



Teaching Faculty Handbook

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INTRODUCTION TO CHARTER OAK STATE COLLEGE

About Charter Oak State College

Charter Oak State College is governed by the Connecticut Board of Regents, and accredited by the Connecticut Board of Governors for Higher Education and the New England Commission of Higher Education. Charter Oak State College is a Servicemembers Opportunity College. The purpose of Charter Oak State College is to serve those individuals who cannot or do not choose to complete a college degree program through conventional means, often because of family, job or financial responsibilities.

Governance

Charter Oak State College is one of the seventeen constituent units of the Board of Regents. The Board is comprised of 15 voting members with nine appointed by the Governor and four appointed by legislative leadership, of whom one is a specialist in K-12 education and the three remaining are alumni of the Community Colleges, Connecticut State University System, and Charter Oak State College. Also serving on the Board as full voting members are the chair and vice-chair of the Student Advisory Committee. Funding comes from three sources: state appropriations, tuition and fees, and the voluntary contributions of individuals, foundations, and the corporate community.

History

The Connecticut General Assembly created the Board of State Academic Awards in 1973. In 1980, the Board received legislative authorization to designate its degree program as a college. The name chosen, "Charter Oak College," commemorated an early success in Connecticut's struggle for self-governance and was particularly suited to a public institution in what is popularly known as the Constitution State. In 1992, the name was changed to Charter Oak State College to facilitate recognition that the College was part of the state system of public higher education. In 2009, the State statute was changed to grant Charter Oak State College authority to offer master's degrees.

In 2011, the Connecticut Legislature reorganized the state system of higher education, combining the twelve community colleges, the four state universities, and Charter Oak State College under one governing board called the Board of Regents.

Mission

As part of the Connecticut State Colleges & Universities (CSCU) system, Charter Oak State College, the state's only public, online, degree-granting institution, provides affordable, diverse and alternative opportunities for adults to earn undergraduate and graduate degrees and certificates. The College's mission is to validate learning acquired through traditional and non-traditional experiences, including its own courses. The College rigorously upholds standards of high quality and seeks to inspire adults with the self-enrichment potential of non-traditional higher education.

Role and Scope

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

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

Recognizing that learning takes place in many forms, Charter Oak State College provides a flexible approach to undergraduate higher education. Academic credit may be awarded for course work completed successfully at other

accredited institutions, academic instruction sponsored by non-collegiate organizations, military training evaluations, online courses offered by Charter Oak State College, testing, portfolio assessment, contract learning, and for learning acquired through many licensure and certification programs. Graduate credit may be awarded for transfer work earned at another regionally accredited institution through portfolio assessment.

Since Charter Oak State College is an online college, its entire structure is designed to serve students at a distance, including online admissions, online academic advising, online tutoring, and online library services. The College also serves as a testing center, provides credit registry services; evaluates training programs, national certification, credentials, and military credit; as well as information regarding other educational opportunities.

The College faculty are from regionally accredited colleges and universities or are professionals with advanced degrees working in their area of expertise. They assess academic achievement in areas not measured by standardized tests and serve as instructors for our online courses, contract learning, and practica. In recruiting these faculty and experts, the College actively seeks to identify educators who value the impact of broad and diverse experience acquired by adult students.

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

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

Degree Offerings

Charter Oak State College is authorized to offer four undergraduate degrees and one graduate degree: Associate in Arts, Associate in Science, Bachelor of Arts, Bachelor of Science and a Master of Science. In addition to the majors in general studies (individualized studies and liberal studies), there are Bachelor of Science majors in business administration, cyber security, health information management, health care administration, psychology, sociology, child studies early childhood, RN to BSN, human resources, organizational leadership, and public safety administration and a Bachelor of Arts with a major in sociology. Master of Science degrees are offered in organizational effectiveness and leadership, health care administration and health informatics. Degrees are awarded by the governing board, the Board of Regents, upon the recommendation of appointed core consulting faculty. This recommendation is based on the faculty's formal evaluation of transfer credit, non-collegiate instruction and portfolios; results of approved examinations; evaluation of Charter Oak State College courses; and other procedures by which they assess and validate academic learning.

Educational Philosophy

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

The Charter Oak State College institutional philosophy asserts that:

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

Charter Oak State College students can earn their credits in many different ways, and students come to Charter Oak State College having earned numerous credits. Since the average age of the Charter Oak State College student is around 40 years old, Charter Oak State College students have already acquired many of the skills necessary to succeed in life, such as being a responsible citizen, the ability to work with others, and the ability to work independently. Therefore, the General Education requirements at Charter Oak State College build upon these skills. The General Education requirements emphasize the liberal arts and the skills necessary to enable students to succeed in their profession, be good citizens, and to continue as lifelong learners and meet the standards of both its state and regional accrediting associations.

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

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

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

- k. to think critically;
- l. to communicate effectively;
- m. to use information literacy in conducting research; and
- n. to make ethical decisions

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

The College's philosophy carries over to our graduate program. In our graduate program the College allows students to demonstrate learning equivalent to college-level learning and the program is designed with working adults in mind. The program requires that the students have work experience and it permits them to develop a project that can enhance their career. In addition, the degree extends the specific skills of our general education undergraduate program—critical thinking, effective communication, information literacy and research, and ethical decision making.

See link below from the catalog for any updates:

<https://www.charteroak.edu/catalog/current/general-information/>

**CHARTER OAK STATE COLLEGE
BYLAWS**

Adopted November 15, 1984

ARTICLE I

Name

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

ARTICLE II

Object

- Section 1.** Charter Oak State College shall be a collegiate organization established to serve as a vehicle for implementation of the degree-granting functions of the State of Connecticut Board for State Academic Awards. In 2011, Charter Oak State College became part of the Connecticut State College and University System under the Board of Regents (BOR). The Board of Regents for Higher Education was established by the Connecticut General Assembly in 2011 (via *Public Act 11-48* as amended by *Public Act 11-61*) bringing together the governance structure for the Connecticut State Universities, Connecticut Community Colleges and Charter Oak State College.
- Section 2.** All diplomas or certificates signifying admission to an academic degree conferred by Charter Oak State College shall be authenticated by placing thereon the official seal of the Board together with the signatures of the President of the Board or Regents, Chair of the BOR and the President of Charter Oak State College.
- Section 3.** The services of the College shall be offered to all without restriction as to age (except for the provisions in Article III, Sections 5a and b), or any factor cited in the nondiscrimination statutes of the State of Connecticut.

ARTICLE III

Members

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

Section 2. The Governing Board

- The governing board of the College shall be the Board of Regents. **15 Voting Members** Nine appointed by the Governor. Four appointed by legislative leadership, of whom one is a specialist in K-12 education and the three remaining are alumni of the Connecticut Community

Colleges, Connecticut State Universities, and/or Charter Oak State College. The chair and vice-chair of the Student Advisory Committee. **6 Non-Voting, Ex-Officio Members**--Commissioner of the Department of Education, Commissioner of the Department of Economic and Community Development, Commissioner of the Department of Labor, Commissioner of the Department of Public Health, and the Chair and Vice Chair of the Faculty Advisory Committee.

Section 3. The President and the Officers of Administration

The President shall be hired by the Board of Regents. The Officers of Administration shall be hired by the College.

Section 4. The Faculty

The College has three classifications of faculty: Core Faculty, Special Assessment Faculty, and Teaching Faculty. As provided by statute, there is no full-time faculty.

Section 4a. Core Faculty

They shall have no full-time teaching or administrative duties at Charter Oak, and their services shall be of an intermittent, consultative nature as arranged by mutual agreement. Appointees shall be nominated mainly from the teaching faculties of regionally accredited, degree granting institutions in Connecticut; however, adjunct faculty teaching for Charter Oak may also serve. Core Faculty are appointed by the President or his/her designee, in consultation with the Academic Council. (See below, ARTICLE V, Faculty.) Additionally, one Charter Oak staff committee member is appointed to each committee. Specific duties are outlined in the Faculty Handbook.

Section 4b. Special Assessment Faculty

They shall have no full-time teaching or administrative responsibilities at Charter Oak and their services shall be of an intermittent, consultative nature as arranged by mutual agreement. If the expertise is not available within the Core Faculty or Teaching Faculty, appointees shall be selected primarily from the teaching faculties at other regionally accredited two and four year institutions. They may be hired from outside of Connecticut, if needed. Specific duties of the Special Assessment Faculty are further delineated in the Faculty Handbook. Special Assessment faculty members are appointed by the Chief Academic Officer or his/her designee.

Section 4c. Teaching Faculty

The members of the Teaching Faculty are hired by the Chief Academic Officer or his/her designee. Their services will be delineated in their appointment letters/contracts. Teaching faculty will have appropriate credentials and expertise. Their duties, hiring process, evaluation process, and termination process are specified in the Faculty Handbook. The Teaching Faculty, since they teach online, may be hired from outside of Connecticut.

Section 5. The Students

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

Section 6. Alumni

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

ARTICLE IV

Officers

Section 1. The President and Officers of Administration

The President presides over the College. The President is authorized to designate Officers of Administration including Chief Academic Officer, Vice Presidents, Deans, and their assistants. The Chief Academic Officer of the College reports directly to the President and serves as the leader of the College in the President's absence.

Section 2. Institutional Structure

The institutional structure shall be approved by the BOR at the recommendation of the President of the College. The Academic Council shall be consulted by the President or Chief Academic Officer regarding the organization of the Faculty.

ARTICLE V

Faculty

Section 1. Duties and Responsibilities

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

- a. To establish requirements for such degrees as the College is authorized to award;
- b. To establish requirements and standards for award of academic credit and academic assessment;
- c. To advise students;
- d. To validate credits earned at other accredited institutions;
- e. To make original awards of credit;
- f. To make recommendations to the governing board for award of degrees to duly enrolled and qualified candidates; and
- g. To teach and develop courses and assess student work.

Section 2. Members

- a. The primary qualifications for appointment as a Member of the Faculty shall be professional expertise and skill in academic functions.
- b. Although faculty are considered employees for reporting purposes, they shall be appointed in the capacity of independent consultants and as independent consultants they may in no circumstances be deemed to represent any agency or institution with which they may otherwise be affiliated.
- c. The College shall make every effort to maintain a Faculty balanced in terms of academic scope, diversity, geographical representation and public/private institutional background.
- d. Due provision shall be made for the initial orientation and training of new appointees and for the subsequent development of their expertise so as to qualify for further responsibilities.

Section 3. Recruitment, Appointment and Reappointment

- a. Recruitment
 - i. Nominees for the Core Faculty shall be from a list of candidates compiled by solicitation of the academic departments of accredited institutions of higher education in Connecticut where persons having the particular competence sought may be employed and from the Charter Oak State College Teaching Faculty.
 - ii. Special Assessment Faculty are recruited from within our Core and Teaching Faculty, or if the expertise doesn't exist in the subject area needed, from other regionally accredited colleges and universities and/or from professional sources of content area expertise.

- iii. Teaching Faculty will be recruited through an application process and selected based on their credentials and expertise.
- iv. The searches described above shall be clearly identified as both affirmative and nondiscriminatory in nature. Further, in cases where two or more candidates have substantially equal qualifications, preference shall be given to the one whose gender or racial group is under-represented in the Core Faculty and Teaching Faculty, if known.

b. Appointment and Reappointment

All appointments and reappointments to the Faculty of the College as a Core Faculty member shall be made by the President or his/her designee upon consultation with the Academic Council and Chief Academic Officer.

Appointment and reappointment as a Special Assessment Faculty member shall be made by the Chief Academic Officer or his/her designee.

Teaching Faculty shall be hired by the Chief Academic Officer or his/her designee. Reappointment is based on need and performance.

Section 4. Special Assessment Faculty

- a. Members appointed on a contingent basis for advisory and/or evaluative services shall be appointed in the classification of Special Assessment Faculty.
- b. Appointments as Special Assessment Faculty shall normally be proposed for the purpose of augmenting the scope of professional resource persons available. Appointments are for a specific assessment project.

Section 5. Core Faculty

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

Academic Council and Program Committees shall be appointed by the President or designee for a term of two years. If a Core Faculty member retires, he/she may finish out his/her term of appointment.

- iii. Reappointment of a Core Faculty Member is considered by the President or his/her designee on the basis of written evaluations prepared by, or at the direction of, the Chairperson of the academic or program committee(s) on which the Core Faculty Member is serving, during the final year of current appointment, according to the procedure outlined in Section 3, b. above.
- c. Evaluation of Core Faculty members is based upon the degree and quality of their contributions to the mission of Charter Oak State College. Evidence of such contributions may include such activities as active participation in Committee meetings, consultation with staff members, student advising, assessment projects, and subject-matter area consultative services and mentoring distance learning or contract learning courses.
- d. Except in extenuating circumstances, a Core Faculty Member who fails to participate for an entire year shall be deemed to have vacated his or her appointment.
- e. Scheduling of Appointments

All appointments for which a term of service is specified will normally end on August 31 in the year of expiration. Terms of appointments to all committees shall be staggered so as to assure some continuity of membership. If an appointment is for the unexpired term of another Core Faculty Member the Core Faculty Member so appointed may, after completing the unexpired term, serve the number and length of terms so specified in subsection b. of this section.

Section 6. Academic and Program Committees

- a. There shall be the following Academic Committees:
 - i. Social and Behavioral Sciences
 - ii. Business
 - iii. History and Humanities
 - i. Mathematics, Science and Technology
- b. There shall be the following Program Committees:
 - i. Assessment
 - ii. Graduate Programs
- c. Each Academic Committee having responsibility for a specified subject-matter area

shall be authorized to conduct validation procedures within its area of competence and recommend academic policy to the Academic Council.

- d. The Program Committees shall be authorized to develop policies and procedures for the programs under its direction and to recommend same to the Academic Council for approval. The Graduate Committee will recommend policies for all graduate programs regardless of major.
- e. The Academic or Program committees may appoint subcommittees as needed.
- f. Any action requiring a vote of the Academic or Program committees needs to be sent to the committee prior to the vote, ideally it should be discussed, in person or electronically, one meeting before the vote takes place. If the action taken requires approval of the Academic Council, the chair of the appropriate Academic or Program committee will request that it be placed on the Academic Council agenda for discussion and then for vote.
- g. The number of members appointed to an Academic Committee or to the Assessment Committee may not exceed sixteen (16).
- h. The Chairs of the Academic and Program Committees shall be recommended for appointment by the Provost to the Academic Council for its approval. Chairs normally shall serve no more than two years consecutively. The Chairs of Academic and Program Committees shall serve as voting members of the Academic Council.
- i. One member of each program committee shall be a college staff member appointed by the President or his/her designee for a term of two years. Terms can be renewed.

Section 7. Policy Committees

- a. There shall be a standing committee designated as the "Academic Council."
 - i. Members of this committee shall be qualified as specified in Section 5, b., ii. of this article. Appointed members of the Academic Council shall not exceed nineteen (19). Two members of the Academic Council shall be staff members of the college appointed by the President or his/her designee for a term of two years.
 - ii. The Academic Council shall develop academic policy and speak for the Faculty in matters pertaining to program requirements, validation of credits, and recommendation for the award of academic degrees. All formal actions by the Academic Council within the scope of its competence shall have the force of an action by the entire membership of the Consulting Faculty.
 - iii. Subject to the approval of the governing board, the Academic Council shall establish the requirements and academic standards for earning the degrees of Bachelor of Arts, Bachelor of Science, Associate in Arts, Associate in Science and Master of Science and for earning such other degrees and certificates as may from time to time be authorized.
 - iv. Action on matters of general academic policy may be taken at any meeting of the

Academic Council, provided information regarding the item was sent prior to the meeting and the item either was discussed at a prior meeting of the Academic Council or was recommended following discussion by an academic or program committee or a special committee authorized by the Academic Council.

Section 8. Officers

- a. The officers of the Faculty shall be the Dean of the Faculty, one or more Associate Deans, and such other officers as may be authorized from time to time.
- b. Officers shall be appointed by the President or his/her designee in consultation with the Academic Council.
- c. Eligibility for appointment as an Officer of the Faculty shall be limited to those serving currently as members of the Academic Council.

Section 9. Meetings

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

ARTICLE VI

These bylaws may be amended by the President or Chief Academic Officer following consultation with the Academic Council. The revised By-Laws will be sent to the BOR.

Approval

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

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

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

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

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

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

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

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

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

Amended by action of the Board for State Academic Awards at a meeting on February 23, 2011.

Amended by action of the Academic Council via e-mail August 1, 2016

Amended by action of the Academic Council by electronic vote on April 15, 2019

Amended by action of the Academic Council by electronic vote on March 5, 2021

Policy of Nondiscrimination

Charter Oak State College recognizes its responsibility to the principles of affirmative action and equal opportunity and is committed to carrying out these principles with diligence and conviction.

Charter Oak State College is committed to acknowledging the worth of all persons within the higher education community, to promoting pluralism and to seeking an end to acts of intolerance. The promotion of racial, religious and ethnic pluralism is a responsibility of all individuals within the Charter Oak State College community. Acts of violence and harassment reflecting bias or intolerance of race, religion, gender, sexual orientation, disability, and ethnic or cultural origins are unacceptable and Charter Oak State College will take corrective action if such acts of violence or harassment occur.

Charter Oak State College does not discriminate on the basis of race, color, ethnic or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, military status, veteran status, or other non-merit reasons, in admissions, educational programs or activities and employment, and complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 and the Elliott-Larsen Civil Rights Act.

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

-- Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX)

Sex discrimination includes sexual harassment, sexual assault and other forms of sexually motivated misconduct. See "**Sexual Misconduct Reporting, Support Services and Processes Policy**"

Charter Oak's Title IX Informal Resolution Procedure can be found [here](#) along with the [Grievance Procedures](#). If you are a student who has a question or complaint regarding the nondiscrimination policies, please contact:

- **CSCU Title IX Coordinator:** [Angelo Simoni](#), 860-723-0165
- **Deputy Title IX Coordinator:** [Shirley Adams](#), 860-515-3836

If you are an employee of Charter Oak Staff College and you have question or complaint regarding the nondiscrimination policies, please contact:

- **Deputy Title IX Coordinator:** [Shirley Adams](#), 860-515-3836

Inquiries regarding the application of the federal non-discrimination policy may be referred to the Coordinator or the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, DC 20202, or the Regional Director, U.S. Department of Education, Office for Civil Rights, J.W. McCormack Post Office & Courthouse Building, Room 222, Boston, MA 02109.

See link below from the catalog for any updates:

https://www.charteroak.edu/catalog/current/student_rights_responsibilities/policy_non_discrimination.php

Non Discrimination in Hiring

CONNECTICUT STATE COLLEGES AND UNIVERSITIES AFFIRMATIVE ACTION PLAN AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT SECTION 46a-68-78

This section was in compliance in the last Affirmative Action Plan.

As the statewide policy making authority for public higher education in Connecticut. The Connecticut State Colleges and Universities (CSCU) System Office is committed to leading, by example, in the areas of affirmative action equal employment opportunity for all of the Connecticut State Colleges and Universities. Additionally, the CSCU System has been charged by state statutes to promote representative racial and ethnic diversity among the students, faculty, administrators and staff at public institutions of higher education. The CSCU's policies also advances compliance with the Americans with Disabilities Act (ADA) and Title IX requirements through all of the Connecticut State Colleges and Universities (CSCU). Equal employment opportunity and affirmative action are essential to achieving higher education's twin goals of academic excellence and equity.

Subsection (a)

The Connecticut State Colleges and Universities is submitting an Affirmative Action Plan that contains a policy statement that:

- 1.) Identifies the purpose and need for affirmative action and equal employment opportunity;
- 2.) Identifies the classes protected under all Federal and State constitutions, laws, regulations and executive orders that prohibit or outlaw discrimination;
- 3.) Establishes affirmative action as an immediate and necessary agency objective;
- 4.) Pledges the agency to take affirmative steps to provide services and programs in a fair and impartial manner;
- 5.) Recognizes the hiring difficulties experienced by individuals with disabilities and by many older persons and sets program goals for action to overcome the present effects of past discrimination, if any, to achieve the full and fair utilization of such persons in the workforce;
- 6.) Advises employees of the existence of the agency's internal complaint procedures; and
- 7.) Identifies the agency Equal Employment Opportunity Officer or person assigned affirmative action duties by name, position or position classification, address and telephone number.

Subsection (b)

The Policy Statement is also signed and dated by the CSCU President and shall evidence his commitment to achieve the goals set forth in the Connecticut State Colleges and Universities (CSCU) Affirmative Action Plan.

As the statewide policy making authority for public higher education in Connecticut, the Connecticut State Colleges and Universities (CSCU) is committed to leading, by example, in the areas of equal employment opportunity and affirmative action. Additionally, the Connecticut State Colleges and Universities has been charged by state statutes to promote representative racial and ethnic diversity among the students, faculty administrators and staff at public institutions of higher education. The Connecticut State Colleges and Universities (CSCU) policies also advances compliance with Title IX requirements and the Americans with Disabilities Act (ADA) at all Connecticut State Colleges and Universities. Equal employment opportunity and affirmative action are essential to achieving higher education's goals of academic excellence and equity.

The Connecticut State Colleges and Universities (CSCU) recognizes that affirmative action is positive action undertaken with diligence and conviction to:

Overcome any remaining effects of past practices, policies or barriers to equal employment opportunity, and;

Achieve the full and fair participation of all protected class members found to be underutilized in the workplace, or adversely impacted by policies or practices.

The Connecticut State Colleges and Universities (CSCU) deems equal employment opportunity to be the education or

employment of individuals without consideration of race, color, age, sex, including pregnancy, sexual harassment and sexual assault, religious creed, marital status, national origin, ancestry, physical or mental disabilities (including learning disabilities, intellectual disabilities, past or present history of mental disability), gender identity or expression, sexual orientation, transgender status, workplace hazards to reproductive systems or other factors which cannot lawfully be the basis for employment actions, unless there is a bona fide occupational qualification. The Connecticut State Colleges and Universities (CSCU) will not request or require genetic information from job applicants or employees, or otherwise discriminate against any person in employment conditions on the basis of genetic information. Additionally, the Connecticut State Colleges and Universities (CSCU) will not unlawfully discriminate against persons with a prior criminal conviction. Equal employment opportunity is the purpose and goal of affirmative action. It is the policy of the Connecticut State Colleges and Universities to administer all personnel policies in manners that insure that there is no discrimination based upon race, color, age, sex, including pregnancy, sexual harassment and sexual assault, religious creed, marital status, national origin, ancestry, physical or mental disabilities (including learning disabilities, intellectual disabilities, past or present history of mental disability), gender identity or expression, genetic information, sexual orientation, transgender status, criminal record, workplace hazards to reproductive systems or other factors which cannot lawfully be the basis for employment actions.

The Connecticut State Colleges and Universities recognizes the hiring difficulties experiences by persons with disabilities and by many older persons. If necessary, program goals shall be established with the Affirmative Action Plan for action eliminating hiring barriers and actively recruiting members from these groups, to overcome any remaining effects of past discrimination against these groups and to achieve full and fair participation of such persons in the workforce.

The Connecticut State Colleges and Universities shall explore alternative approaches wherever personnel practices have a negative impact on protected classes and establish procedures for the extra effort deemed necessary to assure that the recruitment and hiring of protected group members reflect their availability in the job market. To this end, the Connecticut State Colleges and Universities shall continuously review its personnel policies and procedures to ensure that barriers that unnecessarily exclude protected classes and practices that have a discriminatory impact are identified and eliminated. Recognizing that there are residual effects of past discrimination, the CSCU pledges not only to provide services in a fair and impartial manner, but also establish, through this policy, affirmative action and equal employment opportunity as immediate and necessary objectives throughout all of the Connecticut State Colleges and Universities.

The Connecticut State Colleges and Universities is committed to maintaining a work environment free from influence or prejudicial behavior and sexual harassment and a workplace in which all terms, conditions, privileges and benefits are administered in an equitable manner. The Connecticut State Colleges and Universities has an internal discrimination complaint procedure and system to process and resolve grievances.

Mark Ojakian, the President of the Connecticut State Colleges and Universities is committed to successfully implementing the Affirmative Action Plan and goals within timetables set forth. The President assures that all employees, especially managers and supervisors understand the policies and their responsibilities for implementing such and take positive steps to ensure compliance with the Affirmative Action Plan, AA/EEO policies, procedures and programs and also Americans with Disabilities Act (ADA) and Title IX requirements and mandates.

Leah Glende, Manager of Diversity and Inclusion is the appointed Equal Employment Opportunity Officer for the Connecticut State Colleges and Universities System Office and reports directly to the President of the Connecticut State Colleges and Universities (CSCU) regarding all affirmative action, equal employment opportunity, diversity, inclusion, ADA and Title IX matters. The Affirmative Action Plan is available to all members of the workforce and the CSCU System through the Human Resources Office which is located at 61 Woodland Street, 3rd Floor, Hartford, CT 06105. Ms. Glende can be reached by telephone at (860)-723-0727 or by email at glendel@ct.edu . 6/28/2016

Mark E. Ojakian
President
Connecticut State Colleges & Universities (CSCU)

Date 6/28/2016

Student Code of Conduct

When a student ignores or fails to act in accordance with local, state, and federal laws and regulations or Charter Oak State College policies, the Board of Regents and Charter Oak State College have the obligation and right to institute appropriate disciplinary action. Students whose conduct is determined to be unacceptable will be subject to sanctions, following due process, which are commensurate with the gravity of the offense and in the best interests of the College community. Sanctions may include suspension or expulsion.

Charter Oak State College shall ensure that no person is excluded from participating in, denied benefits of, or otherwise be discriminated against under any program because of race, color, gender, sexual orientation, national origin, religion, age, disability or marital status.

Please review the [BOR/CSCU STUDENT CODE OF CONDUCT](#) approved in April 2014. Students must abide by both the BOR/CSCU and Charter Oak codes of conduct.

https://www.charteroak.edu/catalog/current/student_rights_responsibilities/student_code_conduct.php

ONLINE LEARNING AT CHARTER OAK STATE COLLEGE

Introduction

The Charter Oak State College began developing its own asynchronous online courses in Fall 1998. Currently, the College offers over 450 online courses on the Blackboard Learn platform. The courses are developed and facilitated based on NECHE's "Policy on the Review of Electronically Offered Degree and Certificate Programs" and based on Quality Matter (QM) quality standards (See Appendix E).

Statement on Online Instruction & Copyrights/Intellectual Property Rights

An online course implemented in the Blackboard Learn platform course-management system at Charter Oak State College is an organized collection of articles, notes, media, assignments, online communications, tests, and similar materials. Most of the materials are developed specifically for online courses by the content expert (faculty) with the support of the college's instructional design office. Other learning resources may exist as links to copyrighted materials existing on the Internet. Thus, the course exists as a specific configuration or collection of teaching artifacts, some of which are separately copyrighted and some of which originate from the college's supported development.

A new course (as a designed collection of assembled and authored materials) produced under Charter Oak State College, where the college provides the specific authorization or supervision for the preparation of the course, is work made for hire. A new or redeveloped course requested by the College and for which the College has agreed to specially compensate or provide other support to the developer(s) is work made for hire. In all cases (course developments and/or redevelopments where compensation was provided), the copyright and intellectual property components of the course(s) will be held and exercised exclusively by Charter Oak State.

A course developer is defined as a subject matter expert hired to develop or redevelop a course for Charter Oak State College. As a part of the course development process, he/she agrees to develop or redevelop and maintain the course content for compensation.

Course Developer Roles & Responsibilities:

- Complete Faculty Orientation Course (if first time developing/teaching)
- Complete the course build process within the timelines prescribed by the Provost or his/her designee
- Develop the course, including the student learning outcomes and assessments, at the assigned course level
- Teach the course the first time it is offered to make any necessary edits to the course content. The course developer becomes the lead instructor of the course unless he/she relinquish this responsibility, or it is reassigned due to course teaching load requirements.

Lead Instructor Roles & Responsibilities:

- Keeping their course(s) up-to-date; ensuring they are technically functional and ready for delivery each term it is offered (i.e. checking links, creating Discussion Board "parent" postings, checking that content is accurate, etc.).
- Emailing the Instructional Design (ID) team at idteam@charteroak.edu with any minor updates to their course and syllabi 45 days prior to the start of the semester.
- Inform the Director of Academic Programs or the specific program director, if applicable, of major changes that need to be made to the course and syllabus as a result of new course materials and/or new textbook editions. The Director of Academic Programs will work with the Instructional Design Office to schedule the development work.
- Teaching their course at least once a year, unless course need is less.
- Participating in any program assessment processes, including the state and national accreditation, the 7-year cycle program review process, to ensure the quality and integrity of Charter Oak State College programs
- Other responsibilities may be established by the Provost or her designee.

Teaching Faculty

Teaching faculty who are not lead instructors are hired on an as-needed basis to teach distance online learning courses. They teach the course as it has been developed by the developer/lead instructor.

Faculty Recruitment and Teaching Appointment. Teaching faculty are recruited from our Core Faculty, from advertisements, and through unsolicited applications. Applicants selected from the recruitment process are interviewed and credentials are checked by the Provost or his/her designee. The Connecticut State University System employment policy requires “all regular, full-time and part-time external candidates for employment to undergo a pre-employment background investigation according to this procedure as part of the employment screening process. Full-time and part-time employees including University Assistants, Lecturers and other temporary and contracted employees are covered by this policy. No external employment candidate may begin work for the University or the CSU System until the appropriate screenings have been completed.” Teaching faculty hired from within the CSU System complete the Dual Employment Request form (Appendix A).

The recruitment and teaching appointment process also complies with Standard Six: Teaching, Learning, and Scholarship of NECHE’s Standards for Accreditation to ensure that “the preparation and qualifications of all faculty are appropriate to the nature of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, teaching abilities and relevant professional experience, training, and credentials”

Therefore, Charter Oak State College requires candidates to submit a cover letter, resume, two references from individuals that can verify the candidate’s teaching experience and official transcripts for his/her highest degree.

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

Teaching faculty are hired to teach for Charter Oak State College on an as needed basis. Therefore, teaching appointments are not guaranteed and are contingent on student enrollments. The roles and responsibilities for teaching faculty are provided below.

The College requires that all undergraduate programs have a majority of teaching faculty with a master’s degree in their field of study, with preference given to those with practical/work experience in the same, college-level teaching, and online teaching experience. Faculty hired with a bachelor’s degree must have significant experience in their field of study and/or teach in areas of study where it is difficult to find faculty with a master’s.

The College requires that all graduate programs have a majority of teaching faculty with a doctorate in their field of study, with preference given to those with practical/work experience in the same, college-level teaching, and online teaching experience. Faculty hired with a master’s degree must have significant experience in their field of study and/or teach in areas of study where it is difficult to find faculty with a doctorate.

Teaching Faculty Role & Responsibilities

Maintaining a presence in your course:

- Introduce yourself and welcome the students on the first day of class
- Log in and participate on a minimum of four days dispersed throughout each week (i.e. participate in discussion boards, post announcements, provide feedback to graded student work in the Grade Center, etc.)
- Regularly post substantive discussion board comments that direct/redirect, summarize, or comment upon students’ postings

- Post weekly announcements summarizing and connecting previous week activities to the current week's activities
- Correct and return major assignments within 7 days of receiving or sooner (if understanding of that assignment is necessary for progression to the next assignment, it needs to be corrected much sooner). Each discussion question, including the posts and the responses to the post, should be graded within a couple of days (48 hrs.) at the close of each discussion. Faculty should be monitoring the discussion boards throughout the week to ensure students are correctly answering the questions and that proper netiquette is being followed. Quizzes should be graded within a couple of days (48 hrs).
- Respond to any student correspondence within 48 hours (emails, Q&A's, etc.)
- Faculty should not be absent from a course for more than two (2) consecutive days. If you need to be absent from your course for any reason, you must contact the Provost immediately.
- Check for and report any cheating/plagiarism
- Grade the assignments for writing ability as well as content. (It is everyone's responsibility to help the students become better writing.)

Reporting Grades:

- Post grades weekly in the Grade Center, including helpful feedback, (extra credit points are not permissible to use for student assignments).
- Post midterm grades in the Grade Center, if applicable
- Issue final grades in ACORN within three days of the last day of class. Note: All "F" grades must be submitted with the last date of attendance of the student. Incomplete grades should not be given, unless there is documentation on file with the Provosts office requesting an Incomplete.
- Post a zero in the grade center if a student does not submit an assignment for the week that it is due. If your course allows late work and a student submits it late, you can grade the assignment and change the zero to reflect the new grade.

Communicating about student concerns:

- If you have any student with weekly non-attendance issues (starting with week 1), contact the Registrar, registrar@charteroak.edu.
- If you have students struggling with their assignments or other performance issues, contact the Advising general mailbox, advising@charteroak.edu (the advisor will contact the student).
- For students with documented disabilities, contact the Office of Accessibility Services at oas@charteroak.edu to discuss accommodations.
- Notify the Provost or her designee of any student who is asking for an extension.
- Notify the Provost or her designee of any student that is not following the Netiquette policy within the discussion forums, (faculty should refrain from removing, deleting or altering any student post). Instead they should await to hear from Administration on further instructions.

Professional development:

- Participate in at least one faculty development activity on an annual basis and document your participation (see the Faculty Resource Center in Blackboard for details).

Internet connection and course preparation:

- Maintain Internet access throughout the course in order to fulfill the participation requirements to teach for Charter Oak State College.
- Three weeks before courses begin you will have access to your course. During that time, you must:
 - Ensure that your course(s) are technically functional and ready for delivery (i.e. check links, create Discussion Board "parent" postings, check that content is accurate, etc.) This needs to be done three weeks before courses begin. If changes need to be made, you must send changes to the ID team to allow them time to make any updates needed.
 - Post your bio information so students know a little about your background. You might want to include a picture. Please refrain from using the bio to promote your business, books, etc.

Lead Instructor (the person responsible for updating the course) responsibilities:

- Lead instructors are responsible for keeping their course(s) up-to-date, including new editions. Those using OER materials are responsible for confirming availability of all such materials including links 45 days prior to the start of the semester.
- Lead instructors must teach their course at least once a year, unless not scheduled each year.
- Lead instructors must participate in the 7-year cycle program review process.
- Lead instructors who have program directors need to work with their program directors for course changes.

Teaching Faculty Contract Learning.

Contract Learning: There are times when you may be asked to do a learning contract with a student. Occasionally, a student needs a course (capstone or major course) to graduate and it is not being offered that term or the course is being offered and the enrollment is low, but the students need the course in order to graduate at the end of that term.

Off-Term Course

If a student is in his/her final term and has one course left to take that is not being offered during the upcoming semester, the student should work with his/her academic advisor and attempt to make an appropriate substitution for that course. If a substitution is not in the best interests of the degree program, the student, with the approval of the academic counselor, may request an independent study for that course.

In order to qualify for an Off-term Course, a student:

- must have an approved concentration plan of study
- must be matriculated
- must be in their final term and have only one course left to take that is not being offered.
- must be cleared to register in the system by their academic advisor
- must submit this form 45 days prior to the beginning of the semester

Capstone Course

This option is only available if the Capstone course needed is not being offered in the current semester. The capstone project must demonstrate fulfillment of the various outcomes of the major/concentration. There are Blackboard shells for each capstone. The student must develop a proposal, to be approved by the professor, that will demonstrate mastery of the outcomes. (The project is not to be a list of the outcomes and how each one was met, but an integrated use of the core learning outcomes of the concentration or major.) The proposed project may be a research paper, portfolio of work with written explanation, etc.

In order to qualify for Capstone Course contract, a student:

- must have completed all concentration requirements or is within his or her last 9 credits (3 credits of which are the Capstone course) of the concentration/major.
- must be matriculated
- must be cleared to register in the system by their academic counselor.
- must submit this form 45 days prior to the beginning of the semester

Low Enrolled Course Occasionally, faculty are asked to teach a low-enrolled course (three students or less). Professors will be paid the contract rate.

New Faculty Orientation. New teaching faculty are required to participate in a faculty orientation program prior to beginning his/her teaching appointment. The Provost or his/her designee will provide information to new teaching faculty regarding registering for the New Faculty Orientation.

The Faculty Orientation consists of a pre- and post- course survey and four learning modules. The online course is hosted in Blackboard, COSC's Learning Management System (LMS) and is Asynchronous where it can be completed in one or more sessions. Faculty are asked to complete all modules and the pre- and post-surveys within one week or less.

The orientation is designed to familiarize faculty with the mission of the college, characteristics of the non-traditional students' faculty will be teaching, commonly used resources, important policies and procedures for faculty, and the basics of working with Blackboard.

The pre- and post- surveys will help faculty to assess readiness to begin teaching online and fulfilling the responsibilities of a COSC faculty member and will allow faculty to identify any areas in which they need additional support or guidance.

Topics covered in this orientation include:

- Charter Oak State College's Unique Mission and the Adult Learners the College Serves
- Faculty Roles, Responsibilities and Evaluation
- Resources, Policies and Procedures
- Navigating and Using Blackboard and other COSC Tools

Ongoing Faculty Development. Teaching faculty are required to participate in at least one faculty development activity on an annual basis that enhances one's online teaching or their subject area expertise. These include opportunities offered by Charter Oak, conferences/webinars you have attended or at which you have presented, and articles/books that you have published. Documentation outlining the development activity must be submitted annually to the Provost or his/her designee. Failure to meet the annual faculty development requirement will influence further teaching opportunities.

Faculty Resource Center. The Faculty Resource Center (FRC) serves as a centralized source of information and professional development resource for all Charter Oak State College faculty. It is intended as a place where faculty can come both to find information and interact with other faculty members. Charter Oak hopes to foster a sense of community among our valued faculty members and promote the continual exchange of ideas about teaching for Charter Oak.

Teaching Faculty Evaluations.

Student evaluations. Faculty should encourage students to complete the anonymous course evaluation. A link to the final evaluation will be emailed to students during the last two weeks of the course.

Faculty evaluations. The faculty evaluation process consists of numerous processes that take place throughout the year.

Evaluation Processes:

1. To ensure the quality and integrity of Charter Oak State College's online courses, every new instructor and instructor teaching a course for the first time is assigned a faculty monitor. The purpose for having a monitor review a teaching faculty member's course is to ensure the faculty understands the expectations for teaching a Charter Oak State College course. This review will also allow the teaching faculty members to receive valuable feedback regarding his/her interactions with students, facilitation skills and other best practices for teaching online courses (Appendix C).
2. End of course surveys are examined to monitor student satisfaction.

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

Policy:

If a teaching faculty receives, on average, negative student or peer review evaluations during one term or semester, the Provost/or designee will discuss the evaluations with the instructor and, if appropriate, come up with a plan to remediate the situation, including having a faculty monitor "sitting in" on the course and viewing the interactions that take place between the instructor and student during the next term. During that term, the faculty monitoring the course will provide ongoing feedback to the instructor and to the Provost/or designee. If the instructor receives another poor evaluation, the Provost/or designee will again review the evaluations and discuss the situation with the instructor. The instructor will be given one more chance to improve the evaluations. Provost/or designee will monitor the course during this second offense. If an instructor receives a third poor evaluation, the instructor will not receive another teaching appointment.

Textbooks and Other Course Materials. The College will order desktop copies of textbooks and other courses materials that can be obtained from our bookstore. Faculty are required to submit a request for course materials to the Academics Dept., Academics@charteroak.edu to determine if the bookstore can obtain the textbook or course materials from the publisher.

Faculty Technology Requirements. Faculty teaching online courses are required to have reliable access to a computer with an Internet connection.

Student Services

Charter Oak State College prides itself on its efforts to provide student services to meet the needs of busy adult learners. The list below is some of the student services Charter Oak provides.

- Accessibility Services (Accessibility Specialist, at (860) 515-3846 or OAS@charteroak.edu)
- Online Database, Virtual library resources (ask a Librarian)
- Online Bookstore (Barnes & Noble/MBS Direct)
- Online Tutoring (Tutor.com)
- Turnitin (Electronic monitoring to check students' papers for plagiarism)
- Student government
- VA support services
- Student online orientation
- Prior Learning Assessment
- Virtual advising

Student Related Policies

The College's policies presented in this section emphasize specific student policies and does not provide the entire collection of policies. It is important to review the College's catalog located on the website for all the student policies in its entirety. <https://www.charteroak.edu/catalog/current/>

Academic Integrity of the Degree

A fundamental tenet of all educational institutions is academic honesty. Academic work depends upon respect and acknowledgement of the research and ideas of others. 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. Charter Oak State College expects students and its faculty to uphold high standards of academic honesty in their scholarship and learning.

To this end, Charter Oak State College provides information about various websites that will help students write research papers and provides free tutoring for those who need assistance in writing research papers. In addition, what constitutes plagiarism is covered in IDS101, Cornerstone Course that all students take in their first or second term. In addition, there is a link in each course to the Academic Policy.

The Academic Honesty Policy for students outlines what is expected of students; however, the faculty also play a key role in ensuring the academic integrity of the Charter Oak degree.

It is the faculty's responsibility to:

1. Check for plagiarism by submitting papers and/or assignments to Turnitin or using Google or other word searches
2. Notice if discussion posts are written substantially different than the written assignments
3. Assign work that is not easily available to "purchase", use authentic assignments, change key assignments often to prevent them from ending on internet websites
4. Use randomizing to develop quizzes/tests
5. Confront students if you expect cheating/plagiarism and report it to the Provost/or designee
6. Know the academic honesty policy.

The Student Code of Conduct policy is available, https://www.charteroak.edu/catalog/current/student_rights_responsibilities/student_code_conduct.php

Grading Policies

Course Audit Policy

Any student may audit one course per semester on a space-available basis. Auditing carries no credit and no grade. Even though a course is entered on the student's transcript, it does not affect a student's part-time or full-time status.

An audited course cannot be changed to a letter grade once the course has begun (or vice versa). If a letter grade is required, a student must retake the course and pay full tuition. Students wishing to audit a course must complete the Audit Registration Form and pay 50% of the cost of the course as well as the Student Services Fee. https://www.charteroak.edu/catalog/current/academic_policies_regulations/course_audit_policy.php

Credit Hour Requirement

Since online courses are not based on "seat" time we rely on faculty to determine if the course level, student learning outcomes, and workload is equivalent to what is expected in traditional settings. Our faculty reviewers, who are content experts in the subject area that they are evaluating, are provided with our course-level expectations, a scoring rubric based on Quality Matters criteria, and the "seat time" expectations as a guide. They review the course syllabus and assignments, which include the course outcomes and grading rubrics. In addition, a faculty member sits in the course the first time it is taught.

Seat time expectations:

- **Assess Learning Tasks Time Requirements** Consider the time required for each learning activity and to complete all weekly assignments and/or course projects. In general, COSC students are expected to spend:
 - o 8-10 hours per week on one standard 3-credit, 15-week course;
 - o 17-20 hours per week on an accelerated 8-week course;
 - o and 25-35 hours per week on an accelerated 5-week course.
- **Assess Learner Effort** Each week of a COSC course should include at least two (2) submitted assignments. For week one, include two assignments in addition to the Introductions discussion forum assignment.

Undergraduate: All degree candidates must maintain a minimum grade point average of 2.0 (and grades of C or higher as required) in order to graduate. Students must earn a grade of C or higher in the IDS 101, English Composition 1 and 2, all major/concentration courses, and the capstone in order to graduate.

Graduate: A minimum 'B-' grade is required in all graduate courses. Students must obtain an overall GPA of 3.0 (B) in order to graduate.

Letter Grade	Range (%)	Grade Point	Letter Grade	Range (%)	Grade Point
A	93.0-100.0	4.0	C	73.0-76.9	2.0
A-	90.0-92.9	3.7	C-	70.0-72.9	1.7
B+	87.0-89.9	3.3	D+	67.0-69.9	1.3
B	83.0-86.9	3.0	D	63.0-66.9	1.0
B-	80.0-82.9	2.7	D-	60.0-62.9	0.7
C+	77.0-79.9	2.3	F	0.0-59.9	0.0
W	Officially Withdrawn -Students who want to withdraw from a course must do so in writing by completing the electronic withdrawal form . If they do not withdraw “officially,” the instructor will grade them on the work they did in the course.				
I	Incomplete - Issued with the approval of the Instructor and the Provost/designee, due to special circumstances, a student is granted an extension.				
AU	Audit - Audits will be allowed if the instructor of the course grants permission				
AW	Administrative Withdrawal - Students who do not attend a registered course by the end of the first week (by Sunday, 11:59 PM, EST) or who fail to maintain active participation in a course for two consecutive weeks will be administratively withdrawn from the course with a final grade of 'AW'.				
P	Pass – Students do not have an option of electing to take a course as Pass/Fail. P grades are allowed for courses that have been approved by the Academic Council as Pass/Fail. A student must earn a "C" or better in order to receive a passing grade.				

Request for a Grade of Incomplete with a Two-Week Extension

Under “special circumstances”, including serious illness or death in the family, a student may be given a two-week extension to complete coursework. The two-week extension ends two weeks after the term ends. The student must submit the “Request for Incomplete Grade Form” to the Provost/designee with the appropriate documentation. The Provost will review the request and documentation to determine if the request warrants granting an extension. If the request warrants approval, the Provost/designee contacts the instructor requesting an outline of the coursework that the student must complete over the two-week extension. If the student does not make up the Incomplete grade in the allotted time, the student will receive an “F” grade for the assignment. Students will not be able to make up any missed postings (Appendix C).

Request for Incomplete Grade Procedures

Because online courses rely heavily on threaded discussions, incomplete grades are not given unless there is an emergency situation. Incomplete grades may be given only in the following circumstances:

1. The student's work to date is passing;
2. Attendance has been satisfactory through at least 60% of the term;
3. An illness or other extenuating circumstance legitimately preventing completion of required work by the due date (documentation will be required to submit with this form);
4. Required work may reasonably be completed within a two-week period;
5. The incomplete is not given as a substitute for a failing grade;
6. The incomplete is not a means of raising his or her grade by doing additional work after the grade report time.

In these circumstances, a student may request a two (2) week extension. Students must complete the following process in order to request an incomplete:

1. The "Request for Incomplete Grade" form may be obtained on ACORN forms tab
2. The student initiates the request for an incomplete grade at least one week before the end of the term;
3. The student must e-mail or fax the form to the Provost, along with appropriate documentation.
4. The Provost/designee will determine if the documentation is sufficient to warrant the instructor to consider an extension. The Provost will either approve or deny (see Appendix C).

5. If the Provost/designee consents, he/she emails the instructor to request an outline of the coursework the student must complete over the extension period.
6. The Provost will notify the Registrar of approved Requests for Incomplete Grades.
7. The instructor submits the final grade to the Registrar on the Change of Grade form.
8. Incomplete grades appear on the transcript for two weeks.
9. After two weeks, if coursework is still incomplete, the grade will change to “F”.

Grade Appeal

The instructor 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 by completing the Grade Appeal form and by following the procedures below (in the link). Students only have 15 working days after the last day of the course to appeal a final grade. The Grade Appeal form can be obtained via the Student tab on ACORN.

https://www.charteroak.edu/catalog/current/academic_policies_regulations/grade_appeal_procedures.php

Grade Changes

If a change of grade is recommended by the instructor for a grade appeal or calculation error, the instructor must complete the Change of Grade form and submit it to the Registrar’s Office for processing. This form will facilitate the process for changing a grade (Appendix D).

https://www.charteroak.edu/catalog/current/academic_policies_regulations/incomplete_grade_policy.php

Withdrawals

Students can withdraw from a course by completing the course withdrawal (W) form located in ACORN. Students may also be academically withdrawn from a course for lack of attendance (AW).

https://www.charteroak.edu/catalog/current/academic_policies_regulations/course_withdrawal_refund_policy.php

https://www.charteroak.edu/catalog/current/academic_policies_regulations/administrative_withdrawals.php

Enrollment in a Course: If a student reaches out to you and inquires about enrollment into a course that is full, please forward the student to the Registrar’s Office (registrar@charteroak.edu).

APPENDICES

Appendix A Dual Employment Form

INSTRUCTIONS & IMPORTANT REMINDERS FOR COMPLETING THE FORM CT-HR-25 May 2017

Review General Letter 204 and the "Dual Employment Processing" Job Aid before completing.

- An employee has just one FLSA Status. For the purpose of dual employment, it is imperative the employee's FLSA Status has been determined in accordance with the [US DOL FLSA Regulations](#). Questions concerning the FLSA Status of a position are to be directed to DAS SHRM – Classification & Pay Unit.
- In accordance with the "Approvals Procedure" in General Letter 204, DAS SHRM – HR Business Rules & Central Audit Unit must review and approve the Form CT-HR-25 ("CT-HR-25") when the FLSA Status is Nonexempt or when the hours of the assignments are the same. This review will be expedited when (all) agencies are able to certify via the CT-HR-25 the employee will never exceed 40 combined hours per week.
- **The employee must not begin work in the new assignment until all necessary approvals are on file*.**

The agency hiring a current state employee initiates the completion of the CT-HR-25 (when the employee intends to remain employed in his/her current job beyond the start date in the new assignment). Refer to the Core-CT HRMS "Dual Employment Processing" Job Aid.

- Enter the date the CT-HR-25 is completed, the name of employee, the employee's (Empl) ID, and the FLSA Status of the employee.
- Next to the appropriate Core-CT Record, each agency specifies the following:
 - Agency name and assignment work location
 - Job title and/or major duties of the position
 - Check the box if the DAS class specification reflects the primary duties of the employee's assignment.
 - When the job title is Faculty, Instructor, Lecturer, Substitute Teacher or Graduate Assistant where the primary duty of the assignment is teaching, the title alone may be listed.
 - For all other assignments, list the title and major duties to be performed by the employee. (Attach a separate sheet of paper for additional duties, as necessary.)
 - For Higher Education only:
 - Complete the course information for higher education teaching assignments.
 - Enter load hours; combined load hours cannot result in eligibility for additional benefits
 - Indicate when an employee is teaching an online class
 - The start date of the assignment
 - Higher Education teaching assignments only: This date may or may not be the start of the semester. (Do not enter the semester start date unless the employee is actually scheduled to teach on that date. Rather, enter the actual date the employee is first scheduled to work.)
 - Indicate if the employee is working in an occasional or sporadic work schedule
 - For online and occasional or sporadic assignments: after discussing the hours of work for each assignment with the employee and ensuring the dual assignment is appropriate relative to the employee's other assignment(s), indicate the **schedule varies and will not conflict with other assignments.**

APPROVAL PROCESS

Once (all) agencies involved with the dual or multiple employment have provided the required information pertaining to each assignment, the CT-HR-25 must be reviewed and signed by the employee and the Agency Head or designee at each agency.

Agencies may approve this form when the appointment(s) are made in accordance with General Letter 204 and the employee's FLSA Status has been determined to be Exempt. Approvals from Fiscal Managers (at each agency involved with the dual or multiple assignment) and from DAS SHRM are required if there is any chance of overtime.

* Exceptions may be made when all jobs involve teaching assignments or in an emergent situation when the employee's FLSA Status is Exempt and when it is imperative for coverage, i.e., Substitute Teacher. In such situations, the fully executed form must be on file within seven (7) business days from the first day the employee worked in the assignment.



Statewide Human Resources Management Dual Employment Request Form

Form #: CT-HR-25
Revised: 5/2017

The hiring agency initiates a Dual Employment Request (Form CT-HR-25) when hiring a current state employee into another state assignment (and the employee intends to continue working in his/her existing assignment). This form is required in accordance with C.G.S. Section 5-208a and General Letter 204. See Instructions on Page 1.

Today's Date	Name of Employee	Empl ID	FLSA Status		
Core-CT Record #	Agency and Assignment Work Location	Job title or Major Duties Check if duties reflected on DAS class specification (see Instructions for more information)	Official Job Title or Course ID (Higher Education)	Higher Ed Load Hrs.	Anticipated 1 st Day of work in (new) Assignment
0					
1					
2					
3					

Attach additional information including major duties and Core-CT Records, as necessary.

Core-CT Record #	Online Course? ✓	Occasional or Sporadic? ✓	Work Schedule varies; no conflict ✓	Course/Assignment Schedule	Workweek: Seven consecutive days beginning on Friday at 12:01 AM through midnight Thursday						
					Fri.	Sat.	Sun.	Mon.	Tues.	Wed.	Thur.
0				Start Time:							
				Unpaid Break:							
				End Time:							
1				Start Time:							
				Unpaid Break:							
				End Time:							
2				Start Time:							
				Unpaid Break:							
				End Time:							
3				Start Time:							
				Unpaid Break:							
				End Time:							

EMPLOYEE ACKNOWLEDGEMENT

The employee must read and initial each of the following statements as they apply to the employee's dual/multiple employment assignments and acknowledge all information by signing below:

GENERAL:

- I have been advised General Letter 204 – Dual Employment is available online and understand I should address my questions about dual/multiple employment to the Human Resources Office in any of the employing agencies listed on this form.
- I have reviewed all of the assignments on this form and attest the information presented reflects all of my current work assignments with the State of Connecticut (including the Judicial and Legislative Branches and quasi-public agencies where employees are construed to be state employees).
- I have reviewed the work schedule information and confirm there is no time conflict between assignments or duplication of hours worked in any of the assignments on this form. I understand I am not to perform work for one assignment while working in another assignment and that I cannot take paid or unpaid leave time from one assignment in order to travel or perform duties of another assignment.
- I have reviewed the State Ethics Policy, have had an opportunity to raise questions to the Ethics Officer in my agency, and certify no conflicts of interest exist.

COMPENSATION:

- I understand I am **ineligible** for overtime as my FLSA Status is Exempt
- I understand I am **eligible** for overtime as my FLSA Status is Nonexempt
 - I further understand that I will receive overtime pay for hours actually worked over 40 in a week and that I should inform Human Resources when I work more than the scheduled hours indicated on this form.
 - I understand the overtime rate for hours worked over 40 in a week will vary because it is based on the number of hours worked in each assignment ("weighted average"). The approximate overtime rate is calculated at _____ hourly.

Weighted Average Overtime Calculation

- a.) Job 1 # Hours x Pay Rate + Job 2 # Hours x Pay Rate = Total Straight-time Pay
- b.) Total Straight-time Pay / Total Hours = Weighted Average Regular Rate of Pay
- c.) Weighted Average Regular Rate of Pay / 2 = Sub-total
- d.) Sub-total from 'c.' x Hours over 40 = Total Overtime Amount

Reason: FLSA requires the payment of overtime at time and one half for all hours actually worked over 40 in a week to eligible employees. The hours over 40 have already been paid as straight time by each agency; now the additional "half" must be added to the straight time already paid, using the weighted average rate.

- I understand this dual/multiple employment assignment is approved until _____ (Maximum length: either the end of the semester for higher education teaching assignments or up to 12 months for non-higher education assignments or higher education non-teaching assignments).
- I have been informed the continuation of my eligibility to work in the dual assignment is contingent upon there being no change to assigned work schedules, job duties or job titles in any of the assignments indicated, and my future acceptance of an additional assignment(s). **I understand that I must immediately inform Human Resources of any change before it occurs** and that implementation of such change will require a new CT-HR-25. I understand the result of any change in information presented on this CT-HR-25 may be cause for termination of assignment(s) prior to the aforementioned date.

Print Employee's Name

Employee's Signature

Date

EMPLOYING AGENCY'S OR AGENCIES' CERTIFICATION

By signing this form, agencies certify the following:

- Duties and responsibilities of both the primary and secondary positions have been reviewed in accordance with General Letter 204 and by applying the US Department of Labor (US DOL) Fair Labor Standards Act (FLSA) Tests for exemption to determine overtime liability.
 - Following the review of duties, I further certify (check one):
 - The employee's FLSA Status is Exempt; the employee will **never** incur overtime.
 - The employee's FLSA Status is Nonexempt but the combined hours of all assignments are far below 40 and will **never** exceed 40 in a week. Therefore, there is **no possibility** of the employee incurring overtime.
 - The employee's FLSA Status is Nonexempt and there is a **possibility** the combined hours of all assignments **may** exceed 40 in a week. Therefore, the employee **may** incur overtime. A weekly review of all hours actually worked will be conducted by all agencies. Approval from each Fiscal Director has been received; DAS approval is required.
 - The employee's FLSA Status is Nonexempt. The employee will **definitely** work more than 40 combined hours in a week. A weekly review of all hours actually worked will be conducted by all agencies. Approval from each Fiscal Director has been received; DAS approval is required.
- Duties specified are outside the responsibility of the employee's principal employment.
- Hours worked are documented accurately and have been reviewed to preclude duplicate payment.
- No conflicts of interest exist between services performed.

If for any reason there is a change in the hours and/or days of work indicated, or if there is a change in the employee's job class or dual/multiple assignments, a new CT-HR-25 with the required information will be completed, reviewed and approved, as appropriate by all agencies, Fiscal Managers and DAS. The new fully executed CT-HR-25 will be retained for post-audit.

Approvals

Signatures below certify all conditions under C.G.S. Sec. 5-208a, General Letter 204 and FLSA Regulations are met. A fully executed copy of the CT-HR-25 along with all relevant materials must be retained by each agency for DAS post-audit purposes.

This assignment is approved through close of business _____.

Core-CT Record 0:

Yes No

	Agency	Signature of Agency Head/HR Designee	Official Job Title	Date
Approval Fiscal Manager:		Signature	Official Job Title	Date

Core-CT Record 1:

Yes No

	Agency	Signature of Agency Head/HR Designee	Official Job Title	Date
Approval Fiscal Manager:		Signature	Official Job Title	Date

Core-CT Record 2:

Yes No

	Agency	Signature of Agency Head/HR Designee	Official Job Title	Date
Approval Fiscal Manager:		Signature	Official Job Title	Date

Core-CT Record 3:

Yes No

	Agency	Signature of Agency Head/HR Designee	Official Job Title	Date
Approval Fiscal Manager:		Signature	Official Job Title	Date
Approval from DAS:		Signature	Comments, if any	Date

Appendix B Best Practices For Electronically Offered Degree and Certificate Programs



General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5 A variety of instructional materials is used in the course.	2
Learning Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 A variety of technology is used in the course.	1
	6.4 The course provides learners with information on protecting their data and privacy.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1
Accessibility* and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	8.5 Course multimedia facilitate ease of use.	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2

* Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

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Appendix C
Monitoring Report of Teaching Faculty
Monitoring Report of
Teaching Faculty

Course ID & Title:	
Faculty Member:	
Course Evaluator:	
Week	

The monitoring process is conducted when the faculty member is teaching a course for the first time or is a new instructor. The purpose for having a monitor review of a faculty member's course is to ensure the new faculty member understands the expectations for teaching a Charter Oak State College course. This review will also allow faculty members to receive valuable feedback from an experienced online faculty member regarding interacting with students, online facilitation skills and other best practices.

As the monitor for the course, it is important that you assess the faculty member's performance based on Charter Oak State College's policies and procedures and best practices for facilitating an online course. The following points below are the roles and responsibilities for the faculty members that accepts a teaching appointment at Charter Oak:

- Maintaining a presence in the course shell for a mandatory minimum of four days per week (i.e. participating in discussion boards, posting announcements, grading student work in the Grade Center, etc.)
- Faculty members are required to maintain a presence in the discussion forum. The faculty responses to students in the discussion forum can take place on any of the four days per week the faculty member is required to be present in his/her course. Faculty should not be absent from his/her course for more than two (2) consecutive days
- Correcting and returning assignments within a week of receiving them
- Responding to any student's correspondence within 48 hours (Questions or concerns posted in the Q&A section)
- Posting grades weekly in the Grade Center

It is important that the monitor respond to the questions and submit this report for each of the following weeks:

- Week 1 for all course types (5-week Sessions, 8-week Term, or a 15-week Full Semester).
- Week 2 for all course types (5-week Sessions, 8-week Term, or a 15-week Full Semester).
- Week 4; for 5-week Session courses
- Week 4 and 7; 8-week Term courses
- Week 5, 8, and 14; 15-week Full Semester courses

Please respond to each of the following questions (Respond to week 1 via email):

1. Did the faculty member follow the syllabus? If no, please explain.
2. How well did the faculty member respond to student questions/concerns in the Q&A section?
3. How well did the faculty member use the announcement feature to support the online teaching and learning processes?
4. Is the faculty member responding to students' questions/concerns within the required 24-48 hours? (Please note: You will not be able to view email interactions between the teaching faculty member and students. You are monitoring the Blackboard interactions.)
5. How well did the faculty member interact with students in the discussion forum?
6. Is the faculty member correcting, giving feedback and returning assignments within a week of receiving students' coursework (Please note: No response is required for week 1)?
7. Is the faculty member's feedback presented in a clear and concise manner?
8. What recommendations do you have for the teaching faculty member?

Provide a response on the last monitor report regarding this question:

Would you recommend that this teaching faculty member continue to teach the course? Why or why not?

Additional Comments

Please Note: Capstone and contract courses with enrollments of 1 to 3 students are exempt from some of the teaching appointment requirements.

**Appendix D
Incomplete Grade Form**



PLEASE RETURN THIS COMPLETED FORM TO:
 Attention: Provost
 55 Paul J. Manafort Drive. New Britain, CT 06053 Fax:
 860.760.6918 | Email: sadams@charteroak.edu

Request for Incomplete Grade

Incomplete grades may be given only in the following circumstances:	Process:
1. The student's work to date is passing; 2. Attendance has been satisfactory through atleast 60% of the term; 3. An illness or other extenuating circumstance legitimately preventing completion of required work by the due date; (Documentation will be required to submit with this form) 4. Required work may reasonably be completed in within a two-week period; 5. The incomplete is not given as a substitute for a failing grade; 6. The incomplete is not a means of raising his or her grade by doing additional work after the grade report time.	1. The student initiates the request for an incomplete grade at least one week before the end of the term. 2. The student must e-mail or fax the form to the Provost, along with appropriate documentation. 3. The Provost will determine if the documentation is sufficient to warrant the instructor to consider an extension. The Provost will either approve or deny. 4. If the Provost consents, the Provost will contact the instructor. The instructor will state the requirements for completion of the course on this form. The instructor will return the form to the Provost and the Provost will send a copy of the approved form to the student. 5. The Provost will notify the Registrar of approved Requests for Incomplete Grades. 6. The instructor submits the final grade to the Registrar on the Change of Grade form. 7. Incomplete grades appear on the transcript for 2 weeks. 8. After two-weeks, if coursework is still incomplete, grade will change to 'F'.

Student Name **Student ID Number**

Course Code **Course Title** **Term/Year** **Instructor Name**

Reason for Requesting Incomplete Grade: _____

Student Signature **Date**

<u>THIS SECTION FOR COMPLETION BY COURSE INSTRUCTOR AND PROVOST</u>	
Date of Completion for Course (cannot exceed 2 weeks from last day of class) ____/____/____ by 11:59 pm EST	
Instructor requirements for completion of course: _____	

Provost Signature: _____	Date: _____ <input type="checkbox"/> Approved <input type="checkbox"/> Denied

Appendix E
Student Grade Appeal Form



Student Grade Appeal Instructions

IMPORTANT! To ensure processing of your Grade Appeal form, please make sure to follow the instructions below step by step. Missing steps or submitting the form to the wrong person may cause your Appeal to go unprocessed within the appropriate time period.

STEP ONE (Prior to Grade Appeal Form): Contact the instructor within 10 calendar days of the end of the term in which the grade was assigned. If the instructor agrees that a change is justified, the instructor will initiate the grade change using procedures described by the Registrar.

STEP TWO: If the instructor believes that the original grade is correct, the instructor will notify the student using the student's college e-mail address with a copy to the program director and the Provost. The student has 5 calendar days from the date notice was sent to the student to appeal the decision to the program director. The program director will seek input from the instructor and the student to determine the merits of the grade appeal. The appeal must include the appeal form, a detailed explanation why the student believes the grade should be changed, and if the student is contesting more than one grade, an explanation for each requested grade change must be included in the written submission. It is up to the student to provide the necessary information for the program director so the program director can render a decision. The student should keep copies of all submitted materials. The program director's review should generally be completed within 10 calendar days from receipt of the appeal materials from the student, unless unforeseen or special circumstances apply.

- a. If after this review, the instructor and the program director agree that a grade change is justified, the instructor will initiate the grade change according to the procedures described by the Registrar and notify the student using the student's college email address, with a copy to the program director and the Provost.
- b. If the program director believes that a grade change is justified but the instructor does not agree, the program director shall request a review and provide all relevant materials to the Grade Appeal Review Panel, with a copy to the Provost. The program director's request shall be made within 5 calendar days of completion of the program director's review.
- c. If the instructor and the program director agree that a grade change is not justified, the program director shall notify the student via the student's college e-mail address, with a copy to the instructor and the Provost. If the student is dissatisfied with the decision, the student has 5 calendar days from the date of the decision notice to request the program director to initiate review by the Grade Appeal Review Panel.

STEP THREE: Grade Appeal Review Panel shall be comprised of the Dean or Associate Dean of faculty and two additional faculty. The Grade Appeal Review Panel shall convene a hearing within 15 calendar days of notification of a case, unless unforeseen or special circumstances apply. The program director will electronically provide all relevant materials to the Grade Appeal Review Panel, the Provost and the student at least 5 calendar days prior to the hearing. Both the appealing student and the course instructor should be present either in person or virtually at the hearing. The student shall be afforded an opportunity to state the grounds on which the student is appealing the grade. The instructor will be afforded the opportunity to document the basis on which the grade was awarded. Both parties may

present supporting evidence or request testimony of others. The Grade Appeal Review Panel may request input from the program director. If the student or the instructor, after receiving notice of the hearing, does not appear at the hearing, the Grade Appeal Review Panel will review and consider the relevant materials without the absent party.

If the Grade Appeal Review Panel recommends a grade change, it is authorized to execute the change by sending to the Registrar a change of grade request signed by all the members of the Grade Appeal Review Panel. The Grade Appeal Review Panel will send a written report of the decision to the instructor, the student, and the program director with copy the Provost within 5 calendar days of the decision. The decision of the Grade Appeal Review Panel shall be final.

Again, please note that failure to follow the proper order of the steps above may lead to a student's appeal form not being received in the appropriate time period, or not being processed correctly.

Program Directors

BUSINESS: Tom Barron, tbarron@charteroak.edu, 860-515-3838

Accounting ACC, Business BUS, Economics ECO, Finance FIN, Management MGT, Human Resources Management HRM, Marketing MKT, Organizational Effectiveness & Leadership OEL, Organizational Leadership LDR, Individualized Studies Business ISB

HISTORY & HUMANITIES: Susana Orozco, sorozco@charteroak.edu, 860-515-3816

Communication COM, English ENG, Fine Arts FAR, History HIS, Human Services HSE, Geography GEO, Interdisciplinary Studies IDS, Spanish SPA, Music MUS, Philosophy PHL, Judaic Studies JUD, Liberal Studies History/Humanities LSH

HEALTH SCIENCES & TECHNOLOGY, HEALTH STUDIES: Brooke Palkie, bpalkie@charteroak.edu, 860-515-3819 Health Care Administrations HCA, Health Informatics HIF-Master's degree courses

Cindy Edgerton, cedgerton@charteroak.edu, 860-515-3833

Health Information Management HIM-Undergraduate degree courses, Health Care Administration HCA, Health Studies HLT

NURSING: Linda Perfetto, lperfetto@charteroak.edu, 860-515-3892

Nursing NUR

MATH, SCIENCE & TECH: Susana Orozco, sorozco@charteroak.edu, 860-515-3816

Biology BIO, Chemistry CHEM, Cybersecurity CSS, Engineering EGR, Environmental Science SCI, Earth Science ESC, Math MAT, Individualized Studies Math ISM, Information Technology ITE, Liberal Studies Math/Science LSM

SOCIAL AND BEHAVIORAL SCIENCES: Susana Orozco, sorozco@charteroak.edu, 860-515-3816

Criminal Justice CRJ, Early Childhood Education ECE, Child Studies, Education EDU, Paralegal PLG, Public Safety Administration PSA, Psychology PSY, Public Administration PUB, Sociology SOC, Individualized Studies Social ISS, Liberal Studies Social/Behavioral LSS, Political Science POL

Early Childhood Education: Maureen Hogan, mhogan@charteroak.edu, 860-515-3882

Early Childhood, ECE, Child Studies, Education EDU, Paraprofessional Studies, Courses taken for SPLA program.



AFTER STEP A, PLEASE RETURN TO:
Attention: Program Director
55 Paul J. Manafort Drive. New Britain, CT 06053 Fax:
860.760.6918 | Email: See Instructions

Student Grade Appeal Form

INSTRUCTIONS: The COSC policy for grade appeals is stated in the instructions and can be found in the Official Catalog. Before appealing to the program director, the student must contact the instructor within 10 calendar days of the end of the term in which the grade was assigned. The student has 5 days from the notice sent by the instructor to appeal the decision with the program director. Any student pursuing a grade appeal must follow each step of the process outlined by this form.

Last Name First Name MI ID Number

Semester & Term Course Code & Title Instructor Name

STEP A: The student must compose a letter and provide documentation stating the exact nature of the appeal and the reason for asking. The appeal must include what grades are being challenged and why and why those changes would support a grade change. In addition, the student must attach a copy of the email notification from the instructor. Forward this appeal request form and documentation to the appropriate Program Director via COSC email.

I have read and understand the grade appeal policy. I have met with my instructor to discuss my grade and have attached to this form a copy of my written appeal:

Student E-Signature (only via Charter Oak email) **Date**

STEP B: The Program Director must read the attached statement appeal, discuss with the instructor and the student, and approve or deny the appeal. In the Program Director's comments section below, the program director needs to explain the reason for his/her decision. Upon completion, the instructor or program director will forward this form, the appeal letter from the student to the student and copy to program director/instructor and the Provost at sadams@charteroak.edu.

Program Director's Decision: (Check One) Grant the Appeal Deny the Appeal | **Date:** _____
Program Director's Comments:

STEP C: If the student is dissatisfied with the decision above, the student has 5 calendar days from the date of the decision notice to request the program director to initiate review by the Grade Appeal Review Panel.

Student E-Signature (only via Charter Oak email) **Date**

Grade Appeal Review Panel Decision: (Check one) Grant the Appeal Deny the Appeal | **Date:** _____
Grade Appeal Review Panel's Comments:

Appendix F
Contract Application Form



| **PLEASE RETURN THIS COMPLETED FORM TO:**
Attention: Academics Department
55 Paul J. Manafort Drive, New Britain, CT 06053
Fax: 860.606.9673 | Email: academics@charteroak.edu

Application for Contract Learning: Instructions

There are two different types of contract learning. Please select which type of contract learning you are requesting and complete the application below. *This form must be submitted 45 days prior to the beginning of the semester.*
Please note: Once complete, it may take up to 7 business days for the course to appear on your schedule.

Off-Term Course

If a student is in his/her final term and has one course left to take that is not being offered during the upcoming semester, the student should work with his/her academic advisor and attempt to make an appropriate substitution for that course. If a substitution is not in the best interests of the degree program, the student, with the approval of the academic counselor, may request an independent study for that course.

In order to qualify for an Off-term Course, a student:

- must have an approved concentration plan of study
- must be matriculated
- must be in their final term and have only one course left to take that is not being offered.
- must be cleared to register in the system by their academic advisor
- must submit this form 45 days prior to the beginning of the semester

Capstone Course

This option is only available if the 3-credit Capstone course needed is not being offered in the current semester. The capstone project must demonstrate fulfillment of the various outcomes of the major. Refer to the outcomes of the majors in the Catalog. The student must develop a proposal, to be approved by the mentor that will demonstrate mastery of the outcomes. (The project is not to be a list of the outcomes and how each one was met, but an integrated use of the core learning outcomes of the concentration or major.) The proposed project may be a research paper, portfolio of work with written explanation, etc.

In order to qualify for Capstone Course contract, a student:

- must have completed all concentration requirements or is within his or her last 9 credits (3 credits of which are the Capstone course) of the concentration/major.
- must be matriculated
- must be cleared to register in the system by their academic counselor.
- must submit this form 45 days prior to the beginning of the semester

Appendix G
Faculty Consulting & Research w/Public or Private Entities

4.4	Faculty Consulting and Research Policy	16-115	2016-10-20
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4.4 Faculty Consulting & Research w/Public or Private Entities

Board of Regents for Higher Education Connecticut State Colleges and Universities

Policy Regarding Faculty Consulting and Research with Public or Private Entities

Faculty professional activities such as consulting or engaging in a research project for a public or private entity often are useful in maintaining and enhancing the faculty member's academic scholarship and competence. However, the primary responsibility of full-time faculty during the academic year is to the Board of Regents for Higher Education of the Connecticut State Colleges and Universities and their respective institution. The value of these outside activities is recognized through Collective Bargaining Agreements and statute and regulation.

For the purposes of this policy, consulting shall be defined as the provision of services for compensation to a public or private entity by a member of the faculty or member of the faculty bargaining unit: (i) when the request to provide such service is based on such member's expertise in a field or prominence in such field, and (ii) while such member is not acting in the capacity of a state employee.

For the purposes of this policy, research shall be defined as a systematic investigation, including, but not limited to, research development, testing and evaluation, designed to develop or contribute to general knowledge in the applicable field of study.

Faculty is expected to comply with the applicable provisions of the aforementioned Collective Bargaining Agreement, state statute and regulation. As such, no faculty member may engage in consulting agreement or research project that (A) inappropriately uses the institution's proprietary information in connection with such agreement or project; (B) interferes with the proper discharge of his or her employment with the university; and/or (C) inappropriately uses such member's association with the institution in connection with such agreement or project.

Each institution shall establish internal operating procedures that shall ensure, (i) the disclosure, review, and management of conflicts of interest relating to any such agreement or project; (ii) the approval of the chief academic officer and dean of the institution prior to any such member entering into any such agreement or engaging in any such project; and (iii) the referral of any failure to comply with the provisions of this policy or institution procedure to the applicable disciplinary process outlined in the Collective Bargaining Agreement. Each institution shall provide a report to the Office of the BOR President of any such approved activities on or before May 1 and November 1 of each year. In addition, the Director of Internal Audit for the Connecticut State Colleges and Universities shall audit institution compliance with the established internal procedures and this policy annually.

**Connecticut State Colleges and Universities
Charter Oak State College
Compliance Form for
Requesting to Conduct Research or Consulting with Outside Public or Private Entity**

Procedure:

1. This form must be submitted by part-time faculty members for review by the Chief Academic Officer and President prior to engaging in any outside consulting or research that involves utilizing the resources of the College in accordance with Charter Oak's policy as it relates to Section 184(r)(2) of the General Statutes
2. A copy of this form indicating whether the outside activity is "in compliance" or "not in compliance" shall be returned to the faculty member. An appeal process is described in the procedures document.
3. A copy of this form shall be placed in the faculty member's personnel file.
4. Please refer to the "Procedure for Faculty Engaged in Consulting and Research with a Public or Private Entity" for instructions on completing and submitting this Compliance Form."

Name: _____

Discipline: _____

Description of Consulting Service or Research Project (attach additional pages if needed):

Pursuant to the 2011 Guide to the Code of Ethics for Public Officials and State Employees, state employees "may not utilize state time, materials or personnel in completing tasks for outside employment".

Name of Public/Private Entity: _____

Dates of Engagement: _____ to _____

Faculty Member's Signature: _____ **Date:** _____

Chief Academic Office Approval (circle one): **In Compliance** **Not in Compliance***

***If Not in Compliance, reasons:** _____

President Approval (circle one): **In Compliance** **Not in compliance***

***If Not in Compliance, reason:** _____

CAO Signature: _____ **Date:** _____

President's Signature: _____ **Date:** _____