

Establishing and Maintaining an Information Security Program



"Where Education Comes To Life"

Hardcopy files are maintained in locked cabinets as well as via electronic per an agreement with Campus Management Corporation, CampusVue. The data is housed off premises by Campus Management Corporation and backed up according to our attached agreement.

CAMPUSVUE®

SOFTWARE AS A SERVICE ("SaaS") AGREEMENT

This CAMPUSVUE SOFTWARE AS A SERVICE ("SaaS") AGREEMENT and the Appendices hereto (the "Agreement") is effective as of the ~~Nth~~ day of December, 2009 (the "Effective Date"), between **NEW** ALLEN SCHOOL INC., a New York corporation, having its principal place of business at 163-18 Jamaica Ave., Jamaica, New York 11432 (the "Customer"), and CAMPUS MANAGEMENT CORP., a Florida corporation, having its principal place of business at 777 Yarnato Road, Boca Raton FL 33431 (hereinafter "CMC").

1, DEFINITIONS

- 1.1. "Active Student Records" or "ASRs" is defined as the maximum number of students enrolled in at least one course at any Campus using CampusVue software, as well as any students on leave of absence. For purposes herein, such term shall not include students who have graduated or students who have dropped out (i.e., terminated studies and not on leave of absence).
- 1.2. "CampusVue Software as a Service ("SaaS")" shall mean the hosted service for CampusVue provided by CMC and subscribed to by Customer pursuant to this Agreement.
- 1.3. "CMC Proprietary Materials" shall mean, collectively, the CampusVue SaaS, and any other system or technology used by CMC or its affiliates in connection with the provision of the CampusVue SaaS, including, without limitation, any related communications/integration network designed, developed or implemented by CMC or its affiliates, and all software, proprietary elements, documentation, records and other trade secrets or know-how related to any of the foregoing, including but not limited to all copyrights, trademarks, Patents, trade secrets and other intellectual property rights inherent therein or appurtenant thereto, and any modifications, enhancements, updates and upgrades thereto owned by CMC, its affiliates, or licensors as of the Effective Date or thereafter created, designed or developed by CMC, its affiliates, or licensors.
- 1.4. "CMC Software" shall mean the software owned by CMC and used to provide the CampusVue SaaS provided under this Agreement, including specifically those software items set forth in Exhibit A.
- 1.5. "Customer Data" shall refer to the private data contained within the applications hosted on the CampusVue SaaS.
- 1.6. "Named Users" shall mean the persons named on Exhibit A attached hereto who are employed by Customer and are authorized to access and use the CampusVue SaaS, subject to and in accordance with this Agreement.

2. CMC'S RESPONSIBILITIES

- 2.1. Grant of Subscription Rights. During the Term, subject to the terms and conditions of this Agreement (including the schedule set forth in Exhibit A), Customer hereby subscribes for, and CMC hereby grants to Customer, a non-transferable, non-exclusive, limited license for the Named Users to access and use the CMC Software via the Customer-supplied Internet connection or proprietary telecommunications line(s) with respect to the ASR. The initial ASR and initial Named Users are set forth in Exhibit A . Customer may Increase the ASR in increments, and the number of Named Users shall adjust, in the manner set forth In Exhibit A.
- 2.2. Scope of Service. The CampusVue SaaS Includes the deployment and administration of the CMC Software at the

CMC CMC designated hosting center, and monitoring the hosting site communications and hardware availability, subject to and In accordance with this Agreement. Nothing herein shall be construed to convey any title or ownership interest in the CMC Proprietary Materials, and Customer acknowledges and agrees that CMC retains all right, title and interest thereto.

- 2.3. Standards of Performance. CMC agrees to use due care and act In good faith in its performance of the CampusVue SaaS and to provide the service In a professional and businesslike manner and in accordance with standard industry practices.
- 2.4. Data Backup. Once weekly CMC shall perform a complete backup of Customer Data using generally accepted backup procedures. This backed up data will be maintained at the CampusVue SaaS collocation center. In addition, incremental daily backups will be performed. On a monthly basis, CMC will make a copy of client data and store it at an off-site or at an alternate processing location. Customer may request a backup of their software and data at any time provided that Customer is not in default of this Agreement. A media and delivery fee will be assessed for each backup sent. CampusVue SaaS is operated In a manner designed to provide for high levels of system availability. This includes redundancy for most major system components, or where appropriate, equipment supported • by manufacturers providing CampusVue SaaS with 2417/385 service.
- 2.5. Availability of Service. The CampusVue SaaS will be accessible to Customer's Named Users 24 hours per day, 7 days a week, except scheduled times for maintenance and updates, of which Customer will be notified in advance, and any Downtime.
- 2.6. CMC Relationship Manager. CMC will appoint a relationship manager to manage the relationship established by this Agreement (the "CMC Relationship Manager") who will (a) coordinate and monitor CMC's obligations under this Agreement, and (b) serve as the primary liaison with Customer Relationship Manager.
- 2.7. Control of Services. CMC may, in its sole discretion (a) reengineer CMC Network components and/or change locations where services are performed; (b) perform its obligations through Its subsidiaries or affiliates, or through the use of selected Independent subcontractors; and (c) modify and/or replace technology or service architectures relating to the CampusVue SaaS.
- 2.8. Personnel. CMC will dedicate personnel necessary to perform its responsibilities hereunder. CMC reserves the right to determine the personnel assigned to perform the CampusVue SaaS and to replace, rotate or reassign such personnel during the Term of this Agreement.
- 2.9. Services Outside Scope. Any services provided outside the scope set forth above shall be identified in a mutually agreeable Professional Services Agreement, subject to CMC's requirements, including, without limitation, any pricing, payment, and technical requirements. Any changes in federal, state or local requirements, or any Customer specific requirements, including, without limitation, with respect to security or privacy, that result in CMC providing additional services or incurring costs, shall be billed to and promptly paid by Customer, CMC reserves the right to refuse to provide certain services in the event Customer's

Teacher Preparation Program Report

Teacher Preparation Program Report

All NY instructors are licensed by the New York State Education Department Bureau of Proprietary School Supervision and undergo training with the Coalition of New York State Career Schools prior to teaching. There are 3 required teacher training courses.

- Basic Methods of Occupational Instruction
- Intermediate Communication in the Classroom
- Advanced Class Management

Internally instructors receive training on Allen School of Health Sciences policy, online teaching platform, attendance, grading, eBook, FERPA/OSHA, etc... In addition there are two Professional Developments done annually.

All documents are located in the academic office on each campus.

Google Classroom
<https://classroom.google.com>



Google Classroom

Instructor Training Guide (Overview)

Medical Assisting Program

Step-by-Step Reference for New Instructors

Quick Navigation

Click any section to jump directly to that topic



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[Using the Gradebook](#)



[Downloading Grades](#)



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[Sending Meeting Link](#)



[Edit Announcements](#)



[Open & Close Quizzes](#)



[Track Missing Work](#)



[Adding Feedback](#)



Dashboard Overview

What You Will See When You Log In

Your Google Classroom Dashboard

Stream

Your class homepage. View announcements, recent posts, and the Google Meet link. Students see class updates here.

Classwork

Where you create and organize assignments, quizzes, questions, and materials into topics for your students.

Grades

Your gradebook. View all student scores in a spreadsheet-style grid. Enter grades, return work, and export data.

People

See enrolled students and co-teachers. Email students, manage invitations, and check class roster from here.

The courses you are assigned to will appear as tiles in the center and as links to the left.

Classroom

Home

Calendar

Resources

Gemini

Teaching

To review

5- (6/29/26) JM-am-PHL Phl... AM (DAY)

T TEST COURSE

5 5- (6/29/26) JM am CDV Car... AM(Day)

5 5- (6/29/26) BK pm CDV Car...

5 5- (6/29/26) BK am CDV Car...

5 5-PHL Phlebotomy AM (DAY)

5 5-EKG Electrophysiology AM (DAY)

4 4-HEM Hematology AM (DAY)

4 4-UBC Urinalysis AM (DAY)

4 4--APSKL Musculoskeletal ... AM (DAY)

3 3-APENDO Endocrine anat... AM (DAY)

Participate in research to improve Classroom

Help shape the future of educational technology by sharing your expertise. Join our growing group of Classroom users to help make Google for Education tools better for your school, students and you.

Learn more

5- (6/29/26) JM-am-PHL... AM (DAY)

TEST COURSE

5- (6/29/26) JM am CDV... AM(Day)

5- (6/29/26) BK pm CDV... AM (DAY)

5- (6/29/26) BK am CDV... AM (DAY)

5-PHL Phlebotomy AM (DAY)



Using the Gradebook

Viewing, Entering, and Returning Grades

Using the Gradebook

- 1 Open your class and click the Grades tab at the top
- 2 View assignments as columns and students as rows
- 3 Click a cell to enter a grade — saves as draft automatically
- 4 Hover and click More > View Submission to see student work
- 5 Click Return to send grades back to students via email



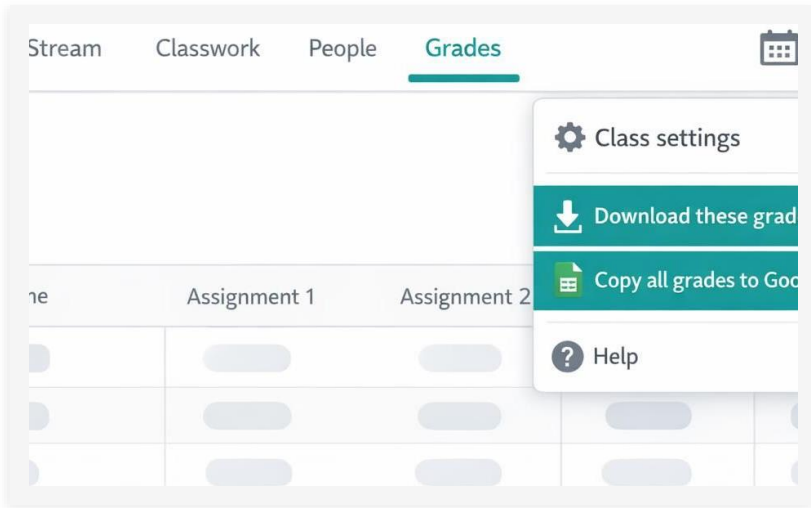
The screenshot shows the Google Classroom interface with the 'Grades' tab selected. It displays a grid where rows represent students and columns represent assignments. The first column contains student avatars. The subsequent columns contain numerical scores. The final column shows the average percentage for each student, with some cells highlighted in teal. The interface includes a home icon, a class icon, a chat icon, and a 'Grades' tab with a bar chart icon.

	85	92	78	90	88	75		88%	
		84	75	95	84	100		91%	
	85	92		80	87	80		91%	
	92	75	90		89			82%	
	75	95		70	92			94%	
		89	70		92	89		86%	
					88			90%	

Pro Tips

- Use keyboard arrows to navigate the gradebook grid
- Set up Total Points or Weighted grading in Settings
- Mark pass/fail work as "Complete" directly from cells

Downloading Student Grades (Weekly)



Download as CSV

1. Click the Grades tab, then any assignment title
2. Click the Settings gear icon (shown left)
3. Choose "Download these grades as CSV" or "Download all grades as CSV"
4. The file saves to your Downloads folder

Copy to Google Sheets

1. Click Classwork tab, open any assignment
2. Click Settings gear > "Copy all grades to Google Sheets"
3. A new tab opens with your gradebook in Sheets
4. Saved automatically to your Classroom Drive folder

Opening a Meeting

Click on Join

5-(6/29/26)BK am CDV Career Development [Customize](#)

Quick Links

[+ Add link](#)

Meet

[Join](#)

Visible to students

Class code

2eo2rne6

Upcoming

No work due soon [View all](#)

[New announcement](#) [Repost](#)

Drafts (1)

Tim Cheslik
4:26 PM

Welcome:

I am Dr. Tim Cheslik and will be your instructor for this course. I look forward to working with you. You may reach me at tim.cheslik@allenschool.edu

The online classroom is organized as follows:
STREAM: posted assignments and announcements
CLASSWORK: Syllabi, Slide decks, Assignments, Discussions, Weekly quiz, and Labs

Plagiarism and working in groups
Plagiarism – this occurs when a writer represents another person’s words or ideas as his/her own. Plagiarism can be unintentional, but it is the student’s responsibility to review this definition to avoid plagiarizing others’ work. Plagiarism occurs when writers fail to enclose direct quotations (of other’s written or oral works) in quotation marks; failure to include citations in your writing (or as footnotes); and/or failure to furnish a reference or cited works list to accompany your writing.

This can happen if you work in a group. Groups can help you to better understand the material, but

Sending the Meeting Link to a Student

If a student lost or can't find the meeting link:

Option A: Direct to the Stream

If "Visible to students" is ON, remind them to check the class Stream or Classwork page for the Meet link.

Option B: Copy & Email the Link

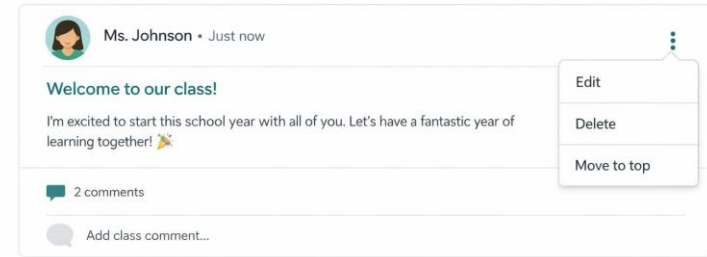
Go to Settings > Google Meet. Copy the link. Then People tab > find student > Email > paste the link.

Option C: Private Comment

Open any assignment, find the student's name, paste the Meet link in "Add private comment." Only they can see it.

Editing the Welcome Announcement

- 1 Go to the Stream page in your class
- 2 Find the welcome announcement
- 3 Click the three-dot More menu (shown right)
- 4 Select "Edit" from the dropdown
- 5 Update the text, attachments, or links
- 6 Click "Save" to publish changes



Tip: Use "Move to top" to pin important announcements on the Stream page.

Opening & Closing a Quiz

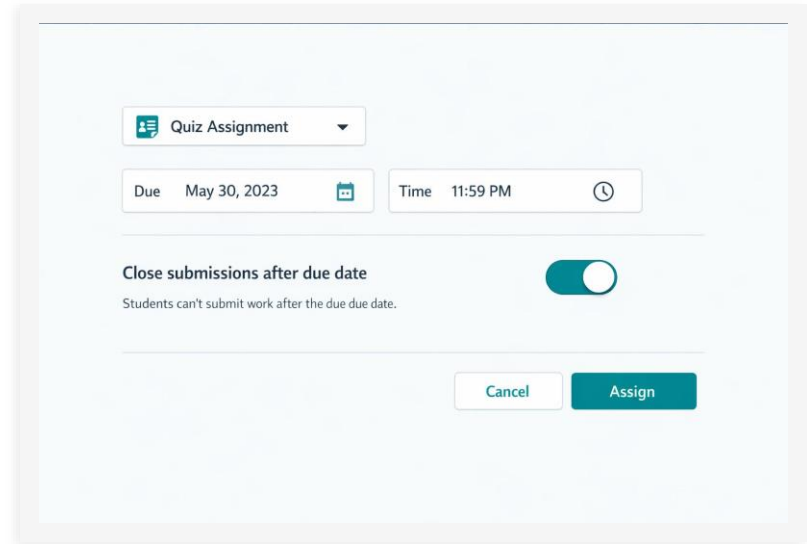
Opening a Quiz

1. Classwork tab > "+Create" > Quiz Assignment
2. Name it, add instructions, set points & due date
3. Click the Forms quiz to add questions
4. Click "Assign" to publish or schedule

Closing / Stopping Submissions

1. Toggle "Close submissions after due date" ON (shown right)
2. Or manually stop accepting at any time via the assignment
3. Students see "No longer accepting submissions"
4. You can reopen for individual students if needed

Must be done on all 5 weekly classes



The screenshot shows the 'Assign' interface for a 'Quiz Assignment' in Google Classroom. At the top, there is a dropdown menu set to 'Quiz Assignment'. Below this, there are two input fields: 'Due' with the date 'May 30, 2023' and a calendar icon, and 'Time' with the time '11:59 PM' and a clock icon. A toggle switch labeled 'Close submissions after due date' is turned on (blue). Below the toggle, a small text note reads 'Students can't submit work after the due date.' At the bottom right, there are two buttons: 'Cancel' and 'Assign'.

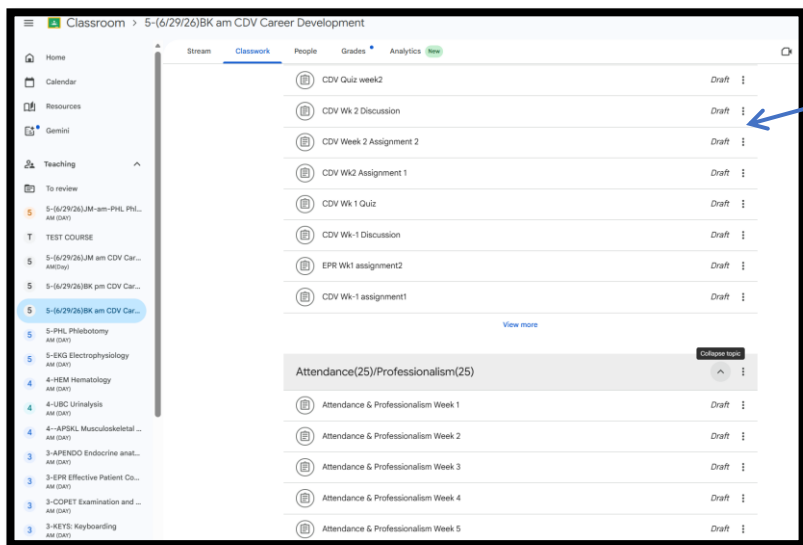
Students can still view attachments after submissions close, so absent students can access materials.

[Bing Videos](#)

Your class has been set with week 1 assignments posted. THE QUIZ is not posted.

WEEKLY RELEASE OF ASSIGNMENTS

You can release the quiz on the day of the exam. Click on the three vertical dots and select EDIT. Tap on the ASSIGN button



Tracking Students with Missing Work

Student Work		
Turned In	Assigned	Missing
Student	Status	
 Alex Johnson	 Turned In	
 Jessica Lee	 Assigned	
 Michael Chen	 Missing	
 Emma Davis	 Turned In	
 Daniel Smith	 Assigned	
 Sophia Martinez	 Missing	

Three Ways to Find Missing Work

From the Gradebook

Click Grades tab. Look for empty cells and color indicators. Hover a cell to see submission status.

From an Assignment

Click Classwork > assignment > View Assignment. Filter by "Missing" status. Email those students directly.

From a Student Profile

Click People > student name. View overall grade and spot patterns of missing work. Use private comments to follow up.

Adding Feedback to Assignments

1

Open the Grading Tool

Classwork > assignment > View Assignment. Select a student to open their work.

2

Add In-Line Comments

Highlight text in their file. A comment box appears for specific feedback.

3

Use the Comment Bank

Save common feedback to reuse across students. Accessible from any device.

4

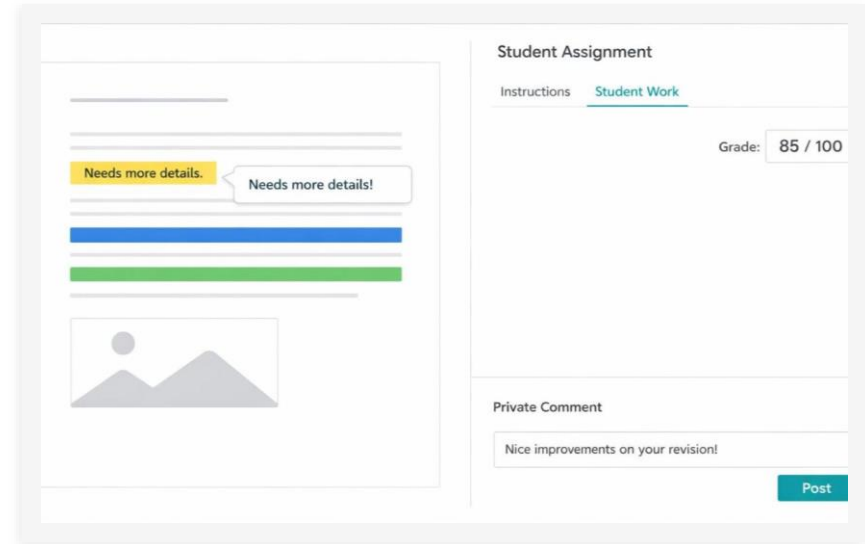
Add Private Comments

Use the private comment field below. You can also record audio/video feedback.

5

Return the Work

Enter a grade, then click Return. Student gets notified and sees your comments.



Home

Calendar

Resources

Gemini

Teaching

To review

5 5-(6/29/26)JM-am-PHL Phl...
AM (DAY)

TEST COURSE

Stream

Classwork

People

Grades

Analytics

New

✓ Gradebook

Learning goals

New

Classwork filter

View all classwork

Sort by last name

Overall grade

No due date

[CDV Wk5
assignment 2...](#)

out of 50

No due date

[CDV Week 5
Quiz](#)

out of 25

No due date

[CDV Wk5
assignment](#)

out of 25

No due date

[CDV Wk5
discussion](#)

out of 50



Class average



Naziba Chowdhury

No grade

Click on the Assignment

Classroom > TEST COURSE

Home

Calendar

Resources

Gemini

Teaching

To review

5- (6/29/26)JM-am-PHL Phl...

TEST COURSE

5- (6/29/26)JM am CDV Car...

5- (6/29/26)BK pm CDV Car...

5- (6/29/26)BK am CDV Car...

5-PHL Phlebotomy

5-EKG Electrophysiology

4-HEM Hematology

4-UBC Urinalysis

4--APSKL Musculoskeletal ...

3-APENDO Endocrine anat...

3-EPR Effective Patient Co...

3-COPET Examination and ...

3-KEYS: Keyboarding

3-COPH Pharmacies & The...

2-First Aid and Emergencies

Instructions

Student work

Return

50 points

All students

Sort by status

Assigned

Naziba Chowdhury

/50

Naziba Chowdhury

Assigned (See history)

10/50

Not returned

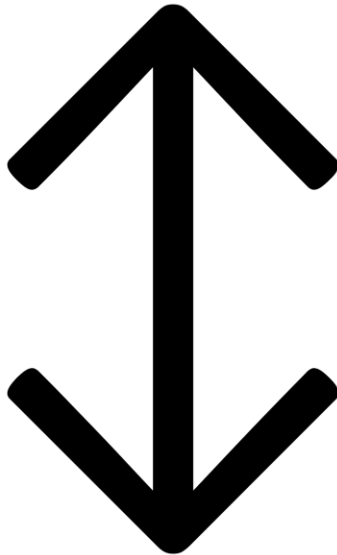
Add private comment...

Click on Naziba's grade.
A place for feedback will
appear at the bottom
right.

Instructor Feedback Should be Individualized

- 1. Test** — Excellent work on your exam; your strong grasp of **medical terminology** really shows. Keep it up!
- 2. Test** — You did well overall, but review the **pharmacology** section—several **dosage calculation** errors cost you points.
- 3. Assignment** — Your care plan was thorough and well organized—this is exactly the level of detail employers look for.
- 4. Assignment** — Good start, but please cite your sources and proofread for spelling before submitting next time.
- 5. Discussion** — I appreciated how you connected the reading to a real clinical scenario—that added great depth to the conversation.
- 6. Discussion** — Remember to respond to at least two classmates' posts to earn full credit for participation.
- 7. Test** — Your anatomy labeling needs work—revisit the diagrams and try the practice quiz before the next test..
- 8. Assignment** — Fantastic improvement on your **phlebotomy** documentation—your hard work is clearly paying off.

Extensive feedback
has been placed
into all the Google
Form questions



CDV Wk3 discussion

List 5 common mistake on a cover letter and how you would avoid them. 50 pts

Email *

Valid email

This form is collecting emails. [Change settings](#)

☒ Edit feedback and points:

List 5 common mistake on a cover letter AND how you would avoid them. 50 pts 2 points

Feedback for all answers

Using the Same Generic Letter for Every Job
Avoid it by: Personalizing each letter with the company name, job title, and specific skills that match the posting.

Repeating Your Entire Resume
Avoid it by: Highlighting one or two key strengths or accomplishments instead of listing everything you've done.

Writing Too Much (Long Paragraphs)
Avoid it by: Keeping the letter to 3 short paragraphs—introduction, skills/experience, and closing.

Focusing on What You Want Instead of What the Employer Needs
Avoid it by: Explaining how your skills will help the company, not just why you want the job.

Spelling and Grammar Errors
Avoid it by: Proofreading carefully, reading it out loud, and using tools like spell-check.

Using an Unprofessional Tone
Avoid it by: Keeping the language polite, confident, and workplace-appropriate—no slang or emojis.

Not Addressing the Hiring Manager (or Using "To Whom It May Concern")
Avoid it by: Searching the job posting, company website, or LinkedIn for the hiring manager's name. If unknown, use "Hiring Manager."

Failing to Show Enthusiasm for the Role
Avoid it by: Including one sentence about why you're excited about this position or company.

Talking About What You Don't Have (Lack of Experience)
Avoid it by: Focusing on strengths—training, externship experience, soft skills, and willingness to learn.

Forgetting to Include a Call to Action
Avoid it by: Ending with a confident closing such as:
"I look forward to the opportunity to discuss how I can contribute to your team."

WHY is FEEDBACK IMPORTANT ?

WHY IS FEEDBACK IMPORTANT?

1. Students are home for 4 of the 5 school days / week.
2. They need to know when doing well – it encourages them.
3. Sometimes students do not have a social network that facilitates recognizing their hard work
4. Corrective feedback allows them to do better on the next assignment
5. FEEDBACK IS A REQUIREMENT OF THE AGENCIES THAT LICENSE/ACCREDIT THE ALLEN SCHOOL

Feedback

- Positive Reinforcement
- Constructive Criticism
- Encourage Revision
- Correcting wrong submissions

Allows the learner to assess their progress and determine potential areas of self-improvement.

Promotes self-reflection.
Increases knowledge retention.

Helps build a partnership and trust between instructor and student.

Promotes online instructor interaction with students and enhances instructor presence, which is crucial for online students to meet course goals and achieve success.

✓ Positive Reinforcement

- "Excellent work! You demonstrated a clear understanding of the key concepts."
- "Your analysis was insightful and well-supported by evidence—great job!"
- "I appreciate the effort you put into organizing your ideas so clearly."
- "Your attention to detail really stands out in this submission."
- "You've made strong progress since your last assignment—keep it up!"
- **"Your response reflects thoughtful engagement with the material."**
- **"You applied the theory effectively to a real-world example—nicely done!"**
- **"Your creativity in approaching this topic is commendable."**
- **"This submission shows a high level of academic integrity and effort."**

Recognizing and rewarding students' efforts and accomplishments can significantly boost their motivation and engagement.

Constructive Criticism

- "Consider expanding your explanation of [topic] to strengthen your argument."
- "You're on the right track, but some key points need further clarification."
- "Try to incorporate more examples to support your claims."
- "Be sure to proofread for grammar and spelling errors before submitting."
- "Your response would benefit from a clearer structure and organization."

Helps students improve their performance and develop their abilities.

It involves providing feedback that is positive and aimed at helping students grow.

Encouraging Revision

- "I recommend revisiting the rubric to ensure all criteria are fully addressed."
- "This is a good start—please revise and resubmit with more detail on [specific area]."
- "Let's work on refining your statement to make it more focused."
- "You've got the foundation—now build on it with deeper analysis."
- "Please review the feedback and reach out if you'd like help improving your next draft."

Provides a construct on how to do better in the future & how to improve a current assignment.



Correcting Errors

- This feedback is when you explain what they did wrong
 - Your summary is correct, but the math was off (600mg is 1cc so, 2 cc will be 1200mg)
 - You forgot the last part of the question. Next time, try writing out each question with the answer below
 - Excellent work, you got all the questions correct, but lost late points
 - You are improving greatly in the discussions, but you are still forgetting to include what the treatment is

Provides
instructions
on how to
correct the
error they
made

GOOGLE CLASSROOM

GRADING

AND

FEEDBACK



You're Ready!

Key Resources to Bookmark

Google Classroom Help Center: support.google.com/edu/classroom

Google for Education Training: edu.google.com

Google Meet Help: support.google.com/meet

Summary Test – Knowledge Check –FACULTY Development

Instructor name:

Instruction: highlight your answer)

1. Which Google Classroom tab is your gradebook, where student scores appear in a spreadsheet-style grid?

A) Stream B) Classwork C) Grades D) People

2. Where do students see announcements and the Google Meet link?

A) Grades tab B) The class homepage / Stream C) People tab D) Settings menu

3. After you click a cell to enter a grade in the gradebook, the grade is:

A) Sent to the student instantly B) Saved as a draft automatically C) Deleted on refresh D) Emailed to the coordinator

4. To send a graded assignment back so the student is notified, you click:

A) Save B) Assign C) Return D) Close

5. What is a valid way to download weekly student grades?

A) Print the Stream page B) Download grades as CSV from the Settings gear C) Screenshot each cell D) Email each student

Summary Test – Knowledge Check (2 of 2)

6. If a student lost the meeting link, which is NOT a recommended option?

- A) Direct them to the Stream B) Copy & email the link via the People tab C) Paste it in a private comment D) Reset the student's password

7. When should you release a weekly quiz to students?

- A) Only at the start of the week B) On exam day by editing and clicking Assign C) Never – quizzes auto-release D) Only after grades post

8. Which feature lets you save common feedback to reuse across many students?

- A) Comment Bank B) Private Comment C) Move to Top D) Weighted Grading

9. Which is one of the three ways to find students with missing work?

- A) Empty cells in the Gradebook B) The school marquee C) The print queue D) The recycle bin

10. According to the training, why is feedback especially important in this program?

- A) It is optional and rarely used B) Students are home 4 of 5 days and accreditors require it C) It replaces grades entirely D) It is only for failing students

Late point calculation

A test is given. 50 points

Due date: August 15th.

Calculate the late points for the following scenarios: (assume all answers were correct unless noted)

Student takes the exam on August 15th calculated score is:

On August 18th , 1 question wrong (-5) calculated score is:

On August 21st , 2 questions wrong (-12) calculated score is:

On August 28th calculated score is:

On August 29th calculated score is:

Google Classroom Set up

MA Program

Module1:

- APCVS
- ENG
- COMP
- MLE

Module 2:

- MSW
- FA
- POP

Module 3:

- APEND
- EPR
- KEYS
- COPH
- COPET

Module 4:

- UBC
- HEM
- APSKL

Module 5:

- EKG
- PHL
- CDV

Google classroom names:

5-(8/3/26) BK am CDV Career development

Module – (Mod date) Campus am/pm Course name

5-(8/3/26) BK pm PHL Phlebotomy

4-(8/3/26) BK am UBC Urinalysis

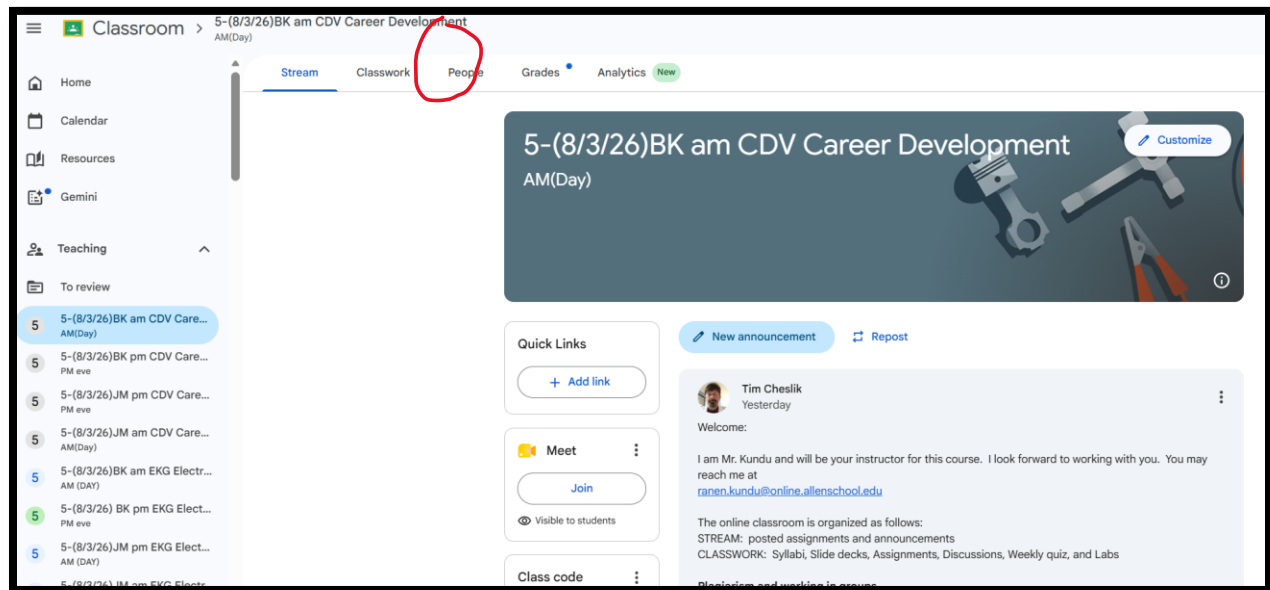
Adding Instructors/Admin to each course

BK: always add Libby Hunt, Laurie Pringle and

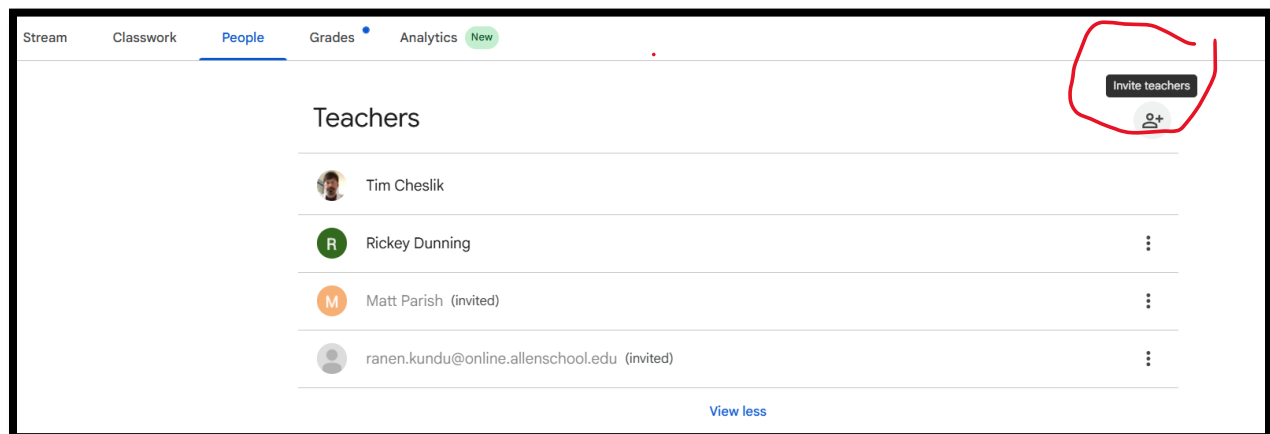
Waithe, Tanita 347-775-7452 tanita.waithe@allenschool.edu

Jones, Michele 516-659-0292 michele.jones@allenschool.edu

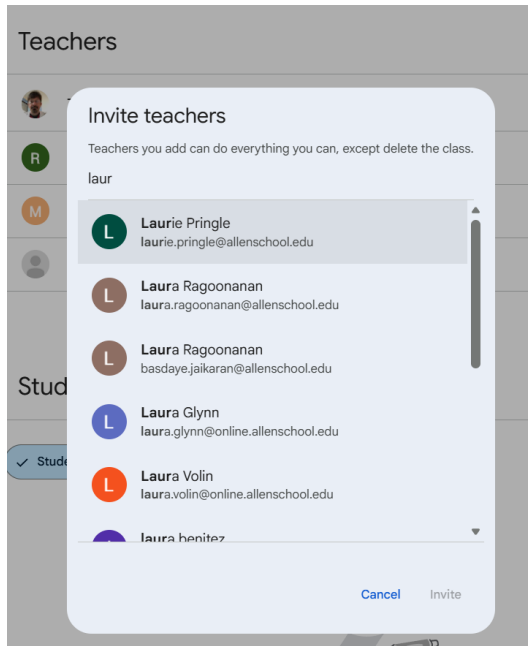
Go into course, go to the PEOPLE tab



Once in PEOPLE, click on add



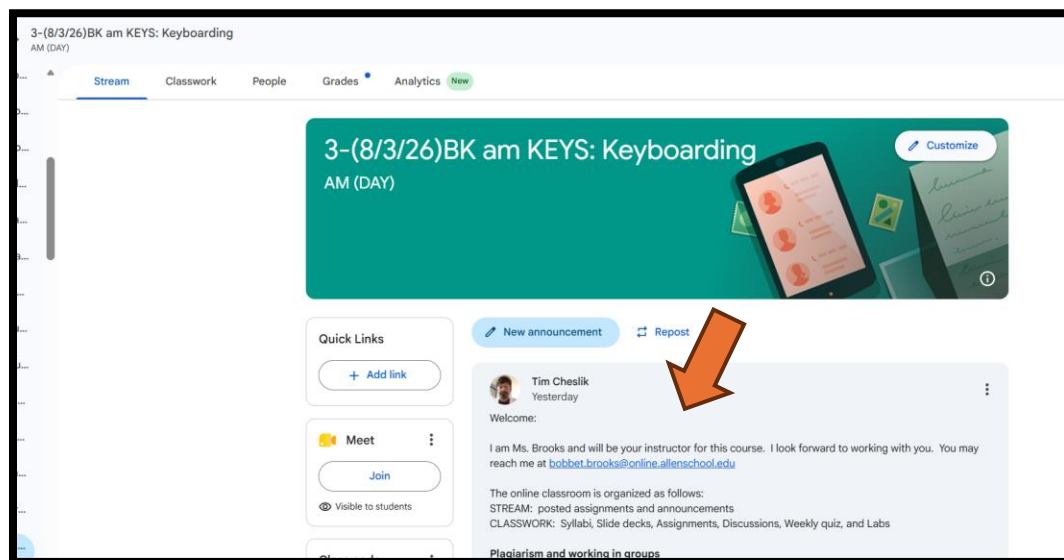
Add the e-mail of the person, and INVITE (lower right corner)



Can add multiple people; just type the next email.

Once all names are listed, click on the invite (lower right)

Finding the instructor to add: use a copy of the schedule or go to the STREAM tab and Welcome message



Admissions, first week course student-tracking

deidre.ricketts@allenschool.edu - add to **JM** 830 course and 530 course (MOD1)

gabriela.levoyer@allenschool.edu - add to **BK** 830 course and 530 course (MOD1)

Admissions logs in to the first period class of all module one students to take attendance – they call anyone who has not shown.

Example:

	Campus Mon - Fri 3/16 + 4/20 (9 +15=24 total) Mod 5	Campus on Wednesday 5/26 (13) Mod 4	Campus on Tuesday 6/29 (18) Mod 3	Campus Mondays 8/3 (25+) Mod 1
5:30 pm –6:20 pm	CDV Kundu (Sultana)	HEM Sabina (Mahmud)	KEYS Kayla (Brooks)	ENG Wilkerson (Jones)
6:30 pm -7:20 pm	PHL Dada (Waithe)	HEM Sabina (Mahmud)	EPR Kayla Anderson (Mahmud)	ENG Wilkerson (Jones)

ENG at 530 – add Gabby in as instructor

then the same for 830am

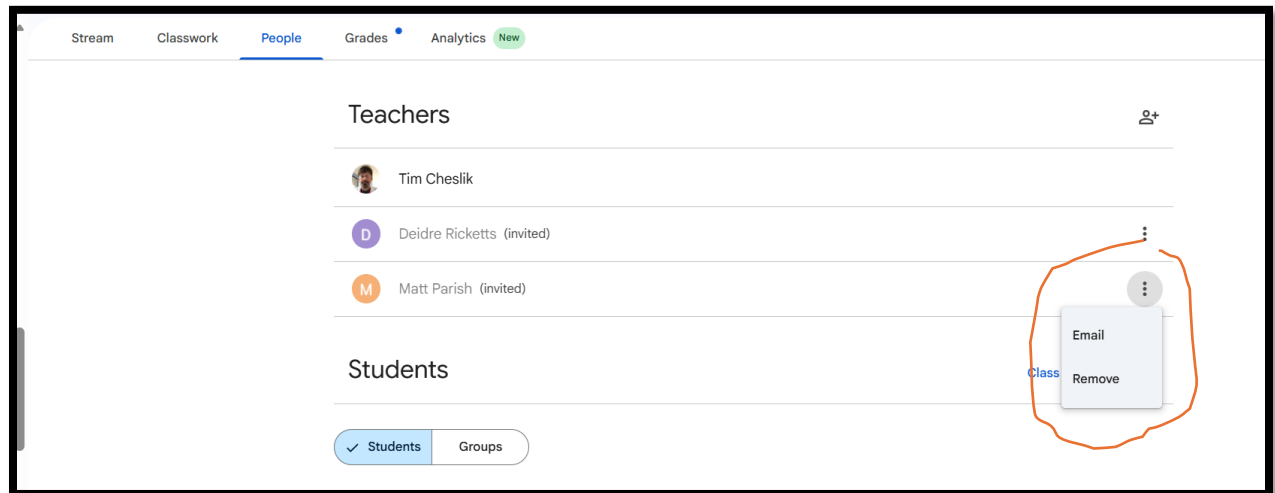
Instructor e-Mails

Anderson, Kayla	678-510-6034	kayla.anderson@allenschool.edu
Bingham-Guinn, Deborah	347-942-5716	deborah.bingham@allenschool.edu
Brooks, Bobbet	646-228-7735	bobbet.brooks@online.allenschool.edu
Brown, Camille	929-322-7952	camille.brown@allenschool.edu
Corletto, Paola	347-536-7078	paola.corletto@allenschool.edu
Dada, Mathew	631-720-9356	mathew.dada@allenschool.edu
Dizdarevic, Fatima	646-867-4500	fatima.dizdarevic@allenschool.edu
Gardner, Joy	917-854-3174	joy.gardner@allenschool.edu

Gitlits, Sabina	917-292-4212	sabina.gitlits@allenschool.edu
Gordon, Briawna	754-202-6958	briawna.gordon@allenschool.edu
Hunt, Libby	602-326-5762	libby.hunt@online.allenschool.edu
Jones, Michele	516-659-0292	michele.jones@allenschool.edu
Kundu, Ranen	917-856-1544	ranen.kundu@online.allenschool.edu
Mahmud, Sahad	773-993-3599	sahad.mahmud@allenschool.edu
Pringle, Laurie	908-499-4383	laurie.pringle@allenschool.edu
Robinson-Holmes, Rayna	347-453-6392	rayna.robinson-holmes@allenschool.edu
Sedhom, Nasser	347-416-2848	nasser.sedhorn@online.allenschool.edu
Shana, Somara	349-299-7227	somara.shana@allenschool.edu
Sultana, Samina	347-891-5636	samina.sultana@online.allenschool.edu
Waithe, Tanita	347-775-7452	tanita.waithe@allenschool.edu
Wilkerson, Harold	917-703-6265	harold.wilkerson@allenschool.edu

eMail and Instructor or Student from Google Classroom

Google classroom has all the emails (instructor and student built in) You can immediately email one by clicking on the three vertical dots (under PEOPLE tab)



SCHEDULE OF CREATION

Course copies are created by Dr Cheslik during week 4 into week5

GOALS:

- Monday – add instructors and admin to each course
- Tuesday – add students to each course
- Wednesday – email students (Have to accepted your invite) This is done by class with a copy of their schedule (UBC, APSKL, HEM)

Example for 4th mod:

Dear student – you were sent 3 invites (UBC, APSKL, HEM) It is important that you accept the invites.

- Thursday email, repeat and add due by Friday

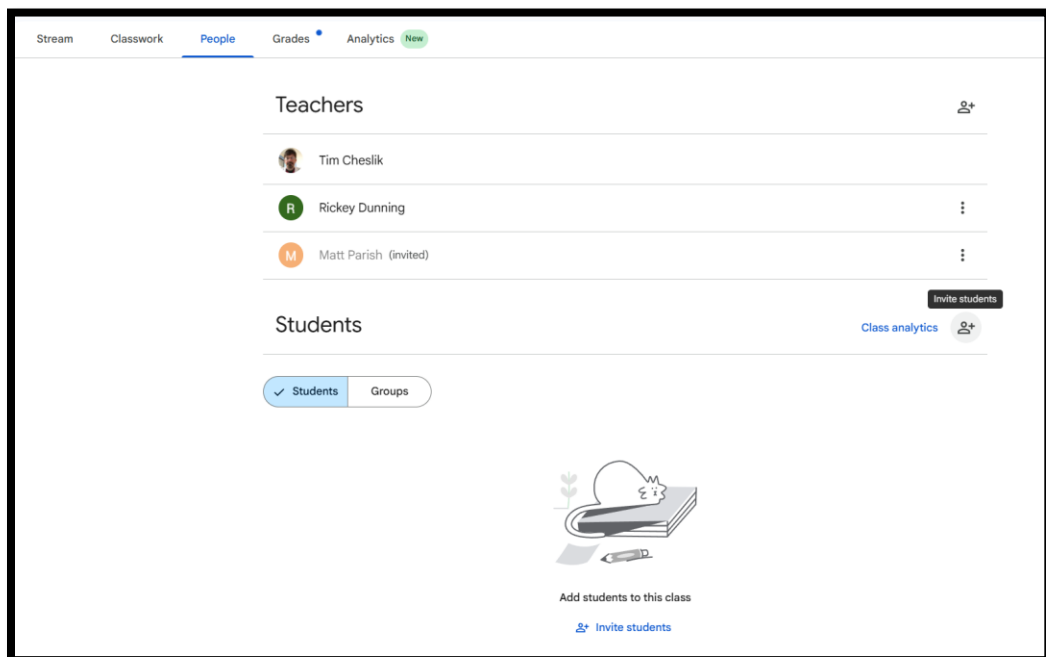
Dear student – you were sent 3 invites (UBC, APSKL, HEM) It is important that you accept the invites. These must be accepted by Friday

- Friday email

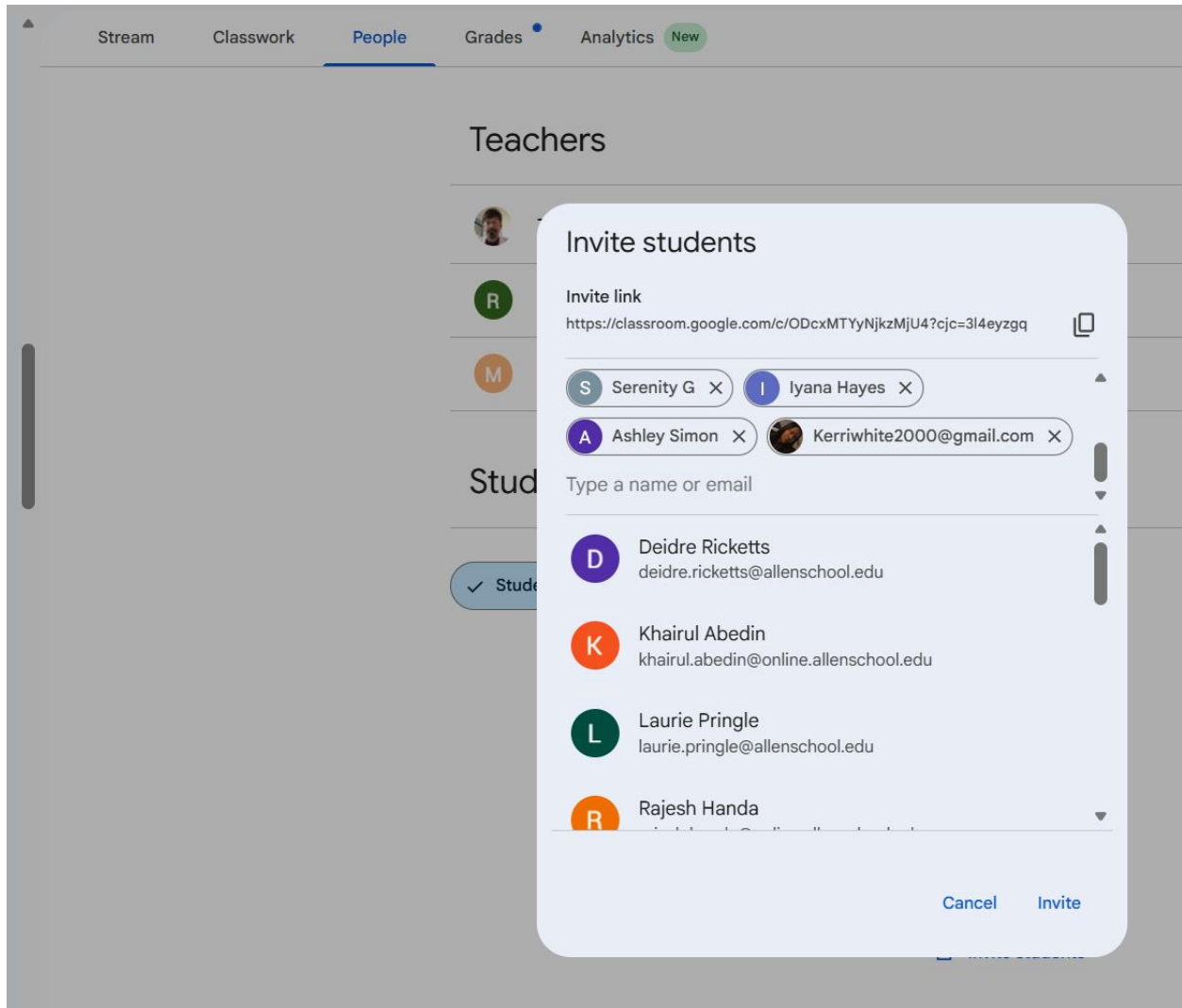
Dear student – you were sent 3 emails earlier in the week. You must accept the invite or risk not being able to log into class on Monday (which can cost you attendance hours)

Adding students

- MODULE ONE – is done on the first day of classes
- Mod 2,3,4,5 are done in WEEK 5 before the next module
 - PEOPLE, Invite students



Copy and paste the list of student emails, click on INVITE



From: Matt Parish <matt.parish@allenschool.edu>
Sent: Thursday, July 16, 2026 5:21 PM
To: Tim Cheslik <tim.cheslik@allenschool.edu>
Subject: 8.3.26 Evening Classes

Good Afternoon,

If you are receiving this email, you will be taking Module 5 classes starting on August 3rd.
Please report to class in person on MONDAY AUGUST 3RD at 5:30pm.
If you have any questions or concerns, please feel free to reach out to me.

8/3 Module:
5:30pm-6:30pm - CDV
6:30pm-8:30pm- PHL
8:30pm-10:30pm- EKG

Thank you,
Matt Parish
Office: 718-291-2202
Email: matt.parish@allenschool.edu
163-18 Jamaica Ave. Jamaica, NY 11432
3rd Floor



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The Allen School of Health and Sciences

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Libby Hunt <libby.hunt@online.allenschool.edu>

Fwd: Fw: Module 2 Class Invites

1 message

Tim Cheslik <tim.cheslik@allenschool.edu>
To: Libby Hunt <libby.hunt@online.allenschool.edu>

Thu, Aug 13, 2026 at 1:43 PM

Example of mod 2

This mod instructors did a mini training for students during classtime. Here are ethe assignments, when they are due, does everyone see...

From: Matt Parish <matt.parish@allenschool.edu>
Sent: Monday, August 3, 2026 9:04 AM
To: Bonniebeauford2019@gmail.com <bonniebeauford2019@gmail.com>
Subject: Module 2 Class Invites

Good Morning,

Please see below for your class invites.

8:30-10:30 MSW: <https://classroom.google.com/c/ODcxMTUyMjI1ODA5?cjc=fsvwzl4o>

10:30-12:30 POP: <https://classroom.google.com/c/ODcxMTYwNTI3OTAw?cjc=e7rry7q4>

12:30-1:30 COP FA: <https://classroom.google.com/c/ODcxMTU4ODgxMTQ2?cjc=4gnbtep5>

Matt Parish

Office: 718-291-2202

Email: matt.parish@allenschool.edu

163-18 Jamaica Ave. Jamaica, NY 11432

3rd Floor



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**information. Any unauthorized review, use, disclosure, or distribution is prohibited.
If you are not the intended recipient, please contact the sender by reply email
and delete the original and all copies of this email.**

--

Tim Cheslik DPM

Jamaica Campus Director



Over 60 Years of Training Medical Professionals

718-291-2200 ext.2250

163-18 Jamaica Avenue

Queens, NY 11432

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Adjunct Instructor – Hybrid/Campus-Based

The adjunct instructor provides education through student-centered instruction. The adjunct instructor teaches students within assigned courses and accurately tracks all submissions and grades within those assigned courses. Adjunct instructors are responsible for providing students with the knowledge and skills necessary to complete their course and program.

All Allen School of Health Science instructors help to ensure compliance and promote a sense of excellence.

Requirements, Duties, and Responsibilities

Requirements

- An instructor will minimally possess a Medical Assistance Certificate or an Associate's degree in a healthcare field. A bachelors, masters, or doctoral degree is preferred.
- Current credentials in their area of expertise
- A New York State Education Department teaching license (NY Instructors)
- Recommended two years of experience directly related to the areas of instruction
- Teach an appropriate course load (typically 1-4 courses in the day or evening program).

Teaching Duties and Competencies

- Organizes and instructs assigned courses to promote students' success.
- Adapts teaching materials and methods of instruction to facilitate and expedite the skill development of each student relative to reaching his/her training objective.
- Responsible for evaluating student learning, objective achievement, and providing feedback.
- Selects appropriate materials and equipment for discipline or program use, and ensures proper care and safety in their use.
- Attends Allen School academic and staff meetings and performs any duties as may be required by the administration commensurate with an instructor position.
- Attends work regularly following a designated work schedule. Adjunct instructors must be available to work additional days/evenings as required by position responsibilities.
- Demonstrates the ability to read, speak clearly, deliver presentations, and operate instructional equipment.

- Maintains current, accurate records of course enrollment, attendance, student academic progress, course curriculum, and student learning outcomes; prepares and submits data and reports related to course and student progress in a timely manner.
- Provides access to students through posted office hours, electronic communication, and other appropriate methods.
- Demonstrates dedication to working with students in an objective and fair manner regardless of handicap, race, gender, national origin, age, or socio-economic background.
- Adheres to and promotes the Allen School **EDUCATE** core values:

Education Quality & Integrity

Dedication

Understanding of Others

Communication & Consistency

Advisement & Achievement

Teamwork & Technology

Excellence

Date January 24, 2024

I have received and reviewed a copy of the Instructor Job Description.



Signature

Michele Hawkins Jones

Print Name



Academic Instructor / Student Services

The Academic/Student Services Full-Time Instructor is an exempt position that teaches at least once course and accurately tracks all attendance, submissions, and grades within those assigned courses. In addition, this position will work closely with Admissions, Registrar, Academics, Financial Aid and Career Services to ensure students are successfully progressing from the time to enrollment through the completion of their internship.

Requirements, Duties, and Responsibilities

Job Requirements

- An instructor will minimally possess a Medical Assistance Certificate or an Associate's degree in a healthcare field. A bachelors, masters, or doctoral degree is preferred.
- Current credentials in their area of expertise.
- State Education Department teaching license (if applicable).
- A minimum of two years of experience directly related to the areas of instruction.
- This job is a campus-based job and is not virtual.

Duties and Competencies

- Organizes and instructs assigned courses to promote students' success.
- Adapts teaching materials and methods of instruction to facilitate and expedite the skill development of each student relative to reaching his/her training objective.
- Responsible for evaluating student learning, objective achievement, and providing feedback. Completes all special schedules after counseling students on course grades.
- Implements prescribed communication plan with their assigned student caseload, including phone calls and emails verified by CampusVue reports
- Ensure successful student assimilation into the course environment by joining Module 1 classes daily during week 1.
- Serves as liaison to other Allen School departments by directing students to appropriate offices as needed.
- Completes lab supply requisition and provides it to VP-Academic Affairs two weeks prior to start. Upon approval, completes all lab ordering.
- Ensures student services events calendars being updated and followed (Fashion shows, panel discussions, alumni, job fairs, mid-point/first mod/internship celebrations)
- Auditing SAP, probation, LDA, Attendance, makeup, completes instructor observations.
- Maintains current, accurate records of course enrollment, attendance, student academic progress, course curriculum, and student learning outcomes; prepares and submits data and reports related to course and student progress in a timely manner.
- Completes all Advising Records and counsels students as needed.
- Works closely with Career Services in ensuring the physicals and immunizations are completed.
- Maintains professional relationships with students, colleagues, and the community.
- All other duties as assigned by the Campus Director or VP-Academic Affairs.



ALLEN SCHOOL

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of Health Sciences

Where Education Comes To Life

- Adheres to and promotes the Allen School **EDUCATE** core values:

Education Quality & Integrity
Dedication
Understanding of Others
Communication & Consistency
Advisement & Achievement
Teamwork & Technology
Excellence

Date _____

I have received and reviewed a copy of the Instructor Job Description.

Signature

Print Name