



Consulting Faculty Handbook

2010-2011 Edition

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Mission

Board for State Academic Awards & Charter Oak State College

The Board for State Academic Awards provides diverse and alternative opportunities for adults to earn degrees. The Board accomplishes its mission through Charter Oak State College and the Connecticut Distance Learning Consortium. Relying on the judgment of professional educators, the Board validates learning acquired through examinations, independent study, work experience, non-collegiate-sponsored instruction, technology-mediated learning, and traditional study. The Board seeks to:

1. offer coherent, college-level curricula and degree programs which incorporate transfer credit, examinations, and other methods of credit and competency validation;
2. develop valid and reliable tests and other methods to evaluate and assess experiential and extra-collegiate learning as alternatives to classroom study;
3. provide access to educationally sound learning through a variety of means including video, computer-mediated and other electronically mediated technologies;
4. inform and guide the public about opportunities for earning credentials by alternative means;
5. provide testing and credit registry services, and information regarding such services, to the public;
6. extend access to higher education to all adults who demonstrate the ability to perform on the collegiate level and to foster the enrollment and graduation of diverse populations; and
7. encourage innovation in meeting the needs of adult learners and to serve as an advocate for adult learners in higher education.

In all of its activities, the Board for State Academic Awards rigorously upholds standards of high quality and seeks to inspire adults with the self-enrichment potential of nontraditional higher education.

Role and Scope

The Board for State Academic Awards, established in 1973, grants degrees through Charter Oak State College. As a nontraditional college, Charter Oak is designed to provide adults with an alternate means to earn degrees that are of equivalent quality and rigor to those earned at other accredited institutions of higher learning. The College, therefore, collaborates with and complements the missions of other Connecticut colleges and universities.

Charter Oak State College awards four undergraduate degrees: the Associate in Arts, the Associate in Science, the Bachelor of Arts and the Bachelor of Science and is authorized by the state to offer master's level graduate programs. These degree programs enable students to meet career and personal goals. The content of the bachelor's degree programs is structured to provide the foundations needed for advanced study since a large number of Charter Oak State College alumni continue their education in graduate school. In addition, the college offers a number of credit certificate and non-credit programs. Enrollment is open to any adult who demonstrates college-level achievement. The College endeavors to recognize the diversity and achievements of its entire community.

Recognizing that learning takes place in many forms, Charter Oak State College provides a flexible approach to higher education. Academic credit may be awarded for course work completed successfully at other accredited institutions, academic instruction sponsored by non-collegiate organizations, military training evaluations, and online courses offered by Charter Oak, testing, portfolio assessment, contract learning, and for learning acquired through many licensure and certification programs.

Charter Oak State College has no campus and offers no classroom instruction, but assists its students through a variety of academic support services including program planning, testing, and evaluation. The College also delivers online courses, serves as a testing center and provides credit registry services, as

well as, information regarding other educational opportunities. The College identifies qualified faculty from regionally accredited colleges and universities and other experts to assess academic achievement in areas not measured by standardized tests for programs such as online courses, contract learning, and practica. In recruiting these faculty and experts, the College actively seeks to identify educators who value the impact of broad and diverse experience acquired by students.

Charter Oak State College also assists other Connecticut colleges and universities seeking to provide their students with alternate ways to validate college-level learning; develops partnerships with the corporate and non-profit community to meet the state's workforce needs; and through its Connecticut Credit Assessment Program and special assessments, evaluates and formally recognizes non-collegiate learning regardless of how or where such learning is acquired.

Charter Oak State College conducts institutional research and assessment to monitor and evaluate the progress and success of its students, graduates, and programs. The College uses the results of these assessments to evaluate its effectiveness and to make changes that respond to student, institutional, and societal needs. As part of its assessment process and to ensure that its students succeed academically, the college instituted a six credit residency requirement in the form of a cornerstone course for new students and a capstone course for seniors.

INTRODUCTION TO CHARTER OAK STATE COLLEGE

Governance

The Board for State Academic Awards (BSAA) is a constituent unit of the state system of public higher education. It consists of a chair and members appointed by the governor. The Board's responsibilities include provision of academic guidance and information, testing, validation of college-level credits and the award of degrees.

The Board and its activities are supported by funding from three sources: state appropriations, user fees and voluntary contributions of individuals, foundations and the corporate community.

History

The Connecticut General Assembly established the Board for State Academic Awards in 1973 primarily to provide open access to academic credentials by offering an alternate way for adults to earn a college degree outside the college classroom. In 1980 the Board received legal authorization to designate its degree program as a college. The title chosen, Charter Oak College, commemorated an early success in Connecticut's struggle for self-governance and was particularly suited to a public institution in what is popularly known as the Constitution State. In 1992 the name was changed to Charter Oak State College to facilitate recognition that the College is part of the state system of public education.

Educational Philosophy

Charter Oak State College holds a unique place in American higher education. It pioneered the development of an alternative to the traditional college model. Instead of viewing college as a residential experience in which young adults mature intellectually and personally under the tutelage of faculty in a prescribed curriculum, Charter Oak developed an innovative distance learning program for adult learners that affords them the opportunity to apply toward a college degree the learning they acquired through life. Charter Oak's degree program model recognizes the characteristics of adult learners, honors the traditions of liberal education, and prepares students to apply knowledge in their daily lives.

The Charter Oak institutional philosophy asserts that:

- ◆ college level learning can be acquired anywhere, anytime, and in many ways;
- ◆ such learning can be assessed;
- ◆ when assessed, it should be accredited via appropriate means;
- ◆ learning is effectively enhanced via collaborative interaction with faculty and peers; and
- ◆ advisement is critical to student success.

Objectives

Charter Oak State College students can earn their credits in many different ways, and students come to Charter Oak having earned numerous credits. Since the average age of the Charter Oak student is 41 years old, Charter Oak students have already acquired many of the skills necessary to succeed in life, such as being a responsible citizen, the ability to work with others, and the ability to work independently. Therefore, the General Education requirements at Charter Oak build upon these skills. The General Education requirements emphasize the liberal arts and the skills necessary to enable students to succeed in their profession, be good citizens, and to continue as lifelong learners and meet the standards of both the state and regional accrediting associations and make up one-third of the degree.

Charter Oak believes that its students should be liberally educated, as evidenced by the 60-credit requirement for a BS degree and the 90-credit requirement for a BA. The liberal arts component of the General Education requirement helps students:

- ◆ acquire knowledge of American history and the history and culture of another country;
- ◆ gain an understanding of what it means to be a part of a global and diverse society;
- ◆ acquire the ability to use scientific and mathematical inquiry to solve problems;
- ◆ learn how the arts and humanities enhance our lives, and;
- ◆ understand how the social sciences and behavioral sciences explain past endeavors and guide future efforts at living together in political, economic and cultural communities.

The General Education program is also designed to help students enhance specific skills and knowledge:

- ◆ To think critically
- ◆ To communicate effectively
- ◆ To use information literacy in conducting research, and
- ◆ To make ethical decisions.

These skills are infused in a number of the liberal arts courses and in courses required for the concentration.

Student Profile

The typical Charter Oak student is 40 years old, employed and a resident of Connecticut. Residents of other states comprise approximately 30% of the student body. Charter Oak serves over 3,443 students a year.

Most enrollees have already attended one or more institutions of higher education and have earned an average of 76 credits. Many have completed college-level work while in the military or through an employer and many have completed standardized examinations for which Charter Oak awards credit. Eighty-seven percent of the students who enroll do so because they think they can complete their degree faster and because Charter Oak is able to accept most, if not all, of their credits in transfer.

Approximately 41% of the Bachelor's graduates go on to professional or graduate study. Minority enrollment is approximately 28%.

Assessment of Learning

Charter Oak is premised on the belief that what a person knows is more significant than how or where such knowledge is acquired. Learning is a complex process that can occur anywhere, may take many formats and varies with learning styles. The College recognizes that some people learn best in directed situations such as training programs, on-line or traditional college classrooms; others learn independently through reading or study; and still others learn through travel or practice. Most important, the College understands that much learning defies categorization because it is a combination of formats and learning styles or it is incidental and appears without format.

Despite the complexity of how adults learn, Charter Oak believes that knowledge acquired outside the college classroom, may be college-level and can be measured and validated as collegiate learning. There is no limit to the number of credits required for a degree which may be awarded for prior learning as assessed by portfolio assessment, special assessment, Charter Oak's Connecticut Credit Assessment Program (CCAP), American Council on Education's College Credit Recommendation Service (ACE CREDIT), New York Program on Noncollegiate Sponsored Instruction (NYPONS), and Military Service School Courses evaluated by ACE.

Charter Oak is charged by statute to study, develop and implement new methods of awarding undergraduate degrees and college credit and to assist other institutions in establishing and implementing procedures to award credits by new methods. Therefore, Charter Oak State College, under individual

agreements with Connecticut and other colleges and universities, conducts portfolio assessments for students attending those colleges and universities.

The College also conducts evaluations of noncollegiate educational activities through its Connecticut Credit Assessment Program (CCAP) and shares these with Connecticut colleges and universities. (*See Appendix E.*) At the request of noncollegiate organizations or agencies that desire evaluation of their programs, Charter Oak assembles a team of faculty experts in the field or fields being evaluated. These experts conduct a review of the curriculum and visit the site to examine materials and the teaching environment, interview faculty and students and sit in on classes. (*See faculty guidelines in Appendix F.*) Charter Oak, as the Connecticut State Affiliate Office of the American Council on Education's College Credit Recommendation Service (ACE CREDIT), assists ACE in conducting local reviews for ACE credit recommendations.

Degree Offerings

Charter Oak State College is authorized to offer four degrees in general studies: Associate in Arts, Associate in Science, Bachelor of Arts and Bachelor of Science. A degree from Charter Oak requires more than the simple accumulation of 60 credits for the associate degree and 120 credits for the baccalaureate degree. All students must complete Distributive Requirements which include General Education requirements as well as a minimum number of credits in Liberal Arts and a cornerstone course. Baccalaureate degree candidates must also complete a faculty-approved Concentration of 36 credits or more and a capstone course in their concentration.

Distributive Requirements

General Education

This requirement is intended to assure that students gain the knowledge to further develop their potential and enhance their capability to engage in a lifelong process of learning. By fulfilling this requirement, students acquire knowledge of American history and the culture of another country; an understanding of a global society and their relation to it; an understanding of how the social and behavioral sciences inform us of past and future efforts; a sense of social, ethical and cultural values; and an appreciation of how the arts and humanities enhance one's life. They also develop communication skills, critical thinking, information literacy, ethical decision-making, quantitative skills and an understanding of the scientific method.

If credits apply to more than one category, credits will be counted only once towards the total needed for the degree.

Skill Areas:

Communication: Students will communicate effectively using Standard English, read and listen critically, and write and speak thoughtfully, clearly, coherently and persuasively.

Written Communication 6 cr

Examples: English Composition I and II, English Composition I and a Technical Writing course, English Composition I and two writing-intensive courses, CLEP exam with essay, AP English/Language and Composition.

Oral Communication 3 cr

Example: Principles of Speech, Principles of Public Speaking

Although the following three outcomes have a set number of credits attached to them, they can be met by taking specific courses or by demonstrating that these outcomes were part of other courses. These skills may be attained in liberal arts courses or concentration courses.

Critical Thinking: 0-3 cr

Students will be able to organize, interpret, and evaluate ideas. May be met by taking any course in which a research paper, term paper, project or lab is required.

Information Literacy: 1-3 cr

Students will be able to locate, evaluate, synthesize and use information from a variety of sources and understand the ethical issues involved in accessing and using information. May be met by taking a course that requires the use of current technology for developing research or term papers, by taking a course in information literacy, or by taking on-line courses that require accessing information on line.

Ethical Decision-Making: 3 cr

Students will be able to use critical thinking skills to make ethical decisions. May be met by taking a course that has a significant ethics component, by taking a series of courses that have an ethical component, or by taking courses such as Ethics, Business Ethics, Health Care Ethics, or Computer Ethics.

Knowledge Areas:

U.S. History/Government 3 cr

Students will have an understanding of the ideas and processes that shaped the history of the United States.

Examples: American Government, American History, History of the United States, The Civil War.

Non-U.S. History or Culture: 3 cr

Students will have an understanding of major developments in the history and culture of other countries.

Examples: any non U.S. art, literature, history, foreign language or religion course, Western Civilization I or II.

Global Understanding: 3 cr

Students will have an understanding of the impact of nations, regions and cultures upon other nations, regions and cultures since 1945, and the impact of these interactions upon individuals.

Examples: Religions of the World, Cultural Anthropology, Comparative Economic Systems, Comparative Political Systems, International Business, International Economics, International Marketing, Introduction to Modern Middle East.

Literature and Fine Arts: 3 cr

Students will demonstrate an understanding of the arts and literature, and gain an appreciation of their impact on our heritage and culture.

Examples: Music Appreciation, Art Appreciation, Art History, Music History, Theatre, Dance, Creative Writing, Drawing, Literature.

Social/Behavioral Sciences: 3 cr

Students will gain an understanding of self and the world, of social and cultural institutions, and the interdependent influences of the individual, family, and society in shaping behavior.

Examples: Anthropology, criminal justice, communications, economics, gerontology, psychology, sociology, political science, communications (not Basic Speech).

Mathematics: 3 cr

Students will have an understanding of mathematics beyond the entry-level requirements for college.

Examples: College-level algebra or higher.

Natural Science: 4-6 cr

Students will understand the basic scientific process and theories and be able to apply scientific inquiry.

One 4-credit course that includes a lab, or two 3-credit courses.

Examples: astronomy, biology, chemistry, environmental science, geology, oceanography, physical geography, physics.

1. Liberal Arts

Three categories of disciplines fulfill this requirement: Humanities, Social Sciences/History and Natural Science/Mathematics. Most if not all General Education credits will help to fulfill this category. An Associate in Arts Degree requires a minimum of 45 credits in the Liberal Arts; an Associate in Science requires a minimum of 30 such credits. A Bachelor of Science degree requires a minimum of 60 credits in Liberal Arts; a Bachelor of Arts requires a minimum of 90 such credits. The following subjects are usually classified as Liberal Arts:

<i>Humanities</i>	<i>Social Sciences</i>	<i>Natural Sciences & Mathematics</i>	<i>Interdisciplinary Liberal Arts</i>
Art	Anthropology	Astronomy	<i>(Subjects in this area usually cover at least two of the three subject disciplines to the left.)</i>
Advanced Writing	Archaeology	Biology	
Communication	Economics	Chemistry	American Studies
Dance	Political Science	Environmental Sciences	Asian Studies
Film	Psychology	Geology	African-American Studies
Foreign Languages	Sociology	Mathematics	Environmental Studies
Geography		Meteorology	Urban Studies
History		Physics	Women's Studies
Journalism			
Literature			
Music			
Philosophy			
Photography			
Religion			
Speech			
Theater			

The following subjects are examples of courses that normally do not fulfill Liberal Arts requirements:

<i>Business</i>	<i>Computer Science</i>	<i>Radio-Television</i>
Accounting	<i>Education</i>	<i>Secretarial Science</i>
Data Processing	<i>Health Education</i>	<i>Technical Services</i>
Business Law	<i>Home Economics</i>	Allied Health
Finance	<i>Human Services</i>	Aviation
Insurance	Health Services	Electronics
Management of Human Resources	Recreation	Engineering/Engineering Technology
Marketing	Rehabilitation Services	Fire Science
Operations Management	Social Work	Radiologic Technology
Real Estate	<i>Library Science</i>	
	<i>Nursing</i>	

Students are advised that the lists presented above should be taken neither as complete, exhaustive, nor restrictive. Other subjects may be included. Some Liberal Arts departments may offer non-liberal arts subjects and some non-liberal arts departments may offer Liberal Arts subjects. Variations in content or emphasis in a particular course may result in assignment to an area other than indicated by the title.

2. General Electives

The number of credits in this category will vary, depending on individual circumstances.

3. **Baccalaureate Concentration**

Each candidate for the bachelor's degree must establish and complete a faculty-approved concentration of 36 credits or more in a single subject area or combination of subject areas through which they demonstrate in-depth knowledge within one or more fields of study. At least 15 credits in the concentration (18 in Individualized Studies and Liberal Studies) must be at the upper (Junior/Senior) level. Acceptance of the concentration plan is dependent upon the faculty's approval of the essay written by the student that presents a rationale for the plan. The student will develop his/her concentration in the cornerstone course.

Charter Oak only offers a general studies degree; therefore it does not offer specific "majors". The degree earned is either a Bachelor of Arts or a Bachelor of Science and the diploma so states, without reference to a specialization or a major. Information about the concentration is given on the official transcript.

Concentrations that imply a professional credential, such as engineering, nursing or education, are not permitted. However, students with an academic interest in subjects relating to these professions may choose associated concentrations such as Engineering Studies, Human Services/Health Studies or Child Studies.

Sources of Credit

Students can complete degrees by combining prior learning with the acquisition of new knowledge through the following sources:

- **Classroom-based College Courses**

Classroom-based courses can be completed at colleges or universities licensed or accredited as institutions of higher learning in the State of Connecticut, including Charter Oak, or at out-of-state institutions regionally accredited at the time a course is completed.

The age of the credits does not affect their transferability although there is a time limit on applicability of courses in some concentrations.

- **Distance Learning Courses**

Such courses can be completed at Charter Oak or at other colleges and universities licensed or accredited as institutions of higher learning in the State of Connecticut or regionally accredited as institutions of higher learning at the time a course is completed.

- **Nationally Accredited Noncollegiate Courses**

Charter Oak accepts for credit toward its degree training and educational courses which have been evaluated by the American Council on Education's College Credit Recommendation Service (ACE CREDIT) or by the Program on Noncollegiate Sponsored Instruction of the University of the State of New York (PONSI).

- **Military Service School Courses evaluated by the American Council on Education (ACE)**

- **Noncollegiate Courses/Programs Evaluated by Charter Oak (CCAP)**

Credits may be awarded for courses offered by non-accredited colleges, business, not-for-profit organizations or governmental agencies in accordance with institutional policies upon review conducted under Charter Oak's Connecticut Credit Assessment Program, or by another constituent unit or a Connecticut independent college or university.

- **Standardized Tests**

Credits earned through the following testing programs can be used to fulfill Charter Oak degree requirements:

- a. College-Level Examination Program (CLEP)

- b. Excelsior College Examinations
- c. Graduate Record Subject Examinations (GRE)
- d. Advanced Placement Examinations (AP)
- e. United States Armed Forces Institute (USAFI)/Defense Activity for Non-Traditional Educational Support (DANTES) Examination Programs.
- f. Charter Oak State College Business Statistics Examination; Child Development Examination and the Introduction to Early Childhood Examination, Infant and Toddler Growth and Development.
- g. NYU Language Exams
- h. Ohio University End-of-Course examination
- i. Thomas Edison State College Examination (TECEP)

- **Portfolio Assessment**

A portfolio identifies the college-level courses that parallel the knowledge the student has gained through experiential learning. In narrative and documentation sections, the student identifies, explains and documents that learning.

Students who wish to earn credit through the portfolio process must enroll in IDS102.

- **Special Assessment**

Students currently earning a degree with Charter Oak State College may request Special Assessment of previously completed state or national certifications or licensures. The assessment determines whether the subject matter, depth, breadth, and academic rigor of the licensing or certification examination is equivalent to college-level learning. Special Assessment is conducted for students who wish to earn credit for credentials that have not been evaluated by the American Council on Education (ACE), National PONS, or the Connecticut Credit Assessment Program (CCAP). Licensure or certification must be awarded on the state or national level or that by a professional organization. To qualify for Special Assessment, the license or certification must have been obtained through testing.

Assessment is conducted by a member of the Charter Oak faculty or a specialist in the field who has been recommended by faculty.

- **Challenge Examinations**

Credit for courses completed by challenge examination are acceptable when courses are regularly listed and taught for degree credit by the institution awarding the credit.

- **Contract Learning**

Contract learning allows students who have earned more than 60 credits toward their degree and who cannot access courses offered by colleges and universities, either because of scheduling conflicts or availability, to develop a contract to learn the equivalent knowledge. Under the guidance of faculty, students prepare contracts that delineate what they will study, the resources they will use and the methods by which their knowledge will be assessed.

Successful completion of the terms of the contract results in the award of credits stipulated in the contract.

The student develops written contracts with the assistance of staff and faculty. A description or syllabus from an existing course may be used as a guide for developing the contract. Final acceptance of the contract and evaluation of student performance is the exclusive responsibility of the faculty. (*See guidelines in Appendix J.*)

Advising

Charter Oak serves the adult learner who has the capacity and motivation to study independently and to interact effectively at a distance with the College's advising system. The advising process is at the heart of the Charter Oak model. Upon matriculation, all students are assigned an academic counselor. Students who are pursuing a baccalaureate degree are assigned to counselors who specialize in the concentrations they choose. Counselors, who are trained to work with students at a distance, guide students in finding appropriate learning resources and/or consultations. They have ready access to the Core Consulting Faculty for guidance with curricular matters. (*See Appendix P.*)

FACULTY APPOINTMENT AND RECRUITMENT PROCEDURES

Procedures for recruitment and appointment of faculty, as outlined in Section 3 of Article V of the faculty bylaws, are designed to assure that a thorough and systematic effort is made to recruit broadly and affirmatively for qualified persons. Every effort is made to assure that the College's faculty is representative of the faculty composition of Connecticut's higher education community as a whole. (*See Appendix M*)

Charter Oak has three different types of faculty—Core Consulting faculty, Adjunct Consulting Faculty, and Distance Learning faculty.

- Core Consulting Faculty members are recruited from public and private colleges and universities in Connecticut and are appointed by the Board for Academic Awards based on the recommendation of the President's Advisory Committee. They are recruited based on their area of expertise and their interest in working with adult students in a non-traditional environment. Their responsibilities are:
 - To establish requirements for such degrees as the College is authorized to award;
 - To establish requirements and standards for award of academic credit;
 - To validate credits earned at other accredited institutions;
 - To make recommendations to the governing board for award of degrees to duly enrolled and qualified candidates (Charter Oak State College Bylaws, Article V).
- Adjunct Consulting Faculty members are recruited from public and private colleges to meet needs in areas where our Core Consulting faculty do not have the expertise. They are appointed by the President and are approved by the Board. Their responsibilities are:
 - To provide advisory and/or consultative services required by the Core Consulting Faculty. In practice they are used primarily for portfolio assessment and special assessment on non-collegiate instruction.
- Distance Learning Faculty are called instructors. They are hired as part time employees to develop and/or /teach distance learning courses. **The Board for State Academic Awards approved the process that authorizes the President or his/her designee, in consultation with appropriate staff and core consulting faculty, to hire adjunct faculty as necessary to meet the needs of the distance learning and online programs.** Faculty are recruited from our Core Faculty, from advertisements, and through unsolicited applications. Faculty are interviewed and credentials are checked by the Dean of Undergraduate Programs or her designee, faculty credentials are reviewed by the Core Consulting faculty reviewing the course being proposed, and approved by the Provost. Their responsibilities are spelled out in the distance learning faculty handbook and include:
 - Developing the course based on guidelines;
 - Teaching the course;
 - Evaluating the students' work;
 - Submitting grades for the students to the administration;
 - Participating in course and program assessment;
 - Keeping current in their field of study.

FACULTY DUTIES AND RESPONSIBILITIES OF CORE CONSULTING FACULTY

The role of Charter Oak core faculty consultants is that of establishment and supervision of the academic standards and regulations of the College. As in all institutions, the process is an evolving one as the faculty confronts and resolves issues. Faculty serve primarily as evaluators of learning. The operative word at Charter Oak is **equivalency**. Faculty assures that the learning represented by a degree from Charter Oak State College, no matter how it is acquired, is **equivalent** to that represented by the same degree when awarded by a traditional, regionally accredited institution of higher education. (The duties and responsibilities of the adjunct consulting faculty and distance learning faculty are addressed in separate documents).

Section 2 of Article V of the College Bylaws outlines the general qualifications for membership on the Core Consulting Faculty. (*See Appendix C.*) Duties and responsibilities, as set forth in Section 1, Article V, are

- to establish requirements for such degrees as the College is authorized to award;
- to establish requirements and standards for award of academic credit;
- to validate credits earned at other accredited institutions;
- to make original award of credit; and
- to make recommendations to the governing board for award of degrees to duly enrolled candidates.

In this role, faculty function as Charter Oak faculty rather than as representatives of their home institutions. This status allows them to act freely without concern that they might need authorization from their own schools before taking a position on some novel or controversial proposal.

Faculty Committee Activities

Chairs of the committees are recommended for appointment by the Provost and are submitted to the Academic Council for its approval. The BSAA approves all appointments and reappointments after approval by the Academic Council. Chairs normally serve no more than two years consecutively and serve as *ex officio* voting members of the Academic Council.

Academic Committees

The Academic Committees as designated in **Article V, Section 6**, of the Bylaws are

- Business
- History and Humanities
- Mathematics, Science and Technology
- Social and Behavioral Sciences

Each standing committee has the responsibility to validate, within its area of competence, credits earned through standardized examinations; to make original awards of credit on the basis of special examinations and/or assessments; and to recommend academic policy to the Academic Council.

Members of each committee review and evaluate students' Concentration Proposal or Concentration Plan of Study/Academic Autobiography in their areas of expertise following committee guidelines. When faculty approve a proposal for a concentration, they are agreeing to recommend the award of a degree to the student when the proposal requirements and the College's general requirements have been satisfactorily completed.

Program Committees

The Program Committees as designated in Article V, Section 6, of the Bylaws are

- Distance Learning

- Assessment

Each Program Committee develops policies and procedures for the programs under its directions and recommends them to the Academic Council for approval.

Review of Concentration Proposals (for students matriculated prior to July 1, 2004)

The process of reviewing students' concentration proposals is conducted primarily through the mail. At each committee meeting, two or three proposals are reviewed by the committee as a whole as a way of ensuring that faculty makes consistent and fair decisions regarding the proposals.

Each month, individual concentration proposals are mailed to faculty consultants for review and approval. Concentration proposals in the areas of Math, Science and Technology are sent to two faculty members for review; those in Liberal and Individual Studies are sent to a minimum of two reviewers; and all others are sent to one reviewer.

Faculty reviewers receive a stipend for each completed review. (See Faculty Compensation). This includes all the steps that are necessary to approve the credit portion and essay. Phone calls and e-mail between consulting faculty and advisors are used to answer questions and resolve problems concerning the proposal. Faculty are expected to complete the review within two weeks of the date the proposal is mailed.

If faculty are unable to review proposals during a month because of travel, he/she should notify the Assistant to the Provost.

Proposals are mailed to reviewers with expertise in the subject area(s) of the concentration. If there are several consultants from the same discipline(s) on a given committee, proposals will be divided among them. If there is no one on the faculty with expertise in the subject area(s), the proposal is sent to content experts who teach at Connecticut colleges and universities. The chair of the appropriate Charter Oak faculty committee will review the essay portion of the proposal and sign off on the proposal.

If the reviewer approves both the credit portion and the essay, the student and counselor are notified and no further action is required by the reviewer. If the credit portion is not approved, the student and counselor are notified and a revision is sent to the reviewer. If the second submission is approved, the student and counselor are notified and the proposal is filed. If it is not approved, the proposal is brought to the appropriate academic committee for review.

Sometimes the credit portion is not approved, but revisions are minor and do not require additional consultant review. In that case, the student and counselor are notified and changes are made. **When the credit portion is approved, but the essay is rejected**, the reviewer notifies the student in writing of the essay's deficiencies. The student and counselor receive a copy of the reviewer's written comments. The revised essay is sent to the reviewer. If the essay is rejected a second time, the reviewer's written comments are sent to student and counselor with notification that the appropriate academic committee will review the essay. If the proposal has been sent to two reviewers and is approved by one faculty member and rejected by the second, the concentration proposal and essay may be submitted to a third reviewer. **Faculty guidelines for reviewing the essay are found in Appendix B.**

Concentration Plan of Study/Academic Autobiography (for students matriculated after July 1, 2004)

Students who matriculate July 1, 2004 (or after) will prepare the Concentration Plan of Study (CPS) upon matriculation at COSC. Students who matriculated before July 1, 2004 and who have not submitted their concentration proposal may opt to use the Concentration Plan of Study/Academic Autobiography process. The

CPS consists of a list of the courses students plan to have in their concentration, a brief rationale, and a copy of their resume. Faculty must approve the CPS before they enroll in courses.

Concentration Plans of Study (CPS) will be sent to the faculty weekly and electronically. **Faculty will have two weeks to review the Plans.** Two faculty members review Plans in Individualized and Liberal Studies. **There must be unanimous approval among faculty reviewers in order for the Plan to be accepted.** Students will be notified by their counselor about the outcome of the review.

Students may request approval for changes in their Concentration Plan of Study at any time, by submitting the appropriate paperwork that is forwarded to faculty. If a student withdraws from Charter Oak for more than one year without requesting a leave of absence, they will be required to resubmit their approved Plan for faculty review. Faculty receive a stipend for reviewing the Concentration Plan of Study. (See Faculty Compensation).

Academic Autobiography

Four months before a student is ready to graduate, they are required to complete the Academic Autobiography. The Academic Autobiography is submitted to the faculty and is part of the graduation requirement. Faculty receives a stipend for reviewing the Academic Autobiography. (See Faculty Compensation)

Academic Autobiographies (AA) will be sent to the faculty weekly and electronically. **Faculty will have two weeks to review the AA.** Two faculty members review AAs in Individualized and Liberal Studies. **There must be unanimous approval among faculty reviewers in order for the Autobiography to be accepted.** Students will be notified by their counselor about the outcome of the review.

See Appendix D for the CPS and Academic Autobiography forms/directions.

Review of Concentration Proposals (for students matriculated after July 1, 2010)

All students are required to take the cornerstone Course IDS 101 in which they develop their concentration plan of study. Associate degree seeking students have the option of developing a CPS as well. The concentration plans of study are then sent to the faculty for review.

Academic Autobiography (for students matriculated after July 1, 2009)

Baccalaureate degree students are required to take the Capstone course in their concentration from Charter Oak State College. The Academic Autobiography is no longer required.

Academic Council

The Council acts, with Board approval, to establish degree requirements and academic standards and to recommend the actual award of such degrees as the College is authorized to award. It may also validate credits earned at foreign institutions and make original awards of credit on the basis of special examinations and/or assessments. All formal actions by the Academic Council within the scope of its competence have the force of action by the entire membership of the faculty.

The Council is composed of the chairs of the Academic and Program Committees, the Dean and Associate Dean of Faculty, and the out-going Dean of Faculty and Core Consulting Faculty who have completed at least one term on one of the Academic and Program Committees. Members of the President's Academic Council serve as *ex officio* non-voting members. The Dean of Faculty is chair of the Council. To be appointed to this committee, a Core Consulting faculty member must have completed an initial term on an Academic or Program Committee. Appointment is for a term of five years and may be renewed for up to two additional five-year terms upon recommendation of the President's Advisory Council. All voting members of the Academic Council serve concurrently on an Academic or Program Committee.

President's Advisory Council

This Council serves as a nominating and steering committee. Upon request, it coordinates the work of special and *ad hoc* committees and advises and assists the President and the Board. Membership on the Council is limited to Core Consulting Faculty who have served at least three years as members of the Academic Council. These faculty are then appointed to a final seven-year term on the President's Advisory Council. They may be reappointed for two-year terms, if needed. The President appoints the chair of the Council.

Faculty Officers

The Dean and Associate Dean of Faculty are nominated by the President and appointed by the Board upon the recommendation of the President's Advisory Council in consultation with the Academic Council. To be eligible for the position, a Core Consulting Faculty member must be a current member of the Academic Council. The Dean presides at the meetings of the Academic Council.

Schedule of Committee Meetings

Meeting schedules are planned in the summer for the following academic year. In general, Academic and Program Committees and the Academic Council meet three times a year: in the early fall, winter, and spring. The President's Advisory Council typically meets in late spring to review nominations of faculty and throughout the year as needed. (*See Appendix P.*)

FACULTY EMERITI

Gertrude Braun

Vice President of Academic Affairs emeritus,
Western Connecticut State University
(*B. Ed., New Haven State Teachers College;
M.A., Yale University; Ed.D., Columbia
University*)

Richard A. Miller

Professor of Economics emeritus, Wesleyan
University
(*A.B., Oberlin College; Ph.D., Yale University*)

Edwin P. Nye

Professor of Engineering emeritus, Trinity
College
(*B.S., University of New Hampshire; Sc.M.,
Harvard University*)

John G. Rommel

Professor of History emeritus,
Central Connecticut State University
(*B.A., Houghton College; M.A., Southern
Methodist University; Th.M., Dallas
Theological Seminary; Ph.D., Columbia
University*)

Milton R. Stern

Professor of English emeritus, University of
Connecticut
(*A.B., Northeastern University; M.A.,
University of Connecticut; Ph.D., Michigan
State University*)

Charter Oak State College Faculty Compensation Schedule Beginning 7/1/2010

<u>Category of Service</u>	July 1, 2009	July 1,2010
Core Faculty	\$38.00	\$38.00
President's Advisory Council, Academic Council & Chairs	41.20	\$41.50
Associate Dean	44.35	\$44.50
Dean	48.05	\$48.50
Adjunct Faculty	36.45	\$36.50
Academic Autobiography Review	16.50	\$16.50
Concentration Plan of Study Review	13.00	\$13.00
Distance Learning		
<i>Online Teaching</i>		
Per student, 3-credit course	216.40	\$216.60
Per student, 4-credit course	288.00	\$288.00
 <i>Course Development Fee</i>	 \$2,068	 \$2,068
 <i>Licensing a Course</i>		
Option 1 (no Course Development Fee received - capped at \$4500 over the life of the 5-yr contract)	\$30.00/student	\$30/student
Option 2 (in addition to Course Development Fee - capped at \$3000 over the life of the 5-yr contract)	\$20.00/student	\$20/student
Contract Learning/Practicum	\$315.00/3 credits \$105.00/addl credit	same same
CCAP Review	\$269.00/day	\$269.00
CCAP Faculty Travel Expenses	\$95.00	\$95.00
Portfolio Review		
1-6 credits	\$121.40	\$122.50
7-12 credits	\$190.00	\$190.00
13-18 credits	\$242.80	\$243.00
19-27 credits	\$306.10	\$306.50
28+ credits	\$358.90	\$359.00

Notes to Schedule:

1. Faculty are reimbursed for mileage at the IRS Standard Mileage Rate.

2. If some of the major work of a committee is conducted electronically, time will be estimated and faculty will be reimbursed at the hourly rate for the services provided.
3. For each student auditing a Distance Learning course, faculty s are paid 50% of the above per student amounts.

APPENDICES

APPENDIX A

Policy on Terminating Distance Learning Faculty

Although Distance Learning Faculty are hired on an adjunct basis, Charter Oak values its faculty and wants to insure that it has the best qualified faculty teaching its students. Therefore, the College takes seriously the course evaluations conducted by the students and the peer reviews conducted by its faculty. The college recognizes, however, that all faculty are not suited to online teaching and that there will be instances where teaching agreements are not renewed.

Policy:

If a distance learning instructor receives, on average, negative student or peer review evaluations during one term or semester, the Dean of Undergraduate Programs will discuss the evaluations with the instructor and, if appropriate, come up with a plan to remediate the situation, including having a faculty monitor “sitting in” on the course and viewing e-mail correspondence between instructor and student during the next term. During that term, the faculty will provide ongoing feedback to the instructor and to the Dean of Undergraduate Programs. The Dean will conduct a formative mid-term student evaluation of the instructor and provide immediate feedback to the instructor. If the instructor receives poor evaluations during that term, which are supported by the observations, the Dean and the Provost will review the evaluations and discuss the situation with the instructor. The instructor will be given one more chance to improve the evaluations. The Dean will monitor the course during this third term. At the end of this term the Dean and Provost will review the evaluations. If the instructor receives 3 sequential sets of poor evaluations, the instructor will not be rehired to teach future courses. If the instructor receives good evaluations after the second time, the instructor will be rehired and no further action taken unless the problem reoccurs.

Appendix B

Core Consulting Faculty Evaluation

(Approved 7.2007)

Name of Faculty Member:

1. The faculty member attended most of the meetings (2/3) (either in person or via conference call) or sent in comments on the agenda and handouts.
 Yes No Comments:
2. If no, to question 1, the faculty member had an excused absence(s) and had notified the College.
 Yes No Comments:
3. The faculty member has adhered to the timeline for returning CPS and AA forms.
 Yes No NA Comments:
4. The faculty member reviewed the course syllabus in a detailed manner and met the timeline for the review.
 Yes No NA Comments:
5. The faculty member performed the course monitoring process per the established guidelines.
 Yes No NA Comments:
6. The faculty member responds in a timely manner to email requests (other than CPS and AA forms).
 Yes No Comments:
7. The faculty member volunteered for other activities at Charter Oak.
 Yes No
(List activities)
8. The faculty member made significant contributions at the meeting.
(participated in the discussions, volunteered for assignments, came prepared, etc)
 Yes No Comments:

I recommend continuation. Yes No

Comments:

Signature of Committee Chair

Date

Process:

Questions 1 through 7 will be completed by staff and question 8 will be completed by the committee chair on his/her committee members on an annual basis. If there are concerns, the Academic Vice President will discuss those concerns with the faculty member.

In the year that a committee member is up for reappointment, the College will provide copies of the annual review to the chair for recommendation for reappointment for another term in addition to the above form. The form will be changed to read "I recommend reappointment."

When a chair is coming up for committee reappointment, the dean of the faculty will conduct the review.

Faculty will be asked to update their curriculum vita on an annual basis so the College has a record of professional development activities and promotions.

Appendix C

CHARTER OAK STATE COLLEGE BYLAWS

Adopted November 15, 1984

ARTICLE I

Name

The name of this organization shall be Charter Oak State College.

ARTICLE II

Object

- Section 1.** Charter Oak State College shall be a collegiate organization established to serve as a vehicle for implementation of the degree-granting functions of the State of Connecticut Board for State Academic Awards.
- Section 2.** All diplomas or certificates signifying admission to an academic degree conferred by the Board for State Academic Awards shall be awarded in the name of Charter Oak State College and shall be authenticated by placing thereon the official seal of the Board together with the signatures of the Chairman of the Board and the President of Charter Oak State College.
- Section 3.** The services of the College shall be offered to all without restriction as to age (except for the provisions in Article III, Sections 5a and b), or any factor cited in the nondiscrimination statutes of the State of Connecticut.

ARTICLE III

Members

- Section 1.** The membership of the College shall comprise five classifications:
- a. The Governing Board
 - b. The President and Officers of Administration
 - c. The Consulting Faculty
 - d. The Students
 - e. The Alumni

Section 2. The Governing Board

The governing board of the College shall be the State of Connecticut Board for State Academic Awards, the Chairman and members of which are appointed by the Governor, and a student representative elected by the students. Their duties and

responsibilities are as set forth in Section 10a-143 of the Connecticut General Statutes.

Section 3. The President and the Officers of Administration

The President and Officers of Administration with their staff assistants shall be designated from among the employees of the Board for State Academic Awards. (See below, ARTICLE IV, Officers.)

Section 4. The Consulting Faculty

The members of the Faculty of Consulting Examiners (subsequently referred to as Core Consulting Faculty and Adjunct Consulting Faculty), as provided by statute, shall be appointed by the governing board in adjunct status as consultants. They shall have no full-time teaching or administrative duties under the Board, and their services shall be of an intermittent, consultative nature as arranged by mutual agreement. Appointees shall be nominated mainly from the teaching faculties of baccalaureate-granting institutions in Connecticut. (See below, ARTICLE V, Consulting Faculty.) Specific duties of the Consulting Faculty are further delineated in the Faculty Handbook.

Section 5. The Teaching Faculty

The members of the Teaching Faculty are hired by the Provost and shall be appointed by the governing Board in adjunct status as consultants. They shall have no full time status. Their services will be delineated in their appointment letter. Teaching faculty will have appropriate credentials and expertise. Their duties, hiring process, evaluation process, and termination process are specified in the Distance Learning Faculty Handbook.

Section 6. The Students

- a. Enrollment as degree candidates is limited to persons who are beyond the age for compulsory school attendance in the State of Connecticut and who have demonstrated the ability to benefit from participation in the programs of Charter Oak State College.
- b. Enrollment in the status of special student may be available to persons who do not meet the basic age and/or educational requirements stated above for enrollment as a regular student and degree candidate.
- c. Persons whose applications for enrollment as degree candidates have been accepted shall be Student Members of the College until such time as they receive a degree or their enrollment is cancelled by action of the governing board. Student Members are further classified as Active or Inactive depending on the status of their degree candidacy. A Student Member who receives an associate degree from Charter Oak State College shall retain the status and privileges of a Student Member if continuing or re-enrolling as a Baccalaureate

Degree Candidate.

Section 7. Alumni

All recipients of an Associate or Baccalaureate Degree from Charter Oak State College shall be designated as Alumni of the College.

ARTICLE IV

Officers

Section 1. The President and Officers of Administration

The Executive Director of the Board for State Academic Awards shall serve also as the chief executive officer of the College with the title of “President.” As the President of the College, the Executive Director is authorized to designate Officers of Administration including Provost, Vice Presidents, Deans, and their assistants from amongst the employees of the Board for State Academic Awards. The Provost and Deputy Executive Director of BSAA is the chief academic officer of the College, reports directly to the President, and serves as the leader of the College and CTDLC in the President’s absence.

Section 2. Institutional Structure

The institutional structure shall be approved by the Board at the recommendation of the President of the college. The Academic Council shall be consulted by the President regarding the organization of the Faculty.

ARTICLE V

Consulting Faculty

Section 1. Duties and Responsibilities

The duties and responsibilities of the Consulting Faculty shall include the following:

- a. To establish requirements for such degrees as the College is authorized to award;
- b. To establish requirements and standards for award of academic credit and academic assessment;
- c. To advise students;

- d. To validate credits earned at other accredited institutions;
- e. To make original awards of credit; and
- f. To make recommendations to the governing board for award of degrees to duly enrolled and qualified candidates.

Section 2. Members

- a. The primary qualifications for appointment as a Member of the Consulting Faculty shall be professional expertise and skill in academic functions. Normally, selection for appointment shall be from persons serving in active status for teaching and/or administration in Connecticut higher education.
- b. Such individuals shall be appointed in the capacity of independent consultants and as independent consultants they may in no circumstances be deemed to represent any agency or institution with which they may otherwise be affiliated.
- c. The College shall make every effort to maintain a Consulting Faculty balanced in terms of academic scope, diversity, geographical representation and public/private institutional background.
- d. Due provision shall be made for the initial orientation and training of new appointees and for the subsequent development of their expertise so as to qualify for further responsibilities.

Section 3. Recruitment, Appointment and Reappointment

- a. Recruitment
 - i. Nominees shall be selected (on the basis of criteria detailed in Section 2 of this article) from a list of candidates compiled by solicitation of the academic departments of accredited institutions of higher education in Connecticut where persons having the particular competence sought may be employed.
 - ii. The search described in (i.) shall be clearly identified as both affirmative and nondiscriminatory in nature. Further, in cases where two or more candidates have substantially equal qualifications, preference shall be given to the one whose sex or racial group is under-represented in the Consulting Faculty.
- b. Appointment and Reappointment

All appointments and reappointments to the Consulting Faculty of the College as a Core Consulting Faculty member shall be made by the governing board on recommendation of the President's Advisory Committee (according to

specifications of Section 4, b., and Section 5, b., c.), and nomination by the President.

Appointment as an Adjunct Consulting Faculty member shall be made by the President or Provost and reported to the governing board. Reappointment as an Adjunct Consulting Faculty member shall be made by the Board.

Section 4. Adjunct Consulting Faculty

- a. Members appointed on a contingent basis for advisory and/or evaluative services as required by the Faculty shall be appointed in the classification of Adjunct Consulting Faculty.
- b. Appointments as Adjunct Consulting Faculty shall normally be proposed for the purpose of augmenting the scope of professional resource persons available. Lengths of such appointments shall be determined by the need as perceived when the appointment is made but shall not exceed three years. Reappointment by the governing board for successive periods is permitted.

Section 5. Core Consulting Faculty

- a. Members appointed for a term of service on one or more of the Standing Committees of the Faculty which are responsible for establishing and implementing the policies and procedures of the Faculty shall be appointed in the classification of Core Consulting Faculty.
- b. Terms of Service
 - i. *The initial appointment of a Core Consulting Faculty Member is for service on an Academic or Program Committee for a period of up to three years. Core Consulting Faculty may be reappointed for additional five-year terms as long as they are employed full time at an accredited college or university in Connecticut and are fulfilling their responsibilities to Charter Oak based on the recommendation of the Committee Chairperson.*
 - ii. Initial appointment of a Core Consulting Faculty Member for service on the Academic Council for a five-year term may be made after completion of an initial term on an Academic or Program Committee. Members to the Academic Council may be reappointed for additional five-year terms as long as they are employed full time at an accredited college or university in Connecticut and upon recommendation of the President's Advisory Council. All Consulting Faculty Members of the Academic Council serve concurrently on an Academic or Program Committee. Staff representatives to the Academic Council and Program Committees shall be appointed by the President for a term of two years.

- iii After service of at least three years as a member of an Academic or Program Committee, a Core Consulting Faculty Member who is no longer employed full time at an institution of higher education in Connecticut may be appointed to one or more five-year terms as a member of the President's Advisory Committee.
- c. Reappointment of a Core Consulting Faculty Member is considered by the President's Advisory Committee on the basis of written evaluations prepared by, or at the direction of, the Chairperson of the academic or program committee(s) on which the Core Consulting Faculty Member is serving, during the final year of current appointment, according to the procedure outlined in Section 3, b. above.
- d. Evaluation of Core Consulting Faculty members is based upon the degree and quality of their contributions to the mission of Charter Oak State College. Evidence of such contributions may include such activities as active participation in Committee meetings, consultation with staff members, student advising, special evaluations and subject-matter area consultative services and ing distance learning or contract learning courses.
- e. Except in extenuating circumstances, a Core Consulting Faculty Member who fails to participate for an entire year shall be deemed to have vacated his or her appointment.
- f. Scheduling of Appointments

All appointments for which a term of service is specified will normally end on September 30 in the year of expiration. Terms of appointments to all committees shall be staggered so as to assure some continuity of membership. If an appointment is for the unexpired term of another Core Consulting Faculty Member the Core Consulting Faculty Member so appointed may, after completing the unexpired term, serve the number and length of terms so specified in subsection b. of this section.

Section 6. Academic and Program Committees

- a. There shall be the following Academic Committees:
 - i. Social and Behavioral Sciences
 - ii. Business
 - iii. History and Humanities
 - iv. Mathematics, Science and Technology

- b. There shall be the following Program Committees:
 - i. Distance Learning
 - ii. Assessment
- c. Each Academic Committee having responsibility for a specified subject-matter area and shall be authorized to conduct validation procedures within its area of competence and recommend academic policy to the Academic Council.
- d. Each Program Committee having responsibility for distance learning and assessment programs shall be authorized to develop policies and procedures for the programs under its direction and to recommend same to the Academic Council for approval.
- e. Action on matters to be recommended to the Academic Council may be taken at any meeting of an academic or program committee, provided information regarding the item was mailed to members prior to the committee meeting or it is a recommendation of a special committee authorized by an Academic or Program Committee, provided information regarding the items was mailed to members prior to the committee meeting or it is a recommendation of a special committee authorized by an Academic or Program Committee or the Academic Council.
- f. The number of members appointed to an Academic Committee or to the Assessment Committee may not exceed sixteen (16), and the number of members appointed to the Distance Learning Committee may not exceed twenty (20).
- g. The Chairs of the Academic and Program Committees shall be recommended for appointment by the Provost to the Academic Council for its approval. Chairs normally shall serve no more than two years consecutively. The Chairs of Academic and Program Committees shall serve as *ex officio* voting members of the Academic Council.
- h. An Academic or Program Committee may act through subcommittee at its discretion.
- i. One member of each program committee shall be a college staff member appointed by the president for a term of two years.

Section 7. Policy Committees

- a. There shall be a standing committee designated as the "Academic Council."
 - i. Members of this committee shall be qualified as specified in Section 5, b., ii. of this article. Appointed members of the Academic Council shall not exceed nineteen (19). Two members of the Academic Council shall

be staff members of the college appointed by the president for a term of two years.

- ii. The Academic Council shall develop academic policy and speak for the Faculty in matters pertaining to program requirements, validation of credits, and recommendation for the award of academic degrees. All formal actions by the Academic Council within the scope of its competence shall have the force of an action by the entire membership of the Consulting Faculty.
 - iii. Subject to the approval of the governing board, the Academic Council shall establish the requirements and academic standards for earning the degrees of Bachelor of Arts, Bachelor of Science, Associate in Arts, and Associate in Science and for earning such other degrees and certificates as may from time to time be authorized.
 - iv. Action on matters of general academic policy may be taken at any meeting of the Academic Council, provided information regarding the item was sent prior to the meeting and the item either was discussed at a prior meeting of the Academic Council or was recommended following discussion by an academic or program committee or a special committee authorized by the Academic Council.
- b. There shall be a standing committee designated as the "President's Advisory Committee."
- i. Members of this committee shall be qualified as specified in Section 5, b., iii. of this article and shall be deemed *ex officio* non-voting members of the Academic Council , but not counted within the nineteen (19) appointed member size limitation. The number of members shall not exceed seven (7). The chair shall be appointed by the President.
 - ii. This committee will function as a nominating and steering committee. It shall, upon request, coordinate the work of special and *ad hoc* committees and advise and assist the President and the governing board.

Section 8. Officers

- a. The officers of the Faculty shall be the Dean of the Faculty, one or more Associate Deans, and such other officers as may be authorized from time to time.
- b. Officers shall be appointed by the governing board upon the recommendation of the President's Advisory Committee after consultation with the Academic Council and nomination by the President.
- c. Eligibility for appointment as an Officer of the Faculty shall be limited to those serving currently as members of the Academic Council.

Section 9. Meetings

- a. In July, the President shall call the annual meeting of the Academic Council. At said annual meeting, the Academic Council shall consider recommendations for faculty appointments and reappointments and shall consider recommendations for officers and committee chairpersons.
- b. All standing and *ad hoc* committees shall meet as necessary at the call of the Dean of the Faculty, Provost or of the President.
- c. The members present shall constitute a quorum at any committee meeting provided that the call was mailed or direct telephone contact was made with all members at least ten days in advance of the meeting.
- d. The chair of a committee may participate in all votes of that committee.

ARTICLE VI

These bylaws may be amended at the pleasure of the governing board following consultation with the Academic Council and the President.

Approval

Approved by action of the Faculty Committee on Degrees at a meeting on September 9, 1987, superseding Faculty Bylaws adopted on November 15, 1984.

Approved by action of the Board for State Academic Awards at a meeting on October 15, 1987, superseding Faculty Bylaws adopted on November 15, 1984.

Approved by action of the Board for State Academic Awards at a meeting on May 10, 1990, superseding Faculty Bylaws on October 15, 1989.

Amended by action of the Board for State Academic Awards at a meeting on May 9, 1991.

Approved by action of the Board for State Academic Awards at a meeting on March 19, 1998.

Approved by action of the Board for State Academic Awards at a meeting on November 19, 1998.

Amended by action of the Board for State Academic Awards at a meeting on January 17, 2002.

Amended by action of the Board for State Academic Awards at a meeting on July 29, 2004.

Amended by action of the Board for State Academic Awards at a meeting on July 27, 2007.

Amended by action of the Board for State Academic Awards at a meeting on November 20, 2008.



Appendix D

Faculty Development Annual Report for Core Faculty of Charter Oak State College

Members of the Core faculty of Charter Oak State College must participate and report on at least one formal professional development activity that demonstrates the ongoing development of their expertise in their field. Core faculty must also summarize their active participation in core faculty business with the College.

Core faculty members must complete the following form at least once per academic year to report their individual professional development and participation in COSC activities.

Questions about core faculty development may be directed to Dr. Shirley Adams, Provost, at sadams@charteroak.edu or (860) 832-3836.

To report your participation in a professional development activity, please complete this form. All fields are required.

Academic Year

Academic Year
<input type="text"/>

First Name:

First Name:
<input type="text"/>

Last Name:

Last Name:	<input type="text"/>
------------	----------------------

Email Address:

Email Address:
<input type="text"/>

Select the option that best describes your professional development activity:

Select the option

- Attended a conference or seminar in my area of expertise
- Presented at a conference on a topic related to my area of expertise

Facilitated a training session, workshop, or seminar for audience of faculty peers or public

Earned tenure or promotion

[if item above is selected, show and require the following field]: If you received tenure or promotion, enter your new title:

Earned an additional degree or certification

[if item above is selected, show and require the following field]: Enter the new degree/certification and area:

Authored a book or article in a journal or newsletter

Other (please explain below)

If other, please explain:

Please also let us know what activities you participated in at Charter Oak this past year (select all that apply):

- Evaluated student portfolios
- Reviewed Academic Autobiographies (AAs)
- Reviewed Concentration Plan of Studies (CPSs)
- Participated in special assessments
- Participated in online (email) discussions and decision making processes
- Attended graduation ceremony
- Taught distance learning class(es) at COSC or completed learning contracts with Charter Oak students

Appendix E

Faculty Development Grants for Distance Learning Instructors

Program Description:

Charter Oak State College invites active members of its Distance Learning faculty to apply for small grants to support professional development efforts in the arena of online teaching and learning in higher education. Active Distance Learning instructors may request up to \$500 per academic year to underwrite an activity or resource that will advance their skills in the arena of online teaching and directly enhance their ability to be a productive and innovative online instructor. Funds may be requested for activities or resources such as (but not limited to):

- Registration fees and/or travel to a conference, seminar, or workshop related to successful practices in online teaching and learning;
- Registration for a training course or workshop on a specific technology to be integrated into the faculty member's instructional methods;
- Tuition for a course, certificate, or credential program in online teaching, instructional design, instructional technology, or a related field;
- Purchase of specialized software to be used in the production of online course materials for use in one or more Charter Oak courses.

Faculty members whose proposals are funded will be expected to share the results of their professional development opportunity in two ways: 1) a written report submitted to the Dean of Undergraduate Programs; and 2) a summary presentation to the Charter Oak faculty community via a webinar, held in partnership with the College's Distance Learning staff.

Eligibility and Timelines:

Members of the college's Distance Learning (DL) faculty who are actively teaching at least one course during the academic year are eligible to apply for grant funds.

Funding is limited. Applicants may request a maximum of \$500 in a single proposal and are eligible for one award per academic year. Those who receive funding in an academic year may not apply again within the same year but will become eligible again the following academic year.

For the 2010-2011 academic year, grant proposals will be accepted beginning July 1, 2010, and will be reviewed on a quarterly basis until April 15, 2011 or until the year's funding has been fully allocated.

For proposals that are funded, the final report should be submitted within 45 days of the completion of the activity or event (or within 90 days of initial access to the resource if the funding will support a software or technology purchase). The presentation to faculty should be completed within 60 days of the completion of the activity or event, or within 120 days of initial access to the resource. Final reports should be emailed to Dana Wilkie, Dean of Undergraduate Programs, at

dwilkie@charteroak.edu.

Application Procedure:

To apply, complete the application at the end of this document and email the completed application and any supporting documentation to Dr. Dana Wilkie, Dean of Undergraduate Programs (dwilkie@charteroak.edu).

Grant proposals will be reviewed by the Dean of Undergraduate Programs and members of the Distance Learning faculty committee. Applicants will notified by email to their Charter Oak email address whether their proposal has been funded.

Proposal Requirements:

To qualify for review, grant proposals must address the following areas:

1. **Activity description and timeline:** The applicant should provide a specifics about the activity or resource for which he/she is requesting funding, including the timing as appropriate.
2. **Rationale:** The applicant should explain clearly how participation in the proposed activity or use of the proposed resource will directly apply to his or her teaching work for Charter Oak State College. What is the anticipated outcome of the professional development opportunity and how will you apply it in your teaching for Charter Oak?
3. **Budget:** The request should be clear, complete, detailed, and include any supporting documentation necessary for the evaluation team to understand the nature of the proposed activity or resource to be funded. The applicant should mention any other sources of funding that will contribute to the cost of the activity or resource.
4. **Preliminary plan for dissemination of results:** Faculty whose receive funding agree to submit a short written report about the outcome of the activity and share results of their activity via a workshop for the COSC faculty and staff community. The proposal should outline a brief plan for how the results will be documented and shared effectively with the faculty and staff community.

Evaluation Criteria:

Grant proposals will be evaluated according to the following criteria:

1. Relevance and feasibility of the proposed activity or resource to the applicant's teaching activities at the College, and clear potential for benefit to the applicant and his/her students.
2. Applicability of the proposal to the College's [mission](#) and potential to support the College's current [strategic vision](#):

Charter Oak State College: a dynamic community of online learners advancing the nation's workforce one graduate at a time.

3. Completeness of the proposal.



DL Faculty Development Grants (2010-2011)

Request for Funding

I. Applicant Contact Information: Name: Phone: Charter Oak State College Email Address: COSC course(s) taught in the current academic year, including course numbers, names, and terms/semesters:
II. Summary of Proposal Amount of request: Short description of your request (25 words or less):
III. Activity/Resource Description and Timeline:
IV. Rationale:
V: Budget:
VI: Preliminary Plan for Dissemination of Results:
VII: Additional Information: <i>Include here any links or documentation that will help the review committee understand the proposal.</i>

APPENDIX F

CHARTER OAK STATE COLLEGE

POLICY AND PROCEDURES FOR THE ASSESSMENT OF PRIOR LEARNING

The mission of Charter Oak State College is to provide diverse and alternative opportunities for adults to earn academic credentials. The College is committed to the premise that college-level learning occurs in many settings. In this regard, Charter Oak State College, based upon the judgment of professionals, validates learning acquired in such settings as corporate training programs, public and private vocational programs, including proprietary schools, and hospital-based nursing and allied health programs. The College also recognizes that many occupations have examinations for certification or licensure which measure college-level knowledge.

Accordingly, the Charter Oak State College establishes the following policy for the assessment and award of credit for equivalent learning occurring outside of the college or university setting. This policy applies to assessments conducted by the faculty of Charter Oak State College.

Part A

Prior Learning Credit for Charter Oak State College Students

Under the policies of the Charter Oak State College Core Consulting Faculty, college-level knowledge acquired outside the college classroom can be reviewed for credit using the types of assessments discussed below.

1. **Performance on Standardized Tests** including the College-Level Examination Program (CLEP), Defense Activity for Nontraditional Educational Support (DANTES), Regents College Examination Program (formerly ACT PEP, CPE and REDE tests of The University of the State of New York), Graduate Record Subject Tests (GRE), and other standardized examinations reviewed and approved, or developed under the auspices of the Core Consulting Faculty in accordance with approved procedures.
2. **Evaluation of Noncollegiate Sponsored Instruction** under evaluations conducted by the American Council on Education (ACE) or PONSII with individual credit awards made in accordance with approved procedures.
3. **Assessment of Credit for Military Training** under evaluations conducted by ACE with individual credit awards made in accordance with approved procedures.
4. **Assessment of Noncollegiate Sponsored Instruction** including courses offered by a nonaccredited college, business, non-profit organization or governmental agency through Charter Oak State College's Connecticut Credit Assessment Program (CCAP) in accordance with the procedures delineated in Part C of this policy or by another constituent unit or a Connecticut independent college or university when conducted under Department of Higher Education approved procedures and endorsed by the Core Consulting Faculty.
5. **Demonstration of College-Level Knowledge through Portfolio Review** with the submitted portfolio including statements of course equivalencies and documentation of learning and with the review conducted in accordance with procedures approved by the Core Consulting Faculty.
6. **Special Assessments of College-Level Knowledge** conducted for students who wish to earn credit for performance on Licensure or Certification Examinations including examinations and related preparation programs reviewed under the auspices of the Core Consulting Faculty in accordance with approved procedures.

7. **Contract Learning** agreements covering assessment of knowledge acquired in a specific course of study under the auspices of the Core Consulting Faculty resulting in credit recommendations for a specific student.

All credit for prior learning will be recorded on student transcripts on a course by course basis.

Part B

Services to Other Colleges and Universities Regarding Credit for Prior Learning

Charter Oak State College is charged by statute to study, develop and implement new methods of awarding undergraduate degrees and college credit and to assist other institutions in establishing and implementing procedures to award credits by new methods. Therefore, Charter Oak State College will, within the availability of resources and under individual agreements with Connecticut colleges and universities, conduct portfolio assessments for students attending those colleges and universities. The College will, within the availability of resources, conduct evaluations of noncollegiate educational activities and share these with Connecticut colleges and universities.

Part C

Procedures for the Review of Noncollegiate Sponsored Instruction

- A. Reviews may be conducted independently or in conjunction with the American Council on Education's College Credit Recommendation Service (ACE CREDIT). These guidelines govern independent reviews. ACE CREDIT guidelines and procedures govern joint reviews.
- B. Courses that meet the following criteria are eligible for evaluation:
 1. Only formal training officially sponsored by the organization can be evaluated. On-the-job training and independent study (contractual learning) cannot be evaluated.

Formal training can include classroom courses, computer assisted instruction, interactive video, correspondence courses, programmed instruction and examinations for professional certification.
 2. Learning acquired through instruction at the noncollegiate organization should be equivalent in level and nature to learning acquired in accredited programs of higher education in Connecticut. Length or intensity alone does not mean that a course is comparable to college-level instruction. Organizations will be encouraged to make a preliminary self-assessment by comparing their courses with course descriptions in college catalogs or by consultation with college faculty.
 3. Courses must include a minimum of 15 contact hours or their equivalent (unless they are to be grouped with courses in the same content area). Evaluation teams will generally use the Carnegie standard of 15 contact hours per semester hour of credit recommended; however, this is a guideline rather than a required formula.
 4. Courses must be taught by individuals with qualifications appropriate for college-level instruction in the subject area being taught. Breadth of knowledge and experience, as well as academic credentials are considered.
 5. Learning resources, including necessary library resources for the course, should be accessible.

6. Courses taught by vendors, or for those for which an organization neither keeps records for nor exercises control over, cannot be evaluated. However, if the vendor keeps records on course participants, the vendor may have the course evaluated.
7. Courses offered by an organization under the auspices of a college will not be evaluated.
8. The organization shall have criteria for admission, which assure the course includes individuals who have the appropriate backgrounds to benefit from the instruction.
9. Courses must include some means of evaluating students' mastery of course content (e.g., written exam, report, oral presentation, skill performance, role plays, laboratory or other assignments).

Not all participants need undergo evaluation; only those who want to use the credit recommendation need do so. However, the course must be taught at the same level for all participants.

10. Courses must have been offered at least once within the past two years.
11. Course content should be documented through the following materials: a detailed outline (syllabus), texts, lesson plans, instructor's manual, student workbooks, completed homework assignments (technical courses should show the extent of calculations required of the student), graded exams, examples of student work, class rosters, and grade lists. The organization should also indicate how all exams and assignments are weighed to calculate the final grade in the course. Evaluations will be assessing the content in terms of the introduction of theoretical as well as applied knowledge and the development of analytical skills.
12. If a course has been offered in the same form for some time preceding the evaluation, and if sufficient records as cited above exist, and the organization would like past participants to be able to benefit from a credit recommendation, the team can backdate its recommendation for up to five years.
13. The organization's administrative structure and record keeping capacity will be considered as part of the review, as well as its financial commitment to ensure that the quality of the instruction is maintained.

C. Evaluation Process

1. **Course Selection.** The organization selects courses that meet the criteria outlined above in consultation with Charter Oak State College.
2. **Pre-evaluation/Documentation.** Before an evaluation is scheduled, the organization must submit four completed copies of a general questionnaire on the organization's education and training activities, and a form that asks for information on the individual course(s). A detailed outline or syllabus for each course must also be submitted.
3. **Evaluation Team Selection.** The members of an evaluation team are selected by Charter Oak State College on the basis of their knowledge of the subject area and their openness to nontraditional education. A team usually includes three faculty members representing at least two institutions. If the evaluation is for a single field, two faculty members may conduct the review. The organization may suggest candidates for the team, but Charter Oak State College reserves the right to exclude individuals whose relationship with the organization would create a

conflict of interest. The organization will be asked for final approval of the team prior to the evaluation.

4. **The On-Site Evaluation.** The evaluation visit will include a briefing on the organization's educational activities, including procedures for course development and revision, how individuals are chosen or decide to participate in courses, and how instructors are selected and evaluated.

The evaluation team will assess the course content, the breadth and depth of coverage, and the level of presentation. The team may call in representatives of the organization's training program and course instructors to answer questions.

5. Evaluators will determine whether a course is comparable to college-level instruction. If the course is comparable, evaluators will make a course equivalency recommendation in terms of the number of semester hours of credit, level in a degree program, and where the course might fit within a degree program. Evaluators also will draft a course description or edit the one provided.
6. At the conclusion of the site visit, representatives of the organization are briefed on results of the evaluation and given feedback on the strengths of their courses and areas where improvement might be warranted. If evaluators find that they are unable to recommend credit for a course, they give specific reasons for their decision and make suggestions for ways the course could be changed to receive a credit recommendation at a future evaluation.

- D. **Costs.** Expenses related to the evaluation usually are charged to the non-collegiate organization. The cost includes base fee, faculty stipends and travel, and a yearly audit fee.

- E. **Annual Audit.**

- F. Each year all organizations with active courses will be asked to pay the annual audit fee and submit an audit questionnaire to update information on their courses.

- G. Should an organization fail to submit the audit questionnaire and fee, validation of courses will be terminated and an on-site re-evaluation will be required in order to revalidate credit.

- H. Course credit for previous years during which validation was in effect will continue to be awarded.

- I. **Revalidation.** Credit recommendations are valid for five years, provided that courses do not undergo substantive revisions and provided that the organization completes a yearly audit questionnaire and pays the annual audit fee. After five years, courses will be revalidated on-site to keep their credit recommendations active.

Charter Oak State College will keep records of the evaluation and the final recommendation.

APPENDIX G

Connecticut Board for State Academic Awards Assessment of Noncollegiate Sponsored Instruction

Course: _____ Date: _____ Reviewer Signature _____

Each area listed below should be considered by a reviewer, although not all areas have to be given equal weight. The decision regarding each course will be based on the collective judgment of the members of the review team.

Course objectives/content

1. From a review of the course syllabus, does the course offer an adequate treatment of the subject? Is the material similar to material which could be offered in a college class? Comments:
2. Are the intended learning outcomes clear? (A learning outcome is a statement of what the learner is expected to know, understand or be able to do as a result of a learning process. For the purposes of this review, "outcome" and "objective" are considered to be the same.) Comments:
3. Are the instructional materials appropriate for the course and at the college level? Do they relate adequately to the course objectives? Comments:
4. Are assignments (in class or homework) appropriate? Are they adequate to develop mastery of course content? Comments:
5. Do students have an adequate background to handle the course material (considering prerequisites, admissions requirements)? Comments:
6. Are course hours sufficient to accomplish the course objectives? Comments:
7. Are additional sources of information or support available to students (e.g., a library, supplementary readings, computers, etc.)? Comments:

Evaluation

8. Are graded assignments, exams or other means for evaluating mastery of the course appropriate for the subject area? Do they measure learning outcomes? Comments:
9. Are the grading standards sufficiently rigorous? Comments:
10. Are the overall grading procedures objective, balanced, and appropriately weighted? Comments:
11. Does each instructor have the appropriate background to teach the course? Comments:
12. Are there evaluations of instructor performance (managerial, student)? Comments:

Course Administration

13. Are attendance and grades recorded? Comments:
14. Are instructors involved in curriculum development or revisions? Comments:

APPENDIX H

CHARTER OAK STATE COLLEGE

Faculty Guidelines for Portfolio Assessment

Introduction

The fundamental principle of prior learning assessment in higher education is recognition of the academic value of learning acquired outside of college. This knowledge may have been gained in a corporate training center, at a union-sponsored apprenticeship, through independent study, or by other means. The method of acquiring knowledge notwithstanding, Charter Oak believes that it is stultifying and unproductive to require an adult to take a course in a subject already mastered outside of the college classroom.

Assessment of Prior Learning Portfolio formats differ among the various institutions that offer this type of assessment, but all require a student to demonstrate college-level knowledge, grounded in theory, that justifies an award of college credit. The Charter Oak Portfolio Assessment Program is a flexible, comprehensive method of prior learning assessment which complements the College's other prior learning programs. At Charter Oak this type of assessment uses college course descriptions, corresponding bodies of evidence, and narrative statements written by a student to validate college-level expertise in given subjects. Each of these components is discussed in more detail below.

Steps in the portfolio process are:

1. Inquiry: student contacts the Assessment Coordinator and receives information about the portfolio process.
2. Enrollment in portfolio course (IDS102: Prior Learning Portfolio Development). This is an 8-week accelerated online course, during which a student is guided through the process of preparing a portfolio for one course for review. On successful completion of IDS102, the student may independently prepare and submit portfolios for additional courses.
3. Preparation and submission of portfolio for independent review by two faculty consultants.
4. Submission of additional materials by student, if requested, and review by faculty consultants.
5. Student/faculty telephone conference if necessary.
6. Report and credit recommendations from faculty.
7. Approval of review by Vice President for Academic Affairs.
8. Transcription of credit, notification of student and academic advisor.

Components of a Portfolio

Course Description

A portfolio may consist of a single course, a string of related courses, or a group of unrelated courses. For each course challenged, students present a course description that is analogous to the knowledge for which they want to claim credit, in order to demonstrate that their request is for content is offered by a regionally accredited institution. A photocopy of the course description is attached at the beginning of each portfolio.

The course description is the standard by which the student has chosen to be judged. Faculty reviewers use the course description as a guide to course requirements, along with the student's written analysis of course knowledge components. However, the ultimate standard is the reviewer's own knowledge of the content area: his or her judgment of the topics that would normally be covered in a course of the type submitted is the surest criterion for award or denial of credit.

Narrative

The narrative essay is a written statement which serves as a bridge between the course description and the evidence. An effective narrative:

- Describes the student's relevant experience
- Articulates knowledge the student has acquired through experience
- Describes each piece of evidence the student is including to authenticate the learning
- Explains the rationale for including each piece of evidence
- Illustrates the student's understanding of principles and major theories of the course under assessment

The portfolio contains a narrative for each course being challenged. Students are expected to describe the interrelationship of the course descriptions with their experience, learning and evidence. They are also expected to analyze and describe the development and application of their learning. The narrative should both illustrate and model how the student uses reflection to turn activity (reading, attending class, experimenting, observing, thinking) into learning.

An important characteristic of a successful narrative is its adherence to standard written English. Charter Oak takes great pride in the work and accomplishments of its students. A poorly written narrative should be viewed as grounds for rejecting a particular course or for requesting a rewrite of the narrative. There is no stipulated length for a narrative.

Documentation

Portfolio documentation is whatever the student presents to demonstrate college-level learning. Depending on the subject, learning may be demonstrated by a combination of documents, products or performances. Evidence must be **direct, authentic, college-level** and **broad** enough to warrant the award of credit.

Direct evidence is firsthand material, actual samples or demonstrations of the student's knowledge, skills and abilities in the subject. A portfolio candidate cannot simply tell of expertise in a subject but must also demonstrate that expertise through firsthand evidence. For example, direct evidence in a technical writing portfolio includes samples of the candidate's technical writing: reports, proposals, memos, letters, etc. **Indirect**, secondary or supporting evidence includes items such as the candidate's job description or letter of support from a supervisor. Many of us work out of title; our actual tasks barely resemble those in our job descriptions. Therefore, a job description by itself tells little about the actual knowledge or ability. A job description might serve as **authenticating** evidence; that is it might provide a rationale for the student to have produced some of the evidence included in the portfolio. See the information below on authenticity.

Directness is a relative concept, which varies from subject to subject and from context to context. Direct evidence in an applied subject will be quite different from direct evidence in a theory course. This variation in the quality of directness is why you may sometimes receive a candidate's entire portfolio; seeing all the material may assist you to understand more easily the evidence in sections that you will review.

The criterion of **authenticity** requires that the student clearly establish that the evidence provided in the portfolio is the student's work. Sometimes evidence contains its own authenticity. Print materials frequently have a title page or byline, which can establish authenticity. Photographs, video and public records also provide a reliable means of authenticating claims. In other instances authenticity requires outside corroboration, and there are many ways to do this. One of the most common methods is the letter of verification.

A letter of verification is not a recommendation. An acceptable letter of verification should be on letterhead, dated, contain the verification claimed by the student, and be signed by an appropriate authority. Most verifications come from supervisors at work, but other relationships may be more appropriate, for example, client-customer, teacher-student, trainer-client. Depending on the circumstances and the claims, newspaper clippings, play bills, photographs, certificates, licenses, receipts, lease agreements, tax records, field notes, patents, and legal documents may be used to authenticate claims of expertise.

The most important characteristic of portfolio evidence is that it manifests **college-level** quality. A good portfolio contains evidence of college-level learning for topics explicitly listed in the course description as well as for many implicit by nature of the course. A portfolio must also manifest the character of the discipline and subject under assessment. These judgments can be made only by an expert in the field.

Students are told that their portfolios must reflect an appropriate balance between theory and practice. Therefore, a portfolio should contain evidence demonstrating an appropriate level of reflection on, and understanding of the major theories, schools of thought, and principles underlying the specific course and the subject at large, as well as the application of this knowledge in other settings.

The last characteristic of good portfolio documentation is **breadth**. Determining breadth is not simply a question of “how much” but also a question of “what.” Assuming that the quality, authenticity and directness are suitable, how many reports are enough to warrant an award of credit in a content area such as technical writing? Is one too few; are five too many? The question is difficult to answer because all the evidence is tied together. One comprehensive marketing report that took a year to research and write might be far superior to five individual reports which cumulatively took only two months to write and are less well done than the other report. Before making a decision it is important to review all the evidence: conversely, a reviewer may always request additional evidence where necessary.

A second element of breadth is range. Has the student provided enough types of evidence to warrant an award of credit? If a business writing course description calls for reports, proposals, memos, letters and graphics, the student is obligated to provide evidence of all of these documents. The required number of each type and the importance of each piece of evidence are decisions reserved for the faculty reviewer.

It is important to look at the progression of the student’s skills and abilities. In a technical writing portfolio, for example, if early writing samples are more flawed than recent documents, it might be safe to assume that learning has taken place and, perhaps, the later documents should be weighted more heavily in a decision. This, after all, is what we expect in our courses; steady and measurable improvement, growth or change. But there should be reasons to support this conclusion. If there is evidence that the candidate took a writing course or verification from a supervisor of tutoring or independent study, a reasonable conclusion would be to recognize the improvement and recommend an award of credit. If there has been a miraculous change for the better in a brief period of time with no supporting evidence, it is reasonable for you to ask for an explanation. Where none is provided or forthcoming, one might suspect editorial interference and a rejection of the credit request would be in order.

Organization of the Portfolio

A completed portfolio should be organized in the following manner:

General Information

At the beginning of each portfolio are placed the following:

1. Cover sheet: Contains student’s name, contact information, content area of course(s) in the packet, and a listing of each course title and the number of credits requested for each.
2. The cover sheet incorporates a Signature/Release form, granting permission from the student to allow faculty, special examiners and staff to review and verify portfolio materials.
3. Table of Contents: Lists sections of the portfolio and the appropriate page or tab sections.
4. Resume: Chronologically lists candidate’s experience, education, employment training and volunteer work.
5. Biographical Introduction

Specific Information for Each Course in Portfolio:

Within the body of the portfolio, there is an individual section for each course. Each course section contains:

1. Narrative: Describes and analyzes the knowledge, learning and relevant experience for each portfolio course.
2. Documentation/Evidence: Material to be evaluated for college credit.
3. Photocopy of catalog course description (NOT a typed copy) identifying the college
4. Course Knowledge Component Summary

5. Narrative essay
6. Documentation

Assessment Coordinator Responsibilities

The Assessment Coordinator approves applications for review and facilitates the review process. It is the Assessment Coordinator's responsibility to contract with faculty to review portfolios; to make arrangements for shipping the material to and from the faculty; to handle follow-up evidence requests; and to keep students informed of the progress of the assessment. The advisor also answers questions that may come up in the course of a faculty member's review.

Implied Recommendation: The fact that a portfolio is submitted to reviewers for evaluation does not constitute a recommendation by Charter Oak that credit be awarded. Student conceptions of what constitutes college level knowledge do not always agree with Charter Oak's definitions. The bottom line is that the student, not the Assessment Coordinator, is responsible for the academic content of the portfolio. Because we offer portfolio assessment as a service, it has to be made available to all eligible students who request it. The fact that a portfolio is sent to you for review should not be considered an endorsement of its academic content.

Faculty Reviewer Role

Each portfolio is independently reviewed by two content area faculty experts who are currently teaching at a regionally accredited institution of higher education. The faculty role in the portfolio process is straightforward. You will be sent a list of courses and asked if you are qualified and available to review them. You may decline to review any courses that are not within your area of expertise, or decline a review that is requested when you do not have time to perform it. A packet of materials containing the portfolio and a postpaid return envelope will normally be mailed to your home address.

Each course which you are asked to review requires the completion of an evaluation form, a copy of which is provided in the packet. (Review forms can also be sent by e-mail at your request.) An evaluation should critique the strength and weakness of the portfolio and the appropriateness of the evidence. It should stipulate whether you recommend awarding credit, denying credit or whether you require further evidence to make a decision.

A recommendation to award credit means that the portfolio evidence unequivocally demonstrates college-level learning and expertise as stipulated in the course description. **The College asks that you recommend an award of credit only if the student achieves a level equivalent to "C" or better. Portfolio credit appears on a Charter Oak transcript as a grade of "P." The College warrants any "P" grade to be at the level of "C" or higher, making the "P" transferable to many institutions that would not normally accept Pass/Fail grades.**

A recommendation to deny credit means that in your expert opinion the portfolio candidate has not demonstrated knowledge, skills, and abilities equivalent to those that would be gained by successful completion of the course being challenged.

A request for further information means that the candidate has demonstrated the potential to receive an award of credit if the additional requirements as listed by you on the evaluation form are forthcoming. Occasionally, a student will make a technical or procedural error that has been overlooked by the Assessment Coordinator. For example, a form may be unsigned or a piece of evidence have been omitted. Other errors may be more substantial. For example, you may be convinced that the candidate has equivalent knowledge, but you find the theoretical information to be too modest to suit your expectations. Rather than reject the portfolio, you could assign some readings and a written report to fill the gap. Or you could request that the student complete a brief research project, locate relevant data, or compile an annotated bibliography. The ability to complete an assignment like this could go a long way to demonstrate the abilities you find missing. Material or assignments of this nature must be reviewed by consulting faculty, not verified by the Assessment Coordinator.

There are also other means to fill perceived gaps: telephone conferences, additional documentation, written examinations, performance appraisals, or product evaluations. For example, if you are uncertain about the authenticity of some portfolio material, a telephone interview with the candidate is a time-and-cost efficient method of checking authenticity.

Your comments on the evaluation form (see Appendix) should be accurate and direct. The evaluation should be an honest assessment of the student's abilities vis-à-vis current knowledge in the subject. It is imperative, however, to consider that the candidate you are evaluating is not a traditional student. The evidence you are reviewing is not a class assignment from which the student can easily detach, but is a substantial part of the persona of the individual you are reviewing. For the portfolio candidate, the evidence is frequently indistinguishable from the persons themselves. Therefore, when you critique the evidence of a portfolio candidate, you are also critiquing how the person makes a living, supports a family, or raises children. Your comments should always note deficiencies, false assumptions and other limitations, but they should always also offer ways for improvements. This should not be construed as a request to change or lower standards. It is merely a request that you offer your critique with the context of the learning in mind. A copy of all reviewers' comments will be forwarded to the student. The College believes that the portfolio process itself is a learning process, the culmination of which is the evaluation of the entire portfolio presentation by a college faculty member.

After you have finished reviewing the materials, you should return them in the postpaid package provided for the purpose. If there is agreement between the reviewers as to the disposition of the portfolio, a report is prepared by the Assessment Coordinator and presented to the chair of the appropriate standing faculty committee for review and approval. The chair or designee of the chair reviews the results of the assessment and the faculty report but does not review the actual portfolio.

Syllabi: Portfolio materials often contain a syllabus which the student has used as a guideline for constructing the narrative. While syllabi are helpful to both the student and the evaluator, it's important to remember that we don't require that the student provide a syllabus because it's often impossible to obtain one for the actual course being challenged. In that situation, students are advised to obtain syllabi from several equivalent courses, to evaluate all learning objectives and common elements to find the essential core of knowledge, and to use those topics as guidelines for their narrative content. Where the multiple syllabi have been used to inform narratives, we don't recommend including them in the portfolio because in the past that has proven to be too confusing for reviewers. Students are required to analyze available information and construct a Course Knowledge Components Summary which lists course learning objectives or topics to be covered in the narrative. While this is a document produced by the student and need not be relied on as an abstract of all essential content in any course of the type presented, the Summary does provide reviewers with a view of students' grasp of the important issues, theories, and/or topics in the subject area.

Turnaround Time: In our cover letter we ask for a two or three week turnaround for the review. Obviously, this isn't always going to be possible, and we do build in a buffer zone to compensate for any extra time that's needed. However, often the student is waiting for review results to decide what courses he/she should enroll in for the coming term: sometimes the portfolio credit is all that stands between the student and completed graduation requirements. So we need to have the review in hand as soon as you are able to send it. If you find that you won't be able to complete a review within 3-4 weeks of receiving the packet, please contact us so that we can either inform the student that we'll need a few more weeks, or find a substitute faculty member to complete the review.

Reviewer Agreement: Two faculty reviewers are asked to assess each portfolio. In marginal cases, reviewers may not agree on award or denial of credit. For those cases, a third person is asked to complete a review to break the tie.

Honorarium: A small honorarium is offered for review of portfolio materials. Reviewers submit a current vita for our files, and receive a letter of appointment as a Special Consultant for a term of approximately three years. During that period, there is no obligation to perform additional reviews if called upon, but the faculty member

may do so if he or she chooses. The amount of the honorarium depends on the total of credits in the courses reviewed. The payment schedule, effective until July 1, 2007, is as follows:

Credits	Payment
1-6	\$122.50
7-12	\$190.00
13-18	\$243.00
19-27	\$306.50
28+	\$359.00

Important Considerations

Confidentiality

Charter Oak State College considers a portfolio a student record. As such we must reasonably assure the confidentiality of the material and the identity of the portfolio candidates. Before any materials are sent to you, the portfolio candidate signs a release form authorizing us to share these materials with those individuals we deem necessary to obtain a fair assessment.

While the portfolio is in your possession, no section may be photocopied nor should it be shared with anyone in a way that would identify the learner, others associated with the learner or organizations. For example, the employer of the candidate or the names of the individuals providing letters of verification for the candidate must not be compromised in any way. Many adults do not want it widely publicized that they do not have a degree: many corporations may not want it public that an official of the organization does not have a degree. This privacy must be respected.

Portfolio Assessment Handbook

The student Portfolio Handbook will be sent to you as an MS Word document. It is important that you read through the handbook, which students use in preparing portfolios. It contains information on the nature and interrelationship of learning, experience and reflection. It will also give you an understanding of what the College expects from the student in a portfolio.

The handbook describes the nature of experience and learning and their complex interrelationship. In brief, the handbook asserts that all learning is acquired through experience, but it also warns that discrepancies exist as to the meaning of both learning and experience.

Adult Learners

There is a great deal of literature available on adult learning. According to Malcolm Knowles (1986), the research coalesces into six major premises about the needs of the adult learner:

1. Adults have to be convinced of the need to learn something — that what is to be learned will be useful to them.
2. Adults have a need to be self-directing. The psychological definition of an adult is someone who has achieved a self-concept of being responsible for him or herself. Adults need to be seen and treated by others as being responsible, thoughtful and self-directing.
3. Adults need to have their unique experiences taken into account in the learning environment.
4. Learning must be geared to the adult's readiness to learn.
5. Learning should be organized around life tasks or life problems.
6. Adult learning programs should be developed to tap into the intrinsic motivation of the adult learner.

The portfolio assessment program addresses most of these adult learner needs. The central feature of portfolio assessment is the program's reliance on experience as a teacher. The College believes that it is important to

involve the adult student as much as possible in this educational enterprise, and your role as reviewer contributes substantially to the learning that takes place as a result of the portfolio process.

We encourage you to contact us with questions or concerns about portfolio review. The Assessment Coordinator can be reached at 860-832-3846, or by e-mail at mlegrow@charteroak.edu. We appreciate the service that you perform for Charter Oak, and we're very grateful for your help in moving our students closer to completion of their degrees.

Rewrite narrative to include:

A written examination is required on the following topic(s):

An oral examination by telephone is required on the following topic(s):

Recommendations to prepare for the written exam or oral interview

APPENDIX I

CHARTER OAK STATE COLLEGE

Distance Learning Courses Policies and Regulations

Semester Length

Semesters are 16 weeks in length. Within the semester, we have fifteen, eight, and five-week terms. Beginning and ending dates are published on the website and ACORN registration portal. Students may complete certain courses and our contract learning courses, in a shorter period of time if they notify the Distance Learning office and have approval.

Withdrawal

To withdraw after Day Two of any course, students must complete the electronic withdrawal form at <http://www.charteroak.edu/bb/Withdrawal/WDform1.cfm>. This link is available on the Charter Oak State College website in the "Forms" section and in each Blackboard course.

It is strongly recommended that a student discuss the intention to withdraw with his/her academic counselor, the Financial Aid Office, and the instructor prior to submitting the withdrawal form to the Distance Learning Office.

Extensions

No extensions will be granted to students enrolled in online courses. However, under “special circumstances” such as serious illness of the student or death in the family, a student may request two weeks to complete the course at no charge. If permission is granted by the Instructor and the Director of the Distance Learning Program, the student must complete the course within the two week period. A grade of Incomplete will be recorded. If at the end of the two weeks, the outstanding work has not been submitted to the Instructor, the Incomplete grade may become an “F” grade.

Assignments

Students will receive a syllabus for each course in which they are enrolled. The syllabus will indicate required assignments and when they are due. Assignments must be sent by the due date to the course instructor. Each instructor will indicate on the syllabus two hours each week when he or she can be reached by telephone or e-mail to discuss assignments or respond to other questions about the course. Students should keep copies of all assignments.

Examinations and Proctors

Instructors will seek to be clear in their course syllabi what constitutes plagiarism and cheating, and indicate when students can submit joint work for evaluation. The Charter Oak Assessment Coordinator will seek to make it clear in the materials on portfolio preparation and individual course assessment what constitutes plagiarism and cheating, and the penalties for such actions. Charter Oak proctors will, orally and/or in writing prior to the exam, inform examinees of test administration security standards and remind the students of the penalties for cheating. However, students are expected to be familiar with the

requirements of the Student Code of Conduct with respect to academic integrity, and any alleged inadequacy of a syllabus or other printed information is not a valid defense to such a charge.

If, during the course of an examination, an instructor or proctor observes suspicious behavior, he/she shall warn the individuals involved regarding the appearance of their actions and request them to cease any suspicious actions immediately. If the behavior continues, it may be considered evidence of academic misconduct.

When an instructor or the Assessment Coordinator believes there is sufficient evidence of academic misconduct, the proctor shall notify the accused student and the Dean of Undergraduate Programs or the Provost in writing (and orally if possible) of the change. The Student Code of Conduct is then followed.

Grading Standards

The minimum acceptable levels of academic performance for the award of a Charter Oak State College degree are:

1. In all college courses and/or proficiency examinations for which a letter grade or the equivalent is assigned, a cumulative grade point average of at least 2.0. This is based on a scale of 0.0 to 4.0 with no grade below D- included in the calculation.
2. In all courses and/or proficiency examinations reported on a Pass/Fail system, a grade of Pass. This includes examinations for which a standard score is used to determine Pass or Fail. Only letter grades of C or above may be used for course work in the concentration or to meet the Written Communication requirement. Grades of C- are not acceptable. Courses with grades of Pass are not typically permitted in the concentration unless the P is equivalent to a grade of C or higher.
3. The College does not record on an individual's record any information concerning transferred courses or examinations for which the grade or score was below the level of a Pass. All grades earned in Charter Oak State College courses will become part of the student's permanent academic record.
4. Only Grades of C or higher are acceptable in the courses that meet the general education requirement, and for English Composition, IDS 101 and concentration courses. It should also be noted that the academic record contains all credits presented by the student which are acceptable toward a degree from Charter Oak State College and thus may contain credits in excess of those constituting the actual degree program.

Charter Oak State College does not include a grade point average on the official academic record nor does the college report any such computation to graduate schools or other institutions. This policy recognizes the possibility that degree candidates may have earned grades at different times in institutions with varying standards and grading systems. The record also may include credits awarded on the basis of scores earned on standardized tests or for non-collegiate courses for which no grades are assigned. Therefore, any such calculation would have little meaning and might not reflect mature performance. The grade point average reported on a matriculated student's status report serves only as an internal measure assuring that a student meets minimum academic standards and for a determination of the designation of honors at the time of graduation.

Letter Grade	Range (%)	Grade Point	Letter Grade	Range (%)	Grade Point
A	93.0-100.0	4.0	C	73.0-76.9	2.0
A-	90.0-92.9	3.7	C-	70.0-72.9	1.7
B+	87.0-89.9	3.3	D+	67.0-69.9	1.3
B	83.0-86.9	3.0	D	63.0-66.9	1.0
B-	80.0-82.9	2.7	D-	60.0-62.9	0.7
C+	77.0-79.9	2.3	F	0.0-59.9	0.0
W	Withdrawal – Student officially withdrew.				
I	Incomplete – For practicum or independent study learning contracts only. Issued with the approval of the instructor and the Director of the Distance Learning Program when, due to special circumstances, a student is granted an extension. Students in online courses are not entitled to extensions.				
AU	Audit – Allowed if the instructor of the course grants permission prior to registration. An audit grade cannot be changed to a letter grade after the course begins, nor can a letter grade be changed to an audit grade after the course begins.				
AW	Administrative Withdrawal – Students who do not attend a registered course by the end of the refund period may be administratively withdrawn by the College Provost and given a final grade of AW.				
P	Pass – Students do not have an option of electing to take a course as Pass/Fail. P grades are allowed only for courses that have been approved by the Academic Council as Pass/Fail. A grade of P is the equivalent of C or better.				

*If instructors use a different grading scale, it will be noted in the course syllabus.

For complete details see the Distance Learning Faculty Handbook.

Subject Area
Concentration Plan of Study (CPS) Review

Student: _____

Faculty Reviewer: _____

Date: _____

	YES	NO*	NA
Resume attached	<input type="checkbox"/>	<input type="checkbox"/>	
Credits including concentration electives approved	<input type="checkbox"/>	<input type="checkbox"/>	
Goals for pursuing the degree are clearly defined. (Graduate study, career goals, personal enrichment or employment opportunities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion of how concentration elective credits fit into The concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OR			
Discussion of key courses/credits and how they relate to Career, educational, or personal goals is clearly explained	<input type="checkbox"/>	<input type="checkbox"/>	
CPS is approved: (If no, please explain)	<input type="checkbox"/>	<input type="checkbox"/>	
*General Comments: Please add comments here:			
Writing is C level or higher	<input type="checkbox"/>	<input type="checkbox"/>	
If no, do you wish the rationale to be re-submitted?	<input type="checkbox"/>	<input type="checkbox"/>	

Concentration Plan of Study (CPS) Review

Student: _____

Faculty Reviewer: _____

Date: _____

	YES	NO*
Resume attached	<input type="checkbox"/>	<input type="checkbox"/>
Credits included in concentration approved	<input type="checkbox"/>	<input type="checkbox"/>
Goals for pursuing the degree are clearly defined. (Graduate study, career goals, personal enrichment or employment opportunities)	<input type="checkbox"/>	<input type="checkbox"/>
The focus of the concentration is appropriately defined.	<input type="checkbox"/>	<input type="checkbox"/>
The relationship among the subject areas is clearly defined and cohesive.	<input type="checkbox"/>	<input type="checkbox"/>
CPS is approved: (If no, please explain)	<input type="checkbox"/>	<input type="checkbox"/>
*General Comments: Please add comments here:		
Writing is C level or higher	<input type="checkbox"/>	<input type="checkbox"/>
If no, do you wish the rationale to be re-submitted?	<input type="checkbox"/>	<input type="checkbox"/>

Academic Autobiography

The Academic Autobiography is the capstone experience for all Charter Oak baccalaureate students. **Submission of a satisfactory Academic Autobiography is a graduation requirement.** The academic autobiography gives you an opportunity to look back on your educational journey and to reflect on the path that you chose. It should build on the Concentration Plan of Study you submitted upon entry into COSC, and should explain the impact that your total academic experience, both concentration and general educational studies, has had on your personal and professional life.

The Academic Autobiography will be evaluated by faculty for content as well as clarity of expression, coherence, and conciseness. The paper should be word-processed or typed, double-spaced, and between 750-1000 words. It will be graded satisfactory or rewrite, with a satisfactory rating a prerequisite to graduation. A student who does not receive a satisfactory rating on the first try may rewrite and resubmit. The student must submit the academic autobiography no later than four months before his/her anticipated graduation date to allow time for faculty review.

The Autobiography Process

1. Student will submit the academic autobiography along with the proposal cover sheet to COSC.
2. COSC will send the academic autobiography, the cover sheet, the student's status report; the student's approved concentration form, the grading rubric, the grading explanation sheet, and the faculty approval sheet to the faculty reviewer.
3. The faculty reviewer will return all materials to COSC with the approval sheet completed.
4. The results will be sent to the student, so comments should be written for the student, not COSC.

The Academic Autobiography is a reflective essay that requires you to discuss specific aspects of your academic journey toward degree completion. Your Autobiography should be submitted to your Academic Counselor four months prior to your expected graduation date. Your Counselor will forward it to the faculty for review. Faculty members grade the Autobiography for both content and the mechanics of writing. The grading rubric that they use for evaluating your essay follows. You should take a few minutes to study it so that you will understand the faculty's expectations. You will notice that there is great emphasis placed on the Thought and Understanding section. While you need to earn an overall score of 70 or higher in order to pass, you **must also** earn a minimum of 18 out of the possible 30 points in Thought and Understanding.

As your degree completion is drawing near, you are being asked to reflect upon **all** of the credits you have earned, over **all** of the knowledge that you have gained, and over the skill sets that you have acquired and now practice. As you do so, review your status report. It is more than a collection of courses taken over a period of time. It is a photo album of your academic journey. These courses represent a body of **college level learning** that will qualify you for a bachelor's degree. These courses have provided you with knowledge, insights, skills and convictions that may have become so integrated that you have ceased to recognize them. This is your opportunity to look back over your journey and reflect on the broad philosophical purposes of higher education, on what it means to be a college educated person.

The description of the task of writing the Academic Autobiography that follows may help you in this reflective and integrative exercise. As you review the information again, **keep in mind that your Academic Autobiography must address both the credits used to meet your general education requirements and the credits in your concentration.**

The General Education Requirements

The Charter Oak General Education curriculum is intended to ensure that you will gain the knowledge to develop your potential and enhance your capability to engage in a lifelong process of learning. To help you address this aspect of your degree program in your essay, the objectives of the expected outcomes of the General Education requirements are as follows:

- ◆ Written Communication and Speech: students will communicate effectively using Standard English; read and listen critically; and write and speak thoughtfully, clearly, coherently and persuasively.
- ◆ Information Literacy: students will be able to locate, evaluate, synthesize and use information from a variety of sources and understand the ethical issues involved in accessing and using information.
- ◆ Ethical Decision Making: students will be able to use critical thinking skills to make ethical decisions.
- ◆ U.S. History/Government: students will have an understanding of the ideas and processes that shaped the history of the United States.

- ◆ Non-U.S. History and Culture: students will have an understanding of major developments in the history and culture of other countries.
- ◆ Social/Behavioral Sciences: students will have an understanding of the impact of nations, regions and cultures upon other nations, regions and cultures and the impact of these interactions on individuals.
- ◆ Literature and Fine Arts: student will demonstrate an understanding of the arts and literature and gain an appreciation of its impact on our heritage and culture.
- ◆ Global Understanding: students will gain an understanding of self and the world; of social and cultural institutions; and the interdependent nature of the individual, family and society in shaping human behavior.
- ◆ Natural Science: students will understand the basic scientific process and theories and be able to apply scientific inquiry.

It is not required nor expected that you address each one of the General Education requirements in your AA. You do need to discuss several of the outcomes and how certain courses or preparation for exams (i.e., CLEP) have helped you to acquire skills and knowledge in that General Education area. Your Status Report is coded to help you locate the courses on your record that meet the particular General Education requirement.

In addition to the General Education requirements, you also need to discuss your Concentration Plan of Study (CPS). At the point at which you will be writing your Academic Autobiography, most or all of your concentration requirements will be completed

Writing Tips

Writing a Thesis Statement

- ◆ A thesis statement is a sentence or sentences that express the main ideas of your paper. It offers your readers a quick and easy to follow summary of what the paper will be discussing and what you as a writer are setting out to tell them.
- ◆ A thesis statement is a very specific statement—it should cover only what you want to discuss in your paper, and be supported with specific evidence. Generally it appears at the end of the first paragraph of an essay, so that readers will have a clear idea of what to expect as they read. You may want to think of the thesis statement as a map or a guide both for yourself and the reader(s), so it might be helpful to draw a chart or picture of your ideas and how they're connected to help you get started.
- ◆ As you write and revise your paper, it's okay to change your thesis statement. Just make sure that your "final" thesis statement accurately shows what will happen in your paper.

Transitional Devices (Connecting Words)

Transitional devices are like bridges between parts of your paper. Transitional devices help you carry over a thought from one sentence to another, from one idea to another, or from one paragraph to another with words or phrases. Transitional devices also link your sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.

Samples of transitional devices:

- ◆ *To add:* and, again, and then, besides, equally important, in addition, too, next;
- ◆ *To compare:* whereas, but, yet, however, meanwhile, after all, in contrast, although;
- ◆ *To prove:* because, for, since, for the same reason, evidently, furthermore, in addition;
- ◆ *To show exception:* yet, still, nevertheless, of course, sometimes, in spite of, despite;
- ◆ *To show time:* immediately, thereafter, soon, next, then formerly, previously, later;
- ◆ *To repeat:* in brief, and I have said, as I have noted, as has been noted;
- ◆ *To emphasize:* definitely, extremely, obviously, in fact, indeed, in any case, absolutely;
- ◆ *To show sequence:* first, second, next, then, thus, therefore, hence, at this point, after;
- ◆ *To give an example:* for example, for instance, in this case, to demonstrate, to illustrate;
- ◆ *To summarize or conclude:* in brief, on the whole, summing up, to conclude, accordingly.

Paragraph

A paragraph is a collection of related sentences dealing with a single topic. To be as effective as possible, a paragraph should contain each of the following: unity, coherence, a topic sentence, and adequate development.

Unity: The entire paragraph should concern itself with a single focus.

Coherence: Coherence is the trait that makes the paragraph easily understandable to a reader. You can help create coherence in your paragraphs by creating logical bridges and verbal bridges.

Topic sentence: A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Normally it appears at the beginning of the paragraph, but it can appear anywhere in the paragraph.

Adequate development: The topic, which is introduced by the topic sentence, should be discussed fully and adequately. If your paragraph has only two or three sentences, your topic may not be fully developed. However, the number of sentences in a paragraph will vary depending on your purpose.

Conciseness: Writers sometimes clog their prose with one or more extra words or phrases that seem to modify the meaning of a noun or to define it narrowly, but don't actually add to the meaning of the sentence. These words and phrases can be eliminated without changing the context of the sentence.

Voice. Voice is the distinctive style or manner of expression of an author. (dictionary.com) This is your autobiography, therefore, you should write in first person (I). This is not a research paper. It is your reflection on your educational journey.

(Adapted from Purdue University Online Writing Lab <http://owl.english.purdue.edu/handouts>, College of St. Catherine material, Rio Salado College material, and Wagner College).

The faculty will award the Academic Autobiography a grade of either Satisfactory or Rewrite. Satisfactory is considered to be a grade of C or better.

Baccalaureate Academic Autobiography Proposal Form

This form must be submitted along with the Academic Autobiography.

CHARTER • OAK • STATE • COLLEGE	
BACCALAUREATE ACADEMIC AUTOBIOGRAPHY PROPOSAL	FOR OFFICE USE ONLY
	Date Submitted _____
	Fee Paid _____
Candidate: _____	I.D.# _____
	Bachelor of Arts: <input type="checkbox"/>
	Bachelor of Science: <input type="checkbox"/>
Concentration: _____	
Advisor: _____	

Academic Autobiography

The Academic Autobiography is the capstone experience for all Charter Oak baccalaureate students. The academic autobiography gives you an opportunity to look back on your educational journey and to reflect on the path that you chose. It should build on the Concentration Plan of Study you submitted at entry into COSC, and should explain the impact that your total academic experience, both concentration and general educational studies, has had on your personal and professional life.

Submission of a satisfactory Academic Autobiography is a graduation requirement. The Academic Autobiography will be evaluated by faculty for content as well as clarity of expression, coherence, and conciseness. The paper should be word-processed or typed, double-spaced, and between 750-1000 words. It will be graded satisfactory or rewrite, with a satisfactory rating a prerequisite to graduation. A student who does not receive a satisfactory rating on the first try may rewrite and resubmit. The student must submit the academic autobiography no later than four months before his/her anticipated graduation date to allow time for faculty review.

The faculty will grade the Academic Autobiography either Satisfactory or Rewrite. Satisfactory is considered to be a grade of C or better. The following rubric will be used:

Thought and Understanding (30 points) *

- a. Able to articulate relationship of general education, elective and concentration courses.
- b. Relates general education experience to personal or professional life.
- c. Relates concentration to personal or professional life.

Coherence (25 points)

- a. Demonstrates an organizational strategy
 - * introduction
 - * body
 - * conclusion
 Provides substantial development of ideas
- b. Links ideas throughout to a clear thesis
- c. Use logical transitions throughout
- d. Supports ideas with appropriate examples

Expression (15 points)

- a. Demonstrates audience awareness
- b. Writes using a clearly recognizable voice
- c. Makes precise word choices that establishes an appropriate tone.

Punctuation and Grammar (30 points)

- a. Uses words correctly
- b. Punctuates effectively
- c. Spells correctly
- d. Uses conventional grammar
 - * parallel structure
 - * intentional use of active/passive voice
 - * consistent verb tense
 - * consistent point of view

* Must have a minimum of 18 points in this area

Grading Rubric for Academic Autobiography

For each item in each category, assign a score from 0 to 5.0 .

To satisfactorily complete the Academic Autobiography requirement, the student must earn a 70 or better (a 3.5 = Satisfactory) and earn at least 18 points in the Thought and Understanding category.

Exemplary 90-100 points

- Responds to the assignment in an exemplary fashion.
- Maintains a strong sense of purpose and organization throughout.
- Provides relevant, specific, and convincing supporting details.
- Uses correct, varied sentences with few, if any, errors in mechanics, grammar, syntax, or spelling.
- Employs a rich vocabulary appropriate to the audience and task.

Satisfactory 70-89 points

- Follows directions adequately.
- Material is presented in a purposeful and well-organized manner.
- Contains mostly relevant supporting details.
- Uses generally correct, ordinary sentence patterns; contains some errors in mechanics, grammar, syntax or spelling that do not severely hinder reader understanding.
- Employs competent, if sometimes lackluster, vocabulary.

Unsatisfactory (D paper) 69 or below

- Follows directions unevenly.
- Strays in terms of purpose and organization to the point of distraction.
- Makes very general statements or repeats ideas; lacks elaboration and explication where necessary.
- Uses sentences that are poorly formed, repetitious in structure, lacking in transitions, and/or occasionally incoherent; contains serious errors in mechanics, grammar, syntax, or spelling.
- Employs vocabulary that is vague, unclear, or inappropriate.

Student's Name _____

CATEGORY	<u>SCORE</u> 0 - 5	<u>POINTS</u>
Thought and Understanding (30 points) (please note: a minimum of 18 points must be earned in this section)		
Able to articulate relationship among general education, elective and concentration courses.		0
Relates general education experience to personal or professional life.		0
Relates concentration to personal or professional life.		0
Subtotal	0	x 2 = 0
Comments		

Coherence (25 points)		
Demonstrates an organizational strategy.		0
- introduction		
- body		
- conclusion		0
Has a clear thesis		
Provides substantial development of ideas.		
Uses logical transitions throughout.		
Supports ideas with appropriate examples.		0
Subtotal	0	x 1 = 0
Comments		

Expression (15 points)

Demonstrates audience awareness.

0

Writes using a clearly recognizable voice.

0

Makes precise word choices that establish an appropriate tone.

0

Subtotal **0** x 1 = **0****Comments****Punctuation and Grammar (30 points)**

Punctuates effectively and spells correctly

0

Uses words correctly

0

Uses conventional grammar.

- parallel structure

- intentional use of active/passive voice

0

- consistent verb tense

- consistent point of view

Subtotal **0** x 2 = **0****Comments****TOTAL
POINTS****0****Final Comments***Faculty Name**Date*

APPENDIX K

CHARTER OAK STATE COLLEGE Contract Learning Guidelines

Introduction

Contract Learning at Charter Oak State College is a type of independent study. It is an appropriate method of choice when regular courses are not available in a particular subject or when desired learning objectives cut across disciplines. You, the learner, must also be comfortable with taking responsibility, with the help of a faculty instructor, for planning and carrying out your own learning. Your role in the process is that of initiator of planning and executor of strategies to achieve agreed-upon objectives. The role of instructor is that of facilitator of self-directed learning, content expert and evaluator of the learning.

Through contract learning you will have the experience of structuring the process through which you will acquire and demonstrate knowledge of a body of content. These guidelines are offered to assist you in developing, negotiating and fulfilling a sound contract.

Eligibility

In order to qualify for contract learning, you must have successfully **completed 60 credits toward your degree**. If you are matriculated at another college, you must present Charter Oak with authorization from that college to participate in contract learning and provide an official transcript to document the 60 undergraduate credits. If you are not matriculated anywhere, you must provide an official transcript to document the 60 undergraduate credits.

Financial Aid Students: Please allow sufficient administrative processing time as well as adequate time for you to complete your Contract Learning course within the semester dates established by the Office of Financial Aid. Contract Learning courses that do not fall within the set semester will not be eligible for financial aid.

Pass/fail is not an option for Financial Aid students.

For further information please contact the Office of Financial Aid at sfa@charteroak.edu or 860-832-3872.

The Process

1. Before you decide to proceed with developing a contract proposal, consult with your academic advisor to determine whether what you wish to learn via contract will fit into your degree plan.
2. Submit the fee. Complete the learning contract forms to the Contract Learning Administrator.
3. Administrator determines the appropriate instructor and submits your contract proposal for instructor's comments.
4. Instructor returns contract proposal to you with amendments.
5. Terms of contract are agreed upon by you and the instructor. Your instructor and the administrator then sign off on the terms.
6. Contract is reviewed and approved by one faculty member from the area of study.
7. Once reviewing faculty approve the contract, you fulfill the terms, communicating with instructor as agreed upon.
8. Instructor evaluates finished contract and submits grade.

Contract Learning Responsibilities

Student responsibilities

1. Submit fee then the learning contract proposal.
2. Take initiative to contact instructor or academic advisor as needed.
3. Take initiative to renegotiate deadlines if necessary.
4. Complete contract.
5. Submit evaluation of contract learning process itself.

Faculty responsibilities

1. Review or assist in developing the student's learning contract to ensure that it is complete and those components reflect appropriate college quality achievement.
2. Recommend learning resources such as books, journals, people, agencies, etc.
2. Be a resource for information but do not assume the responsibility for "teaching" the student.
3. Be available to confer with student when necessary, e.g. to review progress, encourage or share resources.
5. Evaluate student's work as agreed upon in the contract.
6. Report results of evaluation accurately and on time.
7. Evaluate quality of contract program by keeping track of all time spent, by reporting problems encountered and negotiating resolution of same to the administrator of Contract Learning.
8. Submit evaluation of Contract Learning process itself.

Administrator responsibilities

1. Inform the student of the learning contract process, policies and procedures.
2. Determine the most appropriate for each contract and link the with the student.
3. Inform the instructor about the learning contract policies and procedures.
4. Solve problems that arise.
5. Record final grade
6. Prepare and revise literature and process as appropriate.

Developing the Learning Contract

Arriving at the final terms of the contract is a joint effort between you and your instructor. You, however, have a major role in developing the contract. Your instructor, who is the individual with expertise in the subject area of your learning experience, will determine the appropriateness of the material to be learned.

The process of developing the contract is an interactive one that can take several weeks to complete since it is done at a distance. It is important that you factor the development aspect into your timetable for completing the desired learning.

Step 1: Determine the contract goal

Think of the goal as the course description, which presents an overview of what the contract will cover. If you are planning to learn the equivalent of an existing course, use the course description.

Step 2: Specify your learning objectives

A learning objective is a clear, concise statement that defines what you **want** to learn. Typically, learning objectives are stated in terms of what you will be able to **identify, compare and contrast, describe, do** effectively and/or **be aware of**. It is important that you be as precise as possible in identifying theories and processes that you will address in the learning.

You can write as many learning objectives as you deem appropriate within the scope of the learning experience.

Here is an example of a vague statement and a precise learning objective in a course in Adult Development:

Vague: Be able to understand the development of adults.

Precise: Be able to compare and contrast theories of adult development.

Step 3: Specify your learning activities

In the Learning Activities section of the contract, you will describe how you will go about accomplishing **each** of the learning objectives. You need to describe tasks, projects, experiences and or exercises you will complete. In other words, if you have five learning objectives, you should specify the activity (ies) or strategy (ies) you will use to meet each of the objectives. The types of activities or strategies may be similar for more than one objective, i.e. selected readings, and there may be more than one activity per objective, i.e., selected readings and maintaining a journal reflecting on (your) behavior in relation to (what you are) learning in the readings. The activities will make mention of all resources (see next step) and how you will use them.

Step 4: Specify your learning resources

This section includes your proposed bibliography, including books, audiotapes, films, as well as information about the people, places and things you will consult and/or examine.

Step 5: Specify how you will demonstrate your learning

In the Evaluation section you describe the evidence you will provide to your instructor that demonstrates you have learned what you have contracted to learn. The evidence provides a basis for grading. There should be a method of evaluation for each learning objective. It is important that evaluations take place periodically throughout the learning experience so that there is opportunity to modify the contract or to receive assistance in improving performance if necessary.

It is a good idea to include a learning **journal** as one of the forms of evaluation. This form of record of your discussions, activities and reflections will help you and your instructor discover areas in which you may be having difficulty. The journal will also serve as a useful tool to help you integrate the knowledge through the process of reflection. Additional forms of evaluations, depending on the subject, include **written research paper; demonstration or simulation; oral evaluation; case study; examination; performance; assessment of products such as poems, paintings, photographs; study questions.**

The Evaluation section should also specify criteria for grading. You must specify the level of accomplishment or expertise to be achieved for each grade level (A, B, C, and D). A suggested guideline for establishing criteria follows.

A = Completion of all learning activities with demonstration of **mastery** of subject **and** ability to demonstrate transfer of this understanding to other situations.

B = Completion of all learning activities with demonstrated **mastery** of subject.

C = Completion of all learning activities with evidence of a basic understanding of knowledge and skills.

D = Marginal completion of learning activities with incomplete understanding of knowledge and skills.

Finally, the evaluation section should list dates for submission of materials for evaluation and/or for examinations and oral presentations. Usually a contract for one course would not exceed a six-month period.

Step 6: Negotiate contract with

Once the Contract Learning administrator has received your contract and fee, she will forward your contract to your instructor who will review it and make appropriate amendments. The amendments may include changes in any or all of the sections of the contract. After you have received the instructor's amendments, you will proceed to negotiate mutually acceptable terms. Once you have finalized the contract, you will both sign it and send it to the contract learning administrator.

Step 7: Faculty reviewers receive contract

The Contract Learning Administrator sends the signed contract to two faculties in the subject area for their review. Upon receiving approval from the reviewers, the administrator will send signed copies of the contract to you and your instructor.

Step 8: Terms of the contract are fulfilled

Fees: They are the same as a COSC course and is paid before the contract begins. A registration fee is assessed.

Extensions

If you need more time than originally negotiated in the contract, contact your instructor to discuss an extension. You should begin the negotiation two weeks before the original deadline. **For extensions over 30 days, an administrative charge of \$ 45.00 is assessed.** The contract administrator must also be notified in writing of this and any other changes to the contract.

Withdrawal

If you feel you cannot complete the contract, you should inform the contract administrator in writing.

Refunds

No refunds will be made once the contract has been agreed to and signed by you, the instructor and the contract administrator. Should you decide not to sign the contract once you have received the instructor's comments on your proposal, you will be refunded the fee you paid upon submission of your contract proposal less \$50.00.

If you have any questions while preparing the contract proposal, please feel free to call (860) 832-3839 and speak to Susan Israel, contract learning administrator, or contact her through e-mail at sisrael@charteroak.edu. Her fax number is (860) 832-3997. *Send all contract proposals to Susan Israel at Charter Oak State College, 55 Paul Manafort Drive, New Britain, CT 06053-2142.*

APPENDIX L

CHARTER OAK STATE COLLEGE

GUIDELINES FOR SPECIAL ASSESSMENT REVIEWS

Special Assessments are conducted for matriculated COSC students who wish to earn credit for the following types of credentials which have not been evaluated by the American Council on Education (ACE), National PONSI, or the Connecticut Credit Assessment Program (CCAP):

- 1) Licensure or certification in a specialty on the state or national level
- 2) Licensure or certification from a professional organization
- 3) Completion of a course sponsored by a noncollegiate organization

To qualify for Special Assessment, the license or certification must have been obtained through testing. Non-credit courses offered by regionally accredited institutions and multi-course programs are not eligible for Special Assessment.

Materials to be submitted by student

In order to qualify for a Special Assessment of categories 1 or 2, the student may be required to supply the following for review:

- A certified copy of the original certificate or license attained. (Notary should state on the copy that he/she attests to the fact that the copy is a true and accurate copy of the original)
- Qualifications required by agency for applying for the license/certification
- Standards for awarding the license/certification
- Content area(s) of any exam required
- Letter indicating results of examination or equivalent (sent directly from sponsoring agency to Charter Oak.

In order to qualify for a Special Assessment of category 3, the student must supply the following for review:

- A certified copy of the original certificate. (Notary should state on the copy that he/she attests to the fact that the copy is a true and accurate copy of the original)
- Standards for awarding the certification
- Copy of the curriculum including course work completed
- Original transcript with grade(s) or equivalent (sent directly to Charter Oak from sponsoring agency).

Faculty review process

The faculty member:

- reviews the documentation and evaluates the materials for range and quality to determine if the expertise demonstrated justifies the awarding of college-level credit;
- recommends the award of credit and identifies the number of credit hours, and level of award **or**
- denies credit with reasons; **or**
- requests further information if the documentation demonstrates that there is potential for an award of credit pending receipt of additional data.

The report of the faculty reviewer is forwarded to the Provost along with a recommendation regarding the awarding or denial of credit for the learning. If the Provost is satisfied that the review has been conducted according to the guidelines, the faculty recommendation will be accepted and credit will either be awarded or denied.

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KEY

A = Assessment Committee
AC = Academic Council
B = Business Committee
DL = Distance Learning Committee
S&BS = Social and Behavioral Science
Committee
HH = History Committee
MST = Math, Science and Technology
Committee
PAC = Presidents Advisory Council

APPENDIX P
Faculty Committee Meetings
2010-2011 Academic Year

Academic Council

(Patrice Farquharson, Dean;
Steve Misovich, Associate Dean)

Noon, Friday, November 19, 2010
Noon, Friday, February 25, 2011
Noon, Friday, June 17, 2011

Assessment Committee
(Maureen Conard, Chair)

Noon, Friday, December 10, 2010
Noon, Tuesday, February 15, 2011
Noon, Friday, June 10, 2011

Committee on Business
(Shyamala Raman, Chair)

Noon, Friday, October 15, 2010
12:30 p.m., Friday, February 11, 2011
Friday, May 20, 2011

Distance Learning Committee
(Richard Benfield, Chair)

12:30 p.m., Friday, November 5, 2010
Noon, Friday, May 13, 2011
Noon, Friday, August 26, 2011

Committee on History and Humanities
(Beverly Wall, Chair)

Noon, Friday, October 8, 2010
Noon, Friday, February 4, 2011
Noon, Friday, May 6, 2011

**Committee on Mathematics, Science
and Technology**
(Karen Birch, Chair)

Noon, Friday, October 1, 2010
Noon, Friday, January 21, 2011
Noon, Monday, May 23, 2011

**Committee on Social & Behavioral
Science**
(Cheryl Curtis, Chair)

Noon, Friday, October 29, 2010
Friday, January 28, 2011
Friday, April 15, 2011

APPENDIX Q

BOARD FOR STATE ACADEMIC AWARDS
CHARTER OAK STATE COLLEGE
REQUEST FOR PAYMENT - FACULTY CONSULTING SERVICES

Name and Address:

SCHEDULED MEETING OF STANDING COMMITTEE:

Date	Hours	Committee
<hr/>		
		<hr/> Signature

Other Services: Date: _____ Place: _____
Description: _____

Address you are coming from: _____

Address you are returning to: _____

Agency Certification:

<p>_____ = \$ _____ Total hours X rate per hour</p> <p>_____ = \$ _____ Total miles X rate per mile</p> <p><u>TOTAL CHECK AMOUNT</u> = \$ _____</p> <p>Approved: _____ Date: _____ Shirley M. Adams, Provost</p>
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APPENDIX R

Counseling and Distance Learning Staff

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NOTES