in the College Catalog, the Student Handbook, and the Faculty Handbook. Make effective use of all college facilities and services that may assist in teaching, such as the library, audio-visual equipment, duplicating service, and others offered.

• Participate in the college committees related to the professional field and teaching subjects.

• Follow the academic calendar when scheduling final exams.

• Submit final grades within 48 hours of the final exam date.

• Attend a minimum of four (4) faculty meetings per year, or one (1) per quarter.

Terms and Conditions of Employment

Faculty Types of Employment

The faculty members are employed as Part Time Adjuncts. Upon acceptance of a position at Hope College of Arts & Sciences, the faculty member agrees to the following conditions:

1. The instructor will devote full-time effort to the performance of specified duties. Generally this means that no more than two courses may be taught at another college of post-secondary education during the person’s employment at Hope College of Arts & Sciences. In order to teach more than two courses at another college, a written request should be provided to the President and the permission must be obtained.

2. Participation in academic advising as an on-going process both during the registration and the term. Regular office hours should be posted and observed.

Dismissal

1. The dismissal of a faculty member must be based on cause.

2. In case of dismissal, the faculty member will be notified in writing and the cause for the non-reappointment will be given.

Resignation

A faculty member is strongly urged to submit a letter of resignation at least two weeks in advance of
his/her departure.

**Faculty Hiring Guidelines**

Hope College of Arts & Sciences seeks to employ the best-qualified individuals for both full-time and part-time positions. In choosing faculty, the following guidelines are applied:

1. A policy of non-discrimination is employed in faculty selection as it is in the hiring of all College personnel.

2. Appropriate degrees are a prerequisite for teaching.
   a. Instructors for the Practical Nursing program must possess current nursing licensure and certifications as required by state and federal agencies to work in the nursing field. A minimum of an associate in science (ASN) degree is required, although a baccalaureate degree is preferred.
   b. Instructors for the ASN program hold, at a minimum, a baccalaureate degree; however, a Master’s degree from an accredited College is preferred of all faculty. Exceptions may be made in cases where an individual has specific skills in a particular area.
   c. Instructors for the BSN program hold, at a minimum, a master’s degree from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA) and academic preparation in the specific courses being taught. A doctorate degree is highly preferred.
   d. Faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or baccalaureate degrees plus professional certification through a nationally recognized and accrediting certifying agency may meet the qualification requirement with justification.

3. An applicant for a teaching position is expected to have experience relevant to Hope College of Arts & Sciences. In addition to teaching experience at other colleges of higher learning, such experience could include graduate assistantship, tutoring, and instruction in less formal situations.

4. Instructors must provide evidence of academic preparation in the specific courses being taught, including a minimum of 15 semester credit hours or equivalent in the subject area.

5. Faculty teaching nursing courses must also meet the following qualifications:
   a. Graduation from a nursing program that is/was accredited by an agency recognized by the U.S. Secretary of Education or the Council on Higher Education Accreditation
   b. Have at least 3 years of occupational experience in the nursing field or in a closely-related field

6. It is highly desirable that the prospective faculty member has experience in an international, cross-cultural setting, either as a teacher or in some other capacity. This may include extensive foreign travel.

**Academic Regulations and Procedures**

**Freedom and Responsibility**

Academic freedom is enjoyed as a right by all faculty members within the established guidelines. It is
understood that the primary responsibility is the professional and competent instruction of students in relation to the requirements of each course.

**Statement on Academic Freedom**

From the statement by the American Association of University Professors (AAUP).

a. The instructor is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his or her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the College.

b. The instructor is entitled to freedom in the classroom in discussing his or her subject, but he or she should be careful not to introduce into one’s teaching controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the College should be clearly stated in writing at the time of the appointment.

c. The college or university instructor is a citizen, a member of a learned profession, and an officer of an educational College. When he or she speaks or writes as a citizen, there should be freedom from collegial censorship or discipline; however, his or her special position in the community imposes special obligations. As a person of learning and an educational officer, it should be remembered that the public may judge the individual’s profession and college by one’s utterances. Hence one should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he or she is not a collegial spokesperson.

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**Use of the College Name**

Any instructor should have proper authority from the Administration if a statement is to be made in the name of the College.

**Office Hours**

All instructors are required to hold regular office hours during the terms in which they teach, usually at least one hour of office for three hours of instruction. These hours must be made known by posting in the course syllabus. Full-time instructors are required, and part-time instructors are encouraged, to hold more office hours when necessary.

**Instructor Attendance**

Instructors are expected to meet their classes as officially scheduled. If an absence should be necessary, the Dean of Nursing Academics and Chair/Director of Education, should be notified as much in advance as physically possible so as to allow them time to provide for, at the maximum, a temporary replacement, or at the minimum, sufficient notice of temporary class cancellation. The instructor should make provision for class make-up, either in the form of alternate class meetings, substitute instruction or appropriate special assignments. A form should be obtained from the Dean of Nursing Academics or the Chair/Director of Education in order to provide appropriate written documentation of the absence request. Instructors are also expected to provide a written lesson plan for the temporary replacement whenever the absence is anticipated.

**Student Attendance**

Faculty must keep each day’s attendance, returning these records to the registrar daily, so that absences, both excused and unexcused, can be assessed, and permanent rolls can be kept. Student names should not be added to
or deleted from the roster by the instructor. All corrections to the roll sheets should be made by the registrar, which includes additions and/or deletions. Instructors are responsible for sending an e-mail to the registrar and to the Dean of Nursing Academics or Chair/Director of Education whenever a student misses class more than one time. Students are subject to withdrawal from the course if absent 3 times or if tardy and/or leave early 5 times. Instructors need to provide make-up work to students who miss theory class the first time. For second and third absences, the student will be required to complete assignments on campus (via Skype for distance learners).

All lab and clinical absences need to be made up on campus or at the clinical site. These absences need to be reported to the clinical coordinator immediately so that arrangements can be made. More than one clinical absence may lead to the student being dismissed from the course.

Class Conduct

It is the instructor’s responsibility to establish and maintain an orderly atmosphere in each classroom that is conducive to learning. Students should be encouraged to understand and comply with college regulations and activities. It is the faculty member’s responsibility to know the Student Code of Conduct and the Student Dress Code and to enforce it consistently.

Cheating/Plagiarism

Cheating and plagiarism are forbidden. If there is a reason to believe such activity is taking place, there should be clear-cut penalties outlined and carried out as established by the college, and in keeping with the college’s guidelines.

Hope College of Arts & Sciences’ policy on plagiarism is as follows:

a) Plagiarism is using the words or thoughts of another without proper citation; specifically, it is submitting as one’s own work any portion of a book, magazine, journal, handout, original creation, speech, lecture, oral communication, paper or examination written by someone else.

b) Plagiarism is a serious offense. All members of the educational community must carefully avoid plagiarism by fully acknowledging the source of all statements, studies, projects and ideas, which have been produced by another person.

c) The instructor of the course makes the decision on appropriate action. A student who commits plagiarism may receive an “F” in the course or on the test or paper in which the offense has been committed.

d) When the offense is committed, the faculty member will immediately notify the Program Directors.

Curriculum

Faculty members assume the obligation of properly developing and presenting their course materials in a well-organized and appropriate manner. Updating and innovation, as well as coordination and cooperation among departmental members, are encouraged. All faculty members are able to contribute to curriculum planning through the Program Advisory Committee.

Decorum

It is expected that all faculty present themselves in a professional, business-like manner with respect to the students, the staff, and all members of the academic community.

Faculty Mail and Telephone Messages

There are labeled mailboxes in the copier room. Faculty are assigned school e-mail accounts. Faculty members are expected to check regularly for mail, email, and messages.

General Regulations
The faculty is expected to be familiar with College policies, procedures, and the materials in this Handbook. They are encouraged to make effective use of all College facilities and services, which may enhance their teaching, e.g., the library, audio-visual equipment, and tutoring.

The academic calendar is to be followed, as is the official scheduling of final exams. Prompt submission of final grades is expected (See “Grade Report”).

Meetings of the Faculty
Attendance at a minimum of four (4) faculty meetings in a calendar year is required of all faculty members.

1. **General Meetings of the College Faculty**
   
The Program Directors preside over the meetings of the Faculty. All faculty members are required to be present at a minimum of four (4) meetings in a calendar year.

2. **Regular Meetings**
   
The faculty meetings are held once per month, 12 times per calendar year.

3. **Special Meetings**
   
Meetings for the purpose of considering extraordinary matters can be called at any time provided adequate notice is given from administrators.

4. **Agenda**
   
An agenda for the ensuing meeting will be given to the faculty in advance. Additional items may be placed upon the agenda through the request of any faculty member or administrator provided that a majority of the faculty is present. At a meeting where additional items are raised, a vote to postpone final resolution of such item(s) until the next regularly scheduled meeting or to call a special meeting to deal specifically with these additional items, may be called by those present.

5. **Departmental Meetings**
   
Meetings of the academic departments of Hope College of Arts & Sciences are held once per quarter. The President will preside at the meetings of the group.

Grade Report
Instructors must submit completed grade report sheets within two (2) days after the end of the course. Each student must be given a grade, or a satisfactory explanation of an “Incomplete”, with the expectation that it will be made up by the following semester term. Grade sheets are always submitted to either the Dean of Nursing Academics and Chair/Director of Education for review and signature not later than the announced deadline.

Course and Examination Scheduling
Course scheduling and the scheduling of examinations take place through the Dean of Nursing Academics and Chair/Director of Education. Any change in the published schedule must be approved.

Grading of Students
A letter grade is used in evaluating students’ work for a course. Grade requirements are announced in the syllabus of each course, and grades are earned on the basis of attendance, written work, and examinations. In General Education prerequisite courses, the minimum passing grade is “C” (75%). In
all other degree and certificate programs, the minimum passing grade to receive credit is “C” (77%).
Grade points are granted corresponding to a letter grade (see chart below) multiplied by the number of
units of a course for determining students’ academic standing and awarding honors. The grade point
average (GPA) is the total number of points earned for a period of study divided by the total number of
units attempted during the period. A student GPA should not fall below 2.0 or the student will be put
on Academic Probation and be required to meet with staff in the Student Services Office.

Grading System

Scholastic Standards

Hope College of Arts & Sciences utilizes the following grading criteria in general education courses:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>75-79%</td>
<td>Fair</td>
</tr>
<tr>
<td>F</td>
<td>≤ 74%</td>
<td>Fail</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>NA</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>NA</td>
</tr>
</tbody>
</table>

Hope College of Arts & Sciences utilizes the following grading criteria in nursing theory courses:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>77-79%</td>
<td>Fair</td>
</tr>
<tr>
<td>F</td>
<td>≤ 76%</td>
<td>Fail</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>NA</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>NA</td>
</tr>
</tbody>
</table>

Hope College of Arts & Sciences utilizes the following grading criteria in laboratory and simulation
courses:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
</tbody>
</table>
Hope College of Arts & Sciences utilizes the following grading criteria in clinical courses:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

Transfer Credit is coded as (CR), which is given for credit. The Transfer Credit units are not included in the GPA calculations.

Experiential Learning is coded as (EC), which is given for credit. The Experiential Learning credit units are not included in the GPA calculations.

No credit is given for the following designations: no credit (NC), withdrawn (W), and incomplete (I). These are not included in the GPA calculations. Students who repeat and pass a course will be given a grade and an “R” to indicate course retake.

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR</td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>EC</td>
<td>Experiential Learning</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>R</td>
<td>Repeated</td>
</tr>
</tbody>
</table>

The grade “I” (incomplete) is a provisional grade which denotes that a student’s work was of passing quality but incomplete for a valid, documented reason. Any grade “I”, which has not been removed after one semester will become an “NC”, unless an alternative non-punitive grade is warranted.

A student may repeat a course in which a grade was previously earned. When a course is repeated, the last grade and credit units earned replace the previous grade and units in computing the student’s GPA. A designation of “Repeat” will be entered for the previous course on the student’s permanent academic record.

A student may audit a class previously taken and having scored a grade of “C” or higher. As an auditor, the student enrolls in and attends class, participating in class discussions, but is not required to complete homework assignments or take examinations. The student may complete outside assignments and take exams, if he/she wishes to do so; however, a final grade for the student is not submitted. The student receives no credit for the class, but the class will be placed on his or her transcript with the
symbol "TA" (transfer audit) to indicate their special registration status. The student must attend 75% of any course audited. If the mandatory attendance is not met, the student is required to pay the full tuition of the course audited.

Final grades are considered permanent and not to be changed, except in a case of clerical error, making up missing student work, or other circumstances as determined by the instructor, subject to the approval of the Dean of Nursing Academics, Chair/Director of Education, and the Registrar. A change of grade must be completed no later than one year following the course, and in some cases, extra work and credit units may be required. Change of Grade forms can be obtained from the Registrar’s Office. Students wishing to appeal a specific grade assigned by an instructor may do so under the student grievance procedure.

Every instructor should try to assign grades which are fair and objective. The grading policy should be published in the course syllabus and should not be changed during the course.

### Policy Regarding Sexual Harassment

#### I. Statement of Policy

It is the policy of the College to keep the educational environment community as a place of work and study free from sexual harassment. Sexual harassment is prohibited on campus and in all Collegial programs and activities. The College does not tolerate sexual harassment and will take immediate action against any College employees, officers, and students who violate this policy.

The College is committed to protecting victims of sexual harassment and will not retaliate against individuals because they report sexual harassment or take part in the investigation of sexual harassment complaints. If the College learns that any employee or student has engaged in retaliation, that individual will be disciplined. The College, however, may take action against individuals who make intentionally false sexual harassment complaints.

Sexual harassment is not only a violation of College policy, but is also a violation of Title VII of the Federal Civil Rights Act and of the Fair Employment and Housing Act.

#### II. Definition of Sexual Harassment

There are two types of sexual harassment:

1. Sexual harassment occurs when employee or student benefits are given or withheld by supervisory or managerial personnel based on whether or not the employee or student submits to unwelcome sexual conduct.*

2. Sexual harassment occurs when unwelcome sexual conduct interferes unreasonably with an individual’s job performance. Examples of unwelcome sexual conduct that have been found to create an offensive workplace include:

   a. Presence of pornographic magazines in the workplace accompanied by vulgar comments from employees;
b. Offensive sexual comments about employees;
c. Sexually oriented pictures and calendars in the workplace;
d. Offensive touching of an employee by a co-worker;
e. Requests for sexual favors.

* “Unwelcome sexual conduct” is sexual conduct that an individual (1) does not invite through either words or actions, and (2) regards as undesirable or offensive.

Sexual harassment also includes sex-based harassment, which may not be “sexual” in nature, such as acts of physical aggression or hostility that are gender-based, or unequal treatment that is based on gender.

**Procedures**

A College employee or student who believes that he or she has been sexually harassed is strongly encouraged to report the incident to the head of the department. If a satisfactory conclusion is not reached, the student is encouraged to report the incident to Dean of Nursing Academics and Chair/Director of Education. Should the matter continue to remain unresolved to the student’s satisfaction, then the matter must be brought to the college President.

All sexual harassment complaints will be investigated immediately by the proper college officials. The investigation will be conducted as confidentially as possible.

Any employee or student who is found to have sexually harassed another employee or student will be disciplined by the college. Such discipline may result in actions up to and including discharge or expulsion from the college. If it is discovered that a false charge was filed in order to deliberately harm an individual, the perpetrator of the claim will be disciplined appropriately.

**Responsibility**

Each department head and supervisor is responsible for implementing this policy in his or her department. Faculty members are also asked to not fraternize with students, including sharing personal e-mail accounts, telephone numbers and social media accounts.

**Academic Services**

**LIBRARY**

The Library is closely coordinated with the curriculum. Acquisitions of materials and resources are adapted to the changing needs of the teaching programs of the College.

**Online Library Resources**

Hope College of Arts and Sciences (HCAS) provides students and faculty with online library resources and librarian services through a consortium membership and subscriptions with the Library & Information Resources Network (LIRN). HCAS subscribes to the research databases listed below to provide students and faculty with access to online
books, content from journals, magazines, dissertations, news sources, statistics, and more, in order to provide coverage of topics relevant to courses in general education, psychology, biomedical science, nursing, allied health and more. Students and faculty can access the online library resources from any location 24/7 by going to https://www.lirn.net/databases/ and logging in with the school code (70356). Technical assistance for library access is available by contacting support@lirn.net.

**Librarian Assistance**

HCAS subscribes to LIRN’s Consortium Librarian Services so that students and faculty can collaborate with experienced librarians who have master’s degrees in Library and Information Science. For research assistance, training, assignment planning, and other help, students and faculty can contact LIRN librarians at librarian@lirn.net. A librarian will respond within 24 hours during the business week. For in-depth assistance, a phone call or screen-share event may be scheduled with a librarian. The LIRN librarians also work with faculty and administration to schedule webinars to orient students to the library and help them get started on specific assignments.

**Online Resources by Category**

Follow the linked database title for more detailed information and title lists. Databases are updated frequently with the newest issues of publications. The database vendors provide resources as they are released from the journal publishers.

**Digital Books**

Gale Virtual Reference Library includes over 2,000 online reference books covering many subject areas including medicine.

Ebrary Academic Complete (soon to be ProQuest eBook Central) is a growing collection that currently provides over 145,000 scholarly ebooks from leading publishers with coverage in all academic subject areas, including coverage of nursing, health, and medicine. Titles are selected by a team of librarians at ProQuest.

**Nursing & Allied Health Resources**

ProQuest Family Health Database has coverage of a range of health subjects, from sports injuries to women’s health, from food and nutrition to midwifery, from eye care to dentistry.

**Circulation**

At this time, all library resources are kept on ground and no textbooks or resources are circulated.

**Reserve Books**

N/A

**Other Services**

**Audio-Visual Facilities**

All classrooms are equipped with audio and visual devices to enhance the learning environment of the College.
Office Supplies and Duplicating
Office supplies and duplicating are requisitioned through Compliance. Requests should be made a day in advance for copies.

Classroom Assignments
Classroom assignments are arranged by the office of the Campus Director, and changes may be made through that office.

Computing Services
Studies of equipment indicate that computer needs are a top priority for both academic and administrative use. Computer facilities for classrooms have been enhanced and are meeting the current needs of the students, faculty and administration, and future maintenance and upgrades have been scheduled.

Compliance and Grievances

Policy Statement
This Policy is intended to provide a fair, internal process for resolving employment related disputes that arise between faculty or academic staff members and administrators. The formal procedures described in this Policy are intended to be used only when matters cannot be resolved informally. A faculty or academic staff member who feels aggrieved should first seek an informal resolution at the department, or college level before filing a formal grievance under this Policy. The procedures contained in this Policy are not intended to be used to challenge the desirability of School policies.

Definitions

A. Grievance: A written complaint filed by a faculty or academic staff member against an administrator of the College alleging a violation of college, department, school policy or established practice.

B. Faculty member: A person that provides instruction

C. Academic Staff: A person that is part of education process but does not deliver instruction

D. Administrator: A person responsible as the head of an administrative department, school director, dean, or separately reporting director. The President, and those part of the leadership team are not subject to grievance under this Policy.

E. Policy: A written statement of principles and procedures that govern the actions of faculty, academic staff, and administrators, including written rules, bylaws, procedures, or standards.

F. Practice: Actions taken by the administrator within an administrative role based on customs or standards in that department that are usually unwritten but of long-standing duration, and for whose existence the grievant can offer evidence.

G. Violation: A breach, misinterpretation, or misapplication of existing policy or established practice.
Grievance Procedure

A faculty or academic staff member may file a formal grievance against an administrator that alleges a violation of, college, department, school, or unit policy or established practice.

Initiation of Grievance Proceedings

Any College faculty or academic staff member who feels aggrieved may discuss his/her complaint in a confidential conference with Human Resources. Human resources shall inform the faculty or academic staff member if the potential grievance falls under the jurisdiction of another college policy rather than this Policy.

Filing a Grievance

To file a grievance, an individual faculty or academic staff member must submit a written, signed statement (the "grievance") to Human Resources within 10 days of the date that the grievant knew or should have known of the alleged violation. The grievance must contain the following information:

1. the specific policy or established practice that has allegedly been violated;
2. the date of the alleged violation and the date on which the grievant became aware of the alleged violation;
3. the facts relevant to the alleged violation;
4. the person(s) against whom the grievance is filed (the "respondent"); and,
5. the redress sought.

The grievant must also submit any documents that are relevant to the Human Resource initial jurisdictional findings.

The Respondent

Human Resources will provide a copy of the grievance and any documents submitted with the grievance to the respondent within three (3) days of receipt. The respondent shall submit any relevant documents concerning Human Resources’ initial jurisdictional findings to the Human Resources Department within seven (7) days of receipt of the grievance.

Jurisdictional & Procedural Decisions

1. Human Resources shall determine whether the following jurisdictional requirements have been met within 14 days of the date that the grievance was filed. Human Resources may also seek information from appropriate college office(s) to assist in making these jurisdictional determinations.
   a. Whether the grievant has standing under the Faculty Grievance Policy;
   b. Whether the grievance has been filed in a timely fashion;
   c. Whether the grievance identifies an appropriate respondent(s);
   d. Whether the grievance adequately identifies the existing policies and/or established practices alleged to have been violated;
   e. Whether the grievance contains a reasonably adequate statement of the facts relevant to the complaint; and,
f. Whether any other jurisdictional issue(s) need to be decided in connection with the initiation of the grievance and, if so, an explanation of such issues.

2. Human Resources shall inform the parties in writing if each jurisdictional requirement has been met, along with the names of any college offices consulted regarding the jurisdictional decisions. If any jurisdictional requirement has not been met, Human Resources shall dismiss the grievance.

3. Each party shall have the right to appeal the Human Resources’ jurisdictional decisions by filing a written statement explaining the reason(s) for the appeal with Human Resources within 14 days of the issuance of such decision.

4. If any party files an appeal of the Human Resources jurisdictional decision(s), Human Resources shall submit the written appeal, together with any written response to the appeal from the parties, and a written response by Human Resources, to a three-person jurisdictional appeals panel drawn by Human Resources from the list of faculty and librarians eligible to serve as members of the Institution Hearing Board. The panel shall deliberate and submit to Human Resources a written decision (including the basis for its decision) on the appeal within seven (7) days of its convening by Human Resources.

5. Human Resources shall forward a copy of the jurisdictional appeals panel's decision to the parties within seven (7) days of its receipt from the panel.

Informal Resolution

1. Human Resources shall confer with the parties and make every reasonable effort to resolve the grievance informally and as quickly as possible. Discussions regarding informal resolution are expected to be treated with confidentiality and may not be disclosed or referenced during any subsequent formal proceedings on the grievance. Human Resources may recommend that the grievant drop the grievance because it lacks merit, or for other just cause. Such a recommendation, however, shall not be binding on the grievant.

2. If Human Resources determines that the grievance cannot be informally resolved, the Human Resources Representative shall so notify the parties in writing. If the grievant wishes to pursue the grievance, the grievant must submit a written request for a formal hearing to Human Resources within 14 days of such notice. Failure to submit such a request will constitute a waiver of the faculty member's right to pursue the grievance.

Termination for Just Cause

The Employer may terminate the employment agreement at any time "for cause", the grounds for which are defined below. In the case of termination for cause, Employer shall have no obligation to Employee for salary, bonus, or other compensation or any other form of benefits under this agreement except for:

(a) compensation earned prior to the effective date of termination, or (b) other benefits mandated under state or federal law for departed employees (such as COBRA health benefits). Also, in the case of termination for cause, Employer shall reimburse Employee for all appropriately documented expenses incurred by Employee before the termination date that are otherwise reimbursable to Employee under this contract. The "notice period" and "notice method", if any, do not apply to termination for cause. Employer must give actual notice to Employee of termination for cause, but may deliver said notice by any manner, either orally or in writing. Employer may make termination for cause effective
immediately. Should state or federal law require a notice period, the notice period so required under the law shall be applicable to this contract.

Grounds for "cause" termination: Commission of any of the following acts by the Employee constitutes grounds for the Employer to terminate Employee "for cause" under this paragraph:

- Employee is charged with a felony crime.
- Employee commits a crime of moral turpitude, such as an act of fraud or other crime involving dishonesty.
- Employee uses illegal drugs.
- Employee fails to perform his or her duties in a competent manner.
- Employee accepts an offer for future employment with a competitor of Employer.
- Employee fails to perform the duties assigned to him or her for any reason.
- Employee fails to report to Employer any unplanned absence for a period of three consecutive working days or more.
- Employee fails to comply with directives from superiors, the advisory board, or written College policies.
- Employee commits any act or acts that harm the reputation, standing, or credibility of the Employer within the community it operates or with its students or partners.

Reporting
It is the Employee’s responsibility to communicate any absence regardless of reason, or possible long-term illness or injury to the Dean of Nursing Academics and Chair/Director of Education in writing (e-mail is acceptable). Human Resources will determine any reductions of compensation under this contract.

Performance
This position is based upon performance, and it is expected that the Employee will be available to work to fulfill the obligations of this contract. The Dean of Nursing Academics and Chair/Director of Education will continually evaluate the Employee, and if necessary, the President may renegotiate salary or terminate contract if the Employee’s performance is unsatisfactory.

Intellectual Work Product
Any writing, invention, process, creative mark or other work which Employee may make or conceive of, either alone or with others, at any time while Employee is working for Employer which in any way relates to the business of Employer, shall be the sole property of Employer and Employee shall have no rights in nor claims thereto (including, but not limited to, rights or claims accruing under the copyright, trademark, or patent laws of any country).

Severability
In the event any provision of this Agreement is deemed to be void, invalid, or unenforceable, that provision shall be severed from the remainder of this Agreement so as not to cause the invalidity or unenforceability of the remainder of this Agreement. All remaining provisions of this Agreement shall then continue in full force and effect. If any provision shall be deemed invalid due to its scope or breadth, such provision shall be deemed valid to the extent of the scope and breadth permitted by law.
Modification
Except as otherwise provided in this document; this agreement may be modified, superseded, or voided only upon the written and signed agreement of the Parties. Further, the physical destruction or loss of this document shall not be construed as a modification or termination of the agreement contained herein.

Acknowledgements
Each party acknowledges that he or she has had an adequate opportunity to read and study this Agreement, to consider it, and to consult with attorneys if he or she has so desired.

Return of Materials
Employee agrees that upon the termination of his or her employment with Employer for any reason whatsoever, Employee will promptly return to Employer all manuals, records, training materials, and other Confidential Information in his or her possession, as well as equipment, if any, given to Employee by Employer for use in the performance of his or her duties.

Effect of Waiver of Breach
The waiver by the Employer of a breach of any of the provisions of this agreement by the Employee shall not operate or be construed as a waiver of any subsequent breach by the Employee.

State Law
It is intended that this Agreement be valid and enforceable under the laws of the state of Florida, and that the laws of this state shall govern the agreement's interpretation.
Faculty Handbook Acceptance

IN WITNESS WHEREOF and acknowledging acceptance and agreement of the foregoing, Employer and Employee affix their signatures hereto.

EMPLOYER

__________________________________

Human Resources Director

Dated: ________________________, 20__

EMPLOYEE

__________________________________

Faculty Member

Dated: ________________________, 20__

I, ________________________________, have received and have read the Faculty Handbook.

cc: Employee File