



**2007-2008**



Charter Oak State College  
55 Paul J. Manafort Drive  
New Britain, CT 06053-2150  
(860) 832-3800 / FAX (860) 832-3999  
<http://www.charteroak.edu>



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### College Directory: People and Numbers to Call for Assistance

This directory supplies the names, phone numbers and e-mails of individuals and offices at Charter Oak which provide services you may need throughout your enrollment at Charter Oak. The phone numbers are direct lines, so you do not have to go through the College's switchboard.

The College is staffed from 8:30 am to 10:00 pm EST, Monday through Thursday and from 8:30 am to 5:00 pm Friday. The Switchboard, Distance Learning Office, Registrar, and Technical Support are available until 10 pm Monday through Thursday, but some offices are not staffed until 10 pm. Check with your academic counselor for his or her availability.

Most academic counselors and other Charter Oak staff are in the office from 8:30 am to 4:30 pm EST, Monday through Friday.

FAX		860-832-3999	
College Web Site			<a href="http://www.charteroak.edu">http://www.charteroak.edu</a>
Information/Switchboard	Alison Sincovic	860-832-3800	<a href="mailto:info@charteroak.edu">info@charteroak.edu</a>
Portfolio Assessment	Maryanne LeGrow	860-832-3846	<a href="mailto:mlegrow@charteroak.edu">mlegrow@charteroak.edu</a>
Billing Questions		860-832-3909	
Students with Disabilities	Linda Larkin	860-832-3841	<a href="mailto:llarkin@charteroak.edu">llarkin@charteroak.edu</a>
Financial Aid		860-832-3872	<a href="mailto:sfa@charteroak.edu">sfa@charteroak.edu</a>
Graduation	Gale Terrill	860-832-3838	<a href="mailto:gterrill@charteroak.edu">gterrill@charteroak.edu</a>
Distance Learning Office	Peggy Intravia	860-832-3837	<a href="mailto:info@charteroak.edu">info@charteroak.edu</a>
	Karen Severino	860-832-3812	<a href="mailto:info@charteroak.edu">info@charteroak.edu</a>
Rematriculation	Roseann Szmeiter	860-832-3869	<a href="mailto:rszmeiter@charteroak.edu">rszmeiter@charteroak.edu</a>
Student Association	Linda Larkin	860-832-3841	<a href="mailto:llarkin@charteroak.edu">llarkin@charteroak.edu</a>
Tech Support	CTDLC (toll free outside CT)	860-832-3887 866-462-8352	<a href="mailto:support@ctdlc.org">support@ctdlc.org</a>
Testing	Maria Mason	860-832-3822	<a href="mailto:mmason@charteroak.edu">mmason@charteroak.edu</a>
Transcripts	Patricia Derech	860-832-3820	<a href="mailto:pderech@charteroak.edu">pderech@charteroak.edu</a>
VA Benefits		860-832-3872	<a href="mailto:sfa@charteroak.edu">sfa@charteroak.edu</a>

### Academic Counselors

Ron Banks		860-636-1631	<a href="mailto:rbanks@charteroak.edu">rbanks@charteroak.edu</a>
Delores Bell		860-832-3845	<a href="mailto:dbell@charteroak.edu">dbell@charteroak.edu</a>
Doris Cassiday		860-832-3840	<a href="mailto:dcassiday@charteroak.edu">dcassiday@charteroak.edu</a>
Karen Collies		860-832-3847	<a href="mailto:kcollies@charteroak.edu">kcollies@charteroak.edu</a>
Ann Marie Gagnon		860-832-3843	<a href="mailto:agagnon@charteroak.edu">agagnon@charteroak.edu</a>
Linda Larkin		860-832-3841	<a href="mailto:llarkin@charteroak.edu">llarkin@charteroak.edu</a>
Paige Pelton		860-832-3842	<a href="mailto:ppelton@charteroak.edu">ppelton@charteroak.edu</a>
Carole Weisberg		860-832-3933	<a href="mailto:cweisberg@charteroak.edu">cweisberg@charteroak.edu</a>
Josi Zendzian		860-832-3844	<a href="mailto:jzendzian@charteroak.edu">jzendzian@charteroak.edu</a>



# Part I

## Getting Started



## Introduction

**Welcome!** You have joined a learning community of approximately 1600 adults who are currently working toward completing their degrees through an alternative process. While a large number of your fellow learners live in Connecticut, approximately 50% live in one of the other states or in other countries. Most of you have been attracted to Charter Oak because we have accepted most or all of your credits, enabling you to complete your degrees without needing to repeat courses and without a stringent residency requirement. Our goal is to help you reach that goal as efficiently as possible so that you can join the more than 8000 students who have already received Charter Oak State College degrees.

This Handbook contains information about:

- ◆ the Charter Oak process;
- ◆ what you can expect;
- ◆ what we expect;
- ◆ services;
- ◆ programs; and
- ◆ people who can help you.

The *Official Catalog* contains academic policies, as well as the Glossary of Terms used at Charter Oak. Since policies and fees may change, students should consult [www.charteroak.edu](http://www.charteroak.edu) for current policies and fees.

**Be sure to keep this Handbook and the Official Catalog in a convenient place for ready reference throughout your enrollment at Charter Oak.**

## What You Can Expect

As a student at Charter Oak, you can expect to be treated as a responsible, self-directed adult. We assume that you have a goal which is driving you to complete your degree. We know that you probably have a full-time commitment to a career, that you may also have family and civic responsibilities, and that you want help in planning a degree that will meet your educational, career, or personal goals in the most efficient way possible. You should be aware, however, **that it is not always possible to complete your degree through one specific method, such as distance learning courses or testing, since such methods of earning credit may not be available in your chosen field of study.**

We also know that you have unique interests and needs. Therefore, you can expect personalized attention. Your Academic Counselor will guide you through the Charter

Oak process and will do his or her best to help you meet your goals in the optimal manner, but you need to communicate those goals clearly. You can expect your counselor to guide you to appropriate learning resources and/or methods of evaluating your learning, and help you develop your plan of study and your concentration.

Academic Counselors are expert at communicating with students at a distance so there is no need to meet with them in person unless you prefer to do so. They can e-mail, mail or fax most material to you, much of which is already available at <http://www.charteroak.edu>.

You will also be able to receive advice from the COSC faculty through the Concentration Plan of Study (CPS) review process. They can advise you on the appropriate courses that will prepare you for future employment or graduate school.

One other important note: be aware that each Academic Counselor works with approximately 300 students, so **it is important that you plan ahead so that you can receive the advice you require in a timely manner.**

## What We Expect

Since you have chosen to enroll in an external degree program, we assume that

- ◆ you understand and are comfortable with the external degree model and that you are prepared to communicate at a distance as necessary;
- ◆ you will read all the material that is sent to you and that you will communicate on a regular basis with your counselor;
- ◆ you want to complete your degree in the most efficient manner possible and that you have a goal in mind which is driving you to complete the degree;
- ◆ you are self-directed and you will ask questions when you do not understand or when you need information;
- ◆ if you do not already have strong college-level writing skills, you will acquire them immediately since you will be required to use them effectively in courses, portfolio preparation (if you choose to pursue this method of assessment), and the Concentration Plan of Study (CPS) and Academic Autobiography if you are pursuing a baccalaureate degree;
- ◆ whether you enter Charter Oak with the required nine credits or have earned in excess of 120 credits, whether you have completed all degree requirements or still have a number to fulfill, you will pause and reflect on the learning you have or plan to acquire so that you can gain an appreciation for the way in which

your studies impact or have impacted the way you think about issues; and

- ◆ you will read this Handbook carefully so that you will be able to work effectively with the Charter Oak model.

## Issues to Consider

### Your Goals

Our research indicates that the students who are successful at Charter Oak have clear goals: they know why they are pursuing their degrees and have a target in mind such as graduate school or career advancement and change - or completing something they began years ago. Typically, successful students have an understanding of how they plan to earn credits toward the degree. If they are working toward a baccalaureate degree, successful students know which concentration they want to pursue and how it will help them meet their goals. Our academic counselors are here to help you plan a program to help you meet your goals.

### Need for Reflection

Unlike a full-time student whose primary role is that of learner, you may not have the opportunity to spend most of your day immersing yourself in a formal learning setting. Since you acquire the knowledge in "bits and pieces" in the midst of many other responsibilities, you are less likely to have the opportunity to reflect about how all the credits you are earning or have earned will form a coherent education. **It is our goal to encourage you to conduct such reflection as you plan your degree completion with your counselor.** This reflection is especially important to those of you who are completing a baccalaureate degree because you will be required to write an essay as part of your Academic Autobiography (p. 115). The essay must address the coherence of your studies.

Because Charter Oak offers a number of options in the ways you can complete degree requirements, **you should consider which options make the most sense for your particular needs.** For example, just because you can fulfill the English Composition requirement with the CLEP exam does not mean that it is the best option for you to follow. You might be better served by taking a traditional or online course in English Composition in which you will get feedback on your writing on a regular basis, especially if you are going to take distance learning courses because they are writing intensive.

### Learning Style

A hallmark of adult learners is the range of individual differences which they bring to a learning experience. Among the types of differences are those in learning styles. The styles manifest themselves in preferences for how we

take in information and the type of information we take in. For example, some of you prefer to learn by doing rather than by reading or observing or reflecting; some of you learn better by reading than by listening; some of you prefer to learn in a classroom with others rather than studying independently; some of you can study with the radio on while some of you must have silence in order to concentrate.

These are just some examples of how learning styles manifest themselves. It is important for you to recognize your preferences so that you can choose learning options accordingly. It is also important to recognize that sometimes there may be only one option through which you can acquire the knowledge you need and that option may not match your preferred learning style. In that case, you will need to acquire the skills to stretch your learning style to adapt to subject and presentation modality characteristics.

There are a number of websites where you can find valuable information about learning styles. For direct access to some excellent ones, go to [www.google.com](http://www.google.com) and type in the words "learning style".

### Writing/Critical Thinking Skills

Strong writing skills are vital to a successful college experience so, if you have not already done so, you should complete the Written Communication requirement as soon as possible. If English Composition was not a strong subject for you, or, if you haven't done any academic writing recently, you should consider taking another composition course to strengthen your skills, even though it may duplicate credit already earned. Charter Oak State College has developed a one-credit online writing research course for those who need to brush up on their paper writing skills. Writing well requires good critical thinking skills which are required for college-level work - and for success in the workplace.

Charter Oak also offers a writing assessment free of charge. To register, contact the Distance Learning office at 860-832-3837 or 3812.

You will find that the following websites offer excellent information on critical thinking and writing:

- ◆ <http://www.ccc.commnet.edu/grammar>
- ◆ <http://www.powa.org>
- ◆ Go to [www.google.com](http://www.google.com) for more resources in this important area.

### Time

When planning your graduation target date, you need to be realistic. It takes time to prepare for standardized exams and for Charter Oak to record the results. Faculty assessment of prior learning such as Portfolio and Special Assessment depend on the submission of adequate documentation and the availability of faculty, **which can take several weeks.** Academic Autobiographies may

need revisions. Sometimes the course you register for is canceled because of low enrollment, or you may find that other obligations and responsibilities keep you from completing the preparation you require. And, finally, your counselor may not be able to get back to you immediately during peak registration periods. **In other words, plan for contingencies.**

### Concentration Plan of Study

If you are working on a baccalaureate degree, you will be required to complete a concentration that consists of a minimum of 36 credits in one or more fields of study. Requirements for each concentration are described in Concentration Requirements beginning on p. 30. If you have already decided on your concentration, refer to the concentration requirements and then discuss your concentration with your academic counselor.

If you are still in a quandary about which concentration to pursue, start with a consideration of your goals (see Your Goals, p. 10). If your goal is graduate school, be sure that you select a concentration that will prepare you appropriately for the field you wish to pursue at the graduate level. If your goal is career advancement or change, consider which concentration will provide you with the knowledge that will facilitate that goal.

You are required to submit a Concentration Plan of Study **immediately upon completion of 60 credits** or, if you entered with more than 60 credits, upon completion of your first twelve credits. Your Plan of Study is an advising tool and must be approved by our faculty. Therefore, it needs to be approved early to avoid problems at graduation. Four (4) months before graduating you are required to submit an Academic Autobiography.

### Getting Started

If you are pursuing a baccalaureate degree, you have been assigned to a counselor who specializes in the concentration you have chosen. Since there is no concentration in the associate degree, we assign counselors randomly unless you have indicated that you plan to continue on to the bachelor's degree upon completion of the associate. In that case, you are assigned according to your presumed concentration.

Once you have paid your Matriculation Fee, your academic counselor will contact you and send you a packet of information that will include:

- ◆ a Status Report (Appendix A, p. 121) which is the evaluation of the credits we have accepted from your official transcripts; and
- ◆ a Degree Planning Worksheet (Appendices B1 and B2, p. 122) on which the counselor indicates how the credits you have earned fulfill degree requirements.

Be sure to carefully read the Status Report and familiarize yourself with its form and symbols. You may find that you did not receive all the credits you expected because they

duplicate others. If so, you will find the duplicate credits listed on the Summary Page of the Status Report.

Note the matriculation date on the Status Report. This is the date when your matriculation period officially begins.

If you do not complete the degree within the first year, you will be expected to pay a Matriculation Renewal Fee each additional year in which you are enrolled. You will receive a bill two months before your matriculation period expires.

### Working With Your Academic Counselor

The advising process is at the heart of the Charter Oak model and is based on personalized guidance that takes into account your preferred method of acquiring credits and life circumstances. In order to receive the most effective guidance, **you need to be proactive** in the process. Don't expect your counselor to be a mind reader!

**Read your counselor's welcome packet carefully, and respond as quickly as possible so that your degree planning process can proceed accordingly.**

Since degree planning is an individualized process at Charter Oak, it is critical that you start communicating immediately with your counselor so that he or she can guide you according to *your* needs whenever possible.

**Since there are a number of ways in which a student can earn credits at Charter Oak, you need to inform your counselor about your preferences.** Then your counselor will be able to advise you about the feasibility of earning credits by the methods you prefer and assist you in developing your Concentration Plan of Study (CPS).

Your counselor will let you know his/her office hours. However, you can e-mail, fax, or call at any time and your counselor will reply usually within one to two business days. E-mail, fax, and phone are very convenient modes of communication, **but no one method will result in a quicker response over another. Counselors respond to students in the order in which a communication is received.**

### Tips

- ◆ Keep all your Charter Oak material in the folder your counselor sends you. Do not discard this folder!
- ◆ Have your folder handy when you are speaking with your counselor.
- ◆ Make a list of the information you need from your counselor and when you need it in order to meet your timeline.
- ◆ Contact your counselor at least three (3) days before you need the information.
- ◆ Be sure to leave your telephone number and your last name as well as your first name when leaving a voice message. It helps if you spell your name. (Don't think your first name is unique enough to identify you; you'd be amazed to learn how many students have the same

"unusual" first name!). And please speak slowly and distinctly.

- ◆ Use the same name consistently. For example, if you hyphenate your name, do so consistently; if you use "Junior," do so consistently; etc.

## Credit Earning Options

While there are a number of ways to earn credit toward a degree at Charter Oak, it is important to remember that you may find options in certain fields limited to conventional college courses, especially at the upper (third or fourth year) level. Charter Oak offers a number of distance learning courses, but it does not offer courses required for every possible concentration, so you will need to consider other sources of learning as well.

**Be sure to check with your counselor about the applicability of any credit option to your degree program and for approval.** It is important that you check with your counselor about new credits you plan to earn so that you do not duplicate credits you have already earned and that they are at the correct level (Appendix C, p. 125).

Upon receipt of official transcripts, Charter Oak will accept the new credits, provided they do not duplicate those you have already earned, and issue a new Status Report which will be available to you electronically. Status Reports will be mailed to students who do not have e-mail addresses. You should enter the newly earned credits on your Degree Planning Worksheet so that you have a record of how you are fulfilling specific degree requirements. To understand your status report, see Appendix A: Interpreting your Status Report, p. 121.

## Distance Learning Courses

In order to transfer in, courses must be offered for college credit at regionally accredited institutions of higher education and be acceptable toward a degree at that institution. Distance learning courses may not be available in all disciplines. Charter Oak offers a number of courses through this method, as do other members of the Connecticut Distance Learning Consortium (<http://www.ctdlc.org>).

Charter Oak offers two categories of distance learning courses: video-based courses and online courses. Courses are offered in 15-, 8- and 5-week formats. A course schedule containing course listings, tuition, and policies is available each semester at <http://www.cosc.edu/DistanceLearning/index.cfm>.

Right after you register for a Charter Oak distance learning course, you will be sent a confirmation email. **Each email contains several attachments, all of which you should read and save.** Each confirmation email will contain the following:

- ◆ Information about how to order books and other materials through MSB Direct, our online bookstore.
- ◆ A list of the books and other materials required for

each course for which the student has registered.

- ◆ A library barcode for the iConn online library.
- ◆ A syllabus for each course for which the student has registered. If the syllabus is not yet available from the instructor, it will be emailed to you as soon as possible.
- ◆ An "Online Technical Memo" containing reams of information about withdrawals and extensions, the Blackboard Sample Course, how to use Blackboard, etc.
- ◆ If you registered for a video-based course, a "Video Technical Memo" explaining how to communicate with the instructor and submit assignments for video-based courses.

As each final grade for Charter Oak distance learning courses is received from the course instructor, you will receive an email with the updated grades for that semester/term. Any course grades not yet received will show a grade of "pending" or "in progress".

When every final grade for that semester/term has been received, the grades will be automatically forwarded to the Registrar for entry into your Status Report.

**If you are taking distance-learning courses at other institutions, be sure to have the transcript sent to our Registrar at the end of each term so that you keep your record up to date and so that your academic counselor can advise you appropriately** (see Transcript Request Form, Appendix L, p. 138).

## Classroom-Based College Courses

In order to be applicable to a degree at Charter Oak, courses must be completed at colleges or universities licensed or regionally accredited as institutions of higher education in the State of Connecticut or in out-of-state institutions that are regionally accredited at the time the 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. In order to have the credits from courses applied to your degree at Charter Oak, you must request that official transcripts be sent to our Registrar. See Appendix L (p. 138).

Within a month of receipt of the transcripts, you will receive a new Status Report on which the grades have been recorded. **It is important that you keep your record up to date by having transcripts sent to our Registrar at the end of each semester so that your counselor can advise you appropriately.**

**NOTE:** Many vocational, technical, business and/or secretarial schools are not licensed or regionally accredited as institutions of higher learning; therefore, their "credits" may not be accepted.

## Non-Collegiate Instruction

To be applicable to a degree at Charter Oak, non-collegiate courses must have been evaluated and recommended for credit by the American Council on Education (ACE), by

the Office of Non-collegiate Sponsored Instruction of the University of the State of New York (National PONSI), or by Charter Oak State College through its Connecticut Credit Assessment Program (CCAP). To receive credit, you must provide official proof of completion in the form of a transcript directly from the sponsoring organization or from the evaluating agency. You will receive a new Status Report reflecting the credits when they have been recorded.

### Military Service School Courses

To be applicable to a degree at Charter Oak, these courses must have been recommended for credit by the American Council on Education. Appendix D (p. 128) lists addresses for obtaining official records. Upon receipt of official transcripts, the Registrar's office will enter the credits on your record and issue a new Status Report.

### College-Level Tests

Faculty-approved exams in the following testing programs can be used to fulfill degree requirements at Charter Oak:

- ◆ Advanced Placement Examinations (AP)
- ◆ Charter Oak State College Examinations (COSC)
- ◆ College-Level Examination Program (CLEP)
- ◆ Excelsior College Examination Program
- ◆ Graduate Record Subject Examinations (GRE)
- ◆ New York University Proficiency Testing in Foreign Languages (NYU)
- ◆ Ohio University End-of-Course Examinations (OHIO)
- ◆ United States Armed Forces Institute (USAFI)/Defense Activity for Non-Traditional Educational Support (DANTES) Examination Programs
- ◆ other examinations reviewed and approved by the Charter Oak Faculty of Consulting Examiners.

See the *Official Catalog* or the web site for the approved examinations and qualifying scores. Additions or changes in the testing options are listed in the "Testing News" section of the College newsletter, *Update*, which is mailed to you three times a year and is available at <http://www.cosc.edu/advising>.

Your counselor can provide you with brochures on CLEP, Excelsior, DANTES, TECEP and the GRE Subject Examinations. Information is also available at:

- ◆ CLEP: <http://www.collegeboard.org>
- ◆ DANTES: <http://www.getcollegecredit.com>
- ◆ Excelsior: [http://www.excelsior.edu/pdf/ec\\_reggd.pdf](http://www.excelsior.edu/pdf/ec_reggd.pdf)
- ◆ GRE: <http://www.GRE.org>
- ◆ NYU: [www.scps.nyu.edu/trans](http://www.scps.nyu.edu/trans)
- ◆ OHIO: <http://www.ohiou.edu/independent/ccwords.htm>
- ◆ TECEP: <http://www.tesc.edu/catalog/listalltecep.php>

You can purchase *The College Board Official Guide to the CLEP Examinations* at any local bookstore. Your counselor can help you find study guides for the DANTES and Excelsior exams accepted by Charter Oak, or you can check the web sites above. You can also purchase resource guides, including a workbook, software and a textbook for any exams through iStudySmart.com. Ask your counselor for details.

Charter Oak administers the CLEP, DANTES and certain TECEP exams in its New Britain office. The test dates are listed in *Update* or by calling our Testing Office (860-832-3822). You can register yourself for an exam by going to <http://www.prepblast.com/pbl/examold.asp?College=43>.

Exams are normally scheduled on Saturdays at 9 a.m. and 12 noon. CLEP exams are also administered one Tuesday per month. To register to take an exam at Charter Oak:

1. At least seven weeks prior to the date you would like to sit for the exam, call the Charter Oak Testing Office to schedule the date and time. ***If you have a disability and need special accommodations, you must make arrangements when you call to schedule the exam.***
2. Mail your registration form and fees to Charter Oak so that they arrive no later than one month (six weeks for TECEP) prior to the test date. Fees for the exams are listed in Appendices E and F.

In Appendix G, you will find lists of other CLEP and DANTES test centers in Connecticut (p. 132). Appendix H (p. 134) contains the addresses of the testing agencies (CLEP, DANTES, GRE, and Excelsior) which should be contacted when arranging to take the tests in other parts of the country or outside the United States. The Charter Oak code for CLEP exams is 3292; for DANTES, 9928.

**Be sure to arrange to have your official scores sent to Charter Oak so that they can be entered into your record. You will receive an updated Status Report each time you have earned credit for exams.**

### Portfolio Assessment

The portfolio assessment process is an opportunity to document college-level learning acquired through life or work experience in areas for which there are no college-level exams. **Credit is awarded for demonstrated knowledge and learning, not for experience.**

To gain credit for what you have learned, you must first satisfy COSC's English Composition requirement, and then enroll in IDS 102, a 3-credit course that will introduce you to principles and methods of constructing a prior learning portfolio. During the course, you will write a portfolio in one area of your choosing. You will have the option of submitting that course packet for credit review, without an additional fee. Once you successfully complete the course, you may request approval from the Assessment Coordinator to develop and submit additional course

portfolios for review. IDS 102 is offered as an 8-week accelerated online course twice every spring and fall term and once in summer.

**Reviewing your portfolio can take several months.**

Charter Oak's Assessment Coordinator will work with you through the process and is available to answer questions and offer advice.

**You must receive a passing grade in IDS 102 and get approval from the Assessment Coordinator before submitting portfolio for review. Please do not send ANY portfolio materials without first contacting the Assessment Coordinator and receiving permission.**

For more information contact the Assessment Coordinator at 860-832-3846 or [mlegrow@charteroak.edu](mailto:mlegrow@charteroak.edu).

### **Contract Learning**

If you cannot access a course you need, either because of scheduling conflicts or availability, or if there is no test available, it may be possible for you to enter into a contract with a faculty mentor to learn the equivalent knowledge. To be eligible for Contract Learning, you must have earned a minimum of 60 credits.

The Distance Learning/Contract Learning Administrator will assign an appropriate faculty mentor who will guide you in the preparation of a contract that delineates the topics to be studied, the resources to be used and the methods by which your knowledge will be assessed. You can use a description or syllabus from an existing course as a guide for developing the contract. Final acceptance of the contract and the evaluation of your performance is the exclusive responsibility of the faculty mentor. When you and your counselor agree that Contract Learning is an appropriate credit earning option, you will be directed to the Contract Learning Administrator to begin the process. Upon receipt of the grade from the mentor, the Registrar will enter it into your record and update your Status Report.

### **Special Assessment**

If you have obtained certification or licensure which has not been recognized by Charter Oak, or have completed a course which has not been evaluated by ACE, PONSI, or Charter Oak, you may request a Special Assessment of the learning you have acquired through this method (Appendix I, p. 135). For each certificate, license or program, there must be an evaluation component that measures your knowledge.

A member of the Charter Oak faculty will review the material which was used in the program or that was studied in preparation for licensure and certification to determine if it is at the college level, and will recommend credit accordingly. You will be responsible for obtaining the material for review and for providing official proof of certification, licensure, or completion of program. Your counselor will direct you in how to proceed with this

learning option.

When credit is awarded, your Status Report will be updated.

### **Learning Resources**

In addition to your counselor, there are a number of resources to help you through the Charter Oak process.

### **The Internet**

On the Internet, you can access the whole world! Using appropriate search engines, you can access distance learning college catalogs, traditional college catalogs, and library holdings. Yahoo and Google are particularly effective for higher education information. You can also communicate with other Charter Oak students at <http://www.charteroak.edu>. If you don't have access to a computer at home or at work, try your local library.

### **Libraries**

Charter Oak subscribes to two online libraries: iConn, Connecticut's virtual library ([www.iconn.org](http://www.iconn.org)), and the Jones e-global library ([www.charteroak.edu/Advising/Studentservices.cfm](http://www.charteroak.edu/Advising/Studentservices.cfm)). These libraries provide Charter Oak students with the 24/7 resources necessary to earn their degree. These services are available to matriculated students and students taking Charter Oak courses.

All Connecticut residents may use the library services and facilities of other public institutions of higher education in the state. Students receive a student identification card for this purpose.

Through their local libraries, all Connecticut residents have access to the statewide library service that includes Interlibrary Loan. Through Interlibrary Loan, books and materials may be borrowed from other academic libraries. Public libraries provide access to study and research material. Through interlibrary loan, you can retrieve resources that your local library does not hold. In addition, most libraries provide computers for the public to use to access the Internet. Most public university libraries and many private college libraries are open to local residents. While they may not allow you to check out material, you can use the information on site.

Connecticut residents may use their Charter Oak student identification cards to access Connecticut State University libraries. They may apply for borrowing privileges at any University of Connecticut (UConn) campus library upon presentation of their student identification cards.

### **Study Skills**

In your local library or bookstore you will find a number of books on improving study skills. In general, topics address organization, time management, note taking, and reading comprehension techniques. One such publication is *Strategies for Studying*, a publication of the University of

Victoria (ISBN 0-920313-00-0).

Your local college may offer a non-credit course in study skills. Call their continuing education office to ask if they offer such a service. The financial investment is minimal compared to the self-confidence you will gain. Check the Web for tutorials on study skills.

The College's online bookstore, MSB Direct, has a study skills link at <http://direct.mbsbooks.com/charteroak.htm>. Choose Research and Tutoring from the More Resources section at the right side of the page.

## Tutoring

Charter Oak provides online tutoring services for students in several subjects including mathematics and writing. To take advantage of these Online Tutoring Services, go to <http://www.eTutoring.com> and create your own account.

Writing tutoring will enable you to submit a draft of your paper or your concentration essay / Academic Autobiography to a tutor, ask for specific feedback, and receive your work back within 24-48 hours. This is truly tutoring. The tutors will not edit, correct, or rewrite your paper, but will give you feedback on the areas you select such as grammar, introductions and conclusions, word choice, and/or transitions.

Other subjects will be tutored in real time. Subject areas change from semester to semester depending on demand. You will be able to ask questions and get direct guidance to help you understand the problem at hand. Students in all of these subjects will be able to ask questions offline and have a tutor respond to their queries within 24-48 hours.

## College Catalogs

These publications, which are available in public libraries and on the Web, are a source of information about where a course is offered and how a subject is covered and the prerequisites, if any. Course descriptions are useful in the preparation of portfolios.

## College Bookstores

Through bookstores you can learn which textbooks are used for subjects in which you plan to earn credit through testing. You can then either buy the book as a study guide or borrow it through interlibrary loan from your local library.

## Books in Print

If you do not have access to a college bookstore, you can use a major credit card to order textbooks online or by phone directly from the publishers. Phone numbers and addresses for textbook publishers are listed in *Books in Print*, available in any library or bookstore. Most publishers have toll-free numbers which you can obtain by calling the toll-free information number 800-555-1212.

## The Charter Oak Web Site

The Charter Oak State College web site now has a student log in site where you can go to access the most up-to-date version of your Status Report, a list of fees you've paid, or transcripts that have been received by the College for courses or exams you've taken elsewhere. You can also download a copy of this handbook.

When you matriculate, a username and password will be sent to you. Please keep this information handy! To log in to the web site, click on Charter Oak Learners from the home page (<http://www.charteroak.edu>) or click on Student Log In from the Academics page.

## Blackboard Course Software

Any student who takes an online course through Charter Oak will access that course using the Blackboard Learning System, an online course software product. **Students should indicate a primary email for course use at the time of registration.**

Upon registering for a COSC online course, you will be sent a confirmation email which will include: course syllabus; textbook information and instructions for taking the Blackboard Sample Course. **We urge every student to take the Sample Course before beginning their first actual online course.**

On the Friday before the beginning of each Charter Oak online course, the Distance Learning Office will send you an email containing your Blackboard login ID and password. **This login ID and password are not the same as the ones used to access your Status Report, fees paid, transcripts received, etc. Please keep careful track of the various login IDs and passwords that we send you!**

**We suggest that you not try to log in to your course before the date that the course is scheduled to begin,** just as you would not show up at an actual classroom until the actual date and time that an on-site course was scheduled to begin. In fact, the course may probably not even show up on your Blackboard screen until the scheduled course start date. Courses are made available for students by the teaching faculty

## Charter Oak Publications

The *Official Catalog* contains academic policies and procedures; degree requirements; lists of members of the governing board, faculty, and administration and staff; and sources of credit and general information about the College, including a Glossary of Terms.

*Update* is a newsletter for matriculated students, which is published and distributed three times a year. Standard features are "Testing News" which includes information about newly approved tests, exams that have expired and new exams that will be reviewed; "Academic Information" which lists graduation deadlines and new programs; a column on "Student Services"; and "What's New." Each

edition also includes articles on events and topics appropriate for adult learners.

A Course Schedule is published each fall, spring and summer. For the latest schedule, go to <http://www.cosc.edu/DistanceLearning/index.cfm>.

## Degree Completion and Graduation

Charter Oak confers degrees six times a year in January, March, May, July, September and November. On the first Sunday in June, the College holds a formal ceremony at which diplomas are awarded to the year's graduates. If you cannot attend the ceremony, the diploma will be mailed to you after the ceremony.

There are many steps involved in finalizing your records for graduation:

- ◆ Your Academic Autobiography must be approved;
- ◆ your latest transcripts must be reviewed and entered on your record in the Registrar's Office;
- ◆ your entire record must be reviewed by the Faculty Degree Audit Committee in order to recommend your graduation to the Academic Council;
- ◆ the Academic Council must recommend conferral of the degree to the Board for State Academic Awards; and
- ◆ the Charter Oak State College Board for State Academic Awards must formally confirm the Academic Council's recommendation and confer the degree.

Deadlines for submission of the graduation application, graduation fee and final transcripts are found on the Graduation Application (Appendix J, p. 136). **Be sure to check the deadlines so that you can submit any outstanding transcripts in a timely fashion. The deadlines are firm!**

Once you have earned 50 credits toward the associate degree or 110 credits toward the baccalaureate degree, you will receive the application for graduation with your updated Status Report. **You should complete and return the form with the Graduation Fee four months before the date you expect to graduate. At this time you should also submit your Academic Autobiography** (p. 115).

After you have been recommended for graduation to the Board for State Academic Awards, you will receive a letter notifying you of this action and advising you of the date on which the Board will formally act on this recommendation. Should you need verification of your impending graduation either for acceptance to graduate school or for employment purposes, you can request a letter attesting to your status after you have paid the graduation fee. Such requests should be made in writing to Gale Terrill, Charter Oak State College, 55 Paul Manafort Drive, New Britain, CT 06053-2150 or e-mail [gterrill@charteroak.edu](mailto:gterrill@charteroak.edu). The request should include the

name, title and address of the recipient.

If you require verification of your status before you have been recommended for graduation, the letter will simply state that your records have received a preliminary evaluation. This is because the Board must first receive the official recommendation from the Committee in order to confer the degree.

## How to Request Transcripts from Charter Oak

For each transcript that you wish to have issued, you need to send a **signed written request** to Charter Oak State College, 55 Paul Manafort Drive, New Britain, CT 06053-2150 or you can use the form in Appendix K (page 137). **Transcripts cannot be ordered via e-mail.** The following information should be included and clearly printed.

1. Your name, address, daytime telephone and social security number.
2. Your status: active student, graduate (bachelor's or associate degree), former student (no degree earned).
3. The name, title and complete mailing address of the person who should receive the transcript.
4. Your signature.
5. Payment (if charging to VISA, MasterCard or Discover, indicate the expiration date, account number and name of cardholder).

**Please allow at least ten days to process your request.** You also may request that your transcript be sent by rush order, which means it will be mailed within two working days after the College receives the request.

Requests for transcripts must be accompanied by the appropriate fee: \$5 per transcript to be sent within 7 to 10 days of the request and \$15 per transcript for rush handling within 2 working days of receipt of the request.

## Financial Aid

Charter Oak State College offers a variety of financial aid programs (institutional grants and/or loans) to assist students in meeting the cost of their education. The financial aid program is primarily based on financial need, which can be described as the difference between the total cost of attendance and the expected student's contribution, which is calculated from an assessment of the student's resources.

The College is a member of the Connecticut Distance Learning Consortium (CTDLC) and is a participant in the U.S. Department of Education Title IV Distance Education Demonstration Program. Through our participation in the Demonstration Program, the College is able to offer Federal Financial Aid to eligible students who are matriculated at the college. You can contact the student financial aid office at [sfa@charteroak.edu](mailto:sfa@charteroak.edu), 860-832-3872, or fax 860-832-3999. For financial aid forms and information go to <http://www.cosc.edu/sfa>.

## Student Organizations

Charter Oak sponsors two organizations: the Charter Oak State College Student Association and the Charter Oak State College Alumni Association. While each organization has its own goals, both organizations combine their efforts to host the annual Graduation Brunch, held in conjunction with the commencement ceremony. At the brunch, each organization recognizes the academic achievements of some of its members.

All students automatically become members of the Student Association. The purpose of the Association is twofold: to provide an independent channel of communication between students and the College, and to maintain a regular procedure for election of a student to membership on the Board of Trustees.

A Council consisting of elected members of the Charter Oak student body governs the Association. The Council serves as the voice of the Association in matters affecting the interest of the students, is responsible for conducting the biennial election of a student to the Board for State Academic Awards and the Board of the Charter Oak State College Foundation, and sponsors events of interest to the Association membership. The Student Council Staff Advisor may be reached at 860-832-3841. For more information about the Student Association, go to <http://www.cosc.edu/Advising/StudentAssociation/index.cfm>.

The Alumni Association (<http://www.cosc.edu/alumni/index.cfm>) provides professional and social opportunities for alumni members, supports graduates in furthering their educational and career growth and helps to advance the reputation of the College. Membership is open to all graduates. New members are inducted into the Association at the annual Graduation ceremony. The Alumni Association contributes annually to the D'Amato Award, a Graduate Study Scholarship awarded to a Charter Oak alumna or alumnus pursuing graduate studies.

## Charter Oak State College Student Code of Conduct

### Section I: Policy Statement

The Board for State Academic Awards adopts this policy on student discipline for Charter Oak State College in recognition of the need to preserve the orderly process of the College, as well as to observe the student's procedural and substantive rights.

Affirmative action grievances are administered by the College's Affirmative Action Officer.

**The Student Code of Conduct applies to matriculated and non-matriculated students, including those taking distance learning courses, and those participating in portfolio assessment, special assessment, testing, or contract learning.**

Jurisdiction of the College: Generally, College jurisdiction

shall be limited to student conduct that occurs while students are taking COSC courses or availing themselves of COSC services. This also applies to misrepresentation of records from other institutions. However, if a matriculated COSC student is found guilty of student misconduct at another institution, the student may be subject to disciplinary action at COSC.

### Section 2: Proscribed Conduct

Conduct Rules and Regulations: As members of the College community, students have an obligation to uphold The Student Code of Conduct as well as to obey federal, state, and local laws. The following list of behaviors is intended to represent the types of acts that constitute violations of The Student Code of Conduct. This list should not be regarded as all-inclusive. Charter Oak State College may discipline a student in the following situations:

- A. For knowingly making a false statement, either orally or in writing, including e-mail transmission, to any employee or agent of the Board or the College with regard to a College-related matter, including using a faked identification or failing to provide identification upon request by security or College officials.
- B. For forging, altering, or otherwise misusing any College document or record.
- C. For academic dishonesty, which shall in general mean conduct, which has as its intent or effect the false representation of a student's academic performance including but not limited to: (a) cheating on an examination; (b) plagiarizing, including the submission of another's ideas or papers as one's own; (c) stealing or having unauthorized access to examinations; (d) falsifying records, transcripts, test scores or other data; or (e) being represented by another individual for all or part of a distance learning course or examination (see Academic Appeals and Academic Honesty Policy, p. 21).
- D. For the theft, misuse, abuse or unauthorized use of computers, computer programs or files; unauthorized alteration of computer programs or files; unauthorized duplication of computer programs or files; or other deliberate action which disrupts the operation of computer systems servicing the College community.
- E. For conduct that damages or destroys, or attempts to damage or destroy, College property or property of others on college or college-related premises.
- F. For unauthorized possession or attempted possession of College property or property of a member of the College community.
- G. For acts which violate regulations of the Board or College rules.
- H. For actual or threatened physical assault or intentional or reckless injury to COSC staff, faculty,

and students or college property or oneself.

- I. For offensive or disorderly conduct which causes interference, annoyance, or alarm, or recklessly creates a risk thereof on College or College-related premises, at a College sponsored activity or in college courses. This offense does not apply to speech or other forms of constitutionally protected expression.
- J. For interfering with the freedom of any person, including invited speaker, to express his/her views.
- K. For lewd, obscene conduct or expression. That which is obscene shall be defined under Connecticut General Statute Section 53a-193.
- L. For possession, sale, use, transfer, purchase or delivery of illegal or controlled substances on College or College-related premises except as expressly permitted by law.
- M. For possession or use of firearms, fireworks, dangerous weapons, or possession of dangerous chemicals on College or College-related premises when not authorized.
- N. For starting fires, and/or explosions, and/or false reporting of a fire, bomb, incendiary device, or other explosive or any false reporting of an emergency on College or College-related premises.
- O. Violation of any restrictions, conditions, or terms of a sanction resulting from prior disciplinary actions.
- P. Abuse of the College disciplinary system, including but not limited to:
  - 1. Interference with the conduct of a disciplinary proceeding
  - 2. Intentionally providing false or misleading information to a disciplinary body
  - 3. Influencing or attempting to influence another person to commit an abuse of the disciplinary system
  - 4. Failure to comply with a sanction or with an administrative agreement

### **Section 3: Rights and Responsibilities in a Hearing**

Hearing participants may include the accused student(s), a complainant, witnesses, support person(s), and the members of the hearing body.

The complaining party, any alleged victim and the student who has been charged shall each have the right to:

- 1. Be notified of all charges.
- 2. Review any written complaint(s) submitted in support of the charge(s).
- 3. Be informed of the hearing process.
- 4. Request a delay of a hearing due to extenuating circumstances.
- 5. Be accompanied by a support person during the hearing.

- 6. Be present at all stages of the hearing process except during the private deliberations of the hearing body.
- 7. Submit a written statement regarding the incident.
- 8. Give a personal statement.
- 9. Question all statements and other information presented at the hearing.
- 10. Present information and witnesses when deemed appropriate and relevant by the hearing body.
- 11. Be informed of the finding(s) as well as any sanctions imposed.
- 12. Present a personal or community impact statement to the hearing body upon a finding of "Violation."

In addition to the above-mentioned rights, a student who has been charged with a violation of the Student Code of Conduct shall have the right to:

- 13. Be notified of the proposed information to be presented and to know the identity of witnesses who have been called to speak at the hearing when the Chair of the disciplinary hearing knows such information.
- 14. Request an alternate hearing panel member when there is reasonable cause to believe that the hearing panel will be unable to conduct an impartial hearing.
- 15. Be presumed not to be in "violation" of the code unless the facts presented at the hearing prove otherwise.
- 16. Deny or admit violating the Code of Conduct.
- 17. Decline to give a personal statement.
- 18. Present Character Witnesses, if appropriate.
- 19. Receive a written notice of the sanction(s) imposed.

### **Section 4: Disciplinary Procedures**

The Board for State Academic Awards and the Faculty of Charter Oak State College believe that all members of the academic community are entitled to expect compliance with Section 2: Proscribed Conduct. Accordingly, any student or employee of the College may initiate a disciplinary process in the manner specified by this section. Once the process has been initiated, as provided in paragraph A below, all subsequent decisions concerning possible discipline of a student or students rest with the appropriate College officials. The President shall designate the Vice President for Academic Affairs (VPAA) or another College official to have responsibility for the disciplinary procedures detailed in subsections (A) through (E), inclusive.

- A. A statement of possible violation must be filed in writing with the VPAA within thirty (30) business days of the date of the alleged violation or within thirty (30) business days of the date the alleged violation was known. Said statement must specify the student conduct in question and the part or parts of Section 2: Proscribed Conduct, which it is alleged said conduct violates, if applicable.
- B. If the VPAA determines that the alleged conduct may violate the provisions of the Section 2:

Proscribed Conduct or otherwise threatens the safety or order of the College, the VPAA shall, within ten (10) business days of receiving a written statement under section 4 A above, provide written notice to the student of the statement of possible violation(s) and the fact that the allegations will be investigated. The investigation shall be conducted by the VPAA and/or his or her designee(s), and may include but not be limited to interviews with witnesses, the complainant(s), and review of any pertinent materials and information, and shall include an interview with the student suspected in engaging in the proscribed conduct unless the student suspected declines to be interviewed. The investigation shall be completed within thirty (30) business days of the VPAA's receipt of the written statement of possible violation under Section 4 A. A record of the investigations will be maintained.

- C. Following completion of the informal investigation specified above, the VPAA will (a) determine that there is insufficient basis in fact and dismiss the matter or (b) conclude that there is a sufficient factual basis for discipline.
- D. If the VPAA determines there is a sufficient factual basis for moving forward with disciplinary proceedings, he or she shall cause a written statement of charges to be provided to the student. Said statement shall contain (a) a concise statement of the facts on which the charge is based; (b) a citation of the rule or rules alleged to have been violated; (c) a statement of the maximum penalty sought; (d) a statement that the student may request a hearing by responding in writing to the VPAA within thirty (30) business days requesting such hearing; and (e) a statement that failure to request a hearing may result in imposition of the penalty sought.
- E. If the student requests a formal hearing under Section 4 D, the student is entitled to the following: a hearing be conducted within thirty (30) business days after receipt by VPAA of a written request for a hearing; (b) to be heard by an impartial panel chaired by the Dean of the Faculty or his/her designee and composed of no fewer than two members of the Charter Oak State College Faculty appointed by the Dean of the Faculty and one student appointed by the Student Association; (c) to appear in person or through a conference call or other mutually agreed upon electronic means, or to have a representative attend on his/her behalf; (d) be accompanied by a support person during the hearing; (e) to hear and have a reasonable opportunity to question adverse witnesses and to present evidence and testimony in his/her behalf; and (f) to receive a written decision within ten (10) business days following the hearing specifying the panel's findings and the penalty assessed, if any. The hearing shall be taped and a

record shall be maintained of this hearing. See Section 7.

- F. Hearing: A hearing shall be conducted following the guidelines specified below:

**On-site:**

1. A hearing shall be conducted in private.
2. Admission of any person into the hearing room shall be at the discretion of the chair of the hearing body. The chair, who is the Dean of the Faculty or his/her designee, shall have the authority to discharge or to remove any person whose presence is deemed unnecessary or obstructive to the proceeding.
3. Except as directed by the chair, support persons shall limit their role in a hearing to that of a consultant to the accused, to the complainant or to the victim.
4. The complainant and the accused are responsible for presenting their respective witnesses, any additional information, and any concluding statements regarding the charges and the information.
5. In a manner deemed appropriate by the chair, the complainant and/or the accused may question the statements of any person who testifies.
6. The hearing panel may question any witness presented by the accused and the complainant, including the complainant and the accused as well as any other witnesses the chair may choose to call.
7. Pertinent records, exhibits, and written statements may be accepted as information for consideration by the hearing body at the discretion of the chair.
8. All procedural questions are subject to the final decision of the chair or the VPAA.
9. After the hearing has concluded, the hearing panel, in private, will decide whether the student charged with misconduct is in violation of the Student Code of Conduct. The Dean of the Faculty or his/her designee may participate in the discussion, but is a non-voting member. Only evidence introduced at the hearing shall be considered in the determination of the decision. Each decision shall be made on the basis of whether or not the information presented at the hearing substantiates the charges in a clear and convincing manner.
10. If the panel finds that the student violated the Student Conduct Code, the panel, in private, shall review the student's academic transcript and disciplinary record, hear character witness, if appropriate, and impose the appropriate sanction (s). The decision of the panel will be provided in writing to the VPAA. The decision and sanction will be sent to the student in writing by the VPAA.

11. A taped record of the hearing will be maintained (see Section 7 above). The record shall be the property of the College.

**Via the Phone:**

1. For the accused or complainant who cannot attend in person, COSC will set up a conference call.
  2. Twenty-one (21) business days before the hearing, the VPAA must receive all materials to be presented by the accused and by the complainant, including the names and relationships of the character witnesses and support persons. The VPAA will send copies of the materials to the hearing panel, the accused, and the complainant at least seven (7) business days before the hearing. The VPAA will arrange for the conference call.
  3. The procedures outlined in the "on- site" section will be followed, unless they specifically apply only to the on-site hearing.
- G. Within ten (10) business days of the conclusion of the formal hearing, a student may appeal the decision, in writing, to the President. During this time the sanctions will not be in effect. An appeal shall be limited to a consideration of the verbatim record of the hearing and supporting documents for one or more of the following: a.) the process set forth in the guidelines was not followed and resulted in prejudice to the student; b.) the evidence presented was insufficient to justify the decision; and c.) sanction(s) imposed was/were disproportionate to the gravity of the offense. The President may accept the decision of the hearing panel, overturn their decision, return the matter to the original hearing panel, or appoint a new hearing panel. The hearing procedures outlined in Sections 4E and F will be followed. The decision of the original hearing panel or the new hearing panel or the President will be sent to the student in writing by the President and will be final and not subject to appeal, except in cases of expulsion. In cases of expulsion, the student may appeal, one time, to the BSAA. See Section 4 I.
- H. If any written statement of charges states that the disciplinary penalty sought is expulsion, the President shall inform the Board at the next official meeting of the Board for State Academic Awards so it may act in accordance with subsection C of Section V of Article III of the Charter Oak State College Bylaws.
- I. In cases of expulsion, within ten (10) business days of receipt of the decision of the appeal, the student may request a review by the BSAA. Such requests must be in writing directed to the President. The Board shall review the record at its next official meeting, and may, if needed, postpone action until the next official meeting. The Board, based on its review of the record, may reduce or eliminate the penalty specified, or

remand the matter back to the panel if further information is needed.

- J. The student shall be informed of the Board's decision, in writing, within ten (10) business days following the regularly scheduled meeting of the Board for State Academic Awards at which the review was completed. There shall be no appeal of the Board's decision. Any time remaining in the student's period of active matriculation shall be forfeited.
- K. During any appeal period, any sanctions will remain in place and the student will not be allowed to participate in a graduation ceremony nor graduate until the review process has been completed and a final decision rendered.
- L. If a student does not complete the requirements of the sanction, the student will be dismissed. If the student wants to reapply for admission consideration, the student will be accepted on condition that the sanction be fulfilled before any additional courses can be taken or services rendered, excluding advising. In the case of a sanction for plagiarism where a student is required to take a writing course, the student will not be allowed to take any additional courses until the writing course has been successfully completed as outlined in the sanction. No credits earned during the dismissal period will be accepted towards graduation requirements.

**Section 5: Interim Administrative Action**

The President or his/her designee may impose an interim "College Suspension" and/or other necessary restrictions on a student prior to a hearing on the student's alleged violation. Such action may be taken when, in the professional judgment of the President or his/her designee, a threat of imminent harm to persons or property exists.

Interim Administrative Action is not a sanction. It is rather action to protect the safety and well-being of an accused student, or other members of the College community or greater community or to protect property. Such action is in effect only until a hearing is completed.

**Section 6: Disciplinary Penalties**

Disciplinary penalty shall mean any action affecting the status of an individual as a student taken by the College in response to a student's proscribed conduct in violation of Section 2 above, which penalties shall include but not be limited to:

- A. Warning: A written notice that the student has violated College policy and a warning that another violation will likely result in a more severe sanction.
- B. Restitution: Compensation for loss of or damage to property.
- C. Academic Sanctions: Outlined in Section 4.
- D. Suspension. Suspension is a temporary disciplinary

- separation from the College involving denial of all student privileges, including entrance to College premises. A notation of "suspension" will be placed in the student database but will not be placed on the student transcript. COSC will not accept credits earned at another institution or through any other means during a period of suspension. Suspensions shall range from one semester to two years.
- E. Students who are suspended will receive no refund of tuition or fees.
- F. A student who has been suspended must apply for re-matriculation if he/she plans to return.
- G. Expulsion. Expulsion is mandatory separation from the College involving denial of all student privileges, including entrance to college premises for a minimum of 5 years. After the length of the term for expulsion has expired, the student may request in writing directed to the VPAA permission to re-matriculate. That permission must indicate why COSC should allow the student to return.
- H. COSC will not accept credits earned at another institution or through any other means during a period of expulsion. A permanent notation of "Dismissed" shall be placed on the student's transcript.
- I. Failure to comply with the requirements of a sanction will result in dismissal from the institution. The student would need to complete the sanction before he/she would be allowed to apply for readmission and/or graduate.

### **Section 7: Maintenance and Review of Disciplinary Records**

A student's disciplinary record will be maintained by the VPAA separately from any other academic or official files. Disciplinary actions will not be a part of the student's academic transcript, unless the student is expelled. Generally information from the disciplinary record is not released without the written consent of the student. However, certain information may be provided to individuals within or outside the College who have a legitimate legal or educational interest in obtaining it. (Family Educational Rights and Privacy Act of 1974, as amended.)

Disciplinary records will be destroyed 7 years after the student graduates or 7 years after the student ceases attending. The disciplinary record of an expelled student shall be retained indefinitely.

### **Section 8: Definitions**

This list is not intended to be all-inclusive. If there are other terms in the Student Code of Conduct that require interpretation or clarification, the VPAA shall make the final determination.

1. "College" means Charter Oak State College.

2. "Student" means any matriculated student or student using the services provided by the College.
3. "Instructor" means any person providing education services for COSC (teaching, tutoring, evaluating portfolios, program proposals, etc.)
4. "Staff" means any non-faculty employed by the College.
5. "Board" means the governing board of the College, the Board for State Academic Awards.
6. "College official" means any person employed by the College to perform administrative, instructional, or professional duties
7. "College premises" means all land, buildings, facilities and other property in the possession of or owned, used, or controlled by the College, either solely or in conjunction with another entity.
8. "Designee" means a staff or faculty member who has been delegated responsibility for implementing the disciplinary process, in part or whole.
9. "Hearing panel" means the committee that has been assigned to determine whether a student has violated the Student Code of Conduct.
10. "Support person" means any person who accompanies an accused student, a complainant, or a victim to a hearing for the limited purpose of providing individual consultation. A support person may not directly address the hearing body, question witnesses, or otherwise actively participate in the hearing process.
11. "Business Day" means any day, Monday through Friday, that the College is open.
12. "Shall" and "Will" are used in the imperative sense. "May" is used in the permissive sense.
13. "Policy" is defined as the written regulations, standards, and the student conduct expectations adopted by the College and found in, but not limited to the Student Handbook and College website.

*Adopted: September 13, 1990*

*Amended: November 16, 2000*

*Amended: May 20, 2004*

## **Charter Oak State College Academic Appeals and Academic Honesty Policies**

### **Academic Appeals**

#### **Section 1: Contested Grade for Distance Learning Courses**

The faculty is responsible for assessing student performance and assigning grades for student work. Such responsibility by its nature is both subjective and objective. If a student feels an error has been made by the instructor in assigning the final course grade, the student may appeal as provided below:

The student must first discuss the issue with the instructor. If the issue cannot be settled at that level, the student, within 15 business days of the receipt of the final grade in question, must submit a detailed letter, including copies of

the material in question and course syllabus, to the Vice President for Academic Affairs (VPAA)

outlining his/her reasons for objecting to the grade. Within 15 business days after the VPAA reviews the appeal letter, the VPAA will review the appeal with the instructor and the student, render a decision and send that decision to the student. If the decision results in a grade change, the VPAA will discuss the grade change with the instructor.

If the student wishes to appeal the decision of the VPAA, he/she must so notify the VPAA in writing within 15 business days; the exact date will be specified in the letter notifying him/her of the VPAA's decision. Within 30 business days of receiving the notice of further appeal, the VPAA will schedule a hearing. The hearing panel will be comprised of the Dean of the Faculty, two additional faculty, and one student. The hearing will follow the procedures outlined in Section F of the Student Code of conduct. The decision of the hearing panel is final and cannot be appealed. If the hearing panel's decision results in a grade change, the VPAA will discuss the grade change with the instructor

## **Section 2: Reconsideration of Concentration Denial**

A student may seek a reconsideration of the decision made regarding the approval of his/her concentration proposal, which includes both the essay and list of courses. The request must be submitted in writing to the VPAA within 15 business days of the notification that the proposal was not approved.

The request for reconsideration should specify the reasons that the proposal should be accepted. The request, along with copies of the concentration proposal and the comments of the faculty reviewers will be sent to the appropriate faculty committee, which will meet within 30 business days of COSC receiving the request, and recommend acceptance or non-acceptance.

Within 15 business days of the meeting, the VPAA will notify the student in writing of the decision of the committee. The decision of the faculty committee is final.

## **Academic Honesty**

### **Section 1: Introduction**

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect and acknowledgement of the research and ideas of others. Because Charter Oak State College is a nontraditional college, and because some of the student's work may be done at a distance, upholding academic integrity is of utmost importance. COSC expects students and its faculty to uphold high standards of academic honesty in their scholarship and learning.

To this end, COSC provides information about various web sites that will help students write research papers,

provides free tutoring for those who need assistance in writing research papers, and offers a one-credit research writing course. Faculty make it clear on their course syllabi what constitutes academic dishonesty and the COSC staff make it clear in publications and on the web site.

When an instructor receives academic work from a student, the instructor expects the work to be that of the student, therefore:

1. A student shall not receive credit for work that is not the result of the student's own effort or for work that is falsified. A student who is in doubt regarding standards of academic honesty in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. **A student's lack of understanding is not a valid defense to a charge of academic dishonesty.**
2. A student's name on any written assignment (e.g., examination, report, thesis, project, computer program, laboratory report, etc.) or in association with an oral presentation constitutes a representation that the work is the result of that student's own thought and study, stated in the student's own words, and produced without the assistance of others, except as quotation marks and references accurately acknowledge the use of other sources, including sources found on the internet.
3. Since many of Charter Oak's courses require group projects, it is important to clarify with the instructor which assignments can be turned in by the group and which must be the work of the individual student.
4. Unless permission is received in advance from the faculty member in charge of the course involved, a student may not submit, in identical or similar form, work for one course that has been used to fulfill any academic requirement in another course at Charter Oak or any other institution. If a student perceives the possibility of overlapping assignments, the student should consult with the appropriate faculty. At Charter Oak, faculty are encouraged to use a software package that checks for plagiarism. This software package becomes a database for all papers ever turned in. Therefore if a student's paper has been submitted to the data base for checking, if it or a similar paper had been turned in before, the results of the review of the new paper will show that a previous similar or identical paper had been submitted for another course.

### **Section 2: Definition**

Academic misconduct includes, but is not limited to:

- A. Copying from another person's paper or exam responses, or receiving unauthorized aid from a person during an exam, allowing someone to copy

from your paper, **or using unauthorized materials during an exam;**

- B. Providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (papers, projects, and examinations);
- C. Attempting to improperly influence any member of the faculty, staff, or administration of the college in any matter pertaining to academics or research;
- D. Using another person as a substitute in any form of academic evaluations or doing unauthorized academic work for which another will receive credit;
- E. Presenting, as one's own, the ideas or works of another for academic evaluation and/or credit;
- F. And presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

If a student knowingly assists another student in committing an act of academic misconduct, such student shall be equally accountable for the violation and shall be subject to the sanctions outlined in the Student Code of Conduct.

### **Section 3: Instructor's, Proctor's and Assessment Coordinator's Role**

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 COSC 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. COSC 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 instructor shall notify the accused student in writing (and orally if possible) that unless the student requests a hearing in writing to the VPAA within (30) thirty business days to contest the instructor's belief, the instructor shall impose the appropriate academic consequences warranted by the circumstances. A copy of such written notification and action taken shall also be sent to the VPAA.

### **Section 4: Sanctions**

In the distance learning courses and in special assessments, cheating on an exam or plagiarism shall result in an F for the course.

In portfolio assessment, plagiarism or falsifying documentation will result in dismissal from the portfolio process and no refund of money. If the plagiarism has occurred in 6 credits or less, the student would not be able to reapply for portfolio assessment for one year. If it has occurred in 6-12 credits, the student shall be barred from resubmitting for two years. If it has occurred in 13 credits or more, the student shall be barred from resubmitting for five years.

Breach of security and/or cheating by a student on a standardized examination will result in cancellation of test scores. Cheating on course examinations will result in an F for the test and may result in receiving an F for the course.

If a student is a matriculated student at COSC, other sanctions could also be imposed. A breach of security in test administration will result in cancellation of test scores.

### **Section 5: Hearing**

If the student wishes to contest the sanctions, the student may request a hearing in writing directed to the VPAA within 10 (ten) business days of being informed of the sanction. The hearing process is outlined in Section 4 F of the Student Code of conduct. If the hearing process, including the appeal process is not completed before the end of the term, the student will receive a grade of incomplete (I) until final resolution of the issue.

*Adopted: May 20, 2004*

### **Drug and Alcohol Abuse Policy**

The Board for State Academic Awards and Charter Oak State College are committed to establishing a drug-free environment in accordance with the Drug-Free Workplace Act of 1988 (Public Law 101-690), which requires a federal grant recipient to certify that it provides a drug-free workplace. In addition, the Drug-Free Schools and Communities Act (Public Law 101226) also requires schools that participate in any student financial aid program to provide information to its students and employees to prevent drug and alcohol abuse.

Since Charter Oak does not have a campus where students and faculty gather, it does not encounter the problems of alcohol and drug abuse in the same way as other colleges and universities. However, students and employees are not immune to the problems caused by substance abuse. For this reason, the Board for State Academic Awards, Charter Oak 's governing board, has adopted a policy on Drug and Alcohol Abuse. This information is provided as part of the Board's commitment to eliminating substance abuse and pursuant to the requirements of Public Law 101-690 and Public Law 101-226.

Charter Oak State College recognizes that the misuse of alcohol or the use of illegal drugs represents a serious threat to the physical and mental well being of its students and employees as well as to society as a whole. Our common goal is to foster a community where the intellectual development of students is free from the harmful effects of drugs and alcohol. The health and psychological problems resulting from the abuse of illicit drugs and/or alcohol include blackouts, hangovers, nausea, vomiting, loss of energy, depression, impaired driving skills, resistance to authority, tendencies toward verbal arguments, physical confrontations, problems with interpersonal relationships, problems with job or school performance, and unwanted sexual encounters. Students with these problems find it difficult to be learners; employees find it difficult to work.

Students or staff with problems relating to drug and alcohol abuse are urged to seek help. Charter Oak counselors will assist students in locating appropriate services. Requests for such assistance will be kept confidential. For information or to obtain a referral to a treatment center students may contact the Center for Substance Abuse Treatment and Referral Hotline at 800-662-HELP. Staff will be encouraged to seek assistance through the College's Employee Assistance Program. The following guidelines shall apply to Charter Oak students and staff:

- ◆ The consumption of alcohol shall only be permitted at special and approved events and shall be restricted to those persons who have reached the legal drinking age.
- ◆ The following CT General Statutes, Sec. 21a-108, Sec.21a-267, Sec.21a-277 (a), Sec.21a-277 (b), Sec.21a-277(c), Sec. 21a-278(a), Sec. 21a-278(b), Sec.21a-279 (b), Sec.21a-279(c), Sec.21a-279 (d), Sec. 30-86 and Sec.30-89 pertain to drug and alcohol law violations, but are not limited to these statutes; therefore, any person who violates state law or the above guidelines shall be subject to college disciplinary actions, which can lead to the suspension or expulsion of the student or suspension or termination of the employee. Students or employees are also subject to criminal prosecution for violation of the above stated statutes.

Charter Oak encourages all of its students to play a part in combating the misuse of alcohol and the use of illicit drugs. The price of not eliminating substance abuse is great in dollars and wasted lives.

*Adopted: September 13, 1990*

*Amended: November 16, 2000*

## **Transfer and Probation Policy**

### **Academic Record**

When a student has matriculated at Charter Oak, the Registrar's Office develops an official transcript. At the point of entry into Charter Oak a student can elect to have only certain courses count towards the degree. A student has one month from receiving the initial status

report to request this option. The student may elect to have D grades removed, or decide that only courses in business will count while courses in biology will not count. Once this decision is made, an official student transcript and a student financial aid grade report are developed.

### **Financial Aid Grade Report**

An unofficial grade report will be kept for financial aid purposes. If a student applies for financial aid, the Registrar's Office and the Financial Aid Office will determine what courses and credits will be placed on the official academic transcript (as opposed to the financial aid grade report). The reason for the two records is to allow the Financial Aid Office to track transfer credits for financial aid eligibility. Once these two documents are developed, a student no longer elect to remove courses from the official transcript.

### **Transfer Policy for Matriculated Students**

Charter Oak accepts in transfer only grades of D and above. However if a student is receiving financial aid from Charter Oak, the student must send the transfer transcript to the Registrar's Office regardless of the grade earned. If a student receives a grade of F in a course taken at another institution (transferred course), the grade and course will be recorded on the financial aid grade report for purposes of determining financial aid eligibility and academic progress, but will not be recorded on the student's official academic transcript.

### **Grades for Charter Oak Courses**

Grades of A-F will be recorded on the student's academic transcript and calculated into the student's grade point average.

### **Repeat Courses**

To improve his/her grade point average, a student may elect to repeat a failed course, or any course taken at Charter Oak. The new grade will be recorded on the transcript and calculated into the grade point average and the academic transcript will show that the student repeated the course. Although the first grade will remain on the record, it will not be calculated into the grade point average. **Students should check with their academic counselor before repeating a course.**

A student may elect to repeat a failed course, or any course, taken at an institution other than Charter Oak. Only grades of D or better will be transcribed. If a student elects to repeat a transcribed course, it will be indicated on the student's record. The new grade will replace the first grade and will be calculated into the grade point average. **Students should check with their academic counselor before repeating a course.**

A student may elect to repeat a failed course by taking it at a place other than where it was taken the first time or by taking a standardized exam. The student must get the approval of the Charter Oak academic counselor.

## Academic Probation

If a student's grade point average for courses and exams on the COSC official academic transcript falls below a 2.0, the student will be notified by mail that they are being placed on academic probation. Students who are on academic probation must consult either in person or electronically with their academic counselor and discuss how they plan to get off probation. **Students who receive financial aid should refer to Satisfactory Academic Progress Policy in the *Official Catalog*.**

## Academic Dismissal

The student has the equivalent of one semester or 12 credits to get off probation. If, at the end of that time, the student has not earned a 2.0, the student is subject to a one-year dismissal. The dismissal will coincide as closely as possible with the end date of the student's annual advising fee so that the student does not suffer a financial penalty. During that year, the student may earn no more than 6 credits at another institution or through testing. (**NOTE:** the student may not earn any credits at Charter Oak during that time). After a year, the student may apply to the Director of Academic Services for readmission and will need to demonstrate through the courses taken at another institution or through some other means that he/she is now able to do satisfactory (C or better) work. **readmission is not guaranteed.**

*Approved by Academic Council, March 7, 2003*

## Policy for Accepting Computer Credits

Since the computer field is constantly changing, and because Charter Oak receives transcripts that carry similar non-collegiate courses and computer certificates that often duplicate each other or duplicate coursework, COSC adopted both a time restriction and a duplication policy on the application of credits towards a degree. The time restriction applies to credits utilized in any computer-related concentration (including the Individualized Studies concentration), and the duplication policy applies to all credits used toward the degree.

### **Time Restriction**

The 15 upper division credits in a computer related concentration, including the Individualized Studies concentration, must be less than seven (7) years old at the time of matriculation unless the student is employed in the computer field or has been actively pursuing formal or informal studies in the computer field. However, older courses may be used as free electives in the overall degree program.

### **Duplication of credit**

If examinations have been passed for two or more versions of the same content or if two or more versions of the same course have been taken, the credit for the most recent exam/course can be applied towards the degree. Students cannot receive credit for both passing a certification exam and for taking the courses that lead to

the exam.

### **Policy for computer certification credits**

A maximum of six (6) credits, obtained from any certification, as approved by Charter Oak State College, may be used in a computer related concentration, including the Individualized Studies concentration.

*Approved by the Academic Council July 16, 2003*

## Grading Standards

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

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.

A	4.0	B	3.0	C	2.0	D	1.0
A-	3.7	B-	2.7	C-	1.7	D-	0.7
B+	3.3	C+	2.3	D+	1.3	F	0.0

- W Withdrawal. Student officially withdrew from the course.
- I Incomplete—For video-based or correspondence courses only. Issued with the approval of the instructor and the Director, Distance Learning Program, due to documented emergency circumstances, a student is granted an extension. An extension may be requested from the Director, Distance Learning due to emergency circumstances. If an extension is granted, an I grade will be awarded. If I grades are not completed by the end of the extension period, a grade of F will be awarded. Online students are not entitled to extensions. Online students can request an incomplete for documented emergencies only to the Vice President of Academic Affairs.
- 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 may a letter grade be changed to an audit grade after the first day of the course.
- P Pass. Students do not have an option of electing to take a course as Pass/Fail. "P" grades are allowed for courses that have been approved by the Academic Council as Pass/Fail.
- X Given for administrative withdrawals.

Grades for Charter Oak State College courses become part of the student's permanent record. It should also be noted that the academic record contains all credits presented by the student that are acceptable towards a degree from Charter Oak State College. Therefore it may contain credits in excess of those constituting the actual degree program.

Charter Oak 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.

### **Pass/Fail Policy**

P grades have no numerical value and thus are not part of the GPA.

### **Charter Oak Courses:**

1. Students do not have the option to elect P/F for courses offered by Charter Oak.
2. The Academic Council can approve using P/F instead of A-F grades for specific courses. A Pass grade is equivalent to a C (2.0) or higher. Currently only one course (IT 100) has been approved.

### **Courses in Transfer:**

1. Charter Oak will accept P grades in transfer. However, the P must be equivalent to a C (2.0) or higher to be used in the concentration.

2. Charter Oak will not accept P grades for the English composition requirement.
3. Charter Oak does not transfer in F grades.

### **Standardized Examinations:**

1. P grades are acceptable for the English Composition requirement.
2. Because P grades are equivalent to a C (2.0) or higher they are acceptable in the concentration.

### **Honors**

As an incentive for students to excel, and as a means of recognizing outstanding achievement, the Academic Council includes in its recommendation for awarding of degrees a further recommendation for awarding of honors as follows:

- ◆ **Honors in General Scholarship** to those students who have earned a minimum of 60 graded credits and have attained a GPA of 3.5 or higher.
- ◆ **Charter Oak State College Honors** for students who have taken a minimum of 30 credits at Charter Oak, or through exams that yield letter grades, and have earned a 3.5 or higher in those credits.
- ◆ Associate degree students will be eligible for **Honors in General Scholarship** by earning a GPA of 3.5 or higher with a minimum of 30 graded credits.

# Part II

## Concentration Plan of Study and Academic Autobiography Requirements



## Degree Requirements

A degree from Charter Oak State College requires more than the simple accumulation of 60 credits for the associate degree and 120 credits for the baccalaureate degree. You must complete distributive requirements that include General Education requirements plus a minimum number of credits in Arts and Sciences. Baccalaureate degree candidates must also complete a faculty-approved Concentration and an Academic Autobiography. Degree requirements are described in detail in the *Official Catalog*. Read them carefully!

Your Status Report will indicate which of the requirements you have met and how your credits have been allocated toward fulfilling the requirements. Each time your Status Report is updated, you should review it carefully so that you can keep track of your progress in completing degree requirements. **It is your responsibility to check the Status Report for accuracy and to report any errors to your academic counselor or to the Registrar** (See Appendix A, Interpreting Your Status Report). If you have any question concerning the applicability of credits you plan to earn, be sure to ask your counselor. He or she will be able to tell you how the credits will apply toward your degree.

## Concentration Plan of Study

Baccalaureate students at Charter Oak will prepare the Concentration Plan of Study (CPS) upon matriculation. The CPS consists of a list of the courses you plan to include in your concentration (both completed and proposed), a brief rationale, and a copy of your resume. This is your way of communicating to our faculty about your goals for earning a bachelor's degree. The faculty should approve your CPS before you enroll in courses, but no later than after you have completed twelve (12) credits.

Concentration Plans of Study (CPS) will be sent to the faculty weekly and electronically; therefore we prefer that you send us the CPS electronically. **The faculty requires a minimum of two weeks to review the Plans.**

Concentration plans for specific fields are reviewed by one faculty member, while two faculty members review plans for Individualized and Liberal Studies. **There must be unanimous approval among faculty reviewers in order for the CPS to be accepted.** Your counselor will notify you about the outcome of the review.

You may request approval for changes in your CPS at any time, by submitting the appropriate paperwork that is forwarded to faculty. If you should withdraw from Charter

Oak for more than one year without requesting a leave of absence, you will have to resubmit your approved CPS for faculty review.

## Academic Autobiography

Four months before you are ready to graduate, you are required to complete an Academic Autobiography (AA), which gives you the opportunity to reflect on your educational experience. The AA is submitted to the faculty and is part of the graduation requirement.

The Academic Autobiography will be evaluated by faculty for clarity of expression. It will be graded on a pass/no pass basis. In order to graduate, the student must receive a pass grade. Students who do not receive a pass grade on their first try may resubmit their AA a second time. A student who does not pass the second time will be given the opportunity to take a writing course and then resubmit. A student who does not pass the third time will not graduate and must reapply for admission.

A student may seek a reconsideration of this decision made regarding the approval of his/her Academic Autobiography. The request must be submitted in writing to the VPAA within 15 business days of the notification that the proposal was not approved.

- A. The request for consideration should specify the reasons that the proposal should be accepted.
- B. The request, along with copies of the academic autobiography and the comments of the faculty reviewers, will be sent to the appropriate faculty committee, which will meet within 30 business days of COSC receiving the request, and recommend acceptance or non-acceptance.
- C. Within 15 business days of the meeting, the VPAA will notify the student in writing of the decision of the committee.
- D. The decision of the committee is final.

The student may reapply for admission to COSC after one year from the date of dismissal by contacting the Director of Academic Services. The application for readmission must include a reason for allowing the return. The student will need to demonstrate that his/her writing has improved (i.e., through taking additional writing courses, working in a job that requires writing). The request for readmission will be reviewed by a committee comprised of the Dean of Faculty, a faculty member from the student's area of study, and the Director of Academic Services.

There is no guarantee that the student will be accepted. If accepted, the student must meet all requirements and pay

all fees in effect at the time of readmission. See page 55 for Concentration Plan of Study forms, page 115 for Academic Autobiography forms and directions, and page 122 for a description of General Education requirements.

### **Concentration Requirements**

A concentration consists of at least 36 credits with grades of C or higher in a single subject or combination of subjects, of which 15 must be at the upper level (18 in the Individualized Studies and Liberal Studies concentrations).

The requirements for a concentration may be fulfilled by using a faculty approved combination of credits earned by course work completed at regionally accredited institutions of higher learning, by examination, by portfolio assessment, by contract learning, by distance learning courses, or by approved non-collegiate instruction. Courses with grades of "Pass" are typically not acceptable in a concentration unless there is confirmation that "Pass" is equivalent to a 2.0 on a 4 point grading scale.

### **Individualized Studies**

This concentration option allows students to combine professional studies with the liberal arts and sciences or a second professional studies area into a cohesive course of study. **The Individualized Studies concentration is not meant to serve merely as a convenient repository for a collection of assorted credits.** It provides the opportunity to integrate a broad range of accumulated knowledge and new learning into an interdisciplinary program which will meet an individual's career and/or personal needs. Students who anticipate pursuing graduate studies upon completion of the baccalaureate degree should incorporate the necessary prerequisites into the concentration. For example, a course in research methods is frequently such a prerequisite.

The key to receiving approval for this concentration is the student's ability to explain the rationale for the proposed concentration and its relation to his or her career and/or personal goals.

The number of credits and distribution by level should consist of a minimum of 36 credits with a minimum of 18 at the upper level. The 18 upper level credits should represent a logical distribution from various disciplines in the concentration. The concentration needs to show breadth and depth in each subject area chosen.

#### **Some sample concentrations:**

Biotechnology/Business  
Business/Communications/RTV  
Business/Political Science  
Environmental Science/Biology  
Journalism/Literature  
Nursing/Communications/Business  
Political Science/Legal Studies  
Psychology/Legal Studies

### **Student Learning Outcomes**

Students who graduate with a concentration in Individualized Studies should be able to:

1. demonstrate factual and conceptual knowledge in each of the linked fields,
2. demonstrate the interrelationship and coherence of the linked fields by integrating such knowledge from each of them,
3. apply such integrated knowledge to scholarly and/or policy questions and problems,
4. demonstrate the ability to think critically and construct an argument in the fields studied; and
5. engage in effective written communication and presentation of ideas/concepts specific to the fields studied.

### **Liberal Studies**

This concentration is composed of traditional liberal arts disciplines found in the humanities, the social sciences, and the natural sciences and mathematics. Like the Individualized Studies concentration, the Liberal Studies concentration provides the opportunity to integrate a broad range of accumulated knowledge and new learning into an interdisciplinary program which will meet the student's career and/or personal needs.

**The Liberal Studies concentration is not meant to serve merely as a convenient repository for a collection of assorted credits.** The credits proposed should form a cohesive, coherent program of study. Students who anticipate pursuing graduate studies upon completion of the baccalaureate degree should incorporate the necessary prerequisites into the concentration. For example, a course in research methods is frequently such a prerequisite.

The number of credits and distribution by level are the same as those for the Individualized Studies concentration: a minimum of 36 credits with a minimum of 18 at the upper level. The 18 upper level credits should represent a logical distribution from the various disciplines in the concentration.

The key to receiving approval for this concentration is the same as that for the individualized studies concentration: the student's ability to explain the rationale underpinning the proposed concentration and its relation to his or her career and/or personal goals.

#### **Some sample concentrations:**

Biology/Chemistry  
Biology/Sociology  
Chemistry/Biology/History  
History/Political Science  
Literature/Psychology/History  
Literature/Religion  
Literature/Sociology  
Music/Literature/Art  
Physics/Geology  
Political Science/Geography  
Psychology/Sociology

## Student Learning Outcomes

Students who graduate with a concentration in Liberal Studies should be able to:

1. demonstrate factual and conceptual knowledge in each of the linked fields,
2. demonstrate the interrelationship and coherence of the linked fields by integrating such knowledge from each of them,
3. apply such integrated knowledge to scholarly and/or policy questions and problems,
4. demonstrate the ability to think critically and construct an argument in the fields studied; and
5. engage in effective written communication and presentation of ideas/concepts specific to the fields studied.

## Subject Area Concentrations

Following is a list of the subject area concentrations, including course requirements and student outcomes. Since Charter Oak students can meet these requirements in a variety of ways, the requirements and outcomes are based on the outcomes from similar programs of study at other regionally accredited institutions.

### American Studies

The American Studies concentration will give students a broad understanding of the history, culture, and people of America. American Studies encourages students to explore the relationships among ideas, institutions, values, and aesthetic forms as they have evolved in the United States. Students must take courses in each of the following areas: history; government; the arts; literature; behavioral sciences; and a capstone course.

#### Concentration Requirements:

American Art .....	6 cr
American Government .....	3 cr
American History or Government.....	6 cr
American Literature .....	6 cr
Behavioral Sciences (American).....	6 cr
Additional upper level credits in one of the areas above .....	6 cr
Interdisciplinary Capstone Course .....	3 cr

**Prerequisite:** American History I and II.

## Student Learning Outcomes

Students with a concentration in American Studies should be able to:

1. discuss the significant events, peoples, ideas, and products relevant to the field and study of American studies;
2. explain how the arts and literature help to shape the American society;
3. explain the role of politics in shaping the American society; and
4. discuss how being knowledgeable about American history and culture makes one a better citizen.

### Anthropology

Anthropology is the study of people within their cultural context. This concentration follows traditional college curricula from foundation courses through advanced study with credits earned at the appropriate levels. It takes a global view of human cultures from pre-historical time to the present, integrating social sciences, natural science and humanities.

#### Concentration Requirements:

Physical Anthropology .....	3 cr
Social Anthropology .....	3 cr
Anthropological Theory.....	3 cr
Human Adaptation and Diversity .....	3 cr
Cultural Anthropology .....	3 cr
Exploration of Distinctive Culture-Areas (Americas, Asia, Africa, Near East and Oceania).....	9 cr
Anthropology of Contemporary Institutions or Societies.....	3 cr
Ethnographic Research.....	3 cr
Electives in Anthropology.....	6 cr

## Student Learning Outcomes

Students who graduate with a concentration in Anthropology should be able to:

1. demonstrate knowledge of anthropological theory and the history of the discipline;
2. demonstrate understanding of substantive sub-specialties in the discipline, including Cultural Anthropology and Physical Anthropology;
3. use research methods including ethnographic investigation, participant observation, and ethnohistory;
4. compare and contrast distinctive culture areas of anthropology, including North and South America, Asia, Africa, and the near East and Oceania;
5. demonstrate understanding of the contemporary anthropological study of advanced industrial societies in the area of medicine, education, urban, and political anthropology;
6. be able to discuss the ethical and political issues associated with the anthropological study of post-colonialism, neo-imperialism, and globalization; and
7. apply critical thinking that employs anthropological theories and methods to analyze questions.

### Applied Arts

An Applied Arts concentration is a combination of the theoretical and technical mastery of a subject with an emphasis on application.

Requirements for some specific concentrations in Applied Arts are detailed below. Other areas such as dance, cinema, interior design, and architectural design may also be proposed.

#### Applied Arts – Music

A college degree with a concentration in Applied Music entails more than performance ability and experience. It

also attests to a student's understanding of the music performed, both technically and contextually; the ability to engage in informed discourse about musical content, style, and meaning; and the insight necessary to devise independent and effective interpretations of musical works through applied activities, such as performance, conducting, arranging, etc.

**Concentration Requirements:**

Music Theory 1..... 12 cr (6 lower / 6 upper)  
 Examples: Theory, Musicianship, Harmony, Musical Structure, Aural Skill (require either as 3 credits or within other courses).

Music History <sup>2</sup> .....6 cr (3 lower / 3 upper)  
 Examples: Music History and Literature. May include no more than 3 credits from Non-Western Music, Jazz, Popular Music.

Music Analysis, Literature and Related Areas ...3 cr (upper)  
 Examples: Form and Analysis, Counterpoint, Orchestration, 20<sup>th</sup> Century Technique, Jazz Arranging, Composition, various genre courses, works of individual compositions.

Applied Studies..... 12 cr (9-12 upper division)

Applied Electives .....3 cr

<sup>1</sup> May not use fundamental courses (based on course description and title).

<sup>2</sup> May not use music appreciation courses (based on course description and title).

**Student Learning Outcomes**

Students who graduate with a concentration in Music should be able to:

1. have expertise in at least one area of applied music, demonstrated through technical as well as through expressive skills, both independently and in collaboration with other musicians;
2. be proficient with the materials, procedures, and syntax of common-practice tonal music in Western culture;
3. have competency in intellectual understanding and in music-making with at least one other distinct body of repertoire, which may include vernacular music (pop, rock, jazz, etc.), music of a non-Western culture, music from Western culture that pre-dates the common-practice era (medieval or Renaissance styles), or twentieth-century post-tonal music;
4. be knowledgeable regarding genres, composers, performers and performance practice, and important works from different style periods or types of music;
5. understand the connections (cultural, political, etc.) between music and the history of civilization, as well as the relationships between music and other disciplines; and
6. be proficient in reading and comprehending a musical score, conceive it aurally, and apply structural and style analysis in making interpretative decisions about its realization.

**Applied Arts – Studio Arts**

History, Theory and/or

Literature of Art ..... 9 cr, including 3 upper level

Studio credits ..... 24 cr including 9 upper level

An appropriate related art area ..... 3 cr upper level

**Student Learning Outcomes**

Students who graduate with a concentration in Studio Arts should be able to:

1. create a provocative body of work – a portfolio – that demonstrates a high level of proficiency and quality in the area(s) of concentration;
2. create a comprehensive document that articulates the concepts, techniques and influences inherent in this body of work;
3. demonstrate evidence of a broad knowledge of theory and technique in conjunction with the ability to articulate concepts and ideas in visual form;
4. demonstrate evidence of fluency in visual language borne out of experience in foundation arts;
5. engage in objective and prescriptive critical analysis of their own art and of the work created by other artists; and
6. demonstrate a foundational knowledge of contemporary and historical art and artists.

**Applied Arts – Theatre Arts**

Theatre History, Acting Theory and

Dramatic Literature ..... 18 cr, including 6 upper level

Theatre Performance and/or Production.... 9 cr upper level

Theatre Arts .....9 cr

The GRE Subject Test in Literature may be used towards 18 literature credits in this concentration (15 lower, 3 upper).

**Applied Arts – Creative Writing**

Creative Writing ..... 15 cr, including 9 upper level

Three (3) of the upper level credits must be in composition.

Courses in journalism and play-writing may account for no more than 6 of these credits;

Literature ..... 15 cr, including 6 upper level Writing (beyond the freshman writing sequence), literature, related history or related philosophy courses .....6 cr.

The GRE Subject Test in Literature may be used towards 18 literature credits in this concentration (15 lower, 3 upper).

**Student Learning Outcomes**

Students who graduate with a concentration in Creative Writing should be able to:

1. identify the chief characteristics of literary genres and of periods of world literature;
2. identify and demonstrate the function of various devices in creative literature;

3. demonstrate knowledge of various forms of criticism applied to writing;
4. demonstrate competence in various components of imaginative writing; and
5. produce stories, poems, plays, or other writing in the form, style, grammar, length and writing level within an appropriate literary context.

**Applied Behavioral Science (Human Services)**

In this concentration, students may choose their area of focus from among three disciplines: psychology, sociology or political science.

**Option 1. Psychology**

Psychology is the science of behavior. It covers the behavior of humans, normal and abnormal, and across the life span. The field is concerned both with the development of principles of behavior and with their application to individuals, society, and the institutions of government, business, and mental health.

**Minimum requirements:**

1. Any two of these areas.....6 cr  
Counseling, Social Psychology, Personality, Clinical/Abnormal, Community/Mental Health.
2. One of the following.....3 cr  
Cognition, Perception, Psychobiology, Learning and Memory, Experimental, Developmental, Systems Theory.
3. Research methods or experimental design.....3 cr beyond freshman level
4. Psychology \* ..... 9 additional cr
5. Remaining credits should be in a single coherent Human Services area, e.g., counseling, social work or rehabilitation services .....15 cr

\* Three (3) of the credits in psychology, or the applied area, should focus on the dynamics of intervention with an individual, groups, the community, the family or an organization. Students also have the option of fulfilling some of the concentration requirements with the GRE subject test.

The GRE Subject Test in Psychology, evaluated for 18 credits (15 lower, 3 upper), and one additional upper level course in that discipline. The remaining 15 credits earned in a single coherent Human Services area, e.g., counseling, criminal justice, gerontology, social work or rehabilitation services. Three of the credits should focus on the dynamics of intervention with an individual, groups, the community, the family or an organization. Three of the credits should be in social research methodology that exposes the student to research design.

**Option 2. Sociology**

Sociology is the study of group life: its characteristics, values, changes, causes and consequences. It employs scientific and humanistic perspectives in the study of urban and rural life, family patterns and relationships, social change, inter-group relationships, social class,

environment, technology and communications, health-seeking behavior, and social movements.

**Minimum requirements:**

1. Methodology of social research .....3 cr
2. Sociological theory ..... 3 cr upper level
3. Sociology \*..... 15 additional cr
4. The remaining credits should be in a single coherent Human Services area, e.g., counseling, social work or rehabilitation services .....15 cr

Three of the credits in sociology, or the applied area, should focus on the dynamics of intervention with an individual, groups, the community, the family or an organization.

\* Courses in social work are not acceptable.

**Option 3. Political Science**

Political Science is the study of government and public policy and of the political behavior of individuals, groups, and institutions. It provides an understanding of issues such as international diplomacy, environmental, economic, and health care policy, and election campaigns.

**Minimum requirements:**

1. Political Theory.....3 cr beyond freshman level
2. Political or Social Science Research Methodology .....3 cr beyond freshman level
3. State or Local Government .....3 cr beyond freshman level
4. Political Science \* .....12 cr
5. The remaining credits should be in a single coherent Human Services area, e.g., counseling, social work or rehabilitation services .....15 cr

\* Three of the credits in political science, or the applied area, should focus on the dynamics of intervention with an individual, groups, the community, the family or an organization.

**Student Learning Outcomes**

Students who graduate with a concentration in Applied Behavioral Science (Human Services) should be able to:

1. demonstrate an understanding of the different fields of psychology, sociology or political science and have an understanding of the sub-specialties of the respective discipline;
2. understand and use quantitative and qualitative research methodologies in psychology, sociology or political science;
3. write about topics in psychology, sociology or political science with clarity and organization; and
4. demonstrate an ability to apply knowledge of intervention strategies (e.g., in counseling, social work, rehabilitation services or criminal justice) in the chosen discipline with individuals, groups, the community, the family or an organization.

**Art History**

The Art History concentration will provide students with an understanding of the visual arts within the context of

history, culture, and society. Therefore, in addition to art history courses, students are expected to take relevant courses in areas such as anthropology, history, literature, music, philosophy, religion and/or women's studies...

### Concentration requirements

Ancient to Medieval Art (Survey of Art History 1).....	3 cr
Renaissance to Modern Art (Survey of Art History 2).....	3 cr
Modern Art (20 <sup>th</sup> Century Art History).....	3 cr
Non-Western Art (from two different geographical areas) .....	6 cr
Art History Electives .....	15 cr

Electives must consist of intermediate and advanced courses of at least two on art before the 19<sup>th</sup> Century and at least two on art from the 19<sup>th</sup> Century on or at least one upper level course in each of the following historical periods: Classical, Medieval, Renaissance and Modern or faculty approved electives.

Studio Art or Related Electives .....6 cr  
Credits in architectural history, related courses to supplement the concentration or up to 6 credits in studio art.

Students who are considering graduate study in Art history should acquire a reading knowledge of at least one of the languages of the discipline. The primary languages are German, French and Italian or in the case of Asian art, the appropriate Asian language.

### Student Learning Outcomes

Students who graduate with a concentration in Art History should be able to

1. demonstrate a fundamental knowledge of facts, terms, and concepts important to the study of art history;
2. articulate differences and similarities between works of art from different periods and cultures;
3. articulate the significance of the visual arts relative to history, culture, and society; and
4. utilize a variety of art historical methodologies such as the use of biography, stylistic analysis, iconography, social history, architectural techniques, and feminism.

### Biology

Biology is the study of life forms. A concentration designated as Biology is based on **theoretical concepts rather than application of theory** as in health sciences. It may be established in one of the following ways:

#### Concentration Requirements:

1. A minimum of 36 credits, at the appropriate levels, in the following subjects:  
Introductory Biology..... 1 year  
Genetics\*.....1 course  
Biochemistry\*, Physiology\*, or Cell Biology\*.....1 course  
Organic Chemistry .....1 course

\* Taken within the past ten years

Biology electives, beyond the introductory level, in

any one or combination of subject areas such as Botany, Embryology, Comparative Anatomy, Evolution, Ecology, or Microbiology.

A second semester of Organic Chemistry is recommended.

2. The GRE Subject Test in Biology, evaluated at 24 credits (15 lower, 9 upper), and at least 12 additional credits that must include two upper level laboratory courses.

**Recommended:** Computer literacy, including spreadsheets.

#### Co-Requisite

1. One semester of Calculus or Statistics
2. If planning to go to graduate school, 1 year of Calculus

#### Student Learning Outcomes

Students who graduate with a concentration in Biology should be able to:

1. apply knowledge of subject matter from across the full range of biology curricula, including:
  - a. core biological concepts; and
  - b. skills necessary for lifelong professional learning in biological sciences;
2. apply problem solving and critical thinking skills in the biological sciences, including:
  - a. generating hypotheses, designing approaches to test the hypotheses, and interpreting the data from those tests to reach valid conclusions; and
  - b. demonstrate ethical demeanor when conducting scientific experiments;
3. apply appropriate quantitative skills for the study of biology;
4. use information literacy skills to find, read, and critically evaluate original scientific literature in biological sciences;
5. use appropriate communication skills to present scientific information; and
6. demonstrate basic laboratory skills.

### Business Administration

Students completing a concentration in Business Administration will have an understanding of the global business environment and the construct of an organization and how each interacts with government policies. They will also understand allocation of resources and the application of information technology. Students will acquire decision-making, leadership, teamwork and motivational skills to become managers with an awareness of differences related to culture, communication style and gender.

#### Concentration Requirements:

Accounting	
Financial Accounting *	3 cr
Managerial Accounting *	3 cr

Finance.....	3 cr
Business Finance subject area (Personal Finance is not allowed. Principles of Finance will meet the Finance requirement but will not satisfy part of the upper division requirements in the concentration.)	
Information Technology	
Management Information Systems.....	3 cr
Management	
Organizational Behavior.....	3 cr
One of the following.....	3 cr
Introduction to/Principles of Management *, Human Resource Management, Leadership.	
Marketing	
Principles of Marketing * .....	3 cr
Strategic Processes	
Capstone course or equivalent .....	3 cr
Electives.....	12 cr
Business or Economics subject areas. It is highly recommended that an international focus be included. Students expecting to pursue an advanced degree, e.g., Master of Business Administration, or seeking employment in business administration are strongly encouraged to complete credits in statistics.	

\* Will not satisfy part of the upper division requirements in the concentration.

### Prerequisites

Macroeconomics.....	3 cr
Microeconomics. ....	3 cr

### Student Learning Outcomes

Students who graduate with a concentration in Business Administration should be able to:

- explain the global environment, including:
  - the functioning of market systems, including their role in effective resource allocation and their reaction to information;
  - the interactions of government policy and spending, monetary and fiscal policy, financial markets and institutions and the interaction of economies; and
  - the basis and impact of government regulations and policy, including environmental policy, on markets;
- appreciate social, cultural and political differences in world markets;
- demonstrate an understanding of the relationships among the functional areas of an organization, including the ability to:
  - understand the nature and construct of an organization;
  - understand the information technology needs of an organization;
  - understand the process of resource allocation within an organization;
  - identify and satisfy the needs of the consumer; and

- understand the strategic processes necessary for a successful organization;
- utilize decision-making skills; and
  - demonstrate an understanding of leadership and teamwork skills, which include:
    - working with individuals and in groups;
    - organizing and motivating groups to complete the tasks necessary to serve the stakeholders of the organization; and
    - an awareness of differences related to culture, communication styles and gender.

### Chemistry

Chemistry is an interdisciplinary subject based on physics and mathematics. Course work at the advanced and upper division levels in chemistry is divided into five sub-areas of the field: Organic, Inorganic, Physical, Analytical, and Biochemistry. Students wishing to pursue graduate work in chemistry should have a minimum of two courses in organic, physical, and analytical chemistry and at least one course in inorganic or biochemistry. Analytical chemistry should include a course in instrumentation with a laboratory. These requirements exceed the Charter Oak concentration requirements, but are strongly suggested for students planning graduate study in Chemistry.

### Concentration Requirements:

A concentration designated as Chemistry may be established in one of two ways:

- A minimum of 36 credits, at the appropriate levels, in the following subjects:
 

Introductory Chemistry with laboratory.....	8 cr
Organic Chemistry with laboratory (not upper level credits) .....	8 cr
Inorganic Chemistry with/without laboratory ..	3 / 4 cr
Physical Chemistry with/without laboratory .....	3 / 4 cr
Instrumental Analysis .....	4 cr
Calculus .....	6 / 8 cr
Physics .....	4 cr

Remaining credits are to be taken in Chemistry electives which fulfill minimum requirements. At least one upper level course in addition to instrumentation must include a laboratory (physical, inorganic, advanced organic or biochemistry).
- The GRE Subject Test in Chemistry evaluated at 24 credits (15 lower, 9 upper), plus at least 12 additional credits. Because the GRE does not include any laboratory component, students who use this option are required to complete two upper level laboratory courses; at least one of these should be a laboratory course in instrumentation unless the student meets this outcome through job experience.

**Recommendation:** Computer Literacy and Statistics.

### Student Learning Outcomes

Students who graduate with a concentration in Chemistry should be able to:

1. demonstrate thorough knowledge of general and organic chemistry, calculus, and physics to support upper level courses;
2. demonstrate upper level knowledge in at least three of the five areas of chemistry to provide a broad understanding of the fields;
3. demonstrate laboratory skills in at least two different upper division areas of chemistry, in addition to those in basic organic chemistry;
4. demonstrate skills in instrumentation;
5. utilize information literacy skills to find and read articles in chemical literature; and
6. demonstrate skills in technical writing and oral communication through lab reports, research papers, and oral presentations of their work.

### **Child and Youth Development**

The Child and Youth Development concentration is uniquely designed for after school and youth work professionals and is based on a set of outcomes and established competencies. Graduates will have the theoretical framework, professional skills and knowledge needed to create and maintain a safe, healthy learning environment; advance children and youth's physical and intellectual competence; provide positive guidance and support for social and emotional development; establish productive relationships with families; and ensure a well-run purposeful program that is responsive to children and family needs.

#### **Concentration Requirements:**

Principles and Best Practices in After School and Youth Program .....	3 cr
Program Environment & Curriculum Development .....	3 cr
Child and Adolescent Development .....	3 cr
Supervision & Leadership .....	3 cr
Children, School & Community .....	3 cr
Positive Guidance & Classroom Management .....	3 cr
Psychology of Exceptional Children .....	3 cr
Principles of Positive Youth Engagement .....	3 cr
Approved Electives from the following topic areas .....	9 cr
Curriculum Development	
Social and Behavioral Science	
Program Management	
Child & Youth Development Capstone	
Or Practicum .....	3 cr

#### Prerequisites:

Introduction to Psychology  
Introduction to Sociology

Note: Practicum required for those students who do not have after school/youth work experience.

#### Student Learning Outcomes:

Students who graduate with a degree in Child and Youth Development should be able to:

1. Understand and apply child and youth development concepts in designing the learning environment;
2. Explain the history of youth program movement;
3. Apply learning theory to program development;
4. Develop a safe learning environment;
5. Articulate the importance of and be able to intentionally develop programs involving children and youth;
6. Apply principles of management to running youth programs;
7. Understand diversity; and building relationships with child, family, school, and community;
8. Recognize and be able to assist families in crisis;
9. Demonstrate technology literacy and understand the impact of technology on today's youth; and
10. Pull together and assess their learning in child and youth development through a project or practicum.

### **Child Study**

Four Child Study concentration options are outlined below. Option A and Option B are for students not interested in teacher certification. Option D is for students who want a concentration in Montessori studies.

**Option A** is for students without an associate degree in Early Childhood Education.

**Option B** is for students who have earned an associate degree in Early Childhood Education.

**Option C** will provide an undergraduate program that will allow the student to move on to a certification or master's degree program in early childhood education.

Option D is for students who want a concentration in Montessori studies.

**Students interested in teacher certification should contact their State Department of Education for current requirements.**

For each option the student must earn at least 15 upper level credits. The core requirements for all three options are:

Introduction to Psychology.....	3 cr
Introduction to Sociology.....	3 cr
Child Development .....	3 cr
Sociology of the Family/Family Studies .....	3 cr

#### **Option A for Students without an Associate Degree in Early Childhood**

1. Core requirements.....12 cr
2. Practicum.....6 cr  
(to be earned through CDA or course work)
3. Completion of credits earned from the following areas .....12 cr  
Introduction to Early Childhood Education, Early Childhood Methods, Children's Literature/Language/Literacy Development,

- Exceptional Child/Special Education/Learning
4. Completion of credits from one of the following areas ..... 6 upper level cr  
Typical/Atypical Development, Family Studies, Social Issues, or another area related to child study proposed by the student and approved by the faculty. Courses should not have an education designation.
- Total .....36 including 15 upper level

**Typical/Atypical Development**

- Behavior Management
- Cognitive Development
- Educational Psychology
- Learning Disabilities
- Psychology of Play
- Abnormal Psychology
- Social/Personality Development
- Speech and Language Acquisition
- Research Methods

**Family Studies**

- Contemporary Family Problems
- History of the Family
- Low Income Families
- Family Interaction Processes

**Social Issues**

- Public Policy
- Sociology of Poverty
- Issues of Class, Race and Gender

In addition, a student should meet the General Education science requirement with a biology or a nutrition course taught in a science department. Students may also be able to earn some of their early childhood and other credits through the portfolio process.

**Option B for Graduates of Associate Degree Programs in Early Childhood Not Interested in Teacher Certification**

1. Core requirements ..... 12 cr
2. Additional courses from early childhood associate degree program ..... 9 cr minimum
3. Six (6) from one of the following areas and nine (9) from the other ..... 15 upper level cr  
Typical/atypical development; the family (including diversity issues)

In addition, a student should meet the General Education science requirement with a biology or a nutrition course taught in a science department. Students may also be able to earn some of their early childhood and other credits through the portfolio process.

**Option C for Students Who Want to Continue on to a Certification Program or a Master's Degree in Early Childhood Education**

A planned interdisciplinary concentration in the Social Sciences with Child Study as the focus, including a research course and the 12-credit core requirements, with

the remaining Social Science credits drawn from the following Social Science areas:

- ◆ typical/atypical development;
- ◆ family studies;
- ◆ creativity;
- ◆ social issues;
- ◆ other appropriate and related subjects proposed by the student and approved by the faculty.

Fifteen (15) credits must be upper level. Charter Oak requires 36 credits in most interdisciplinary concentrations. However, 39 credits should be taken to meet the interdisciplinary major requirements of the Connecticut Department of Education.

In addition, a student should meet the General Education science requirement with a biology or a nutrition course taught in a science department. Students may also be able to earn some of their early childhood and other credits through the portfolio process.

**Student Learning Outcomes**

Students graduating with a concentration in Child Studies should be able to:

1. explain typical and atypical development of children;
2. describe how social issues, including diversity, impact children and families;
3. select and design developmentally appropriate curriculum and activities for young children; and
4. read, comprehend, and apply research in child development, psychology, and sociology that supports the field of child studies.

**Option D for Students who want a concentration with a focus in Montessori studies.**

- Child Development ..... 3 cr
- Sociology of the Family;
- Family Studies ..... 3 cr
- Electives in Early Childhood, Youth Development or related \* ..... 6 cr
- Montessori Education ..... 12-13 cr
- Student Internship;
- Practicum in Montessori Education ..... 6 cr
- Research Methods ..... 3 cr
- Montessori Education;
- Phil. of Montessori Education;
- History of Montessori Education ..... 9 upper cr
- Capstone Course ..... 3 upper cr

**Prerequisites:**

- Introduction to Psychology
- Introduction to Sociology

**NOTE:** In addition, the General Education science requirement should be met with a biology or a nutrition course taught in a Science Department.

\*Examples: Behavior Management, Cognitive Development, Educational Psychology, Learning Disabilities, Psychology of Play, Abnormal Psychology,

Social/Personality Development, Speech and Language Acquisition

### Student Learning Outcomes

Students graduating with a concentration in Child Studies should be able to:

1. explain typical and atypical development of children;
2. describe how social issues, including diversity, impact children and families;
3. select and design developmentally appropriate curriculum and activities for young children;
4. read, comprehend, and apply research in child development, psychology, and sociology that supports the field of child studies; and
5. for those in Montessori track, apply Montessori theory and practice to child studies.

### Communication

Communication is the study of human symbolic behavior and combines the study of theory, methods and application. In addition to helping students learn to impart information and ideas more effectively, communication courses teach students how to analyze a wide range of communicative situations that people experience, including interpersonal, intercultural, organizational, instructional, mediated, rhetorical/public, and small group.

### Concentration Requirements:

1. Communication Theory and Philosophy.....9 cr  
Communication Theory  
Mass Media and Society  
Theories of Human Communication  
Sociology of Communication  
Communication Ethics  
Public Opinion  
Introduction to/History of Mass Media  
Public Speaking  
Intercultural Communication  
Persuasion Theory  
Interpersonal Communication  
Semantics  
Group Communication (not Psychology)
2. Communication Methods/Approaches.....3 cr  
Communication Research  
Essentials of Oral Interpretation  
Media Campaigns  
Media Criticism  
Media Literacy (not Business)  
Organizational Communication  
Quantitative Methods  
Research Design  
Research Methods in Psychology/Sociology

3. Applied Communication.....6 cr  
Advertising  
Argumentation  
Communication Law  
Communication Strategy  
Educational Media  
Journalism  
Print Editing  
Public Relations  
Radio/TV/Film/Broadcasting  
Scriptwriting

Elective credits in communication, speech or speech pathology. Up to 9 of these credits can be in appropriate sociology and/or psychology subjects.....18 cr

Students who wish to specialize within the concentration must complete at least 12 of the required 36 credits in the concentration in one of four areas: print media, visual media, promotional or organizational communication.

### Student Learning Outcomes

Students who graduate with a concentration in Communication should be able to:

1. demonstrate clarity of thought in both written and oral communication;
2. explain communication events from multiple perspectives;
3. understand the multicultural character of communication in contemporary society;
4. articulate a broad knowledge of communication theory and research;
5. apply their knowledge of communication theory and research within a focused domain of communication;
6. demonstrate an advanced level of key communication skills in argumentation and reasoning, and the analysis and use of evidence, persuasion and oral presentations; and
7. demonstrate an understanding of ethical responsibility in all forms of communication.

### Computer Science Studies (also see Information Systems Studies)

The goal of the Computer Science Studies (CSS) concentration is to produce graduates whose strong, balanced and general preparation in computer science prepares them for positions in the workplace or for graduate study. Graduates of the CSS concentration will have the analytical, experimental and professional skills needed to identify, formulate and solve scientific and technical problems throughout their careers; able to address technical, societal and ethical dimensions of computing; and have an awareness of the importance of professional and personal integrity, cultural awareness and ethical behavior in their careers.

### Concentration Requirements:

- Discrete Math \* .....3 cr  
Calculus 1 and 2 \* .....6 cr  
Linear Algebra .....3 cr

Introduction to Computer Science *	3 cr
Algorithm Development and Data Structures	3-6 cr
Software Engineering/Software Systems Design **	3 cr
Networking	3 cr
Database Systems **	3 cr
Computer Architecture/Computer Organization	3 cr

**Electives** (choose from the following):

Examples: Compilers, Analysis of Algorithms, Survey Comparison of Programming Languages, Microprocessors, Operating Systems, or other faculty-approved area.

\* Will not satisfy part of the upper division requirements in the concentration

\*\* Proof of team project experience in one of these areas must be provided. Students may also use documentation to demonstrate these skills as learned on the job.

**NOTES:**

- A maximum of 6 credits obtained from any certification, as approved by Charter Oak State College, may be used in the concentration.**
- Time Restriction:** The 15 upper division credits in a computer related concentration, including the individualized concentration, must be less than seven (7) years old at the time of matriculation unless the student is employed in the computer field or has been actively pursuing formal or informal studies in the computer field. However, older courses may be used as free electives in the overall degree program.
- Duplication of credit:** If examinations have been passed for two or more versions of the same content or if two or more versions of the same course have been taken, credit for the most recent exam/course can be applied towards the degree. Students cannot receive credit for both passing a certification exam and for taking courses that lead to the exam.

**Co-Requisites**

Logic	3 cr
Examples: Programming Logic, Philosophical Logic, Digital Logic and Mathematical Logic.	
Technical Communication	3 cr

**Student Learning Outcomes**

Students who graduate with a concentration in Computer Science Studies should be able to:

- understand computing at all levels, gained by the study of digital logic, computer architecture, operating systems, programming languages, data structures and algorithms, and software system design;
- solve problems based on the application of logic and mathematics to developing, adapting and understanding algorithms and data;
- describe the interdependence of hardware and software;

- develop software programs in a contemporary, high-level language from design through implementation;
- explain the theoretical bases of operating systems and networks;
- work independently in research or development and as a member of a development team;
- explain the history of computing, current technology and its limitations and future directions;
- be competent in communicating technical information;
- design and implement database systems;
- apply principles of ethics; and
- demonstrate an awareness of workforce diversity, including differences in communication styles.

**Criminal Justice**

The concentration in Criminal Justice offers an interdisciplinary foundation within the liberal arts and sciences. Beyond the core of criminal justice academic work, students choose a focus to prepare for a variety of professional roles, including corrections, offender rehabilitation, substance abuse counseling, conflict resolution, policy development, law enforcement and law.

**Concentration Requirements:**

Introduction to Criminal Justice *	3 cr
One of the following	3 cr
Criminology, Sociology of Crime, Nature of Crime, Theories of Crime	
Ethics in Criminal Justice	3 cr.
Diversity in Criminal Justice (examples: ethnicity, gender or race)	3 cr
Statistics	3 cr
Evaluation Research or Research Methods	3 cr
One of the following	3 cr
Computer Programming, Introduction to Computer Science*, Introduction to MIS*	

*Note: Computer Science credits must have been earned no longer than 5 years prior to submitting the concentration proposal.*

One of the following	3 cr
Civil Liberties, Constitutional Law, Civil Rights	
Electives: Additional credits in Criminal Justice subjects or related subject areas	12 cr

\* Will not satisfy part of the upper level requirements in the concentration

**Student Learning Outcomes**

Students who graduate with a concentration in Criminal Justice should be able to:

- explain the scope and nature of the three major components of the criminal justice system: police, courts, and corrections;
- apply the theoretical models that attempt to explain the causes of crime;
- explain how the fair and just operation of the criminal justice system is dependent upon the ethical and

professional behavior of those working in the criminal justice system;

4. understand how to analyze data through the application of research methods and statistics; and
5. communicate effectively.

**Ecological Studies** (see Individualized Studies)

**Economics**

A concentration in Economics may be established through completion of 36 credits following a standard four-year curriculum of basic and advanced study in macro- and microeconomics analysis and in applied fields of economics such as monetary economics, international economics, public finance, economic development, industrial economics, economic history and labor economics. Studies to develop quantitative competence are a prerequisite.

**Concentration Requirements:**

Principles of Macroeconomics.....	3 cr
Principles of Microeconomics .....	3 cr
Money and Financial Institutions.....	3 cr
International Economics .....	3 cr
Intermediate Macroeconomics .....	3 cr
Intermediate Microeconomics or Managerial Economics .....	3 cr
Electives in Economics.....	18 cr
History of Economic Thought	
Labor Economics	
Public Finance	
Financial Economics	
Comparative Economics	
Economics of Health Care	
Economics of Third World Countries	
Economics of Poverty	
Economic Development	

**Student Learning Outcomes**

Students who graduate with a concentration in Economics should be able to:

1. demonstrate an understanding of market systems functioning; including supply and demand, resource allocation, government regulation effects, and the influence of global factors;
2. demonstrate the effects of fiscal and monetary policy;
3. have knowledge of financial institutions functioning, including the Federal Reserve Bank, U.S. banking system, and international influences;
4. recognize the factors causing inflation, unemployment, growth, and recession;
5. demonstrate an understanding of industry structure and organization;
6. explain global economic concepts; including international trade, balance of payments and foreign currency exchange;
7. critically explain the complex interrelationships among economic factors;
8. use quantitative skills for economic problem solving;

9. apply communication skills directly related to economics terminology; and
10. analyze economic policies and contribute to public discussions of economic issues.

**Engineering Studies**

Building on fundamental science and mathematics courses, the Engineering Studies concentration emphasizes a broad education in engineering while permitting a focus in an area of engineering, including but not limited to civil, electrical, chemical, mechanical, and manufacturing.

Students are required to develop modern laboratory skills and to apply computer-aided design software tools. They will engage also in a broad range of studies that encourage understanding of the role of the engineer in a complex and diverse society, the place of the engineer in business organizations and the social processes inherent in interdisciplinary engineering teams.

Engineering Studies students are encouraged to develop strong communication and interpersonal skills.

**Concentration Requirements:**

Calculus 1-2.....	6 cr
Calculus 3 or Multivariate Calculus.....	3 cr
Differential Equations.....	3 cr
Five (5) courses that emphasize a specifically focused traditional engineering area ....	15 cr upper level
Two (2) courses from outside your area of focus.....	6 cr
Engineering Electives.....	3 cr

**Co-Requisites are required in the following areas:**

General Physics with Lab (calculus-based) ...	4 cr lower level
General Chemistry with Lab .....	4 cr lower level
General Biology with Lab, or additional General Physics with Lab or General Chemistry with Lab, as appropriate to area of focus.....	4 cr lower level

**Strongly recommended for students seeking employment in the field:**

- Computer Literacy
- Speech and Technical Writing
- History of Science
- Principles of Management
- Philosophy of Science or Technology or Sociology
- Business Ethics, Engineering Ethics or Legal Ethics
- Human Behavior, Leadership
- Organizational Behavior

Membership in an appropriate technical society or professional organization is recommended to maintain an awareness of current trends and issues.

**Student Learning Outcomes**

Students who graduate with a concentration in Engineering Studies should be able to:

1. apply engineering concepts to solve a broad range of engineering problems;
2. apply engineering principles in performing and designing physical devices and experiments;

3. make engineering measurements;
4. apply software packages to the analysis and development of engineering systems;
5. explain the history of science and the role of technology in a global society;
6. describe current trends and issues in the engineering profession;
7. work effectively in teams;
8. demonstrate awareness of differences, including difference related to culture, communication styles and gender; and
9. comprehend the role of the engineer in various settings; and
10. apply principles of ethics.

**Environmental Studies** (see Individualized Studies)

**Fire Service Administration**

The Fire Service Administration concentration is designed to provide students with a foundation in the principles and practices required to meet the diverse demands of an emergency and administrative management career in a fire service organization. Successful completion of this 45-credit concentration will prepare an individual for a leadership position in the field of fire science.

**Concentration Requirements:**

Fire Prevention.....	3 cr
One of the following.....	3 cr
Fire Dynamics, Fire Chemistry	
Fire Codes and Standards .....	3 cr
Fire Hydraulics .....	3 cr
Fire Detection Systems .....	3 cr
One of the following.....	3 cr
Emergency Scene Operations, Strategy and Tactics	
Building Construction for Fire Science.....	3 cr
Emergency Incident Management .....	3 cr
One of the following.....	3 cr
Chemistry of Hazardous Materials, Process and Transport of Hazardous Materials	
Fire Investigation .....	3 cr
Fire Administration .....	3 cr
One of the following.....	3 cr
Safety Organization and Management, Occupational Health and Safety.	
One of the following.....	3 cr
Fire Service, Legal Issues, Fire Protection Law	
Leadership Theory.....	3 cr
Strategic Planning.....	3 cr

**Co-requisites**

Computer competence (knowledge may be documented in use of computer software). Competence in interpersonal relations.

**Student Learning Outcomes**

Students who graduate with a concentration in Fire Service Administration should be able to:

1. demonstrate an understanding of the development of the field of Fire Protection;
2. explain the factors and physical processes that govern the growth and spread of fire;
3. explain and apply the national fire and life safety codes;
4. demonstrate an understanding of hydraulics as it relates to the flow of water through pipe, hose and fittings;
5. have comprehensive knowledge of various types of fire detection, suppression and notification systems;
6. analyze and manage multi-hazard emergency conditions, and make appropriate strategic, tactical and task decisions to mitigate the incident;
7. demonstrate an understanding of different types of building construction and the fire behavior and collapse characteristics of each;
8. demonstrate an understanding of the chemical and physical properties of chemicals commonly manufactured and used in industry;
9. demonstrate an understanding of the principles of conducting a cause and origin investigation of a fire;
10. have the ability to make strategic and tactical decisions relating to management of a fire service organization in the areas of budgeting, project management, contract negotiations, discipline and conflict resolution;
11. demonstrate an understanding of health and safety standards and regulations that impact on a fire service organization;
12. demonstrate an understanding of the legal principles that impact upon the management of a fire service organization;
13. demonstrate an understanding of factors that relate to successful leadership of groups of people;
14. analyze national, state and local fire loss data and develop appropriate strategies; and
15. develop, implement and revise strategic plans.

**Foreign Languages**

The concentration in Foreign Languages entails multiple aptitudes that prepare the student for citizenship in an increasingly global environment, one that gives students a deeper grasp of a world that includes profound population movements, cross-cultural influences, economic disparities, ethnic and political conflicts, and bio-environmental pressures. Students need to have knowledge of literature, history, culture, and competency in the spoken and written language.

**Concentration Requirements:**

Intermediate Language.....	6 cr
Composition/Reading/Translation *.....	3 cr
Civilization/Culture *.....	6 cr
Literature *.....	6 cr
Electives *.....	6 cr upper level
Related electives (i.e., art history, literature, philosophy, economics).....	9 cr

\* In the specific language

**Recommendation:**

If planning to go for teacher certification or graduate school, Advanced Grammar in the specific language.

**Prerequisite:**

Beginning language .....6 cr or equivalent

**Student Learning Outcomes**

Students who graduate with a concentration in Foreign Languages should be able to:

1. demonstrate familiarity with both the canonical and typical literature of the foreign language;
2. possess an understanding of a range of literary styles and genres;
3. be conversant regarding the major literary figures;
4. demonstrate familiarity with the history of the foreign country or regions where the language is spoken;
5. demonstrate an understanding of the culture of the other country/countries, including dietary customs, mode of dress, celebrations, traditions, societal mores, and cultural identity;
6. demonstrate competency in translation;
7. articulate an understanding of the grammar, syntax, and vocabulary of the foreign language, normally by successfully completing two years of college-level language instruction or its equivalent;
8. evidence an ability to comprehend the foreign language and its linguistic nuances when spoken by others; and
9. communicate in writing in the idiom of the foreign language.

**Geography**

Geography is the science of location. As such, it is concerned with the identification, classification, and locational analysis of peoples and places in the world's major physical and cultural regions. Specifically, geographers try to understand how people use the land they live on and what makes the land different from other areas. Geographic concerns include the nature of places, human impact on the environment and the proper use of land. These concerns have ramifications for travel and tourism, environmental planning, urban, regional and transportation planning, cartography and computer analysis of Geographic Information Systems (GIS).

**Concentration Requirements**

Lower-Level Core Courses (choose four).....12 cr

Examples: Introduction to Geography, World Regional Geography, Introduction to Geographic Information Science, Human/Cultural Geography, Environmental/Physical Geography

Upper-Level Core Courses (choose three) .....9 cr

Examples: Human Geography, Environmental/Physical Geography, Regional Geography (specific countries or areas), Geographic Techniques/Mapping/Geographic Information Systems

**Geography Electives**

Lower/Upper Level Electives .....12 cr

**Capstone**

Field Experience/Application .....3 cr

**Student Learning Outcomes**

Students who graduate with a concentration in Geography should be able to:

1. demonstrate an understanding of the location of the world's geographical features, including physical landscapes/environments and the patterns of human activity, including nations and their major cities;
2. demonstrate an understanding of the origin and nature of the world's cultural regions and their interaction with their physical environment. This will include an understanding of the spatial dimensions of demography, world religions, world languages, geopolitical patterns, and economic regions as a result of patterns of past and present industrial activity and geopolitical ties;
3. demonstrate an understanding of a selection of the introductory concepts, models, analytical techniques, and mapping geographers apply in a work, regional and local context, particularly the use of maps, aerial photographs, and computers for analyses of geographic information (GIS); and
4. explain issues and problems in the world today, including but not limited to: natural hazards and environmental risks, environmental problems and sustainability, economic blocs, cultural regions, international development, and geopolitical conflict.

**Geology**

This concentration follows traditional college curricula from foundation courses through advanced study with credits earned at the appropriate levels. Courses should include physical geology, historical geology, petrology or stratigraphy.

**Co-requisites**

1 year of Chemistry, Mechanical Physics I and Calculus I and II.

**Recommendation:** Computer Literacy.

**Concentration Requirements:**

Introduction to Physical Geology .....3 cr lower level  
Evolution of Earth .....3 cr lower level  
Mineralogy.....3 cr lower level  
Petrology ..... 3 cr upper level  
Environmental Geology ..... 3 cr upper level  
Stratigraphy and Sedimentology ..... 3 cr upper level  
Tectonics ..... 3 cr upper level  
Field Geology .....2-3 cr upper level  
Electives in geology .....12 cr lower/upper level

**Student Learning Outcomes**

Students who graduate with a concentration in Geology should be able to:

1. apply and interpret relative and absolute dating techniques with respect to the geologic record;
2. identify basic rock types and minerals (common sedimentary, igneous, and metamorphic rocks; common rock forming minerals);
3. explain basic earth processes in a plate tectonic context, including the rock cycle, mountain building, and patterns of earthquake and volcano occurrence;
4. demonstrate familiarity with global and regional geology, including geologic time, major events in earth history, and the evolution of life;
5. apply geological knowledge to current environmental issues, such as water quality, geological hazards, natural resources, and the evolution of life; and
6. describe geological phenomena in terms of the physical and chemical processes, which drive them.

### Health Care Administration

Health Care Administration concentration is designed to provide professionals working in the health care industry with the knowledge required to create, implement and efficiently administer programs and services delivered by health care organizations.

#### **Concentration Requirements:**

Health Care Systems and Administration .....	3 cr
Health Care Quality Concepts and Principles .....	3 cr
Financial Accounting.....	3 cr
Health Care Finance/Business Finance .....	3 cr
Economics of Health and Health Care .....	3 cr
Contemporary Ethical Issues in Health and Health Care .....	3 cr
Regulatory & Accrediting Agencies and Requirements for Health Care Organizations.....	3 cr
Human Resource Management .....	3 cr
Strategic Management in Health Care Administration ...	3 cr
One of the following .....	3 cr
Leadership in Health Care Administration, Leadership Practices, Team Leadership	
Electives in Business, Management, MIS, Informatics, Health Care or in an approved related field.....	6 cr
Total .....	36 cr

#### **Co-requisites**

Three (3) credits in Statistics. Student must be able to demonstrate a working knowledge of Medical Terminology.

Individuals who plan to seek licensure in Health Care Administration or other public health capacities should investigate the requirements of such licensure. **A degree from Charter Oak State College is not a professional degree and does not guarantee or assure automatic qualification for certification.** However, the bachelor's degree provides the courses needed for entry into a graduate program.

#### **Student Learning Outcomes**

Students who graduate with a concentration in Health Care Administration should be able to:

1. describe the different types of health care delivery systems and services;
2. compare past, present, and anticipated changes in the health care environment;
3. demonstrate an appreciation of factors that impact behavior in the health care field;
4. use research methods appropriate to the field;
5. demonstrate an understanding of human resource management policies and procedures;
6. demonstrate an understanding of the importance of diversity in the workplace;
7. evaluate the legal and ethical issues related to the health care field;
8. identify regulatory and accrediting agencies and requirements;
9. demonstrate an understanding of patient rights measures;
10. demonstrate an understanding of how health care quality is delivered, measured, and monitored;
11. describe various payment sources and the populations they serve;
12. demonstrate an understanding of economic factors that influence health care decisions;
13. demonstrate an understanding of health care financial risk;
14. demonstrate an understanding of health care risk management;
15. evaluate and interpret financial information and performance;
16. assess customer service and client satisfaction;
17. identify process improvement concepts and principles and apply them to the health care field;
18. demonstrate an understanding of computer applications used in health care;
19. demonstrate and apply decision-making strategies related to the health care field;
20. demonstrate communication, teamwork, and leadership skills;
21. demonstrate an understanding of ethical responsibilities in business and clinical practices;
22. demonstrate leadership competencies;
23. demonstrate an understanding of global factors affecting the health care industry; and
24. identify and apply strategic management principles and concepts.

### Health Studies

The Health Studies concentration is designed for health care practitioners. It is designed to prepare them to to function in a dynamic health care environment and to expand on current knowledge and skills. It is also designed to provide students with the ability to organize information for communicating clearly with consumers, the community, and members of the health care team. The concentration defines health broadly and holistically. It requires a strong base of health knowledge and a solid

understanding of the factors that influence health behaviors.

**Concentration Requirements:**

Anatomy and Physiology *	6-8 cr
Microbiology	3-4 cr
Health Care Professions	12 cr
Health Promotion and Disease Prevention	3 cr
Examples: Wellness, Communicable Disease	
Public Health Policy	3 cr
Examples: Health Care Delivery Systems, Public Health, Health and Economics, Public Health Policy	
General Psychology *	3 cr
Lifespan Developmental Psychology *	3-6 cr
One of the following	3 cr
Abnormal Psychology, Medical Sociology, Counseling, Minorities, Diversity, Psychology of Personality, Drug and Alcohol Abuse	

**Electives:** Additional credits, if needed, to achieve 36 credits in the concentration.

**A course in research is strongly suggested for students planning to go on to graduate school.**

\* Will not satisfy part of the upper division requirements in the concentration.

**Student Learning Outcomes**

Students who graduate with a concentration in Health Studies should be able to:

1. demonstrate knowledge of core biological and psychological concepts that impact human health;
2. demonstrate core knowledge of human development and its relationship to health and health behaviors across the lifespan;
3. utilize a comprehensive and holistic approach in assessing health needs of individuals and populations;
4. collect, interpret, and evaluate health information in order to contribute to consumer knowledge and health care delivery systems;
5. integrate and apply appropriate health promotion and disease prevention strategies in a variety of community/health care settings;
6. analyze influences of public health policy and global health concepts on individuals and health care delivery systems;
7. interpret different care delivery systems and interdisciplinary roles in the health and wellness; and
8. employ effective communication and problem-solving skills to improve the health of humans across the lifespan and in a variety of settings.

**History**

The study of History incorporates the essential elements of liberal learning, namely, acquisition of knowledge and understanding, cultivation of perspective, and development of communication and critical-thinking skills. It reflects concern for human values and appreciation of contexts and traditions.

History, in contrast to many other fields of study, is a discipline in which there is no standard content, no prescribed sequence of courses. The coherence of a history major therefore depends upon the success that students, teachers, and counselors, working together, achieve in developing clear organizing principles for their work.

In addition to the History concentration being coherent, it should include breadth. To insure breadth and to give students an understanding of their own history as well as the history of at least two other countries, students must take one course in each of the following three areas:

United States History	3 cr
European, Canadian, Latin American, Caribbean or Australian History	3 cr
Middle Eastern, African, Asian and the Pacific, or Russian History	3 cr
History electives	27 cr

**Student Learning Outcomes**

Students who graduate with a concentration in History should be able to:

1. participate knowledgeably in the affairs of the world around them, drawing upon understanding shaped through reading, writing, discussions, and lectures concerning the past;
2. see themselves and their society from different times and places, displaying a sense of informed perspective and a mature view of human nature;
3. conduct research based on historical reasoning and build clear and well supported arguments; and
4. exhibit sensitivities to human values in their own and other cultural traditions and, in turn, establish values of their own.

**Human Services** (see Applied Behavioral Science).

**Information Systems Studies**

The goal of the Information Systems Studies concentration is to prepare individuals for positions that use information technology to develop computer-based systems that support organizations. These positions involve the use of information technology to acquire, organize and communicate data; coordinate processes; and make decisions. Our graduates will be broadly educated and able to address business, technical, societal and ethical dimensions of information systems and should have an awareness of the importance of professional and personal integrity, cultural awareness and ethical behavior in their careers.

**Concentration Requirements:**

One of the following	3 cr
Introduction to Information Systems *	
Introduction to Information Technology *	
Logic *	3 cr
Examples are Programming Logic, Philosophical Logic, Digital Logic and Mathematical Logic.	
Introductory Statistics *	3 cr

- Database Management and Design.....3 cr
- Systems Analysis and Design ..... 3-6 cr
- Two of the following..... 6 cr
  - Computer Organization, Computer Networking, Software Engineering.
- One or more of the following business or organizational related courses..... 3 or more cr
  - Accounting, Management, Marketing, Finance, Strategic Processes.

**Electives:** Additional credits in information systems subjects to achieve 36 credits in the concentration

**Note: A maximum of 6 credits obtained from any certification, as approved by Charter Oak State College, may be used in the concentration.**

\* Will not satisfy part of the upper level requirements in the concentration.

Proof of team project experience must be provided. Students may use documentation to demonstrate these skills as learned on the job.

**Student Learning Outcomes**

Students who graduate with a concentration in Information Systems should be able to:

1. collect, analyze and interpret information which includes:
  - a. being able to use current software applications of the computer; and
  - b. collecting, analyzing, interpreting and reporting numerical and graphical data.
2. design and implement computer information systems programs;
3. know the theoretical and logical understanding of computer architecture and operation, and be able
  - a. to evaluate and select appropriate computing and related telecommunication technologies to satisfy needs and solve problems in a global economy; and
  - b. to acquire technological competencies for future developments;
4. understand and apply the functions and operations of an organization, including accounting, management, marketing, finance, and other related faculty-approved business or organizational content;
5. demonstrate an understanding of the historical development, current status and future trends of computing to enable students to adapt easily to rapid changes in computer technology;
6. demonstrate an understanding of the social, psychological, ethical, political, economic and environmental impacts of computing technology;
7. work effectively with others on teams; and
8. explain how information technology supports a global economy by helping to overcome cultural, national and diversity issues.

**Interior Design Management**

- Global Economics .....3 credits
- Small Business Mgmt .....3 credits
- Organizational Behavior .....3 credits
- Leadership( org or bus) .....3 credits
- Business Ethics or Personal and Org. Ethics .....3 credits
- Interior Design Courses
  - from Associate Degree ..... 18 credits
  - Capstone Course in Interior Design Mgmt .....3 credits

**Pre-Requisites:**

- Micro or Macro Economics .....3 credits
- Introduction to Management .....3 credits
- Introduction to Marketing .....3 credits
- Business Law .....3 credits
- Associate degree in interior design

The concentration in interior design management is designed for students who have associate degrees in interior design (or the equivalent) and who want to develop their own small business or move into a supervisory or management position.

Students who graduate with a concentration in interior design management should be able to:

1. identify, research, and creatively solve problems pertaining to the function and quality of the interior environment;
2. perform services relative to interior spaces, including design analysis programming, space planning and aesthetics;
3. use specialized knowledge of interior construction, building codes, equipment, material, and furnishings;
4. prepare drawings and documents relative to the design of interior spaces in order to enhance and protect the health, safety, and welfare of the public;
5. develop a small business plan;
6. implement marketing concepts related to the interior design business; and
7. implement business leadership skills.

**Judaic Studies**

The Judaic Studies concentration will include such areas as the Bible, Talmud, Law, Ethics, Religious Thought, Philosophy, Literature, Hebrew, and History. Students will be exposed to a variety of texts both ancient/classical and contemporary. Students will have the opportunity to study these subjects and gain a knowledge and understanding of the textual materials as well as critical thinking and analytical skills that can be used in other disciplines. Students must also demonstrate proficiency in reading and translating Hebrew through Hebrew language courses or courses that use Hebrew texts.

**Concentration Requirements:**

- Bible ..... 3 cr
- Law ..... 3 cr

Philosophy/Ethics .....	3 cr
History .....	3 cr
Talmud.....	3 cr
Judaism and Contemporary Society .....	3 cr
Examples: Judaism and Business or Judaism and Medical Ethics	
Literature .....	3 cr
Electives**.....	15 cr

**Prerequisites:**

Hebrew .....	6 cr
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\*\* Must relate to concentration

**Student Outcomes:**

Students who graduate with a concentration in Judaic Studies should be able to:

1. read and utilize primary and secondary source materials;
2. critically interpret Judaic concepts;
3. discuss the historical development of Judaism as a world religion (e.g., Ancient Judaism, Medieval Judaism, the Haskala [Jewish Enlightenment] and the encounter with modernity);
4. demonstrate an appreciation and understanding of the significance of the Torah, Talmud and Bible in Judaism and their place in contemporary society;
5. use critical and analytical thinking skills in applying theory to practice; and
6. demonstrate a foundation in Jewish law and tradition, and the skills to approach the texts independently.

**Literature**

The Literature concentration is designed to provide the students with a broad background in English and American literature, some exposure to non-Western literature, and training in the critical skills of reading, interpretation and analysis.

**Concentration Requirements:**

A concentration designated as Literature may be established in one of two ways:

**Option 1**

American Literature.....	6 cr
English Literature.....	6 cr
Non-Western Literature.....	3 cr
Literary Criticism.....	3 cr
Literature Electives*.....	18 cr

\*Electives may be used for the upper level credits and for an area of emphasis.

**Option 2**

The GRE Subject Test in Literature, evaluated at 18 credits (15 lower, 3 upper), plus 18 credits approved by the faculty, beyond the lower level, and at least 12 of which must be upper level. Introductory English and American Literature courses or CLEP tests will be duplicative.

A concentration with more than 6 credits in imaginative, editorial, critical or technical writing should be proposed as Applied Arts.

Students intending to go on to graduate school should include some work in genre studies (poetry, drama, the novel), history of the English language, and the history or theory of literary criticism.

**Student Learning Outcomes**

Students who graduate with a concentration in Literature should be able to:

1. demonstrate understanding of literary traditions and themes in American and English literature and the literature of non-Western society;
2. explain the foundational elements of literary analysis, such as plot, setting, character, point of view, theme, and cultural expectations;
3. understand the traditional literary genres such as poetry, drama, and prose fiction; and
4. demonstrate an understanding of literary criticism.

**Mathematics**

The Mathematics concentration is designed to increase the mathematical understanding of students by acquainting them with a broad range of math courses that emphasize concepts, procedures, and problem solving, including algebra and analysis.

**Concentration Requirements:**

A concentration designated as Mathematics may be established in one of two ways:

1. Required Courses:
 

Calculus 1.....	3 cr
Calculus 2.....	3 cr
Calculus 3.....	3 cr
Linear Algebra.....	3 cr
Abstract or Modern Algebra.....	3 cr
Real Analysis, Complex Analysis or Variables, or Advanced Calculus .....	3 cr
Upper level electives .....	6 cr

    Must include at least two upper level sequential courses in the same area, such as Real Analysis and Complex Analysis; Geometry, Topology or Graph Theory; Calculus-Based Probability and Statistics; Abstract Algebra 1 and 2.

    Math Electives.....12 cr
2. The GRE Subject Test in Mathematics, evaluated at 24 credits (15 lower, 9 upper), plus 12 credits beyond the freshman level to include at least 6 upper level credits which may be selected from such areas as analysis, Calculus-Based Probability and Statistics, Abstract or Modern Algebra, Topology, and Set Theory.

**Recommended:** History of Mathematics. Knowledge of computer spreadsheets packages, especially Excel.

**Pre- or Co-Requisites**

Computer language; laboratory-based science

**Student Learning Outcomes**

Students who graduate with a concentration in Mathematics should be able to:

1. demonstrate knowledge of subject matter across the full range of mathematics curriculum;

2. demonstrate depth of knowledge in one specific area of mathematics by completing at least two sequential upper level courses;
3. develop competence in writing formal mathematical proofs;
4. develop an awareness of the historical evolution of mathematics and the role mathematics plays in society;
5. demonstrate competency in at least one computer programming language; and
6. demonstrate awareness of math concepts in a lab-based science.

Students planning to go on to graduate school in mathematics should consult catalogs of colleges which they plan to attend. Because of the diversity in programs, prerequisites vary. For instance, undergraduate courses in calculus-based statistics and geometry are required for graduate courses in these areas.

### **Music History**

Essential competencies for a concentration in Music History are similar to those in Applied Music but with less emphasis on music-making (performance, conducting, composition, etc.) and more on the study of music through intellectual modes of inquiry. A minimum level of competency in musicianship is expected.

#### **Concentration Requirements:**

1. Music Theory  
Four (4) courses at 3 credits each <sup>1</sup>..... 12 cr lower level  
Applicable courses may have different names such as Theory, Musicianship, Harmony, Musical Structure, etc. Accredited music programs typically have a four-semester core sequence of such courses intended for students with a major or concentration in Music. The central, though not necessarily the sole objective of this sequence is to become proficient with the materials, procedures and syntax of common-practice tonal music in Western culture.  
It is expected that aural skills training (e.g., sight singing, dictation, etc.) will be included in these twelve credits. Some institutions offer aural skills as a separate, parallel course sequence, and such courses may need to be incorporated here if those skills are not integrated within the Theory sequence.
2. Music History  
Two (2) courses at three credits each <sup>2</sup> ..6 cr lower level  
Applicable courses are those that focus on a survey of music history and literature from different style periods. Accredited music programs typically have a two- or three-semester sequence of such courses beginning at the sophomore level intended for students with a major or concentration in Music. One course on a topic outside the Western classical tradition (music of non-Western cultures, jazz or popular music, etc.) may be included here.

3. Additional courses in music..... 18 cr including 15 upper level  
Choose from the following: Music History or Literature courses dealing with composers, periods or genres; Advanced topics in Theory or Analysis; Composition; Applied Music; Interdisciplinary topics in which music is an integral component.
  - <sup>1</sup> Beginning music-reading and materials courses (e.g., "Fundamentals") intended for students with no prior background in music may be taken as prerequisite preparation for theory courses but may not be included among the 12 credits.
  - <sup>2</sup> Introductory literature courses (e.g., Music Appreciation, Introduction to Music, etc.) intended for students with no prior background in music may be taken as prerequisite preparation for History courses but may not be included among the 6 credits.
  - <sup>3</sup> No more than 6 of these 18 credits may be from Composition or Applied Studies.

#### **Student Learning Outcomes**

Students who graduate with a concentration in Music History should be able to:

1. read music scores and demonstrate functional keyboard skills, aural skills training and performance studies at a basic level;
2. investigate and compare music literature, genres, composers and performance practices within the cultural contexts of various historical periods and geographic regions; and
3. present research, including independent findings and interpretations, in a style appropriate to the discipline.

### **Music Theory**

Essential competencies for concentrations in Music Theory or Music History are much the same as those for Applied Music, but with less emphasis on music-making (performance, conducting, composition, etc.) and more on the study of music through intellectual modes of inquiry. In either of these concentrations, a minimum level of competency in musicianship is expected.

#### **Concentration Requirements:**

1. Music Theory <sup>1</sup> ..... 12 lower level cr  
Applicable courses may have different names, such as Theory, Musicianship, Harmony, Musical Structure, etc. Accredited music programs typically have a four-semester core sequence of such courses that are intended for students with a major or concentration in music. The central, though not necessarily the sole, objective of this sequence is to become proficient with the materials, procedures, and syntax of common-practice tonal music in Western culture.  
It is expected that aural skills training (e.g., sight singing, dictation, etc.) will be included in these 12 credits. Some institutions offer aural skills as a separate, parallel course sequence, and such courses

may need to be incorporated here if these skills are not integrated within the theory sequence.

2. Music History<sup>2</sup> .....6 lower level cr  
Applicable courses are those that focus on a survey of music history and literature from different style periods. Accredited music programs typically have a two- or three-semester sequence of such courses beginning at the sophomore level that are intended for students with a major or concentration in music. One course on a topic outside the Western classical tradition (music of non-Western cultures, jazz or popular music, etc.) may be included here.
3. Additional courses in Music, chosen from the following: ..... 18 cr, of which 15 must be upper level Music History or Literature dealing with composers, periods or genres; advanced topics in Theory or Analysis; interdisciplinary topics in which Music is an integral component; Composition<sup>3</sup>; Applied Music<sup>3</sup>.

<sup>1</sup> Beginning music-reading and materials courses (e.g., "Fundamentals") intended for students with no prior music background may be taken as prerequisite preparation for theory courses, but may not be included among the 12 credits.

<sup>2</sup> Introductory literature courses (e.g., Music Appreciation, Introduction to Music Literature, etc.) intended for students with no prior background in music may be taken as prerequisite preparation for history courses, but may not be included among the 6 credits.

<sup>3</sup> No more than 6 of these 18 credits may be from Composition or Applied Studies.

### Student Learning Outcomes

Students who graduate with a concentration in Music Theory should be able to:

1. read music scores and demonstrate functional keyboard skills, aural skills training, and performance studies at a basic level; and
2. conduct independent music analyses using appropriate and varied methodologies, and present the analytic results in writing, in a style appropriate to the discipline.

### Optical Business Management

The Optical Business Management concentration is geared for practicing opticians who have received on-the-job training or who have completed an associate degree in opticianry. Credit for completion of the following professional exams/courses will be granted toward fulfillment of aspects of the optical requirements: National Opticianry Competency Exam sponsored by the American Board of Opticianry, or (A.B.O.), the Contact Lens Registry Examination sponsored by the National Contact Lens Examiners, (N.C.L.E.), and the Principles of Refraction course (sponsored by the Opticians Association

of America, or O.A.A.). Credit through special assessment also may be granted for the ABO Advanced Certification Exam, the NCLE Advanced Certification Exam, the ABO Master's Exam, and the Fellowship Exam for Contact Lens Society of America. Certain state licensing exams for opticians and professional courses also may be recognized for credit through portfolio assessment.

*Note: The Individualized Studies concentration may be a better alternative for practicing opticians who do not have an associate degree.*

### Concentration Requirements:

Ophthalmic Dispensing .....	9 credits
Ophthalmic Materials .....	9 credits
Contact Lenses .....	6 credits
Anatomy and Physiology of the Eye .....	3 credits
Accounting (Managerial and Financial) .....	6 credits
Principles of Management .....	3 credits
Organizational Behavior .....	3 credits
Marketing .....	3 credits
Human Resources Management .....	3 credits
Organizational Communication .....	3 credits
Business Law .....	3 credits
One of the following three: .....	3 credits
Small Business Management, Optical Business Management, Entrepreneurial Enterprises	
Business Elective or Related Area .....	3 credits

### CoRequisites

Information Systems (no older than 5 years) .....	3 credits
Statistics .....	3 credits
Economics .....	3 credits
Speech .....	3 credits
General Psychology .....	3 credits
Ethics .....	3 credits

### Student Learning Outcomes

Students who graduate with a concentration in Optical Business Management should be able to:

1. demonstrate the ability to competently fulfill the professional responsibilities of a certified or licensed optician or optometric technician;
2. demonstrate the ability to effectively communicate with patients and other eyecare professionals;
3. demonstrate the ability to effectively work in concert with other eyecare professionals;
4. demonstrate an understanding of the major elements that comprise successful optical business management;
5. demonstrate the skills and tools necessary to design, implement and evaluate a formal management plan and the ability to effectively lead and work in teams with subordinates;
6. understand and apply organizational processes;

7. apply practical skills essential for success in their chosen profession, including interpersonal communications, critical thinking, and problem solving; and
8. identify and implement strategies for planning, decision-making, problem solving, and conflict resolution within an ethical framework.

**Organizational Leadership**

The concentration in Organizational Leadership is designed for adults who are seeking leadership and supervisory roles or who are already in those roles and want to enhance their leadership skills. It will develop the skills necessary for serving in leadership roles in business, government, and non-profit sectors.

**Concentration Requirements:**

Principles of Management .....	3 cr
Marketing .....	3 cr
Organizational Behavior .....	3 cr
Organizational Change or Organizational Theory .....	3 cr
Organizational Communication .....	3 cr
Leadership .....	3 cr
Human Resources Management.....	3 cr
Team Leadership.....	3 cr
Organizational Ethics.....	3 cr
Diversity in the Workplace.....	3 cr
Electives.....	6 cr

Examples: Social Problems and Their Impact on the Workplace, Strategic Planning, Project Management, business elective.

**Pre or Co-requisites**

Macroeconomics or Microeconomics.  
 Management Information Systems (no older than 5 years).  
 International component can be met through general education requirement.

**Student Learning Outcomes**

Students who graduate with a concentration in Organizational Leadership should be able to:

1. demonstrate an understanding of the major elements that comprise successful leadership;
2. understand and apply organizational processes;
3. apply practical skills essential for success in their chosen professions and in their personal lives, including interpersonal relations, problem solving, team building, collaboration, motivation, and communication;
4. think creatively, ethically, and logically;
5. demonstrate an understanding of globalization’s effects and opportunities;
6. demonstrate the ability to effectively work in teams by integrating organizational and management theory with interpersonal competence; and
7. assess leadership effectiveness using a coherent leader/follower model.

**Organizational Management**

The Organizational Management concentration is intended for individuals who work in an administrative or supervisory capacity and who would therefore benefit from gaining an international perspective and skills in business-related areas, including accounting, personnel management, marketing, business law, business communication, and business ethics.

**Concentration Requirements:**

Principles of Management .....	3 cr
Financial Accounting.....	3 cr
Marketing .....	3 cr
Business Law .....	3 cr
Managerial Finance .....	3 cr
Globalization/International Business.....	3 cr
Organizational Behavior .....	3 cr
Human Resources Management.....	3 cr
Organizational Communication .....	3 cr
Project Management or Operations Management.....	3 cr
Strategic Planning.....	3 cr
Upper level elective.....	3 cr

Examples: Leadership, Sociology of the Workplace, Business Management, Project Management, Small Business Management, E-commerce, or other as approved by faculty.

**Prerequisites**

Macroeconomics .....	3 cr
Microeconomics.....	3 cr

**Co-Requisites**

Management Information Systems (no older than 5 years).....	3 cr
Managerial Accounting .....	3 cr

**Student Learning Outcomes**

Students who graduate with a concentration in Organizational Management should be able to:

1. identify and implement best practices in business for planning, decision-making, problem solving, and conflict management within an ethical framework;
2. communicate clearly and effectively in both written and oral forms, taking responsibility for all facets of the process, including active listening;
3. develop a marketing plan that reflects awareness and appreciation for the essential concepts of marketing;
4. design a strategic plan that employs strategic thinking, visioning and the development of strategies intended for organization improvement;
5. employ methods of inquiry and dialogue to stay abreast of ongoing changes in the business world and the world at large;
6. implement strategies to direct individuals and processes in an organization;
7. demonstrate the skills and tools necessary to design, implement and evaluate formal projects; and

- demonstrate the ability to effectively lead and work in teams by integrating organizational and management theory.

### **Philosophy**

Philosophy is the study of the most fundamental issues concerning reality, knowledge, and value, and of the basic concepts, principles, and arguments of the major intellectual disciplines. Its fields include metaphysics, epistemology, logic, ethics, history of philosophy, political philosophy, aesthetics, and philosophy of science, philosophy of mind, philosophy of language, philosophy of law, and philosophy of religion.

#### **Concentration Requirements:**

History of Philosophy .....	6 cr
Two courses in pre-Twentieth Century philosophy	
Contemporary Philosophy.....	6 cr
Value Theory .....	3 cr
Logic.....	3 cr
Metaphysics or Epistemology (i.e., Philosophy of Science, Mind, Religion, Theory of Knowledge) .....	3 cr
Credits in philosophy or related area .....	15 cr

#### **Student Learning Outcomes**

Students who graduate with a concentration in Philosophy should be able to:

- articulate an understanding of some of the great philosophers of the past from more than one historical period and preferably from more than one tradition;
- articulate an understanding of some of the major fields of philosophy;
- formulate philosophical problems and identify and evaluate proposed solutions to them;
- identify and display a critical understanding of some issues concerning values, e.g., in ethics (theoretical or applied), aesthetics or political philosophy;
- demonstrate knowledge of the basic principles of logic and argumentation, particularly in deductive and inductive reasoning;
- read a philosophical text critically, extract an argument from it, and evaluate the argument; and
- demonstrate mastery of the fundamental techniques of intellectual inquiry, effective writing and speaking, active reading, and critical and imaginative thinking.

### **Physics**

The Physics concentration is designed to help students understand the concepts of classical and modern physics while also developing their ability to solve quantitative problems in these areas. It provides opportunity for students to acquire the skills necessary to perform experimental work. The program should develop the student's ability to communicate, in form and content, both verbally and in writing, the results of scientific work. The Physics concentration offers a background suitable for students planning to pursue graduate study or careers in industry, research or teaching. It also provides a solid foundation for any career requiring analytical reasoning.

#### **Concentration Requirements:**

A concentration designated as Physics may be established in one of two ways:

- Completion of 36 credits, at the appropriate levels, which should include four semesters of General Physics with Lab, plus credits for two years of college-level mathematics through Calculus and Differential Equations or other advanced mathematics. The upper level component should include Modern Physics and Quantum Mechanics.
 

General Physics with Lab.....	16 cr
Modern Physics.....	3 cr
Quantum Mechanics .....	3 cr
Calculus I, II, and III .....	9 cr
Differential Equations .....	3 cr
Physics Electives.....	2-3 cr
- The GRE Subject Test in Physics, evaluated at 24 credits (15 lower, 9 upper) and at least 12 additional credits with 6 credits at the upper level in faculty approved courses.

#### **Student Learning Outcomes**

Students who graduate with a concentration in Physics should be able to:

- demonstrate an understanding of the concept of classical and modern physics, and
  - demonstrate an understanding of the fundamental laws of classical physics, their consequences and limitations, by solving qualitative and quantitative problems using Newton's Laws, Maxwell's Equations, and the Laws of Thermodynamics;
  - demonstrate an understanding of the fundamental laws of modern physics and their consequences by solving qualitative and quantitative problems using the laws of Special Relativity and Quantum Theory;
- formulate and solve quantitative problems by identifying the conceptual underpinnings and determining how relevant physical quantities are related;
- experimentally investigate physical phenomena by performing experiments in classical and modern physics using appropriate instruments, analysis of data and interpretation of results; and
- communicate, in form and content, both verbally and in writing, the results of scientific work by writing reports of laboratory experiments and by orally presenting scientific findings.

### **Political Science**

Political Science is the study of government and public policy and of the political behavior of individuals, groups, and institutions. Political Science provides an understanding of issues such as international diplomacy, environmental, economic, and health care policy, and election campaigns.

### Concentration Requirements:

At least 3 credits beyond the freshman level must be completed in each of the areas below.

1. Comparative Political Systems .....3 cr  
Includes country-specific, comparative political systems and political development courses.
2. International Relations.....3 cr  
Includes courses in international relations, international law and organizations, conflict and peace studies, political economy and American or comparative foreign policy.
3. Political Theory.....3 cr  
Includes courses in political thought, theory and philosophy.
4. Methodology .....3 cr  
Includes courses in political or social science research methodology. Courses in econometrics or sociological research may apply to this category. (Some courses in methodology are listed at the introductory level. Those courses should apply to this category.)
5. United States Government .....3 cr  
Includes courses in public policy, constitutional law, political organization, and state and local government.
6. Electives .....21 cr  
Includes courses and/or tests in any of the above-mentioned areas or in related subject areas.

### Student Learning Outcomes

Students who graduate with a concentration in Political Science should be able to:

1. explain the role of societal values in politics and the policy making process;
2. explain the dynamics of power and politics in the domestic and global contexts;
3. demonstrate an understanding of the basic knowledge of the basic fields of political science: International Relations, American Government, Political Theory, State and Local Government, Public Administration, Comparative Politics, Constitutional Law, Political Science Methodology, etc;
4. analyze the links between politics, values, and policy outcomes;
5. demonstrate an understanding of the fundamentals of politics, political processes and political institutions and identify political problems, patterns such as inequality, group conflict, institutional failure, war, international conflict, terrorism, etc.;
6. identify levels of analysis and actors involved in government and politics; and
7. identify and evaluate relations between political, economic, and social systems.

### Psychology

Psychology is the science of behavior. It covers the behavior of humans, normal and abnormal, and across the life span. The field is concerned with the development of principles of behavior and the application of those

principles to individuals, society, and the institutions of government, business, and mental health.

### Concentration Requirements:

1. Research methods or experimental design.....3 cr beyond freshman level
2. Any of the following areas of psychology .....6 cr  
Cognition, Perception, Psychobiology, Learning and Memory, Experimental, Developmental, Systems Theory/History.
3. Any of the following .....3 cr  
Counseling, Social Psychology, Personality, Clinical/Abnormal, Community/Mental Health.
4. Remaining credits .....24 cr  
These credits should constitute a cohesive program in Psychology and meet the distribution requirements (a minimum of 15 credits at the upper level is required). The GRE Subject Test in Psychology can be used as elective credit towards this requirement (18 credits: 15 lower level, 3 upper level), but does not fulfill any of the subject requirements as listed above.

### Student Learning Outcomes

Students who graduate with a concentration in Psychology should be able to:

1. demonstrate a core of knowledge of the different domains of psychology as well as the content and methods specific to those areas. This includes, but is not limited to, such domains as cognitive, behavioral, physiological, humanistic, social, and developmental;
2. solve problems by applying previous knowledge to a new problem, and distinguishing between psychobabble and scientific findings;
3. write about psychological topics with clarity and logical organization;
4. synthesize information from primary and secondary sources using print and electronic media; and
5. understand psychological phenomena both systematically and empirically.

### Public Administration

The Public Administration concentration is designed to enhance the skills of public administration professionals and to prepare aspiring administrators for a career in the public and non-profit sectors.

Developed by public administrators for public administrators, the concentration provides a multi-faceted overview into the world of government and public management. Key topics include budgeting and resource management, organizational theory, and an emphasis on how modern technology is influencing the public and non-profit sectors.

### Concentration Requirements:

1. State and Local Government .....3 cr
2. Public Finance and Budgeting .....3 cr
3. Ethics in Public Administration .....3 cr

4. Politics & Public Policy .....	3 cr
5. Intergovernmental Relations (state, local, fed, international) .....	3 cr
6. Organizational Theory .....	3 cr
7. Non-Profit Management .....	3 cr
8. Public Policy Analysis .....	3 cr
9. Public Administration Law .....	3 cr
10. Current Issues in Public Administration .....	3 cr
11. Elective in Public Administration or related area ...	3 cr
12. Capstone Project .....	3 cr

**Electives:**

Internship (recommended for someone new to public administration) .....	3 cr.
Human Resource Management .....	3 cr
Grants Writing .....	3 cr
Personal and Org. Communication .....	3 cr
Org and Group Dynamics .....	3 cr
Leadership Practices .....	3 cr
Team Leadership .....	3 cr
Fundamentals of Project Management .....	3 cr

**Need a total of 36 credits of which at least 15 must be upper level.**

**Prerequisites:**

Intro to Public Administration .....	3 cr
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**Co-requisite:**

Micro or Macro Economics .....	3 cr
Research Methods .....	3 cr

**Recommended:**

U.S. Government .....	3 cr
Statistics .....	3 cr
Research Methods .....	3 cr

**Student Learning Outcomes:**

Students who graduate with a concentration in Public Administration should be able to:

1. explain the nature of public organization;
2. explain the nature of the public policy process;
3. identify ways to effectively involve citizens in public decision making;
4. understand the characteristics and apply the values and responsibilities for the public interest as it relates to public and nonprofit leadership;
5. demonstrate the ability to prepare and deliver professional oral presentations and to research and write concise and documented organizational reports;
6. identify and compare public policy and governments in a global context;
7. understand the implications for public organizations and nonprofits in a pluralistic and diverse society and

8. recognize ethical issues in public and nonprofit management and apply a framework for addressing them;
9. apply appropriate strategic models to public policy decision making and evaluation;
10. identify organizational opportunities and public policy challenges and utilize quantitative methodologies in their analysis;
11. demonstrate the ability to apply information technology where appropriate; and
12. properly and effectively use technology to develop and administer public policy;

**Public Safety Administration**

The Public Safety Administration program is designed for the public safety professional. It equips the public safety professional with the skills necessary to work with people, manage change in an organization, create innovation in organizations and utilize communication skills to solve social and organizational problems.

**Concentration Requirements:**

Ethics in Public Safety.....	3 cr
Human and Community Service Delivery .....	3 cr
Cultural Diversity in Public Safety .....	3 cr
Group Dynamics.....	3 cr
Human Resources in Public Safety .....	3 cr
America's Homeland Security .....	3 cr
Political and Legal Systems for the Public Safety Professional.....	3 cr
Counteracting Terrorism .....	3 cr
Research Methodology in Public Safety .....	3 cr
Strategic Planning.....	3 cr
Global Perspectives on Emergency Management.....	3 cr
Capstone Course: Leadership in Public Safety.....	3 cr

Note: Only nine credits can be accepted in transfer. The Capstone course cannot be transferred.

**Student Learning Outcomes**

Students who graduate with a concentration in Public Safety Administration should be able to:

1. discuss current issues, propose solutions, and describe shortcomings in public safety preparation for and response to the threat of terrorism;
2. identify and analyze various cultures and their diverse historical, economic and societal variations within the context of public safety;
3. apply motivational theory and leadership theory to individual and groups functioning in public safety organizations;
4. apply personal and professional ethical accountability in the public safety environment;
5. analyze and apply the political and legal systems model for understanding governmental, legal, and operational problems;
6. discuss the various models and application of public

safety service delivery systems throughout the United States;

7. examine how group behavior affects organizational effectiveness, decision-making, conflict resolution, and strategies for efficient group and task management;
8. analyze problems and needs within the public safety sector, review literature, collect data, measure objectives, and apply analytical skills in a research project;
9. explain the fundamentals and application of strategic analysis and planning in public safety;
10. use effective verbal and non-verbal skills and interpret how they affect personal and professional relationships; and
11. explain the values and perceptions of groups affecting recruiting, training, and evaluation, and identify the current legal issues in human resources as they pertain to the public safety arena.

### **Religious Studies**

The study of religion examines religion in cultures and societies. Knowledge of world religions provides a fuller understanding of humankind in its historical and cultural contexts.

#### **Concentration Requirements:**

Introduction to the Study of Religion .....3 cr  
 Examples: Intro to Religious Studies, Intro to Religion or other 100 level courses in religion.

Role of Religion in Society .....3 cr  
 Examples: Religion and the State, Women, Religion, and Sexuality, Religion and Social Change, Philosophy, Religion and Culture, Social Ethics.

Comparative Religion/World Religion or two courses covering different religions.....3 cr  
 Courses need to include exposure to scriptures

Philosophy/Religious Thought .....3 cr  
 Examples: Medieval and Renaissance Philosophy, Philosophy of Islam, Philosophy of Buddhism, Asian Philosophy, Philosophy of Religion.

Electives in Religion .....6 cr

Remaining credits should help form a cohesive concentration and meet the outcomes outlined above and the academic goals of the student .....18 cr  
 Examples: History of Medieval Europe, Renaissance and Reformation, Bible as Literature, Archaeology: Interpreting the Past, Ancient Near Eastern Myth and Literature, Ethical Issues, Judaic Studies, Pastoral Counseling, or history of any religion.

#### **Student Learning Outcomes**

Students who graduate with a concentration in Religious Studies should be able to:

1. explain the phenomenon of how religion develops and manifests itself in a culture;
2. demonstrate a broad range of understanding of the nature, history and geographic distribution of the

religions in the world today, including Christianity, Judaism, Islam, Buddhism, Hinduism and animism;

3. demonstrate expertise in one religion in particular, including exposure to the texts, history and practices of that religion; and
4. articulate the role of religion in culture, and other expressions of culture, as well as its manifestations in politics, history, art and science.

### **Sociology**

Sociology is the study of group life: its characteristics, values, changes, causes and consequences. It employs scientific and humanistic perspectives in the study of urban and rural life, family patterns and relationships, social change, inter-group relationships, social class, environment, technology and communications, health-seeking behavior, and social movements.

#### **Concentration Requirements:**

Methodology of Social Research .....3 cr  
 Statistics and/or Probability Theory.....3 cr  
 Sociological Theory ..... 3 cr upper level  
 Social Stratification, Organizations, Social Psychology, Urban/Rural Sociology, Family, Ethnic Relations, Social Change ..... 9 cr upper level  
 Electives for a cohesive program of study.....18 cr

An introductory sociology course would be acceptable, but not required, as a component of the concentration. Courses in social work are not acceptable.

#### **Student Learning Outcomes**

Students who graduate with a concentration in Sociology should be able to:

1. use qualitative and quantitative research methodologies, including statistical reasoning, research design, and evaluation of data;
2. demonstrate an understanding of classical and contemporary sociological theory;
3. demonstrate an understanding of substantive sub-specialties in the discipline, e.g., stratification, racial and ethnic groups, gender, family, urban, work, health care, and education;
4. relate sociological research to social policy formation; and
5. demonstrate the relationship between personal experience and societal change within an historical/global context.

### **Technology Studies**

(also see Information Systems Studies)

The Technology Studies concentration is designed for students interested in technical or technological fields. This concentration differs from the Engineering Studies concentration in that it has an applications focus and does not require the same levels of mathematics and science. The concentration attempts to do two things. First, it provides students with the necessary foundational courses that will help ensure success in upper level courses and

allow them to continue learning beyond the degree. Second, the concentration affords students the flexibility to design a technological concentration for a particular field or career path. The Technology Studies concentration is appropriate for students interested in high-level technician and technical management positions.

**Concentration Requirements:**

- Specific technology ..... 12 lower and 15 upper level cr
- Technical Writing.....3 cr
- Computer Programming or Computer Applications .....3 cr
- Choice of one of the following.....3 cr
  - Organizational Behavior, Industrial Psychology,
  - Principles of Leadership, Principles of Supervision,
  - Principles of Management.

**Co-requisites are required in the following areas:**

- College-level Math, including Algebra and Trigonometry .....6 cr lower level
- Statistics or Business Statistics .....3 cr lower level
- Natural science appropriate to the technology, including one with lab.....7 cr lower level

**Strongly recommended for students seeking employment in the field:**

Membership in an appropriate technical society or professional organization is recommended to maintain an awareness of current trends and issues.

At least two of the social science and management courses should include an international component.

**Student Learning Outcomes**

Students who graduate with a concentration in Technical Studies should be able to:

1. collect, analyze and interpret information, which includes:
  - a. using current computer applications;
  - b. accessing technical information and materials from a variety of sources;
  - c. collecting, analyzing, interpreting and reporting statistical data, i.e., descriptive statistics and graphing; and
  - d. representing one's ideas graphically, e.g., computer-aided drafting and design, modeling, sketching;
2. demonstrate an understanding of the social, psychological, political, economic and environmental impacts of technology, including:
  - a. the ramifications of rapid technological change;
  - b. the history of and need for governmental regulation;
  - c. appropriate safety regulations and practices to function safely within a technical environment; and
  - d. the ability to evaluate and choose appropriate technologies to satisfy needs and solve problems in a global economy;
3. be able to communicate effectively;

4. demonstrate technical competencies in a functional area of technology appropriate to the pursuit of a degree. These competencies will vary over time and by specialization. The specialization may include but is not limited to:
  - a. Graphics Civil and/or Construction Engineering;
  - b. Electricity and/or Electronics;
  - c. Industrial and/or Public Safety;
  - d. Manufacturing and/or Automation;
  - e. Environmental bio-related technology;
  - f. Telecommunications
5. perform mathematical calculations appropriate to their technical specialty and be able to determine when a particular mathematical operation is required;
6. apply scientific principles appropriate to their technical specialty; and
7. demonstrate leadership and decision-making skills, including the ability to:
  - a. identify and describe a problem/issue;
  - b. find relationships and draw conclusions;
  - c. determine "optimal" or "best" solutions among several alternatives;
  - d. determine strategies for implementation; and
  - e. evaluate decision-making and action based on various criteria, e.g., ethics, efficiency, principles of TQM; and work cooperatively in teams.

## Concentration Plan of Study

As a Charter Oak State College student, you have the opportunity to have your concentration reviewed by the faculty at the beginning of your degree, and to have a reflective capstone piece evaluated by the faculty at the end of your academic journey. The first piece is called the Concentration Plan of Study, or CPS. The capstone, or final piece is called the Academic Autobiography.

Once you have earned 60 credits, your first task as a bachelor's degree candidate is to plan the direction of your concentration. Your Academic Counselor will give you guidance and you will find the CPS (Concentration Plan of Study) forms to be helpful in determining requirements.

The forms are available in this section of the *Handbook*, and at

<http://www.charteroak.edu/Current/Forms/index.cfm>

Once you have selected the credits that you will include and your counselor has reviewed your choices, you should begin writing your Concentration Rationale.

## Concentration Rationale

### 1. Goals:

First, you are asked to define your goals for pursuing the degree. This may include plans to attend graduate school or plans to satisfy professional or personal aspirations. By clearly stating your goals, the faculty will be able to help you determine if the credits that you have planned "fit" your goals. This section needs to include just a few sentences. It should be clear, concise, and grammatically correct.

### 2. Focus and Defense:

Secondly, you are asked to define the focus of your concentration. This is a simple matter if you are pursuing a literature, psychology or other "one discipline" concentration. For example, if you are submitting a literature concentration, you will want to discuss some of the key courses and how you have found, or anticipate to find, them helpful or interesting. For instance, a writer may be inspired by the literature read and report that he or she has been able to find his or her own "voice". It is likely that many of the credits in the CPS will be proposed at the time of submission for faculty review. It is not expected that you will know what the outcomes will be. In this case, you will discuss what you hope or expect to learn.

For those pursuing a Liberal or Individualized Studies

concentration, this section of the Concentration Rationale is critical due to the interdisciplinary nature of these concentrations. It is your task to define your focus and to defend your choice of disciplines. For example, you may choose to combine technology credits and management credits. In this case, you will need to explain why this combination of disciplines makes sense, given your goals. Keep in mind that you must persuade the faculty that your chosen combination of credits makes sense as an academic program. Please be sure to back up your generalizations with specific details.

This section needs to be two or three paragraphs long, keeping mind that it is expected that the goals and Focus/Defense should be 100 to 300 words in total.

### 3. Questions:

This is your chance to ask the faculty questions. These questions should not be those that are best answered by your Academic Counselor but rather, should be issues concerning graduate school or careers.

## Resume

It is required that you submit an up-to-date resume with your CPS.

In summary, your CPS is made up of 3 parts: the Concentration Plan of Study form, the Concentration Rationale, and the resume. Upon completion, all 3 items should be emailed to your Academic Counselor, who will forward your paperwork to the faculty for formal review.

## Concentration Forms

On the pages that follow are sample Concentration Plans of Study (CPS) forms for each of the programs available at Charter Oak State College. As you will see, some concentrations are specific as to content, which others allow for a greater degree of individualization and flexibility. Not only must you meet the subject requirements of the concentration, but you must also be sure to take levels into consideration.

In some cases we have included forms containing Charter Oak courses and available exams as samples.

Your academic counselor is expert at helping you decide which credits to include.

These forms are available at <http://www.charteroak.edu/Forms>

Individualized/Liberal Studies

**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"/>
<b>CPS is approved:</b> (If no, please explain)	<input type="checkbox"/>	<input type="checkbox"/>
*General Comments: <u>Please add comments here:</u>		
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"/>

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"/>
<b>OR</b>			
Discussion of key courses/credits and how they relate to Career, educational, or personal goals is clearly explained	<input type="checkbox"/>	<input type="checkbox"/>	
<b>CPS is approved:</b> (If no, please explain)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>*General Comments:</b> <u>Please add comments here:</u>			
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"/>	

# COSC Concentration Plan of Study

## Effective July 1, 2006

Student Name \_\_\_\_\_ Degree \_\_\_\_\_

Last 4 digits of SSN# \_\_\_\_\_ E-mail \_\_\_\_\_

**Timeline:** *The Bachelor degree Concentration Plan of Study (CPS) must be developed and approved by the faculty **immediately upon matriculation** to Charter Oak State College but not before you have earned 60 credits. Your academic counselor will assist you with the process. Once the Concentration Plan of Study has been approved minor changes can be made in consultation with your counselor. Major changes will need to go back to the faculty for approval.*

### **Purpose: The Concentration Plan of Study (CPS)**

Charter Oak State College gives you the opportunity to combine your educational experiences and interests in developing your degree plan. The CPS is the instrument you use to ensure that your educational plan for your concentration is coherent and that it meets your goals. The CPS also provides an opportunity for faculty with expertise in your chosen concentration area to provide you with direction and feedback.

As a Charter Oak State College (COSC) student you are entitled to the best academic advisement by your academic counselor and the faculty. This advisement, or academic planning, is most effective when the faculty has a good sense of your goals and considered plans for achieving them.

### **Directions: The CPS is comprised of three parts:**

- 1) **Concentration Plan of Study Form:** list the courses, exams and credits that you anticipate including in your concentration.
- 2) **Concentration Rationale:** please provide the background information requested, using complete sentences and proper grammar and punctuation. This is your opportunity to demonstrate that you have college level writing skills. Your responses to the second question in the rationale section should be between 100 and 300 words.
- 3) **Your resume:** If you have not developed a resume in a while, there are web sites that will provide some guidance.

This electronic form will allow you to use as much space as needed in answering the questions. If you do **not** want to submit the form electronically, copy this form and type your answers on **separate** sheets of paper. Attach them to this form. (Don't forget to also attach your resume and the CPS form listing your courses.)

### **Concentration Rationale:** (Please use complete sentences and proper grammar and punctuation).

1. Define your goals for pursuing the degree that you have indicated above. (This may include any specific plans for graduate study, career goals, personal enrichment, and employment opportunities.)
2. Explain why you selected your courses
  - ◆ **For an Individualized Studies or Liberal Studies concentration**, explain the focus of your concentration and the manner in which the courses you have selected fit into your Plan of Study.
  - ◆ **For subject area concentrations** (e.g., Biology, Political Science), discuss some of the key courses and how you have found them interesting (or anticipate that they will be interesting). If within your concentration you are able to select elective credits, explain your choices.
3. Please list any questions, concerns, and/or suggestions that you have of the faculty reviewer regarding your plan of study or career/educational goals.

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**American Studies**  
**Option A: Use Charter Oak State College Courses Exclusively**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	COURSE or EXAM & INSTITUTION	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
American Government	3 credits	COSC	POL SCI 150			
<b>Choose two courses from History/Government:</b> HIS 248: American Constitution POL SCI 225: Latin American Politics POL SCI 350: International Terrorism POL SCI 300: Modern Presidency POL SCI 210: Controversies in Law & Politics HIS 300: The Civil War	6 credits	COSC				
		COSC				
<b>Choose two from the arts:</b> FA 110: Intro to Film MUS 130: Survey of Jazz Styles FA 201: Survey of American Art History COMM 305: Mass Media in America	6 credits	COSC				
		COSC				
<b>Choose two from literature:</b> ENG 300: Mark Twain and His Times ENG 303: The American Novel	6 credits	COSC				
<b>Choose two from behavioral sciences:</b> PHIL 201: Ethics in America SOC 210: Sociology of the Family SOC 211: Sociology of Diversity SOC 311: Sociology of the City SOC/PSY 310 Women and Social Action SOC 449: Social Problems & Their Impact on the Workplace CRJ 205: Controversial Trials	6 credits	COSC				
		COSC				
<b>Electives:</b> Use the electives to ensure depth in at least one area of the areas above.	6 credits					
Interdisciplinary Capstone Course (senior level course or contract)	3 credits					
<b>Total Number of Credits</b>						

**Pre-Requisites:**

- American History I
- American History II

Exams may be used to fulfill concentration requirements.

## CONCENTRATION PLAN OF STUDY (CPS) FORM

### American Studies

#### Option B: Use Courses/Exams from Charter Oak and/or Other Schools

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
American Government	3 credits					
Choose two courses from History/Government	6 credits					
Choose two from the arts	6 credits					
Choose two from Literature	6 credits					
Choose two from Behavioral Sciences	6 credits					
<b>Electives:</b> Use the electives to ensure depth in at least one area of the areas above.	6 credits					
Interdisciplinary Capstone Course (senior level course or contract)	3 credits					

**Pre-Requisites:**

- American History I
- American History II

Exams may be used to fulfill concentration requirements.

**Total Number of Credits**

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Anthropology**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
Physical Anthropology	3					
Social Anthropology	3					
Anthropological Theory	3					
Human Adaptation and Diversity	3					
Cultural Anthropology	3					
Exploration of Distinctive Culture-Areas (Americas, Asia, Africa, Near East and Oceania)	9					
Anthropology of Contemporary Institutions or Societies	3					
Ethnographic Research	3					
Electives in Anthropology	6					
<b>Total Number of Credits</b>						

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Applied Arts - Music**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
Music Theory 1 Examples: Theory, Musicianship, Harmony, Musical Structure, Aural Skill (require either as 3 credits or within other courses).	12 cr (6 lower/ 6 upper)					
Music History 2 Examples: Music History and Literature. May include no more than 3 credits from Non-Western Music, Jazz, Popular Music.	6 cr (3 lower/ 3 upper)					
Music Analysis, Literature and Related Areas Examples: Form and Analysis, Counterpoint, Orchestration, 20 <sup>th</sup> Century Technique, Jazz Arranging, Composition, various genre courses, works of individual compositions.	3 cr (upper)					
Applied Studies	12 cr (9-12 upper)					
Applied Electives	3 cr					
<sup>1</sup> May not use fundamental courses (based on course description and title). <sup>2</sup> May not use music appreciation courses (based on course description and title).			<b>Total Number of Credits</b>			

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Applied Arts – Studio Arts**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
History, Theory and/or Literature of Art	9 cr, including 3 upper level					
Studio credits	24 cr including 9 upper level					
An appropriate related art area	3 cr upper level					
<b>Total Number of Credits</b>						

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Applied Arts – Theatre Arts**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
Theatre History, Acting Theory and Dramatic Literature	18 cr, including 6 upper level					
Theatre Performance and/or Production	9 cr upper level					
Theatre Arts	9 cr					
<p>The GRE Subject Test in Literature may be used towards 18 literature credits in this concentration (15 lower, 3 upper).</p>					<b>Total Number of Credits</b>	

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Applied Arts – Creative Writing**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
<b>Creative Writing</b> Three (3) of the upper level credits must be in composition. Courses in journalism and play-writing may account for no more than 6 of these credits	15 cr, including 9 upper level					
<b>Literature</b>	15 cr, including 6 upper level					
Writing (beyond the freshman writing sequence), literature, related history or related philosophy courses	6 cr					
The GRE Subject Test in Literature may be used towards 18 literature credits in this concentration (15 lower, 3 upper).					<b>Total Number of Credits</b>	

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Human Services/Applied Behavioral Science: Political Science Focus**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Political Theory (beyond freshman level)	3 credits					
Political Research Methodology <b>OR</b> Social Science Research Methodology (beyond freshman level)	3 credits					
State Government <b>OR</b> Local Government (beyond freshman level)	3 credits					
Political Science Electives	12 credits					
Selected courses and/or exams in a single coherent Human Services area (e.g., counseling, social work, or rehabilitation services)	15 credits					
<b>NOTE:</b> Three (3) of the credits in the applied area should focus on the dynamics of intervention with an individual, groups, the community, the family, or an organization. This requirement will be met by: _____					<b>Total Number of Credits</b>	

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Human Services/Applied Behavioral Science: Psychology Focus**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name: \_\_\_\_\_ Last 4 digits of Social Security #: \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Research Methods <b>OR</b> Experimental Design (beyond freshman level)	3 credits					
Choose <b>one</b> course/exam from the following Cognition; Perception; Psychobiology; Learning and Memory; Experimental; Developmental *; Systems Theory/History	3 credits					
Choose <b>two</b> courses/exams from the following: Counseling *; Social Psychology; Personality *; Clinical/Abnormal *; Community/Mental Health	6 credits					
Psychology Electives	9 credits					
Selected courses/exams in a single coherent Human Services area (e.g., counseling, social work, or rehabilitation services)	15 credits					
<b>NOTE:</b> Three (3) of the credits in the applied area should focus on the dynamics of intervention with an individual, groups, the community, the family, or an organization. This requirement will be met by: _____ * Exams are available					<b>Total Number of Credits</b>	

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Human Services/Applied Behavioral Science: Sociology Focus**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Methodology <b>OR</b> Social Research	3 credits					
Sociological Theory (upper level)	3 credits					
Sociology Electives Courses in social work are <u>not</u> acceptable.	15 credits					
Selected courses and/or exams in a single coherent Human Services area (e.g., counseling, social work, or rehabilitation services)	15 credits					
<b>NOTE:</b> Three (3) of the credits in the applied area should focus on the dynamics of intervention with an individual, groups, the community, the family, or an organization. This requirement will be met by: _____					<b>Total Number of Credits</b>	

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Art History**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
Ancient to Medieval Art (Survey of Art History 1)	3 cr					
Renaissance to Modern Art (Survey of Art History 2)	3 cr					
Modern Art (20 <sup>th</sup> Century Art History)	3 cr					
Non-Western Art (from two different geographical areas)	6 cr					
<b>Art History Electives</b> Electives must consist of intermediate and advanced courses of at least two on art before the 19 <sup>th</sup> Century and at least two on art from the 19 <sup>th</sup> Century on or at least one upper level course in each of the following historical periods: Classical, Medieval, Renaissance and Modern or faculty approved electives.	15 cr					
<b>Studio Art or Related Electives</b> Credits in architectural history, related courses to supplement the concentration or up to 6 credits in studio art.	6 cr					
Students who are considering graduate study in Art History should acquire a reading knowledge of at least one of the languages of the discipline. The primary languages are German, French and Italian or in the case of Asian art, the appropriate Asian language.					<b>Total Number of Credits</b>	

## CONCENTRATION PLAN OF STUDY (CPS) FORM Biology

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Biology 1 with Lab	4 credits					
Biology 2 with Lab	4 credits					
Genetics *	3 credits					
Biochemistry *, Physiology *, or Cell Biology *	3 credits					
Organic Chemistry	3 credits					
Biology Electives in any one or combination of subject areas such as Botany, Comparative Anatomy Ecology, Embryology, Evolution, Microbiology	Beyond freshman level or upper					

**Co-Requisite:**

Statistics or Calculus

Recommend knowledge of computer spreadsheet packages, especially Excel

\* Courses must have been taken within 10 years prior to matriculation at Charter Oak State College.

**Total  
Number of  
Credits**

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Business Administration**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
<b>Accounting:</b> Financial *	3 credits					
Managerial *	3 credits					
<b>Finance:</b> Principles * or Corporate or Managerial	3 credits					
<b>Management Info. Systems:</b> Introduction to MIS *	3 credits					
<b>Management:</b> Organizational Behavior	3 credits					
<b>Management:</b>  Intro/Principles * or Managerial Skills * or Human Resources or Leadership	3 credits					
<b>Marketing:</b> Principles of Marketing *	3 credits					
<b>Strategic Processes Capstone Course</b>	3 credits					
<b>Additional Credits:</b> Business/Business- Related Courses	12 credits minimum					

**Prerequisites:**

- Macroeconomics 3 credits
- Microeconomics 3 credits

\* Requirements marked with an asterisk will not be considered upper level

**Total Number of Credits**

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**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Chemistry**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed		
					Lower	Upper	
Chemistry 1 with Lab	4 credits						
Chemistry 2 with Lab	4 credits						
Organic Chemistry 1 with Lab *	4 credits						
Organic Chemistry 2 with Lab *	4 credits						
Inorganic Chemistry/with or without Lab	3-4 credits						
Physical Chemistry/ with or without lab	3-4 credits						
Instrumental Analysis	4 credits						
Chemistry Electives							
Calculus 1	3-4 credits						
Calculus 2	3-4 credits						
Physics 1/ Lab	4 credits						
* Not upper level credit. Recommend knowledge of computer spreadsheet packages, especially Excel.					<b>Total Number of Credits</b>		

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**CHILD AND YOUTH DEVELOPMENT**  
(Using Charter Oak State College Courses Exclusively)

A minimum of 39 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	COURSES OFFERED AT COSC	Number and Level of Credits Proposed	
			Lower	Upper
Principles and Best Practices in After School and Youth Programs	3 credits	ASE 255 Introduction to After School Care & Education	3	
Program Environment & Curriculum Development	3 credits	ASE 260 Program Environment & Curriculum Planning in After School Educ.	3	
Child and Youth Development	3 credits	ASE 265 Child and Adolescent Dev.	3	
Supervision & Leadership	3 credits	ASE 270 Supervision and Leadership in After School Education Programs	3	
Children, School & Community	3 credits	SOC 350 Children, School & the Community		3
Positive Guidance & Classroom Management	3 credits	ASE 215 Positive Guidance & Classroom Management	3	
Psychology of Exceptional Children	3 credits	PSY 335 Psychology of Exceptional Children		3
Principles of Positive Youth Engagement	3 credits	ASE 220 Principles of Positive Youth Development	3	
Choose <b>three</b> additional courses from the following subject areas: <b>Curriculum Development:</b> Incorporating science, technology, engineering & math in after school settings; children/youth literature; fostering creativity, enrichment and the arts; youth leadership; computer and technology literacy. <b>Social and Behavioral Science:</b> Crisis management and intervention; counseling; social psychology & deviance; personal values and ethics; social issues and family problems and their impact on children and youth; working with diversity in children, youth and families, building character and encouraging healthy lifestyles. <b>Program Management:</b> Organizational and group dynamics; small business management; marketing; human resource management; leadership practices; grant writing	9 credits	<u>Example</u>  SOC 320 Urban Youth in American Society  PSY 301 Psychology of Play  MGT 325 Organizational & Group Dynamics  <u>See Charter Oak State College Course Catalog for alternate choices</u>		3  3  3
Child & Youth Dev. Capstone or Field Experience Practicum**	3 credits	Capstone and/or Field Experience		3
<b>NOTE:</b> <u>Introduction to Psychology and Introduction to Sociology are prerequisites for this concentration.</u>			<b>Total</b>	
			<b>Number of Credits</b>	18
** Student Internship/Practicum required for students who do not have after school / youth work experience.				

**CONCENTRATION PLAN OF STUDY (CPS) FORM  
CHILD AND YOUTH DEVELOPMENT**

A minimum of 39 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	INSTITUTION	COURSE/TEST NO. & TITLE	Number and Level of Credits Proposed	
				Lower	Upper
Principles and Best Practices in After School and Youth Programs	3 credits				
Program Environment & Curriculum Development	3 credits				
Child and Adolescent Development	3 credits				
Supervision & Leadership	3 credits				
Children, School & Community	3 credits				
Positive Guidance & Classroom Management	3 credits				
Psychology of Exceptional Children	3 credits				
Principles of Positive Youth Engagement	3 credits				
Choose <b>three</b> additional courses from the following subject areas: <b>Curriculum Development:</b> Incorporating science, technology, engineering & math in after school settings; children/youth literature; fostering creativity, enrichment and the arts; youth leadership; computer and technology literacy. <b>Social and Behavioral Science:</b> Crisis management and intervention; counseling; social psychology & deviance; personal values and ethics; social issues and family problems and their impact on children and youth; working with diversity in children, youth and families, building character and encouraging healthy lifestyles. <b>Program Management:</b> Organizational and group dynamics; small business management; marketing; human resource management; leadership practices; grant writing	9 credits				
Child & Youth Dev. Capstone or Field Experience Practicum**	3 credits				
<b>NOTE: <u>Introduction to Psychology and Introduction to Sociology are prerequisites for this concentration.</u></b>			<b>Total Number of Credits</b>		
**Student Internship/Practicum required for students who do not have after school / youth work experience.					

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Child Study: Option A**  
**For Individuals Without an Associate Degree in Early Childhood**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Introduction to Psychology	3 credits					
Introduction to Sociology	3 credits					
Child Development	3 credits					
Sociology of the Family/ Family Studies	3 credits					
Practicum (to be earned through CDA or course work)	6 credits					
Choose <b>four</b> additional courses from the following subject areas Intro to Early Childhood Ed. Early Childhood Methods Children's Literature/Language/Literacy Development Exceptional Child/Special Education/Learning	12 credits					
<b>Choose two courses from one of the following subject areas:</b> Typical/Atypical Development * Family Studies ** Social Issues ***	6 credits					
<b>NOTE:</b> In addition, the General Education science requirement should be met with a biology or a nutrition course taught in a Science Department.					<b>Total Number of Credits</b>	

\* Behavior Management, Cognitive Development, Educational Psychology, Learning Disabilities, Psychology of Play, Abnormal Psychology, Social/Personality Development, Speech and Language Acquisition, and/or Research Methods.

\*\* Contemporary Family Problems, History of the Family, Low Income Families, and/or Family Interaction Processes.

\*\*\* Public Policy, Sociology of Poverty, and/or Issues of Class, Race and Gender

**CONCENTRATION PLAN OF STUDY(CPS) FORM**  
**Child Study: Option B**  
**For Graduates of Associate Degree Programs in Early Childhood**  
**Not Interested in Teacher Certification**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	Grade	Number and Level of Credits Proposed	
					Lower	Upper
Introduction to Psychology	3 credits					
Introduction to Sociology	3 credits					
Child Development	3 credits					
Sociology of the Family/ Family Studies	3 credits					
Additional electives from early childhood associate degree program.	9 credits					
Choose six (6) credits from one of the following subject areas and nine (9) credits from the other:  1) Typical/Atypical Development* 2) Family Studies** (includes Diversity Issues)	15 credits					
<b>NOTE:</b> In addition, the General Education science requirement should be met with a biology or a nutrition course taught in a Science Department.					<b>Total Number of Credits</b>	
* Behavior Management, Cognitive Development, Educational Psychology, Learning Disabilities, Psychology of Play, Abnormal Psychology, Social/Personality Development, Speech and Language Acquisition, and/or Research Methods. ** Contemporary Family Problems, History of the Family, Low Income Families, and/or Family Interaction Processes.						

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Child Study: Option C**  
**For Students Who Want to Continue On to a Certification Program or**  
**a Master's Degree in Education**

A minimum of 36 credits is required to complete the concentration (see Note below).

At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Introduction to Psychology	3 credits					
Introduction to Sociology	3 credits					
Child Development	3 credits					
Sociology of the Family/ Family Studies	3 credits					
Research Methods	3 credits					
<b>Additional credits from the following Social Science areas:</b> a) Typical/Atypical Development * b) Family Studies ** c) Creativity d) Social Issues ***	21 credits					
Note: To meet the interdisciplinary major requirements of the Connecticut Department of Education, you should take a total of 39 credits for this concentration.					<b>Total Number of Credits</b>	

\* Behavior Management, Cognitive Development, Educational Psychology, Learning Disabilities, Psychology of Play, Abnormal Psychology, Social/Personality Development, Speech and Language Acquisition, and/or Research Methods.

\*\* Contemporary Family Problems, History of the Family, Low Income Families, and/or Family Interaction Processes.

\*\*\* Public Policy, Sociology of Poverty, and/or Issues of Class, Race and Gender.

**CHILD STUDIES CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Option D - Focus in Montessori Studies**

A minimum of 45 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	Grade	Number and Level of Credits Proposed	
					Lower	Upper
Child Development	3 credits					
Sociology of the Family; Family Studies	3 credits					
Electives in Early Childhood, Youth Development or related *	6 credits					
Montessori Education	12-13 credits					
Student Internship; Practicum in Montessori Education	6 Credits					
Research Methods	3 Credits					3
Montessori Education; Phil. of Montessori Education; History of Montessori Education	9 upper level credits					3
						3
						3
Capstone Course	3 upper level credits					3
					Total Number of Credits	

**Pre-Requisites:**

- Introduction to Psychology.....3 credits
- Introduction to Sociology.....3 credits

**NOTE:** In addition, the General Education science requirement should be met with a biology or a nutrition course taught in a Science Department.

\* Examples: Behavior Management, Cognitive Development, Educational Psychology, Learning Disabilities, Psychology of Play, Abnormal Psychology, Social/Personality Development, Speech and Language Acquisition.

## CONCENTRATION PLAN OF STUDY (CPS) FORM

### Communication

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
<b>Communication Theory and Philosophy</b> such as: Comm. Theory, Theories of Human Comm. Comm. Ethics, Intro/History of Mass Media, Intercultural Comm., Interpersonal Comm. Mass Media & Society, Soc. Of Comm., Public Opinion, Public speaking, Persuasion Theory, Semantics, Group Comm. (NOT Psychology)	9 credits					
<b>Communication Methods/Approaches</b> such as: Comm. Research, Research Design, Quantitative Methods, Essentials of Oral Interpretation, Media Campaigns, Media Criticism, Media Literacy, Organization Comm. (NOT Business), Research Methods in Psych/Soc.	3 credits					
<b>Applied Communication</b> i.e., Advertising, Argumentation, Comm. Law, Comm. Strategy, Ed. Media, Journalism, Print Editing, Public Relations, Radio/TV/Film, Broadcasting, Scriptwriting	6 credits					
<b>Electives</b> May be earned in Communication, Speech, or Speech Pathology.  Up to 9 credits of Sociology and/or Psychology may be used as appropriate	18 credits					
<b>NOTE:</b> Students who wish to specialize within the concentration must complete a minimum of 12 credits in one of 4 areas: Print Media, Visual Media, Promotional, or Organizational Communication.					<b>Total Number of Credits</b>	

## CONCENTRATION PLAN OF STUDY (CPS) FORM Computer Science Studies

A minimum of 36 credits is required to complete the concentration.

At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

**Time Restriction:** The 15 upper division credits in a computer related concentration, including the individualized concentration, must be less than seven (7) years old at the time of matriculation unless the student is employed in the computer field or has been actively pursuing formal or informal studies in the computer field. However, older courses may be used as free electives in the overall degree program.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Intro. to Computer Science *	3 credits					
Algorithms and Data Structures	3 credits					
Computer Architecture <b>OR</b> Computer Organization	3 credits					
Database Systems **	3 credits					
Software Engineering <b>OR</b> Software Systems Design **	3 credits					
Networking	3 credits					
<b>Elective: choose one or more of the following, or another faculty approved elective.</b>  Operating Systems, Microprocessors, Comparative Programming Languages, Analysis of Algorithms, Compilers, other faculty approved area	3 credits minimum					
Calculus 1*	3 credits					
Calculus 2 *	3 credits					
Linear Algebra	3 credits					
Discrete Math *	3 credits					

**Co-Requisites:**

- Logic  
 Technical Writing

**Total Number of Credits**

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\* Will not satisfy part of upper division requirements

\*\* Proof of team project experience required in one of these areas

No more than 6 credits obtained from any COSC-approved certification may be used in the concentration.

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Criminal Justice**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Statistics	3 credits					
Evaluation Research or Research Methods	3 credits					
Intro to Criminal Justice *	3 credits					
<b>One</b> course from the following: Criminology * Nature of Crime * Sociology of Crime Theories of Crime *	3 credits					
Diversity in Criminal Justice (i.e., ethnicity, gender or race)	3 credits					
Ethics in Criminal Justice	3 credits					
<b>One course from the following:</b> Intro. to Computer Science * Intro. to MIS * Computer Programming <i>(credits must be earned within 5 yrs. of submitting concentration)</i>	3 credits					
<b>One course from the following:</b> Civil Liberties Constitutional Law Civil Rights	3 credits					
<b>Electives:</b> Additional credits in Criminal Justice or related subject areas to total 36 credits in concentration	12 credits					
<b>*Will not satisfy part of the upper division requirements in the concentration.</b> <b>Co-Requisite:</b> <input type="checkbox"/> Public Speaking (if under current general education requirements) <b>or</b> Oral Communication (3 credits). May include Oral Communication or Speech, Decision-Making in Groups, Conflict Resolution, Interpersonal Communication and Public Speaking.					<b>Total Number of Credits</b>	

## CONCENTRATION PLAN OF STUDY (CPS) FORM

### Economics

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name: \_\_\_\_\_ Last four digits of Social Security #: \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	COMPARABLE COURSE or EXAM & INSTITUTION	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Introductory Macroeconomics*	3 credits					
Introductory Microeconomics*	3 credits					
Intermediate Macroeconomics	3 credits					
Intermediate Microeconomics OR Managerial Economics	3 credits					
Money and Financial Institutions*	3 credits					
International Economics	3 credits					
<b>Additional credits in areas such as:</b> History of Economic Thought, Labor Economics, Comparative Economic Systems, Public Finance, Quantitative Techniques in Economics-Econometrics, Financial Economics, Industrial Organization, Economic Development, Economics of Health Care, Women's Economics	18 credits					
				<b>Total Number of Credits</b>		

## CONCENTRATION PLAN OF STUDY (CPS) FORM Engineering Studies

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Calculus 1 *	3 credits					
Calculus 2 *	3 credits					
Calculus 3 or Multivariate Calculus *	3 credits					
Differential Equations *	3 credits					
Traditional upper level Engineering theory courses with a specific focus	15 credits upper level					
Two courses from other fields of Engineering	6 credits					
Engineering electives **	Lower or upper level as needed.					

**Co-Requisites:**

- General Chemistry with Lab (4 credits)
- General Physics with Lab (Calculus-based) (4 credits)
- Additional Physics, Chemistry or Biology as appropriate (4 credits)

\* Will not satisfy upper level requirements

\*\* Proof of team project or team work experience

**Total Number of Credits**

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**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Fire Service Administration**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits	
					Lower	Upper
Fire Prevention	3 credits					
Fire Dynamics <b>OR</b> Fire Chemistry	3 credits					
Fire Codes & Standards	3 credits					
Fire Hydraulics	3 credits					
Fire Detection Systems	3 credits					
Emergency Scene Operations <b>OR</b> Strategy and Tactics	3 credits					
Building Construction for Fire Science	3 credits					
Emergency Incident Management	3 credits					
Chemistry of Hazardous Materials <b>OR</b> Process and Transport of Hazardous Materials	3 credits					
Fire Investigation	3 credits					
Fire Administration	3 credits					
Safety Organization & Mgt. <b>OR</b> Occupational Health and Safety	3 credits					
Fire Service Legal Issues <b>OR</b> Fire Protection Law	3 credits					
Leadership Theory	3 credits					
Strategic Planning	3 credits					
<b>Co-requisites:</b> Knowledge may be documented. <input type="checkbox"/> Computer competency <input type="checkbox"/> Communications competency					<b>Total Number of Credits</b>	

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Foreign Languages**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
Intermediate Language	6 cr					
Composition/ Reading/ Translation *	3 cr					
Civilization/Culture *	6 cr					
Literature *	6 cr					
Electives *	6 cr upper level					
Related electives (i.e., art history, literature, philosophy, economics)	9 cr					
					<b>Total Number of Credits</b>	

\* In the specific language

**Recommendation:**

If planning to go for teacher certification or graduate school, Advanced Grammar in the specific language.

**Prerequisite:**

Beginning language .....6 cr or equivalent

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Geography**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
<b>Lower-Level Core Courses</b> (choose four) Introduction to Geography, World Regional Geography, Introduction to Geographic Information Science, Human/Cultural Geography, Environmental/Physical Geography	12 cr					
<b>Upper-Level Core Courses</b> (choose three) Human Geography, Environmental/Physical Geography, Regional Geography (specific countries or areas), Geographic Techniques/ Mapping/ Geographic Information Systems	9 cr					
<b>Geography Electives</b> Lower/Upper Level Electives	12 cr					
<b>Capstone</b> Field Experience/Application	3 cr					
<b>Total Number of Credits</b>						

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Geology**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
Introduction to Physical Geology	3 cr lower level					
Evolution of Earth	3 cr lower level					
Mineralogy	3 cr lower level					
Petrology	3 cr upper level					
Environmental Geology	3 cr upper level					
Stratigraphy and Sedimentology	3 cr upper level					
Tectonics	3 cr upper level					
Field Geology	2-3 cr upper level					
Electives in geology	12-13 cr lower/ upper level					
<b>Co-requisites</b> 1 year of Chemistry, Mechanical Physics I and Calculus I and II. <b>Recommendation:</b> Computer Literacy.					<b>Total Number of Credits</b>	

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Health Care Administration**  
**Option A: Use Charter Oak State College Courses Exclusively**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Health Care Systems and Administration	3 credits	COSC	HCA 101 Introduction to Health Care Systems and Administration (8-week course)			
Health Care Quality Concepts and Principles	3 credits	COSC	HCA 201 Health Care Quality Concepts and Principles.			
Financial Accounting	3 credits	COSC	ACC 101 Financial Accounting			
Health Care Finance/Business Finance	3 credits	COSC	FIN 211/HCA 211 Health Care Finance			
Economics of Health and Health Care	3 credits	COSC	ECO 311/HCA 311 Economics of Health and Health care			
Contemporary Ethical Issues in Health and Health Care	3 credits	COSC	PHIL 301/HCA 301 Contemporary Ethical Issues in Health Care			
Regulatory & Accrediting Agencies and Requirements for Health Care Organizations	3 credits	COSC	HCA 401 Regulatory & Accrediting Agencies and Requirements for Health Care Organizations			
Human Resource Management	3 credits	COSC	MGT 461 Human Resource Management			
Strategic Management in Health Care Administration	3 credits	COSC	HCA 499 Strategic Management in Health Care Administration			
<b>One of the following:</b> Leadership in Health Care Administration, Leadership Practices or Team Leadership	3 credits	COSC	HCA 450 Leadership. Health Care Administration OR MGT 450 Leadership Practices OR MGT 451 Team Leadership			
<b>Electives:</b> Business, Management, MIS, Informatics, Health Care or in an approved related field.	6 credits	COSC	Examples: HCA 111 The Claims Environment HCA 399 Health Care Admin. Practicum HCA 411 Health Care Law HCA 321 Continuous Quality Improvement in Health Care			

**Co-Requisites:**

- Three (3) credits in Statistics (MAT 105 Statistics)  
 Workable knowledge of medical terminology. (HCA 105 Medical Terminology)

**Total Number of Credits**

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**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Health Care Administration**  
**Option B: Courses/Exams from Charter Oak and/or Other Schools**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Health Care Systems and Administration	3 credits					
Health Care Quality Concepts and Principles	3 credits					
Financial Accounting	3 credits					
Health Care Finance/Business Finance	3 credits					
Economics of Health and Health Care	3 credits					
Contemporary Ethical Issues in Health Care	3 credits					
Regulatory & Accrediting Agencies and Requirements for Health Care Organizations	3 credits					
Human Resource Management	3 credits					
Strategic Management in Health Care Administration	3 credits					
<b>One of the following:</b> Leadership in Health Care Administration, Leadership Practices or Team Leadership	3 credits					
<b>Electives:</b> Business, Management, MIS, Informatics, Health Care or in an approved related field.	6 credits					
<b>Co-Requisites:</b> <input type="checkbox"/> Three (3) credits in Statistics <input type="checkbox"/> Workable knowledge of medical terminology.					<b>Total Number of Credits</b>	

## CONCENTRATION PLAN OF STUDY (CPS) FORM

### Health Studies

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
<b>Microbiology</b>	3-4 credits					
<b>Anatomy &amp; Physiology *</b>	6-8 credits					
<b>Public Health Policy</b> i.e., Health Care Delivery Systems, Public Health, Health & Economics, Public Health Policy	3 credits					
<b>General Psychology *</b>	3 credits					
Lifespan Developmental Psychology *	3-6 credits					
Three credits in one of the following: Abnormal Psychology, Counseling, Diversity, Drug & Alcohol Abuse, Medical Sociology, Minorities, Psychology of Personality	3 credits					
<b>Health Care Professions</b> <b>NOTE:</b> 3 credits must be in Health Promotion & Disease Prevention (i.e., Wellness, Communicable Diseases)	12 credits					
<b>Health Studies related electives:</b> Additional credits, if needed to achieve 36 credits in the concentration. A course in research is suggested for students planning to go on to graduate school.						
<b>Co-Requisites:</b> <input type="checkbox"/> Ethics (3 credits). May be found in health science, philosophy, business, computer science or religion departments), (satisfied by current general education requirement <input type="checkbox"/> Oral Communication (3 credits). May include oral communication or speech, decision-making in groups, interpersonal communication, public speaking and conflict resolution) <input type="checkbox"/> Written Communication (6 credits). May be satisfied by the current General Education requirement.					<b>Total Number of Credits</b>	

\* May not be considered upper level in the concentration.

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**History**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Choose one from the following: European *, Canadian, Latin American, Caribbean, or Australian History	3 credits					
United States History *	3 credits					
Choose one from the following: Middle Eastern *, African, Asian and the Pacific, or Russian* History	3 credits					
History Electives (Some exams are available through CLEP and DANTEs)	27 credits					
<b>Total Number of Credits</b>						

\* Exams are available in these areas and may be used to fulfill concentration requirements.



## CONCENTRATION PLAN OF STUDY (CPS) FORM

### Information Systems Studies

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Intro. to Info Systems <b>OR</b> Information Technology *	3 credits					
Statistics *	3 credits					
Logic * Examples: Programming Logic, Philosophical Logic, Digital Logic and Mathematical Logic.	3 credits					
Systems Analysis and Design	3-6 credits					
Database Management and Design	3 credits					
Choose at least 2 of the following: Computer Organization Computer Networking Software Engineering	6 credits minimum					
<b>Choose one or more of the following</b> courses or other business or organizational related courses: Accounting, Management, Mkt. Finance, Strategic Processes	3 credits minimum					
Electives						
<b>Co-Requisites:</b>					<b>Total Number of Credits</b>	
<input type="checkbox"/> Ethics <input type="checkbox"/> Team Project * Will not satisfy upper level requirements.						

**Time Restriction:** The 15 upper division credits in a computer related concentration, including the individualized concentration, must be less than seven (7) years old at the time of matriculation unless the student is employed in the computer field or has been actively pursuing formal or informal studies in the computer field. However, older courses may be used as free electives in the overall degree program.

**NOTE:** No more than 6 credits obtained from any COSC approved certification may be used in this concentration.

**INTERIOR DESIGN MANAGEMENT CONCENTRATION PLAN OF STUDY  
(CPS) FORM**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.  
Designed for students with an associate's degree in interior design.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	Grade	Number and Level of Credits Proposed	
					Lower	Upper
Global Economics	3 credits	Charter Oak	ECON 301:Inside the Global Economy			3
Small Business Mgmt	3 credits	Charter Oak	MGT 360:Small Business Management			3
Organizational Behavior	3 credits	Charter Oak	MGT 315:Organizational Behavior			3
Leadership( org or bus)	3 credits	Charter Oak	MGT 450:Leadership			3
Business Ethics or Personal and Org. Ethics	3 credits	Charter Oak	PHIL 485:Personal and Organizational Ethics			3
Interior Design Courses from Associate Degree	18 credits					
Capstone Course in Interior Design Mgmt	3 upper level credits	Charter Oak	XXX			3
<b>Pre-Requisites:</b>					Total Number of Credits	
<input type="checkbox"/> Micro or Macro Econ .....3 credits <input type="checkbox"/> Intro to Mgmt .....3 credits <input type="checkbox"/> Intro to Mktg.....3 credits <input type="checkbox"/> Business Law .....3 credits <input type="checkbox"/> Associate degree in interior design						

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Judaic Studies**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
Bible	3 cr					
Law	3 cr					
Philosophy/Ethics	3 cr					
History	3 cr					
Talmud	3 cr					
Judaism and Contemporary Society Examples: Judaism and Business or Judaism and Medical Ethics	3 cr					
Literature	3 cr					
Electives (must relate to concentration)	15 cr					
<b>Prerequisites:</b> <input type="checkbox"/> Hebrew 6 cr					<b>Total Number of Credits</b>	

## CONCENTRATION PLAN OF STUDY (CPS) FORM

### Literature

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

A concentration designated as Literature may be established in one of two ways:

**OPTION 1**

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
American Literature	6 cr					
English Literature	6 cr					
Non-Western Literature	3 cr					
Literary Criticism	3 cr					
Literature Electives (Electives may be used for the upper level credits and for an area of emphasis.)	18 cr					

**OPTION 2**

The GRE Subject Test in Literature Introductory English and American Literature courses or CLEP tests will be duplicative.	Evaluated at 18 credits (15 lower, 3 upper)					
Credits approved by the faculty	18 cr beyond the lower level, at least 12 of which must be upper level					

A concentration with more than 6 credits in imaginative, editorial, critical or technical writing should be proposed as Applied Arts.

**Total Number of Credits**

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Students intending to go on to graduate school should include some work in genre studies (poetry, drama, the novel), history of the English language, and the history or theory of literary criticism.

## CONCENTRATION PLAN OF STUDY (CPS) FORM

### Mathematics

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
<b>Required Courses:</b>						
Calculus 1	3 cr					
Calculus 2	3 cr					
Calculus 3	3 cr					
Linear Algebra	3 cr					
Abstract or Modern Algebra	3 cr					
Real Analysis, Complex Analysis or Variables, or Advanced Calculus	3 cr					
Upper level electives Must include at least two upper level sequential courses in the same area, such as Real Analysis and Complex Analysis; Geometry, Topology or Graph Theory; Calculus-Based Probability and Statistics; Abstract Algebra 1 and 2.	6 cr					
Math Electives	12 cr					
<b>Recommended:</b> History of Mathematics. Knowledge of computer spreadsheets packages, especially Excel. <b>Pre- or Co-Requisites</b> <input type="checkbox"/> Computer language <input type="checkbox"/> Laboratory-based science					<b>Total Number of Credits</b>	

## CONCENTRATION PLAN OF STUDY (CPS) FORM

### Music History

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed		
					Lower	Upper	
<b>Music Theory</b> Four (4) courses at 3 credits each <sup>1</sup> Applicable courses may have different names such as Theory, Musicianship, Harmony, Musical Structure, etc. It is expected that aural skills training (e.g., sight singing, dictation, etc.) will be included in these twelve credits. Some institutions offer aural skills as a separate, parallel course sequence, and such courses may need to be incorporated here if those skills are not integrated within the Theory sequence.	12 cr lower level						
<b>Music History</b> Two (2) courses at three credits each <sup>2</sup> Applicable courses are those that focus on a survey of music history and literature from different style periods. One course on a topic outside the Western classical tradition (music of non-Western cultures, jazz or popular music, etc.) may be included here	6 cr lower level						
<b>Additional courses in music</b> Music History or Literature courses dealing with composers, periods or genres; Advanced topics in Theory or Analysis; Composition; Applied Music; Interdisciplinary topics in which music is an integral component.	18 cr including 15 upper level						
					<b>Total Number of Credits</b>		

<sup>1</sup> Beginning music-reading and materials courses (e.g., "Fundamentals") intended for students with no prior background in music may be taken as a prerequisite preparation for theory courses but may not be included among the 12 credits.

<sup>2</sup> Introductory literature courses (e.g., Music Appreciation, Introduction to Music, etc.) intended for students with no prior background in music may be taken as prerequisite preparation for History courses but may not be included among the 6 credits.

<sup>3</sup> No more than 6 of these 18 credits may be from Composition or Applied Studies.

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Music Theory**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
<b>Music Theory</b> <sup>1</sup> Applicable courses may have different names, such as Theory, Musicianship, Harmony, Musical Structure, etc. It is expected that aural skills training (e.g., sight singing, dictation, etc.) will be included in these 12 credits.	12 cr lower level					
<b>Music History</b> <sup>2</sup> Applicable courses are those that focus on a survey of music history and literature from different style periods. One course on a topic outside the Western classical tradition (music of non-Western cultures, jazz or popular music, etc.) may be included here.	6 cr lower level					
Additional courses in Music, chosen from the following: Music History or Literature dealing with composers, periods or genres; advanced topics in Theory or Analysis; interdisciplinary topics in which Music is an integral component; Composition <sup>3</sup> ; Applied Music <sup>3</sup> .	18 cr, of which 15 must be upper level					
<sup>1</sup> Beginning music-reading and materials courses (e.g., "Fundamentals") intended for students with no prior music background may be taken as prerequisite preparation for theory courses, but may not be included among the 12 credits.					<b>Total Number of Credits</b>	
<sup>2</sup> Introductory literature courses (e.g., Music Appreciation, Introduction to Music Literature, etc.) intended for students with no prior background in music may be taken as prerequisite preparation for history courses, but may not be included among the 6 credits.						
<sup>3</sup> No more than 6 of these 18 credits may be from Composition or Applied Studies.						

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Optical Business Management**

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

A minimum of 56 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number & Level of Credits	
					Lower	Upper
Ophthalmic Dispensing	9 credits					
Ophthalmic Materials	9 credits					
Contact Lenses	4-6 credits					
Anatomy and Physiology of the Eye	3 credits					
Principles of Marketing	3 credits					
Accounting	6 credits					
Principles of Management	3 credits					
Business Law	3 credits					
Organizational Behavior	3 credits					
Organizational Communication	3 credits					
Small Business Mgt. <b>or</b> Optical Business Mgt. <b>or</b> Entrepreneurial Enterprises	3 credits					
Human Resources Management	3 credits					
Upper Level Business or Related Elective	3 credits					
<b>Co-Requisites:</b> <input type="checkbox"/> Information Systems (no older than 5 years) <input type="checkbox"/> Statistics <input type="checkbox"/> Macroeconomics or Microeconomics <input type="checkbox"/> General Psychology <input type="checkbox"/> Ethics					<b>Total Number of Credits</b>	

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Organizational Leadership**  
**Option A: Use Charter Oak State College Courses Exclusively**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Principles of Management	3 cr lower	COSC	MGT 101: Introduction to Management			
Marketing	3 cr lower	COSC	MKT 220 Principles of Marketing			
Organizational Behavior	3 cr upper	COSC	MGT 315 Organizational Behavior <b>OR</b> MGT 325 Organizational & Group Dynamics			
Organizational Change or Organizational Theory	3 cr upper	COSC	MGT 326 Organizational Theory			
Organizational Communication	3 cr upper	COSC	COMM 326 Effective Personal & Organizational Communication			
Leadership: MGT 450 Leadership Practices <b>or</b> PSA 450 Psychology of Personal Development	3 cr upper	COSC				
Human Resources Management.	3 cr upper	COSC	MGT 461 Human Resource Management			
Team Leadership	3 cr upper	COSC	MGT 451 Team Leadership			
Organizational Ethics: PHIL 485 Personal Values and Organizational Ethics <b>OR</b> PSA 305 Ethics in Public Safety/ HCA-PHIL 301 Contemporary Ethical Issues in Health Care as appropriate.	3 cr upper	COSC				
Diversity in Workplace	3 cr upper	COSC	SOC. 449 Social Problems and their Impact on the Workplace			
Electives: MGT 460 Fundamentals of Project Management MGT 350 Studies in Entrepreneurship <b>OR</b> MGT 360 Small Business Management SOC-PSY 410 Research Methods	6 cr	COSC				
		COSC				

**Co-Requisites:**

- International component:  
 Liberal Arts ..... 6 credits or  
 Business ..... 3 credits
- Macroeconomics or Microeconomics ..... 3 credits
- Management Information Systems (no older than 5 years)..... 3 credits

**Total number of Credits**

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Organizational Leadership**  
**Option B: Courses/Exams from Charter Oak and/or Other Schools**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Principles of Management	3 cr lower					
Marketing	3 cr lower					
Organizational Behavior	3 cr upper					
Organizational Change or Organizational Theory	3 cr upper					
Organizational Communication	3 cr upper					
Leadership	3 cr upper					
Human Resources Management	3 cr upper					
Team Leadership	3 cr upper					
Organizational Ethics	3 cr upper					
Diversity in the Workplace	3 cr upper					
Electives: Social problems and their impact on the workplace, strategic planning, project management, or other business elective.	6 cr					

**Co-Requisites:**

- International component:  
     Liberal Arts ..... 6 credits or  
     Business ..... 3 credits
- Macroeconomics or Microeconomics..... 3 credits
- Management Information Systems (no older than 5 years)..... 3 credits

**Total number  
of Credit**

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**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Organizational Management**  
**Option A: Use Charter Oak State College Courses Exclusively**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of "C" or higher are required as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Principles of Management	3 cr lower	COSC	MGT 101 Introduction to Management			
Financial Accounting	3 cr lower	COSC	ACC 101 Financial Accounting			
Marketing	3 cr lower	COSC	MKT 220 Principles of Marketing			
Business Law	3 cr lower	COSC	BUS 120 Business Law			
Managerial Finance	3 cr lower	COSC	FIN 210 Financial Management			
Globalization/International Business	3 cr lower	COSC	BUS 250 International Business			
Organizational Behavior	3 cr upper	COSC	MGT 315 Organizational Behavior			
Human Resources Management	3 cr upper	COSC	MGT 461 Human Resource Management			
Organizational Communication	3 cr upper	COSC	COMM 326 Effective Personal & Org. Comm.			
Project Management or Operations Management	3 cr upper	COSC	MGT 460 Project Management <b>OR</b> MGT 370 Operations Management			
Upper level elective in Leadership, Sociology of the Workplace, Business Management, Project Management, Entrepreneurship, Small Business Management	3 cr upper	COSC	SOC 499: Social Problems and Their Impact on the Workplace <b>OR</b> MGT 462 Project Management II; MGT 464 Project Management II; MGT 350 Studies in Entrepreneurship; MGT 360 Fundamentals of Project Management			
Strategic Planning	3 cr upper	COSC	MGT 499: Strategic Management			
<b>Co-Requisites:</b> <input type="checkbox"/> Macroeconomics <input type="checkbox"/> Microeconomics <input type="checkbox"/> Management Information Systems (no older than 5 years) <input type="checkbox"/> Managerial Accounting					<b>Total Number of Credits</b>	

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Organizational Management**  
**Option B: Courses/Exams from Charter Oak and/or Other Schools**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of "C" or higher are required as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Principles of Management	3 cr lower					
Financial Accounting	3 cr lower					
Marketing	3 cr lower					
Business Law	3 cr lower					
Managerial Finance	3 cr lower					
Globalization/International Business	3 cr lower					
Organizational Behavior	3 cr upper					
Human Resources Management	3 cr upper					
Organizational Communication	3 cr upper					
Project Management or Operations Management	3 cr upper					
Upper level elective in Leadership, Sociology of the Workplace, Business Management, Project Management, Entrepreneurship, Small Business Management, E-Commerce	3 cr upper					
Strategic Planning	3 cr upper					
<b>Co-Requisites:</b> <input type="checkbox"/> Macroeconomics <input type="checkbox"/> Microeconomics <input type="checkbox"/> Management Information Systems (no older than 5 years) <input type="checkbox"/> Managerial Accounting					<b>Total Number of Credits</b>	

## CONCENTRATION PLAN OF STUDY (CPS) FORM

### Philosophy

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name: \_\_\_\_\_ Last four digits of Social Security #: \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
History of Philosophy (two courses in pre-twentieth century Philosophy)	6 credits					
Contemporary Philosophy	6 credits					
Value Theory	3 credits					
Logic	3 credits					
Metaphysics or Epistemology (examples: Philosophy of Science, Mind or Religion; Theory of Knowledge)	3 credits					
Additional credits in philosophy or a related area.	15 credits					
<b>Total Number of Credits</b>						

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Physics**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
General Physics 1/ lab	4 credits					
General Physics 2 / lab	4 credits					
General Physics 3/ lab	4 credits					
General Physics 4/ lab	4 credits					
Modern Physics	3 credits					
Quantum Mechanics	3 credits					
Physics electives	2-3 credits					
Calculus 1	3 credits					
Calculus 2	3 credits					
Calculus 3	3 credits					
Differential Equations	3 credits					
<b>Total Number of Credits</b>						

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Political Science**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Comparative Political Systems	3 credits					
International Relations	3 credits					
Political Theory	3 credits					
Methodology	3 credits					
U.S. Government	3 credits					
Political Science Electives	21 credits					
<b>Total number of credits</b>						

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Psychology**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level.  
Grades of less than "C" are not accepted as part of the concentration.

Name: \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
Research methods * <b>or</b> experimental design (beyond freshman level)	3 credits					
Choose <b>two</b> courses/exams from the following: Cognition; Perception; Psychobiology; Learning and Memory; Experimental; Developmental*; Systems Theory/History	6 credits					
Choose <b>one</b> course/exam from the following: Counseling*; Social Psychology; Personality*; Clinical/Abnormal*; Community/Mental Health	3 credits					
Electives The GRE Subject Test in Psychology can be used as elective credit toward this requirement (18 credits: 15 lower; 3 upper)	24 credits					
<b>Total Number of Credits</b>						

\*Exams are available for this subject area.

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Public Administration**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
State and Local Government	3 cr lower					
Public Finance & Budgeting	3 cr lower					
Ethics in Public Administration	3 cr lower					
Politics & Public Policy	3 cr lower					
Intergovernmental Relations (international, federal, state, local)	3 cr lower					
Organizational Theory	3 cr upper					
Non-Profit Management	3 cr upper					
Public Policy Analysis	3 cr upper					
Public Administration Law	3 cr upper					
Current Issues in Public Administration	3 cr upper					
Elective in Public Administration or related area (select one)	3 cr					
◆ Internship (if not working in the field)	Upper or lower level					
◆ Public Administration elective	Upper level					
◆ Human Resource Management	Upper level					
◆ Grant Writing	Upper level					
◆ Personal and Org. Communication	Upper level					
◆ Organization & Group Dynamics	Upper level					
◆ Leadership Practices	Upper level					
◆ Team Leadership	Upper level					
◆ Fundamentals of Project Mgmt.	Upper level					
Capstone Project	3 cr upper level					

**Pre-Requisite:**

Introduction to Public Administration..... 3 cr.

<b>Total number of Credits</b>	
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**Co-Requisite:**

Macroeconomics or Microeconomics ..... 3 cr.

Research Methods..... 3 cr.

**Recommended:**

U.S. Government ..... 3 cr.

Statistics..... 3 cr.

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Public Safety Administration**  
**Option A: Use Charter Oak State College Courses Exclusively**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
PSA 350: Ethics in Public Safety	3 cr	COSC				
PSA 315: Human and Community Service Delivery	3 cr	COSC				
PSA 330: Cultural Diversity in Public Safety	3 cr	COSC				
PSA 335: Group Dynamics	3 cr	COSC				
PSA 355: Human Resources in Public Safety	3 cr	COSC				
PSA 360: America's Homeland Security	3 cr	COSC				
PSA 410: Political and Legal Systems for the Public Safety Professional	3 cr	COSC				
PSA 425: Counteracting Terrorism	3 cr	COSC				
PSA 440: Research Methodology in Public Safety	3 cr	COSC				
PSA 445: Strategic Planning in Public Safety	3 cr	COSC				
PSA 465: Global Perspectives on Emergency Management	3 cr	COSC				
PSA 499: Capstone Course: Leadership in Public Safety	3 cr	COSC				
<b>Pre-Requisite:</b> <input type="checkbox"/> Associate degree or equivalent in related field (i.e., Criminal Justice; Fire Science/Technology)					<b>Total Number of Credits</b>	

Note: Up to nine (9) credits can be accepted in transfer. The Capstone course may not be transferred in.

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Public Safety Administration**  
**Option B: Use Courses/Exams from Charter Oak and/or Other Schools**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	CREDITS	SOURCE	Comparable COURSE or EXAM & INSTITUTION	GRADE	No. and Level of Credits Proposed	
					Lower	Upper
Ethics in Public Safety	3 cr					
Human and Community Service Delivery	3 cr					
Cultural Diversity in Public Safety	3 cr					
Group Dynamics	3 cr					
Human Resources in Public Safety	3 cr					
America's Homeland Security	3 cr					
Political and Legal Systems for the Public Safety Professional	3 cr					
Counteracting Terrorism	3 cr					
Research Methodology in Public Safety	3 cr					
Strategic Planning in Public Safety	3 cr					
Global Perspectives on Emergency Management	3 cr					
PSA 499: Capstone Course: Leadership in Public Safety *	3 cr	COSC				
<b>Pre-Requisite:</b> <input type="checkbox"/> Associate degree or equivalent in related field (i.e., Criminal Justice; Fire Science/Technology)					<b>Total Number of Credits</b>	

Note: Up to nine (9) credits can be accepted in transfer.

\* The Capstone course may not be transferred in.

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Religious Studies**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name: \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Introduction to Study of Religion, i.e.: Intro. to Religious Studies; Intro. to Religion; or other freshman level course	3 credits					
Role of Religion in Society, i.e.: Religion and the State; Women, Religion and Sexuality; Religion and Social Change; Philosophy, Religion and Culture; Social Ethics	3 credits					
Comparative Religion/World Religion, or two courses covering different religions (must include exposure to scriptures)	3 credits					
Philosophy/Religious Thought, i.e.: Medieval and Renaissance Philosophy; Philosophy of Islam; Philosophy of Buddhism; Asian Philosophy; Philosophy of Religion	3 credits					
Electives in Religion	6 credits					
Remaining credits may include: History of Medieval Europe; Renaissance and Reformation; Bible as Literature; Archeology: Interpreting the Past; Ancient Near Eastern Myth and Literature; Ethical Issues; Judaic Studies; Pastoral Counseling; or history of any religion	18 credits					
<b>Total Number of Credits</b>						

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Sociology**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level.  
 Grades of less than "C" are not accepted as part of the concentration.

Name: \_\_\_\_\_ Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	Grade	Number and Level of Credits Proposed	
					Lower	Upper
Statistics <b>OR</b> Probability Theory	3 credits					
Methodology of Social Research	3 credits					
Sociology Theory (must meet acceptable definition of theory as approved by the faculty)	3 credits					
Choose three courses from the following areas of sociology: Ethnic Relations; Family; Organizations; Social Change; Social Psychology, Social Stratification; Urban/Rural Sociology	9 credits					
Electives (Courses in Social Work are NOT acceptable)	18 credits					
<b>Total Number of Credits</b>						

**CONCENTRATION PLAN OF STUDY (CPS) FORM**  
**Technology Studies**

A minimum of 36 credits is required to complete the concentration. At least 15 credits must be at the upper level. Grades of less than "C" are not accepted as part of the concentration.

Name \_\_\_\_\_

Last 4 digits of Social Security # \_\_\_\_\_

MINIMUM SUBJECT REQUIREMENTS	MINIMUM REQUIRED CREDITS	SOURCE: TEST OR INSTITUTION	COURSE/TEST NO. & TITLE	GRADE	Number and Level of Credits Proposed	
					Lower	Upper
Specific Technology: 27 credit minimum	12 credits lower level					
	15 credits upper level					
Technical Writing	3 credits					
Computer Programming OR Computer Application	3 credits					
Choose one of following: Organizational Behavior Industrial Psychology Principles of Leadership Principles of Supervision Principles of Management	3 credits					
<b>Co-Requisites</b>					<b>Total Number of Credits</b>	
<input type="checkbox"/> College level Math including Algebra and Trigonometry .....6 credits <input type="checkbox"/> Statistics or Business Statistic* .....3 credits <input type="checkbox"/> Natural Science appropriate to the technology ..... 7 – 8 credits						

## 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.

## **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.

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**Student's Name**

<b>CATEGORY</b>	<u><b>SCORE</b></u> <b>0 - 5</b>	<u><b>POINTS</b></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
<b>Subtotal</b>	<b>0</b>	<b>x 2 = 0</b>

<b>Comments</b>
-----------------

**Coherence (25 points)**

Demonstrates an organizational strategy.		
- introduction		0
- body		
- conclusion		
Has a clear thesis		0
Provides substantial development of ideas.		0
Uses logical transitions throughout.		0
Supports ideas with appropriate examples.		0
<b>Subtotal</b>	<b>0</b>	<b>x 1 = 0</b>

<b>Comments</b>
-----------------

**Expression (15 points)**

Demonstrates audience awareness.		0
Writes using a clearly recognizable voice.		0
Makes precise word choices that establish an appropriate tone.		0
<b>Subtotal</b>	<b>0</b>	<b>x 1 = 0</b>

<b>Comments</b>
-----------------

**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		
<b>Subtotal</b>	<b>0</b>	<b>x 2 = 0</b>

<b>Comments</b>
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**TOTAL POINTS 0**

<b>Final Comments</b>
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*Faculty Name*

*Date*

## 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: \_\_\_\_\_ Last 4 digits of SSN# \_\_\_\_\_

Enrollment Date: \_\_\_\_\_ Bachelor of Arts:

Bachelor of Science:

Concentration: \_\_\_\_\_

Academic Counselor: \_\_\_\_\_

### 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) \*

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

#### Coherence (25 points)

- Demonstrates an organizational strategy
  - \* introduction
  - \* body
  - \* conclusion
- Has a clear thesis
- Provides substantial development of ideas
- Use logical transitions throughout
- Supports ideas with appropriate examples

\* Must have a minimum of 18 points in this area

#### Expression (15 points)

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

#### Punctuation and Grammar (30 points)

- Uses words correctly
- Punctuates effectively and spells correctly
- Uses conventional grammar
  - \* parallel structure
  - \* intentional use of active/passive voice
  - \* consistent verb tense
  - \* consistent point of view

# APPENDICES

## Appendix A: Interpreting Your Status Report

An updated Status Report will be sent to you each time you add credits to your record. Therefore, please have official transcripts and test scores sent each semester or term so that your Status Report accurately reflects what you have completed. Your counselor cannot help you plan your studies without this up-to-date information. **Before signing up for any course or exam, your academic counselor needs to grant approval to be certain that it will meet your degree requirement.**

**Please review your Status Report for accuracy immediately upon receipt.**

### General Information

- ◆ An Associate Degree requires 60 semester credit hours.
- ◆ A Bachelor's Degree requires 120 semester credit hours, including a concentration comprising at least 36 credits at designated levels.
- ◆ All students must fulfill **General Education** and **Liberal Arts** requirements as listed on the Degree Planning Worksheet. Most of the General Education credits are classified as liberal arts credits.

**Course Number and Description:** Acceptable courses from accredited institutions, examinations with passing scores and other credits earned.

<b>Level:</b>	The level of each course exam, where indicated, is recorded as follows:  U – Upper. Earned at a senior institution of higher education or the equivalent <u>and</u> is at the Junior/Senior level.
<b>Grade:</b>	Indicated either by letter grade or "P" for Pass.
<b>Test Score Percentile:</b>	Indicates percentile of the passing scores for GRE Subject exams.
<b>Concentration:</b>	The name of your concentration will appear once your Concentration Plan of Study has been approved by faculty.
<b>Quality Points:</b>	All courses with grades are assigned "quality points" according to the letter grade earned. Your current GPA appears on the Summary Page. Standardized examinations with letter grades do not have quality points and do not factor into your GPA.

### Summary Page

<b>Total Credits Earned:</b>	Reflects the sum of Liberal Arts and Non Liberal Arts categories.
<b>Total Hours with Grades:</b>	Reflects only total hours earned in courses with a letter grade. "Pass" credits and letter grades assigned to standardized exams are not included.
<b>Grade Point Average:</b>	Must be at least 2.0.
<b>Semester Credits Required:</b>	Associate Degree: 60 Bachelor's Degree: 120
<b>Minimum Liberal Arts Credits Required:</b>	Associate in Arts 45      Bachelor of Arts 90 Associate in Science 30      Bachelor of Science 60
<b>General Education Distribution:</b>	Indicates which outcomes have been met.
<b>Concentration Approved:</b>	"Yes" if faculty have approved both your concentration proposal and essay.
<b>Concentration Completed:</b>	"Yes" if all approved courses and exams in your concentration have been completed.
<b>Credits required beyond 2-year college:</b>	Baccalaureate students must earn 30 credits from a four-year college.

**Duplication Section:** Credits listed on this page have been judged to duplicate other credits.

## Appendix B-1: Degree Planning Worksheet (Baccalaureate Degree)

Name \_\_\_\_\_ Academic Counselor \_\_\_\_\_ Date \_\_\_\_\_

This worksheet provides an overview of how your credits fit into a Charter Oak State College degree program. Credit may be earned through college-level examinations, courses offered by regionally accredited colleges and universities, by portfolio assessment, or by contract learning.

### Distributive Requirements

#### 1. General Education

This requirement is intended to assure that students gain the knowledge to develop their potential and acquire the capability to engage in a lifelong process of learning. By fulfilling this requirement, students acquire knowledge of Western cultural history; an understanding of a global society and their relation to it; a sense of social, ethical and cultural values; and an appreciation of the application of these values in society. They also develop communication and quantitative skills and an understanding of the scientific method.

#### 2. Liberal Arts

Three categories of disciplines fulfill this requirement: Humanities, Social Sciences/History and Mathematics/Science. Most, if not all, General Education credits will help to fulfill this category. A Bachelor of Science Degree requires a minimum of 60 credits in the Liberal Arts; a Bachelor of Arts requires a minimum of 90 Liberal Arts credits.

#### 3. The Concentration Plan of Study (CPS)

A minimum of 36 credits with grades of C or higher is required to complete a Concentration to demonstrate significant breadth and depth of learning in a particular area or areas of study. At least 15 of these credits must be at the upper level except for Individualized or Liberal Studies concentrations in which 18 upper level credits are required. Some of these credits may fulfill General Education and Liberal Arts requirements as well, but these credits will only be counted once toward the total of 120 credits necessary to earn a bachelor's degree. **A Concentration is developed with an advisor specialist immediately upon enrollment, but not before a minimum of 60 credits has been earned. The concentration must be formally approved by the faculty.**

#### 4. Electives - All credits not used to meet general education and concentration requirements are counted as electives.

### Application of your Credits to Charter Oak Degree Requirements from the Summary Page of your Status Report

	Required	Completed	
Total credits earned to date	120 BA/BS	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Gen. Ed. Requirements completed (see below)		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Liberal Arts credits to date	90 BA 60 BS	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Credits earned beyond 2-year Institutions	30 BA/BS	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Concentration Approved		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Concentration Completed		<input type="checkbox"/> Yes	<input type="checkbox"/> No

#### Next Steps:

### GENERAL EDUCATION REQUIREMENTS

If credits apply to more than one category, credits will be counted only once toward 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 credits

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

**Oral Communication** .....3 credits

Examples: Principles of Speech, Principles of Public Speaking.

The following three outcomes do not 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:** 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:** 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:** Student 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 or by taking courses such as Ethics, Business Ethics, Health Care Ethics, or Computer Ethics.

**Knowledge Areas:**

**U.S. History/Government:** Students will have an understanding of the ideas and processes that shaped the history of the United States.....3 credits

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

**Non-U.S. History or Culture:** Students will have an understanding of major developments in the history and culture of other countries .....3 credits

Examples: appropriate art, literature, history, foreign language or religion course, Western Civilization I or II.

**Global Understanding:** 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 .....3 credits

Examples: Religions of the World, Cultural Anthropology, Comparative Economic Systems, Comparative Political Systems, Intercultural Communications (focus must be on communication among specific cultures), International Business, International Economics, International Marketing, Introduction to Modern Middle East.

**Literature and Fine Arts:** Students will demonstrate an understanding of the arts and literature, and gain an appreciation of their impact on our heritage and culture .....3 credits

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

**Social/Behavioral Sciences:** 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 .....3 credits

Examples: Anthropology, Criminal Justice, Communications, Economics, Education (not Subject Methods or Student Teaching), Gerontology, Psychology, Sociology, Political Science, Communications (not Basic Speech).

**Mathematics:** Students will have an understanding of mathematics beyond the entry-level requirements for college .....3 credits  
Examples: College-level Algebra or higher.

**Natural Science:** 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 .....4 – 6 credits  
Examples: Astronomy, Biology, Chemistry, Environmental Science, Geology, Oceanography, Physical Geography, Physics.

## Appendix B-2: Degree Planning Worksheet (Associate Degree)

Name \_\_\_\_\_ Academic Counselor \_\_\_\_\_ Date \_\_\_\_\_

This worksheet provides an overview of how your credits fit into a Charter Oak State College degree program. Credit may be earned through college-level examinations, courses offered by regionally accredited colleges and universities, by portfolio assessment, or by contract learning.

### Distributive Requirements

#### 1. General Education

This requirement is intended to assure that students gain the knowledge to develop their potential and acquire the capability to engage in a lifelong process of learning. By fulfilling this requirement, students acquire knowledge of Western cultural history; an understanding of a global society and their relation to it; a sense of social, ethical and cultural values; and an appreciation of the application of these values in society. They also develop communication and quantitative skills and an understanding of the scientific method.

#### 2. Liberal Arts

Three categories of disciplines fulfill this requirement: Humanities, Social Sciences/History and Mathematics/Science. Most, if not all, General Education credits will help to fulfill this category. An Associate in Science Degree requires a minimum of 30 credits in the Liberal Arts; an Associate in Arts requires a minimum of 45 Liberal Arts credits.

#### 3. Electives

All credits not used to meet general education and concentration requirements are counted as electives.

### Application of your Credits to Charter Oak Degree Requirements from the Summary Page of your Status Report

	Required	Completed	
Total credits earned to date	60 AA/AS	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Gen. Ed. Requirements completed (see below)		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Liberal Arts credits to date	45 AA 30 AS	<input type="checkbox"/> Yes	<input type="checkbox"/> No

#### Next Steps:

### GENERAL EDUCATION REQUIREMENTS

If credits apply to more than one category, credits will be counted only once toward 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 credits  
 Examples: English Composition I and II, English Composition plus Technical Writing course, two writing-intensive courses, CLEP exam with essay, AP English/Language and Composition.

**Oral Communication** .....3 credits  
 Examples: Principles of Speech, Principles of Public Speaking.

The following three outcomes do not 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:** 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:** 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:** Student 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 or by taking courses such as Ethics, Business Ethics, Health Care Ethics, or Computer Ethics.

**Knowledge Areas:**

**U.S. History/Government:** Students will have an understanding of the ideas and processes that shaped the history of the United States.....3 cr  
Examples: American Government, American History, History of the United States, The Civil War.

**Non-U.S. History or Culture:** Students will have an understanding of major developments in the history and culture of other countries .....3 cr  
Examples: any art, literature, history, foreign language or religion course, Western Civilization I or II.

**Global Understanding:** 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 .....3 cr  
Examples: Religions of the World, Cultural Anthropology, Comparative Economic Systems, Comparative Political Systems, Intercultural Communications (focus must be on communication among specific cultures), International Business, International Economics, International Marketing, Introduction to Modern Middle East.

**Literature and Fine Arts:** Students will demonstrate an understanding of the arts and literature, and gain an appreciation of their impact on our heritage and culture .....3 cr  
Examples: Music Appreciation, Art Appreciation, Art History, Music History, Theatre, Dance, Creative Writing, Drawing, Literature.

**Social/Behavioral Sciences:** 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 .....3 cr  
Examples: Anthropology, Criminal Justice, Communications, Economics, Education (not Subject Methods or Student Teaching), Gerontology, Psychology, Sociology, Political Science, Communications (not Basic Speech).

**Mathematics:** Students will have an understanding of mathematics beyond the entry-level requirements for college .....3 cr  
Examples: College-level Algebra or higher.

**Natural Science:** 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 .....4 – 6 cr  
Examples: Astronomy, Biology, Chemistry, Environmental Science, Geology, Oceanography, Physical Geography, Physics.

## Appendix C: Credit Levels/Criteria

### **Lower credits at this level are awarded for learning that:**

- ◆ is at the introductory college level in nature and assumes basic knowledge of the field(s);
- ◆ is typically acquired in courses numbered in the 100s and 200s; and
- ◆ provides a broad survey or skills and provides surveys of specific areas of study.

### **Upper credits at this level are awarded for learning that:**

- ◆ assumes knowledge of the language of the field(s);
- ◆ is focused on some aspect of the field(s);
- ◆ may include research in a specialized topic;
- ◆ assumes prior study at the intermediate level; and
- ◆ is earned at a senior institution of higher education or the equivalent.

## Appendix D: Military Records Request Form

(to be sent to appropriate address on the following page)

Please send my military personnel records to:

**Office of the Registrar  
Charter Oak State College  
55 Paul Manafort Drive  
New Britain, CT 06053-2150**

1. Name Used During Service (*Last, first and middle*)

---

2. Social Security Number \_\_\_\_\_

3. Date of Birth \_\_\_\_\_ 4. Place of Birth \_\_\_\_\_

4. Active Service Past/Present (Please show all service dates):

A. Branch of Service \_\_\_\_\_ Service Number \_\_\_\_\_

B. Branch of Service \_\_\_\_\_ Service Number \_\_\_\_\_

C. Branch of Service \_\_\_\_\_ Service Number \_\_\_\_\_

Period(s) of Active Duty (record required for **each** period):

A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_

Address of Service member: \_\_\_\_\_

6. Information needed:

*Personnel records—all information relating to military education, service schools and primary occupational specialty or rating. Information to be used for college credit evaluation.*

Thank you.

---

(Signature)

---

(Date)

**U.S. Army, National Guard, U.S. Marine Corps and Navy prior to dates indicated below, as well as U.S. Air Force prior to 1975 and U.S. Coast Guard discharged & retired:**

Military Personnel Records  
General Services Administration  
National Personnel Records Center  
9700 Page Boulevard  
St. Louis, MO 63132-5100  
<http://www.nara.gov/regional/mpr.html>  
800-318-5298

**U.S. Navy and Marines.** SMART transcript (for active duty sailors/marines & those veterans who separated 10/1/99 or later):

SMART Operations Center  
NETPDTC N2, 6490 Saufley Field Road  
Pensacola, FL 32509-5204  
<https://www.navycollege.navy.mil/transcript.html>

**U.S. Army** (veterans or soldiers who entered active duty on or after 10/1/81 and Army National Guard veterans or soldiers on active rolls as of 1/1/93 whose entry dates fall on or after 10/1/81).

AARTS Operations Center  
Ft. Leavenworth, KS 66027-5073  
<http://www-leav.army.mil/aarts>

**U.S. Air Force, 1975 or later:**

Community College of the Air Force  
130 W. Maxwell Blvd.  
Simler Hall, Ste. 128J  
Maxwell AFB, AL 36112-6613

**U.S. Coast Guard, active, reserve & TDRL members:**

Commanding Officer (ve)  
U.S. Coast Guard Institute  
5900 SW 64<sup>th</sup> Street, Suite 235  
Oklahoma City, OK 73169-6990

**GED-General Education Development (college level) and CLEP-College Level Exam. Program:**

**Tests taken under the auspices of USAFI prior to July 1, 1974 (\$10 fee required):**

DANTES  
Educational Testing Service  
P.O. Box 6605  
Princeton, NJ 08541-6605

**Tests taken under the auspices of DANTES (SST and overseas GED) after July 1, 1974 (\$10 fee required):**

DANTES  
FED Testing Service  
One DuPont Circle  
Washington, DC 20036

**Tests taken under the auspices of USAFI after July 1, 1974 (\$8 fee per transcript required):**

DANTES  
Educational Testing Service  
P.O. Box 6604  
Princeton, NJ 08541-6604

**NOTICE:** In order to have military training evaluated for possible academic credit, you must complete the Military Records Request form and mail it directly to the appropriate address. Evaluation is based only upon official documents received by Charter Oak State College from official sources. Upon matriculation or payment of the fee for the official academic evaluation, the Registrar will evaluate all official documents. In order for credit to be awarded, all information must match recommendations listed in the Guide to the Evaluation of Educational Experiences in the Armed Services.

## Appendix E: Exam Registration Procedures/Cost for CLEP Exams

### How to Register

**Register online as soon as you know when you expect to be ready to take your test. We recommend registering five weeks ahead, but you may register later if there is space available. The website will send you a letter of confirmation if there was space available on the date and time you chose.**

Check the test schedule and register for exams online by going to <http://www.charteroak.edu/test> and following the directions for the secure online registration system for CLEP exams.

In the few cases where a student is unable to register online, call the Charter Oak State College Testing Office at 860-832-3822. You will be asked to submit a paper registration form and pay the administrative fee.

If you need to reschedule, you must do so at least five weeks prior to the initially scheduled date. Call the testing office and ask them to reschedule you for a new date and time.

All registrations will be treated on a first-come-first-served basis. Please be advised that space is limited. There are no refunds for cancellations. Rescheduling less than five weeks ahead of your scheduled test date requires a new administrative fee.

**If you have a documented disability** and need special accommodations, this must be arranged with the Testing Office (860-832-3822) at the time you schedule the exam.

- ◆ You must bring photo identification to sit for an exam.
- ◆ CLEP exams are normally scheduled on two Saturdays and one Tuesday each month at 9 am and 12 noon, and, on Saturdays only, at 2 pm.
- ◆ All CLEP exams are administered on computers, including English Composition with Essay. Exams with optional essays require extra time and must be scheduled with the Testing Office.
- ◆ Written confirmation is sent to your email address at the time you register online. If you do not find a confirmation in your regular email account, check to see whether it has been sent to junk mail.
- ◆ Food, drink, beepers, cell phones and other electronic devices are not permitted in the testing area.

### CLEP Testing Fees

At registration time you will be asked to pay a non-refundable administration fee by credit card, as follows:

- ◆ Matriculated students and applicants:     \$35
- ◆ Non-matriculated students:                 \$50

You'll pay a separate CLEP fee by credit card or money order the day of the exam, which is \$65.

## Appendix F: Exam Registration Procedures/Cost for DSST/DANTES, COSC & TECEP How to Register

**Register at least five weeks before your anticipated test date (seven weeks for TECEP exams).**

You can check the test schedule and register for exams on line by going to <http://www.cosc.edu/Advising/StandardizedExams.cfm> and following the directions for the online registration system.

You may also call the Charter Oak State College Testing Office at 860-832-3822.

All registrations will be treated on a first-come-first served basis. Please be advised that space is limited. If your form and fee arrive after the session is filled, your check will be returned to you in full.

**If you have a documented disability** and need special accommodations, this must be arranged with the Testing Office (860-832-3822).

- ◆ You must bring a photo identification to sit for an exam.
- ◆ Exams are normally scheduled on Tuesdays and Saturdays each month at 9 am and 12 noon.
- ◆ **Rescheduling of exams must be done at least five weeks in advance of the test date.**
- ◆ Written confirmation is sent to all those registered approximately 3 weeks prior to the exam.
- ◆ Food or drink is not permitted in the testing area.

### Testing Fees

Exam	Check or Money Order	Payable To:
<b>COSC*</b>	Statistics * \$75 Intro to Early Childhood Ed \$75 Child Developmental Psychology \$75	Charter Oak State College
<b>TECEP</b>	\$245 (an additional \$30 fee is charged to reschedule)	Charter Oak State College
<b>DANTES #9928</b>	\$70 payable to DANTES* Program (money order, bank check or charge to VISA or MasterCard) PLUS \$35 for COSC students/applicants and \$50 for others, payable to Charter Oak State College	DANTES Program Charter Oak State College

\* Only those matriculated at Charter Oak State College may take the Charter Oak State College (COSC) Statistics exam. **A minimum of 60 credits must be on your Charter Oak record before taking the Statistics exam.**

### For more information:

DSST/DANTES: <http://www.getcollegecredit.com>, [pnj-dsst@thomson.com](mailto:pnj-dsst@thomson.com) or call 877-471-9860

TECEP: <http://www.tesc.edu/students/tecep/tecep.php>

COSC Exam Registration Form: <http://www.charteroak.edu/Current/Forms/COSCEXAM.doc>

## Appendix G: Testing Centers in Connecticut

### DSST/DANTES Test Centers

8247

**Albertus Magnus College**

300 Long Beach Blvd  
Stratford, CT 06611  
203-375-9607

<http://www.albertus.edu>

8146

**Albertus Magnus College**

111 Founders Plaza, 7th Fl  
East Hartford, CT 06108  
860-289-1182, x 21

<http://www.albertus.edu>

8147

**Albertus Magnus College**

300 Long Beach Boulevard  
Stratford, CT 06615  
800-394-9982

<http://www.albertus.edu>

9928

**Charter Oak State College**

55 Paul Manafort Drive  
New Britain, CT 06053-2150  
860-832-3823

<http://www.cosc.edu>

9533

**Eastern Connecticut State University**

591 Poquonnock Road  
Groton, CT 06340  
860-446-9457

<http://www.easternct.edu>

9453

**Eastern Connecticut State University**

83 Windham Street  
Willimantic, CT 06226  
860-456-4339

<http://www.easternct.edu>

9454

**Housatonic Community Technical College**

900 Lafayette Blvd  
Bridgeport, CT 06604-4704  
203-332-5217

<http://www.hctc.commnet.edu>

9475

**Naugatuck Valley Community Technical College**

750 Chase Parkway  
Waterbury, CT 06708  
203-575-8048

<http://www.nvcc.commnet.edu>

9605

**Quinebaug Valley Community College**

742 Upper Maole Street  
Daniels, CT 06239  
860-774-1130, x 405

<http://www.qvcc.commnet.edu>

8380

**Sacred Heart University**

5151 Park Ave  
Fairfield, CT 06432-1000  
203-396-8065

<http://www.sacredheart.edu>

9233

**Three Rivers Community Technical College**

574 New London Turnpike  
Norwich, CT 06360  
860-886-0177

<http://www.trctc.commnet.edu>

9034

**University of Hartford**

200 Bloomfield Comp. Ctr/231  
West Hartford, CT 06117  
860-768-5447

8864

**Western Connecticut State University**

181 White St  
Danbury, CT 06810  
203-837-8690

<http://www.wcsu.edu>

### **CLEP Test Centers**

**Charter Oak State College**  
**New Britain, CT**

Phone: (860) 832-3822  
2 Saturdays a month

**Eastern CT State University**  
**Willimantic**

Phone: (860) 465-5125  
3<sup>rd</sup> Saturday most months

**University of Hartford**  
**West Hartford**

Phone: (860) 768-4457

**Housatonic Community College**  
**Bridgeport**

Phone: (203) 332-5217 or 332-5019  
3<sup>rd</sup> Saturday of the month

**Western CT State University**  
**Danbury**

Phone: (203) 837-8690  
3<sup>rd</sup> Saturday of the month

### **Massachusetts Centers**

**Holyoke Community College**  
**Holyoke, MA**

Phone: (413) 552-2950

**Springfield Technical Community College**  
**Springfield, MA**

Phone: (413)-755-4657

## Appendix H: Testing Agency Addresses

You may request information regarding tests, scores, registration materials and study guides from the following testing centers.

### **CLEP:**

CLEP  
P.O. Box 6600  
Princeton, NJ 08541-6600  
Phone: (800) 257-9558 (toll free)  
Fax: (609) 771-7088  
Email: [clep@info.collegeboard.org](mailto:clep@info.collegeboard.org)  
<http://www.collegeboard.com/testing>

### **DSST/DANTES:**

DSST/DANTES Program  
2000 Lenox Drive, Third Floor  
Lawrenceville, NJ 08648  
Phone: (877) 471-9860 (toll free) or (609) 895-5011  
<http://www.getcollegecredit.com>

### **GRE:**

GRE  
P.O. Box 6006  
Princeton, NJ 08541-6006  
Phone: (609) 771-7670  
<http://www.gre.org>

### **EXCELSIOR COLLEGE EXAMS:**

Excelsior College Test Administration  
7 Columbia Circle Albany, NY 12203-5159  
Phone: 888-647-2388 (toll free)  
Fax: (518) 464-8777  
Email: [testadm@excelsior.edu](mailto:testadm@excelsior.edu)  
<http://www.excelsior.edu>

## Appendix I: Request for Special Assessment

Special Assessments are conducted for COSC matriculated students who wish to earn credit for 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 association
3. Completion of a course sponsored by a non-collegiate organization.

The assessment is conducted by a member of the Charter Oak faculty or a specialist in the field recommended by the faculty. Cost of the Special Assessment is \$250 effective until July 1, 2008.

Name of Student \_\_\_\_\_

Address \_\_\_\_\_  
*No. & Street* *City* *State* *Zip*

Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

Student Identification Number \_\_\_\_\_

Name of Certificate or License \_\_\_\_\_

Issuing Agency \_\_\_\_\_

Date of Issue \_\_\_\_\_ Level (if applicable) \_\_\_\_\_

**Documentation Supplied:** Request CANNOT be processed until all required documentation has been submitted.

### Categories 1 & 2:

#### Submit to Assessment Office:

- 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 the agency for applying for the license/certification
- Standards for awarding the license/certification
- Content areas of exam(s) required
- Letter from sponsoring agency indicating results of examination or equivalent

### Categories 3:

#### Submit to Assessment Office:

- 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

Date \_\_\_\_\_ Student Signature \_\_\_\_\_

**Appendix J: Graduation Application**

I certify that since enrolling at Charter Oak State College, I have not received, nor am I a candidate for, this, or a similar degree at another institution.

Student Signature: **(required)** \_\_\_\_\_ Date \_\_\_\_\_

Please provide all the information requested. **(PLEASE PRINT)**

Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Day Phone \_\_\_\_\_ Eve. Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

Social Security Number \_\_\_\_\_

Your Advisor's Name \_\_\_\_\_

Degree: (choose one)      Associate in Arts      Associate in Science      Bachelor of Arts      Bachelor of Science

I plan to graduate (choose one):

January 31	<input type="checkbox"/>	July 31	<input type="checkbox"/>
March 31	<input type="checkbox"/>	Sept. 30	<input type="checkbox"/>
May 31	<input type="checkbox"/>	Nov. 30	<input type="checkbox"/>

<b>Graduation Date</b>	<b>Graduation Application, Graduation Survey and Graduation Fee due by:</b>	<b>Transcript Deadline</b>
Jan. 31	Sept. 30	Dec. 31
March 31	Nov. 30	Feb. 28
May 31	Jan. 31	April 30
July 31	Mar. 31	June 30
Sept. 30	May 31	Aug. 31
Nov. 30	July 31	Oct. 31

**I will be requesting the transcripts/score reports for my remaining credits from the following institutions and for the following courses (use back of form if necessary):**

Date you expect to finish your last class or take your last exam: \_\_\_\_\_

**Questions 1-5 to be answered only by students pursuing the Bachelor of Science or Bachelor of Arts degree.**

- Name of concentration: \_\_\_\_\_
- The faculty has approved my concentration/academic autobiography:  Yes  No
- If no: My concentration/academic autobiography has been submitted and I am waiting for faculty approval:  Yes  No
- If no: I plan to submit my concentration/academic autobiography to the faculty by this date: \_\_\_\_\_  Yes  No
- A revision to my concentration/academic auto. is pending faculty approval  Yes  No

**Appendix K: Request a Charter Oak State College Transcript**

This form is also available at [http://www.cosc.edu/Forms/trans\\_order.pdf](http://www.cosc.edu/Forms/trans_order.pdf)

\_\_\_\_\_  
Social Security Number

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

\_\_\_\_\_  
Daytime phone number

**Please forward an official copy of my permanent academic record to:**

\_\_\_\_\_  
Name and Title

\_\_\_\_\_  
Institution or Company

\_\_\_\_\_  
Number and Street

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

Item	Amount Due
Transcript sent within 7-10 working days)	\$ 10
Transcript sent within 2 working days)	\$ 20

**OFFICE USE ONLY**

Amount: \$ \_\_\_\_\_

Transcript forwarded on:

By: \_\_\_\_\_

**Method of Payment:**  Visa  Discover  MasterCard  
 COSC Payment Plan  Check (payable to Charter Oak State College)

**DO NOT SEND CASH!**

\_\_\_\_\_  
Credit Card #

\$

\_\_\_\_\_  
Amount Charged

\_\_\_\_\_  
Expiration Date (mm/yyyy)

\_\_\_\_\_  
Card Holder's Name (Please Print)

\_\_\_\_\_  
Card Holder Signature (required)

**Return this form with payment to:**

**Charter Oak State College  
 55 Paul Manafort Drive  
 New Britain, CT 06053-2150  
 Attn: Business Office**

**Appendix L: Form to Request That a Transcript Be Sent to Charter Oak**

If you wish to have a transcript sent to Charter Oak State College, please use this form, also available at <http://www.cosc.edu/Forms/TranscriptRequest.pdf>.

**TRANSCRIPT REQUEST FORM**

**To: The Registrar**

_____	<i>Date</i> _____
<i>Name of Institution</i>	
_____	Please send a transcript to:
<i># and Street</i>	<b>Office of the Registrar</b>
_____	<b>Charter Oak State College</b>
<i>City State Zip</i>	<b>55 Paul Manafort Drive</b>
	<b>New Britain, CT 06053-2150</b>

-----  
**STUDENT INFORMATION**

_____	_____
<i>Student Name</i>	<i>Social Security #</i>
_____	_____
<i># and Street</i>	<i>Student Number or Banner Number</i>
_____	_____
<i>City State Zip</i>	<i>Date of Birth</i>
_____	_____
<i>Maiden Name (s) or Other Last Name (s)</i>	<i>Years of Attendance</i>

Enclosed please find a check in the amount of : \$ \_\_\_\_\_

Thank you.

\_\_\_\_\_  
*Student Signature*

## NOTES