

# OFFICIAL CATALOG

## 2026-2027



**CharterOak**  
STATE COLLEGE

A Higher Degree of Online Learning

# Charter Oak State College

## Official Catalog 2026-2027

Welcome to the Charter Oak State College community!

We're glad you chose us. At Charter Oak our students come from all walks of life and represent many critical areas of the workforce from social work to education, public safety to nursing, business, healthcare, technology and more. Our students are diverse, proud, resilient and results-oriented. We recognize you have many responsibilities to juggle as you seek a credential and career advancement.

We are here to support you on your journey. Our “Students First” philosophy places you at the center of our community. At Charter Oak you will engage with stimulating instructors and experienced advisors ready to guide you through the degree plan of your choosing. You will be part of a diverse student body and have the opportunity to earn credit through testing and prior learning. Additionally, a myriad of student services are offered that can be accessed within this Catalog, and the [Student section](#) of our website.

Everyone belongs at Charter Oak. We are committed to your success and look forward to congratulating you on Graduation Day!

*The Charter Oak State College Community*

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# About Charter Oak State College

Charter Oak State College is Connecticut's public online college, offering associate, bachelor's and master's degrees, as well as certificates in a variety of career-focused fields.

The College offers working adults a flexible and affordable path to degree completion and advancement through its online courses, flexible credit transfer and credit for prior learning. The College has been recognized as a Military Friendly institution.

## Governance

Charter Oak State College is one of the six 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 community colleges, the state universities, and Charter Oak State College under one governing board called the Board of Regents.

## Mission

Charter Oak State College fosters the potential of current and future working professionals by providing dynamic and industry-relevant online education to advance success in a global society through affordability, collaboration, and learning experiences that can occur inside and outside the virtual classroom.

## Vision

A dynamic community of online learners advancing the nation's workforce one graduate at a time.

## Degree Offerings

Charter Oak State College is authorized to offer Certificates, Associate in Science, Bachelor of Arts, Bachelor of Science, and Masters degrees.

# 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. Charter Oak State College developed an innovative distance learning program for learners that affords them the opportunity to apply towards a college degree the learning they acquired through life. Charter Oak's degree program model is designed to prepare students with the human and technical skills to thrive in society and the workforce.

The Charter Oak State College educational philosophy asserts that:

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

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 institutional accrediting associations.

The liberal arts component of the General Education requirement helps undergraduate students:

- evaluate the influence of historical agency in the context of defined periods;
- express ideas, identify behaviors, and propose creative practices to advance social justice, equity, and understanding of human differences;
- acquire the ability to use scientific and quantitative inquiry to solve problems;
- learn how the arts and humanities enhance our lives, and;
- understand how the social sciences and behavioral sciences explain past endeavors and guide future efforts at living together in political, economic and cultural communities.

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

- to apply innovation techniques to solve problems or make improvements;
- to communicate effectively in the physical and digital world;
- to use information literacy in conducting research; and
- to make ethical decisions.

## Undergraduate Admissions

The application for admission is completed [online](#). Official transcripts and test scores of all previously attempted academic work must be requested by the applicant and sent directly to the College. Once all official transcripts have been received by the College, and it has been determined that the applicant has met minimum admissions requirements, notification of the acceptance decision is sent via email. The College will provide the accepted applicant with a user name and password to be used to access the [MyCharterOak](#), student portal. An applicant's file is kept active for six months from the date of application.

A summary of the applicant's transferable credit and access to the advising worksheet is provided to the applicant by their assigned admissions counselor. They will receive initial academic advisement from their admissions counselor. An accepted applicant is expected to confirm the decision to enroll in the college by completing the enrollment form and paying the non-refundable deposit. The deposit signifies a commitment to pursuing degree completion and positions the student to receive important student services such as orientation, tutorials and academic advisement. The deposit will be applied to tuition/fees. Should a student not be able to start in the intended term, the deposit may be deferred to the next eligible term start, typically the next 8-week term.

## Undergraduate Requirements for Admission

Charter Oak State College seeks to serve all persons regardless of race, religion, creed, sex, sexual orientation, age, marital status, national or ethnic origin, or disability in the administration of its educational policies, admissions policies and employment policies as well as in the policies governing all programs that it offers or administers.

The requirements for admission as a degree candidate are that the applicant:

- Is sixteen years of age or older.
- Is able to speak and write standard English.
- Has earned a high school diploma or its equivalency.\*

\* Proof of high school completion includes:

- Graduation from a state-approved or regionally accredited high school.
- Passing scores on a state high school equivalency exam, such as the GED.
- Graduation from a homeschooling or alternative high school program in compliance with state and local education regulations in the state where the student was homeschooled or attended an alternative high school.
- Graduation from a non-U.S. high school with a credential evaluated as equivalent to a U.S. high school diploma by an approved international credential evaluation agency.

Applicants are required to submit an attestation form confirming high school graduation or its equivalency as part of the application for admissions. Charter Oak State College relies on the student's attestation of high school completion and will not

mandate a separate document for all students. However, proof of high school completion may be requested at any time.

If for any reason, the attestation of high school graduation or GED completion is false, the student will not have met the minimum admissions requirements and will be subject to immediate dismissal. Further, if the attestation is false or untrue, Charter Oak State College may return disbursements of Title IV financial aid and state or institutional financial aid on the student's behalf to the appropriate source. The student will be responsible to Charter Oak for all money it may refund.

NOTES:

- Some degree/certificate programs, including the RN/ADN to BSN and BSW, have additional admissions criteria or are selective admissions. They will be listed on the program pages of the website and within the catalog.
- Students must have proof of a high school diploma or a recognized equivalent (e.g., G.E.D.) to be eligible to receive Title IV student financial aid.
- Students who provide false information on their application or on their financial aid application or provide false transcripts will not be accepted. If students, after being accepted, provide false information to the college, they will be dismissed.
- A student who is accepted into the College with a career GPA lower than a 2.0 will be placed on academic probation. The student will need to earn a 2.0 career GPA by the end of 12 credits or be dismissed from the College. If a student earns a career GPA of 2.0 before completing the 12 credits, the probation status will be lifted.
- While the student is on probation, the student can take no more than 6 credits a semester.

## Nursing Program Admission Requirements

Admission to the RN/ADN to BSN program is selective. Candidates for the program must have:

- A minimum calculated Grade Point Average (GPA) of 2.3, based on the Charter Oak State College Nursing Program of Study (Advising Worksheet)
- Graduated from a nationally accredited (ACEN, CNEA) Associate Degree in Nursing or Diploma Nursing Program\*
- A current, unencumbered RN license from a territory or state of the United States of America \*\*^

\*Applicants who hold a current, unencumbered RN license from a US state or territory, but did not graduate from a nationally accredited (ACEN,CNEA) Associate Degree in Program in Nursing or Diploma Nursing Program, will be subject to the following admissions conditions:

Credentials from non-U.S. colleges must be evaluated by [Educational Credential Evaluators \(ECE\)](#) or [World Education Services \(WES\)](#). The College must be determined to have the equivalent of US Regional Accreditation by ECE or WES in order for the credits to be transferable.

Once admitted to the College the student must successfully complete IDS101 and NUR 301 on the first attempt or will be withdrawn from the Nursing Program.

\*\*Applicants who have not yet received their RN license, but meet other admissions requirements, will be permitted to enroll in the college for one semester. Proof of RN licensure must be provided for continued enrollment.

## Undergraduate International Students

Charter Oak welcomes undergraduate students who are non-U.S. citizens or have international academic credentials. As a non-residential college, Charter Oak does not administer the I-20 form for purposes of issuing a student VISA.

Credentials from non-U.S. colleges must be evaluated by a recognized agency prior to review by Charter Oak. The College recognizes any [NACES](#) approved member, including the following agencies: [Educational Credential Evaluators \(ECE\)](#) and [World Education Services \(WES\)](#). You may contact any of these agencies to learn more about their procedures and fees. If a student has their credentials evaluated by more than one service, only one evaluation can be submitted and reviewed for credit. Before an application can be reviewed for admission, Charter Oak State College must have on file this credit evaluation.

Applicants residing outside of the United States are required to verify their identity by completing and having notarized the [Identity Verification form](#). The original form must be sent to the Admission's Office at Charter Oak State College.

In all cases, a student must also earn a minimum of 30 credits for a bachelor's degree or 15 credits for an associate degree at Charter Oak State College or at a regionally accredited United States institution, or by testing approved by Charter Oak State College.

### Policy on acceptance of transfer credits for English Composition/Written Communication from Foreign Institutions.

Please see below for a list of countries in which English is the official language and is the language of instruction in higher education.

Applicants seeking admission to Charter Oak who have attended an Institution located in one of the countries listed below with the equivalent of U.S Regional Accreditation\* and have earned credits in English Composition (C or better), may have those credits evaluated to meet the Written Communication requirement. Before credits can be transferred, it must be confirmed that the credits are equivalent to a comparable U.S course in composition and not developmental in nature. If the rigor and content of the course cannot be easily determined by the evaluator, the student may have to provide additional materials (i.e. course syllabi) in order to have the course appropriately equated to a Composition course.

\*= as determined by ECE or WES evaluation.

Anguilla	Grenada	St. Vincent and the Grenadines
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Antigua and Barbuda	Guyana	Scotland
Australia	Ireland, Northern	Seychelles
Bahamas	Ireland, Republic of	Sierra Leone
Barbados	Jamaica	Singapore
Belize	Kenya	Solomon Islands
Bermuda	Lesotho	South Africa
Botswana	Liberia	Swaziland
British Virgin Islands	Malawi	Tanzania
Cameroon	Malta	Tonga
Canada (except Quebec)	Mauritius	Trinidad and Tobago
Cayman Islands	Montserrat	Turks and Caicos Islands
Dominica	Namibia	Uganda
England	New Zealand	United Kingdom
Fiji	Nigeria	Vanuatu
Gambia	Papua New Guinea	Wales
Ghana	St. Kitts and Nevis	Zambia
Gibraltar	St. Lucia	Zimbabwe

## Undergraduate Matriculation

Matriculation begins once an accepted applicant submits the enrollment form, corresponding deposit, and begins coursework, typically on the first day of class.

Matriculation will continue as long as a student continues to earn credits. A student may stop out for up to two semesters.

The Registrar's Office will administratively withdraw any student who does not show evidence of academic progress after the last day to register for classes in the third semester. These students must apply for re-admission if they wish to reenroll and, if accepted, will need to adhere to the curriculum requirements and prevailing tuition and fees.

## Undergraduate Readmission

Students who left the College in good academic standing may reapply at any time.

Students who have been dismissed from the College may request permission to reapply one semester after the dismissal. To seek permission to reapply, the student will need to complete and submit a written petition in which they address the reason that led to their dismissal and why they feel they are now prepared to succeed. The petition should be submitted online to the

Readmission Committee. The student will be advised in writing by the Committee and the decision will be final. The Committee reserves the right to determine a student's re-enrollment date and provide parameters around re-enrollment.

If a student has been dismissed more than once and is approved to re-enroll the student can only take one (1) course per term and must earn a grade of C or better to remain enrolled at the College.

Applicants who were previously enrolled and were on [academic probation](#) when they left the college, are limited to one (1) course per term until they earn a satisfactory career/semester GPA.

All reenrolling students must comply with any new degree requirements in effect at the time of reentry and abide by the terms specified by the Readmissions Committee. .

## Non-Matriculated Undergraduate Students

Visiting undergraduate students are limited to 12 attempted credits prior to matriculation and enrollment in their first required course. Courses may be taken for transfer back to the home institution or for personal benefit.

Non-matriculated students are not eligible for Financial Aid.

## Undergraduate Students Earning a Second Degree

Undergraduate students who have earned a bachelor's or associate degree from Charter Oak State College, or from another regionally accredited college or university, may matriculate at Charter Oak State College to pursue a second degree with permission. The second degree must be in a different field of study from the first one. Persons seeking admission for a second bachelor's degree must obtain approval from the Director of Admissions before submitting an application for admissions. To obtain approval, submit an email to the Director of Admissions explaining the rationale for the request and how the second degree will differ from the first. Students who have already earned any Bachelor's level degree, may not pursue an additional Bachelor's degree with a Major in General Studies. Students who have earned any Associate level degree may not pursue an additional Associate degree with a Major in General Studies.

To earn a second associate degree, with a major other than General Studies, a student must:

- obtain approval from the Director of Admissions;
- earn a minimum of 15 semester credits subsequent to the award of the initial/most recent degree;
  - apply no more than 9 credits from the previous degree earned to the new major; and
- meet [current degree requirements](#).

To earn a second baccalaureate degree in a major other than General Studies, a student must:

- obtain approval from the Director of Admissions;
- earn a minimum of 30 semester credits subsequent to the award of the initial degree; 15 of which must be upper level in the new major;
  - apply no more than 9 credits from the previous degree earned to the new major; and
- meet [current degree requirements](#).

Persons holding a Master of Arts or Master of Science, an advanced professional degree or an earned doctorate must also request approval from the Director of Admissions **before** applying for an associate or bachelor's degree. The College will allow up to nine (9) credits from a **completed** graduate program to be applied toward a Charter Oak undergraduate degree. The credits must fulfill a specific requirement in the undergraduate program. Graduate courses in transfer may not be used as electives in an undergraduate degree program. Graduate courses transferred in to meet undergraduate requirements may not be used as part of a future graduate program at Charter Oak.

**Note:** The College's policy on undergraduate admission to a second degree program governs students who have earned their degree prior to matriculating at Charter Oak State College. For undergraduate students who wish to simultaneously seek a degree at Charter Oak State College and another regionally accredited college or university should review the [Concurrent Degree Policy](#).

## Undergraduate Double Degree

Students may earn a double degree by completing a Bachelor of Arts degree in Sociology and a Bachelor of Science degree (in a different Major) simultaneously. Students wishing to earn a double degree must complete a minimum of 150 credit hours, completing the general education and major requirements for each of two majors. Students who earn a double degree will receive two diplomas simultaneously. Students planning to pursue a double degree should consult with their academic advisor at the earliest possible date to obtain approval by completing the "Request for Double Degree" form.

## Undergraduate Double Major

Undergraduate students who have the potential and interest may be accepted for study into two different majors. Those who wish to pursue two majors, with the same degree designation (B.A. or B.S.), should initiate plans prior to the end of completing 89 credits or prior to the end of the first semester if 89 credits (or more) were brought in upon transfer. Students pursuing a double major are required to maintain a minimum of a C grade in each course within both majors, and must fulfill all the degree requirements for both majors. A maximum of 9 credits can be used in both major's. The student's official transcript and the commencement program will list both majors.

**Note:** A second concentration in the General Studies major is not considered a double major.

## Applying for Graduate Admissions

The [application for admission](#) is completed online. Official transcripts from each college/university, at both the undergraduate and graduate level, representing all previous academic work must be requested by the applicant and sent directly to the College. Applicants have up to 60 days to submit all required documentation. If the file is not completed within this timeframe, the application will be cancelled.

Once all admissions' documents have been received, the applicant's file will be forwarded to the Graduate Admissions committee for review. The applicant will be notified via email of the admissions decision.

NOTE: Students who provide false information on their application or on their financial aid application or provide false transcripts will not be accepted. If students, after being accepted, provide false information to the college, they will be dismissed.

## Graduate Admissions Requirements

Admission to the graduate programs is selective.

Applicants must have an earned bachelor's degree from a regionally accredited institution, or international institution equivalent to a U.S. regionally accredited institution, with a grade point average of 3.0 or better. Applicants with GPAs between 2.7 and 3.0 will be considered. Their acceptance will be based upon their academic background, essay and experience. If accepted, they will need to earn grades of B or better in their first two courses to continue in the program.

Applicants will be required to submit:

- An essay, 500 words in length, describing the applicant's specific career goals and objectives and motivation to pursue an advanced degree.
- A professional resume.

Individual graduate programs may require incoming students to have successfully completed additional undergraduate course prerequisites or an approved review course prior to starting the program. Prerequisites are identified on the specific academic program page of the Charter Oak State college website and in this catalog.

## Graduate Admissions

Charter Oak State College offers three graduate programs: MS in Organizational Leadership, MS in Healthcare Administration and MS in Health Data Analytics. While there is a common admissions process each program may have unique admissions requirements. Applicants should review the specific program before applying.

Charter Oak State College seeks to serve all persons regardless of race, religion, creed, sex, sexual orientation, age, marital status, national or ethnic origin, or disability in the administration of its educational policies, admissions policies and employment policies as well as in the policies governing all programs that it offers or administers.

## Acceptance of Graduate Credits

Applicants may transfer in no more than 6 credits from other regionally accredited institutions. The credits must be equivalent to the content offered in one of the required courses of the program. Transfer credits must be no more than 10 years old and the student must have earned a "B" or better.

All grades or score reports must be sent in an [official manner](#) directly from the issuing agency to Charter Oak State College.

## Prior Learning/Portfolio/Credential Credit

Credits for Prior Learning (CPL), including portfolio or credential credit, awarded by a regionally accredited institution may be transferable for credit if the granting institution applies the same evaluation criteria as COSC faculty, is a member of the Consortium for Assessment of College Equivalence (CACE), or adheres to the Council for Adult and Experiential Learning (CAEL) standards for the assessment of prior learning. Transferability of CPL credit completed by another institution will be done on an individual student basis and is not guaranteed. Up to 6 CPL credits may be applied toward the graduate degree.

## Transfer Credit Evaluation Course Appeal Procedure

Graduate students who believe that a transfer course has not been given a correct course equivalency during the evaluation process may submit a written request for review. The request should include the institution, prefix, and title of the specific course(s) along with the equivalency or requirement the student believes it should meet. A rationale for the request should be included along with supporting documentation (course description, syllabi, student learning outcomes). Requests will be reviewed by a transfer credit evaluator in the Registrar's Office and students will receive a response in writing. If a student is not satisfied with the outcome of the review by a transfer credit evaluator, they may appeal the decision in writing to the Provost or designee.

The appeal should contain the same information required for the initial review (see above) along with any additional explanations or arguments the student wishes to have considered. The Provost or designee will consider the appeal within 14 calendar days of receipt. In the deliberations, the Provost or designee will consult with subject matter experts. The Provost may affirm, reject, modify or adjust the transfer credit evaluation as deemed appropriate and will inform the student, in writing, of the College's decision. The decision of the Provost's Office is final and may not be appealed within the institution.

## International Graduate Students

Charter Oak welcomes graduate students who are non-U.S. citizens or have international academic credentials. As a non-residential college, Charter Oak does not administer the I-20 form for purposes of issuing a student VISA.

Bachelor's degrees awarded by non-U.S. colleges must be deemed equivalent to a regionally accredited U.S. institution and evaluated by a recognized agency including [Educational](#)

[Credential Evaluators \(ECE\)](#) and [World Education Services \(WES\)](#).

Applicants who have earned a non-US bachelor's degree within a country where English is not the official language of instruction will be required to complete the Test of English as a Foreign Language (TOEFL). A minimum score of 80 will be considered satisfactory for exams taken before January 21, 2026. A minimum score of 4 will be considered satisfactory for exams taken on or after January 21, 2026. The College will obtain your scores from ETS on your behalf.

Applicants residing outside of the United States are required to verify their identity by completing and having notarized the [Identity Verification form](#). The original form must be sent to Graduate Admissions at Charter Oak State College.

## Non-Matriculated Graduate Students

Visiting graduate students are limited to six (6) attempted credits prior to matriculation and enrollment in their first required course. Courses may be taken for transfer back to the home institution or for personal benefit.

Non-matriculated graduate students are not eligible for Financial Aid.

## Graduate Readmission

Students who left the College in good academic standing may reapply at any time.

Students who have been dismissed will need to wait the allotted time stated at the time of dismissal. To gain permission to reapply, the student will need to submit a written request addressing why they are prepared to succeed. The written request should be sent to the Provost via email. It will then be reviewed by the Readmission Committee. The decision of the Readmission Committee is final. The Committee reserves the right to determine a student's re-enrollment date.

If the student was enrolled more than five years prior to requesting permission to return, the student may need to repeat courses since there is a 5 year limit on earning the degree.

All returning students must comply with any new degree requirements in effect at the time of reentry.

If a student has been dismissed more than once and is approved to re-enroll the student can only take one (1) course per term and must earn a grade of C or better to remain enrolled at the College.

Applicants who were previously enrolled and were on [academic probation](#) when they withdrew from the college, are limited to six (6) credits per semester until they earn a satisfactory career/semester GPA.

All returning students must comply with any new degree requirements, and limits to registration, in effect at the time of reentry.

## Graduate Double Major

*This policy only applies to the M.S. Health Data Analytics (HIF) and M.S. Healthcare Administration (HCA) Programs.*

Graduate students may pursue both majors (HIF & HCA) concurrently. Students will earn one degree (MS) with two majors (HCA & HIF) on their official transcript. Only one diploma will be awarded and both majors will be listed in the commencement brochure. Students pursuing a double major are required to follow all graduate policies and degree requirements. A maximum of 9 credits from one major can be used in the other major.

In order to pursue a double major at the graduate level, students must first apply and be accepted to either the M.S. in HIF or M.S. in HCA program. Once accepted into one of the programs, the student must declare the double major before their final semester begins. Students must seek permission from the Program Director and obtain the "Declare a Graduate Double Major" form. The Director and student will complete the form and forward it to the Registrar's Office for processing.

*Note: Double Degree and Concurrent Degree Options not available. See also Graduate Second Degree.*

## Graduate Students Earning a Second Degree

Graduate students who have earned a graduate Master's or higher degree from Charter Oak State College, or from another regionally accredited college or university, may pursue a second graduate degree at Charter Oak, provided the following conditions are met: The second degree must be in a substantially different Major from the first degree earned. Persons seeking admission for a second master's degree must obtain approval from the Director of Admissions before submitting an application for admissions. To obtain approval, submit an email to the Director of Admissions explaining the rationale for the request and how the second degree will differ from the first.

To earn a second master's degree students must:

- obtain approval from the Director of Admissions;
- apply no more than 6 credits from the previous graduate degree earned to the new degree ( subject to graduate transfer credit policy [Course Transfer Policy](#)); and
- meet [current degree requirements](#).

## Student Services

Undergraduate individualized degree planning is the hallmark of Charter Oak State College. Students receive academic counseling from both academic counselors and faculty. Each student who is pursuing a baccalaureate degree is assigned to an academic counselor who is a specialist in the academic area that the student has chosen.

Our undergraduate counselors are experts at advising students at a distance. They guide students in finding appropriate learning resources and methods to pursue credit for prior learning, approve course selections, and assist undergraduate students in selecting a major or a concentration and developing their Concentration Plan of Study (CPS). Counselors also grant permission for undergraduate students to register for their courses, including the capstone course in their concentration/major.

Charter Oak State College faculty who have expertise in the student's area of study approve the concentrations and provide advice on courses, writing ability and, if asked, career and graduate school options.

Graduate students are advised by their Program Director to determine which concentration (if applicable) and capstone project best suits their needs.

### Accessibility Services

Charter Oak State College is committed to the goal of achieving equal educational opportunities and full participation in higher education for persons with disabilities who qualify for admission to the College. The College's advisement and testing facilities are accessible. As an online institution, the College is uniquely positioned to work with students using a variety of modalities and is able to serve students with a wide range of disabilities.

In order to provide appropriate accommodations, official documentation of the disability is required. Charter Oak State College uses the [guidelines as endorsed by CT AHEAD \(Association for Higher Education and Disability\)](#). In adherence to Amendments to the Americans with Disabilities Act in 2008 (S. 3406) and revised Title I regulations, determination of eligibility for accommodations requires an interactive process and is made on a case-by-case basis. The [Office of Accessibility Services \(OAS\)](#) asks that any student in need of academic accommodations please start the application process by filling out the [intake form](#) in the Accommodate Portal, along with uploading documentation at the bottom of the form. Students will also find the Medical Provider Documentation form, if needed, at the bottom of the Accommodate intake form. Students will then meet with staff by phone or in person to discuss reasonable accommodations through the interactive process. No student should delay meeting with the OAS out of concern for not having appropriate paperwork.

*It should be noted that documentation policies differ from one institution to another. The Office of Accessibility Services' documentation policy is designed to fit the Charter Oak State College student climate and does not consider documentation requirements external to Charter Oak State College. If a student plans to attend another institution to take courses*

*or take a standardized test (MCAT, etc.) administered by an outside agency, the student is responsible for researching those documentation policies and should investigate requirements at least six months prior to an anticipated start date or test date.*

Please contact the Office of Accessibility Services at (860) 515-3846 or [OAS@charteroak.edu](mailto:OAS@charteroak.edu) if you have any questions or concerns. For more information about the Office of Accessibility Services and related resources, please visit the [OAS webpage](#).

### Library Facilities

Charter Oak State College's library may be accessed via the [MyCharterOak student portal](#). The library provides students with the 24/7 resources necessary to earn their degree. These services are available to matriculated students and students taking courses.

All Connecticut residents may use the library services and facilities of other public institutions of higher education in the state. Through their local libraries, all Connecticut residents have access to the statewide library service that includes Interlibrary Loan.

### Tutoring Services

Charter Oak State College offers free 24/7 online tutoring to undergraduate students. Students will find a link to these online services embedded in each course.

### Student Association

The Charter Oak State College Student Association was organized in 1985. All undergraduate and graduate students are automatically members while in active status as degree candidates. The Association's purpose is threefold:

- to provide an independent channel of communication among degree candidates and with the college administration;
- to advise on the use of the Association's budget to support students by planning and hosting workshops, webinars, providing scholarships and other methods of enhancing the academic experience of the student population; and
- to elect a student representative and alternate representative to the statewide Board of Regents Student Advisory Committee as well as electing a student representative to the College's Foundation board.

Governance of the Association is by the Charter Oak State College Student Council, a board made up of degree candidates elected by members. The Council serves as the voice of the Association in matters affecting the interests of matriculated students.

Student Association Advisor is the [Director of Academic Services](#).

### Alpha Sigma Lambda Honor Society

On an annual basis, Charter Oak State College inducts students, faculty, and staff into its chapter, Chi Omicron, of Alpha Sigma Lambda, the national honor society for undergraduate adult students. To be eligible for consideration a student must be pursuing a first-time bachelor's degree, have a minimum of 50 graded credits, 24 credits must be earned at Charter Oak State

College, have a minimum GPA of 3.5, and fall within the top 10% of the graduating class. Induction ceremonies are held ahead of commencement. Faculty and staff who are invited to be inducted are nominated for their commitment to academic and student excellence.

## **Alumni Services**

The Charter Oak State College [Alumni Association](#) was established in 1983 to advance the reputation of the College, to support its educational services, and to assist the graduates in furthering their education and their careers. The Alumni Association provides career and educational programs, both at the College and online, provides scholarship funds, and honors graduates with academic citations. Alumni serve on the Charter Oak State College Foundation.

## **Career Services**

Our Career Services resources are designed to help you explore career options, prepare professional materials, and connect with employment opportunities at your own pace. Charter Oak's career platform posts jobs, internships, and events tailored to each student. Students can activate their career platform account with their student login, complete their profile, and start getting matched to roles that fit their interests. For more information on career services, please visit the Career Services [webpage](#).

# Student Rights and Responsibilities

## Student Complaint Process Information

In order to comply with the Higher Education Opportunities Act of 2008, Charter Oak State College provides prospective and enrolled students with contact information for filing complaints with the College, its accrediting agency and with the appropriate state agencies.

### Charter Oak State College:

- **Policy of Title IX and Nondiscrimination:** For the resolution of all types of unlawful discrimination and discriminatory harassment complaints that fall within the purview of the Title IX Coordinator for any employee, student, applicant for admission or employment, or other participant in programs or activities of the College who believes she/he/they have been unlawfully discriminated against or harassed. Complaint procedures can be found [here](#).
- **Final Grade Appeals:** The College's Grade Appeal Procedures describe the process for appeals of final course grades. The procedure can be found [here](#).
- **Student Conduct:** Any person may file a complaint regarding any student or student organization alleging misconduct. Complaints of this nature should be submitted in writing to the [Registrar's Office](#).
- **Office of Accessibility Services:** The process to file a complaint about accommodation compliance can be found in the [OAS handbook](#).
- **General Feedback or Complaints:** Students who wish to submit a general complaint or feedback about the College can fill out the [feedback form](#) so it can be routed to the appropriate department for follow up. Please include all relevant details in the form so we can address your concerns effectively.

### Accrediting Agency:

New England Commission of Higher Education (NECHE). The link [Comments & Complaints - New England Commission Higher Education](#) provides information for students to address public comments, complaints against affiliated institutions and complaints against the Commission. Please note that individual departments, such as Nursing and Social Work, may have their own accrediting agency. Please check the individual department's website for further accrediting information.

### Board of Regents:

In compliance with the Higher Education Opportunities Act of 2008, Connecticut State Colleges and Universities (CSCU) investigates all written and signed student [complaints](#) against the colleges and universities in the CSCU system. Additionally, CSCU also provides prospective and enrolled students with contact information for filing complaints with our accrediting agency and other appropriate state agencies.

### The State of Connecticut:

The link to access the complaint form for the State of Connecticut is located at the Connecticut Attorney General's [website](#).

### State Authorization Reciprocity Agreements (SARA):

Charter Oak is a SARA institution <https://www.nc-sara.org/>.

For students residing outside the state of Connecticut (with the exception of California). If you cannot resolve your complaint with the Charter Oak, you may within two years of the incident complained of, file a complaint with Connecticut's SARA portal entity, the Connecticut Office of Higher Education, by visiting <https://www.ctohe.org/SARA/Default.shtml>.

If you reside in California, which currently is not a member of SARA, you are advised to contact the California Bureau for Private Postsecondary Education at: [How to File a Complaint - Bureau for Private Postsecondary Education](#).

### Forum and Choice Law

For any legal action taken against Charter Oak, the parties deem the Contract to have been made in the City of Hartford, State of Connecticut. Both parties agree that it is fair and reasonable for the validity and construction of the contract to be, and it shall be, governed by the laws and court decisions of the State of Connecticut, without giving effect to its principles of conflicts of laws. To the extent that any immunities provided by Federal law or the laws of the State of Connecticut do not bar an action against the State, and to the extent that these courts are courts of competent jurisdiction, for the purpose of venue, the complaint shall be made returnable to the Judicial District of Hartford only or shall be brought in the United States District Court for the District of Connecticut only, and shall not be transferred to any court, provided, however, that nothing here constitutes a waiver or compromise of the sovereign immunity of the State of Connecticut. The Contractor waives any objection which it may now have or will have to the laying of venue of any claims in any forum and further irrevocably submits to such jurisdiction in any suit, action or proceeding.

### 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.

In addition to the College's Student Code of Conduct, students in the Nursing program must also abide by the guidelines set forth in the [Nursing Handbook](#).

Please review the [BOR/CSCU STUDENT CODE OF CONDUCT](#). Students must abide by both the BOR/CSCU and Charter Oak codes of conduct. The [Interim Student Academic Misconduct Policy](#) has been removed from the Student Code of Conduct to increase accessibility and visibility of the policy and standards contained therein. Additionally, [Clery Act Amendments](#) were signed into law that update how institutions of higher education receiving federal funding must define hazing, report hazing allegations in our annual security reports, and

report findings of hazing in publicly available transparency reports.

**Note: Charter Oak has further expanded upon the Academic Integrity Procedure and its definition of plagiarism since the publication of the BOR/CSCU Student Code of Conduct in July 2024:**

- [The extended version of the Academic Integrity Procedure for Charter Oak can be found here.](#)
- Plagiarism is defined as the submission of work by a student for academic credit as one's own work of authorship which contains work of another author without appropriate attribution. It is further defined as the intentional or unintentional use of data, ideas, written or spoken words without giving appropriate credit to the original source, even if the information from the source is paraphrased or in a modified format. Translation sources/programs fall under both these categories because the student is using an outside aid to finish an assignment and using words from another source.

Unless permission is received in advance from the faculty member in charge of the course involved, a student may not submit, in identical or similar form, work for one course that has been used to fulfill any academic requirement in another course at Charter Oak State College or any other institution. If a student perceives the possibility of overlapping assignments, the student should consult with the appropriate faculty. At Charter Oak State College, faculty are encouraged to use a software package that checks for plagiarism. This software package becomes a database for all papers ever turned in. Therefore if a student's paper has been submitted to the database for checking, if it or a similar paper had been turned in before, the results of the review of the new paper will show that a previous similar or identical paper had been submitted for another course. Since assignments vary in purpose, the instructor will stipulate the relationship between original thought/work (data and reasoning) that will be required in each assignment.

## Campus Security

Charter Oak State College complies with the requirements of the Campus Security Act.

Charter Oak State College is committed to establishing a drug-free environment in accordance with the Federal Drug-Free Workplace Act of 1988, and to eliminating substance abuse by either its employees or its students.

## Title IX and Nondiscrimination

### Title IX

Charter Oak State College seeks to provide a safe environment for employees, students and Visitors. The College does not tolerate any type of violence committed against students or employees in person or via electronic means. Though Charter Oak is a non-traditional college community and its students primarily learn at a distance rather than at our campus, the College is mindful of issues of personal safety. Nontraditional students are not immune to incidents of violence. To this end, we want to ensure that all of our students and staff are educated

about the issues of sexual assault, domestic violence, and stalking so they understand the laws, the College's responsibilities, and their rights and responsibilities.

For further information on Charter Oak's Title IX process, please refer to the links below:

- [CSCU - Office of Compliance - Title IX and Nondiscrimination](#)
- [Student Conduct and Title IX Training](#)
- [The Sexual Misconduct Reporting, Support Services and Processes Policy](#)
- [Policy on Consensual Relationships](#)
- [Policy Regarding Reporting Suspected Abuse or Neglect of a Child](#)

## 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 Executive Director of Civil Rights Compliance:**  
Alphonso Atkins  
[alpshonso.atkins@ct.edu](mailto:alpshonso.atkins@ct.edu) or 860-723-0000
- **Deputy Title IX Coordinator:**  
David Ferreira  
860-515-3727

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:** David Ferreira,  
860-515-3727

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.

## Immunization Policy

Charter Oak students taking online courses are exempt from [Public Act 98-252](#) (section 31-sub-section a) immunization policy due to the exclusion which applies to online courses which states: (4) IS ENROLLED EXCLUSIVELY IN A PROGRAM FOR WHICH STUDENTS DO NOT CONGREGATE ON CAMPUS FOR CLASSES OR TO PARTICIPATE IN INSTITUTIONAL-SPONSORED EVENTS, SUCH AS STUDENTS ENROLLED IN DISTANCE LEARNING PROGRAMS FOR INDIVIDUALIZED HOME STUDY OR PROGRAMS CONDUCTED ENTIRELY THROUGH ELECTRONIC MEDIA IN A SETTING WITHOUT OTHER STUDENTS PRESENT shall be exempt from the appropriate provisions of this section.

June 8, 1988

## Online Netiquette

### Class "Netiquette" for Online Learners

Students at Charter Oak State College are expected to adhere to standards of civility and respect in the virtual environment as noted in our [Student Code of Conduct](#). Students should behave in a manner that is conducive to learning and respect the rights and opinions of others. Potential violations include, but are not limited to: disrespectful or offensive language; provocation and intimidation of other students; and the sharing of inappropriate content.

Sarcasm, heavily judgmental or confrontational comments break down good will and create an inhospitable atmosphere. Bullying comments are inappropriate and unacceptable whether in the online classroom or with interactions with faculty and staff. This is most important in a virtual classroom or through modes of communication such as email, where tone of voice is often difficult to read from the language on screen.

The online community is a great platform for collaboration and exchange of ideas. It's important to remember that respectful behavior is a requirement of being a Charter Oak State College student.

## Academic Policies and Regulations

All students are expected to know the College's policies and procedures prior to enrolling in any courses.

Charter Oak State College recognizes the special needs of students with disabilities. The College will make every effort to accommodate the requirements of students with documented disabilities. **If you have a documented disability**, please email the [Office of Accessibility Services](#), or call (860) 515-3846 prior to registering for a course.

## Academic Dismissal

### Undergraduate

#### GPA Dismissal

Students who have been dismissed from the College for failure to meet the minimum career GPA requirements, must wait a minimum of one semester to request permission to reapply. If granted permission to re-enroll, the student will be limited to six (6) credits per semester. If at any time during the completion of the six (6) credits, the student does not meet the 2.0 *semester* GPA requirement, the student will be dismissed. [Readmission](#) policies must be followed should a student attempt to return.

#### Cornerstone & Capstone Dismissal

Students who fail (C- or below) or withdraw from (W or AW) the Cornerstone or Capstone courses more than once will be dismissed from the College. Please review the [Academic Residency Requirements](#) for further information.

[Readmission](#) policies must be followed should a student attempt to return.

### Graduate

If a student's career GPA fails to meet the minimum required career GPA of 3.0, after being placed on Academic Probation for one (1) semester, the student will be dismissed from the College.

If at any time a graduate student receives a second grade below a 'B-', in any course, the student will be dismissed from the College.

### Appeal of Academic Dismissal

If a student is dismissed from the College for academic reasons and does not want to wait the allotted time stated at the time of dismissal, the student may appeal the dismissal decision by completing and submitting a petition to the Provost. The student has fifteen (15) calendar days from the dismissal date to submit the petition. The appeal will then be reviewed by the Provost. The decision of the Provost is final and will be communicated in writing to the student.

Within fifteen (15) calendar days of receiving the Provost's decision, the student may request in writing to the Provost to have their case presented to a hearing panel. The hearing panel will be comprised of the Dean of the Faculty, two additional faculty members, and may include one student. The hearing will take place within thirty (30) calendar days of the request to the Provost and will follow the procedures outlined in the Student

Code of Conduct. The decision of the hearing panel is final and cannot be appealed.

## Academic Forgiveness Policy

### Undergraduate

Prior to matriculation, an undergraduate student may elect to have undesired transfer courses removed from their academic transcript. A credit removal request form must be completed and submitted to the Registrar's office. Once approved, the credit removal is permanent. Credits cannot be removed once the student is matriculated.

Undergraduate students who withdraw (or are withdrawn from the college) and later choose to apply for re-admission, are not eligible for Academic Forgiveness a second time.

## Academic Honors

### Undergraduate

The Academic Council has established the following undergraduate honors categories:

#### Baccalaureate Student Honors

- **Charter Oak State College Honors** for baccalaureate students who have taken a minimum of 30 graded credits in Charter Oak courses and have earned a 3.5 or higher for those credits.
- **Honors in General Scholarship** to those baccalaureate students who have earned a minimum of 60 graded career credits and have attained an overall GPA of 3.5 or higher. *Students who are eligible for both will be awarded Honors in General Scholarship.*

#### Associate Degree Student Honors

- **Honors in General Scholarship** is awarded to associate degree students earning a career GPA of 3.5 or higher with a minimum of 30 graded credits.

Note: "P" grades and credits are not a part of the GPA calculation, nor part of the calculation for honors. Honors for graduation are calculated at the end of Spring Term 1. Only the Charter Oak GPA appears on the official transcript.

### Graduate

- **Charter Oak State College Honors** for graduate students who have taken a minimum of 21 graded credits in Charter Oak courses and have earned a 3.85 or higher for those credits.

Note: "P" grades and credits are not a part of the GPA calculation, nor part of the calculation for honors. Honors for graduation are calculated at the end of Spring Term 1. Only the Charter Oak GPA appears on the official transcript.

# Academic Probation

## Undergraduate

An undergraduate student earning a semester grade point average (GPA) of 1.0 or lower will be placed on probation. If the student has two semesters in a row with a 1.0 GPA or lower, the student will be dismissed from the College.

If an undergraduate student's career GPA falls below 2.0, the student will be placed on probation. The student will remain on probation for one semester, at which time the career GPA must be 2.0 or higher. If it is not, the student will be dismissed from the College.

Undergraduate students who have withdrawn, failed or who have been administratively withdrawn from all of their classes for two semesters in a row will be placed on probation. The student will remain on probation until the student completes at least 3 credits with a semester GPA above 1.0. A third semester of withdrawals, failures and/or administrative withdrawals will result in dismissal from the College.

Grade point averages are calculated at the end of each semester based on all grades and credits earned, including those transferred in. A student who is placed on academic probation may not take more than three (3) credits of course work in a single term (15, 8, or 5 week terms), for a total of six (6) credits per semester.

\*\* Grades of 'P' are excluded from probation calculation. For more information see "Grading Standards".

Undergraduate students who receive financial aid should refer to the Satisfactory Academic Progress (SAP) policy to understand the potential impacts of academic probation on their aid.

Undergraduate students on probation will also have a Hold placed on their account. Students will need to work with their academic advisor in order to register and have the hold removed.

## Graduate

A graduate student must have a minimum cumulative GPA of 3.0 in graduate coursework at the College to be in good academic standing. If at any time a graduate student's cumulative GPA falls below 3.0, the student will be placed on Academic Probation. The student will then have one (1) semester to increase their cumulative GPA to a 3.0 or higher or the student may be dismissed from the College. If during that semester the student fails to earn a minimum 3.0 cumulative GPA, but is successful in earning a semester GPA of 3.0 or above, the student may continue on Academic Probation for one more semester. After a third semester with a cumulative GPA below 3.0, the student will be dismissed from the College.

If at any time a student receives a course grade lower than a 'B-', in any graduate course, that student will be placed on Academic Probation until they repeat the course and earn a grade of 'B' or higher. A second course grade lower than a 'B-' in any course, will result in dismissal from the College.

# Academic Transcripts

The Registrar's Office develops an official transcript for every student. At the point of entry into Charter Oak State College, the Registrar's Office will apply all transfer credit (grades included) that meet the college degree requirements. Prior to officially matriculating to the college, an undergraduate student may elect to have only certain transfer courses count toward the degree or elect to have transfer grades removed. (See [Academic Forgiveness Policy](#).)

Charter Oak State College will accept as official only those transcripts or score reports received in a sealed envelope directly from the originating institution or testing organization or through a secure electronic transcript system. All electronic transcripts must be sent directly to Charter Oak State College's Registrar or Admission Office via a secure vendor (i.e. Parchment or the National Student Clearinghouse). Any electronic transcript, link or PDF forwarded to the College (by a third party) will not be accepted as 'official'.

All official transcripts received must have the student's legal name listed on the document. If legal name does not match the name on the transcript, official documentation of the name change must be submitted (i.e. marriage license, divorcee decree, probate name change form).

The College will retain for one year official records and test scores forwarded to Charter Oak State College on behalf of and at the request of persons not matriculated in a degree program. If at the end of that time the individual has not matriculated, the records will be destroyed. Should matriculation take place at a later date, new official records will be required.

Only the Charter Oak State College [GPA](#) will appear on all academic transcripts.

No changes will be made to the official transcripts of graduated students unless there is sufficient proof of an error on the transcript. Documentation to support the claim of an error must be submitted in writing to the Office of the Registrar within six months of the date of graduation from the College.

Parchment is an authorized issuer of official eTranscripts and paper transcripts for Charter Oak State College. Printing formats may vary slightly between in-house transcripts and Parchment transcripts. For any questions about the veracity and/or content of an official Charter Oak transcript, please contact the Registrar's Office directly at 860-515-3702.

# Administrative Withdrawals

## Administrative Course Withdrawal: Attendance

Students are expected to attend all courses for which they have registered. Timely course attendance and participation is a requirement for successful completion of Charter Oak State College courses. Students who do not attend, and participate in, a registered course by the close of week one 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'.

Administrative withdrawals will be distributed until the end of the withdrawal period each term and session. After the established withdrawal period is over, students who are not in attendance will receive a grade of 'F'. Please refer to the academic calendar for all withdrawal dates.

Administrative withdrawals may have implications for a student's Financial Aid award and satisfactory academic progress. Students who are administratively withdrawn from a course will not be eligible for a tuition refund. Administrative withdrawal from one or more courses during a semester does not relieve the student of financial responsibility for any costs associated with or resulting from registration for the semester, including tuition, registration or any College fees. When students are administratively withdrawn from a course, a final grade of "AW" will be entered into their academic record and they will be removed from the course in Blackboard.

\* All Administrative Withdrawals are final.

## Administrative Withdrawal from the College

The Registrar's Office will administratively withdraw anyone who does not show evidence of [academic progress](#). Undergraduate students will be administratively withdrawn after the last day to register for classes in the third semester. These students must apply for re-admission upon their return; and if accepted, are responsible for the curriculum requirements and fees at the time of their new acceptance date.

Graduate students will be administratively withdrawn if they do not register for courses two consecutive semesters, excluding summer. For further information, please review the [Degree Completion Time Frame](#) policy.

Certificate seeking students who do not maintain an active status with the College during the period of one (1) year (one year is 3 consecutive semesters) will be administratively withdrawn from the college. Active status is defined as taking courses at Charter Oak, transferring courses to Charter Oak, and/or taking exams. If administratively withdrawn after one (1) year, students must re-apply for admission to the program upon their return; and if accepted, are responsible for the curriculum requirements and application fee at the time of their new acceptance date. \* Connecticut Directors Credential students will have a period of two (2) years to maintain active status.

Any students who are sent to the collections agency, through the Bursar's Office, will be administratively withdrawn from the College as well.

## Attendance Policy

Charter Oak State College is located in Connecticut where the Eastern Standard Time zone (EST) is utilized in defining the start and end of a week within the term, as well as drop and withdrawal deadline times, assignment and exam submission times, and other college policy deadlines.

The College's online courses are conducted in an electronic environment using Blackboard® course software. In order to take an online course, student's must have appropriate computer equipment, internet service, and some general computer knowledge.

## Attendance Policy for Determining Last Day of Attendance in a Course

Students' attendance in courses is defined as the active participation in the course. Active participation may vary depending on the individual course. Just logging-in is not considered "active participation". "Active Participation" includes:

1. Completion of tests/quizzes;
2. Submission/completion of formal assignments;
3. Participation in threaded discussions (Note: Self-Introduction threads do not count towards attendance).

Students who do not participate through the Learning Platform (Blackboard) by the end of the first week will be [administratively withdrawn](#) from the course. Students who fail to maintain active participation in a course for two consecutive weeks will be administratively withdrawn from the course. An administrative withdrawal will not relieve a student of responsibility for the tuition and fees related to the course.

The last date of attendance for a student, who is administratively withdrawn, is the last day the student actively participated in the course through Blackboard.

## Academic Course Participation Requirements

Faculty are required to have students respond to at least two assignments each week in Blackboard. That can include test/quizzes, formal assignments, threaded discussions, etc.

If faculty are using threaded discussions as one of the assignments, students normally must:

1. Post the first threaded discussion response by Wednesday at 11:59 p.m. EST; and
2. Post all other responses to their peers by Sunday at 11:59 p.m. EST.

Note: Students must adhere to any discussion posting requirements provided in the Course Policies section of each course. Policies may vary.

## Late Assignment Policy

### For undergraduate student's taking courses:

Unexcused late assignments (quiz, papers, presentations, and projects) will have the following penalties:

- 1-4 days late: 10% point deduction
- 5-7 days late: 20% point deduction
- 8+ days late: grade of '0' will be issued for the assignment
- Last week of class: assignments in the final week of the term cannot be submitted late and students in this scenario should inquire with their professor if they meet the criteria for an incomplete in accordance with the college's incomplete policy.

Acceptance and/or penalties of late discussion posts (during the week due) are at the discretion of the professor. Approvals are typically only granted if there is an extenuating circumstance. Late discussion posts will not be accepted after the week in which they are due.

If there are extenuating circumstances causing your work to be late, email your instructor for other consideration. Students with extenuating circumstances may be required to submit reasonable documentation to the respective Program Director to support their claims. The instructor will work with their Program Director to review your extenuating circumstance. If they feel your circumstance is acceptable, a late penalty will not be applied.

Students that may need to submit work late as part of an accommodation must work with the Office of Accessibility Services ahead of time.

Late assignment and/or discussion post submissions do not circumvent the college's Attendance Policy. Students must attend class each week in order to avoid being administratively withdrawn from class. Please contact your instructor if you are going to be out unable to attend class each week.

### **For graduate student's taking courses:**

Unexcused late assignments will have the following penalties:

- 1-7 days late: 20% point deduction
- 8+ days late: grade of '0' will be issued for the assignment
- Last week of class: assignments in the final week of the term cannot be submitted late and students in this scenario should inquire with their professor if they meet the criteria for an incomplete in accordance with the college's incomplete policy.

Acceptance and/or penalties of late discussion posts (during the week due) are at the discretion of the professor. Approvals are typically only granted if there is an extenuating circumstance. Late discussion posts will not be accepted after the week in which they are due.

If there are extenuating circumstances causing your work to be late, email your instructor for other consideration. Students with extenuating circumstances may be required to submit reasonable documentation to the respective Program Director to support their claims. The instructor will work with their Program Director to review your extenuating circumstance. If they feel your circumstance is acceptable, a late penalty will not be applied.

Students that may need to submit work late as part of an accommodation must work with the Office of Accessibility Services ahead of time.

Late assignment and/or discussion post submissions do not circumvent the college's Attendance Policy. Students must attend class each week in order to avoid being administratively withdrawn from class. Please contact your instructor if you are going to be out unable to attend class each week.

## **Classification of Students**

### **Undergraduate**

An undergraduate student is considered matriculated at Charter Oak State College once the deposit is paid and the student is enrolled in courses. Depending on the number of credits earned, the student is classified as a freshman, sophomore, junior, or senior:

Sophomore	30-59 earned credits
Junior	60-89 earned credits
Senior	90 (or more) earned credits

Undergraduate students will be classified in the following manner, depending on the number of credits enrolled each semester:

0.01-5.99 credits	Less than half-time
6.0-8.99 credits	Half-time
9-11.99 credits	Three quarter time
12+ credits	Full-time

### **Graduate**

A graduate student is considered matriculated at Charter Oak State College once the deposit is paid and the student is enrolled in courses. All graduate students are classified 'Graduate', regardless of the number of credits earned. Depending on the number of credits a graduate student is enrolled for each semester, the status will be determined as follows:

0.01-8.99 credits	Half-time
9.0+	Full-time

## **College Withdrawal Policy**

A student wishing to withdraw entirely from the College can obtain the "College Withdrawal" form from the Registrar's Office. An exit interview must be scheduled with the Financial Aid Office if a student is receiving aid. Students who have withdrawn from the College and later decide to return must apply for readmission. If a student withdraws from the College, the College fee will not be refunded.

## **Course Audit Policy**

A \*student who audits a course does so for the purposes of self-enrichment and academic exploration. Students will have access to course material and assignments, but will not be allowed to submit work or participate in discussions. Students who audit may only observe.

### **Undergraduate**

Any undergraduate student may audit one undergraduate 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 'AU' grade will be posted to the official transcript for any audited course. 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 \$350.

## Graduate

Any graduate student may audit one graduate course outside of their concentration per semester on a space-available basis. Major courses cannot be audited. 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 'AU' grade will be posted to the official transcript for any audited course. An audited course cannot be changed to a letter grade once the course has begun (or vice versa). Once a graduate student decides to audit a course, they cannot later take it for credit.

Students wishing to audit a course must complete the Audit Registration Form and pay \$475.

\*The audit policy does not apply to visiting students.

## Course Load Policy

### Undergraduate

#### Fall/Spring

Students in good academic standing can take a maximum of sixteen (16) credits per semester with no more than ten (10) credits in a term. If a student wishes to take 16 or more credits in a semester at the College, the student must have a career grade point average of 3.0 (or higher) and may not take more than ten (10) credits at a time/concurrently. If a student does not meet the 3.0 career grade point requirement, they must request approval from their respective Program Director prior to registering for courses via the course overload form.

#### Summer

Students in good academic standing can take a maximum of twelve (12) credits in the Summer semester. Students may take no more than six (6) credits a subterm.

### Graduate

Graduate students wishing to take more than twelve (12) credits of coursework in a semester, or six (6) credits in each sub-term, at the College, must have a minimum career grade point average of 3.0 and seek approval from the respective Graduate Program Director prior to registering for courses via the course overload form.

## Course Repeat Policy

### Undergraduate

Undergraduate students may elect to repeat any course at Charter Oak State College or course taken at another institution, to improve their grade. Every attempt of a course will appear on the transcript. The most recent grade will be calculated into the grade point average and will be applied to the degree. Students should check with their academic counselor before repeating a course.

Repeating a course for which a grade of D- or higher was received may have implications on Financial Aid. Students are advised to contact Financial Aid prior to repeating a course.

## Graduate

Graduate students are required to repeat a course if they receive a course grade lower than a B-. Both attempts of the course will appear on the transcript. The most recent grade will be calculated into the grade point average and will be applied to the degree. Graduate students who have been dropped from a degree program may not use the course repeat process to gain readmission into that degree program.

Students are advised to contact Financial Aid prior to repeating a course.

## Portfolio Re-Submission Policy

Students may elect to submit a second portfolio challenging the same course when credit is not recommended for the first submission; the usual assessment fee will be levied. If credit is not recommended for the second submission, the student cannot resubmit another portfolio challenging that same course. When credit is not recommended, it is not reflected on the student's transcript as the College does not record on an individual's record any information concerning transferred courses, examinations, or credit by portfolio for which the grade or score was below the level of a Pass.

## Course Transfer Policy

### Undergraduate

#### Courses taken via consortium agreement

Undergraduate students receiving financial aid from Charter Oak for enrolled course(s) at another institution must have an official transcript with the final grade(s) sent to the Registrar's office within twenty-one (21) days after the end of the semester. Withdrawals, Failing, or low grades are not exempted from the transcript requirement. Charter Oak will determine the amount and level of credit based on policies approved by its faculty.

#### General Transfer Credit

Charter Oak considers grades of D- and above for transfer when taken at a regionally accredited institution. Grades of C (2.0) or above are required in concentration and major courses, and Written Communication. Charter Oak will transfer credit that is applicable to the current degree(s) associated with a student's record; credits in excess of those required to complete the requirements of a current degree will not be applied. Neither the Cornerstone nor the Capstone course may be taken at another institution; these courses are considered residency credits and must be taken at Charter Oak State College.

Transfer credit for courses that may apply towards a Major with external program accreditation may be limited within a specific major, have program accreditation requirements at the sending institution, or have a higher grade threshold that must be met for acceptance. Please see the individual catalog page for Majors with Program accreditation for credit and grade restrictions or contact the Registrar's Office. Program Directors will be consulted for final determination of transfer credit where appropriate.

Charter Oak will allow 9 credits from a completed graduate program to be applied toward a Charter Oak undergraduate

degree. The credits must fulfill a specific requirement in the undergraduate program. Graduate courses in transfer may not be used as electives in an undergraduate degree program. Graduate courses transferred in to meet undergraduate requirements may not be used as part of a future graduate program at Charter Oak

## Graduate

Graduate students can transfer in up to six (6) credits of course work from other regionally accredited institutions. They may also earn an additional six (6) credits through Credit for Prior Learning (CPL). The credits must be equivalent to the content offered in one of the required courses of the program.

Transfer credits can be no more than 10 years old and will only be accepted with grades of B or higher in courses substantially similar in content, and equivalent in term credit hours, to those offered at Charter Oak State College. The final determination of transfer credit is made by the Graduate Program Director in conjunction with the Registrar.

Transfer credits will be calculated in the student's Career Graduate GPA. Courses with a grade of P/F (Pass/Fail) or S/U (Satisfactory/Unsatisfactory) will not be accepted toward the student's Graduate program.

## Connecticut State Colleges and Universities (CSCU) Transfer Ticket Degrees

CSCU's Transfer Ticket associate degree programs provide pathways for community college students to complete bachelor's degree programs at Connecticut State Universities (Central, Eastern, Southern, and Western) and Charter Oak State College by maximizing transfer credits towards a bachelor's degree in that same discipline. Students will be able to transfer, apply to competitive admissions majors, and complete their BA/BS degree with the same course requirements as students who start at a CSU or COSC. Upon completion of a Transfer Ticket AS Degree at CT State Community College, students will be guaranteed to have only 60 credits (or fewer) remaining in the reciprocal Bachelor's Degree at the four-year institution.

The Transfer Ticket Programs available at Charter Oak State College include:

- Business Administration
- Computer Science (to Software Development)
- Criminology (to Criminal Justice)
- Psychology
- Sociology
- Social Work Studies

Please visit [www.ct.edu/transfer](http://www.ct.edu/transfer) for details.

## CT State Transfer Credit Alignment

The Connecticut State Colleges and Universities (CSCU) General Education Transfer Credit Alignment Policy provides transparency on how CT State General Education courses will be applied to a CSCU four-year institution degree. Each course that a student uses to complete a General Education requirement at CT State will be applied to meet a General Education requirement at the receiving institution (or, in rare cases, progress a student toward completion). Mapping CT State General

Education categories directly to General Education requirements at the CSCU four-year institutions will eliminate any guess work associated with course transferability and application toward a degree. Policy (BR-24, Policy #1.26, approved 6/27/2024)

Charter Oak State College, as part of the Connecticut State Colleges and University System, is committed to facilitating a smooth and efficient academic transition for students transferring from CT State Community College. The CSCU General Education Transfer Credit Alignment Policy is designed to standardize the process of transferring general education credits by establishing a clear framework based on the alignment of broad competency categories. This alignment of Charter Oak State College and CT State Community College's General Education Outcomes aims to enhance academic flexibility, minimize barriers to credit transfer and general education satisfaction, and support the overarching goal of student success within the CSCU System.

## Category to Category Mapping for Academic Year 2026-2027

Framework30	Credits	Charter Oak State College	Credits
Written Comm I	3	Written Communication 1 (WC1) <i>Grade of C (2.0) or higher required</i>	3
Written Comm II	3	Written Communication 2 (WC2) <i>Grade of C (2.0) or higher required</i>	3
Arts and Humanities <sup>1</sup>	3-4	Arts and Humanities (ARH)	3
Social and Behavioral Sciences	3	Social/Behavioral Science (SBS)	3
Historical Knowledge	3	Historical Knowledge (HIS)	3
Scientific Reasoning <sup>2</sup>	3	Scientific Reasoning (SRE)	3
Scientific Knowledge and Understanding <sup>2</sup>	3-4	Scientific Knowledge/Understanding (SKU)	3-4

Framework30	Credits	Charter Oak State College	Credits
Oral Communication	3	Oral Communication (ORC)	3
Continued Learning and Information Literacy	3	Information Literacy (INF) OR Digital Literacy (DIG)	3
Quantitative Reasoning <sup>3</sup>	3	Quantitative Reasoning (QTR) (Math 1012 and higher, add'l req vary by Major, consult the catalog page for your Major)	3
		Information Literacy (INF) OR Digital Literacy (DIG) whichever not satisfied by above	3
		Innovative Thinking (INV)	3
		Diversity, Equity, Inclusion (DEI)	3
		Total	40-41

- Arts and Humanities:** Charter Oak State College will accept Elementary I World Language courses as Arts and Humanities. Up to 6 credits of ESL Level 4 and 5 are acceptable in transfer as overall Liberal Arts electives toward a degree.
- Scientific Reasoning / Scientific Knowledge and Understanding:**
  - Students pursuing the AS degree in Early Childhood Education or Paraprofessional Studies are required to complete either Scientific Reasoning (SRE) or Scientific Knowledge (SKU). Please see the Program page for those Majors.
  - Students in BS/BA Majors other than Health Information Management who have completed

*four-credit lab science course and one three-credit non lab course*

*or*

*two four-credit lab science courses, will have met both the Scientific Reasoning (SRE) and Scientific Knowledge (SKU) requirements*

- Students pursuing the BS in Health Information Management who have completed *one four-credit lab science course will have met the Scientific Reasoning Requirement (SRE)*. To satisfy the Scientific Knowledge (SKU) requirement, two prescribed courses must be taken. See Health Information Management Catalog page for details.

- Quantitative Reasoning:** Charter Oak State College will accept MATH courses numbered 1012 and higher as meeting the Quantitative Reasoning requirement in the Gen Ed for all Majors other than Health Information Management (see catalog page). Specific Majors may require an additional course in Statistics as a Major requirement or course prerequisite; please consult the appropriate catalog page for your intended Major.

Students who have completed a course from CT State in one of the Framework30/Core competency categories listed above and did not receive appropriate Gen Ed transfer credit in the aligned category at Charter Oak, should direct all inquiries to the [Registrar's Office](#) in writing.

## Transfer Credit Course Review

Undergraduate students who believe that a transfer course has not been given a correct course equivalency during the evaluation process may submit a written request for review. The request should include the institution, prefix, and title of the specific course(s) along with the equivalency or requirement the student believes it should meet. A rationale for the request should be included along with sufficient supporting documentation (course description, syllabi, student learning outcomes). Supporting documentation (syllabi, etc) must be relevant to the time period in which the course was originally taken. Course review requests will be examined by a senior transfer credit evaluator in the Registrar's Office and students will receive a response in writing. If a student is not satisfied with the outcome of the review by the evaluator, they may appeal the decision in writing to the Registrar.

The appeal should contain the same information required for the initial review (see above) along with any additional explanations or arguments the student wishes to have considered. The Registrar will consider the appeal within 14 business days of receipt. In the deliberations, the Registrar may consult with appropriate subject-matter Faculty experts and may affirm, reject, modify, or adjust the transfer credit evaluation as deemed appropriate. The student will be informed in writing of the College's decision. The decision of the Registrar is final.

# Course Withdrawal and Refund Policy

The purpose of this policy is to define the parameters of official withdrawals for all students taking Charter Oak State College courses.

The course withdrawal policy is:

1. To receive an official Withdrawal ("W") in a 15-week course, a student must withdraw no later than 11:59 pm Eastern Time (ET) on the last day of the 13th week, which is typically a Sunday.
2. To receive an official "W" in an 8-week course, a student must withdraw no later than 11:59 pm ET on the last day of the 7th week, which is typically a Sunday.
3. To receive an official "W" in a 5-week course, a student must withdraw no later than 11:59 pm ET on the last day of the 4th week, which is typically a Sunday.

The specific date of the withdrawal deadline will be printed on the [Academic Calendar](#).

Charter Oak State College is located in Connecticut where the Eastern Standard Time zone (EST) is utilized in defining the start and end of a week within the term, as well as drop and withdrawal deadline times, assignment and exam submission times, and other college policy deadlines.

Students who withdraw after these deadlines will receive a failing grade ("F") for the course. There are potential academic and financial consequences related to a late withdrawal. It is strongly recommended that a student discuss the intention to withdraw with their academic counselor, the Financial Aid Office, and the instructor prior to submitting the withdrawal form to the Registrar's Office. Non-Charter Oak State College students are advised to contact their home institution.

A student initiates the withdrawal process by submitting the electronic withdrawal form to the Registrar's Office by the date established on the Academic Calendar.

The date of the electronic withdrawal submission will be the student's official withdrawal date. However, the student's last date of attendance is used in the recalculation of the student's financial aid.

Refunds apply to tuition charges only. Fees are non-refundable. The College has a 100% and 50% refund policy for each 15 week, 8 week and 5 week terms. Please refer to the [Academic Calendar](#) for the dates of the refund period for each term.

A student can appeal tuition charges.

A student submitting a financial appeal may appeal as outlined:

1. Complete the Petition Form.
2. Submit documentation to support claims. Appeals without documentation will not

be considered. Illness or injury must include a letter from a licensed health professional listing the medical issues of the student along with the dates of illness or injury

that coincide with semester/term in question. Please do not include medical documentation such as current medications, x-rays, photos of injury or other documents covered under HIPPA.

3. A committee comprised of the Bursar, Director of Financial Aid and CFO will review the petition and make recommendation for approval, disapproval or if additional documentation is needed.
4. Should additional documentation be requested by the reviewing committee, student must submit documents back by the date provided on notice or the petition will be automatically denied.
5. Student has 30 calendar days from the end of the semester to submit a financial petition.

## 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 work load 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:

- Lecture courses meet the equivalent of 50 minutes (in addition to two hours of out-of-class student work time) per week for 15 weeks (or 750 minutes total) for one semester hour of credit. For a 3 credit course, it would be equivalent to 150 minutes of lecture and 300 minutes of out-of-class time per week.
- A student enrolled in a three-credit course offered in an 8-week (half-semester) format should expect 6 (50 minute) hours of lecture (300 minutes) and 12 (50 minute) hours of out of class preparation (per week).
- A student enrolled in a three credit 5 week course should expect 9 (50 minutes) of lecture (450 minutes) and 18 (50 minute) hours (900minutes) of out of class preparation per week.

## Dean's List

### Undergraduate Students

Undergraduate degree seeking students who have earned 12 or more graded course credits at Charter Oak qualify for the Dean's List published at the end of the Spring and Fall semesters when they meet the following criteria:

- Earned at least 6 credits in Charter Oak courses during the semester;
- Earned a semester GPA of at least 3.70 in those courses; and
- Have a cumulative Charter Oak GPA of at least 3.70.

If a student earns an Administrative Withdrawal (AW), Withdrawal (W), Fail (F), and/or an Incomplete (I) grade during the semester, they will be excluded from the calculation of the

Dean's list. Credits earned via CAP, Credential Evaluation, Portfolio, and the COSC Examination Program are also excluded.

Students are notified of their semester Dean's List standing with an official email letter from the Provost. Dean's Letters are generated once during the Fall and Spring semesters, a couple weeks after grades are due. Dean's Letters are only generated for students who meet the Dean's List criteria at that time. Appropriate entries regarding inclusion on the Dean's List are made on the student's official transcript.

Dean's Lists & Letters are not issued or updated based on late changes to the academic record (i.e. grade changes, incomplete grades, grade appeals).

## Graduate Students

Graduate degree seeking students at Charter Oak qualify for the Dean's List published at the end of the Spring and Fall semesters when they meet the following criteria:

- Earned at least six (6) credits in Charter Oak courses during the semester; and
- Earned a semester GPA of at least 3.85 in those courses; and

If a student earns an Administrative Withdrawal (AW), Withdrawal (W), any grade of B- or below, and/or an Incomplete (I) grade during the semester, they will be excluded from the calculation of the Dean's list. Credits earned via CAP, Credential Evaluation, Portfolio, and the COSC Examination Program are also excluded.

Students are notified of their semester Dean's List standing with an official email letter from the Provost. Dean's Letters are generated once during the Fall and Spring semesters, a couple weeks after grades are due. Dean's Letters are only generated for students who meet the Dean's List criteria at that time. Appropriate entries regarding inclusion on the Dean's List are made on the student's official transcript.

Dean's Lists & Letters are not issued or updated based on late changes to the academic record due to incomplete grades.

## Digital Signature Act

The Clinton Digital Signature Act and College Policy requires Charter Oak to:

- "Validate" a signature, and
- "Authenticate" it

Without logging into the COSC student portal using a **username and password** or signing a **wet signature** to a document to verify against signatures on other documents, there is no way for Charter Oak to "Authenticate" that a signature is valid. This is for the students protection. All of our safe guards are in place to prevent fraud on student accounts. Since Charter Oak is an online college, it is imperative that we follow these protocols to protect our students against fraud.

## Email Address Policy

All students are assigned a Charter Oak State College email address. Students must use this email in corresponding with staff and faculty. The Charter Oak email is provided for security

reasons and to meet federal requirements for confidentiality and authentication. It is the student's responsibility to check and use their Charter Oak email address. Once assigned, the Charter Oak email will be the only email address used by the College to send students information, and is the only email address that can be used for Charter Oak online courses.

Charter Oak State College offers its undergraduate students the opportunity to accelerate their path to earning a master's degree while at Charter Oak in as little as one year after receiving their bachelor's degree by completing up to twelve (12) graduate credits through the Fast Track program.

Undergraduate students have two options to earn graduate level credits through the Fast Track program:

- By taking graduate level course options that fulfill specific undergraduate requirements within their Major and/or Certificate (select Majors/Certificates only – see program pages)
- By taking graduate level courses in place of Upper-Level Electives in their respective degree plan.

To qualify, students must have a minimum undergraduate Charter Oak GPA of 2.7 prior to taking their first graduate course. Registration will be limited to one graduate course per 8-week Term. The earned credits can only be applied to the student's graduate record if the student earns a final grade of B- (2.7 or higher).

Students looking to participate in either option should speak with their respective academic advisor and/or Program Director. Together, they will select the best courses to meet the academic requirements for their undergraduate and future graduate degrees.

## Cross Registration at Public Institutions of Higher Education

Charter Oak State College does not participate in the public institution cross registration process. The request for reciprocity can only be processed through CT State and the four CT state universities.

## Gender Change Policy

Students who have chosen to legally change their gender identification marker should provide a copy of their driver's license, passport, visa or legal paperwork verifying their identified gender. Students should provide this documentation along with the "Student Gender Information Form" to the Registrar's Office.

For more information on changing gender on your CT Driver's License please visit the DMV [website](#).

## Grade Point Average (GPA)

### Undergraduate

The Charter Oak State College GPA is based solely on graded credits earned at Charter Oak State College. If the undergraduate student has no Charter Oak State College graded course work on which to calculate a GPA, no GPA will appear on the transcript.

All degree candidates must maintain a minimum cumulative grade point average of 2.0 (and grades of C or higher as required) in order to graduate.

## Graduate

All degree candidates must maintain a minimum cumulative grade point average of 3.0, and meet the [minimum course grade requirements](#), in order to graduate.

## Grade Appeal Procedures

It is the instructors' responsibility to assess student performance and assign grades for student work. Such responsibility is by its nature both objective and subjective. If a student believes that an error in grading has occurred in a final course grade, the student may request that the instructor review the grade. If the student is unable to contact the instructor, then the student should contact the program director.

A student alleging an error in grading may appeal as outlined below:

**Note:** "business days" means the weekdays (Mondays through Fridays) when the College is open.

1. **First step:** Contact the instructor within 10 business 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.
2. **Second step:** 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 business 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 business 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 business days of completion of the program director's

- 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 business days from the date of the decision notice to request the program director to initiate review by the Grade Appeal Review

### 3. **Third step:**

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 business 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 business 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 business 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.

## Portfolio Assessment Results Appeal Procedures

The faculty assessor is responsible for assessing learning from the student's portfolio and assigning final assessment results which lead to credit recommendations or denials. Such responsibility by its nature is both subjective and objective. If a student feels an error has been made by the faculty assessor in the final assessment results, the student may appeal by completing the Portfolio Assessment Results Appeal form and by following the procedures below. Students only have 15 business days after the portfolio assessment results are sent via Charter Oak email to appeal the results. The Portfolio Assessment Results Appeal form

can be obtained in the Credit for Prior Learning (CPL) section of Student Self Service in the MyCharterOak student portal.

The student must first discuss the issue with the faculty assessor. The student must compose a brief statement on a separate document stating the exact nature of the appeal and the reason for objecting to the assessment results. The student must forward the appeal form and separate statement to the Office of Credit for Prior Learning (CPL) via Charter Oak email. The CPL Office will forward that information to the faculty assessor and make arrangements for the faculty assessor to discuss it with the student. The faculty assessor must read the appeal statement, discuss it with the student, grant or deny the student's request and indicate that on the appeal form. Upon completion, the faculty assessor will forward the appeal form to the student and copy the CPL Office and Provost.

If the student is not satisfied with the faculty assessor's decision, the student must forward the completed appeal form with the faculty assessor's decision and a detailed letter outlining their reasons for objecting to the assessment results, including copies of the material in question and course syllabus, to the Provost to review for resolution within 15 business days of the assessment results being sent to the student via Charter Oak email. Within 15 business days of receiving the appeal the Provost will review the appeal with the faculty assessor and the student, render a decision and send that decision to the student. If the decision results in a change of assessment results, the Provost will discuss the change with the faculty assessor and CPL Director.

If the student wishes to appeal the decision of the Provost, he or she must so notify the Provost in writing within 15 business days; the exact date will be specified in the letter notifying the student of the Provost's decision. Within 30 business days of receiving the notice of further appeal, the Provost will schedule a hearing. The hearing panel will be comprised of the Dean of the Faculty, two additional faculty from the Assessment Committee, and one student. The hearing will follow the procedures outlined in the Student Code of Conduct. The decision of the hearing panel is final and cannot be appealed. If the hearing panel's decision results in a portfolio assessment results change, the Provost will discuss the change with the faculty assessor and CPL Director.

## Grading Standards

The minimum acceptable levels of academic performance for the award of a Charter Oak State College degree is a cumulative undergraduate grade point average of at least 2.0, and a cumulative graduate grade point average of at least a 3.0. This is based on a scale of 0.0 to 4.0 with no grade below D- included in the calculation.

Letter Grade	Range (%)	Grade Point
A	93.0–100.0	4.0
A-	90.0–92.9	3.7
B+	87.0–89.9	3.3
B	83.0–86.9	3.0
B-	80.0–82.9	2.7
C+	77.0–79.9	2.3

Letter Grade	Range (%)	Grade Point
C	73.0–76.9	2.0
C-	70.0–72.9	1.7
D+	67.0–69.9	1.3
D	63.0–66.9	1.0
D-	60.0–62.9	0.7
F	0.0–59.9	0.0

### Incomplete (I)

Incomplete grades are issued under special circumstances with the approval of the instructor as long as the student meets the requirements. Incompletes are only granted for two weeks.

### Withdrawal (W)

Student officially withdrew from the course by submitting the Course Withdrawal form.

### Administrative Withdrawal (AW)

Students who do not attend a registered course by the end of the refund period may be administratively withdrawn and given an AW notation on their transcript.

### Audit (AU)

An audit grade cannot be changed to a letter grade after the course begins, nor can a letter grade be changed to an audit grade after the course begins. Audit grades are not eligible for transfer.

### No Grade (NG)

No final grade was received from faculty.

### Pass (P)

Pass grades are transcribed for students but have no numerical equivalency and are not calculated as part of the GPA.

- Pass Grades: The College does not record on an individual's record any information concerning transferred courses, examinations, or credit by portfolio for which the grade or score was below the level of a Pass.
  - For all undergraduate students, in all courses and/or proficiency examinations reported on a Pass/Fail system, a grade of Pass must equal a C or higher. This includes credit for examinations for which a standard score is used to determine Pass or Fail and credit for portfolios. Only letter grades equal to a C or above may be used for course work in the concentration or major, to meet the Written Communication requirement, or to meet the Prior Learning Portfolio Development course requirement for portfolio submission. Grades equal to C-, or lower, may be used as electives if they are applicable.
  - For all graduate students, any credit awarded by portfolio will be reported with a grade of Pass and must equal a B or higher.
  - All ARC courses in the non-credit division will be graded Pass/Fail. A grade of Pass must equal a grade of B or higher.

All grades earned in Charter Oak State College courses will become part of the student's permanent academic record.

## Graduation Requirements

### Undergraduate

To be eligible for graduation from Charter Oak State College, undergraduate students must meet the following requirements:

1. Earn at least 120 credits for a bachelor's degree; 60 credits for an associate degree.
2. Earn at least 30 [upper division](#) credits (applies only to bachelor's degrees).
3. Fulfill the [General Education](#) requirement.
4. Fulfill the [liberal arts](#) requirement.
5. Have a career grade point average of at least 2.0.
6. Successfully complete the [undergraduate residency requirement](#).
7. Fulfill all requirements of the Major.
8. Submit a graduation application by the appropriate deadline.

### Graduate

To be eligible for graduation from Charter Oak State College, graduate students must meet the following requirements:

1. Have a career grade point average of at least 3.0.
2. Fulfill all requirements of the Major.
3. Submit a graduation application by the appropriate deadline.

### Applying for Graduation

Applications for graduation should be submitted by the deadline dates established in the [academic calendar](#). Charter Oak State College awards degrees three times per year (May 31, August 31, December 31). Each year, one [commencement ceremony](#) is held in late May or early June. Diplomas are issued 6-8 weeks after the graduation date.

Students who apply for graduation and fail to graduate within 3 graduation periods after the submittal of their application will have to reapply for graduation.

Only the degree will appear on the Diploma. Degree, major, and concentration information will appear on the official transcript. In reference to the diploma lettering, the font is very flourished and sometimes the letters might look incorrect but is indeed correct.

### Degree Completion Time Frame

#### Undergraduate

There is no set time limit to complete a Charter Oak State College undergraduate degree. However, some Majors have time limits on the acceptance of certain courses. Students who are not active in earning their degree over a one (1) year period will be administratively withdrawn from the college.

Undergraduate students are also eligible for financial aid up to 150% of their degree requirements, based on what is published in the official Charter Oak State College catalog.

### Graduate

All graduate coursework must be completed with five (5) Years. Students who are not active in earning their degree over a one (1) year period will be administratively withdrawn from the college.

## Identity & Address Verification

At various times during the semester, students will be asked to verify their identity through the MyCharterOak Student Portal using the Lexis Nexis verification system. Students will be asked three questions to verify their identity. If the student is unsuccessful and does not pass the verification test, the student will need to contact the Registrar's Office for verification and authorization into the student portal. Students are not permitted to share usernames, passwords, and/or login information at any time.

If during the verification process above, or during the annual review, it is determined that the College does not have a student's current permanent home address on file, the student will have to provide the Registrar's Office with proof of residency. Proof of residency can be established by supplying the Registrar's Office with a copy of a utility bill and a copy of a mortgage bill, rental property agreement, valid Connecticut driver's license, credit card statement, or recent pay stub. A hold will be placed on the student's record during which time the student has the opportunity to provide proof of residency. If a student fails to provide proof of residency, the student will remain on hold without the option to register for courses or obtain an official transcript.

\*Any student who submits a Change of Address form or submits a change of address in the student portal, must also provide proof of residency.

### Multi-Factor Authentication

Charter Oak requires Multi-Factor Authentication (MFA), also known as 2-Step Authentication, when logging into Office 365. It is a required Microsoft feature that protects a student's account by requiring additional steps when signing in to their college email account, as well as to other third-party websites the College partners with. The first time a student attempts to log into their Charter Oak Office 365 account, they will be prompted to set up MFA.

### Student Location Disclosure

In accordance with federal regulations [34 CFR § 600.9(c), [34 CFR §668.43(a)(5)(v)], and [34 CFR §668.43(c)], and to ensure compliance with state authorization and professional licensure disclosure requirements, Charter Oak State College must determine and document the primary physical location of each prospective and enrolled student.

Student location is determined by the permanent home address on file and verified through the address verification process. Students must notify the College promptly of any change in their physical location, especially when relocating to another state, as this may impact eligibility for specific academic programs or licensure pathways.

Per Connecticut General Statutes § 10a-28, “residency” is governed by state definitions and requirements. Charter Oak uses residency information to determine in-state or out-of-state tuition classification, but also maintains and monitors student location data separately for regulatory purposes. Military students, spouses, and children residency is covered under [File No. 203 For Substitute House Bill No. 7248](#).

Students who relocate to a different state must update their address and may be required to submit additional documentation to confirm the new location. Failure to provide accurate and updated address information may result in a registration hold and ineligibility to participate in certain programs.

## Inactive Student Policy

All degree seeking matriculated students must show evidence of academic progress. In the absence of evidence of academic progress (i.e. by taking courses at Charter Oak, submitting any transcripts for courses taken elsewhere, standardized examination score reports, or prior learning evaluations) for two consecutive semesters (excluding the summer term), the student will receive a letter from the Registrar's Office notifying the student that progress needs to be demonstrated. If no transcripts, score reports or confirmation of CPL completion are received by the deadline date established, the student will be administratively withdrawn from the college. If the student wishes to return, they will need to go through the application process and will be required to meet current degree requirements.

\*All graduate coursework must be completed, in its entirety, within five (5) years.

## Incomplete Grade Policy

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; and
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 student must email their instructor at least one week before the end of the term (with documentation) requesting an incomplete grade.
2. The instructor will determine if the student meets all the criteria for an incomplete grade listed above.
3. If approved, the instructor will then submit the “Incomplete Grade Form” located on [MyCharterOak](#).
4. The Registrar will contact the student regarding the final decision and due date of the incomplete work.
5. The instructor will then need to submit the final grade to the Registrar via the “Change of Grade Form,” once the incomplete period has ended.

*Note:* Incomplete grades appear on the transcript for two (2) weeks. After two (2) weeks, if the coursework is still incomplete, the final grade will change to ‘F’.

## Leave of Absence

Students wishing to leave the College temporarily (for no more than 180 days) must do so by requesting an approved leave of absence. An approved leave of absence is defined by the department of Higher Education and the National Student Clearinghouse as:

"A student who is enrolled in an eligible post-secondary institution and has met the requirements for an approved student loan leave of absence and, therefore, is not required to attend classes for a specified period of time. For purposes of Title IV, HEA program loan borrower, an institution does not have to treat a leave of absence as a withdrawal if it is an approved leave of absence. An approved student loan leave of absence must not exceed 180 days in any 12-month-period. The number of days in a leave of absence is counted beginning with the first day of the student's initial leave of absence in a 12-month-period. If a student does not resume attendance at the institution at or before the end of a leave of absence, the institution must treat the student as a withdrawal in accordance with CFR 668.22(d)."

The granting of such leave shall be determined by the following conditions:

- Shall only be granted by the Registrar
- The student is matriculated
- The leave is for military or extenuating health reasons
  - Military or health documentation must be provided by the student.
- The leave is prior to the start of a full semester (spring/fall)
  - The student is able to pick up their education where they left off.
- The leave will not exceed 180 days

During the time of the leave, a student will not be considered as withdrawn from Charter Oak State College and their loans will not go into repayment. Any leave that exceeds 180 days will result in the student being administratively withdrawn by the Registrar and will be subject to the federal loan repayment schedule. Extensions for leaves will not be granted.

# Preferred First Name Policy

## What Is a Preferred First Name?

Some Charter Oak students are known by a first name that is different from their legal first name. In an effort to accommodate these students, the Board of Regents (BOR) has created a preferred first name option for student information as it appears in select locations. While anyone is welcome to use a preferred first name, there are several groups of people for whom this option is invaluable. For example, some students are known by a middle name or a nickname and are hard to identify when their legal name is used. Additionally, this option will allow students to use a preferred first name at the College without pursuing a legal change of their first name. Many international students may also find this option helpful if they use a nickname during their course of study in the States.

## Use of Preferred First Name

Students will be able to add a preferred first name to their student record by submitting a "Preferred First Name Request" form to the Registrar's Office in order to update their information. This form can be found on the Student Self Service Tab of the MyCharterOak student portal, under Student Forms. When submitted, this preferred first name will replace your legal name as it appears on course and grade lists in both Blackboard and MyCharterOak, COSC student email and directory, the commencement program, and student ID card.

The Registrar's Office will make every effort to process requests for preferred first name changes within 7 business days. After processing, the Registrar's Office will send a confirmation email to the student with final instructions for completing the information change process and instructions for obtaining an updated student ID card. Use of a preferred first name on the student ID card is optional.

Charter Oak has attempted to display preferred first names to the College community where feasible and has made a good faith effort to update the systems that are designated to use a preferred name. In the event that your preferred first name is not displaying correctly, please contact the Registrar's Office.

*Disclaimer:* Charter Oak State College reserves the right to approve or deny preferred first name change requests.

## Required Use of Legal First Name

In some instances, students' legal names must always be used regardless of whether preferred names have been added to the system. Legal names will always appear on all external use reports and documents including, but not limited to, hiring paper work, paychecks, accounts payable checks, student billing, financial aid forms, reporting to the National Student Clearinghouse, tax forms, official College transcripts, and any other documents required by law. Legal first names can only be changed on these records when students pursue a legal name change with their home state and/or federal authorities and then submit that documentation to the Registrar's Office.

If students are using a preferred name in the college systems they must be prepared to use legal name and identification in all instances where legal identification or official information

is necessary. In addition to the areas noted above, a student ID card that displays a preferred name cannot be used as a valid form of identification where it is normally accepted such as in DHS I-9 hiring forms, and in some states for voter check-in during official elections. All students with a preferred name on a student ID card are encouraged to obtain a legal State ID, driver's license, international ID, and/ or a Federal Passport for identity verification purposes when needed.

The use of a preferred name at the College may also lead to more intensive examinations when seeking certain federal or state security clearances or background checks. You are encouraged to disclose this information to your investigating authorities ahead of time to avoid unexpected discrepancies and delays.

*Note:* Students wishing to change their legal first or last name must submit the "Change of Name" form along with legal name change documentation (i.e. marriage certificate or divorce decree). This form can be found in the MyCharterOak student portal. Legal name changes are not processed in the middle of the semester. Once the semester has ended, the request will be processed.

## State Authorization Reciprocity Agreement

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts. The [Connecticut Office of Higher Education became a member of SARA](#) in 2017, thus allowing Charter Oak State College to apply to be a member of SARA. This was approved February 2017. This allows Charter Oak State College to accept students from all SARA approved states and territories. Even though California is not a member of SARA, they have implemented a complaint process thus allowing their residents to take courses from out of state institutions.

## Student Complaints

Pursuant to federal regulations and the terms of SARA, the Office of Higher Education is responsible for the investigation and resolution of out-of-state students' complaints against institutions of higher education based in Connecticut and offering distance education via SARA. Note that issues regarding student life, such as discipline, grading, etc., fall solely within the purview of the institution and are not generally investigated. Additionally, the Office of Higher Education does not investigate anonymous complaints or provide legal advice. Currently, SARA institutions are to:

- Apply the tuition refund policies of their home state to students located in other SARA states; and
- For students located in non-SARA states, follow any relevant tuition refund policies of those states.
- Students from California attending these out-of-state institutions can file those complaints online at

[www.dca.ca.gov](http://www.dca.ca.gov) or call toll-free 833-942-1120. These complaints could be academic or financial, but they allow students to address concerns and resolve issues related to their educations. The complaint system can also help the state identify any predatory, fraudulent or misleading practices at colleges.

Within two years of the incident complained of, out-of-state students enrolled in a Connecticut institution via SARA may file a complaint in accordance with the following steps:

1. The student must attempt to resolve the complaint by exhausting the institution's established internal grievance procedures. These are usually published in the institution's catalog, student handbook and/or posted on the institution's website. Absent extenuating circumstances, the Office of Higher Education will not investigate complaints filed by students who have not first sought a resolution with the institution.
2. If all remedies at the institutional level have been exhausted and the complaint is not resolved, the student may file a complaint with the Office of Higher Education. To file a complaint, please follow [these procedures](#). All documentation for review related to the complaint must be provided by the student as part of the filing.
3. The Office of Higher Education will process the complaint and provide copies of all documents filed with the complaint to the institution. The institution has 20 days to respond. After receiving a response and conducting an investigation, the Office of Higher Education will issue a findings report to all parties. The findings report is final.

If a Connecticut student is enrolled in a distance education program offered by a SARA institution based in another state, the student should contact the portal agency in that state to pursue the complaint process. Connecticut students enrolled in Connecticut institutions must first exhaust an institution's established internal grievance procedures, and then should contact the prior to filing a complaint.

All correspondence, including institutional applications and student complaints, should be sent via or post to:

Emily Bjornberg  
Academic Affairs  
Connecticut Office of Higher Education  
450 Columbus Blvd, Suite 707  
Hartford, CT 06103

<https://nc-sara.org/>

## Fees, Financial Aid and Scholarships

Charter Oak State College serves to offer the highest quality online classes at an economical price point. The College also offers financial aid to help qualified students meet their educational expenses. Staff are available to assist students in determining their eligibility along with the written materials herein. The resources herein will provide you with information related to the cost of tuition along with where to access financial aid and scholarship opportunities.

## Undergraduate Tuition and Fees

*(Effective July 1, 2026 - June 30, 2027)*

### Undergraduate and Certificate Programs

#### Admission Application Fee

This fee is required and non-refundable.

Description	Amount
All Students	\$50

#### Undergraduate Program Deposit

Subsequent to acceptance, a student will confirm their decision to enroll in the college by making a \$150 deposit to be applied towards the student's future tuition charges. The deposit is non-refundable and will be forfeited if a student does not enroll in classes for the semester following the deposit, or by the next potential term start date.

#### Course Tuition

Tuition for students enrolled in Charter Oak's Undergraduate courses.

Description	Amount
All Students	\$329 per credit
Audit fee	\$350 per course

\*\*Please review the refund policies under [Academic Policies and Regulations](#).

#### Course Materials Fee

Description	Amount
All Students	\$18.75 per credit

The course materials fee provides students with access to all required course materials prior to the start of class. Course materials are accessed digitally through the Blackboard portal. For books not available digitally, physical copies are provided to students on a rental basis.

#### Student Services Fee

Description	Amount
All Students	\$230 per semester

The Student Services Fee supports several functions provided to students inclusive of access to academic advising and

accessibility counselors, library materials and tutoring services. Portions of this fee are deposited to student associations for reinvestment in the student population.

The **Student Services Fee** is a required fee and is charged to all students each semester they are enrolled in courses. This fee is non-refundable.

#### Technology Fee

Description	Amount
All students	\$75 per semester

The Technology Fee supports portions of the IT costs incurred by the college inclusive of software licensing, managed cloud services for student platforms, infrastructure upgrades and ensuring compliance with information security based policies.

The **Technology Fee** will be charged each semester a student is enrolled in courses. This fee is non-refundable.

#### Late Registration Fee

Description	Amount
All students	\$100

Any student that registers during the late registration period will be assessed a **Late Registration Fee**. This fee is non-refundable.

#### Room and Board

Description	Amount
All Students	\$0

Charter Oak State College is Connecticut's distance learning degree program under the governance of the Connecticut Board of Regents for Higher Education. Since the college is 100% online there is no fee for Room & Board.

#### Senior Citizens (62 or older)

Charter Oak State College does not offer tuition-free study for Senior Citizens. Any student admitted to the college is subject to all college tuition and fee charges.

#### Payment Plans

The College offers [payment plans](#) which allows students to pay their fees in installments.

There is a plan set-up fee of \$45.00, and the first payment plus the set-up fee is due upon enrollment in the plan.

A \$40 late fee will be assessed for any delinquent installments.

Students enroll in a plan using Charter Oak's MyCharterOak online portal. Enrollment is allowed in only one plan at a time.

#### Company Bill/Third Party Letter of Credit Requirements

The College offers a program for students whose fees will be paid by their employer or some other sponsoring organization. Students are responsible for ensuring that the letter of credit authorization from the sponsoring organization is submitted to

the Bursar's Office before the start of their program of study. The program requirements are located on [MyCharterOak](#).

## Charter Oak State College Exams

Proficiency examinations have been developed by Charter Oak State College to enable individuals to validate knowledge in business statistics and early childhood education. This fee is only refundable if a student cancels an exam in advance. "In advance" will be defined as the Tuesday before the exam.

Description	Amount
All students	\$100

## Contract Learning Fees

For students enrolled in the contract learning courses, an alternative way of structuring an independent learning experience for credit.

Description	Amount
All Students	\$329 per credit

## Credit Registry - General

Credit evaluation and record keeping for persons not seeking a degree at Charter Oak. Fees include one transcript. Students are not eligible for a refund once a registry confirmation has been issued.

Description	Amount
Registry for CSCU School	\$100
Registry for Non-CSCU School	\$475
Reactivate Registry	\$150

## Early Childhood-Alt. Route to Certification

Description	Amount
All Students	\$270 per credit
EDTPA Credentialing	Included
Program Total	\$7,290

**\*There is a \$150 Non-Refundable Deposit due upon acceptance into the program.**

Please review the [ARC Withdrawal and Refund Policies](#).

If additional undergraduate credit courses are needed to meet the requirements for certification, the cost is \$700 per three credit course. There is no additional application, semester, or technology fee. Regular course withdrawal and refund policies apply.

## Portfolio Assessment Fee

More information is available on the [Credit for Prior Learning](#) and [Portfolio Assessment](#) Catalog pages and the [Portfolio Program](#) web page. Undergraduate students are required to successfully complete *IDS 102: Prior Learning Portfolio Development* with a grade of "C" or better to be eligible to

submit portfolios for assessment. IDS 102 includes assessment of one single-course portfolio if it is submitted within 30 days of the end of the IDS 102 course. Students may submit additional portfolios for assessment and will be required to pay the assessment fee prior to the initiation of the assessment process and regardless of the results.

Description	Amount
Matriculated Student	\$350 per single course portfolio
Non-matriculated Student	\$450 per single course portfolio

## Diploma Replacement Fee

Description	Amount
All Students	\$30

## Transcript Fees

Description	Amount
Rush (mailed within 48 hours of receipt) per transcript	\$20

## Bad Check Fee

Description	Amount
All Students	\$50

## Financial Aid Cost of Attendance Components

## Graduate Tuition and Fees

*(Effective July 1, 2026 - June 30, 2027)*

### Graduate Programs

#### Admission Application Fee

This fee is required and non-refundable.

Description	Amount
All Students	\$50

#### Graduate Program Deposit

Subsequent to acceptance, a student will confirm their decision to enroll in the college by making a \$150 deposit to be applied towards the student's future tuition charges. The deposit is non-refundable and will be forfeited if a student does not enroll in classes for the semester following the deposit, or by the next potential term start date.

#### Course Tuition

Fees for students enrolled in Charter Oak's Graduate courses.

Description	Amount
All Students	\$529 per credit
Audit Fee	\$475 per course

\*\*Please review the refund policies under [Academic Policies and Regulations](#).

## Course Materials Fee

Description	Amount
All Students	\$18.75 per credit

The course materials fee provides students with access to all required course materials prior to the start of class. Course materials are accessed digitally through the Blackboard portal. For books not available digitally, physical copies are provided to students on a rental basis.

## Student Services Fee

Description	Amount
All Students	\$340 per semester

The Student Services Fee supports several functions provided to students inclusive of access to academic advising and accessibility counselors, library materials and tutoring services. Portions of this fee are deposited to student associations for reinvestment in the student population.

The **Student Services Fee** is a required fee and is charged to all students each semester they are enrolled in courses. This fee is non-refundable.

## Technology Fee

Description	Amount
All students	\$75 per semester

The Technology Fee supports portions of the IT costs incurred by the college inclusive of software licensing, managed cloud services for student platforms, infrastructure upgrades and ensuring compliance with information security based policies.

The **Technology Fee** will be charged each semester a student is enrolled in courses. This fee is non-refundable.

## Late Registration Fee

Description	Amount
All students	\$100

Any student that registers during the late registration period will be assessed a **Late Registration Fee**. This fee is non-refundable.

## Room and Board

Description	Amount
All Students	\$0

Charter Oak State College is Connecticut's distance learning degree program under the governance of the Connecticut Board of Regents for Higher Education. Since the college is 100% online there is no fee for Room & Board.

## Senior Citizens (62 or older)

Charter Oak State College does not offer tuition-free study for Senior Citizens. Any student admitted to the college is subject to all college tuition and fee charges.

## Payment Plans

The College offers [payment plans](#) which allows students to pay their fees in installments.

There is a plan set-up fee of \$45.00, and the first payment plus the set-up fee is due upon enrollment in the plan.

A \$40 late fee will be assessed for any delinquent installments.

Students enroll in a plan using Charter Oak's MyCharterOak online portal. Enrollment is allowed in only one plan at a time.

## Company Bill/Third Party Letter of Credit Requirements

The College offers a program for students whose fees will be paid by their employer or some other sponsoring organization. Students are responsible for ensuring that the letter of credit authorization from the sponsoring organization is submitted to the Bursar's Office before the start of their program of study. The program requirements are located on [MyCharterOak](#).

## Portfolio Assessment Fee

More information can be found on the [Credit for Prior Learning](#) and [Portfolio Assessment](#) Catalog pages and the [Credit for Prior Learning \(CPL\)](#) web page. Graduate students should reference the *Graduate Portfolio Program Manual* posted on the student portal for portfolio instructions and consult with their advisor. Payment of the assessment fee is required prior to the initiation of the assessment process and regardless of the results.

Description	Amount
Matriculated Student	\$350 per single course portfolio
Non-matriculated Student	\$450 per single course portfolio

## Diploma Replacement Fee

Description	Amount
All Students	\$30

## Transcript Fees

Description	Amount
Rush (mailed within 48 hours of receipt) per transcript	\$20

## Bad Check Fee

Description	Amount
All Students	\$50

## Financial Aid Cost of Attendance Components

# Military Partnership Program Fees

## Undergraduate Service Members

Designed for active duty service members, guardsmen and military reservists who are currently drilling. Military students are exempt from the semester-based Student Services Fee and the Technology Fee and pay just the \$250 per credit rate for courses. Graduate Programs are not eligible for the \$250 per credit rate.

Application fee	\$50
Tuition per credit (Undergraduate Only)	\$250

If using Tuition Assistance, an approved TA must be on file by posted deadlines.

## Graduate Service Members

If using Tuition Assistance, an approved TA must be on file by posted deadlines.

## Tuition Assistance

The following is a list of portals that servicemembers may utilize if they are seeking the use of Tuition Assistance:

[ArmyIgniteED](#) – Army, Army National Guard and Reserve

[Navy College](#)

[United States Coast Guard](#)

[Air Force Education](#) – Air Force, Air Guard and Reserve

[Marine Education](#)

If a student elects to use Tuition Assistance, the benefits are applied first, and the tuition waiver applies to the balance.

## VA Pending Payment Policy - Chapter 31 and 33 (TITLE 39 US CODE 3679)

In accordance with Title 38 US Code 3679 subsection (e), Charter Oak State College adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 GI Bill™ (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. Charter Oak State College **will not**:

- Prevent the students enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to Charter Oak State College.

## Return of Tuition Assistance Policy

In accordance with the Department of Defense Voluntary Education Partnership Memorandum of Understanding, when a servicemember using tuition assistance withdraws or is withdrawn from a course, Charter Oak State College is required to calculate and return any unearned portion of tuition assistance.

If a withdrawal is due to military obligation, the servicemember must provide proof to qualify for 100% return of tuition assistance. If the servicemember withdraws or is withdrawn due to other reasons having completed less than 60% of the course, tuition assistance is returned as shown below. In some circumstances, the servicemember will be responsible for a portion of course tuition.

### 5 Week Courses (35 Days)

Days Completed	Returned TA	Student Pays
Days 1-2	100%	0%
Days 3-5	50%	0%
Days 6-20	10%	10%
Day 21 (60%)	10%	10%
Day 22-35	0%	0%

### 8 Week Courses (56 Days)

Days Completed	Returned TA	Student Pays
Days 1-2	100%	0%
Days 3-8	50%	0%
Days 9-33	10%	10%
Day 34 (60%)	10%	10%
Day 35-56	0%	0%

### 15 Week Courses (105 Days)

Days Completed	Returned TA	Student Pays
Days 1-2	100%	0%
Days 3-13	50%	0%
Days 14-62	10%	10%
Day 63 (60%)	10%	10%
Day 64-105	0%	0%

## Connecticut Veteran Tuition Waiver Program

Charter Oak State College honors the service that veterans have provided to our state and to our country by adopting a policy to offer a 100% tuition waiver for Connecticut veterans matriculated at Charter Oak State College.

Connecticut veterans eligible for the course fee waiver benefit will be compliant with the following Connecticut veterans waiver requirements:

1. 90 consecutive days of active duty (active duty for training not applicable).
2. An honorable discharge from the U.S. Armed Forces.
3. A copy of Member-4 DD-214 (with required dates of service).
4. A status of matriculated student (officially accepted and current college fees). College fees and other applicable fees must be paid each registration period.

Eligibility ceases upon withdrawal, dismissal, and/or graduation.

If a veteran elects to receive benefits under Post-9/11 Veterans Educational Assistance Act of 2008 (Post 9/11 GI Bill™), the benefits are applied first, and the tuition waiver applies to the balance.

All veterans are encouraged to contact their VA representative or consult the [VA website](#)

to determine their eligibility and available benefits.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

[Financial Aid Cost of Attendance Components](#)

## Billing & Payment of Fees

[Student Financial Responsibility Statement](#)

When a student registers for any class or receives any service from Charter Oak State College the student accepts full responsibility to pay all tuition, fees, and other associated costs.

Students are able to view and print a Statement of Activity through the MyCharterOak Portal. Billing statements are also available with historical activity. These statements should be used for any student submitting for reimbursement. No other statement will be provided.

All communication regarding your student account from the Bursar's Office will be through your Charter Oak E-mail.

## Withdrawal

When a student drops or withdraws from some or all of the classes for which the student registers, the student is responsible for paying all or a portion of tuition and fees in accordance with the published tuition [refund schedule](#).

A student's failure to attend class or receive a bill does not absolve the student of financial responsibility as described above.

If a student wishes to appeal charges on their account, he or she must appeal in writing with justification, to the Provost, within 30 days of the end of the semester.

## Financial Hold

If a student fails to pay their account by the scheduled due date, Charter Oak State College may place a financial hold on the student account, preventing future course registration and/or receipt of other College services, transcripts of grades or other official papers.

## Late Payment Charge

If a student fails to pay the account bill or any monies due by the scheduled due date, Charter Oak State College may assess a late payment charge.

## Cancellation of Classes

If a student fails to pay the account bill or any monies due by the scheduled due date, the student's class schedule may be cancelled. If the student registers during the late registration period the student will be required to pay a late registration fee, as well as the account balance in full.

## Residency/Address Changes

Address changes are based on the [CT Board of Regent's](#) residency policy. If residency changes prior to the start of courses, the charges will be updated appropriately.

## Credit Reporting & Collection Agencies

If a student fails to pay the account bill or any monies due by the scheduled due date, and fails to make acceptable payment arrangements to bring the account current, Charter Oak State College may refer delinquent accounts to a collection agency. Delinquent accounts may be reported to one or more of the national credit bureaus.

## Tax Intercept

Charter Oak State College utilizes the Connecticut State Tax Intercept Program under Connecticut General Statute 12-742. Under the law the Commissioner of Administrative Services is authorized to intercept State Refunds to offset debts or obligations owed to the State of Connecticut-Charter Oak State College.

## Returned Payments

If a payment made to a student account is returned by the bank for any reason, it is the student's responsibility to repay the original amount of the payment plus a returned payment fee. Multiple returned payments and/or failure to comply with the terms of any payment plan may result in cancellation of classes, suspension of eligibility to register for future classes, and loss of ability to pay by check/eCheck at Charter Oak State College.

## Student Services Fee

The Student Services Fee supports several functions provided to students inclusive of access to academic advising and

accessibility counselors, library materials and tutoring services. Portions of this fee are deposited to student associations for reinvestment in the student population.

The Student Services Fee is a required fee and is charged to all students each semester they are enrolled in courses.

## Payment Plans

Charter Oak offers a semester based payment plan. The number of payments available under the plan decreases each month during the semester. There is a plan set-up fee and the first payment plus the set-up fee is due on enrollment in the plan. Plan payments can be made online in the MyCharterOak student portal. Changes to student account balances during the semester will automatically update the remaining payments.

A late fee will be assessed for any delinquent installments.

## Company Bill / Third Party Letter of Credit

Charter Oak accepts third party letters of credit that meet the college's [requirements](#). Students are responsible for any amount not covered/paid by the third party payer. Charter Oak performs due diligence on the third party payer and has the right to refuse/decline letters at the College's discretion.

## Tuition Discounts

In an effort to make education more affordable, Charter Oak offers discounts and reductions on tuition for those who serve in the military, Connecticut Veterans, COSC alumni, and Connecticut Community College graduates. Charter Oak also partners with organizations that desire to support the educational needs of its employees and members.

Students who qualify for more than one reduction will only receive the single reduction that is most beneficial to them.

## Financial Aid

Financial aid described as "anticipated" on my "Financial Aid Offer" does not represent actual or guaranteed payment, but is an estimate of the aid the student may receive if the student meets all requirements stipulated by that aid program.

Financial Aid Offers are contingent upon continued enrollment and attendance in each class upon which financial aid eligibility was calculated. If a student drops any class before completion, financial aid eligibility may decrease and some or all of the financial aid offer may be revoked.

If some or all of a student's financial aid is revoked because of student performance or attendance, the student must repay all revoked aid that was disbursed to the student.

## IRS Form 1098-T

The student must provide a Social Security number (SSN) or taxpayer identification number (TIN) to Charter Oak State College upon request as required by Internal Revenue Service (IRS) regulations for Form 1098-T reporting purposes. If a student fails to provide a SSN or TIN to Charter Oak State College, the student may be required to pay any and all IRS fines assessed as a result of the missing SSN/TIN.

## Privacy Rights & Responsibilities

Charter Oak State College is bound by the Family Educational Rights and Privacy Act (FERPA) which, in many instances, prohibits Charter Oak State College from releasing any information, including financial information, from a student's education record without written permission from the student.

This doesn't prohibit the College from releasing financial information to a collection agency or the CT Tax Intercept Program.

## Billing Errors

Administrative, clerical or technical billing errors do not absolve a student of financial responsibility to pay the correct amount of tuition, fees and other associated financial obligations assessed as a result of registration at Charter Oak State College.

## Federal Financial Aid Eligibility Requirements

To receive Federal financial aid at Charter Oak State College, a student must be enrolled in a degree program eligible for financial aid (most programs are). Eligibility for federal student aid does not carry over from one academic year to the next. Therefore, students must reapply for financial aid each year.

Charter Oak State College will use the student information on the FAFSA to determine financial need and the different types of financial aid that a student may be eligible for. The Office of Financial Aid uses the following formula when awarding student aid:

**Cost of Attendance - Student Aid Index  
- Other Financial Assistance =**

### Financial Need

One of the key factors, in addition to need, that determines the amount of aid a student can receive is availability of funds. As a result, grant funding may fall short of the amount for which a student is eligible.

Charter Oak State College, like most schools, is not able to meet full need as demonstrated by many financial aid applicants without self-help aid (i.e., federal Direct Loans). Therefore, it is very important to meet application priority dates to receive the maximum amount of grant aid available based on a student's eligibility.

Please note that during the course of processing some changes, updates or modifications to financial aid offers may be necessary if certain circumstances exist. Listed below are some of the factors that may cause modifications:

- Updates or corrections are made to the FAFSA;
- There is conflicting information from any source;
- Post-screening alerts from the National Student Loan Data System;
- Changes in enrollment status (i.e., less than full-time, withdrawing or dropping classes, and not attending or participating in classes)
- Receipt of outside sources of financial assistance such as a scholarship or tuition assistance benefit;

- Academic standing and progress

*Note: Financial aid does not cover the College's application fee.*

## **Federal Verification**

Federal regulations require the College to verify selected students for accuracy of information on their submitted FAFSA. Charter Oak State College has partnered with Inceptia to expedite the verification process for students and their families. If an applicant is selected for verification by the U.S. Department of Education, or by Charter Oak State College, additional documentation will be required to validate data reported on the FAFSA which includes income tax information. Please note that the Office of Financial Aid has the legal authority to request additional information and documentation to authenticate information reported on the FAFSA. If your FAFSA application is selected for verification you will use Inceptia's verification [online portal](#) to complete the review of your FAFSA data.

## **Other Application Requirements**

Social Security Number/Tax Identification Number

In order to comply with federal tax law, all students must provide their valid Social Security Number (SSN) or Federal Tax Identification Number (TIN) to the College. Failure to do so may result in financial penalty under Internal Revenue Code (IRC) 6723. This information can be provided on the student's application for admission, via the completion of a FAFSA, or by submitting IRS Form W-4, W-9, or W-9S. Financial aid will not be processed onto the student's billing account without this information.

## **Other Forms and Documents**

Additional forms and documents may be requested from applicants as their aid applications are reviewed. Once an application is completed and reviewed, the Office of Financial Aid will notify the applicant of their eligibility for financial aid.

## **Active Participation In Class**

Students must be academically engaged prior to the disbursement of federal, state, and/or institutional financial aid funds. Logging into an online course without active participation, or participating in academic advisement or counseling, is not considered attendance and therefore a student would be required to return all amounts received through financial aid.

Financial aid students who withdraw or stop attending classes may be required to return all or a portion of the financial aid that they have received. Please work with your advisor to understand the impact of withdrawing or not participating in class.

## **Office of Financial Aid**

Charter Oak State College understands that obtaining a college degree is an investment in your future and is dedicated to helping students reach their educational aspirations. We offer various financial aid programs, including grants, scholarships, and loans, to eligible students. The amount and type of assistance available through most programs are contingent upon factors such as financial need, enrollment plans, federal, state, and institutional allocations of annual funds, and student aid index (SAI).

## **Applying for Financial Aid**

To apply for federal student aid, a student must complete the Free Application for Federal Student Aid (FAFSA). Students can begin their application process by visiting the [Federal Student Aid Website](#). The College may also use FAFSA data to determine eligibility for other potential State and Institutional Aid to help further offset the cost of tuition. Students should apply for financial aid as soon as possible to be considered for funding that may be limited. You will need Charter Oak's six digit federal school code when completing the application which is: 032343

For students who need help filling out the FAFSA, the online application has help text tools and a live chat option. Students also have the option to talk to someone by calling the Federal Student Aid Information Center at 1-800-4-FED-AID (1-800-433-3243, TTY 1-800-730-8913).

## **After Completing the FAFSA:**

Once a FAFSA is processed by the U.S. Department of Education, a FAFSA Submission Summary is generated and sent to the student. The FAFSA Submission Summary summarizes all of the information listed on the application. Students should review their FAFSA Submission Summary data to make sure information is correct and make any required changes at the FAFSA website.

The results of a student's FAFSA will automatically be sent to the College's Office of Financial Aid provided the College was listed on the application.

Typically, financial aid processing begins in May for the upcoming academic year and continues on an ongoing basis throughout the academic year.

Official notices from the College related to your financial aid offer will be sent to the student's Charter Oak email address.

*Note: Financial aid eligibility issues must be resolved prior to packaging aid. FAFSA applications that are incomplete, have conflicting or discrepant data, or require additional information cannot be processed. Students are responsible for checking the status of their financial aid application and may be required to submit additional documentation to validate data from any source.*

Charter Oak State College recognizes that a college degree is an investment in your future and is committed to helping students achieve their educational goals. Charter Oak offers a variety of financial aid programs in the form of grants, scholarships, and loans to eligible students. The amount and type of assistance for most programs will be dependent on financial need, enrollment plans, as well as Federal, State, and institutional allocations of annual funds.

Because Financial Aid programs change over time and vary with available funding, please refer to the College's Financial Aid [website](#) for a current list of available resources.

## **CT Finish Line Scholarship**

The CT Finish Line Scholarship is a new statewide program that covers all mandatory tuition and fees for eligible students earning

their bachelor's degree at Charter Oak State College (after other grant and merit aid is applied). The scholarship does not cover housing, meals, books, transportation, or other personal expenses. In order to be eligible for the Finish Line Scholarships students must meet the following criteria:

- Earn an Associate Degree from CT State Community College during the 25-26 academic year.
- Participated in PACT and/or Mary Ann Handley at CT State Community College.
- Enroll in Charter Oak State College beginning in the Fall 26 in an eligible bachelors degree program.
- Complete a FAFSA for the applicable academic year.

Prior to applying, students must upload their Letter of Eligibility from CSCU to Charter Oak State College using this form: [charteroak.edu/finishline](http://charteroak.edu/finishline). Upon uploading the letter, the student will submit an admission application to Charter Oak State College.

Charter Oak State College will follow the process set by the Board of Regents to determine who is eligible for the scholarship. Please refer to the [Board of Regents Policy for eligibility requirements](#).

### Special Note Regarding Outside Scholarships

Students may receive scholarships, tuition and fee benefits, and other types of financial aid from organizations outside of the College. It is the student's responsibility to notify the College if they receive other financial assistance so that proper coordination of aid can occur to your financial aid package. This may result in an adjustment of aid.

## Financial Aid Policies

### Satisfactory Academic Progress(SAP)

In accordance with federal regulations, all financial aid recipients are required to maintain satisfactory academic progress in his or her course of study and be in good academic standing in order to remain eligible to receive federal, state, or institutional financial aid. It is important to note that SAP standards are separate from, and in addition to, the Academic Standing policy established by the faculty of the Charter Oak State College.

To Maintain SAP and be eligible for federal, state, and institutional financial assistance, students must meet the following criteria:

- Undergraduates must maintain a cumulative grade point average (GPA) of a 2.0/Graduates must maintain a GPA of 3.0. and;
- Successful completion of 67% of all attempted credits, and;
- Successful completion of the credits required for their degree or certification within 150% of the standard length of their academic program.

Academic progress is evaluated at the end of each semester. Students will be notified in writing of the results of an evaluation that impacts the student's eligibility for federal, state and institutional financial assistance. SAP reviews will result in a student being placed on one of the following statuses:

### Good Financial Aid Standing

A student who has met with the SAP standards listed above is making satisfactory academic progress toward degree completion.

### Financial Aid Warning

The first time a student has not met all SAP standards listed above, the student will be placed on financial aid warning. The student is not making satisfactory academic progress toward degree completion. The financial aid warning status will be assigned automatically without an appeal or other action required by the student.

A student cannot be placed on two consecutive terms of financial aid warning; a student must return to good financial aid standing by the end of the financial aid warning period to remain eligible to receive financial aid. A student who has returned to good financial aid standing but at a later date does not meet SAP standards can be placed on a second term of financial aid warning.

### Financial Aid Probation

A student on financial aid warning who has not met all SAP standards by the end of the next semester of enrollment is no longer eligible to receive assistance under federal Title IV, state and institutional financial aid programs unless the student has an approved SAP appeal on file with the Office of Financial Aid. Students should follow the process of how to appeal as described in the full SAP policy.

### Financial Aid Suspension

A student whose SAP appeal is not approved will remain on financial aid suspension and will not be eligible to receive financial aid until all SAP deficiencies have been repaired.

### Withdrawal and the Return of Title IV Funds

Federal financial aid, also known as Federal Title IV funds, are provided to students under the assumption the student will successfully complete their coursework. If a student withdraws from all courses within a semester, the Charter Oak State College is required to determine the earned and unearned Federal Student Aid a student has as of the date the student ceased attendance, based on the amount of time the student spent in attendance. The calculation of these funds earned by the student has no relationship to the student's incurred institutional charges.

The Registrar's Office will document the student's official withdrawal date, which is used to determine the percentage of the semester completed, and therefore, the amount of aid a student has earned. The following situations are not subject to the federal calculation and the student must have:

- completed 60% or more of the semester, or
- completed all requirements for graduation from the program before completing the days/hours in the semester the student was scheduled to complete, or
- successfully completed one modular course or a combination of modular courses that equal 49% or more of the semester, excluding breaks during or in between modules, or

- successfully completed coursework equal to or greater than half-time enrollment (6 credits), or
- provided written confirmation to resume attendance within a 45-calendar days of when they ceased attendance.

Charter Oak State College must calculate earned aid by multiplying the total aid disbursed or, which could have been disbursed, by the percentage of the payment period the student completed. If less aid has been disbursed than a student has earned, then a post-withdrawal disbursement must be made. Charter Oak State College will notify the student or, if a Parent PLUS Loan the parent borrower, in writing within 30 days of the date the institution determined the student withdrew that a post-withdrawal disbursement is available. The student/parent must respond within 14 days of notification in order to receive the funds. The student/parent may accept all or part of the post-withdrawal disbursement.

If more aid was disbursed than earned, then Charter Oak State College, the student, or both must return all unearned aid in a specific order:

- Federal Direct Unsubsidized Student Loans
- Federal Direct Subsidized Student Loans
- Federal Direct PLUS Loans
- Federal Pell Grants
- Federal SEOG
- Other Title IV assistance for which return of funds is required

Refunds are processed within 45 days of the student's withdrawal date or within 45 days of when Charter Oak State College determines the student to have withdrawn if the student does not notify Charter Oak State College of withdrawal. Students are responsible for repaying all unearned aid a school is not required to return, as well as any balance created on their account by the application of the Title IV return of funds formula.

## Undocumented Students

State law allows undocumented students to apply for institutional aid at Connecticut's public schools to help offset the cost of tuition. To be eligible you must meet certain age, residency, and criminal history requirements. Students must submit an affidavit to the College about their intent to legalize their immigration status when they are eligible to do so. This does not apply to non-immigrant visa holders.

[The financial aid application for Connecticut Undocumented Students can be found here.](#)

# Undergraduate Degree Requirements

## Degree Offerings

Charter Oak State College offers a range of majors under the Associate of Science and Bachelor of Science degree designations, along with a Bachelor of Arts in Sociology.

The distinction between a degree in "Arts" and a degree in "Science" is the number of Liberal Arts and Sciences credits required. Liberal Arts and Sciences include subjects within the areas of humanities, social sciences, mathematics, and natural sciences. Subjects not included in the category of Liberal Arts and Sciences are those of a technical, professional, or occupationally-oriented nature. In other words, subjects involving the application of knowledge to particular activities such as business, technology, healthcare, social services and teaching are not considered Liberal Arts.

To graduate, students must meet all the credit, degree, and academic requirements. A minimum of 120 credits is required for a bachelor's degree and a minimum of 60 credits for an associate degree. In addition, students must have a minimum 2.0 cumulative grade point average.

## General Education Requirements

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

## General Education Categories and Outcomes

Written Communication 1 & 2: (6 credits)

Students will communicate effectively using Standard English, read and listen critically, and write and speak thoughtfully, clearly, coherently and persuasively. Demonstrate a variety of rhetorical situations with a clear and consistent focus reflective of a multi-stage composing and revising process. Students must earn a grade of C or higher in order to successfully complete each requirement.

1. Demonstrate a variety of rhetorical situations with a clear and consistent focus reflective of a multi-stage composing and revising process.
2. Create a thesis-driven, supported, logically organized argument that applies conventions of English appropriate to the audience, purpose, and context.
3. Evaluate credible (authoritative) sources and integrate ideas from those sources in an ethical manner with appropriate documentation.

Oral Communication: (3 credits)

1. Explain how messages are communicated and how perception, nonverbal behavior, feedback, and listening impact the effectiveness of an oral message.
2. Produce oral messages appropriate to the audience, purpose, and context.
3. Analyze messages for the accuracy, relevance, and validity of the argument, evidence, and rhetorical strategies used.

Arts and Humanities: (3 credits)

1. Describe key features of visual works, performances, texts, or other artifacts in relation to its context (such as historical, geographical, social, political, cultural, linguistic, or aesthetic).
2. Apply key concepts, terminology, techniques or methodologies in the analysis or creation of visual works, performances, texts, or other artifacts.

Quantitative Reasoning: (3 credits)

1. Interpret real-world quantitative content in an appropriate mathematical form, such as an equation, graph, diagram, table, or words.
2. Apply arithmetic, algebra, geometry, statistics, or logic to solve related problems.
3. Examine the significance, reasonableness, or implications of calculated results.

Scientific Reasoning: (4 credits/lab required)

1. Apply scientific methods to investigate phenomena of the physical or natural world through prediction, observation or experimentation, data acquisition, and evaluation.
2. Illustrate scientific data symbolically, graphically, or numerically.
3. Evaluate scientific data in order to draw reasonable and logical conclusions using standards for legitimate interpretation of research data within the scientific community.

Scientific Knowledge and Understanding: (3-4 credits/lab optional)

1. Describe findings and ideas in science and how they impact their lives or larger society.
2. Demonstrate scientific knowledge using appropriate terminology, representations, models, or analysis.
3. Assess the credibility of a scientific claim on the basis of its source, and the logic or methods used to generate it.

Historical Knowledge: (3 credits)

1. Apply concepts from history to analyze phenomena over time.
2. Distinguish between primary and secondary historical sources.
3. Evaluate the influence of historical agency (race, class, gender, region/location, belief system, or others) in the context of defined periods.

Social & Behavioral Sciences: (3 credits)

1. Assess how cultural, environmental, and biological factors impact various processes and outcomes, such as cognition,

emotion, development, and behavior from a social or behavioral science perspective.

2. Compare and contrast the ways social groups, institutions, and organizations interact by examining their relationships to class, race, ethnicity, gender, culture, identity, community, and/or other values.
3. Apply methods of inquiry to critique social and behavioral science principles, concepts, and theories.

Information Literacy: (3 credits)

1. Demonstrate the ability to search in academic databases.
2. Evaluate the authority, relevance, and accuracy of various sources of information to address issues that arise in academic, professional, and/or personal contexts.
3. Identify ethical issues related to access to, or use of information/data, such as the impact on security, privacy, censorship, intellectual property, or the reliability of information.

Diversity, Equity, and Inclusion: (3 credits)

1. Understand key concepts related to Diversity, Equity, and Inclusion (DEI).
2. Critically reflect on cultural, racial, ethnic, religious, classed, and gendered identities of self and others.
3. Analyze how power, privilege, and opportunity are manifested through social and political structures, policies, and practices.
4. Express ideas, identify behaviors, and propose creative practices to advance social justice, equity, and understanding of human differences.

Digital/Technological Literacy: (3 credits)

1. Apply current, relevant technologies to identify and solve problems, make informed decisions, communicate, create information/data, and protect information/data.
2. Demonstrate proficiency using digital technology tools (examples include productivity, adaptive, remote work and collaboration tools).
3. Ethically utilize artificial intelligence, digital media, and environments to communicate and work effectively in person, hybrid format, and/or at a distance.

Innovative Thinking: (3 credits)

1. Recognize/Identify the factors that help or hinder adopting new ideas or drive innovation.
2. Demonstrate a range of idea creation and innovation techniques.
3. Apply innovation techniques to solve problems or make improvements in the context of a chosen field of study.

## General Education Requirements by Degree and Major

Associate of Science in Early Childhood Education and Associate of Science in Paraprofessional:

Requirement	Credits
Written Communication 1 (WC1)	3 cr

Requirement	Credits
Written Communication 2 (WC2)	3 cr
Oral Communication (ORC)	3 cr
Arts and Humanities (ARH)	3 cr
Quantitative Reasoning (QTR)	3 cr
Digital Literacy (DIG)	3 cr
Complete one course from either category: Scientific Reasoning (SRE) <i>laboratory course required</i> Scientific Knowledge and Understanding (SKU) <i>laboratory course optional</i>	3-4 cr
<b>Total:</b>	21-22 cr

Associate of Science in General Studies:

Requirement	Credits
Written Communication 1 (WC1)	3 cr
Written Communication 2 (WC2)	3 cr
Oral Communication (ORC)	3 cr
Arts and Humanities (ARH)	3 cr
Quantitative Reasoning (QTR)	3 cr
Scientific Reasoning (SRE) <i>lab course required</i>	4 cr
Scientific Knowledge and Understanding (SKU) <i>laboratory course optional</i>	3-4 cr
Historical Knowledge (HIS)	3 cr
Social & Behavioral Sciences (SBS)	3 cr
Information Literacy (INF)	3 cr
Diversity, Equity, and Inclusion (DEI)	3 cr
Digital Literacy (DIG)	3 cr
Innovative Thinking (INV)	3 cr
<b>Total:</b>	40-41 cr

Bachelor of Science in Health Information Management:

Requirement	Credits
Written Communication 1 (WC1)	3 cr
Written Communication 2 (WC2)	3 cr
Oral Communication (ORC)	3 cr
Arts and Humanities (ARH)	3 cr
Quantitative Reasoning (QTR)	3 cr
• MAT 105 Statistics (required)	
Scientific Reasoning (SRE) <i>lab course required</i>	4 cr
Scientific Knowledge and Understanding (SKU)	6 cr
• BIO 212 Anatomy & Physiology (required)	
• BIO 215 Pathophysiology (required)	
Historical Knowledge (HIS)	3 cr
Social & Behavioral Sciences (SBS)	3 cr
Information Literacy (INF)	3 cr
Diversity, Equity, and Inclusion (DEI)	3 cr
Digital Literacy (DIG)	3 cr
Innovative Thinking (INV)	3 cr
<b>Total:</b>	43 cr

**Bachelor of Arts in Sociology & Bachelor of Science in all majors other than Health Information Management:**

Requirement	Credits
Written Communication 1 (WC1)	3 cr
Written Communication 2 (WC2)	3 cr
Oral Communication (ORC)	3 cr
Arts and Humanities (ARH)	3 cr
Quantitative Reasoning (QTR)	3 cr
Scientific Reasoning (SRE) <i>lab course required</i>	4 cr

Requirement	Credits
Scientific Knowledge and Understanding (SKU) <i>laboratory course optional</i>	3-4 cr
Historical Knowledge (HIS)	3 cr
Social & Behavioral Sciences (SBS)	3 cr
Information Literacy (INF)	3 cr
Diversity, Equity, and Inclusion (DEI)	3 cr
Digital Literacy (DIG)	3 cr
Innovative Thinking (INV)	3 cr
<b>Total:</b>	40-41 cr

## Undergraduate Academic Residency Requirements

### Cornerstone Course Requirement

All associate and bachelor's degree-seeking students are required to take the Cornerstone course at Charter Oak State College. Students must take this three-credit foundational course during their first term as a matriculated student at Charter Oak State College. If a student has not taken English Composition 1, then it will be required in the first term and the Cornerstone Seminar in the subsequent one. If a student has taken English Composition 1, but not English Composition 2, the student must successfully complete IDS 101 in the first term before taking English Composition 2.

Students must complete the Cornerstone Seminar with a grade of C or higher. Failure to achieve a grade of C puts the student automatically on academic hold.

If an undergraduate student fails (C- or below) or withdraws from (W or AW) the Cornerstone course, the student must retake the course during the next term. If the student fails (C- or below) or withdraws from (W or AW) the course a second time, the student will be dismissed from the College and the academic dismissal policy applies. If the student is permitted to return to Charter Oak State College, the student will need to retake the Cornerstone course during their first term.

### Capstone Course Requirement

Undergraduate students preparing to graduate with a bachelor's degree must complete a concentration or major capstone course at Charter Oak State College with a grade of "C" or higher. The purpose of this experience is to demonstrate mastery of the learning outcomes in the chosen concentration or major and writing and critical thinking skills. This requirement may **not** be met with a course transferred from another institution.

Each single subject area concentration and major includes this three-credit course requirement. The capstone is required and is to be taken in the student's final semester. The student can have no more than 6 credits remaining in their major or concentration to complete in their degree program prior to enrolling in this

course. The student's academic counselor must approve the student's request to enroll in the capstone course.

If an undergraduate student fails (C- or below) or withdraws from (W or AW) the Capstone course, the student can retake the course during the next term. If the student fails (C- or below) or withdraws from (W or AW) the course a second time, the student will be dismissed from the College and the academic dismissal policy applies.

*Note: Visiting and Non-Matriculated students are not eligible to enroll in the Cornerstone or Capstone course.*

## Liberal Arts and Elective Requirements

### Liberal Arts

The Liberal Arts encompass a broad field of study that emphasizes critical thinking, effective communication, and an understanding of the human experience. Rooted in the humanities, social sciences, natural sciences, and mathematics, a liberal arts education fosters intellectual curiosity, ethical reasoning, and lifelong learning. Students are encouraged to explore diverse perspectives, cultivate analytical and problem-solving skills, and develop the adaptability necessary for responsible citizenship and professional success in a rapidly changing world.

Liberal Arts courses may also be used to satisfy general education or major requirements. The Liberal Arts requirements for each degree are as follows:

Degree	Credits
Associate in Science	30 liberal arts credits
Bachelor of Arts in Sociology	90 liberal arts credits
Bachelor of Science	30 liberal arts credits

### General Electives

Elective courses provide students with the opportunity to explore academic interests beyond the requirements of their major or general education curriculum. These courses allow for academic flexibility and personal enrichment, enabling students to broaden their educational experience, develop new skills, or deepen knowledge in a secondary area of interest. Electives may be chosen freely from most disciplines as long as course registration pre-requisites have been met. The number of elective credits required varies by degree program.

## Course Level Requirements

### Lower-Division Courses (100-200):

100-level: Primarily introductory and foundational courses, often for first year students, may include general education requirements.

200-level: Intermediate-level courses that build upon the knowledge from 100-level courses, potentially requiring prerequisites.

### Upper-Division Courses (300-400):

300-level: Advanced-intermediate courses, typically for juniors and seniors, requiring more in-depth knowledge of the subject matter.

400-level: Advanced courses, often for seniors, and may include more specialized or research-focused topics.

# Undergraduate Bachelor's Degree Programs

## Degree Offerings

Charter Oak State College offers a range of Bachelor of Science majors and one Bachelor of Arts degree in Sociology.

### Bachelor of Science Degrees:

[Business Administration Major](#)

[Child Studies Major](#)

[Criminal Justice Major](#)

[Cyber Security Major](#)

[Data Analytics Major](#)

[Early Childhood Education Major](#)

[Finance Major](#)

[General Studies Major](#)

[Healthcare Administration Major](#)

[Health Information Management Major](#)

[Human Resources Management Major](#)

[Nursing: RN/ADN to BSN Major](#)

[Marketing Major](#)

[Organizational Leadership Major](#)

[Public Safety Administration Major](#)

[Psychology Major](#)

[Social Work Major](#)

[Software Development Major](#)

### Bachelor of Arts Degrees:

[Sociology Major](#)

## General Studies Major

Student completing the Bachelor of Science in General Studies will have the chance to pursue an Individualized or Judaic Studies Concentration. This major allows students to enhance their academic abilities in areas aligning with their individual interests or professional aspirations. This program caters well to both returning students seeking to finish their degree and those who have accumulated credits across multiple disciplines, bringing them closer to graduation.

All major requirements must be completed with a grade of 'C' or higher. This major requires a minimum of 36 credits for the Individualized Studies Concentration and 42 credits for Judaic Studies.

*In order to earn a Bachelor's degree at Charter Oak, all Major, General Education, Liberal Arts and Electives, Upper*

*Level credit, and academic residency requirements must be met. Total credits earned must be a minimum of 120 credits.*

## Major Requirements

Requirement	Credits
<b>General Education requirements</b>	40-41 cr
<b>Concentration requirements</b>	36-42 cr
<b>Electives (added to General Education and Concentration to bring total credits to 120. (A minimum of 30 of the credits must be in liberal arts subjects, and 30 credits must be at the junior/senior level)</b>	39-45 cr

*Students enrolled in the General Studies Major, must choose one of the two concentrations below:*

### #1 Individualized Studies Concentration:

This concentration option allows students to combine areas of study into an interdisciplinary plan of study that will meet their career objectives. It provides the opportunity to integrate a broad range of accumulated knowledge and new learning into an interdisciplinary program which will meet an individual's career and/or personal needs.

The concentration plan of study (CPS) will be developed with your Academic Counselor and submitted for faculty review and approval during your first semester at the College. Acceptance of the concentration plan is dependent upon the faculty's approval of the proposed courses and the rationale presented by the student. It is recommended that the concentration plan of study is developed with your Academic Counselor during your first term. Failure to submit a concentration plan of study (CPS) may result in a registration hold.

The key to receiving approval for this concentration is the student's ability to explain the rationale for the proposed concentration and its relation to their career and/or personal goals. The rationale is key to laying the foundation for the capstone requirement.

The concentration must consist of a minimum of 36 credits with a minimum of 18 at the upper level. The concentration must include more than two areas of study where each area of study must be comprised of at least 9 credits. The 18 upper-level credits must represent a logical distribution from various disciplines in the concentration. The concentration needs to show breadth and depth in each subject area chosen.

### Program Learning Outcomes

Students who graduate with a major in General Studies with a Concentration in Individualized Studies will be able to:

- discuss factual and conceptual knowledge in each of the linked fields;

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

## #2 Judaic Studies Concentration:

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

Course	Credits
<b>Bible</b>	3 cr
<b>Law</b>	3 cr
<b>Philosophy/Ethics</b>	3 cr
<b>History</b>	3 cr
<b>*Talmud</b>	3 cr
<b>JUD 120: Judaism and Contemporary Society</b>	3 cr
<b>Literature</b>	3 cr
<b>**Electives</b>	12 cr
<b>***JUD 499: Judaic Studies Capstone</b>	3 cr

\*Female students who are unable to complete the Talmud course can substitute the requirement with literature from the Rabbinic Period, such as Talmudic Stories, Aggadah, Midrash, or Women in the Talmud .

\*\* Must relate to concentration

\*\*\*Courses must be taken at Charter Oak.

### Prerequisites:

- Hebrew

### Program Learning Outcomes

Students who graduate with a major in General Studies with a Concentration in Judaic Studies will be able to:

- read and utilize primary and secondary source materials;
- critically interpret Judaic concepts;
- discuss the historical development of Judaism as a world religion (e.g., Ancient Judaism, Medieval Judaism, the Haskala [Jewish Enlightenment] and the encounter with modernity);

- explain the significance of the Torah, Talmud and Bible in Judaism and their place in contemporary society;
- use critical and analytical thinking skills in applying theory to practice; and
- demonstrate a foundation in Jewish law and tradition, and the skills to approach the texts independently.

## Reconsideration of Individualized Studies Concentration Denial

A student may seek a reconsideration of the decision made regarding the approval of their concentration proposal. The request must be submitted in writing to the Provost within 15 business days of the notification that the proposal was not approved. The request for reconsideration should specify the reasons why the proposal should be accepted.

The request, along with copies of the concentration proposal and the comments of the faculty reviewers, will be sent to the appropriate faculty committee, which will meet within 30 business days of the College receiving the request and recommend acceptance or non-acceptance.

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

## Business Administration Major

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

All major requirements must be completed with a grade of 'C' or higher. This major requires the completion of 24 Business Core credits, 21 Major Requirement credits, and between 12 to 21 Concentration credits dependent on the concentration selected. Students enrolled in the Business Administration Major must select one of the following three concentrations:

1. Entrepreneurship
2. General Business
3. Project Management

*In order to earn a Bachelor's degree at Charter Oak, all Major,*

*General Education,*

*Liberal Arts and Electives,*

*Upper Level credit, and*

*academic residency requirements*

must be met. Total credits earned must be a minimum of 120 credits.

## Core Requirements

Course	Credits
ACC 101: Financial Accounting	3 cr
ACC 102: Managerial Accounting	3 cr
BUS 120: Business Law	3 cr
BUS 250: International Business	3 cr
FIN 210: Financial Management	3 cr
MGT 101: Principles of Management	3 cr
MGT 315: Organizational Behavior	3 cr
MKT 220: Principles of Marketing	3 cr

## Major Requirements

Course	Credits
Choose one of the following:	3 cr
<ul style="list-style-type: none"> <li>• BUS 201: Business Statistics</li> <li>• MAT 105: Statistics</li> <li>• PSY 216: Psychology Statistics</li> </ul>	
Choose one of the following:	3 cr
<ul style="list-style-type: none"> <li>• ECO 103: Macroeconomics</li> <li>• Microeconomics</li> </ul>	
MGT 330: Diversity & Inclusion in Workplace	3 cr
MGT 460: Fundamentals of Project Management	3 cr
* MGT 490: Strategic Management	3 cr
PHL 485: Business Ethics & Individual Values	3 cr
*BUS 499: Business Administration Capstone	3 cr

\*Courses must be taken at Charter Oak.

## Option 1: Entrepreneurship Concentration

Course	Credits
MGT 350: Entrepreneurship	3 cr
MGT 351: Managing a Growing Business	3 cr
MGT 352: Financing Entrepreneurial Ventures	3 cr
MGT 360: Small Business Management	3 cr
Choose one of the following:	3 cr
<ul style="list-style-type: none"> <li>• MGT 327: Organizational Change</li> <li>• MGT 373: Lean Management</li> <li>• MGT 374: Agile Development &amp; Management</li> <li>• *OEL 530: Organizational Development</li> </ul>	
MGT 354: Advanced Entrepreneurship	3 cr

## Option 2: General Business Concentration

Course	Credits
HRM 310: Human Resource Management	3 cr
Choose one of the following:	3 cr
<ul style="list-style-type: none"> <li>• MGT 325: Organizational &amp; Group Dynamics</li> <li>• *OEL 525: Team Dynamics &amp; Processes in Modern Work Teams</li> </ul>	
MGT 350: Entrepreneurship	3 cr
Choose one of the following:	3 cr
<ul style="list-style-type: none"> <li>• MGT 327: Organizational Change</li> <li>• MGT 373: Lean Management</li> <li>• MGT 374: Agile Development &amp; Management</li> <li>• *OEL 530: Organizational Development</li> </ul>	

### Option 3: Project Management Concentration

Course	Credits
<b>MGT 462: Effective Project Management</b>	3 cr
<b>MGT 464: Mastering Project Management</b>	3 cr
<b>MGT 373: Lean Management</b>	3 cr
<b>MGT 374: Agile Development &amp; Management</b>	3 cr
<b>Choose one of the following:</b>	3 cr
<ul style="list-style-type: none"> <li>• <b>MGT 327: Organizational Change</b></li> <li>• <b>*OEL 530: Organizational Development</b></li> </ul>	
<b>Choose one of the following:</b>	3 cr
<ul style="list-style-type: none"> <li>• <b>MGT 451: Team Leadership</b></li> <li>• <b>*OEL 525: Team Dynamics &amp; Processes in Modern Work Teams</b></li> </ul>	

\*\*This course must be approved as part of the [Fast-Track Undergraduate to Graduate Degree Program](#).

Fast-Track programs offer approved undergraduate students the opportunity to enroll in graduate credits to be used towards the completion of their undergraduate degree program at Charter Oak. This will not only allow for the completion of an undergraduate degree but will also allow undergraduate students the advantage of beginning a graduate program with the opportunity of completion within one year upon graduation from the undergraduate degree (full-time course load is required).

### Program Learning Outcomes

Students who graduate with a major in Business Administration will:

- apply the concepts, theories, and relationships among the functional areas of an organization, including the ability to explain the nature and construct of an organization; assess the information technology needs of an organization, explain the process of resource allocation within an organization; identify and satisfy the needs of the consumer, and create strategic processes and measurements necessary for a successful organization;
- be able to explain the the global environment of business including the political, social, and intercultural sensitivities that exist in society that are important to the development of meaningful relationships and success in business and in life;

- understand and demonstrate professional business behavior, social responsibility, and ethical decision making and conduct; and
- be able to demonstrate well-developed and effective critical thinking, decision making, problem solving, organizational leadership, teamwork, oral and written communication skills utilizing tools such as internet, research databases, and other tools as required.

### Child Studies Major

The Bachelor of Science major in Child Studies is an interdisciplinary social sciences degree (psychology, sociology, education and early childhood) that prepares students at the undergraduate level to work in settings related to human services, family & youth development, education or special education. Students completing this major will be prepared to apply for graduate degree programs in fields such as Education or Social Work. Students interested in pursuing public school teaching in CT may also use this degree program to apply for an ARC (Alternative Route to Teacher Certification) program approved by the CT State Department of Education (CSDE).

Students interested in continuing at Charter Oak State College to obtain certification to work specifically in Early Childhood (112 Integrated Early Childhood/Special Ed., Birth-Kindergarten) may be eligible for the ARC program if they also have verified teaching experience as an early childhood educator (with children ages birth through five) or as a home visitor providing educational services to families with children between the ages of birth to five.

Field experience hours are required for some courses within the major. All major requirements must be completed with a grade of 'C' or higher. This major requires a minimum of 51 credits.

*In order to earn a Bachelor's degree at Charter Oak, all Major,*

*General Education,*

*Liberal Arts and Electives,*

*Upper Level credit, and*

*academic residency requirements*

*must be met. Total credits earned must be a minimum of 120 credits.*

### Major Requirements

ECE 101: Introduction to Early Childhood Education 3 cr

or

EDU 115- Foundations of Education

ECE 205: Diversity & Ethics in ECE 3 cr

or

Culturally Responsive Teaching

ECE 176: Health, Safety & Nutrition for children ages Birth to Eight 3 cr

or

EDU 211: Health & Wellness School-Age Child

ECE 217: The Exceptional Learner 3 cr

or

EDU 102: Exceptional Learners/Paraprofessional

ECE 247: Child Development: Birth to Eight 3 cr

EDU 305: Autism Spectrum Disorder 3 cr

EDU 360: Families, Schools and Communities 3 cr

Early Childhood Education or Education Electives 6 cr

Social Science Electives in Human Growth and Development 6 cr

PSY 410: Research Methods for Behavioral Sciences 3 cr

SOC 320: Urban Youth in American Society 3 cr

\*EDU 495: Child Studies Major Capstone 3 cr

\*Courses must be taken at Charter Oak.

### Pre-requisites

- MAT 105: Statistics
- PSY 101: Psychology
- SOC 101: Sociology

### Program Learning Outcomes

Students who graduate with a major in Child Studies will:

- understand both typical and atypical child, youth, and/or adolescent development;
- understand pertinent theories related to early childhood education, education, psychology or sociology, and be able to apply theories to practice;
- understand family dynamics and how to work with families;
- demonstrate effective dispositions for working with children and their families;

- apply strategies to support all children (including those with special needs), and their families;
- develop experiences for children and families that are safe, inclusionary and culturally pluralistic; and that reflect understanding of developmentally appropriate practices at varying ages when working with families and their children; and
- identify as reflective practitioners in the education field, follow ethical principles, communicate effectively as a professional, and engage in continuous, collaborative learning.

## Criminal Justice Major

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

All major requirements must be completed with a grade of 'C' or higher (unless otherwise indicated below). This major requires a minimum of 42 credits.

*In order to earn a Bachelor's degree at Charter Oak, all Major, General Education, Liberal Arts and Electives, Upper Level credit, and academic residency requirements must be met. Total credits earned must be a minimum of 120 credits.*

### Major Requirements

Course	Credits
<b>CRJ 101: Criminal Justice</b>	3cr
<b>CRJ 215: Criminology</b>	3cr
<b>CRJ 315: Race, Class, &amp; Gender in the Criminal Justice System</b>	3cr
<b>CRJ 325: Ethics in Criminal Justice</b>	3cr
<b>*Choose one of the following:</b>	3cr
• <b>MAT 105: Statistics</b>	
• <b>PSY 216: Statistics for Behavioral Science</b>	
<b>POL 321: Constitutional Law</b>	3cr
<b>PSY 101: Psychology</b>	3cr
<b>PSY 410: Research Methods for the Behavioral Sciences</b>	3cr
<b>Concentration in General Criminal Justice or Victim Advocacy (see below)</b>	15cr

Course	Credits
<b>**CRJ 495: Criminal Justice Major Capstone</b>	3cr

\*Grade of C- or higher required for MAT 105 and PSY 216. All other major courses require a grade of C or higher.

\*\*Courses must be taken at Charter Oak.

**Students enrolled in the Criminal Justice Major, must choose one of the Concentrations below (15 credits):**

1. General Criminal Justice Concentration:

Courses for this concentration may include (a minimum of 9 upper level credits are required):

- CRJ 210: Forensic Science
- CRJ 360: Homeland Security and Criminal Justice
- PLG 211: Criminal Law
- PSY 333: Social Psychology and Deviance
- PSY 336: Abnormal Psychology
- SOC 320: Urban Youth in American Society
- SOC 449: Social Problems: Impact on Workplace
- No more than 6 credits from the following Victim Advocacy courses can be used in the General CJ Concentration: CRJ340, CRJ 335, CRJ 355, CRJ 405.

2. Victim Advocacy Concentration:

Courses for this concentration must include the following (12 required, 3 elective):

- CRJ 340: Sexual and Domestic Violence
- CRJ 335: Victimology
- CRJ 355: Mental Health/Substance Abuse in Criminal Justice
- CRJ 405: Victim's Rights and Services
- One additional 3-credit elective in Criminal Justice

### Program Learning Outcomes

Students who graduate with a major in Criminal Justice will be able to:

- explain the scope and nature of the three major components of the criminal justice system: police, courts, and corrections;
- apply the theoretical models that attempt to explain the causes of crime;
- explain how the fair and just operation of the criminal justice system is dependent upon the ethical and professional behavior of those working in the criminal justice system;
- apply research and statistics to the analysis of data; and
- communicate effectively.

Students who graduate with a major in Criminal Justice with a Concentration in Victim Advocacy will be able to:

- distinguish between ethical and unethical behavior as it applies to the criminal justice field,
- relate the types and patterns of family and sexual violence, including myths and realities, cross-cultural and international patterns to prevention and punishment practices and policies,

- analyze the impact of criminal justice and the courts policies and practices on victims who have mental health or substance abuse disorders,
- apply victim rights to criminal-case scenarios and explain how victims can be assisted in dealing with the effects of crime and the criminal justice system,
- identify and analyze victim participation in the criminal justice decision-making, victim services and restitution, and restorative justice initiatives, and
- explain how to be an effective victim advocate.

## Cyber Security Major

The Bachelor of Science in Cyber Security prepares individuals for a career as a security professional. This curriculum prepares students for success in IT Security, Cyber Security, Information Assurance, and Information Security Systems Security. It is designed for students with some background in computers.

All major requirements must be completed with a grade of 'C' or higher. This major requires a minimum of 45 credits.

*In order to earn a Bachelor's degree at Charter Oak, all Major, General Education, Liberal Arts and Electives, Upper Level credit, and academic residency requirements must be met. Total credits earned must be a minimum of 120 credits.*

### Major Requirements

This major contains courses in both [Information Technology](#) and [Computer Science](#). Please review those sections for more information on the courses below.

CSS 101: Cybersecurity Fundamentals	3cr
CSS 201: Operating Systems and Asset Security	3cr
CSS 207: Incident Response	3cr
ITE 115: Program Logic and Design with Python	3cr
ITE 220: Networking and Data Communications	3cr
CSS 146: Legal Issues in Information Security	3cr
CSS 345: Auditing IT Infrastructure for Compliance	3cr
CSS 346: Access Controls, Authentication and PKI	3cr
CSS 435: Network Security Strategies	3cr
CSS 436: Systems Forensics, Investigations and Response	3cr
CSS 437: Hacker Techniques, Tools and Incident Handling	3cr

CSS 438: Security Strategies for Web Apps and Social Networking 3cr

Please choose *two* of the following: 6cr

- CSS 347: Security Strategies in Windows OS/Applications
- CSS 348: Security Strategies in Linux OS/Applications
- CSS 448: Cyberwarfare
- Cyber Security Internship

\*CSS 490: Capstone 3cr

\*Courses must be taken at Charter Oak.

### Program Learning Outcomes

Students who graduate with a major in Cyber Security will be able to:

- explain the landscape, key terms, and concepts related to the many layers of information systems security;
- explore and explain the fields in digital forensics and cyber policy analysis;
- create policies and standard operating procedures for organizations that are ethically, morally, and legally sound while recognizing ethical dilemmas and social responsibilities;
- identify and critically assess issues and concepts related to the protection of information and information systems;
- use risk management principles to assess threats, vulnerabilities, countermeasures and impact contributions at risk in information systems; and
- illustrate and explain fundamental architectures of networks and the Internet, as well as their underlying principles.

## Data Analytics Major

The Bachelor of Science in Data Analytics provides students with a strong foundation in data science, statistical analysis, and business intelligence techniques. Through a rigorous curriculum, students gain proficiency in key programming languages such as Python and R, along with industry-standard tools like SQL, Power BI, and cloud computing technologies. The program also introduces students to advanced topics in machine learning, artificial intelligence, and data visualization, preparing them for real-world challenges in the growing field of data analytics.

Designed with career readiness in mind, students have the opportunity to earn professional certifications such as the Microsoft Power BI Data Analyst Professional Certificate, Google Data Analytics Certificate, Scrum Master-Agile Certificate, and the optional COSC AI Practitioner Certificate while completing their degree.

All major requirements must be completed with a grade of 'C' or higher. This major requires a minimum of 48 credits; 12 credits in the major must be taken at Charter Oak.

*In order to earn a Bachelor's degree at Charter Oak, all Major, General Education, Liberal Arts and Electives, Upper Level credit, and academic residency requirements must be met. Total credits earned must be a minimum of 120 credits.*

## Major Requirements

ITE 115: Program Logic and Design with Python 3 cr

ITE 211: Data Structures and Algorithms 3 cr

ITE 215: Software Development Methodologies and Languages 3 cr

DAT 201: Principles of Data Science 3 cr

ITE 301: Introduction to Artificial Intelligence and Generative AI 3 cr

ITE 401: Introduction to Machine Learning 3 cr

ITE 117: Introduction to Databases & SQL Programming 3 cr

ITE 204: Data Preparation & Processing 3 cr

ITE 203: Introduction to R Programming 3 cr

ITE 307: Data Analysis with Python 3 cr

Data Analysis Techniques 3 cr

Data Modeling with Power BI 3 cr

Data Visualization with Power BI 3 cr

MGT 374: Agile Development and Management 3 cr

Cloud Foundations 3 cr

Data Analytics Capstone 3 cr

\*Courses must be taken at Charter Oak.

## Program

### Learning Outcomes

Students who graduate with a major in Data Analytics will be able to:

- demonstrate foundational knowledge of data science concepts, including data types, statistical measures, database structures, and data analysis techniques;

- apply programming languages and industry-standard tools to perform comprehensive data cleaning, manipulation, analysis, and visualization tasks;
- analyze large datasets to uncover patterns, trends, and relationships, ensuring data quality and integrity for accurate insight;
- design and implement data analytics solutions, integrating agile methodologies for iterative and collaborative project development;
- develop and train machine learning models, optimizing them for predictive accuracy in real-world applications;
- evaluate and apply artificial intelligence techniques and generative models to solve complex analytical problems; and
- synthesize knowledge of data science, programming, and analytical methods to produce actionable insights that inform decision-making across industries.

The Bachelor of Science in Early Childhood Education is a non-certification major that prepares students to work as lead teachers or administrators in licensed early childhood programs.

These centers might include Head Start, School-Readiness Programs, licensed Family Child Care Homes, and some school-based programs. Students in this program are not eligible to teach in certified positions within public schools. However, graduates of this program can apply for teacher certification programs. Academic advisors are available to support students in understanding the differences between certification and noncertification programs.

**Key Assessment Requirements:** To graduate from the program, students must demonstrate competency in each of the Professional Standards and Competencies for Early Childhood Educators by submitting six key assessments in the following areas:

- Child Growth and Development
- Family-Teacher Partnerships and Community Connections
- Child Observation, Documentation and Assessment
- Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
- Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
- Professionalism as an Early Childhood Education

**Credits accepted for Transfer:** When a student transfers in credit for a Charter Oak State College required course that has a key assessment, the student is still responsible for demonstrating competencies. Students can complete additional courses for elective credit to fulfill this requirement, or they may be advised to transfer to the Child Studies major.

**Field Experience Requirements:** Courses within the Early Childhood major require students to observe, practice, or observe and practice by working directly with children. Prior to graduation, students are responsible for completing field experiences as follows:

- Age Groups: Students must have experience in at least two different age groups.
  - Infant and Toddler
  - Preschool
  - School Age

- Settings: Students must have experience in at least two different settings:
  - Home-Based
  - Center-Based
  - Public Schools
  - Head Start or other State-funded programs (School Readiness, Universal Pre-K, etc.)

Due to the nature of online education, students may also be required to videotape their experiences in practice where student evaluations must be completed by a course instructor.

All major and concentration requirements must be completed with a grade of 'C' or higher. Students earning a grade of C- may earn credit for the course. However, the credits cannot be used towards the major requirement.

*In order to earn a Bachelor's degree at Charter Oak, all Major, General Education, Liberal Arts and Electives, Upper Level credit, and academic residency requirements must be met. Total credits earned must be a minimum of 120 credits.*

A final grade of 'C' must be earned for the student to pass each of the key assessments.

Background checks are required for all internship placements.

## Major Requirements

ECE 101: Introduction to Early Childhood Education	3 cr
ECE 176: Health, Safety and Nutrition: Birth-Age 8	3 cr
ECE 205: Diversity and Ethics in Early Care and Education	3 cr
ECE 210: Observation and Assessment in Early Childhood Programs	3 cr
ECE 217: The Exceptional Learner	3 cr
ECE 231: Early Language and Literacy	3 cr
ECE 247: Child Development: Birth-Age 8	3 cr
EDU 360: Family, School, and Community Partnerships	3 cr
PSY 301: Psychology of Play	3 cr

*Note: Core requirements must be taken by all students in this degree program. Additional concentration requirements are listed below.*

## Prerequisites:

Students must complete the following prerequisite requirements for all concentrations:

- PSY 101: Psychology

- SOC 101: Sociology

### Concentrations:

Early Childhood Education reflects ages Birth-Age 8. While this program covers child development birth-age 8, the primary focus for teaching methods is for work with children ages birth-age 5.

*Students enrolled in the Early Childhood Major must choose one of the three concentration tracks below:*

#### 1. Teaching Concentration

This concentration is for those who teach or would like to teach in community-based early childhood programs, including child day care centers or family child care homes. Two 6-credit field experience/practicum courses are required for this option. Practicum experiences must be in two different settings.

The following additional Early Childhood Education courses are required for students enrolled in this concentration.

ECE 215: Behavior Management in Early Childhood	3 cr
ECE 222: Curriculum for Young Children: Methods and Techniques	3 cr
ECE 261: Infant/Toddler Care: Methods and Techniques	3 cr
ECE 299: Early Childhood Education Practicum I or ECE 399: Early Childhood Education Practicum II	6 cr
ECE 304: Advanced Language & Literacy: Infant and Toddlers	3 cr
ECE 330: Math, Science, and Tech for the Young Child	3 cr
ECE 335: Advanced Methods in ECE/Special Ed-Pre K-K	3 cr
*ECE 494: Early Childhood Teacher Credential (Major) Capstone	6 cr

\*Courses must be taken at Charter Oak.

#### 1. Program Administration and Leadership Concentration

This concentration is for students who currently work as program directors or assistant directors, or for teachers or other professionals that would like to advance to program director positions. By taking courses in this concentration, students will qualify to work as NAEYC Administrators in accredited early childhood programs serving children ages birth-age 8.

In this concentration, students will study the many facets of leadership that encompass the work of the early childhood program administrator. Students will gain an understanding of early childhood curriculum and how to work with families, as well as the human resource and financial responsibilities of program directors. One 3-credit culminating practicum and one 3-credit Capstone course is required for this concentration where students work under the guidance of a mentor leader with experience in NAEYC accreditation for programs serving young children. Students who already qualify as NAEYC administrator's, or directors that have at least four years of administrative experience, will be able to document their experience to have the practicum requirement waived. Academic Advisors will work with students to create a practicum experience that is respective of the student's time, current work obligations, as well as prior experiences in early childhood administrative or leadership roles. The following additional Early Childhood Education courses are required for students enrolled in this concentration.

ECE 222: Curriculum for Young Children: Methods and Techniques	3 cr
ECE 250: Administration & Supervision of Early Childhood Programs	3 cr
ECE 261: Infant/Toddler Care: Methods and Techniques	3 cr
ECE 326: Finance in Programs for Young Children	3 cr
ECE 325: Personnel Management in Programs for Children	3 cr
ECE 351: Advanced Leadership in Early Childhood Education	3 cr
*ECE 492: Culminating Practicum in Program Administration and Leadership	3 cr
**ECE 493: Program Administration & Leadership Capstone	3 cr

\*Students without approved NAEYC administrator experience will take the 3-credit practicum course.

\*Courses must be taken at Charter Oak.

#### 3. Montessori

This concentration is designed for students who work in Montessori Programs. Students may specialize in either Infant and Toddler or Early Childhood Education training. All students in the Montessori track must take the core courses required for all early childhood education majors. However, 30 hours of transfer credit from the Montessori Credential must be recorded on the official transcript. Students in this concentration may not transfer

the equivalency of courses from other colleges unless they are approved as Montessori specific.

In addition, students in the Montessori concentration must take additional courses related to the major.

**Montessori training is not offered at Charter Oak State College.** Students in this concentration transfer the AMS or AMI Credential for which college credit is provided. Credits for Montessori training differs based on the Montessori credential earned and are awarded based on credential approvals from the CT Credit Assessment Program reviews of each Montessori credential. The following additional Early Childhood Education courses are required for students enrolled in this concentration.

ECE 222: Curriculum for Young Children: Methods and Techniques 3cr

Or

\*\*ECE 261: Infant and Toddler Methods and Techniques (lower level methods)

Approved Upper Level PSY/ SOC elective 3 cr

Approved Upper Level ECE electives 9 cr

ECE 299: Early Childhood Education Practicum I 6 cr

Or

\*\*ECE 399: Early Childhood Education Practicum II.

\*ECE 495: Early Childhood Education Capstone 3 cr

*Note: Capstone Courses must be completed at Charter Oak State College. Practicum courses must also be completed at Charter Oak State College unless the course transfers in from another institution or as part of a credentialing program.*

\*Courses must be taken at Charter Oak.

\*\*This course generally transfers in with verification of the AMS credential.

## Program Learning Outcomes

Students who graduate with a major in Early Childhood Education will:

- understand child development and how children learn and use this knowledge to design developmentally appropriate experiences for young children (Standard 1);
- know and understand the value and diversity of families, collaborate with families as partners, and use community resources to support young children's learning and development (Standard 2);
- understand the purposes and uses of assessment, how to observe & document children's development, and how to

use this information to inform work with young children (Standard 3);

- demonstrate positive dispositions for working with young children and their families and understand how to use teaching strategies that meet the needs of individual learners, are inclusive, linguistically relevant and supportive of anti-bias teaching practices as well as principles of universal design for learning (Standard 4);
- understand content knowledge related to the academic disciplines and how to use child development to support children's learning in each content area. (Standard 5); and
- identify as reflective practitioners in the early childhood field, follow ethical principles, communicate effectively as a professional and engage in continuous, collaborative learning (Standard 6).

## Finance Major

The Bachelor of Science in Finance program provides students with a rigorous foundation in financial theory, analytical techniques, and decision-making skills essential for success in today's complex global economy. The curriculum emphasizes corporate finance, investment analysis, financial markets and institutions, and portfolio management, while integrating the broader functional areas of business to ensure a holistic understanding of organizational operations. Students develop strong quantitative, analytical, and technological competencies, applying financial principles to evaluate business decisions, investment opportunities, and corporate strategies. The program also incorporates emerging financial technologies, including block chain, data modeling, and other digital tools, to prepare students to address evolving challenges in the financial sector. Students are expected to demonstrate ethical decision-making, professional responsibility, and sound judgment in financial and organizational settings. Through applied learning experiences, students strengthen their critical thinking, problem-solving, leadership, teamwork, and communication skills, using modern tools such as artificial intelligence and research databases. The program also prepares graduates for a wide range of careers in finance, including roles in banking, investment management, corporate finance, and financial consulting.

All major requirements must be completed with a grade of 'C' or higher. This major requires 66 credits.

*In order to earn a Bachelor's degree at Charter Oak, all Major, **General Education**, **Liberal Arts and Electives**, **Upper Level credit**, and **academic residency requirements** must be met. Total credits earned must be a minimum of 120 credits.*

## Core Requirements

ACC 101: Financial Accounting 3cr

ACC 102: Managerial Accounting 3cr

BUS 120: Business Law 3cr

BUS 250: International Business 3cr

FIN 210: Financial Management	3cr
MGT 101: Principles of Management	3cr
MGT 315: Organizational Behavior	3cr
MKT 220: Principles of Marketing	3cr

## Major Requirements

Choose one of the following:	3cr
<ul style="list-style-type: none"> <li>• BUS 201: Business Statistics</li> <li>• MAT 105: Statistics</li> <li>• PSY 216: Psychology Statistics</li> </ul>	
Choose one of the following:	3cr
<ul style="list-style-type: none"> <li>• ECO 103: Macroeconomics</li> <li>• Microeconomics</li> </ul>	
MGT 330: Diversity & Inclusion in Workplace	3cr
Choose one of the following:	3cr
<ul style="list-style-type: none"> <li>• MGT 373: Lean Management</li> <li>• MGT 374: Agile Development &amp; Management</li> <li>• MGT 460: Fundamentals of Project Management</li> <li>• MGT 327: Organizational Change</li> <li>• **OEL 530: Organizational Development</li> </ul>	
*MGT 490: Strategic Management	3cr
Corporate Finance	3cr
Financial Markets	3cr
Financial Investments	3cr
Financial Regulations and Ethics	3cr
Investment Portfolio Analysis	3cr
Foundations of Fintech	3cr
Blockchain, Cryptocurrency, and Artificial Intelligence	3cr
Financial Modeling and Data Visualization	3cr
*Finance Capstone	3cr

\*Courses must be taken at Charter Oak.

\*\*This course must be approved as part of the [Fast-Track Undergraduate to Graduate Degree Program](#). Fast-Track programs offer approved undergraduate students the opportunity to enroll in graduate credits to be used towards the completion of their undergraduate degree program at Charter Oak. This will not only allow for the completion of an undergraduate degree but will also allow undergraduate students the advantage of beginning a graduate program with the opportunity of completion within ^one year upon graduation from the undergraduate degree (^full-time course load is required).

## Program Learning Outcomes

Students who graduate with a major in Finance will be able to:

- apply the concepts, theories, and relationships among the functional areas of an organization, including the ability to explain the nature and construct of an organization;
- apply core financial principles to evaluate and communicate business decisions, investment opportunities, and corporate strategies. This will include analyzing and interpreting financial markets and instruments, develop and manage investment portfolios by applying asset allocation strategies, risk assessment techniques, and performance measurement tools, and leveraging financial technologies (FinTech) such as blockchain and business analytics to design innovative solutions to emerging financial challenges;
- explain the global environment of business including the political, social, and intercultural sensitivities that exist in society that are important to the development of meaningful relationships and success in business and in life;
- demonstrate professional business behavior, social responsibility, and ethical decision making and conduct; and
- demonstrate effective critical thinking, decision-making, problem solving, organizational leadership, teamwork; oral, and written communication skills utilizing tools such as AI, research databases, and other tools as required.

## Healthcare Administration Major

The Bachelor of Science in Healthcare Administration is designed to provide professionals working in the healthcare industry with the knowledge required to create, implement and efficiently administer programs and services delivered by healthcare organizations.

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

All major requirements must be completed with a grade of 'C' or higher. This major requires a minimum of 36 credits.

*In order to earn a Bachelor's degree at Charter Oak, all Major, [General Education](#), [Liberal Arts and Electives](#), [Upper Level credit](#), and [academic residency requirements](#) must be met. Total credits earned must be a minimum of 120 credits.*

## Major Requirements

HCA 101: Healthcare Systems and Administration	3cr
Choose one of the following:	3cr
• HCA 201: Healthcare Quality Concepts and Principles	
• **HCA 620: Healthcare Performance Improvement & Quality Management	
ACC 101: Financial Accounting	3cr
Choose one of the following:	3cr
• HCA 211: Healthcare Finance	
• **HCA 510: Advanced Healthcare Finance	
Choose one of the following:	3cr
• HCA 301: Contemporary Ethical Issues in Health and Healthcare	
• **HCA 505: Legal & Ethical Issues in Healthcare	
HCA 311: Economics of Health and Healthcare	3cr
Choose one of the following:	3cr
• HCA 401: Regulatory & Accrediting Requirements	
• **HCA 610: Policy and Regulatory Strategies in Healthcare	
HRM 310: Human Resource Management	3cr
One of the following:	3cr
• HCA 450: Leadership in Healthcare Administration	
• MGT 450: Leadership Practices	
• MGT 451: Team Leadership	
Electives in Business, Management, MIS, Informatics, Healthcare or in an approved related field.	6cr
*HCA 499: Capstone	3cr

\*Courses must be taken at Charter Oak.

\*\*These courses must be approved as part of the [Fast-Track Undergraduate to Graduate Degree Program](#). Fast-Track programs offer approved undergraduate students the opportunity to enroll in graduate credits to be used towards the completion of their undergraduate degree program at Charter Oak. This will not only allow for the completion of an undergraduate degree but will also allow undergraduate students the advantage of beginning a graduate program with the opportunity of completion within ^one year upon graduation from the undergraduate degree (^full-time course load is required).

### Co-requisites

- MAT 105: Statistics
- HCA 105: Medical Terminology

### Program Learning Outcomes

Students who graduate with a major in Healthcare Administration will be able to:

- describe the different types of healthcare delivery systems and services by comparing past, present, and anticipated changes;
- discuss human resource management, behaviors, diversity, and policies and procedures;
- review legal and ethical responsibilities in the healthcare organization as they relate to patient/client rights;
- use research methods to assess customer service and client satisfaction to understand how healthcare quality is delivered, measured, and monitored;
- describe economic factors and payment sources that influence healthcare decisions of the population served;
- explain financial risk and risk to the organization through evaluation and interpretation of appropriate data and performance reports;
- identify regulatory and voluntary accrediting standards, process improvement concepts and principles and application to healthcare;
- recognize the value of clinical informatics in making informed care decisions;
- demonstrate communication, teamwork, leadership skills and competencies;
- discuss global factors affecting the healthcare industry; and
- identify and apply strategic management principles and concepts.

## Human Resources Management Major

Students completing the Bachelor of Science in Human Resources Management will acquire the knowledge and skill sets to serve in various human resources professional and management roles in the business, government, and the nonprofit sectors.

Human capital has been and will continue to be the most important organizational asset in 21<sup>st</sup> century organizations and the highly competitive and changing global environment they operate within. The strategic partnership role of human resources professionals will be paramount in the recruitment, development, and retention of this critical asset. Particular emphasis is placed on human resources operations, employment

law, employee relations, training and development, performance and compensation systems that drive organizational performance in a dynamic global environment.

This major requires a minimum of 24 Business Core credits and 36 Major Requirements credits. All major requirements must be completed with a grade of 'C' or higher.

*In order to earn a Bachelor's degree at Charter Oak, all Major, [General Education](#), [Liberal Arts and Electives](#), [Upper Level credit](#), and [academic residency requirements](#) must be met. Total credits earned must be a minimum of 120 credits.*

## Core Requirements

ACC 101: Financial Accounting	3 cr
ACC 102: Managerial Accounting	3 cr
BUS 120: Business Law	3 cr
BUS 250: International Business	3 cr
FIN 210: Financial Management	3 cr
MGT 101: Principles of Management	3 cr
MGT 315: Organizational Behavior	3 cr
MKT 220: Principles of Marketing	3 cr

## Major Requirements

Choose one of the following:	3 cr
<ul style="list-style-type: none"> <li>BUS 201: Business Statistics</li> <li>MAT 105: Statistics</li> <li>PSY 216: Psychology Statistics</li> </ul>	
Choose one of the following:	3 cr
<ul style="list-style-type: none"> <li>ECO 103: Macroeconomics</li> <li>Microeconomics</li> </ul>	
HRM 310: Human Resource Management	3 cr
HRM 312: Employment Law:Facts & Fiction	3 cr
Choose one of the following:	3 cr
<ul style="list-style-type: none"> <li>MGT 327: Organizational Change</li> <li>MGT 373: Lean Management</li> <li>MGT 374: Agile Development &amp; Management</li> </ul>	

- \*OEL 530: Organizational Development

MGT 330: Diversity & Inclusion in Workplace	3 cr
MGT 431: Performance, Compensation, and Benefits	3 cr
MGT 460: Fundamentals of Project Management	3 cr
MGT 467: Training & Development	3 cr
**MGT 490: Strategic Management	3 cr
PHL 485: Business Ethics & Individual Values	3 cr
**HRM 495: Human Resources Capstone	3 cr

\*This course must be approved as part of the [Fast-Track Undergraduate to Graduate Degree Program](#).

Fast-Track programs offer approved undergraduate students the opportunity to enroll in graduate credits to be used towards the completion of their undergraduate degree program at Charter Oak. This will not only allow for the completion of an undergraduate degree but will also allow undergraduate students the advantage of beginning a graduate program with the opportunity of completion within ^one year upon graduation from the undergraduate degree (^full-time course load is required).

\*\*Courses must be taken at Charter Oak.

## Program Learning Outcomes

Students who graduate with a major in Human Resources Management will be able to:

- demonstrate an understanding of the concepts and theories related to the impact of labor relations, employment law;
- develop compensation, benefits, and reward packages;
- develop hiring and performance appraisal processes, articulate human resources outcomes as they relate to the financial bottom line;
- explain the role of human resources within an organization;
- explain the global environment of business including the political, social, and intercultural sensitivities that exist in society that are important to the development of meaningful relationships and success in business and in life;
- understand and demonstrate professional business behavior, social responsibility, and ethical decision and conduct;
- demonstrate well-developed and effective critical thinking, decision making, problem solving, organizational leadership, teamwork; and
- oral and written communication skills utilizing tools such as the internet, research databases, and other tools as required.

# Health Information Management

## Major

The Bachelor of Science in Health Information Management provides students with an understanding of medical science, patient information management, information technology and business management that make up this allied healthcare profession. The program prepares student for the electronic management of patient health information and healthcare organization revenue cycles. The program is structured to provide a professional education with a comprehensive curriculum and is guided by the principle of quality healthcare through quality information.

The Health Information Management accreditor of Charter Oak State College is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM®). The College's accreditation for Baccalaureate degree in Health Information Management has been reaffirmed through 2031. All inquiries about the program's accreditation status should be directed by mail to CAHIIM®, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at (312) 235-3255; or by email at info@cahiim.org.

Student's may be subject to a criminal background check and drug screening prior to being placed in any internship. Furthermore, anyone convicted of a felony and even some misdemeanors will not be able to complete most certification and licensing exams, nor find gainful employment in most healthcare settings. All foundation and major requirements must be completed with a grade of 'C' or higher.

Twenty-one (21) of the Major requirement credits must be completed at Charter Oak or via Faculty approved Credit for Prior Learning.

*In order to earn a Bachelor's degree at Charter Oak, all Major, General Education, Liberal Arts and Electives, Upper Level credit, and academic residency requirements must be met. Total credits earned must be a minimum of 120 credits.*

### Foundation Requirements

HCA 101: Healthcare Systems and Administration	3 cr
HCA 105: Medical Terminology	3 cr

### Major Requirements

HIM 115: Principles of Health Information Management	3 cr
HIM 205: Revenue Cycle Management	3 cr
HIM 210: Clinical Classification Systems 1	3 cr

HIM 211: Clinical Classification Systems 2 3 cr

Choose one of the following: 3 cr

- HIM 305: Health Information Services Management and Leadership
- \*\*HCA605: Management and Supervision in Healthcare

Choose one of the following: 3 cr

- HIM 315: Population Health, Statistics, and Research
- \*\*HCA 525: Epidemiology & Population Health Informatics

HIM 320: Electronic Health Records and Interoperability 3 cr

Choose one of the following: 3 cr

- HIM 321: Healthcare Data Management
- \*\*HIF530: Introduction to Health Informatics and Hot Topics

Choose one of the following: 3 cr

- HIM 405: Healthcare Information Law, Privacy, and Security
- \*\*HIF 645: Health Information Security and Application
- \*\*HCA 505: Legal and Ethical Issues

Choose one of the following: 3 cr

- HIM 420: Healthcare Quality Management
- \*\*HCA 620: Healthcare Performance Improvement and Quality Management

Choose one of the following: 3 cr

- HIM 435: Healthcare Data Analytics and Informatics
- \*\*HIF 535: Healthcare Information Analytics

MGT 460: Project Management 3 cr

\*HIM 499: Health Information Management Capstone 3 cr

\*Courses must be taken at Charter Oak.

### Additional Requirements

These courses must be completed in order to satisfy a portion of the [general education requirements](#) for this degree.

\*BIO 212: Physiology (Scientific Knowledge) 3 cr

\*BIO 215: Pathophysiology 3 cr

MAT 105: Statistics (Quantitative Reasoning) 3 cr

\* These courses must be completed with a grade of 'C' or higher.

\*\*These courses must be approved as part of the [Fast-Track Undergraduate to Graduate Degree Program](#).

Fast-Track programs offer approved undergraduate students the opportunity to enroll in up to 12 graduate credits to be used towards the completion of their undergraduate degree program at Charter Oak. This will not only allow for the completion of an undergraduate degree but will also allow undergraduate students the advantage of beginning a graduate program with the opportunity of completion within one year upon graduation from the undergraduate degree (full-time course load is required).

### Program Learning Outcomes

Students who graduate with a major in Health Information Management will be able to:

- apply knowledge of the different fields of medical science, information technology and business management applicable in health information management;
- utilize the fundamental facts, terms and concepts important to the processing of health information;
- apply information acquisition skills to the processing, maintenance and security of health information;
- analyze coding and billing data important in the processing of health information;
- utilize database information technology and apply it to modern electronic medical records management;
- evaluate quantitative and qualitative research methodologies in health information management;
- apply data analytics and informatics processes to the management of patient health information
- apply quality management techniques to health information management decisions;
- apply leadership skills and discuss the importance of maintaining staff development in health information management; and
- apply project management techniques to modern business management.

## Marketing Major

The Bachelor of Science in Marketing program equips students with a comprehensive understanding of strategic marketing principles and practices. Emphasizing key areas such as marketing research, consumer behavior, customer acquisition and retention strategies, and public relations, this degree prepares graduates to excel in today's competitive marketing landscape. Students will gain hands-on experience in digital marketing techniques, including search engine optimization (SEO), social media strategies, and leveraging artificial intelligence for targeted marketing campaigns. With a strong focus on innovation, this program provides the tools needed to engage consumers effectively and build brand loyalty in an evolving digital economy.

This program also offers the opportunity to earn industry-recognized certifications while completing the degree, further enhancing career readiness.

All major requirements must be completed with a grade of 'C' or higher. This major requires 69 credits.

*In order to earn a Bachelor's degree at Charter Oak, all Major, General Education, Liberal Arts and Electives, Upper Level credit, and academic residency requirements must be met. Total credits earned must be a minimum of 120 credits.*

### Core Requirements

ACC 101: Financial Accounting	3 cr
ACC 102: Managerial Accounting	3 cr
BUS 120: Business Law	3 cr
BUS 250: International Business	3 cr
FIN 210: Financial Management	3 cr
MGT 101: Principles of Management	3 cr
MGT 315: Organizational Behavior	3 cr
MKT 220: Principles of Marketing	3 cr

### Major Requirements

Choose one of the following: 3 cr

- BUS 201: Business Statistics
- MAT 105: Statistics
- PSY 216: Psychology Statistics

Choose one of the following: 3 cr

- ECO 103: Macroeconomics

- Microeconomics

Choose one of the following: 3 cr

- MGT 373: Lean Management
- MGT 374: Agile Development & Management
- MGT 460: Fundamentals of Project Management
- MGT 327: Organizational Change
- \*\*OEL 530: Organizational Development

MGT 330: Diversity & Inclusion in Workplace 3 cr

PHL 485: Business Ethics & Individual Values 3 cr

MKT 301: Public Relations 3 cr

Social Media Marketing 3 cr

Artificial Intelligence for Marketing 3 cr

MKT 320: Market Research and Consumer Behavior 3 cr

MKT 315: Digital Marketing 3 cr

MKT 317: Build, Launch, and Manage E-Commerce Stores 3 cr

MKT 405: Marketing SEO Strategy 3 cr

Customer Loyalty, Retention, and Activation 3 cr

\*Strategic Management 3 cr

\*Marketing Capstone 3 cr

\*Courses must be taken at Charter Oak.

\*\*This course must be approved as part of the **Fast-Track Undergraduate to Graduate Degree Program**. Fast-Track programs offer approved undergraduate students the opportunity to enroll in graduate credits to be used towards the completion of their undergraduate degree program at Charter Oak. This will not only allow for the completion of an undergraduate degree but will also allow undergraduate students the advantage of beginning a graduate program with the opportunity of completion within one year upon graduation from the undergraduate degree (^full-time course load is required).

## Program Learning Outcomes

Students who graduate with a major in Marketing will be able to:

- apply the concepts, theories, and relationships among the functional areas of an organization, including the ability to explain the nature and construct of an organization;

- design strategic marketing practices. This will include such areas as marketing research, consumer behavior, customer acquisition and retention strategies, and public relations. Additional areas include digital marketing including SEO techniques, social media strategies, leveraging artificial intelligence for targeted marketing campaigns, and driving brand loyalty;
- explain the global environment of business including the political, social, and intercultural sensitivities that exist in society that are important to the development of meaningful relationships and success in business and in life;
- demonstrate professional business behavior, social responsibility, and ethical decision making and conduct; and
- demonstrate effective critical thinking, decision-making, problem solving, organizational leadership, teamwork; oral and written communication skills utilizing tools such as AI, research databases, and other tools as required.

## Nursing: RN/ADN to BSN Major

The Bachelor of Science with a Major in Nursing: RN/ADN to BSN maximizes the strong foundation of associate degree and diploma education and the clinical experience of the nurse-student. The core nursing discipline courses of the program have been developed to meet the *Essentials for Entry-Level Professional Nursing Education* (AACN, 2021) using the *Massachusetts Nurse of the Future Core Competencies* as a curricular framework (MA NOFCC, 2016). The *Massachusetts Nurse of the Future Core Competencies* have been endorsed by CT's nursing practice and academic communities since 2013 to prepare nurses for practice within the healthcare systems of today. The COSC Nursing: RN/ADN to BSN program positions RNs for professional advancement and increased earning potential while the flexibility of online education matches the busy lifestyles of today's nurses.

Dedicated COSC faculty and expert nursing practitioners draw on the *Essentials of Baccalaureate Education for Professional Practice* (AACN, 2021) to help students enhance their competency with respect to healthcare policy, evidence-based practice, population health, continuous quality improvement, patient safety, interprofessional collaboration, and leadership within the healthcare system.

The Nursing: RN/ADN to BSN program is accredited by the [Commission on Collegiate Nursing Education](#). The program is licensed and accredited by the Connecticut Board of Regents for Higher Education.

Currently the college may enroll students in the Nursing program from all US states except GU, IA, MI, MS, SD, TN, VT, WA, WI, and WY. According to the [National Council of State Boards of Nursing](#), the boards of nursing in these states require specific approval of any RN to BSN program that enrolls RNs from their state.

CCNE Accredited programs must demonstrate that students are provided with opportunities to demonstrate the knowledge, attitudes, and skills they are acquiring. Thus, completing the Charter Oak State College Nursing: RN/ADN to BSN program requires successful completion of practicum experiences in

two courses. Documentation of specific health requirements is mandatory prior to participation in any practicum experience. In addition, students are subject to a criminal background check and drug screening prior to placement in any practicum setting. Students who have been convicted of a felony and/or misdemeanor may not be able to complete practicum experiences. The college requires students to establish an account with an external vendor to track requirements upon entry into the program.

This major is 27 credits. Applicants may transfer up to two (2) nursing courses from another RN-BSN program with grades of 'C' or better, if from a regionally accredited institution with Nursing Program Accreditation (ACEN, CCNE). The credits must be equivalent to the content and credit amount of courses required for completion of the Charter Oak State College Nursing: RN/ADN to BSN program and are subject to approval by the Nursing Director.

*In order to earn a Bachelor's degree at Charter Oak, all Major, General Education, Liberal Arts and Electives, Upper Level credit, and academic residency requirements must be met. Total credits earned must be a minimum of 120 credits.*

## Major Requirements

Course	Credits
NUR 301: Baccalaureate Nursing Role	3 cr
NUR 310: HC Policy, Economics, Regulation, & Ethics	3 cr
NUR 315: Nursing Research & Expanded EBP	4 cr
NUR 320: Population Health	4 cr
NUR 400: CQI, Safety, & IP Collaboration	4 cr
NUR 410: Systems Leadership/Continuum of Care	4 cr
NUR 494: Final Preparation for BSN Capstone	1 cr
*NUR 495: Baccalaureate Nursing Capstone	4 cr

\*Courses must be taken at Charter Oak.

## Program Learning Outcomes

Students who graduate with a Major in Nursing: RN/ADN to BSN will be able to:

- demonstrate a strong foundation in evidence-based nursing practice through purposeful, informed, outcome-oriented thinking and action that reflects a commitment to lifelong learning;

- utilize and apply knowledge, critical thinking, and clinical decision-making skills to make sound clinical judgments that identify and address individual, population, and organizational challenges;
- integrate leadership skills of systems thinking, communication and change facilitation to meet patient care and organizational needs across the continuum of care;
- guided by the acquisition of a liberal arts education, utilize an ethical framework to advocate for patients amid economic, political, social, and demographic forces affecting the delivery of regional, national, and global healthcare;
- integrate determinants of health and patients' cultural beliefs and practices into the delivery and management of care to promote health across the lifespan;
- interact using effective communication skills with patients, families, and interprofessional team members that fosters mutual respect and shared decision making to enhance patient satisfaction and health outcomes;
- apply evidence-based practice models to identify and integrate scientific evidence to address practice issues and assure quality nursing care outcomes;
- advocate for and participate in patient safety and quality initiatives as a member of the interprofessional healthcare team;
- utilize informatics and patient care technology to enhance communication in the provision and management of safe, effective patient care; and
- incorporate professional nursing standards and accountability into practice as a member of the interprofessional healthcare team.

## Organizational Leadership Major

Students completing the Bachelor of Science in Organizational Leadership will acquire the knowledge and skill sets to serve in various leadership and management roles in the business, government, and the nonprofit sectors.

Organizations in the 21<sup>st</sup> century require leaders who demonstrate a broad knowledge base of varied business disciplines and leadership skill sets, utilized for purposes of achieving the organization's mission in a highly competitive and changing global environment. This requires leaders to be able to drive high levels of performance at the individual, team, and organizational levels. Particular emphasis is placed on understanding individual and team motivation, team dynamics, ethical behavior, and organizational change processes.

This major requires a minimum of 24 credits in the Business Core and 39 credits in Major Requirements. All major requirements must be completed with a grade of 'C' or higher.

*In order to earn a Bachelor's degree at Charter Oak, all Major, General Education, Liberal Arts and Electives, Upper Level credit, and academic residency requirements must be met. Total credits earned must be a minimum of 120 credits.*

## Core Requirements

ACC 101: Financial Accounting	3 cr
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ACC 102: Managerial Accounting	3 cr
BUS 120: Business Law	3 cr
BUS 250: International Business	3 cr
FIN 210: Financial Management	3 cr
MGT 101: Principles of Management	3 cr
MGT 315: Organizational Behavior	3 cr
MKT 220: Principles of Marketing	3 cr

- MGT 451: Team Leadership
- \*OEL 525: Team Dynamics & Proc in Modern Work Teams

MGT 460: Fundamentals of Project Management 3 cr

MGT 467: Training & Development 3 cr

\*\*MGT 490: Strategic Management 3 cr

PHL 485: Business Ethics & Individual Values 3 cr

\*\*LDR 495: Organizational Leadership Major Capstone 3 cr

## Major Requirements

Choose one of the following: 3 cr

- BUS 201: Business Statistics
- MAT 105: Statistics
- PSY 216: Psychology Statistics

Choose one of the following: 3 cr

- ECO 103: Macroeconomics
- Microeconomics

MGT 326: Organizational Theory 3 cr

Choose one of the following: 3 cr

- MGT 327: Organizational Change
- \*OEL 530: Organizational Development

MGT 330: Diversity & Inclusion in Workplace 3 cr

Choose one of the following: 3 cr

- MGT 373: Lean Management
- MGt 374: Agile Development & Management

Choose one of the following: 3 cr

- MGT 450: Leadership Practices
- \*OEL 520: Team Dynamics & Processes in Modern Work Teams

Choose one of the following: 3 cr

\*These courses must be approved as part of the [Fast-Track Undergraduate to Graduate Degree Program](#). Fast-Track programs offer approved undergraduate students the opportunity to enroll in graduate credits to be used towards the completion of their undergraduate degree program at Charter Oak. This will not only allow for the completion of an undergraduate degree but will also allow undergraduate students the advantage of beginning a graduate program with the opportunity of completion within ^one year upon graduation from the undergraduate degree (^full-time course load is required).

\*\*Courses must be taken at Charter Oak.

## Program Learning Outcomes

Students who graduate with a major in Organizational Leadership will be able to:

- demonstrate and utilize the concepts theories, and relationships across the various leadership disciplines and practices including leadership theory, motivation theory, group dynamics, team building, organization theory, strategic management, and change management theory and practices;
- explain the global environment of business including political, social, and intercultural sensitivities that exist in society that are important to the development of meaningful relationships and success in business and in life;
- understand and demonstrate professional business behavior, social responsibility, and ethical decision making and conduct; and
- demonstrate well-developed and effective critical thinking, decision making, problem solving, organizational leadership, teamwork, and oral and written communication skills utilizing tools such as the internet, research databases, and other tools as required.

## Psychology Major

The Bachelor of Science in Psychology covers the behavior of humans, normal and abnormal, and across the life span. The field is concerned with the development of principles of behavior and

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

All major requirements must be completed with a grade of 'C' or higher. This major requires a minimum of 39 credits.

*In order to earn a Bachelor's degree at Charter Oak, all Major, General Education, Liberal Arts and Electives, Upper Level credit, and academic residency requirements must be met. Total credits earned must be a minimum of 120 credits.*

## Major Requirements

Requirement	Credits
<b>PSY 101: Psychology</b>	3 cr
<b>PSY 216: Statistics in Psychology</b>	3 cr
<b>PSY 410: Research Methods for Behavioral Sciences</b>	3 cr
<b>PSY 490: History &amp; Systems in Psychology</b>	3 cr
<b>Choose two of the following:</b>	6 cr
<ul style="list-style-type: none"> <li>• <b>PSY 320: Cognitive Psychology</b></li> <li>• <b>PSY 248: Adolescent Psychology</b></li> <li>• <b>PSY 322: Learning and Memory</b></li> <li>• <b>PSY 450: Introduction to Neuropsychology</b></li> </ul>	
<b>Choose one of the following:</b>	3 cr
<ul style="list-style-type: none"> <li>• <b>PSY 321: Social Psychology</b></li> <li>• <b>PSY 334: Psychology of Personality</b></li> <li>• <b>PSY 336: Abnormal Psychology</b></li> </ul>	
<b>*PSY 495: Capstone</b>	3 cr

\*Courses must be taken at Charter Oak and are non-transferable.

*Students enrolled in the Psychology Major must choose one of the four concentrations below (15 credits):*

### 1. Life Span

Courses for this concentration may include:

- PSY 236: Life Span Development
- PSY 301: Psychology of Play
- PSY 319: Psychology of Gender
- PSY 335: Psychology of the Exceptional Child

### 2. Social/Behavioral

Courses for this concentration may include:

- PSY 236: Life Span Development
- PSY 301: Psychology of Play
- PSY 319: Psychology of Gender
- PSY 333: Social Psychology & Deviance
- PSY 454: Psychology of Addiction

### 3. Cognition & Learning

Courses for this concentration may include:

- PSY 236: Life Span Development
- PSY 301: Psychology of Play
- PSY 335: Psychology of the Exceptional Child
- PSY 450: Neuropsychology

### 4. General Psychology (developed with Academic Advisor)

## Recommended Prerequisite

- MAT 105: Statistics

## Program Learning Outcomes

Students who graduate with a major in Psychology will be able to:

- apply, evaluate, and analyze different domains of psychology. This includes, but is not limited to, such domains as cognitive, behavioral, physiological, humanistic, socio-cultural, and psychodynamic;
- solve problems by applying previous knowledge to a new problem, and distinguish between pseudoscience and scientific findings;
- write about psychological topics with clarity and logical organization;
- synthesize information from primary and secondary sources;
- explain and apply psychological phenomena both systematically and empirically;
- use qualitative and quantitative research methodologies, including statistical reasoning, research design, and evaluation of data;
- apply psychological perspectives to a research area: memory, learning, personality, perception, and psychopathology; and
- synthesize learning of the concentration through a research paper, project, portfolio, or practicum.

## Public Safety Administration Major

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

The Emergency Medical Service (EMS) concentration will allow EMS professionals the knowledge and skills to operate as supervisors or managers specifically in the EMS field, allowing them to further their careers and meet workforce needs.

This program is exclusively for personnel with a public safety or public safety related background. Including (but not limited to) fields such as law enforcement, firefighting, emergency medicine, judicial marshals, corrections, transportation security administration and border patrol.

Students without a public safety background, but possessing an equivalent associate degree (such as criminal justice, fire science, etc.) may also participate in the Public Safety Administration major.

All major requirements must be completed with a grade of 'C' or higher. This major requires 36 credits.

*In order to earn a Bachelor's degree at Charter Oak, all Major, General Education, Liberal Arts and Electives, Upper Level credit, and academic residency requirements must be met. Total credits earned must be a minimum of 120 credits.*

## Major Requirements

Course	Credits
<b>PSA 305: Ethics in Public Safety Administration</b>	3 cr
<b>PSA 330: Cultural Diversity in Public Safety Administration</b>	3 cr
<b>PSA 335: Group Dynamics in Public Safety Administration</b>	3 cr
<b>PSA 355: Human Resources in Public Safety Administration</b>	3 cr
<b>PSA 410: Political &amp; Legal Systems in Public Safety Administration</b>	3 cr
<b>PSA 465: Global Perspectives in Emergency Management</b>	3 cr
<b>*PSA 495: Public Safety Administration Major Capstone</b>	3 cr

\*Courses must be taken at Charter Oak.

Students enrolled in the Public Safety Major must choose one

of the Concentrations below for an additional 15 credits:

### Public Safety Professional Concentration:

Course	Credits
<b>PSA 315: Public Safety Community Delivery Systems</b>	3 cr
<b>PSA 360: America's Homeland Security</b>	3 cr
<b>PSA 425: Counteracting Terrorism</b>	3 cr
<b>PSA 440: Research Methodology in Public Safety Admin</b>	3 cr

Course	Credits
<b>PSA 445: Strategic Planning in Public Safety Administration</b>	3 cr

### Emergency Medical Services Concentration:

Course	Credits
<b>EMS Safety and Risk</b>	3 cr
<b>PSA 373: EMS Quality Management</b>	3 cr
<b>PSA 375: Management of Emergency Medical Services</b>	3 cr
<b>PSA 377: Community Risk Reductions in EMS</b>	3 cr
<b>PSA 445: Strategic Planning in Pub Safety or PSA 440: Research Methodology in Public Safety Administration</b>	3 cr

### Program Learning Outcomes

Students who graduate with a major in Public Safety Administration, Public Safety Professional Concentration will be able to:

- discuss current issues, propose solutions, and describe shortcomings in public safety preparation for and response to the threat of terrorism;
- identify and analyze various cultures and their diverse historical, economic and societal variations within the context of public safety;
- apply motivational theory and leadership theory to individual and groups functioning in public safety organizations;
- apply personal and professional ethical accountability in the public safety environment;
- analyze and apply the political and legal systems model for understanding governmental, legal, and operational problems;
- discuss the various models and application of public safety service delivery systems throughout the United States;
- examine how group behavior affects organizational effectiveness, decision-making, conflict resolution, and strategies for efficient group and task management;
- analyze problems and needs within the public safety sector, review literature, collect data, measure objectives, and apply analytical skills in research project;
- explain the fundamentals and application of strategic analysis and planning in public safety.
- use effective verbal and non-verbal skills and interpret how they affect personal and professional relationships; and
- explain the values and perceptions of groups affecting recruiting, training, and evaluation, and identify the current legal issues in human resources as they pertain to the public safety arena.

Students who graduate with a major in Public Safety Administration, Emergency Medical Services Leadership Concentration will be able to:

- identify and analyze various cultures and their diverse historical, economic and societal variations within the context of public safety;
- apply personal and professional ethical accountability in the public safety environment;
- analyze and apply the political and legal systems model for understanding governmental, legal, and operational problems;
- discuss the various models and application of public safety service delivery systems throughout the United States;
- examine how group behavior affects organizational effectiveness, decision-making, conflict resolution, and strategies for efficient group and task management;
- analyze problems and needs within the public safety sector, review literature, collect data, measure objectives, and apply analytical skills in a research project;
- explain the fundamentals and application of strategic analysis and planning in public safety;
- use effective verbal and non-verbal skills and interpret how they affect personal and professional relationships;
- explain the values and perceptions of groups affecting recruiting, training, and evaluation, and identify the current legal issues in human resources as they pertain to the public safety arena;
- communicate effectively with all members of the healthcare team to improve patient outcomes and system design;
- strategize, develop, and implement plans to improve access to care and create more efficient patient throughput;
- operate at a mid-level to high level supervisor or manager in a healthcare setting;
- implement a quality management program based on research and predetermined national standards;
- incorporate EMS Systems into other public health initiatives to reduce risk in the communities served;
- understand political, legal and regulatory framework that impact the delivery of out of hospital medicine; and
- synthesizes data from multiple sources in stressful situations to mitigate negative outcomes.

## Sociology Major

Students completing the Bachelor of Arts major in Sociology will have an understanding of group life: its characteristics, values, changes, causes and consequences. It employs scientific and humanistic perspectives in the study of urban and rural life, family patterns and relationships, social change, inter-group relationships, social class, environment, technology and communications, health-seeking behavior, and social movements.

All major requirements must be completed with a grade of 'C' or higher (unless otherwise indicated below). This major requires a minimum of 39 credits.

*In order to earn a Bachelor's degree at Charter Oak, all Major, General Education, Liberal Arts and Electives, Upper Level credit, and academic residency requirements must be met. Total credits earned must be a minimum of 120 credits.*

## Major Requirements

*Choose one of the following:	3cr
<ul style="list-style-type: none"> <li>• MAT 105: Statistics</li> <li>• PSY 216: Statistics for Behavioral Science</li> </ul>	
PSY 101: Psychology	3cr
PSY 410: Research Methods for Behavioral Science	3cr
SOC 101: Sociology	3cr
SOC 315: Sociology of Diversity	3cr
SOC 450: Social theory	3cr
Electives: Select additional courses for a cohesive plan of study from the areas of Social Stratification, Social Organizations, Social Psychology, Urban/rural Sociology, Sociology of the Family, or Social Change. A minimum of 9 credits must be upper level (300 or 400 level). Course options include:	18cr
<ul style="list-style-type: none"> <li>• SOC 210: Sociology of the Family</li> <li>• SOC 215: Women in American Society</li> <li>• SOC 311: Sociology of the City</li> <li>• SOC 320: Urban Youth in American Society</li> <li>• SOC 350: Children, School &amp; the Community</li> <li>• SOC 449: Social Problems: Impact on the Workplace</li> </ul>	

No more than 9 credits (out of 18 electives) may be from:

- PSY 321: Social Psychology
- PSY 333: Social Psychology & Deviance
- PSY 454: Psychology of Addiction
- PUB 215: Making Public Policy

*Note:* Credits in Social Work are not acceptable for elective credit. See General Studies major for Applied

Behavior Science-Sociology  
Concentration.

\*\*SOC 495: Sociology Major 3cr  
Capstone

\*Grade of C- or higher required for MAT 105 and PSY 216. All other major courses require a grade of C or higher.

\*\*Courses must be taken at Charter Oak.

## Program Learning Outcomes

Students who graduate with a major in Sociology will be able to:

- use qualitative and quantitative research methodologies, including statistical reasoning, research design, and evaluation of data;
- identify key concepts of classical and contemporary sociological theory;
- evaluate societal institutions and social processes, e.g., stratification, racial and ethnic groups, gender, family, urban, work, healthcare, and education;
- relate sociological research to social policy formation;
- explain the relationship between personal experience and societal change within an historical/global context; and
- synthesize their learning of the concentration through a research paper, project, portfolio, or practicum.

## Social Work Major

Students completing the Bachelor of Science in Social Work (BSW) will have an understanding of the history and ethics underlying the social work profession, how to engage in a professional capacity aligned with the social work profession, to demonstrate the ability to assess and intervene with individuals, families, groups, organizations, and communities, and to evaluate their practice.

The BSW degree will prepare students to work with diverse populations in Micro, Mezzo, and Macro client system settings. The social work profession has many different fields in social work. Individuals with a BSW degree may work in the following areas of practice in the social work profession (depending on the agency and state requirements): Community, Administrative, Political, Child and Family, Hospital, Forensic, Geriatric, Mental Health/Substance Abuse, Hospice/Oncology, School, Military, and others.

At Charter Oak, our Social Work Program features an innovative and fresh model for students, especially working, adult students. Our model is new to social work education and allows flexibility in how students complete practicum education. Students can balance their coursework, practicum experiences, and work/personal life responsibilities through this model. Students currently working in human services or social welfare may also be eligible for employment-based placement classification. Student assignments and employee tasks may qualify as field hours when linked to competencies and level of practice. Practicum start terms are only in fall and are completed over 15-weeks in the fall and spring semesters and 8-weeks in the summer consecutively. Our Director of Practicum Education works with students individually to select and support day,

evening, or weekend experiences to ensure access to successful field work.

*\*Practicum Experience is completed as follows for a total minimum of 408 hours:*

**Fall Semester of Junior Year:** SWK 370 Social Work Practicum Experience 1. 104 hours to be completed. 8-hours over 15-weeks (Hours Per Week and Number of Weeks (including 1hr Supervision)).

**Spring Semester of Junior Year:** SWK 372 Social Work Experience 2. 120 hours to be completed. 8-hours over 15-weeks (Hours Per Week and Number of Weeks (including 1hr Supervision)).

**Summer Semester between Junior and Senior Year:** SWK 474 Social Work Experience 3. 64 hours to be completed. 8-hours over 8-weeks (Hours Per Week and Number of Weeks (including 1hr Supervision)).

**Fall Semester of Senior Year:** SWK 476 Social Work Experience 4. 120 hours to be completed. 8-hours over 15-weeks (Hours Per Week and Number of Weeks (including 1hr Supervision)).

*\*Transfer students may not follow the same junior/senior schedule due to the need for prerequisite courses.*

*Note: Students are expected to remain in the same setting for all four semesters of practicum education and changes in placement are rare. If students need to change placements for an extenuating circumstance, they must notify the Practicum Director immediately and receive approval before leaving their current placement. When changes are needed or requested, they generally happen between semesters.*

*Students completing the bachelor's of science degree in social work will be required to complete 31 credits through Charter Oak State College courses. Of the 31 credits that must be earned at Charter Oak State College 28 are directly in the Social Work major and three (3) credits are in IDS 101 Cornerstone Seminar an academic residency requirement.*

*In order to earn a Bachelor's degree at Charter Oak, all Major, [General Education](#), [Liberal Arts and Electives](#), [Upper Level credit](#), and [academic residency requirements](#) must be met. Total credits earned must be a minimum of 120 credits.*

*Note: Charter Oak State College's Bachelor of Social Work (BSW) program is currently in Candidacy for Accreditation by the Council on Social Work Education's Board of Accreditation*

*the*

*[Council on Social Work Education](#)*

*(CSWE), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). CSWE's Commission on Accreditation is responsible for developing standards that define competent preparation for professional social workers and ensuring that social work programs meet these standards.*

## Major Requirements

All students interested in pursuing the Social Work Major will be classified as Social Work Pre-Majors at the point of admission. After matriculation, students will need to formally apply for secondary admission to the Social Work Major and be accepted before they will be allowed to enroll in the Practicum sequence

Candidates for admission to the Social Work program need to have completed or be enrolled in the following courses:

- ENG 101: English Composition 1
- ENG 102: English Composition 2
- MAT 105: Statistics/PSY 216 Psych Statistics
- SWK 101: Introduction to Social Work/HSE 101 Intro to Human Services
- SWK 110: History of Social Welfare

*Note:* ENG 101, ENG 102, PSY 410 and MAT105/PSY216 need a grade of "C" or higher in order to pass.

Candidates must submit electronically:

- An application to the BSW program.
- An essay that speaks to the NASW Code of Ethics and how the candidate's background/experience prepares them to be successful in the BSW program.
- A professional resume.
- Most recent Advising Worksheet

Candidates will also be required to complete a virtual interview with the Program Director, Practicum Director, or their designee (typically 15-30 minutes in length). Candidates will be apprised in writing of the admissions decision. Conditional admission may be granted for students currently enrolled in required coursework.

All social work courses must be completed with a "B" or higher:

Course	Credits
<b>SWK 101: Introduction to Social Work (Formerly Titled: Change Agents)</b>	3 cr
<b>SWK 110: History of Social Welfare (Formerly Titled: Superhero Within)</b>	3 cr
<b>SWK 115: Difference, Diversity, and Privilege (Formerly Titled: Learning and Understanding You)</b>	3 cr
<b>*PSY 410: Research Methods Behavioral Science</b>	3 cr
<b>SWK 225: Human Behavior in the Social Environment 1 (Formerly: SWK 320: Evolution of Change)</b>	3 cr

Course	Credits
<b>SWK 226: Human Behavior in the Social Environment 2 (Formerly: SWK 321: Evolution of Transformers)</b>	3 cr
<b>^SWK 305: Direct Practice with Individuals/Couples</b>	3 cr
<b>^SWK 310: Direct Practice with Families/Groups</b>	3 cr
<b>^Macro Social Work Practice</b>	3 cr
<b>^SWK 370: Social Work Practicum Experience 1</b>	2 cr
<b>^SWK 371: Integrative Practicum 1</b>	2 cr
<b>^SWK 372: Social Work Practicum Experience 2</b>	2 cr
<b>^SWK 373: Integrative Practicum 2</b>	2 cr
<b>^SWK 474: Social Work Practicum Experience 3</b>	2 cr
<b>^SWK 475: Integrative Practicum 3</b>	2 cr
<b>^SWK 476: Social Work Practicum Experience 4</b>	2 cr
<b>^SWK 477: Integrative Practicum 4</b>	2 cr
<b>^SWK 495: Social Work Capstone</b>	3 cr

^ These courses can only be taken once a student is formally accepted into the BSW program and must be taken at Charter Oak.

## Program Learning Outcomes

Students who graduate with a major in Social Work will be able to:

- demonstrate Ethical and Professional Behavior;
- engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice;
- engage Human Rights and Social, Racial, Economic, and Environmental Justice;
- engage Practice-informed Research and Research-informed Practice;
- engage in Policy Practice;
- engage with Individuals, Families, Groups, Organizations, and Communities;
- assess Individuals, Families, Groups, Organizations, and Communities;
- intervene with Individuals, Families, Groups, Organizations, and Communities, and

- evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

## Software Development Major

The Bachelor of Science in Software Development degree program at Charter Oak State College provides students with a comprehensive education in various aspects of software development. Students will learn to work with a diverse range of programming languages, mobile and web technologies, web application frameworks, project management, and databases. The program is designed to be project-driven, and students will have the opportunity to learn from experienced faculty who are actively involved in the industry. Upon completion of the program, students will be well-prepared to pursue a career in software development and obtain relevant industry-recognized credentials.

All major requirements must be completed with a grade of 'C' or higher. This major requires 51 credits.

*In order to earn a Bachelor's degree at Charter Oak, all Major, [General Education](#), [Liberal Arts and Electives](#), [Upper Level credit](#), and [academic residency requirements](#) must be met. Total credits earned must be a minimum of 120 credits.*

### Major Requirements

CSS 101: Cybersecurity Fundamentals	3 cr
ITE 105: Computer Information Systems	3 cr
ITE 107: Integrated IT Systems and Emerging Technologies	3 cr
ITE 115: Program Logic and Design with Python	3 cr
ITE 211: Data Structures and Algorithms	3 cr
ITE 215: Software Development Methodologies and Languages	3 cr
ITE 217: Object Oriented Programming and Architectures	3 cr
ITE 220: Networking & Data Communications	3 cr
ITE 301: Introduction to Artificial Intelligence and Generative AI	3 cr
ITE 305: Web-based Development	3 cr
ITE 315: DevOps Methodology	3 cr
ITE 401: Introduction to Machine Learning	3 cr

ITE 402: Introduction to Computer Vision 3 cr

Introduction to Natural Language Processing 3 cr

MGT 374: Agile Development and Management 3 cr

ITE 229: Artificial Intelligence and Ethics 3cr

ITE 495: Software Development Capstone 3 cr

\*Courses must be taken at Charter Oak.

### Program Learning Outcomes

Students who graduate with a major in Software Development will be able to:

- analyze complex problems and design, develop, and implement software solutions across a variety of architectures;
- utilize foundational and emerging programming languages to build adaptable software systems;
- design, build, and manage databases to support software applications;
- apply principles of networking, security, and ethical practices to ensure safe and responsible software development;
- develop AI systems, focusing on next-generation technologies and responsible deployment;
- implement and evaluate machine learning models to solve practical problems, including natural language processing and computer vision tasks;
- evaluate generative models and their applications in creating new data from existing datasets; and
- demonstrate effective project management skills in software development, ensuring continuous improvement and adaptability.

# Undergraduate Associate Degree Programs

## Degree Offerings

Charter Oak State College offers several majors under the Associate of Science degree.

### Associate of Science Degrees:

[Early Childhood Education Major](#)

[General Studies Major](#)

[Paraprofessional Studies Major](#)

## Early Childhood Education

The Associate of Science in Early Childhood Education prepares students to work with children from birth-age five in licensed early childhood education programs. Students in this program acquire the knowledge and skills required to work with infants, toddlers, and preschoolers in community-based settings. Graduates may also find employment in public schools working as paraeducators or they may work as licensed family childcare providers.

Each course in the program includes field experience hours, allowing students to observe, practice, or observe and practice working with children. Students must complete 100 pre-practicum field experience hours and a 200 hour practicum in an NAEYC accredited center or another approved classroom or setting.

**Key Assessment Requirements:** To graduate from the program, students must demonstrate competency in each of the Professional Standards and Competencies for Early Childhood Educators by submitting six key assessments in the following areas:

- Child Growth and Development
- Family-Teacher Partnerships and Community Connections
- Child Observation, Documentation and Assessment
- Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
- Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
- Professionalism as an Early Childhood Education

**Credits accepted for transfer:** When a student transfers in credit for a Charter Oak State College required course that has a key assessment, the student is still responsible for demonstrating competencies. Students can complete additional courses for elective credit to fulfill this requirement if there is room in the degree program. If not, the student may be advised to transfer into another program.

The major is 33 credits, with all major courses requiring a grade of C or higher.

*In order to earn an Associate's degree at Charter Oak, all Major,*

[General Education,](#)

[Liberal Arts and Electives,](#) and

[academic residency requirements](#)

*must be met. Total credits earned must be a minimum of 60 credits.*

### Major Requirements

ECE 101: Intro to Early Childhood Education	3 cr
ECE 176: Health, Safety & Nutrition: Birth to Eight	3 cr
ECE 205: Diversity & Ethics in Early Childhood	3 cr
ECE 210: Observation & Assessment in Early Childhood Programs	3 cr
ECE 217: The Exceptional Learner	3 cr
ECE 222 Curriculum for Young Children: Methods & Techniques	3 cr
ECE 261: Infant/Toddler Care: Methods and Techniques	3 cr
ECE 231: Early Language & Literacy Development	3 cr
ECE 247: Child Development: Birth to Eight	3 cr
ECE 299: Early Childhood Education Practicum	6 cr

### Prerequisite:

- PSY 101: Introduction to Psychology

### Program Learning Outcomes

*Students who complete an Associates of Science in Early Childhood Education will:*

- understand child development and how children learn, and use this knowledge to design developmentally appropriate experiences for young children (Standard 1);
- know and understand the value and diversity of families, collaborate with families as partners, and use community resources to support young children's learning and development (Standard 2);
- understand the purposes and uses of assessment, how to observe & document children's development, and how to use this information to inform work with young children (Standard 3);
- demonstrate dispositions for working with young children and their families and understand how to use teaching

strategies that meet the needs of individual learners and are inclusive, linguistically relevant and supportive of anti-bias teaching practices as well as principles of universal design for learning (Standard 4);

- understand content knowledge related to the academic disciplines and how to use child development to support children's learning in each content area. (Standard 5);
- identify as reflective practitioners in the early childhood field, follow ethical principles, communicate effectively as a professional, and engage in continuous, collaborative learning (Standard 6).

## General Studies

The Associate in Science major in General Studies requires a minimum of 60 total credits. At least 30 of the credits must be in the Liberal Arts and Sciences.

This degree requires a minimum of 60 credits.

*In order to earn an Associate's degree at Charter Oak, all Major, General Education, Liberal Arts and Electives, Upper Level credit, and academic residency requirements must be met. Total credits earned must be a minimum of 60 credits.*

## Major Requirements

Requirement	Credits
General Education	40 cr
Electives (added to General Education to bring total credits to 60)	20+ cr

## Program Learning Outcomes

*Students who complete an Associates of Science in General Studies will be able to:*

- communicate effectively using Standard English, read and listen critically, and write and speak thoughtfully, clearly, and coherently and persuasively;
- identify ethical issues related to access to, or use of information/data, such as the impact on security, privacy, censorship, intellectual property, or the reliability of information;
- evaluate the influence of historical agency (race, class, gender, region/location, belief system, or others) in the context of defined periods;
- compare and contrast the ways social groups, institutions, and organizations interact by examining their relationships to class, race, ethnicity, gender, culture, identity, community, and/or other values;
- describe key features of visual works, performances, texts, or other artifacts in relation to its context (such as historical, geographical, social, political, cultural, linguistic, or aesthetic);
- explain the interdependent influences of the individual, family, and society in shaping behavior by analyzing self, the world, and social and cultural institutions;
- interpret real-world quantitative content in an appropriate mathematical form, such as an equation, graph, diagram, table, or words;

- evaluate scientific data in order to draw reasonable and logical conclusions using standards for legitimate interpretation of research data within the scientific community; and
- organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

## Paraprofessional Studies

The Associate in Science major in Paraprofessional Studies prepares students to work in public or private schools. Students in this program acquire skill in teaching methods designed to support the classroom teacher in accomplishing student goals. Students graduating from this program are able to work as either General Education or Special Education Paraprofessionals (also known as paraeducators). They may continue on for a bachelor's degree at Charter Oak State College in either Child Studies or Early Childhood Education, which prepares them for entrance into a teacher certification program. *Field experiences are required, as well as a 100 hour practicum in an approved setting.*

This degree requires a minimum of 60 credits. All major courses must be completed with a grade of C or above.

*In order to earn an Associate's degree at Charter Oak, all Major,*

*General Education,*

*Liberal Arts and Electives,*

*Upper Level credit, and*

*academic residency requirements*

*must be met. Total credits earned must be a minimum of 60 credits.*

## Certification/Licensure Information

Students planning to work in a state outside of Connecticut are urged to check with their State Department of Education to determine if the Charter Oak State College Paraprofessional Studies program will meet their state requirements. Please review the Charter Oak State College website for information on how to obtain specific state requirements.

## Major Requirements

ECE 101: Introduction to Early Childhood Education	3 cr
ECE 176: Health, Safety & Nutrition: Birth to Eight	3 cr
ECE 205: Diversity & Ethics in Early Childhood Education	3 cr

ECE 247: Child Development: Birth to Eight or PSY 236: Lifespan Development	3 cr
EDU 100: Introduction to Paraprofessional Training	3 cr
EDU 101: Behavior Strategies for Paraprofessionals	3 cr
EDU 102: Exceptional Learners for the Paraprofessional	3 cr
EDU 103: Autistic Learner and Assistive Technology	3 cr
EDU 104: The Paraprofessional Internship	3 cr
SOC 210: Sociology of the Family	3 cr

### **Program Learning Outcomes**

Students who complete an Associates of Science in Paraprofessional Studies will be able to:

- explain legal and safety requirements of paraprofessionals;
- apply education foundational knowledge and theory of child development;
- discuss the various types of learners that are enrolled in schools and how various teaching strategies must be used with different types of learners;
- demonstrate effective dispositions for working to support all students;
- communicate effectively both orally and in writing to support teachers in developing effective partnerships within the school, with families and within the community;
- apply developmentally appropriate pedagogical techniques and classroom management strategies to meet the needs of all learners in both general education as well as special education settings;
- explain the roles and responsibilities of paraprofessionals in supporting the teacher in developing safe, healthy, inclusive and culturally pluralistic learning environments for students;
- explain the need for Individual Educational Plans for students and how to interpret plans; and
- support teachers in developing partnerships with families.

## Degree Requirements

All graduate students must earn a B- or higher in each of their courses in order to pass. Additionally, the overall grade point average of 3.0 is required to graduate.

All graduate students are required to take the Capstone Seminar in their last semester. Students must receive a final grade of B or higher in the Capstone Seminar course in order to graduate. If a graduate student does not receive a grade of B or higher, the student may repeat the courses once. Only one course in the degree plan can be repeated.

## Healthcare Administration

The comprehensive Master of Healthcare Administration curriculum focuses on leadership and strategic management trends, quality and performance improvement, leadership skills, community health planning and advocacy, organizational theory, finance, health law and research methods in health services administration.

The philosophy underlying the program's curriculum is to provide students the tools and knowledge needed in high quality healthcare management positions. The goal is to set the foundation for future healthcare decision makers and to expand the leadership skills of current leaders.

The mission of the program is to prepare a diverse group of highly skilled leaders that utilize evidence-based strategies to develop, manage, and improve various health service programs and health related organizations.

The vision of the program is to be to be a transformational catalyst in creating future healthcare leaders with the values pertaining to:

- Leadership: high standards and ethical behavior
- Knowledge: evidence based and inter-professional
- Innovation: technology and data driven
- Diversity: inclusive and respectful
- Quality: environment for excellence in quality and improvement

The Master of Science in Healthcare Administration is 30 credits. There is no room in the degree for elective credits.

A minimum 'B-' grade is required in all graduate courses. Students must obtain an overall GPA of 3.0 (B) in order to graduate. All students should refer to the [Academic Probation](#) policy regarding grades lower than a 'B-' in the graduate program.

## Core Courses

HCA 505: Legal and Ethical Issues in Healthcare	3cr
HCA 510: Advanced Healthcare Finance	3cr
HCA 515: Leadership and Strategic Planning in Healthcare	3cr

HCA 525: Epidemiology and Population Health Informatics	3cr
HIF 530: Introduction to Health Informatics and Hot Topics	3cr
HCA 605: Management and Supervision in Healthcare	3cr
HCA 610: Policy and Regulatory Strategy in Healthcare	3cr
HCA 620: Healthcare Performance Improvement and Quality Management	3cr
HCA 640: Applied Statistics Research in Health Science	3cr
*HCA 695: Health Administration Masters Capstone	3cr

\* This course will not be accepted in transfer and can only be taken at Charter Oak. Minimum grade of 'B' is required.

## Program Learning Outcomes

Students who graduate with a Master of Science in Healthcare Administration will be able to:

- create a strategic plan for healthcare organizations or entire systems;
- explain how to recruit, hire, lead and manage a diverse group of staff;
- explain the role of the administrator in upholding the legal, social, and ethical responsibilities in the healthcare organization as they relate to patient/client rights;
- develop healthcare delivery goals and standards to lead organizations in quality care initiatives;
- assess customer service and client satisfaction for continuous performance improvement;
- assess economic factors and payment sources that influence healthcare decisions of the population served;
- prepare and analyze departmental and organizational budgets;
- manage financial endeavors for the healthcare organization, including explaining financial and accounting information and the use of that information for short and long-term investment decisions;
- explain the connection between the regulatory and voluntary accrediting standards and healthcare policies and procedures;
- use and analyze clinical informatics and data analytics to improve clinical performance;
- analyze what communication, teamwork, and leadership skills make an effective healthcare organization and develop an implementation plan;
- analyze global factors affecting the healthcare industry; and
- use marketing data analysis to develop a plan for growing an organization and creating brand recognition.

# Health Data Analytics

The Master of Science in Health Data Analytics (Formerly: Health Informatics) program is designed to equip students with the skills to analyze complex health data, harness advanced statistical and machine learning techniques, and translate findings into actionable insights. Graduates will be prepared to address critical challenges in healthcare, such as optimizing patient outcomes, improving operational efficiency, and supporting evidence-based decision-making through the use of data.

The mission of the M.S. in Health Data Analytics program is to develop professionals who are adept at leveraging data analytics to improve healthcare delivery and outcomes. Through an interdisciplinary curriculum combining data science, healthcare management, and informatics, the program seeks to cultivate leaders capable of transforming health data into meaningful insights that drive innovation and evidence-based practices in the healthcare industry.

By advancing the use of health data analytics, we aim to be a leader in health data education, empowering graduates to become changemakers in the rapidly evolving healthcare landscape.

The Master of Science in Health Data Analytics is 33 credits. There is no room in the degree for elective credits.

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

## Academic Probation

policy regarding grade lower than a 'B-' in the graduate program.

## Core Courses

HCA 525: Epidemiology and Population Health Informatics	3cr
HCA 640: Applied Statistical Research in Health Sciences	3cr
HIF 530: Introduction to Health Informatics and Hot Topics	3cr
HIF 535: Health Information Analytics	3cr
HIF 550: Clinical Database Management	3cr
HIF 610: Information Systems Analysis and Design	3cr
HIF 635: Advanced Data Analytics	3cr
HIF 645: Health Information Security and Application	3cr

HIF 537: Research Methods & Data Visualization 3cr

HIF 539: Big Data & Data Mining 3cr

\*HIF 695: Health Informatics & Analytics Capstone 3cr

\* This course will not be accepted in transfer and can only be taken at Charter Oak. Minimum grade of 'B' is required.

## Program Learning Outcomes

Students who graduate with a Master of Science in Health Data Analytics will be able to:

- apply health data analytics and technology concepts and skills to case studies and real-world situations;
- calculate and assess health and statistical data by collecting, cleaning, and transforming health data from data sets for decision making in the healthcare environment;
- apply health policies and practices in areas such as legal, ethical, privacy and security and information governance;
- create and present complex healthcare data analysis through visualization and common reporting tools;
- develop system design and software initiatives for healthcare organizations;
- compile, conduct and create new information based on the use of technology and datasets through data analytics for healthcare data interpretation;
- create machine learning algorithms and predictive models to forecast health trends, patient outcomes, and operational efficiencies in healthcare; and
- apply advanced programming languages to automate data processing workflows and create algorithms for predictive analytics in healthcare.

## Organizational Leadership

The Master of Science in Organizational Leadership is designed for students interested in or currently pursuing a leadership position. This Master of Science degree allows students seeking an advanced degree to assess their own personal leadership style, to critically exam organizational challenges and analyze the various aspects of organizational interactions at all levels (individual, group and organizational) to gain the professional competencies to effectively lead others and bring about change. This will be accomplished by drawing upon the student's current knowledge and "real world" experience while exploring in depth the theoretical knowledge, methods and concepts that focus on organizational effectiveness and individual leadership competencies.

The Master of Science in Organizational Leadership is 33 credits. The Core courses total 24 credits and the Concentration is an additional 9 credits There is no room in the degree for elective credits.

A minimum 'B-' grade is required in all graduate courses. Students must obtain an overall GPA of 3.0 (B) in order to graduate. All students should refer to the

[Academic Probation](#)

policy regarding grades lower than a 'B-' in the graduate program.

## Core Courses

OEL 501: Driving Organizational Adaptability through Learning Organizations	3cr
OEL 520: Executive Leadership & Influence in the 21st Century	3cr
OEL 525: Team Dynamics & Processes in Modern Work Teams	3cr
OEL 530: Organizational Development	3cr
OEL 610: Leading Diverse, Multicultural, & Global Organizations	3cr
OEL 615: Maximizing Performance of Organizational Talent through Coaching and Mentoring	3cr
OEL 690: Research Methodologies *	3cr
OEL 695: Capstone Seminar *	3cr

\* This course will not be accepted in transfer and can only be taken at Charter Oak. Minimum grade of 'B' is required for passing OEL695: Capstone Seminar.

*Students enrolled in this program, must choose one of the 9 credit Concentrations below:*

### Option 1: Business

OEL 541: Strategic Management and Creating Economic Value in Organizations	3cr
OEL 542: Leadership Communications-Strategy and Practice	3cr
OEL 643: Leading Successful Change in 21st Century Organizations	3cr

### Option 2: Nonprofit

OEL 553: Nonprofit Strategic and Operations Management	3cr
OEL 554: Nonprofit Financial Resource Management and Fundraising	3 cr

OEL 650: Grant Writing 3cr

## Program Learning Outcomes

Students who graduate with a Master of Science in Organizational Leadership will be able to:

- formulate policies and practices that integrate the knowledge gained in the functional areas of leadership and management following ethical standards, and incorporating diversity, intercultural, and global dimensions of business;
- integrate leadership theory, styles and practices that promote and achieve an organization vision and mission;
- create organizational design and change strategies employing the appropriate knowledge, tools, and models to promote organizational efficiency, effectiveness, and adaptability in a complex business environment; and
- design a research project proposal, create a comprehensive research report, and deliver a professional presentation that clearly defines a problem, identifies a project objective or research question, formulates an appropriate research design, analyzes and synthesizes collected data, and proposes recommended actions.

## Course Levels

### Graduate courses are numbered 500-699

#### *Cognitive Domain:*

- Relatively independent initiation of effort toward proposing and solving problems, creating new scholarship, and/or producing a new intellectual product;
- Independent application of best practices of the discipline in solving problems, creating new scholarship, and/or producing a new intellectual product;
- Increased focus on student becoming a practitioner of the discipline rather than primarily a learner of that discipline.

#### *Student Behavioral/Affective Domain:*

- Inherent interest in self-education and self-direction within the discipline;
- Willingness to accept responsibility for outcomes of self-directed research and creative activities.

#### *Assumed/Expected Student Preparation:*

- Facility with obtaining and understanding current primary literature/scholarly works and/or literature focused on practitioner/professionals within discipline;
- Ability to communicate effectively using accepted conventions of the discipline through oral, written, and/or performance modes.

## Integrated Early Childhood/Elementary and Special Education (Birth-Grade 3)

The Master of Science in Integrated Early Childhood/Elementary Education and Special Education (Birth-Grade 3) is a fully

online graduate program for educators seeking to deepen their expertise in inclusive, developmentally appropriate teaching practices across the early childhood age span of birth-8. The program emphasizes evidence-based instruction in core academic areas including language arts, mathematics, and science, while preparing candidates to design and implement high-quality, inclusive curricula for diverse learners.

Coursework and supervised field experiences focus on child development, early literacy and numeracy, classroom assessment, and collaborative approaches to supporting young children with and without disabilities. Candidates also develop competencies in family engagement, culturally responsive pedagogy, and cross-disciplinary collaboration between general and special education professionals. Students are required to complete field experiences in two of three age groups, and demonstrate competencies in working with children in two types of settings.

This program is not intended for candidates desiring to teach in Connecticut public schools. Students desiring teacher licensure should research approved Teacher Preparation Programs online and contact the Connecticut State Department of Education for additional information.

Students seeking a cross-endorsement should consult CSDE's Certification Office directly for an evaluation of credits required to obtain the additional endorsement.

The Master of Science in Integrated Early Childhood/Elementary and Special Education (Birth-Grade 3) is 39 credits.

A minimum 'B-' grade is required in all graduate courses. Students must obtain an overall GPA of 3.0 (B) in the major in order to graduate. All students should refer to the [Academic Probation](#) policy regarding grades lower than a 'B-' in the graduate program.

## Core Courses

EDU 501: Integrated Foundations of American Education	3cr
Inclusive Language and Literacy Development	3cr
The Role of Play in Integrated Education	3cr
Choose one of the following:	3cr
<ul style="list-style-type: none"> <li>• EDU 530: Infant &amp; Toddler Curriculum Development</li> <li>• EDU 541: Early Elementary Curriculum</li> </ul>	
EDU 540: Pre-K-K Curriculum Development	3cr
Elementary Literacy/Lang Arts K-3	3cr
Advanced SPED Methods PreK- 3	3cr

EDU 511: Integ Ed Program Models Family Partnerships	3cr
Assistive Tech and Behavior Supports	3cr
EDU 575: ECE/SPED Assessment & Diagnosis	3cr
PreK-K Integrated Practicum	3cr
Choose one of the following:	3cr
<ul style="list-style-type: none"> <li>• Infant and Toddler Practicum</li> <li>• Early Elementary Practicum</li> </ul>	
Integrated ECE/Elementary Education Capstone	3cr

## Program Learning Outcomes

Students who graduate with a M.S. in Integrated Early Childhood/Elementary and Special Education (Birth-Grade 3) will be able to:

- apply low-inference observation and multiple assessments to document children's development and learning, interpret results, and inform instruction/intervention in inclusive PK-3 classrooms. [PS&C: 1a, 1b, 1c, 3a, 3b, 3c | CAEP: R1.1, R1.3, R2.3, R5.2];
- design and deliver evidence-based, developmentally appropriate, and culturally/linguistically responsive instruction in emergent/early literacy (oral language, phonological awareness, decoding, fluency, comprehension, writing) for diverse PK-3 learners. [PS&C: 4a, 4b, 4c, 5a, 5b | CAEP: R1.2, R1.3, R2.3];
- plan and implement standards-aligned, developmentally appropriate mathematics and integrated content (science/social studies/arts) that build conceptual understanding and problem-solving in PK-3. [PS&C: 4a, 4b, 4c, 5a, 5c | CAEP: R1.2, R1.3, R2.3];
- differentiate instruction; design, implement, and monitor supports (including IEP/IFSP-aligned strategies); collaborate with specialists; and use assistive/educational technology to ensure access and progress for children with disabilities and multilingual learners. [PS&C: 1c, 1d, 4a, 4b, 4c | CAEP: R1.1, R1.3, R2.3, R3.3];
- build reciprocal relationships with families; communicate findings and next steps clearly; and connect school and community resources to support children's learning and well-being. [PS&C: 2a, 2b, 2c | CAEP: R1.4, R2.1, R2.2, R4.2, R4.3];
- apply culturally and linguistically responsive pedagogy; create affirming learning environments; and use data to identify and close opportunity gaps in PK-3. [PS&C: 1b, 2a, 2c, 4a, 6a, 6b | CAEP: R1.1, R1.4, R3.1, R4.1, R5.4]; and
- engage in ethical practice, reflective inquiry, and data-informed improvement; collaborate across general/special education; and advocate for equitable PK-3 policies and practices. [PS&C: 6a, 6b, 6c | CAEP: R1.4, R3.2, R3.3, R4.3, R5.1].

## Certificates and Credentials

Certificate programs are designed for adults who are interested in learning a specific set of skills and gaining knowledge in a certain area, but who may not want to earn, or have already earned, a degree. They can stand alone or be used toward a Charter Oak State College associate or bachelor's degree. In order to earn a certificate, students must earn grades of C or higher in each course.

[AI Practitioner Certificate](#)

[Cancer Registry Management Certificate](#)

[Certificate in Health Information Management](#)

[Certificate in Project Management](#)

[Child Development Associate \(CDA\) Training Certificate](#)

[Fundamentals of Cyber Security Certificate](#)

[Health Information Fundamentals for Health Professionals Certificate](#)

[IT Support Professional Certificate](#)

[Medical Coding Certificate](#)

[Speech and Language Pathology Assistant Studies Certificate](#)

### Non-Credit Certification:

[ECE ARC: Alternate Route to Certification](#)

## AI Practitioner Certificate

The AI Practitioner Certificate is designed to equip students with the essential knowledge and skills to navigate the rapidly evolving field of artificial intelligence. Students will explore foundational AI concepts, practical applications, and ethical considerations. The program covers key areas such as Python programming, Generative AI, Machine Learning, Computer Vision, and Natural Language Processing—the backbone technologies for modern AI systems like ChatGPT.

Upon completion, graduates will have the foundational knowledge and hands-on experience needed to pursue AI-related careers or enhance their existing professional expertise. This certificate also serves as a pathway into Charter Oak State College's Bachelor of Science in Software Development and Bachelor of Science in Data Analytics, allowing students to stack credentials and advance in their careers.

This Certificate is 21 credits. All courses must be completed with a grade of 'C' or better.

### Certificate Core Courses

Choose one of the following: 3 cr

- BUS 201: Business Statistics
- MAT 105: Statistics

ITE 301: Introduction to Artificial Intelligence and Generative AI 3 cr

ITE 115: Program Logic and Design with Python 3 cr

ITE 229: Artificial Intelligence and Ethics 3 cr

ITE 401: Introduction to Machine Learning 3 cr

Introduction to Natural Language Processing 3 cr

ITE 402: Introduction to Computer Vision 3 cr

### Program Learning Outcomes

Students who complete the AI Practitioner Certificate will be able to:

- analyze complex problems and design, develop, and implement software solutions across a variety of architectures;
- utilize foundational and emerging programming languages to build adaptable software systems;
- apply principles of networking, security, and ethical practices to ensure safe and responsible software development;
- develop AI systems, focusing on next-generation technologies and responsible deployment;
- implement and evaluate machine learning models to solve practical problems, including natural language processing and computer vision tasks; and
- evaluate generative models and their applications in creating new data from existing datasets.

## Cancer Registry Management Certificate

The certificate is designed for adult learners who are looking for a specialized certificate to increase their opportunities for employment in healthcare. The certificate can be completed 100% online with faculty who are experts in the field. This certificate can be a pathway to either the Bachelor of Science in Health Information Management or Healthcare Administration

Cancer Registry Management is an area of healthcare that is related to Health Information Management which is a current program at Charter Oak. Cancer registrars are data information specialists who collect and report cancer statistics. Cancer registrars capture a complete history, diagnosis, treatment, and health status for every cancer patient in the U.S. Cancer registrars collect the data that provides essential information to researchers, healthcare providers, and public health officials to better monitor and advance cancer treatments, conduct research, and improve cancer prevention and screening programs.

**This program is accredited by the National Cancer Registrars Association (NCRA).** The Cancer Registry Management Certificate program is designed to meet the

standards and competencies of the National Cancer Registry Association and prepare students to sit for the ODS (Oncology Data Specialist) credential exam. Students are responsible for reviewing the [exam requirements](#).

This Certificate is 33 credits and 15 of these credits must be completed at Charter Oak. All courses must be completed with a grade of 'C' or better.

### Certificate Core Prerequisites

Course	Credits
<b>BIO 212: Anatomy and Physiology</b>	3cr
<b>BIO 215: Pathophysiology</b>	3cr
<b>HCA 105: Medical Terminology</b>	3cr

### Certificate Core Courses

Course	Credits
<b>HLT 225: Digital Tools in Healthcare</b>	3cr
<b>HIM 230: Introduction to Cancer Registry and Management</b>	3cr
<b>HIM 231: Cancer Registry Operations</b>	3cr
<b>HIM 233: Cancer Disease Coding and Staging</b>	3cr
<b>HIM 235: Oncology Treatment and Coding</b>	3cr
<b>HIM 237: Cancer Registry Data Analytics, Quality, and Utilization</b>	3cr
<b>HIM 239: Abstracting Methods for Oncology</b>	3cr
<b>HIM 291: Cancer Registry Practicum</b>	3cr

### Program Learning Outcomes

Students who complete a Certificate in Cancer Registry Management will be able to:

- identify human anatomy and physiology and disease processes along with related pharmacology;
- describe the purpose and value of cancer registry, types of registries and registry standards;
- apply disease registry standards to work tasks and identification of data sets;
- demonstrate accurate cancer/oncology disease and treatment coding, sequencing and staging;
- monitor oncology patient outcomes and manage follow-up;
- adhere to appropriate data quality and improvement standards and initiatives;

- demonstrate data collection, database management, data analysis, statistical reporting, and data utilization according to appropriate standards and Central Registry requirements;
- abstract data from patient health records for necessary data collection while understanding major disease sites; and
- demonstrate operational skills in cancer registry using real patient records and/or case studies.

## Certificate in Health Information Management

The Certificate in Health Information Management is designed for students who have a bachelor's degree and wish to qualify for the Registered Health Information Administrator (RHIA) credential exam administered by AHIMA. This certificate equips students with the healthcare knowledge and skills needed to manage patient data and improve patient care in today's healthcare environments. Knowledge of the electronic management of sensitive patient health information and healthcare organization revenue cycle management is critical for success in the healthcare field today. Our program is structured to provide a professional education with a comprehensive curriculum that is guided by the principle of quality healthcare through quality information.

The Health Information Management accreditor of Charter Oak State College is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM®). The College's accreditation for Baccalaureate degree in Health Information Management has been reaffirmed through 2031. All inquiries about the program's accreditation status should be directed by mail to CAHIIM®, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at (312) 235-3255; or by email at [info@cahiim.org](mailto:info@cahiim.org).

This Certificate is 48 credits and 21 of these credits must be completed at Charter Oak, including HIM 499. All courses must be completed with a grade of 'C' or better.

### Certificate Core Courses

HCA 101: Healthcare Systems and Administration	3 cr
HIM 115: Principles of Health Information Management	3 cr
HIM 205: Revenue Cycle Management	3 cr
HIM 210: Clinical Classifications Systems I	3 cr
HIM 211: Clinical Classifications Systems II	3 cr
***Choose one of the following:	3 cr
• HIM 305: Health Information Services Management & Leadership	

- \*\*HCA 605: Management and Supervision in Healthcare
- \*\*\*Choose one of the following: 3 cr
- HIM 315: Population Health, Statistics, and Research
  - \*\*HCA 525: Epidemiology & Population Health Informatics
- HIM 320: Electronic Health Records and Interoperability 3 cr
- \*\*\*Choose one of the following: 3 cr
- HIM 321: Healthcare Data Management
  - \*\*HIF 530: Introduction to Health Informatics and Hot Topics
- \*\*\*Choose one of the following: 3 cr
- HIM 405: Healthcare Information Law, Privacy, and Security
  - \*\*HIF 645: Health Information Security and Application
  - \*\*HCA 505: Legal and Ethical Issues in Healthcare
- \*\*\*Choose one of the following: 3 cr
- HIM 420: Healthcare Quality Management
  - \*\*HCA 620: Healthcare Performance Improvement and Quality Management
- \*\*Choose one of the following: 3 cr
- HIM 435: Healthcare Data Analysis and Informatics
  - \*\*HIF 535: Health Information Analytics
- HIM 499: Health Information Management Capstone 3 cr

## Certificate Foundation Courses

- HCA 105: Medical Terminology 3 cr
- BIO 212: Anatomy & Physiology 3 cr
- BIO 215: Pathophysiology 3 cr

## RHIT Credential

A student who has a bachelor's degree and an RHIT credential will be able to transfer credits earned from the RHIT credential to the HIM Certificate. As a result, the student would only need to complete the following courses in order to complete the Certificate in Health Information Management:

- \*\*\*Choose one of the following: 3 cr
- \*HIM 205: Revenue Cycle Management
  - \*HIM 420: Healthcare Quality Management
  - \*\*HCA 620: Healthcare Performance Improvement and Quality Management
- \*\*\*Choose one of the following: 3 cr
- HIM 305: Health Information Services Management & Leadership
  - \*\*HCA 605: Management and Supervision in Healthcare
- \*\*\*Choose one of the following: 3 cr
- HIM 321: Healthcare Data Management
  - \*\*HIF 530: Introduction to Health Informatics and Hot Topics
- \*\*\*Choose one of the following: 3 cr
- HIM 435: Healthcare Data Analysis and Informatics
  - \*\*HIF 535: Health Information Analytics
- HIM 499: Health Information Management Capstone 3 cr

All course prerequisites must be met.

\*For credentials with validity dates between 2009-July 2019, HIM 205 remaining. For credentials with validity dates as of August 2019, HIM 420 is remaining.

\*\*These courses must be approved as part of the Fast-Track Undergraduate to Graduate Degree Program. Fast-Track programs offer approved undergraduate students the opportunity to enroll in up to 12 graduate credits to be used towards the completion of their undergraduate degree program at Charter Oak. This will not only allow for the completion of this undergraduate certificate but will also allow undergraduate students the advantage of beginning a graduate program with the opportunity of completion within one year upon graduation from the undergraduate degree (^full-time course load is required).

\*\*\*Only 12 graduate credits can be taken at the undergraduate level.

## Program Learning Outcomes

Students who complete a Certificate in Health Information Management will be able to:

- manage and collect patient health information;
- code diagnosis and procedures for reimbursement and billing;
- manage healthcare organization revenue cycles;
- administer electronic health record systems;
- administer health information exchange systems;
- prepare health informatics reports that doctors, nurses, and other healthcare providers rely on to deliver quality healthcare;
- protect the confidentiality and privacy of health records;
- ensure the security of health records;
- supervise HIM professionals;
- prepare HIM financial plans and budgets; and
- manage HIM technology projects.

## Certificate in Project Management

The certificate in Project Management enables students to consider preparing for the pinnacle of professional certification with the Project Management Institute (PMI).

This Certificate is 9 credits and all must be completed at Charter Oak.

All courses must be completed with a grade of 'C' or better.

## Certificate Core Courses

MGT 460: Fundamentals of Project Management	3cr
MGT 462: Effective Project Management	3cr
MGT 464: Mastering Project Management	3cr

## Program Learning Outcomes

Students who complete a Certificate in Project Management will be able to:

- effectively perform project team member and leadership roles in the full spectrum of project management ranging from small, single to large, complex and multiple projects;
- present the fundamentals of project management based on a project life cycle;
- introduce and explain widely used tools of basic project management;
- examine the roles of the project manager and project team members;
- explore a best-practices approach to planning and managing projects of any size;
- improve the performance of traditional project management with innovative new tools;
- introduce new and practical approaches for managing today's non-traditional projects;
- align projects within an organizational framework and with the business strategy;
- review and apply PMI's Project Management Body of Knowledge (PMBOK); and
- implement enterprise-level project portfolio and program management.

## Child Development Associate (CDA) Training Certificate

The Child Development Associate (CDA) Training Certificate Program provides students with the education required to apply for the CDA credential. Students take 9 credits in early childhood education. Once the student has earned nine college credits, they will complete the CDA Council required Professional Portfolio and apply for review by a CDA Council Professional Development Specialist.

Course discussions and assignments support each student in understanding the history of early childhood education and how the field has evolved, basics of developmentally appropriate practices, child development and how to keep children safe and healthy in the childcare setting.

This certificate is 9 credits. All credits must be taken at Charter Oak State College. All courses must be completed with a grade of C or above.

Due to the field experience requirements to earn the CDA credential, students who complete this certificate program will also be eligible to earn 6 additional credits upon verification of the CDA by the Council for Professional Recognition.

## Certificate Core Courses

ECE 101: Intro to Early Childhood Education	3 cr
ECE 176: Health, Safety and Nutrition	3 cr
ECE 247: Child Development Birth-Age 8	3 cr

## Program Learning Outcomes

Students who complete the Certificate in Child Development Associate (CDA) Training will:

- understand the NAEYC Professional Standards and Competencies required for professionals working in the early childhood field, as well as levels of progression for advancement in the field;
- understand the developmental period of early childhood from birth-age 8 across various domains of development (physical, social, cognitive, linguistic);
- know and apply principles of health, safety, and nutrition to ensure children are safe and well cared for each day;
- know and apply basic principles of developmentally appropriate practices while working under the direction of a more qualified teaching professional; and
- complete 120 hours of training to earn the CDA Credential

## ECE ARC: Alternate Route to Certification

This program consists of intensive and accelerated instruction by expert faculty and leads to eligibility for the Connecticut teacher certification endorsement 112 (Integrated Early Childhood/ Special Education Birth to Kindergarten). Successful program completers are eligible to work as Birth to Three Developmental Therapists and public-school preschool and kindergarten teachers in integrated settings. Applicants must meet with program administrators for an enrollment interview prior to acceptance into the program. Candidates must have at least three years of experience in the field of early childhood education, completed 15 credits of Human Growth and Development coursework (pre-requisites), and have a cumulative GPA of 3.0 or higher to meet entry requirements. All candidates must complete the Praxis 1: Reading, Writing and Math exams. Program orientation will take place before the start of the semester's classes. Candidates will complete online coursework and will meet for required, virtual Saturday sessions, as scheduled. Additionally, candidates must be able to complete multiple field based projects throughout the duration of the program and must have regular and on-going access to groups of young children in a variety of settings. All candidates must complete a 140-hour internship (at least 70 hours must be completed in a Birth to Three/Early Intervention setting) prior to being recommended for certification. Candidates are responsible to identify internship placement sites. Candidates must successfully complete all portions of the program, including key assessments and completion of the edTPA portfolio assessment, in order to be recommended for teacher certification.

Students who complete the ECE ARC program must obtain employment for 90 days with a temporary teaching certificate prior to receiving their initial teaching certification from the State Department of Education.

Transcripts will display a "P" (Pass) or "F" (Fail) grade only. The threshold to receive a passing grade is equivalent to a 3.0 (B) or higher. ARC students are required to repeat an ARC module if they do not receive a Pass grade. If a student fails two more modules within one semester, they will be academically withdrawn from the program.

*The courses for this program include:*

Course Number	Course Name
ARC 001	Infant/Toddler Methods

Course Number	Course Name
ARC 002	Preschool and Kindergarten Methods
ARC 004	Portfolio & Fieldwork I
ARC 005	Early Childhood Language and Lit
ARC 006	Infant/Toddler Special Needs and Assessment
ARC 007	Preschool and Kindergarten Special Needs & Assessment
ARC 008	Portfolio & Fieldwork II
ARC 009	Ethics
ARC 010	Challenging Behaviors

### Program Policies

When a student accepts an offer to enroll in the ARC program from Charter Oak State College the student accepts full responsibility to pay all tuition, fees, and other associated costs.

Students can view and print a Statement of Activity through the MyCharterOak student portal. Billing statements are also available with historical activity. These statements should be used for any student submitting for reimbursement. No other statement can be provided.

Costs are divided into 3 main components summarized on our [fees page](#).

Financial Aid is not available for ARC candidates. Candidates may be eligible for scholarships through TeachCT. A library of scholarships can be accessed at [connecticut.teach.org](http://connecticut.teach.org).

### Withdrawal & Refunds for ECE/ARC Program

Students are eligible for a 100% refund of any instructional semester costs paid if they drop prior to the start of the semester. Students withdrawn during a semester will still be financially responsible for semester charges. A student's failure to attend class or receive a bill does not absolve the student of financial responsibility. If a student wishes to appeal charges on their account, he or she must appeal in writing, to the Provost, within 15 working days of the last day of the course.

Please review our [Billing Policies](#) prior to enrolling in the ARC program.

### Additional Undergraduate Courses

If a student needs to take additional undergraduate credit courses to meet the pre-requisite requirements for the program, the cost is \$700 per 3-credit course. There is not an additional application, semester, or technology fee. Regular credit course withdrawal and refund policies apply.

## Fundamentals of Cyber Security Certificate

The Fundamentals of Cyber Security certificate is designed for students who want to pursue a career in cybersecurity. This

certificate will provide learners with the essential skills and knowledge to protect networks, systems, and data from cyber threats. Students will learn about the principles and practices of cybersecurity, such as threat analysis, risk mitigation, security operations, and incident response. Learners will also gain hands-on experience with various security tools and technologies, such as encryption, firewalls, penetration testing, and digital forensics. Upon completion of this certificate, students will be prepared to take the CompTIA Security+ certification exam, which is a globally recognized credential for cybersecurity professionals. Students will also be ready to apply for entry-level internships in the cybersecurity field, where you can further develop your skills and advance your career.

Students will be advised to have a functioning computer (not Chromebook) with access to reliable Wi-Fi. It is also recommended that students have fundamental computer literacy skills (office, computer navigation) prior to enrolling in the program.

All course requirements must be completed with a grade of 'C' or higher. This program requires 6 credits be taken at Charter Oak.

## Major Requirements

CSS 101: Cybersecurity Fundamentals	3cr
Operating Systems and Asset Security	3cr
Incident Response	3cr
ITE 220: Networking and Data Communications	3cr

## Program Learning Outcomes

Students who graduate with a certificate in Fundamentals of Cyber Security will be able to:

- identify and explain the key concepts and principles of cybersecurity, such as confidentiality, integrity, availability, authentication, authorization, and encryption;
- apply appropriate security tools and techniques to protect networks, systems, and data from cyber threats, such as malware, phishing, denial-of-service, and unauthorized access;
- analyze and evaluate the security posture and vulnerabilities of a given network or system, using methods such as risk assessment, penetration testing, and security auditing;
- demonstrate the ability to communicate effectively and ethically with various stakeholders in the cybersecurity field, such as clients, managers, colleagues, and users, using oral, written, and graphical modes; and
- prepare for the CompTIA Security+ certification exam by reviewing the exam objectives, format, and sample questions.

## Health Information Fundamentals for Health Professionals Certificate

The Health Information Fundamentals for Health Professionals certificate is designed for students who are employed in an administrative staff position within healthcare, primarily in an HIM department, who are looking to gain a better understanding of HIM and want to advance in their career.

This certificate is 12 credits, all of which must be taken at Charter Oak. All courses must be completed with a grade of C or above.

### Certificate Core Courses

HCA 101: Healthcare Systems and Administration	3cr
HCA 105: Medical Terminology	3cr
HIM 115: Principles of Health Information Management	3cr
HIM 205: Reimbursement Methodologies	3cr

### Program Learning Outcomes

Students who complete a Certificate in Health Information Fundamentals for Health Professionals will be able to:

- discuss the U.S. healthcare system and the various healthcare settings;
- identify the wide variety of healthcare providers and their roles and specialties;
- use and apply basic medical terminology;
- explain health information management and the various roles/positions/job functions that are part of an Health Information Management department;
- describe how coding and billing are impacted by varying health insurance plans; and
- explain the revenue cycle and it's direct impact on the healthcare organizations budget and financial success.

## IT Support Professional Certificate

The IT Support Professional Certificate provides learners with the essential skills and knowledge to troubleshoot, repair, and maintain computers and networks. Students will also prepare for the CompTIA A+ certification exam, which is recognized as the industry standard for entry-level IT professionals. This program is ideal for anyone who wants to pursue a career in the fast-growing and dynamic field of information technology. Upon completion of this program, learners will be ready to work as a help desk technician, computer support specialist, or IT support analyst.

All course requirements must be completed with a grade of 'C' or higher. This program requires 12 credits. At least 6 credits must be completed via Charter Oak coursework or Faculty-approved Credit for Prior Learning.

It is recommended that students have fundamental computer literacy skills (office, computer navigation) prior to enrolling in this program. Students are also advised to have a functioning computer (Chromebooks are not acceptable).

## Certificate Core Courses

ITE 105: Computer Information Systems	3cr
ITE 107: Integrated IT Systems and Emerging Technologies	3cr
CSS 101: Cybersecurity Fundamentals	3cr
ITE 220: Networking and Data Communications	3cr

## Program Learning Outcomes

Students who graduate with a Certificate in IT Support Professional will be able to:

- assemble a computer from scratch and install an operating system;
- build a network layer and compile the five-layer network model;
- explain the components of the Windows and Linux operating systems and through a series of hands-on labs, perform critical tasks like managing software and users, working with system logs and remote connection tools, and configuring hardware;
- describe the different facets of information technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service; and
- prepare for the CompTIA A+ certification exam by reviewing the exam objectives, format, and sample questions.

## Medical Coding Certificate

The Medical Coding Certificate is designed for students who are interested in the profession of medical coding and wish to earn a medical coding credential from AHIMA or the AAPC. Charter Oak's online Certificate in Medical Coding equips students with the healthcare knowledge and skills needed to analyze and code patient data and improve reimbursement and data in today's healthcare environments. Knowledge of the electronic management of sensitive patient health information and healthcare organization revenue cycle management is critical for success in the healthcare field today. Our program is structured to provide a professional education with a comprehensive coding curriculum that includes a medical science foundation, and is guided by the principle of quality healthcare through quality information.

This Certificate is 30 credits, 12 of which must be taken at Charter Oak and a  
 ll courses must be completed with a grade of 'C' or better.

## Certificate Core Courses

BIO 212: Anatomy & Physiology	3cr
BIO 215: Pathophysiology	3cr
HCA 105: Medical Terminology	3cr
HIM 115: Principles of Health Information Management	3cr
HIM 205: Revenue Cycle Management	3cr
*HIM 210: Clinical Classification Systems 1	3cr
*HIM 211: Clinical Classification Systems 2	3cr
*HIM 220: Advanced ICD Coding	3cr
*HIM 221: Advanced CPT Coding	3cr
*HIM 290: Medical Coding Practicum	3cr

\*All course prerequisites must be met.

## Program Learning Outcomes

Students who complete a Certificate in Medical Coding will be able to:

- manage and collect patient health information;
- code diagnoses and procedures for reimbursement and billing;
- utilize medical coding software;
- analyze patient health records for documentation that meets accepted coding guidelines;
- query physicians for documentation clarification and interpretation;
- identify ethical, legal, and compliance issues as they relate to coding and reimbursement; and
- interpret medical documentation in relation to anatomy, physiology, pathophysiology, and pharmacology.

## Speech and Language Pathology Assistant Studies Certificate

Charter Oak State College has developed this online certificate to prepare graduates to work as Speech and Language Pathology Assistants (SLPA) in Connecticut schools. Students must be CT residents to enter this program and they must have an associate degree to enroll in the program. Students can also apply credits towards a bachelor's degree. Courses are designed to assist students in mastering the skills required to address the speech and language needs of young children in early childhood and school settings. Students are required to complete field experience hours

and to complete a final 100- hour practicum experience. Students enrolling in the program are expected to find their own sites for field experiences and practicum placements. Practicum locations must be approved prior to the start of the practicum experience.

This Certificate is 24 credits. All courses for this Certificate must be taken at Charter Oak and a grade of C must be earned for the credit to be applied toward this degree.

### Certification/Licensure Information

Connecticut does not require SLPA's to be certified. Students interested in licensure may apply directly to ASHA. However, the program itself does not lead to certification. Please refer to the Charter Oak State College website for information on how to access the ASHA Guide for SLPA requirements.

### Certificate Core courses

Course	Credits
<b>COM 102: Introduction to Language and Communication Development</b>	3 cr
<b>COM 103: Standards and Practices for SLPA's</b>	3 cr
<b>COM 204: Anatomy and Physiology of Speech and Hearing Mechanisms</b>	3 cr
<b>COM 206: Methods of Intervention for Speech Disorders</b>	3 cr
<b>COM 207: Methods of Intervention for Language Disorders</b>	3 cr
<b>COM 307: Language &amp; Literacy Development</b>	3 cr
<b>COM 308: Language &amp; Communication Development in Autism</b>	3 cr
<b>COM 399: Speech and Language Pathology Assistant Practicum</b>	3 cr

- utilize best practices in establishing and sustaining a culturally and linguistically responsive environment; and
- demonstrate proficiency in the technical skills required of a speech and language pathology assistant.

### Program Learning Outcomes

*Students who graduate with the certificate in Speech and Language Pathology Assistant Studies (SLPA) will:*

- understand and articulate how speech and language develops;
- describe speech/language and hearing disorders;
- use and explain evidence-based intervention techniques to evoke and sustain communication behaviors;
- explain environmental factors that can support or erode the efficacy of treatment;
- explain the role of the SLPA in supporting the SLP;
- explain the role of the SLPA in serving on a multi-disciplinary team within a comprehensive service delivery system and the importance of that role;

## Sources of Credit

Credit may be awarded for learning that has been acquired through life or work experience whenever such college-level learning can be measured and validated by procedures acceptable to the faculty of Charter Oak State College.

Credit will not be granted in cases of duplication. There may be duplication between courses taken at different colleges and/or exams. Students are advised to check with their assigned academic counselor prior to enrolling in courses or scheduling exams. In instances where duplication exists, only the most recent course or exam will count towards the degree.

## Credit for Prior Learning

Students may pursue credit for prior learning by documenting their learning through exams, portfolios, or transcripts from training programs and professional credentials that there is a credit recommendation for. Credit for Prior Learning (CPL) credit is awarded for learning at the "C" (2.0) level or higher for undergraduate courses and at the "B" (3.0) level or higher for graduate courses. CPL credit is typically transcribed with a grade of "P" for Pass with the equivalent course, credits, and source of the CPL noted on the student's college record. Exceptions concerning transcribed grades may be made in the case of non-collegiate training and instructional programs that have undergone a Credit Assessment Program (CAP) review and provide graded transcripts to Charter Oak. Unsuccessful attempts are not transcribed on the student's official college record. Information regarding if and how any CPL credit would apply toward a degree program can be obtained from the Registrar. Information about the processes involved to pursue CPL credit can be obtained from the CPL web pages and office.

## Undergraduate CPL Credit

Undergraduate students may earn an unlimited number of credits for prior learning, as long as it meets the requirements regarding source, method, and degree plan.

## Graduate CPL Credit

Graduate students may earn up to six (6) credits for prior learning toward the Master of Science degree. The credit must be equivalent to the content offered in one of the required courses of the program.

## Credit for Credentials

Charter Oak has made credit recommendations for the learning verified by certain professional credentials, certifications, and licenses issued by governmental agencies and professional organizations and obtained through proctored qualification exams. Students are eligible to receive credit for credentials issued or valid during the effective dates for the credit recommendation. Students should use the portfolio program to request credit for credentials that do not have a credit recommendation. Students should consult with their academic counselors regarding pursuing credit for their professional credentials and training.

## Credit for Portfolios

Students may submit course-specific portfolios to request credit for credit-bearing courses taught at an accredited institution of higher education. Credit is awarded for portfolios that demonstrate learning equivalent to having successfully completed an undergraduate course at the "C" (73%) level or higher or a graduate course at the "B" (83%) level or higher. See the portfolio assessment catalog page and the portfolio program web page for more information.

## Credit for Non-Collegiate Training and Instructional Programs

The Credit Assessment Program (CAP) conducts credit reviews of non-collegiate workforce training and instructional programs to make credit recommendations when equivalent college-level learning at the "C" (2.0) level or higher for undergraduate credit and "B" (3.0) level or higher for graduate credit can be verified. Students should use the portfolio program to request credit for learning gained from non-collegiate training that there is no credit recommendation for. Students who have successfully completed a program that there is a CAP credit recommendation for should have their official transcript sent to the Registrar's Office.

## Non-Collegiate Training and Instruction

Charter Oak State College awards credit for successful completion of certain college-level non-collegiate workforce training conducted by organizations that are not accredited institutions of higher education. These include business and industry, professional groups, governmental and nonprofit agencies, and some professional credentials. All grades or scores reflecting the outcome of non-collegiate workforce training must be official documents sent directly from the issuing agency or provider to Charter Oak State College.

Charter Oak State College will accept up to 90 degree-applicable credits for a bachelor's degree and 45 degree-applicable credits for an associate degree, in total from military, corporate or workforce training programs/certificates or apprenticeships recommended for credit by the American Council on Education College Credit Recommendation Service (ACE), or National College Credit Recommendation Service (NCCRS).

The student is responsible for initiating a request that the official report or transcript be issued. Successful completion for workforce training and credentials is defined as "C" (2.0) level or higher for undergraduate credit and "B" (3.0) level or higher for graduate credit.

When a credit review by its own faculty has not been made, the College may consider the credit recommendations issued by the [American Council on Education's College Credit Recommendation Service \(ACE CREDIT\)](#) or the [National College Credit Recommendation Service \(NCCRS\)](#).

## American Council on Education College Credit Recommendation Service and National College Credit Recommendation Service

Students who have successfully completed a workforce training program reviewed for credit by ACE or NCCRS should have their official transcript sent to the Registrar's Office from the issuing agency or training sponsor.

Charter Oak State College reserves the right to limit or exclude the transfer of credit if the course content, assessment process, or student learning outcomes do not meet Charter Oak's faculty standards.

### Workforce Training Programs

The College defines Workforce Training Programs as programs which lead to industry-recognized certificates and credentials that aid in job placement or career advancement in a recognized occupation.

Workforce training aims to build job-specific skills, improve performance, prepare for future roles, or enhance overall career readiness for employed or job-seeking individuals, covering both immediate job needs (training) and long-term growth (development). In this context, an activity is considered workforce-related when it directly enhances an individual's ability to obtain, perform, or advance in a job, rather than serving as a purely personal interest or general educational experience.

Students may be able to earn credit at Charter Oak for professional licenses and certifications; apprenticeships and training taken in the workplace; through corporations, government agencies, professional associations or unions; or through specialized training programs that have been evaluated for college credit.

Technical or skills-based workforce learning experiences may qualify for transfer credit when they meet established academic criteria. General Academic coursework/learning experiences delivered by the same provider may be excluded from transfer consideration. The College retains sole discretion to make these determinations based on the content, scope and context of the learning experience.

Credit for these programs is awarded on a case-by-case basis by the College Registrar's Office in consultation with faculty. The College may choose not to accept or may modify the recommended credit. Credits are not guaranteed prior to a student's application for admission. The decision to enroll in a degree program at Charter Oak State College should not be based solely on any anticipated credit from these programs.

### Other External Credit Reviews of Non-Collegiate Training and Instructional Programs

Charter Oak State College may, at its discretion, upon review by faculty and approval of the Provost award credit for non-collegiate instruction, including professional credentials, based upon a credit recommendation made by another regionally accredited institution of higher learning.

## Portfolio Assessment

The [Portfolio Program](#) provides students the opportunity to demonstrate college-level learning obtained through experience. Portfolio credit is not awarded for life experience, but rather for the learning resulting from that experience. A portfolio specifies the college course the student believes parallels the knowledge gained through experience and demonstrates the equivalent learning through an explanatory narrative and documentary evidence.

Current manuals, forms, and instructions are posted on the MyCharterOak student portal. Current fees are posted on the Undergraduate and Graduate Current Fees pages of the College Catalog. Visiting undergraduate students are eligible to participate in the [Portfolio Program](#) and are strongly advised to obtain prior permission from their home institutions regarding eligibility of the portfolio credit for transfer purposes.

In order to be eligible for credit, the prior learning must:

1. have college-level equivalency matching a specific credit-bearing course taught at a regionally accredited institution of higher learning;
2. be verifiable in ways that can be demonstrated and documented; and
3. be based on experience that is broad enough and of sufficient duration to afford the student enough opportunity to acquire an appropriate amount and level of learning.

Portfolios submitted for assessment are subject to the Student Code of Conduct and are reviewed by faculty to make recommendations regarding credit. Faculty may recommend credit, request more information, or not recommend credit. When credit is recommended, the credit is transcribed onto the student's record with a grade of "P" (Pass) and identified as from portfolio. When more information is requested, the student will have up to 30 days to respond. When credit is not recommended, it is not reflected on the student's transcript; the student may submit a second portfolio challenging the same course and pay the assessment fee. If credit is not recommended for the second portfolio, the student cannot resubmit.

### Undergraduate Portfolio Credit

To pursue credit for college-level knowledge gained through experience, undergraduate students must first successfully complete IDS 102 - Prior Learning Portfolio Development with a grade of "C" or better. IDS 102 is designed to help students analyze their learning, compare it to college courses, and prepare a portfolio to challenge one specific course. Students receive instruction and feedback on their portfolio components throughout the course. To register for IDS 102, students must meet an English Composition prerequisite. IDS 102 is a three-credit research and writing intensive course taught in an online accelerated eight (8) week format. After successfully completing IDS 102 with a grade of "C" or better, students may submit one portfolio for assessment without an additional fee if it is submitted within 30 days of the end of the IDS 102 course. Successful completers of IDS 102 may submit an unlimited

number of additional portfolios for credit assessment, paying only the assessment fee.

Undergraduate credit is awarded for portfolios that demonstrate learning equivalent to having successfully completed the specified course with a grade of "C" (73%) or better. There is no limit to the number of credits an undergraduate student can earn through the portfolio process, as long as it meets degree plan requirements.

If a student has successfully completed a course comparable to IDS 102 at another accredited institution of higher learning with a grade of "C" or better, the student may request an exception to submit portfolios for assessment without completing IDS 102. A comparable course must include experience analyzing one's learning and relating it to academic content areas along with instructions on preparing a portfolio to challenge a course for credit. Determinations regarding equivalent courses eligible for this process are made by the Credit for Prior Learning (CPL) director.

Credit cannot be granted through portfolio for English Composition I, Physical Education (except theory), and for learning that cannot be documented. Credit typically cannot be granted through portfolio for an internship, practicum, independent study, field experience, graduate course, or senior thesis/capstone type course. Courses not eligible for undergraduate portfolio assessment include:

- English Composition I.
- Physical Education (except theory) courses.
- Applied courses such as internship, practicum, student teaching, field experience, independent study, senior thesis, capstone.
- Courses offered by non-US colleges.
- Courses offered by colleges that are not regionally accredited.
- Courses not offered for credit toward a degree at a regionally accredited college or university.

Authorization from the CPL director is required for an exception to pursue credit for such a course through portfolio.

## Graduate Portfolio Credit

Graduate credit is awarded for portfolios that demonstrate learning equivalent to having successfully completed the specified graduate-level course with a grade of "B" (83%) or better. Graduate students may use up to six (6) credits earned through Credit for Prior Learning (CPL) toward the master's degree. CPL credit includes all credit awarded through portfolio assessment in addition to any credit awarded from exams, credentials, and non-collegiate training and instructional programs. To pursue graduate-level credit for knowledge gained through experience, graduate students should reference the *Graduate Portfolio Program Manual* posted on the MyCharterOak student portal and consult their advisor.

## Credit Registry

Charter Oak State College offers a credit evaluation and record-keeping service for people who wish to accumulate credits

on a transcript for the purpose of professional certification. Individuals who do not wish to seek a degree from Charter Oak State College but need to maintain records of their continuing professional education are among those who might avail themselves of the Charter Oak State College registry.

Credit Registry is typically provided for:

1. Connecticut teachers who wish to use standardized examinations in meeting certification requirements;
2. Individuals who have completed a non-collegiate program that has been reviewed for credit by the Credit Assessment Program (CAP); and
3. Individuals who have completed a non-collegiate program that has been approved for credit by the American Council on Education (ACE), Credit Assessment Program (CAP) or the National College Credit Recommendation Service (NCCRS).
  - Excluding the following organizations:
    - Consortium for International Studies (CIS)
    - Coopersmith
    - Rechtschaffen Institute of Judaic Studies (RIJS)
    - Tor Academy
    - FEMA Independent Study courses (IS)

For more detailed information about the credit registry call the Registrar's Office at (860) 515-3702 or visit our [MyCharterOak Student Portal](#). Please visit the [fees](#) section of the catalog for further pricing information.

## Reverse Transfer

Reverse Transfer is a process where undergraduate credits earned at Charter Oak State College, after transferring from Connecticut State Community College (CT State)

, are transferred back to CT State to determine if a student is eligible for an associate degree.

The associate degree is a marketable credential on a résumé and an important milestone in a student's education. Employers value the associate degree as evidence of your commitment to expanding your knowledge and achieving your educational goals. The associate degree can make a difference in your long-term success.

Undergraduate students, who recently transferred from CT State, may be notified that they are eligible for an associate degree based on the criteria below:

- currently enrolled and matriculated in a baccalaureate degree program;
- have transferred from CT State within the past 2 years and have NOT earned an associate degree;
- have transferred into the college/university a minimum of 45 credits from CT State; and
- have completed a minimum of 15 credits at the baccalaureate institution.

# Contract Learning

## Off-Term course

If a student is in their 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 their 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

# College Transfer Credit

## Acceptance of Undergraduate Credits from Other Institutions

Only credits that are applicable to the student's current/active academic program will be transferred and transcribed towards a Charter Oak degree. Degree applicable credit is credit needed to complete the primary Major/Concentration along with other college requirements including Liberal Arts, General Education,

Upper Level, and Free Electives. If a student changes their Major/Concentration after enrollment, transfer credit will be re-evaluated against the new Major/Concentration for degree applicability.

The College will allow up to 9 credits from a completed graduate program to be applied toward a Charter Oak undergraduate degree if the graduate credits subsume or duplicate the undergraduate credits. Graduate transfer credits cannot be used as electives in the undergraduate program. Graduate courses transferred in to meet undergraduate requirements may not be used as part of a future graduate program at Charter Oak. (Note: If there is a specific transfer limit on the undergraduate major/concentration/certificate that is more restrictive, that policy would apply.)

No more than 87 credits earned at two-year institutions can be credited toward an undergraduate degree program (unless deemed degree-applicable).

All grades or score reports must be sent in an [official manner](#) directly from the issuing agency to Charter Oak State College.

Note: It is the responsibility of the Registrar's Office to determine the transferability of credit. If a student would like to appeal the transfer decision made by the Registrar's Office, they may do so by completing the Petition form found in the MyCharterOak Student Portal. A course syllabus and all other supporting documentation must accompany the appeal.

## Credits from Accredited Institutions of Higher Education

To be accepted toward a Charter Oak State College degree, undergraduate credits must be earned from an institution of higher education which is licensed or accredited in the State of Connecticut to award degrees or institutionally accredited at the time the credits were earned. Charter Oak recognizes the following institutional accrediting bodies:

- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (ACCJC)
- WASC Senior College and University Commission (WSCUC)

## Credit for Courses

Courses taken from an accredited community college or 4-year institution are generally transferable for credit provided they were applicable to at least one degree offered by that institution. Developmental and study skills courses, freshman seminar or orientation courses, and courses intended as review or exam preparation are not acceptable in transfer. Credits earned on the quarter system will be converted to semester credits upon transfer. Non-credit and professional development courses are not transferable.

Generally, there is no time limit on the acceptability of college course credits though some specific majors and concentrations may have stricter time-limit requirements. Refer to the Catalog for your specific major for more information. Grades of C (2.0) or higher must be earned in English Composition courses and all core requirements in a Major or General Studies Concentration in order to be transferable. Passing grades (D- or higher) may be used for other degree requirements. Grades of D- must be balanced by higher grades in order to achieve the C average (2.0) necessary for graduation.

### **Credit by Exam**

Credits completed by institutional challenge examinations will be accepted in transfer provided that the courses were regularly listed and taught for degree credit in course format by the institution, appear on a regular transcript of the college awarding the credit as Institutional (not transfer) credit with a grade (P grade must be equivalent to a C or better) and credit hours. Proof of validation is required in all cases where an institution has awarded undergraduate credit on a basis other than completion of a conventional academic course of instruction.

Charter Oak State college will accept standardized examinations offered by regionally accredited institutions (TECEP, UEXCEL, NYU language Exams) with a grade of C or higher. Other college sponsored exams may be acceptable if it can be determined that the exams meet the strict evaluation criteria of COSC Faculty.

### **Prior Learning/Portfolio/Credential Credit**

Credit for Prior Learning (CPL), including portfolio or credential credit, awarded by an accredited institution may be transferable for credit if the granting institution applies the same evaluation criteria as COSC faculty, is a member of the Consortium for the Assessment of College Equivalence (CACE), or adheres to the Council for Adult and Experiential Learning (CAEL) standards for the assessment of prior learning. Transferability of CPL credit completed by another institution will be done on an individual student basis and is not guaranteed.

## **International Credit**

### **Transfer Credits from sources other than Regionally Accredited Institutions of Higher Education**

Credentials and credits from non-U.S. colleges must be evaluated by a recognized agency prior to review by Charter Oak. The College requires a course-by-course assessment in order to perform a transfer credit evaluation. Charter Oak recognizes the following agencies: Educational Credential Evaluators (ECE) and World Education Services (WES). Institutions awarding credits outside the U.S. must be deemed to have the equivalent of U.S. regional accreditation in order for the credits to be transferable. If the rigor and content of the courses cannot be easily determined by the evaluator, the student may have to provide additional materials (syllabi, etc.) in order to have the course(s) appropriately evaluated for transfer. If a student has their credentials evaluated by more than one service, only one evaluation can be submitted and reviewed for transfer credit. In all cases, a student must earn a minimum of 30 U.S. credits for a bachelor's degree or 15 credits for an associate degree.

## **Non-Collegiate Course Providers**

Charter Oak State College maintains a number of partner agreements with non-collegiate course providers and lists of transferable courses may appear on the partner's website. The College defines a non-collegiate course provider as an entity that offers general academic coursework/learning experiences delivered for personal interest, college credit transfer or general educational experience.

The inclusion or exclusion of courses on these lists does not guarantee or automatically preclude the acceptability of transfer credit. The transfer guides are subject to change at the discretion of Charter Oak State College Faculty and the Registrar's Office and may be updated at any time. Questions regarding the acceptability of credit or equivalency should be made prior to earning credits or before matriculating at Charter Oak State College.

*All other courses, programs or exams offered by alternative educational providers (non-regionally accredited entities) recommended for credit by NCCRS or ACE will not be accepted in transfer unless an agreement with the provider and Charter Oak exists.*

Official transcripts from each individual course provider are required, consolidated transcript from Acclaim are not considered official for credit transfer. *Students will be limited to a total of 90 degree-applicable credits for a Bachelors degree and 45 degree-applicable credits for an Associate degree, from non-regionally accredited course providers, even if an agreement is in place.*

**Note: Charter Oak currently has agreements with the following organizations:**

- Distance Learning Systems Indiana
- StraighterLine
- Study.com
- Sophia
- University Pathways International

## **Military Credit**

Most military training and experience is reviewed for college credit equivalence by the American Council on Education (ACE) and reflected on the JST (Joint Services Transcript) or from the regionally accredited Community College of the Air Force. The American Council on Education's (ACE) "Guide to the Evaluation of Educational Experiences in the Armed Services" will be used to evaluate military experience. ACE credit recommendations are used in the transfer process but do not guarantee a total number of credits in transfer as not all credits may be applicable towards the chosen degree.

Military credits are awarded with grades of P and are considered transfer US credit for purposes of graduation. Credits in physical education and marksmanship/arms are not transferable, Specialty Internship credits from the Community College of the Air

Force are not transferable. Only Army Occupations marked as Primary will be considered in the evaluation of credit transfer and Navy Occupation IDs marked as PNA (passed, not advanced) are excluded from credit evaluation. Up to 90 credits in total from Military, Corporate or Workforce non-collegiate Training Programs/Certificates or Apprenticeships recommended for credit by ACE can be transferred provided they are degree applicable.

## **Military Service School Courses**

Charter Oak State College is a [Servicemembers Opportunity College](#). Courses evaluated by the [American Council on Education \(ACE\)](#) may be considered for credit towards a Charter Oak State College degree, provided they fall within the time frame evaluated by ACE. Official reports of college-level courses completed in the U.S. Armed Services are issued from a variety of sources.

Students requesting credit for their military training should have their military transcript sent to the Registrar's Office. Official military transcripts can be obtained for each branch of service including active duty, guard, reserve and veterans as follows:  
[Joint Services Transcript](#) – Army, Navy, Marine Corps, Coast Guard

[Community College of the Air Force](#) – Air Force

Contact the [Admissions Office](#) for transcripts from other US Military sources.

# Military and Veterans Education

Charter Oak State College is committed to full compliance with the Principles of Excellence for Educational Institutions Serving Servicemembers, Veterans, Spouses, and Other Family Members established by executive order of the President of the United States, the rules and regulations listed in the Department of Defense Voluntary Education Partnership Memorandum of Understanding, and all applicable financial aid regulations established by the U.S. Department of Education.

## Definitions

Military service (or service in the uniformed services) for the purposes of readmission is defined as service, whether voluntary or involuntary, in the Armed Forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days (this does not include National Guard under state authority).

A servicemember is someone who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service.

A "Veteran" is person who has served, but is not currently serving, on active duty in the U.S. Army, Navy, Air Force, Marine Corps, or the Coast Guard.

An appropriate officer is a warrant, commissioned, or noncommissioned officer authorized to give such notice by the military service concerned.

## Transcripts

Official military transcripts can be obtained for each branch of service including active duty, guard, reserve and veterans as follows:

[Joint Services Transcript](#) – Army, Navy, Marine Corps, Coast Guard

[Community College of the Air Force](#) – Air Force

Contact the [Admissions Office](#) for transcripts from other US Military sources.

## VA Application Process

The [Road Map for Success](#) will help you determine which benefit is best for you and how to apply for the benefit you choose.

### General Steps for Application

The general steps to apply for veterans educational benefits for Charter Oak State College are as follows:

#### Step 1

Veterans who have not yet used their education benefits must complete VA Form 22-1990 (Application for Veterans Benefits), and submit a copy of their DD214.

Veterans who have used benefits before at an educational institution other than Charter Oak State College must complete VA Form 22-1995 (Change of Program or Place of Training), and submit a copy of their DD214.

#### Step 2

The veteran must submit the [Request for Certification of Enrollment for VA Benefits](#) along with all required documents to the College's Certifying official. Student must log in to access the form.

The veteran's academic counselor will declare the number of credits the veteran has earned for previous civilian or military training and experience. These credits will be applied to the veteran's degree program requirements for the specified enrollment period (or show that this evaluation is still pending during the first two semesters). If the veteran has enrolled in courses at the College, the certifying official will submit the certification electronically thru VA-ONCE.

#### Step 3

Veterans who are taking courses at another college or university that is approved for VA benefits should provide a catalog description of the courses in which they plan to enroll to their academic counselor at the College. Once the courses have been approved, the veteran should forward that information to the certifying official at the College. The certifying official will forward the parent letter, which verifies that the courses the student is going to take at that institution will transfer into the veteran degree program at the College. The Veterans Officer at the supplemental institution will forward the necessary paperwork to the VA, so the veteran can begin receiving payment.

To report the courses, the veteran may use the [Request for Certification of Enrollment for VA Benefits](#). Student must log in to access the form.

**It is the veteran's responsibility to provide their Charter Oak State College academic counselor with a letter listing the courses the student will take at the supplemental school.** Without this information, the veteran's academic counselor will not verify the courses when the Veterans Benefits Office seeks verification of the courses.

Note: The veteran should contact the supplemental school to estimate the date on which the grade will be recorded, and to request an official transcript be sent to Charter Oak State College for courses that have been taken.

#### Step 4

Veterans should keep a copy of all application items and allow the VA eight weeks to respond to the claim. After that time the veteran may contact the [VA](#) and follow the link to the "Submit A Question" resource.

### Notification of Withdrawal, Termination, or Reduction

All veterans are responsible for notifying the certifying official of their withdrawal from a course, termination of training, or

reductions in training due to the receipt of a non-punitive grade for a course.

## Satisfactory Academic Progress (SAP)

The VA will not pay benefits for any portion of a course or training for which the student receives a grade that does not count toward their graduation requirement, unless the VA accepts the student's mitigating circumstances.

Charter Oak State College's Academic Standards policy requires students to maintain a cumulative grade point average of 2.0. The College will notify the VA to terminate benefits on the basis of "unsatisfactory academic progress" when a veteran's cumulative grade point average falls below 2.0. In addition, the certifying official will not certify any veteran's enrollment in any course(s) until the veteran's grade point average again reaches 2.0.

## Application Status, Payment Information, and Enrollment Certification

### Chapter 31 - Vocational Rehabilitation and Employment (VR&E)

Once the student has submitted all required documents to the Department of Veterans Affairs (DVA) and it has been determined that the student is eligible for assistance, the certifying official will sign off on VA Form 28-1905 as verification of enrollment.

If a student's enrollment status changes (e.g., drops from full- to part-time) or the student completely withdraws or decides not to attend a semester, the student must notify the College's Certifying official immediately.

### All Other Chapters

Once the student has submitted all required documents to the Veterans Office, the certifying official will submit both the documents and verification of enrollment to the Department of Veterans Affairs (DVA). Generally, it takes the DVA up to twelve weeks to process new applications; transfer and renewal applications may be processed more quickly. When the DVA approves a student claim, the student will receive a letter detailing the student's benefits.

If the student's enrollment status changes (e.g., drops from full- to part-time) or the student completely withdraws or decides not to attend a semester, the student must notify the College's Certifying official immediately.

## VA Pay Rates

Current [pay rates](#) for VA Education Benefits are available and are subject to change every October 1st as approved by the federal government.

The amount of VA Education Benefits that a student will receive is based on the type of benefit for which the student is eligible, the number or credit hours taken, and the current pay rates. The benefits will be paid directly to the student in monthly installments over the enrollment period. The Post-9/11 benefits will be paid directly to Charter Oak State College for tuition and fees. Housing and/or book allowance will be paid directly to the student if eligibility has been determined by the VA.

## VA Verification of Enrollment

All Chapter 30 and Chapter 1606 beneficiaries (i.e., veterans, reservists, and guardsmen who receive GI Bill™ benefits) must verify their enrollment each month to ensure continued payment of benefits. Enrollment may be verified via either touch-tone phone at 1-877-823-2378 (toll free) or by using the Department of Veterans Affairs' [Web Automated Verification of Enrollment \(WAVE\)](#) system. If a student's enrollment has changed during the month, the student must verify their enrollment through the WAVE program.

Please note that by using the phone or WAVE method, students can only verify the prior month's enrollment. For example, on or after September 30th, a GI Bill™ recipient will verify September enrollment only. Students who need assistance should call the VA toll-free at 1-888-GIBILL1 (1-888-442-4551).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

## Tuition Assistance and CT Waiver Programs

### Tuition Assistance

The following is a list of portals that servicemembers may utilize if they are seeking the use of Tuition Assistance:

Army IgniteED – Army, Army National Guard and Reserve

Virtual Education Center (VEC) – Navy, Marine Corps and Coast Guard (including reserves)

AF Official System AFEMS/AFVEC – Air Force, Air Guard and Reserve

### Connecticut Veteran Tuition Waiver

Charter Oak State College honors the service that veterans have provided to our state and to our country by adopting a policy to offer a 100% tuition waiver for Connecticut veterans matriculated at Charter Oak State College.

Connecticut veterans eligible for the course fee waiver benefit will be compliant with the following Connecticut Veterans Waiver requirements:

1. 90 consecutive days of active duty (active duty for training not applicable);
2. an honorable discharge from the U.S. Armed Forces;
3. a copy of Member-4 DD-214 (with required dates of service); and
4. a status of matriculated student (officially accepted and current college fees). College fees and other applicable fees must be paid each registration period.

Eligibility ceases upon withdrawal, dismissal, and/or graduation.

If a veteran elects to receive benefits under Post-9/11 Veterans Educational Assistance Act of 2008 (Post 9/11 GI Bill™), the benefits are applied first, and the tuition waiver applies to the balance.

For more information, contact the Office of Admissions at [admissions@charteroak.edu](mailto:admissions@charteroak.edu) or 860-515-3800.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

## Connecticut National Guard Tuition Waiver

Charter Oak is proud to support those who serve. Under new Connecticut law, eligible members of the Connecticut Army or Air National Guard may receive a 100% tuition waiver.

To qualify, students must:

1. be an active member of the Connecticut Army or Air National Guard
2. be certified as a member in good standing
3. be enrolled either full-time or part-time

Students must submit the completed Connecticut Guard Tuition Waiver Application form MDCT 1-95R to their unit administrator NLT 1 for processing. Each semester requires a separate application and approval.

## Veterans Benefits

Charter Oak State College is approved for Veterans Educational benefits, including the Post-9/11 GI Bill™, Yellow Ribbon Program, Montgomery GI Bill™, Dependents Education Assistance Program, Veterans Vocational Rehabilitation Program, Tuition Assistance, and MyCAA, and other educational benefits for veterans.

The latest program descriptions and eligibility requirements can be found on the Veterans Affairs website as follows:

- [Post-9/11 GI Bill™ - Chapter 33](#)
- [Montgomery GI Bill™ - Active Duty](#) - Chapter 30
- [Montgomery GI Bill™ - Selected Reserves](#) - Chapter 1606
- [Dependents Education Assistance Program](#) - Chapter 35 & Fry Scholarship
- [Veterans Vocational Rehabilitation Program](#) - Chapter 31
- [Transfer of Post-9/11 GI Bill™ Benefits to Dependents \(TEB\)](#)
- [Tuition Assistance Top-Up](#)

[Benefits Comparison Tools](#) are available to help eligible students understand the differences between the benefit programs.

For more information about these and other VA education benefits, contact the [Department of Veterans Affairs \(DVA\)](#) directly at 1-888-GIBILL-1 (1-888-442-4551).

**Please Note:** U.S. Department of Veterans Affairs (VA) regulations require that all students receiving VA educational benefits meet the College's satisfactory academic progress (SAP) standard and the College's academic standing policy as stated in the college catalog. Students failing to make SAP will have their VA educational benefits discontinued in accordance with the institution's policy on page 110 of this catalog. Students who are dismissed for failing to meet the college's academic

standing policy will be reported to the VA. Students may appeal their academic dismissal in accordance with the policy on page 30 of this catalog. Should the appeal be successful, the student's enrollment will be reported retroactively to VA for the enrollment period to which the appeal applies.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

## Active Duty Deployments

Students called to active duty in the armed forces of the United States will be allowed to withdraw from their courses without penalty upon presenting an official copy of their military orders to the College Registrar. This must be done at the time a student is required to stop attending classes.

The College will credit 100% of tuition and fees for the term that the student departs to the term when the student returns to the College. Should the student not return, a refund of the tuition will be issued based upon the College's refund policy at the time of withdrawal.

Students who withdraw will receive normal withdrawal notations (e.g., W, Withdrew grades) on the transcript. Students may, with the permission from the Provost/Dean, receive an Incomplete grade for one or more courses. Students who receive Incomplete grades are subject to all the policies regarding incompletes and will not receive a tuition refund for those courses in which an Incomplete is assigned.

Charter Oak students called to active military duty have the following options:

1. receive withdrawals with a refund of tuition for some courses and grades/incompletes in other courses, if approved by the Provost; or
2. withdraw from all current semester courses with a full refund of tuition and fees.

When leaving the College for Active Military Duty:

1. Provide a copy of your military orders to the Registrar's Office.
2. For Incomplete Grades: If Dean/Provost approves an incomplete grade, you and your professor should complete an Incomplete Grade Form, which is available on the Student Self Service Tab in the MyCharterOak student portal. The incomplete grade form must be initiated by the student, and state the reason for the incomplete grade(s), as follows: "Called to Active Military Duty."

For Withdrawals: In the event that your military obligation does not permit adequate time to finalize grades or withdrawal, please contact the Registrar's Office. The Registrar's Office will act on your behalf to inform the appropriate persons and/or departments of your call to active military duty, and assist to finalize grades or process a withdrawal. Any grading options and planning for course completion, as agreed upon by your professors and the Dean/Provost, will be documented for you.

## **Readmission**

Charter Oak will promptly readmit a servicemember with the same academic status as he or she had when last attending or accepted for admission. This status is defined as being admitted to the same program to which the student was last admitted or, if that exact program is no longer offered, the program that is most similar to that program, unless the student chooses a different program. The student will be enrolled with the same number of credit hours previously completed, unless the student is readmitted to a different program to which the completed credit hours are not transferable. The cumulative length of the absence and of all previous absences from the college for military service may not exceed five years. Only the time the student spends actually performing service is counted.

The student must notify the Admissions Office of his or her military service and intention to return to school.

# Appendices

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## About This Catalog

### Communications

Inquiries and requests for the Official Catalog and for other printed materials should be addressed to:

**Charter Oak State College**

185 Main Street  
New Britain, CT 06051

**Telephone:** (860) 515-3800

**Fax:** (860) 760-6047

**Email:** [admissions@charteroak.edu](mailto:admissions@charteroak.edu)

**Website:** <https://www.charteroak.edu>

Information in this Catalog is valid as of the date of publication. Charter Oak State College maintains the right to approve and implement changes whenever circumstances require.

The catalog is the official source for degree programs, academic requirements, and institutional policies and procedures and supersedes any information on the website or contained in the bulletin of any school or department.

[Download a copy of this catalog as PDF](#)

## Charter Oak State College Administration and Staff

**Ed Klonoski**, President

*(B.A., University of Connecticut; M.A., University of Hartford)*

**David Ferreira**, Provost

*(B.S., Southern Connecticut State University; M.A., American University; Ed.D., Northcentral University)*

**Michael Moriarty, CPA**, Chief Financial and Administrative Officer

*(B.S. & M.S., University of Connecticut)*

**TBD**, Chief Information Officer

[Complete list of Charter Oak State College Staff](#)

## Alumni Association

The Charter Oak State College Alumni Association was established in June 1983 and is comprised of volunteer

leadership. Any person who has received a degree or certificate from the College is an Alum, and encouraged to participate.

The Alumni Association Board of Directors is committed to building relationships and empowering the pursuit of education and career satisfaction. Together, they work to support Charter Oak State College's educational and service goals; and provide professional and social opportunities for members and alumni in general.

All graduates are encouraged to officially join the Alumni Association. To learn more about membership, please visit the [alumni webpage](#).

New for our alumni, an official online store that offers personalization of items, visit: <https://www.rhinogift.com/charter-oak-.htm> for details. Show your #CharterOakPride and contribute to the Alumni Association Scholarship Program.

Other services and benefits can be found at <https://www.charteroak.edu/alumni/benefits.php>

Please take a moment to like and follow our Alumni [FaceBook page](#), and connect with YOUR Alumni community on [LinkedIn](#).

If you have questions or want to share an update please send it to [alumni@charteroak.edu](mailto:alumni@charteroak.edu) or call Carol, 860-515-3889.

## Alumni Association Board of Directors

### Officers

Holly Howery, '14, '17, '20	President
Steve Foerster, '05	Vice President
Cecelia Peppers-Johnson, '02	Secretary
Christopher May, '11	Treasurer

### Directors

Mervin Alexander, '18
Aquia Brown, '21
Trinene Davis, '98
Sophia Jappinen, '21
Traci O'Brien, '21
Joan Palmer, '03
Sean Peltier, '20
Daniel Lee Perea, '18
Joel Raffone, '19
Tenell "Tiger" Rhodes, '20
John Thomas, '13
Juan Urena, '18
Carol Hall, Director, Alumni & Donor Relations

# Board of Regents for Higher Education

The six Connecticut State Colleges and Universities (ConnSCU) governed by the [Board of Regents for Higher Education](#), offer students an affordable, accessible option to further their education or career training. With one community colleges four state universities and an online college, no matter where you live or work, there's a ConnSCU campus close to you.

## Charter Oak State College Foundation

The Charter Oak State College Foundation is dedicated to providing financial assistance to Charter Oak State College students striving to complete their degrees through the awarding of scholarships and grants.

- Scholarships
- Technology Grants
- Student Crisis Funds
- Prior Learning Awards
- Women in Transition Program (WiT)
- Parents Intent on Improving Tomorrow (PiiT)

In addition to financial aid and scholarships offered to undergraduate, and transfer students at the time of admission, the Charter Oak State College Foundation offers a wide range of endowed, merit-based or program specific scholarships on a competitive basis.

**Foundation competitive scholarships** are awarded annually to current students, undergraduate and graduate, which are enrolled/ matriculated, and who attend courses [at Charter Oak State College].

Students are informed when the online scholarship application process is open via email and system announcement. In addition, their academic advisor may recommend specific need or program-based scholarships.

Specific criteria per scholarship, such as program of study, GPA minimum, or financial need will be listed in the application portal and students are responsible to ensure they meet the criteria, prepare an essay and financial need statement (as applicable) by the deadline.

All awarded students will receive notification via email and will see the award on their account for the applicable semester(s).

**The Foundation Technology Grant** is for students in need of technology for online degree completion. Students are awarded a voucher or reimbursement to purchase technology. Students are informed when the online technology grant application process is open via email and system announcement.

**Student Crisis Awards.** The Director of Academic Services accepts requests throughout the year to help students experiencing a hardship that impedes their academic progress. To be considered for a Crisis Fund Award, email your need (amount being requested), and extenuating circumstance to –

[wwarshauer@charteroak.edu](mailto:wwarshauer@charteroak.edu) or call 860.515.3841. The team will review your request and respond within a few days.

**Credit for Prior Learning (CPL)** (formerly Prior Learning Assessment/PLA) Students can save time and money and get credit for [what you know]. If prior learning matches a college course you may be able to earn credit for it. Additionally, the **Foundation** offers awards to assist with earning credits for prior learning. Please review the process on our [Prior Learning Information Page](#) and connect with your Academic Advisor before downloading the application (located at the MYCharterOak Portal, Student Self Service/ CPL Scholarship application).

### About the Charter Oak State College Foundation:

Established in 1977, the Foundation is a non-profit tax-exempt 501(c)3 organization dedicated to supporting flexible and comprehensive degree completion opportunities for adults and technology innovations through the work of Charter Oak State College. The Foundation is a vehicle for accepting private gifts, donations, and bequests.

Governed by an all-volunteer Board of Directors, the leadership provides direction for development activities and stewardship of the Foundation's assets. The Board is committed to assisting students meet their educational and career aspirations.

To that end, the board raises funds and secures grants directed toward closing the equity gap in higher education.

To give a gift that lasts a lifetime, the gift of education, visit the Foundation webpage, [www.charteroak.edu/foundation](http://www.charteroak.edu/foundation).

View the [Charter Oak State College Foundation Board of Directors](#).

## Student Association

### Officers

For the slate of officers, visit the Student Association portlet on [MyCharterOak](#).

### Council Members

Student Representative to the Board of Regents Student Advisory Committee: Donna Wagoner

### Student Association Advisor

Director of Academic Services: [Wanda Warshauer](#)

## Faculty

Name	Department	Degrees
George Ackerman	General Academics Department	(B.A., Florida Atlantic University), (M.S., Nova Southeastern University), (Ph.D., Capella University)

Name	Department	Degrees
Maegan Adams	School of Education	(B.S., University of Connecticut), (M.Ed, University of Bridgeport)
Kenneth Adamson	General Academics Department	(B.A., University of Massachusetts), (M.A., University of Massachusetts)
Moses Adgers	General Academics Department	(B.A., North Carolina Wesleyan College), (M.S., Wake Forest University)
Baindu Akinrotiba	Social Work Department	(B.A., Wake Forest University), (M.S.W., Washington University), (Ph.D., University of South Carolina)
Kelli Allen-Dunn	Health Sciences & Technology Department	(B.S., Iona College), (M.S., Iona College)
Melissa Alvarado	Health Sciences & Technology Department	(B.S., Heritage University), (M.S., University of Washington)
Rosalyn Amenta	General Academics Department	(B.A., Southern Connecticut State University), (M.A., Yale University), (Ph.D., Fordham University)
Amy Anderson Moncy	School of Education	(B.S., Earlham College), (M.S., University of the District of Columbia)
Janice Andrews	Health Sciences & Technology Department	(B.S.N., Gardner-Webb College), (M.S., University of North Carolina)
Christopher Badenhop	School of Education	(B.A., Western Governors University), (M.B.A., Western Governors University)
Noah Baerman	General Academics Department	(B.A.M., Rutgers University),

Name	Department	Degrees
		(M.Mus., Rutgers University)
Paul Bailo	Business & Technology Department	(B.S., St. John's University), (M.S.W., Fordham University), (Ph.D., International School of Management)
Courtney Baker	Social Work Department	(B.S.W., Adelphi University), (M.S.W., Adelphi University), (D.S.W., Capella University)
Fritz Barionette	Health Sciences & Technology Department	(B.S., Hodges University), (M.S., Nova Southeastern University), (Ph.D., A.T. Still University)
Jean Barresi	School of Education	(B.S., Central Connecticut State University), (M.S., Quinnipiac University)
Thomas Barron	Business & Technology Department	(B.S., Western New England College), (M.B.A., American International College), (Ed.D, Johnson & Wales University)
Deborah Barshay	General Academics Department	(B.A., Rhode Island College), (M.A., Brown University), (Ph.D., Brown University)
Barbara Barton	School of Education	(B.S., Manhattanville College), (M.A., Eastern Connecticut State University)
Brandon Bass	Business & Technology Department	(B.S., California State University), (M.S., Colorado Technical University), (Ph.D., Colorado Technical University)
Connie Bell	Health Sciences & Technology Department	(B.S., Prairie View A & M University), (M.B.A., Prairie

Name	Department	Degrees
		View A & M University)
Maria Belval	Social Work Department	(B.S.W., Western Connecticut State University), (M.S.W., Fordham University)
Nicholas Bergan	Business & Technology Department	(B.A., St Louis University), (M.S., Florida State University)
Harry Berkson	General Academics Department	(B.S., Rabbinic Ordination), (M.S., Nova Southeastern University)
Gregory Berry	Business & Technology Department	(B.A., University of Alberta), (M.B.A., University of Alberta), (Ph.D., University of Alberta)
Jamie Birdwell	Business & Technology Department	(B.M.A., Troy University), (M.S., Troy University), (D.B.A., Florida Institute of Technology)
Alison Birks	General Academics Department	(B.A., College of the Atlantic), (M.S., University of Bridgeport)
Sandra Bispham-Haywood	General Academics Department	(B.A., State University New York Albany), (J.D., State University New York Buffalo)
Lori Blake	School of Education	(B.S., University of Connecticut), (M.S., Central Connecticut State University), (Ed.D, University of Hartford)
Janine Boland	School of Education	(B.A., Western Connecticut State University), (M.S., Mercy College)
Stacey Bottone	Business & Technology Department	(B.S., Charter Oak State College), (M.B.A., Salve Regina University),

Name	Department	Degrees
		(Ph.D., Walden University)
Louis Boudreau	General Academics Department	(B.A., University of Connecticut), (M.S., University of Massachusetts), (Ph.D., University of Connecticut)
Victoria Bracale	Social Work Department	(B.A., Southern Connecticut State University), (M.S., Southern Connecticut State University)
Rachel Brandel	Business & Technology Department	(B.A., California Polytechnic State University), (M.B.A., San Diego State University)
Danika Brinda	Health Sciences & Technology Department	(B.A., The College of St Scholastica), (M.A., The College of St Scholastica), (Ph.D., Capella University)
David Brown	Business & Technology Department	(B.A., Iona College), (M.B.A., Iona College)
Walton Brown-Foster	General Academics Department	(B.A., University of Michigan), (M.A., University of Michigan), (Ph.D., University of Michigan)
Vangella Buchanan	General Academics Department	(B.A., Eastern Connecticut State University), (M.A., Central Connecticut State University)
Dawn Bunting	Nursing Department	(B.S., Central Connecticut State University), (M.S., University of Hartford), (Ed.D, University of Hartford)
Brian Burrier	Nursing Department	(B.S., Walden University), (M.S.N., Walden University)

Name	Department	Degrees
Jada Bush	General Academics Department	(B.S., SUNY, Empire State College), (M.S., Nova Southwestern University)
Erica Butcher	General Academics Department	(B.S., Ohio State University), (M.A., Ohio University), (Ph.D., Ohio University)
MiKyle Byrd-Vaughn	General Academics Department	(B.A., Johns Hopkins University), (M.S., University of Bridgeport), (ND, University of Bridgeport)
Kevin Caban	General Academics Department	(B.S., Post University), (M.B.A., Post University)
Sarah Calzone	School of Education	(B.S., Charter Oak State College), (M.S., Concordia University)
Maria Canales Tapia	Business & Technology Department	(B.A., Wellesley College), (M.A., University of Connecticut)
Carmen Canales	Business & Technology Department	(B.A., Connecticut College), (M.B.A., Cornell University)
Suzanne Cansler	Core Faculty	(B.A., University of Colorado), (M.A., University of Albany State)
Daryl Capuano	General Academics Department	(J.D., University of Pennsylvania)
Sara Castle	School of Education	(B.S., Central Connecticut State University), (M.S., University of Hartford)
Kimberly Cellini	School of Education	(B.A., Albertus Magnus College), (M.Ed, Saint Joseph's University)
Lori Cerone	Nursing Department	(B.S., Texas Christian

Name	Department	Degrees
		University), (M.S., University of Hartford)
Randall Chains	Business & Technology Department	(M.S., University of Maryland University College)
Angela Chapman	Business & Technology Department	(M.B.A., University of New Haven)
Terrence Cheng	General Academics Department	(B.A., Binghamton University), (M.A., University of Miami)
Lois Church	General Academics Department	(B.A., Syracuse University), (M.A., Southern Connecticut State University)
Emily Ciscar	General Academics Department	(B.A., Southern New Hampshire University), (M.A., Southern New Hampshire University)
Laura Clark	General Academics Department	(B.A., Eastern Connecticut State University), (M.S., Bay Path University)
Claire Clifford	General Academics Department	(B.S., University of Manchester), (M.A, University of Manchester), (Ph.D., Arizona State University)
Pauline Clifford	Core Faculty	(B.A., University of Wisconsin), (M.Ed., University of Guam), (Ph.D., Walden University)
Stephanie Colacicco	General Academics Department	(B.A., Southern Connecticut State University), (M.S., University of Bridgeport)
Maureen Conard	Core Faculty	(B.A., Providence College), (M.A., University of Connecticut), (Ph.D., University of Connecticut)

Name	Department	Degrees
Schuyler Connell	Health Sciences & Technology Department	(B.S., University of Louisiana), (M.S., Argosy University)
Cynthia Conrad	Core Faculty	(B.A., Southern Illinois University), (M.A., University of Texas), (Ph.D., University of Texas)
Tuesday Cooper	General Academics Department	(B.A., Rutgers University), (J.D., Western New England College), (Ed.D, University of Massachusetts)
Kathleen Coppola	School of Education	(B.S., University of Connecticut), (M.A., Sacred Heart University)
Jisel Cordero	School of Education	(M.Ed, American College of Education)
Miguel Corona	Business & Technology Department	(B.S., University of Texas), (M.A., University of Texas), (D.M., University of Phoenix)
Carlita Cotton	General Academics Department	(B.A., State University of New York at Albany), (M.Div., Howard University), (Ph.D., University of Connecticut)
Bari Courts	Business & Technology Department	(B.A., Kenyon College), (M.B.A., University of Cincinnati), (Ph.D., Capella University)
Marisol Cruz St Juste	General Academics Department	(B.A., Eastern Connecticut State University), (M.A., Canyon College)
Joseph Cullen	Core Faculty	(B.A., College of William and Mary), (M.Ed., College of William and Mary), (Ph.D., University of Connecticut)

Name	Department	Degrees
Rachael D'Andrea	Health Sciences & Technology Department	(B.S., Stephens College), (M.S., The College of St. Scholastica)
Nicki Dakis	General Academics Department	(B.A., Southern Connecticut State University), (M.A., Southern Connecticut State University)
Angelina Dale	General Academics Department	(B.A., University of Connecticut), (M.A., National University)
Noelle Dale-Brown	Health Sciences & Technology Department	(B.S.,Charter Oak State College)
Anthony Davila	General Academics Department	(B.A., Sacred Heart University), (M.A., American Military University), (Ph.D., Walden University)
Susan Deane	General Academics Department	(B.S.N., Saint Joseph College), (M.S.N., University of Hartford), (Ed.D, Northcentral University)
Aaron Deris	School of Education	(B.A., University of New Orleans), (M.Ed., University of New Orleans), (Ph.D., University of New Orleans)
Jennifer DeVito	Nursing Department	(B.S.N., Southern Connecticut State University), (M.S.N., Drexel University)
Ezechiele Dominique	Nursing Department	(B.B.A., Western Connecticut State University), (M.S.N., Loyola University), (DNP, Loyola University)
Kathleen Dove	Business & Technology Department	(B.A., Northeastern Illinois University), (M.S., Loyola University)
Paula Dowd	Nursing Department	(B.S., University of Connecticut),

Name	Department	Degrees
		(M.S., Rensselaer Polytechnic Institute), (Ed.D, University of Hartford)
Nicole Downes	Business & Technology Department	(B.S., Post University), (M.S., University of Connecticut)
Deirdre Doyle	Nursing Department	(B.S., University of Connecticut), (M.S., University of Phoenix)
Percis Drew	Health Sciences & Technology Department	(B.S., University of Phoenix), (M.H.A., University of Phoenix), (D.P.H., Capella University)
Ellen Duell	Nursing Department	(B.S., Saint Anselm College), (M.S., University of Connecticut)
Anna Duncan	Health Sciences & Technology Department	(B.A., Laurel University), (M.B.A., Western Governors University)
Mark Dunn	Health Sciences & Technology Department	(B.A., SUNY University at Stony Brook), (M.S., Iona College)
Neil Dworkin	Core Faculty	(Ph.D., New York University)
Jeff M Dykes	Health Sciences & Technology Department	(B.S., Central Washington University), (M.S., University of Washington)
Keith Earnshaw	General Academics Department	(B.S., Purdue University), (M.S., Purdue University), (Ph.D., Rensselaer Polytechnic Institute)
Melanie Eaton	General Academics Department	(B.A., Western New England University), (M.S., University of New Haven)
Robert Eddy	General Academics Department	(B.A., American Military University),

Name	Department	Degrees
		(M.S., University of Connecticut)
Cynthia Edgerton	Health Sciences & Technology Department	(M.Ed., Capella University)
Karen Edmond	Social Work Department	(B.S.W., State University College at Buffalo), (M.S.W., State University of New York at Buffalo)
Luke Eilderts	Core Faculty	(B.A., The University of Wisconsin- La Crosse), (M.A., The Pennsylvania State University), (Ph.D., The Pennsylvania State University)
Hamid El Khalfi	General Academics Department	(M.A., University of Essex), (Ph.D., University of Essex)
Samantha Endres	School of Education	(B.S., Charter Oak State College)
Robert Erickson	Social Work Department	(B.A., Arizona State University), (M.S.W., Arizona State University)
Sharif Erik-Soussi	Business & Technology Department	(M.B.A., Barney School of Business)
Cynthia Evans	Health Sciences & Technology Department	(B.A., Ashford University), (M.B.A., The University of Texas at Tyler), (D.H.A., Virginia University of Lynchburg)
Scott Exaros	School of Education	(B.S., West Chester University), (M.Ed, Kutztown University), (Ed.D, Wilkes University)
Natalie Fabien	Business & Technology Department	(B.A., Southern New Hampshire University), (M.Ed, American College of Education)

Name	Department	Degrees
Patrice Farquharson	General Academics Department	(B.S., University of Connecticut), (M.S., Southern Connecticut State University), (Ed.D, Nova Southeastern University)
Kelly Fast	Health Sciences & Technology Department	(B.S., Quincy University), (M.S., College of St. Scholastica)
Joudon Ferdinand	Business & Technology Department	(B.S., Nicholls State University), (M.I.S.M., University of Arizona Global Campus)
Emily Fiore	School of Education	(B.S., Post University), (M.Ed, Post University)
Kevin Fitzgerald	Business & Technology Department	(B.A., Iona College), (M.B.A., University of Connecticut)
Janine Fondon	General Academics Department	(B.A., Colgate University), (M.A., New York University)
Paul Fontanez	Nursing Department	(B.S., New York University), (M.A., Gordon Conwell Theological Seminary)
Phillip Fox	General Academics Department	(B.A., Connecticut College), (M.A., National University), (Ph.D., Trident University International)
Robert Freeborough	General Academics Department	(B.S., Virginia Tech), (M.A., Regent University)
Andre Freeman	General Academics Department	(B.S., Worcester Polytechnic Institute), (M.S., Worcester Polytechnic Institute)
Sheila Fry	Business & Technology Department	(M.A., Baker College)

Name	Department	Degrees
Michelle Fuhrman	General Academics Department	(B.S., Ithaca College), (M.S., University of Bridgeport)
James Fuller	Core Faculty	(B.A., Carnegie Mellon University), (M.S., University of Hartford)
Jessica Gabriele	Nursing Department	(B.S., Southern Illinois University), (M.S., Sacred Heart University), (DNP, Chamberlain College of Nursing)
Elizabeth Gaffney	School of Education	(B.S., Southern Connecticut State University), (M.S., Southern Connecticut State University)
Meg Galante-DeAngelis	School of Education	(B.S., University of Connecticut), (M.A., University of Connecticut)
Jessica Gauvin	Core Faculty	(B.A., University of Connecticut), (J.D., University of Connecticut)
James Gentile	Core Faculty	(B.A., Columbia University), (M.A., Columbia University), (Ph.D., Columbia University)
Leonard Giambra	Core Faculty	(B.A., University of Rochester), (M.A., Ohio State University), (PH.D., Ohio State University)
Pamela Giberti	School of Education	(B.A., Clark University), (M.Ed, Antioch/ New England Graduate School)
Jennifer Gilbert	Business & Technology Department	(B.A., Trinity College), (M.A., State University of New York at Oswego)

Name	Department	Degrees
Jessica Gilpatrick	General Academics Department	(B.A., Wheaton College), (M.S., University of Southern Maine)
Gary Giss	General Academics Department	(B.A., Arizona State University), (M.A., Northcentral University), (Ed.D., Purdue University Global)
Michael Gold	General Academics Department	(B.A., University California San Diego), (M.A., Jewish Theological Seminary), (Ph.D., Florida Atlantic University)
James Golden	Social Work Department	(B.S., Hilbert College), (M.S.W., University at Albany SUNY), (Ph.D., University at Albany SUNY)
Michael Goldner	Business & Technology Department	(B.A., Miami University), (J.D., Stetson University College of Law)
Lauren Gorgone	Social Work Department	(B.A., Eastern Connecticut State University), (M.S.W., Columbia University)
James Gorham	Business & Technology Department	(B.S., Clemson University), (M.B.A., Keller Graduate School of Management), (DSL, Regent University)
Krystyna Gorniak-Kocikowska	Core Faculty	(M.A., Temple University), (Ph.D., Adam Mickiewicz University)
Joseph Gradecki	Business & Technology Department	(B.S., Metropolitan State College), (M.S., University of Wyoming)
Tanya Grant	General Academics Department	(B.A., Fairfield University), (M.S., University of New

Name	Department	Degrees
		Haven), (Ph.D., Capella University)
Katharine Griffin	School of Education	(B.S., University of Connecticut), (M.S., Central Connecticut State University)
Felisha Guirand-Fleurimond	School of Education	(B.A., University of Connecticut), (M.S., Charter Oak State College)
Ivelisse Guzman	School of Education	(B.A., University of New Haven), (M.A., Post University)
Kathryn Hagen	School of Education	(B.S., The State University of New Jersey), (M.S., Ohio University)
John Halstead	Business & Technology Department	(B.S., University of Connecticut), (M.S., Boston College), (Ph.D., University of Connecticut)
Kenneth Harris	Business & Technology Department	(M.S., Kennesaw State University)
Cheryl Harrison	Business & Technology Department	(B.A., University of Southern California), (M.A., Harvard University), (Ed.D., Harvard University)
Michael Hartwig	General Academics Department	(B.A., University of Dallas), (M.A., Southern Methodist University), (Ph.D., Southern Methodist University)
Kashanna Hector-Lebby	Health Sciences & Technology Department	(B.S., University of Hartford), (M.S., Devry University)
Christopher Heller	General Academics Department	(B.S., Muhlenberg College), (J.D., Quinnipiac School of Law)
Calvin Henry	General Academics Department	(B.S., Southern Illinois University), (M.S., Touro International University)

Name	Department	Degrees
Reginald Hicks	Business & Technology Department	(B.S., DeVry University), (M.B.A., Keller Graduate School of Mgmt), (D.M., University of Phoenix)
Heidi Hillstrom	Health Sciences & Technology Department	(B.A., College of St. Scholastica), (M.S., University of St. Francis)
Maureen Hogan	School of Education	(B.A., University of Maryland University College), (M.Ed, University of Virginia), (Ph.D., Capella University)
Roland Holstead	Business & Technology Department	(B.A., State University of New York), (M.A., University of Connecticut), (Ph.D., University of Connecticut)
Jennifer Hooks	Business & Technology Department	(B.S., Wayland Baptist University), (M.B.A., Trident University)
James Hoover	Health Sciences & Technology Department	(B.S., Randolph-Macon College), (M.S., Johns Hopkins University)
Tracey Horton	School of Education	(B.S., Western Illinois University), (M.A., Concordia University)
Katherine Houghtaling	General Academics Department	(B.A., Castleton State College), (M.S., Southern Connecticut State University)
Holly Howery	Business & Technology Department	(B.S., Charter Oak State College), (M.S., Charter Oak State College)
Tiffany Hoxie	School of Education	(B.S., Goodwin College), (M.S., Albertus Magnus College)

Name	Department	Degrees
William Ingersoll	Health Sciences & Technology Department	(B.A., Manhattanville College), (M.A., Western Connecticut State University)
Lonnie Inzer	General Academics Department	(B.S., Colorado State University), (M.L.S., Fort Hays State University)
Rodney Irizarry	Business & Technology Department	(B.S., Charter Oak State College), (M.S., University of New Haven)
Dontreal Jackson-Ross	General Academics Department	(B.B.A., Monroe College), (M.A., National University)
Jason Jakubowski	General Academics Department	(B.A., University of Connecticut), (M.P.A., University of Connecticut)
Cynthia James	Health Sciences & Technology Department	(B.S., Charter Oak State College), (M.A., University of Phoenix)
Kimberly James	Business & Technology Department	(B.S., Southern Connecticut State University), (M.S., Cambridge College), (Ph.D., University of Maryland)
Michelle Jefferson	School of Education	(B.S., University of Bridgeport), (M.Ed, Ashford University)
Jeanelle Jensen	School of Education	(B.A., Fordham University), (M.P.A., Baruch College)
Melissa-Sue John	General Academics Department	(B.A., Hunter College), (M.A., University of Connecticut), (Ph.D., University of Connecticut)
Keniesha Johnson Krewalk	Social Work Department	(B.S.W., Eastern Connecticut State University), (M.S.W., Springfield College), (D.S.W., Walden University)

Name	Department	Degrees
Marsha Jones	General Academics Department	(B.S., Florida Agricultural Mechanical University), (M.S., Jones International University)
Sherese Jones	School of Education	(B.S., Liberty University), (M.Ed, University of Phoenix), (Ed.D, Northcentral University)
Shirley Jordan Seay	Health Sciences & Technology Department	(B.S.N., Ursuline College), (M.B.A., University of the People), (Ph.D., Trident University International)
Kara Joseph	Social Work Department	(B.S.W., Elms College), (M.S.W., Boston College School of Social Work)
Kimberly Joyner	Health Sciences & Technology Department	(B.S., East Carolina University), (M.Ed, East Carolina University)
Serina Julien	General Academics Department	(B.A., University of East London), (M.S., University of Connecticut)
Chulhee Jun	Business & Technology Department	(B.A., University of Seoul), (M.S., University of Nebraska), (Psy.D., Texas Tech University)
Linda Kapinos	Nursing Department	(B.S., American International College), (M.Ed, American International College)
Nicole Kapinos	Health Sciences & Technology Department	(B.S., The University of Rhode Island), (DNP, University of Minnesota)
Jessica Kazigian	School of Education	(B.A., University of Massachusetts),

Name	Department	Degrees
		(M.Ed, Lesley College)
Deborah Kekacs	School of Education	(B.S., Charter Oak State College), (M.S., Western Connecticut State University)
Linda Kessler	School of Education	(B.A., University of North Carolina), (M.S., University of New Haven)
Caitlin Kingston	Social Work Department	(B.A., The Pennsylvania State University), (M.S.W., Fordham University)
Melanie Kiss	Health Sciences & Technology Department	(B.A., Carroll College), (M.B.A., University of Phoenix)
Stephanie Knutson	Nursing Department	(B.S., University of Connecticut), (M.S., University of Hartford), (Ed.D, University of Hartford)
Srinivas Kolli	Health Sciences & Technology Department	(B.S., Osmania University), (M.S., University of Houston)
Jeffrey Kovach	General Academics Department	(B.A., Franklin&Marshall College), (M.A., William Paterson University)
Rachel Kovach	School of Education	(B.A., Charter Oak State College), (M.Ed, Post University)
Clifton Krahenbill	Business & Technology Department	(B.S., Capella University), (M.S., University of Maryland)
Susan Krampitz	School of Education	(B.S., Bucknell University), (M.S., Western Connecticut State University)
Mallory Lafayette	Social Work Department	(B.S.W., Iona College),

Name	Department	Degrees
		(M.S.W., Southern Connecticut State University)
Jennifer Lapinel Spincken	General Academics Department	(B.A., New York University), (M.A., New York University)
Karen Lapuk	School of Education	(B.A., Smith College), (M.A., San Francisco State University)
Cheryl Larsen	General Academics Department	(B.S., East Tennessee State University), (M.S., The College St. Scholastica)
Kristine Larsen	Core Faculty	(B.A., Central Connecticut State University), (M.S., University of Connecticut), (Ph.D., University of Connecticut)
Jennifer Lathrop	School of Education	(B.S., Post University), (M.Ed, Post University)
Janette Laubacher	Health Sciences & Technology Department	(B.S., The Ohio State University)
Peggy Lauria	General Academics Department	(B.A., University of Hartford), (M.A., University of Hartford), (Psy.D., University of Hartford)
Catherine Leary	Nursing Department	(B.S.N., University of Connecticut), (M.S.N., University of Hartford), (DNP, University of Connecticut)
Susan Leroy	General Academics Department	(B.A., Western Connecticut State University), (M.A., Western Connecticut State University)
Lorinda Lewis	Business & Technology Department	(B.A., University of Maryland), (M.S., Central Michigan University), (Ph.D.,

Name	Department	Degrees
		Northcentral University)
Charlene Livaudais	Health Sciences & Technology Department	(B.S., Lee University), (M.S., The College of St. Scholastica), (Ed.D, Concordia University)
Kenneth Long	General Academics Department	(B.A., The University at Albany), (M.P.A., Syracuse University), (Ph.D., The University at Albany)
Rose Luglio	Business & Technology Department	(B.S., University of Connecticut), (M.A., University of Connecticut)
Henry Lugo III	General Academics Department	(B.M.A., Western Connecticut State University), (M.Mus., The University of Texas)
Kristi Lundgren	Health Sciences & Technology Department	(B.A., The College of St. Scholastica), (M.S., The College of St. Scholastica)
Margaret MacDonald	School of Education	(B.A., Pacific Lutheran), (M.S., Southern Connecticut State University), (Ph.D., Andrews University)
Ruth MacDonald	General Academics Department	(M.B.A., University of Texas), (Ph.D., Rutgers University)
Qing Mack	Core Faculty	(B.A., Chinese People's Public Security University), (M.S., Central Connecticut State University), (Ed.D, University of Hartford)
Deanna Macon	Health Sciences & Technology Department	(B.A., Saint Leo College), (M.A., Saint Leo University)

Name	Department	Degrees
Christopher Mangan	School of Education	(B.S., Clearwater Christian College), (M.A., Wilkes University), (Ed.D, Northcentral University)
Talhaht Mannan	School of Education	(B.S., Fairleigh Dickinson University), (M.S., Central Connecticut State University)
Ricardo Mardales	Business & Technology Department	(B.S., Central Connecticut State University), (M.S., University of Connecticut)
Vanda Marques	Business & Technology Department	(B.S., Central Connecticut State University), (M.A., Albertus Magnus College), (Ph.D., Capella University)
Tammy Marquis	Nursing Department	(B.S., Central Connecticut State University), (M.S., University of Connecticut)
Beth Martin	Business & Technology Department	(B.S., Slippery Rock University of Pennsylvania), (M.A., St. Bonaventura University)
Scott Martus	General Academics Department	(B.S., Charter Oak State College), (M.S., University of New Haven)
Laura Ann Mastrangelo	General Academics Department	(B.S., Siena College), (Ph.D., Albany Medical College)
Neil Mathur	Health Sciences & Technology Department	(B.A., Cambridge College), (M.Ed, Cambridge College), (Ph.D., Union Institute & University)
Janic Maysonet	School of Education	(B.S., University of New Haven),

Name	Department	Degrees
		(M.B.A., University of New Haven)
Ashley McCollum	General Academics Department	(B.A., Florida State University), (M.S., Georgia Southern University)
Katie McGinnis	School of Education	(B.A., Post University)
Kim McGinnis	General Academics Department	(B.S., North Carolina State University), (M.S., Capella University), (Ed.D, East Tennessee State University)
Michael McGivern	Business & Technology Department	(B.S., Central Connecticut State University), (M.S., Rensselaer Polytechnic Institute), (Ph.D., Walden University)
April McGrath	Nursing Department	(B.A., Fairfield University), (M.S.N., Sacred Heart University), (DNP, Salve Regina University)
Shawn McKay	General Academics Department	(BS, Charter Oak State College), (MA, American Public University)
Beth McLeod	Health Sciences & Technology Department	(B.S., Davenport University), (M.Ed, American College of Education)
Tonya McNair	General Academics Department	(B.S., Sacred Heart University), (M.S.W., Southern Connecticut State University)
Julie McNamara	General Academics Department	(B.S., University of Wisconsin), (M.S., Capella University)
Michael Mcrath	Business & Technology Department	(B.A., Saint Leo University), (M.A., Saint Mary's University)
Brian Meier	General Academics Department	(B.S., North Dakota State University),

Name	Department	Degrees
		(M.S., North Dakota State University), (Ph. D, North Dakota State University)
Natasha Mendes	School of Education	(B.S., Central Connecticut State University), (M.Ed, Southern Connecticut State University)
Anna Mendonca	Business & Technology Department	(B.S., University of Connecticut), (M.S.C.S., University of Connecticut)
Virginia Metaxas	General Academics Department	(B.A., SUNY Old Westbury), (M.A., SUNY Stony Brook), (Ph.D., SUNY Stony Brook)
Sabine Meyer	General Academics Department	(M.A., University of Kassel), (Ph.D., University of Minnesota)
Regina Miller	School of Education	(B.A., University of Kansas), (M.A., University of Kansas), (Ph.D., University of Kansas)
Amanda Modelski	Business & Technology Department	(B.B.A., Saint Xavier University), (M.S., Northwestern University)
Gaylynn Moore	General Academics Department	(B.S., Lamar University), (M.Ed, Texas Southern University), (Ph.D., Capella University)
Lorena Morales Freeborough	Business & Technology Department	(B.B.A., University of Connecticut), (M.S., Abilene Christian University), (Ed.D, Abilene Christian University)
Elisabeth Morel	School of Education	(B.S., University of Connecticut), (M.A., University of Connecticut)

Name	Department	Degrees
Kaitlyn Morgis	School of Education	(B.S., Southern Connecticut State University), (M.S., Southern Connecticut State University)
Julianne Morin	Social Work Department	(B.S., Mercy College), (M.S.W., Fordham University)
John Morra	General Academics Department	(B.A., University of Hartford), (M.A., University of Hartford)
Patrick Mottola	General Academics Department	(A.B., Hamilton College), (J.D., Seton Hall University School of Law)
Giorgio Mugno	Business & Technology Department	(B.A., Southern Connecticut State University), (M.S., University of Tampa)
Amanda Murphy	General Academics Department	(B.A., University of Connecticut), (M.S., University of Bridgeport)
Kathryn Murphy	Nursing Department	(M.S., University of Hartford), (Ed.D, University of Hartford)
Akalushi Muthukumarana	General Academics Department	(B.S., Clark University), (M.S., Clark University)
Jacqueline Myers	Business & Technology Department	(B.S., Kaplan University), (M.A., Kaplan University), (Ph.D., Walden University)
Rebecca Natale	Business & Technology Department	(B.A., University of Iowa), (M.A., Gonzaga University), (Ph.D., Capella University)
Robert Nestor	Business & Technology Department	(B.S., University of Delaware), (M.B.A., Drexel University)

Name	Department	Degrees
Kristi Newgarden	General Academics Department	(B.A., Mount Holyoke College), (M.A., School for International Training), (Ph.D., University of Connecticut)
Marisa Novello	School of Education	(B.A., Binghamton University), (M.S.W., New York University)
Richard Ofori	Business & Technology Department	(B.B.A., University of Arkansas Grantham), (M.I.S.M., University of Arkansas Grantham), (D.B.A., Liberty University)
Sara Oldach	School of Education	(B.A., University of Connecticut), (M.S., Southern Connecticut State University)
Catherine Orazi	Business & Technology Department	(B.A., State University of New York), (J.D., City University of New York)
Randell Orner	Health Sciences & Technology Department	(B.S., Charter Oak State College), (M.S., Trident University), (Ph.D., Northcentral University)
Susana Orozco	General Academics Department	(B.S., Springfield College), (M.S., University of New Haven)
Brooke Palkie	Health Sciences & Technology Department	(B.A., The College of St. Scholastica), (M.A., The College of St. Scholastica), (Ed.D, Capella University)
Anna Pan	Business & Technology Department	(B.S., University of Hartford), (M.B.A., Haas School of Business)

Name	Department	Degrees
Jill Papanek	Social Work Department	(B.S., Sacred Heart University), (M.S.W., Sacred Heart University)
Samantha Parillo	Nursing Department	(B.S., University of Connecticut), (M.S., Walden University)
Joan Parris	School of Education	(B.A., Framingham State College), (M.A.T., Sacred Heart University)
Steven Paternoster	General Academics Department	(B.S., University of New Haven), (M.B.A., University of New Haven)
Jessica Pawlik-York	General Academics Department	(B.A., Sacred Heart University), (M.S., Southern Connecticut State University)
Robert Pellegrino	Business & Technology Department	(B.B.A., Western Illinois University), (M.B.A., Western Illinois University), (D.B.A., Louisiana Tech University)
Kelly Pelletier	School of Education	(B.S., University of Vermont), (M.S., Central Connecticut State University)
Linda Perfetto	Nursing Department	(B.S., Southern Connecticut State University), (M.S., University of Connecticut), (Ph.D., University of Connecticut)
Edna-Jo Piccirillo	School of Education	(BS, Southern CT State University), (MS, Southern CT State University)
Michael Pierorazio	Business & Technology Department	(B.S., University of Phoenix), (M.B.A., Walden University), (D.B.A., Walden University)
George Pillar	Business & Technology Department	(B.S., Eastern Connecticut State University),

Name	Department	Degrees
		(M.S.C.S., Rensselaer Polytechnic Institute)
Megan Pollock	Health Sciences & Technology Department	(B.S., Lund University), (M.S., Sacred Heart University)
Christine Polson	Health Sciences & Technology Department	(B.A., The College of St. Scholastica), (M.S., The College of St. Scholastica)
David Preizler	General Academics Department	(B.A., The University of Iowa), (M.A., Art Center College of Design)
Traci Protz	School of Education	(B.S., Central Connecticut State University), (M.S., Central Connecticut State University)
Megan Prunte	Health Sciences & Technology Department	(B.S., College of Saint Scholastica), (M.P.H., Colorado School of Public Health)
Julie Pursley	Health Sciences & Technology Department	(B.S., University of Cincinnati), (M.S., University of Cincinnati)
Diana Raffone	Social Work Department	(B.A., Southern Connecticut State University), (M.S.W., Fordham University)
Karen Rainville	School of Education	(B.S., Eastern Connecticut State University), (M.S., Central Connecticut State University)
Doreen Randone	School of Education	(B.S., La Salle University), (M.S., La Salle University), (SLP-D, Rocky Mountain University)
Jennifer Rasmussen	Nursing Department	(B.A., Bates College), (M.P.H., University of Massachusetts)

Name	Department	Degrees
Stefanie Reay	Business & Technology Department	(B.S., University of Connecticut), (M.S., University of Connecticut), (DIT, Capella University)
Nicole Redman	School of Education	(B.A., University of Connecticut), (M.A., University of Connecticut)
Tavon Reid	Business & Technology Department	(B.S., DeVry University), (M.S., DeVry University)
Wesley Reinhart	Business & Technology Department	(B.S., Liberty University), (M.S., Liberty University)
Tina Reynoso	Health Sciences & Technology Department	(B.A., Metropolitan State University), (M.A., The Chicago School Professional Psychology)
Tenell Rhodes	Business & Technology Department	(B.S., Charter Oak State College), (M.S., Charter Oak State College)
Melissa Rigney	General Academics Department	(B.A., University of California at Los Angeles), (M.A., University of Northern Iowa), (Ph.D., University of Nebraska)
Robert Rimkis	General Academics Department	(B.A., Rowan University), (D.C., Logan University)
Lisa Rioux	Nursing Department	(B.S., Mount Saint Mary University), (M.S., Walden University)
Maribel Rivera Smith	Nursing Department	(B.S., Adelphi University), (M.S., University of Phoenix)
Amanda Roberts	School of Education	(B.S., Liberty University), (M.S., Old Dominion University), (Ph.D., Old Dominion University)

Name	Department	Degrees
John Rogers	Business & Technology Department	(B.A., King's College), (M.A., Harvard College), (Ph.D., The John Hopkins University)
Chris Rose	Business & Technology Department	(B.A., Florida International University), (M.B.A., Nova Southern University), (Ph.D., Nova Southern University)
Brandon Rothschild	Social Work Department	(B.S., Southern Connecticut State University), (M.S.W., University of Saint Joseph)
Rebecca Royal	General Academics Department	(B.A., Colgate University), (M.A., Saint Peter's University), (Ed.D., Rowan University)
Nicole Runyon	Business & Technology Department	(B.A., The Ohio State University), (M.S., Central Michigan University), (Ph.D., Walden University)
John Rusnak	Business & Technology Department	(B.S., Massachusetts Institute of Technology), (M.Ed., Massachusetts Institute of Technology), (Ph.D., Harvard University)
Rosemary Ryan	General Academics Department	(B.A., University of Connecticut), (M.P.H., University of Connecticut)
Joseph Saitta	General Academics Department	(B.A., University of Maryland), (M.Ed., George Washington University), (Ed.D., Virginia Polytechnic Institute & State University)
Diana Sakkos	School of Education	(B.S., Wheelock College), (M.S., International Institute

Name	Department	Degrees
		for Restorative Practices)
Kegan Samuel	Business & Technology Department	(B.S., Morehouse College), (M.S., University of Central Florida), (Ph.D., University of Central Florida)
Wayne Sandford	Core Faculty	
Gina Sanvik	Health Sciences & Technology Department	(B.S., College of St. Scholastica), (M.S., College of St. Scholastica)
Foster Scotland	Business & Technology Department	(B.S., Tampa Technical Institute), (M.B.A., University of Phoenix)
Hannah Sellers	General Academics Department	(B.S., Fayetteville State University), (M.A., Fayetteville State University)
Cornelius Session	Business & Technology Department	(B.A., Rutgers University), (M.S., Colorado Technical University), (D.B.A., Walden University)
Jeffrey Shama	General Academics Department	(B.S., State University of New York at Buffalo), (J.D., Stetson University College of Law)
Silas Shannon	Business & Technology Department	(B.S., Southern Connecticut State University), (M.B.A., University of New Haven)
Margaret Sheehan	General Academics Department	(B.S., Seton Hall), (M.S., Southern Connecticut State University), (Ph.D., University of Rhode Island)
Kelly Shehan	General Academics Department	(B.A., Arizona State University), (M.A., Azusa Pacific University)

Name	Department	Degrees
Akshay Shende	Business & Technology Department	(B.A., Knox College), (M.S., DePaul University)
D Glenn Simmons	General Academics Department	(B.S., William Carey University), (M.Ed., Northern Arizona University), (Ph.D., New Orleans Baptist Theological Seminary)
David Sloane	Core Faculty	(B.A., Wesleyan University), (M.A., Duke University), (Ph.D., Duke University)
Rachael Smith	Nursing Department	(B.S., Widener University), (M.S., Sacred Heart University)
Kerin Smollen	Business & Technology Department	(B.A., Eastern Connecticut State University), (M.B.A., University of Hartford)
Sheila Solernou	Nursing Department	(B.S.N., Mount Saint Mary College), (M.S.N., University of Hartford), (Ed.D, Southern Connecticut State University)
Kimberly Sorrentino	Core Faculty	(B.A., Boston University), (M.S., Dartmouth College)
Alexandra Soule	School of Education	(B.S., Southern Connecticut State University), (M.A., University of Massachusetts Amherst)
Mike Spector	General Academics Department	(Ph.D., Fielding Graduate Institute)
Ashlee Spencer	Core Faculty	(B.S., Central State University), (M.B.A., Franklin University)
Michael Starenko	General Academics Department	(B.A., Kalamazoo College), (M.A.,

Name	Department	Degrees
		University of Chicago)
Nathan Stephens	General Academics Department	(B.A., Wayland Baptist University), (M.P.A., Wayland Baptist University)
Nicole Steullet	Social Work Department	(B.S.W., Central Connecticut State University), (M.S.W., Fordham University)
Jessica Stewart	School of Education	(B.S., Keene State College), (M.Ed, Northcentral University)
Mary Stone	School of Education	(B.A., Providence College), (M.S., Central Connecticut State University)
Heather Strohmman	Social Work Department	(B.A., Millersville University), (M.S.W., Millersville University)
Michelle Stronz	Business & Technology Department	(B.S., Ohio University), (M.P.A., University of Washington), (Ed.D, Columbia University)
Joshua Struck	Business & Technology Department	(B.B.A., University of New Mexico), (M.S., University of New Mexico)
Ivan Sturm	General Academics Department	(B.M.A, Eastman School of Music), (M.Mus., Eastman School of Music)
Shenita Talton	Business & Technology Department	(B.A., University of Michigan), (M.S., Bowling Green State University)
Nina Tarner	General Academics Department	(B.S., Shippensburg University of Pennsylvania), (M.S., Shippensburg University of Pennsylvania), (Ph.D., Kansas State University)

Name	Department	Degrees
Jody Tate	General Academics Department	(B.S., University of Nebraska), (M.S., University of Nebraska)
Mary Tatro	General Academics Department	(B.A., Arizona State University), (M.Ed, Northern Arizona University)
David Teva	Core Faculty	(B.A., Columbia University), (M.A., Reconstructionist Rabbinical College)
Kimberley Thode	School of Education	(B.S., Marymount College), (M.Ed, Southeastern Oklahoma State University)
Mary Jean Thornton	Business & Technology Department	(B.A., Emmanuel College), (M.B.A., Western New England College), (Ed.D, University of Phoenix)
Tamika Thurston	School of Education	(B.S., Springfield College), (M.A., Trinity College)
Anna Rita Tornello	General Academics Department	(B.A., Charter Oak State College), (M.A., North Central University)
Jennifer Traver	School of Education	(B.A., Western Connecticut State University), (M.S., St. Josephs College of Maine)
Elvira Urciuoli	Social Work Department	(B.S., Florida International University), (M.S.W., Barry University)
Peete V'Peters	Business & Technology Department	(B.S., Strayer University), (M.S., Drexel University), (Ph.D, Capella University)
Frank Valier	Health Sciences & Technology Department	(B.S., Drexel University), (M.B.A., University of Kansas), (D.B.A.,

Name	Department	Degrees
		Nova Southeastern University)
Geoffrey Vanderpal	Business & Technology Department	(B.S., Columbia College), (M.B.A., Webster University), (D.B.A., Nova Southeastern University)
Cynthia Vidal	School of Education	(B.S., Central Connecticut State University), (M.Ed, University of New England)
Jessica Villa Alicea	Social Work Department	(B.S.W., Long Island University), (M.S.W., New York University)
Barry Vroeginday	General Academics Department	(Ed.D, Fielding Graduate University)
Joseph Walker	General Academics Department	(B.A., University of Illinois), (M.A., Claremont Graduate School), (Ph.D., Purdue University)
Judy Wallace	Core Faculty	(B.S., University of Connecticut), (M.S., Central Connecticut State University), (D.Sc., Sacred Heart University)
Stacey Walraven	Health Sciences & Technology Department	(B.S., University of Cincinnati), (M.S., Charter Oak State College)
Jennifer Washington	General Academics Department	(B.A., Teikyo Post University), (M.S., Post University), (Ed.D, Northcentral University)
Jessica Waterhouse	General Academics Department	(B.S., John Jay College Criminal Justice), (M.S., John Jay College Criminal Justice)
Deborah Watson	School of Education	(B.S., Central Connecticut State University), (M.S., Central Connecticut State University)

Name	Department	Degrees
Robin Weinberg	General Academics Department	(B.A., University of Pennsylvania), (M.A., Columbia University)
Christopher Wessinger	General Academics Department	(B.S., University of Florida), (Ph.D., University of California , Davis)
Deborah Westlund	Health Sciences & Technology Department	(B.A., Metropolitan State University), (M.S., Amberton University)
Jonathan Wetmore	General Academics Department	(B.S., Marist College), (J.D., Roger Williams University School of Law)
Crystal Wiggins	Core Faculty	(B.A., Central Connecticut State University), (M.A., Central Connecticut State University), (D.B.A., University of the Southwest)
Dana Wilkie	General Academics Department	(B.A., Central Connecticut State University), (M.A., Fairfield University), (Ed.D, Nova Southeastern University)
Nicole Williams	Nursing Department	(B.S., Western Connecticut State University), (M.S.N., University of Hartford)
Gerald Willis	General Academics Department	(B.A., Salve Regina University), (M.A., University of Massachusetts), (Ed.D, University of Massachusetts)
Sheri Winchell	General Academics Department	(B.A., Smith College), (M.A., Saint Joseph College)
Lisa Wisniewski	General Academics Department	(B.A., University of Connecticut), (M.S., Central Connecticut State University),

Name	Department	Degrees
		(Ed.D, University of Hartford)
Kevin Worthy	General Academics Department	(B.A., California State University), (M.A., California State University)
Karen Wosczyzna-Birch	Core Faculty	(B.S., Saint Joseph's University), (M.S., University of Connecticut)
Orlando Wright	General Academics Department	(B.S., University of Connecticut), (M.A., University of Connecticut), (Ph.D., Capella University)
Adeline Yllanes	General Academics Department	(B.A., Central Connecticut State University), (M.S., Central Connecticut State University)
Jennifer Young	Business & Technology Department	(B.A., University of Louisville), (M.A., Webster University), (Ed.D, Spalding University)
Eric Zematis	Business & Technology Department	(B.A., University of Connecticut), (M.S., Rensselaer Polytechnic Institute)

# Courses

Below is a listing of all current Charter Oak State College courses.

Review course syllabi at <https://www.charteroak.edu/syllabus/>

## 2023 Key to Gen Ed Codes

These codes denote which General Education requirements are satisfied by a course if you are enrolled in a degree with the 2023 General Education requirements.

- ARH= Arts and Humanities
- ORC= Oral Communication
- WC1= Written Comm 1
- WC2= Written Comm 2
- HIS= Historical Knowledge
- SBS= Social/Behavioral Science
- QTR= Quantitative Reasoning
- SRE= Scientific Reasoning
- SKU= Scientific Knowledge & Understanding
- DIG= Digital/Technological Literacy
- DEI= Diversity, Equity, Inclusion
- INV= Innovative Thinking
- INF= Information Literacy

## 2005 Key to Gen Ed Codes

These codes denote which General Education requirements are satisfied by a course if you are enrolled in a degree with the 2005 General Education requirements.

- a = Literature/Fine Arts
- b = Behavioral Science
- d = Ethical Decision Making
- e = Written Communication
- g = Global Understanding
- y = Information Literacy
- q = Mathematics
- n = Non-U.S. History and Culture
- o = Oral Communications
- s = Natural Science
- u = U.S. History and Government

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
ACC 101	Financial Accounting	3.00			N
ACC 102	Managerial Accounting	3.00			N
BIO 105	Nutrition	3.00	sy	SKU	Y
BIO 130	Human Biology with Lab	4.00	s	SRE	Y
BIO 212	Anatomy & Physiology	3.00	s	SKU	Y
BIO 215	Pathophysiology	3.00	s	SKU	Y
BUS 120	Business Law	3.00	y		N
BUS 201	Business Statistics	3.00	q	QTR	Y
BUS 250	International Business	3.00	gy	SBS	N
BUS 270	Six Sigma Yellow Belt	3.00		INV	N

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
BUS 341	Risk Management & Insurance	3.00			N
BUS 499	Business Administration Capstone	3.00			N
COM 101	Speech Communication	3.00	oy	ORC	Y
COM 102	Language/Communication Development	3.00			N
COM 103	Standards and Practices for SLPA's	3.00			N
COM 112	The Art and Joy of Communication	1.00			Y
COM 113	Creative Communication	3.00			Y
COM 204	Anat/Phys Speech Hearing Mechanism	3.00			N
COM 206	Methods Interv for Speech Disorders	3.00			N
COM 207	Methods Interv for Lang Disorders	3.00			N
COM 307	Language and Literacy Development	3.00			N
COM 308	Lang & Comm Development in Autism	3.00			N
COM 326	Organizational Communication	3.00	by	ORC	Y
COM 399	Speech & Lang Path Asst Practicum	3.00			N
CRJ 101	Criminal Justice	3.00	b		Y
CRJ 210	Forensic Science	3.00	sy	SKU	Y
CRJ 215	Criminology	3.00	b		Y
CRJ 315	Race, Class & Gndr in Crim. Jst. Sy	3.00	b,y	DEI	Y
CRJ 325	Ethics in Criminal Justice	3.00	d		Y
CRJ 335	Victimology	3.00			Y
CRJ 340	Sexual and Domestic Violence	3.00			Y
CRJ 355	Mental Health/Sbstnc Abuse in CRJ	3.00			N
CRJ 360	Homeland Security &Criminal Justice	3.00			N
CRJ 405	Victim's Rights and Services	3.00	b		Y
CRJ 495	Criminal Justice Major Capstone	3.00			Y
CSS 101	Cybersecurity Fundamentals	3.00			N
CSS 146	Legal Issues/Information Security	3.00			N
CSS 201	Operating System and Asset Security	3.00			N
CSS 207	Incident Response	3.00			N
CSS 230	Managing Risk Information Systems	3.00			N

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
CSS 245	Security Policies & Implem. Issues	3.00			N
CSS 345	Auditing IT Infrastrct for Complnc	3.00			N
CSS 346	Access Controls,Authentication &PKI	3.00			N
CSS 347	Security Strtgs in Wndws OS/Apl	3.00			N
CSS 348	Security Strategies in Linux OS/App	3.00			N
CSS 390	Cybersecurity Internship	3.00			N
CSS 435	Network Security Strategies	3.00			N
CSS 436	System Forensics, Invest and Rspns	3.00			N
CSS 437	Hacker Tech,Tools/Incident Handling	3.00			N
CSS 438	Scrity Strtg for Web Aps & Soc Ntw	3.00			N
CSS 448	Cyberwarfare	3.00			N
CSS 490	Cybersecurity Capstone	3.00			N
DAT 201	Principles of Data Science	3.00			N
ECE 101	Intro to Early Childhood Education	3.00			N
ECE 176	Hlth,Safety & Nutri: Birth to Eight	3.00			N
ECE 205	Diversity & Ethics in ECE	3.00	d	DEI	Y
ECE 210	Observ & Assess in EC Programs	3.00			N
ECE 215	Behavior Mgt in Early Childhood	3.00	y		N
ECE 217	The Exceptional Learner	3.00			N
ECE 222	Curriculum Young Child: Meth/Technq	3.00			N
ECE 231	Early Language & Litrcy Development	3.00			N
ECE 247	Child Development: Birth to Eight	3.00	y		N
ECE 250	Admin & Supervision in ECE Programs	3.00	y		N
ECE 261	Infant/Toddler Care: Methods & Tech	3.00			N
ECE 271	Career Development in ECE	2.00			N
ECE 273	Early Learning Standards	1.00			N
ECE 274	Assessment Strategies for ECE- DOTS	1.00			N
ECE 275	Strategies for Planning in ECE	1.00			N
ECE 299	ECE Practicum I	6.00			N
ECE 304	Adv Lang & Literacy: Infant/Toddler	3.00			N

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
ECE 320	Global Perspectives in ECE	3.00	g		Y
ECE 325	Personnel Mgt in Prog for Children	3.00			N
ECE 326	Finance in Early Childhood Programs	3.00			N
ECE 330	Math, Science, and Tech Young Child	3.00			N
ECE 335	Adv Methods ECE/Special Ed- Pre K-K	3.00			N
ECE 350	History of Montessori Education	3.00	by		Y
ECE 351	Advanced Leadership ECE Programs	3.00			Y
ECE 492	Program Admin/Leadership Practicum	3.00			N
ECE 493	ECE Program Admin & Ldrshp Capstone	3.00			N
ECE 494	ECE Major-ECTC Capstone	6.00			N
ECE 495	Early Childhood Education Capstone	3.00			N
ECO 103	Macroeconomics	3.00	b	SBS	Y
EDU 100	Intro to Paraprofessional Training	3.00			N
EDU 101	Behavior Strategies/Paraeducator	3.00			N
EDU 102	Exceptional Learners/Paraprofession	3.00			N
EDU 103	Assistive Tech in the Classroom	3.00			N
EDU 104	Paraprofessional Internship	3.00			N
EDU 115	Foundations in Education	3.00			N
EDU 207	Digital Technology in Education	3.00		DIG	N
EDU 211	Health & Wellness School-Age Child	3.00			N
EDU 290	Adult Learning Thry/Pract Educators	3.00			N
EDU 305	Autism Spectrum Disorder	3.00			N
EDU 360	Family, Teacher, Community Partners	3.00	b		Y
EDU 495	Child Studies Major Capstone	3.00			N
EDU 501	Integrated Foundations of Amer Educ	3.00			
EDU 503	Curriculum Design Models	3.00			
EDU 505	Culturally Responsive Pedagogy	3.00			
EDU 507	Differentiated Instruction	3.00			
EDU 509	Digital Literacy Teaching/Learning	3.00			
EDU 511	Integ Ed Prg Mod Family Partnership	3.00			

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
EDU 513	Standards-Based Instructn/Assessmnt	3.00			
EDU 530	Infant & Toddler Curriculum Dev	3.00			
EDU 540	Pre-K-K Curriculum Development	3.00			
EDU 541	Early Elementary Curriculum	3.00			
EDU 575	ECE/SPED Assessment and Diagnosis	3.00			
EDU 590	Foundations of Adult Learning	3.00			
EDU 695	Curriculum and Instruction Capstone	3.00			
ENG 101	English Composition 1	3.00	e	WC1	Y
ENG 102	English Composition 2	3.00	ey	WC2	Y
ENG 202	Survey of Literature	3.00	a	ARH	Y
ENG 209	Survey of American Literature	3.00	a	ARH	Y
ENG 304	American Short Story	3.00	ay	ARH	Y
ENG 306	Understand Culture Thru Literature	3.00	agn	ARH	Y
ENG 319	Literary Theory	3.00	a	ARH	Y
ENG 320	Shakespeare	3.00	an	ARH	Y
FAR 110	Introduction to Film	3.00	ay	ARH	Y
FAR 330	Women in Film	3.00	agy	ARH	Y
FIN 210	Financial Management	3.00			N
HCA 101	Healthcare Systems and Admin	3.00			N
HCA 105	Medical Terminology	3.00			N
HCA 201	HC Quality Concepts & Principles	3.00	y		N
HCA 211	Healthcare Finance	3.00			N
HCA 261	Physician Practice Management 1	3.00			N
HCA 263	Physician Practice Management 2	3.00			N
HCA 265	Provider Credentialing 1	3.00			N
HCA 267	Provider Credentialing 2	3.00			N
HCA 301	Contemporary Ethical Issues in HCA	3.00	dy		Y
HCA 311	Healthcare Economics	3.00	by		Y
HCA 350	Transcultural Competency in HCA	3.00	gy		Y
HCA 401	Regltry & Accred Agenc Requ for HCO	3.00	y		N

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
HCA 411	Health Care Law	3.00	y		N
HCA 450	Leadership in HCA	3.00	y		Y
HCA 499	Health Care Administration Capstone	3.00	y		N
HCA 505	Legal & Ethical Iss in Healthcare	3.00			
HCA 510	Advanced Healthcare Finance	3.00			
HCA 515	Leadership & Strat Plan Healthcare	3.00			
HCA 525	Epidemiology & Population HI	3.00			
HCA 605	Management & Supervision Healthcare	3.00			
HCA 610	Policy & Regulator Strat Healthcare	3.00			
HCA 620	HC Performance Impr/Quality Mgt	3.00			
HCA 640	Applied Stats Research in Hlth Sci	3.00			
HCA 695	Health Administration Masters Cap.	3.00			
HIF 530	Intro to HI&T Hot Topics	3.00			
HIF 535	Health Information Analytics	3.00			
HIF 537	Research Methods & Data Visualizatn	3.00			
HIF 539	Big Data and Data Mining	3.00			
HIF 550	Clinical Database Management	3.00			
HIF 610	Info Systems Analysis & Design	3.00			
HIF 635	Advanced Data Analytics	3.00			
HIF 645	Hlth Info Security & Application	3.00			
HIF 695	Hlth Info & Analytics Capstone	3.00			
HIM 115	Principles of Health Inform Mgt	3.00			N
HIM 200	Health Information Systems	3.00			N
HIM 205	Revenue Cycle Management	3.00			N
HIM 210	Clinical Classification Systems 1	3.00			N
HIM 211	Clinical Classification Systems 2	3.00			N
HIM 220	Advanced ICD Coding	3.00			N
HIM 221	Advanced CPT Coding	3.00			N
HIM 230	Intro to Cancer Registry & Mgt	3.00			N
HIM 231	Cancer Registry Operations	3.00			N

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
HIM 233	Cancer Disease Coding and Staging	3.00			N
HIM 235	Oncology Treatment and Coding	3.00			N
HIM 237	Canc Reg Data Analytics, Qual, Util	3.00			N
HIM 239	Abstracting Methods for Oncology	3.00			N
HIM 290	Medical Coding Practicum	3.00			N
HIM 291	Cancer Registry Practicum	3.00			N
HIM 300	Medical Vocabularies & Classif Syst	3.00			N
HIM 305	Health Info Services Mgt and Ldrshp	3.00			Y
HIM 315	Population Hlth, Stats, Research	3.00	q		Y
HIM 320	Electronic Hlth Rec & Interoperabil	3.00			N
HIM 321	Healthcare Data Management	3.00			N
HIM 371	Revenue Cycle and CDI	3.00			N
HIM 373	CDI Operational Process	3.00			N
HIM 405	Healthcare Info Law, Prvcy, & Scrtcy	3.00			N
HIM 420	Healthcare Quality Management	3.00			N
HIM 435	Healthcare Data Analytics & Informa	3.00			N
HIM 475	Compliance and Medical Necessity	3.00			N
HIM 477	Mastering Documentation	3.00			N
HIM 491	CDI Case Study Practicum	3.00			N
HIM 498	Health Information Mgmt Practicum	3.00			N
HIM 499	Health Information Mgmt Capstone	3.00	y		N
HIS 101	U.S. History 1: New World-Recon	3.00	uy	HIS	Y
HIS 102	U.S. History 2: 1877- Present	3.00	uy	HIS	Y
HIS 110	American Jewish History	3.00	u	HIS	Y
HIS 116	Lost Women of Science	1.00			Y
HIS 121	Western Civilization 1	3.00	n	HIS	Y
HIS 122	Western Civilization 2	3.00	n	HIS	Y
HIS 250	History of Eastern Religions	3.00	gn	ARH	Y
HIS 300	The Civil War and Reconstruction	3.00	uy	HIS	Y
HIS 333	American Foreign Policy from 1945	3.00	guy	HIS	Y

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
HIS 350	Contemporary China	3.00	gny	HIS	Y
HIS 474	Hist Israeli-Palestinian Conflict	3.00	gny	HIS	Y
HIS 499	History Capstone	3.00	y		Y
HLT 115	DEI for the Healthcare Professional	3.00		DEI	N
HLT 225	Digital Tools in Healthcare	3.00		DIG	N
HLT 305	Health Promotion	3.00			N
HLT 311	Environmental Health and HC Profess	3.00		INV	N
HLT 330	Public Health Policy	3.00			N
HLT 375	Food & Mood: Nutrition Mental Hlth	3.00			N
HRM 310	Human Resource Management	3.00			N
HRM 311	Managing People in a Global Economy	3.00	g		N
HRM 312	Employment Law:Facts & Fiction	3.00			N
HRM 495	Human Resources Major Capstone	3.00			N
IDS 101	Cornerstone Seminar	3.00	y	INF	Y
IDS 102	Prior Learning Portfolio Developmnt	3.00			N
IDS 103	Acadm Writing & Critical Thinking	3.00			Y
IDS 125	Intro Diversity, Equity, Inclusion	3.00		DEI	Y
IDS 211	Innovative Thinking	3.00		INV	Y
IDS 225	Religious and Spiritual Diversity	3.00	g	DEI	Y
IDS 400	Grant Writing	3.00	y		N
ISS 497	General Education Capstone	3.00			N
ITE 101	Management Information Systems	3.00	y	DIG	N
ITE 105	Computer Information Systems	3.00		DIG	N
ITE 107	Integrated IT Syst/Emerging Tech	3.00			N
ITE 111	Digital Literacy in 21st Century	3.00		DIG	N
ITE 115	Program Logic & Design with Python	3.00			N
ITE 117	Intro to Databases & SQL Program	3.00			N
ITE 203	Introduction to R Programming	3.00			N
ITE 204	Data Preparation & Processing	3.00			N
ITE 211	Data Structures and Algorithms	3.00			N

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
ITE 215	Software Develop Method & Languages	3.00			N
ITE 217	Object Oriented Prog/Architectures	3.00			N
ITE 220	Networking & Data Communications	3.00			N
ITE 225	Computer Organization	3.00			N
ITE 229	Artificial Intelligence and Ethics	3.00	d		N
ITE 301	Intro to AI and Generative AI	3.00			N
ITE 305	Web-based Development	3.00			N
ITE 307	Data Analysis with Python	3.00			N
ITE 315	DevOps Methodology	3.00			N
ITE 330	Systems Analysis and Design	3.00			N
ITE 401	Introduction to Machine Learning	3.00			N
ITE 402	Introduction to Computer Vision	3.00			N
ITE 410	Software Engineering	3.00			N
ITE 495	Software Development Capstone	3.00			N
ITE 499	Info Systems Studies Capstone	3.00	y		N
JUD 120	Judaism and Contemporary Society	3.00			Y
JUD 499	Judaic Studies Capstone	3.00	y		Y
LDR 495	Organiz. Ldrshp Major Capstone	3.00			N
MAT 101	Contemporary Mathematics	3.00	qy	QTR	Y
MAT 103	College Algebra	3.00	q	QTR	Y
MAT 105	Statistics	3.00	qy	QTR	Y
MAT 115	Logic	3.00	q		Y
MGT 101	Principles of Management	3.00			N
MGT 315	Organizational Behavior	3.00	by	SBS	Y
MGT 325	Organizational & Group Dynamics	3.00	by		Y
MGT 326	Organizational Theory	3.00	y		N
MGT 327	Organizational Change	3.00			N
MGT 330	Diversity & Inclusion in Workplace	3.00	b	DEI	Y
MGT 350	Entrepreneurship	3.00	y	INV	N
MGT 351	Managing a Growing Business	3.00			N

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
MGT 352	Financing Entrepreneurial Ventures	3.00			N
MGT 353	Eval New Business Opportunities	3.00			N
MGT 354	Advanced Entrepreneurship	3.00			N
MGT 360	Small Business Management	3.00			N
MGT 373	Lean Management	3.00			N
MGT 374	Agile Development & Management	3.00			N
MGT 425	Union and Labor Relations	3.00			N
MGT 431	Performance, Compensation & Benefits	3.00			N
MGT 450	Leadership Practices	3.00	y		Y
MGT 451	Team Leadership	3.00	y		Y
MGT 460	Fundamentals of Project Management	3.00			N
MGT 462	Effective Project Management	3.00			N
MGT 464	Mastering Project Management	3.00			N
MGT 467	Training & Development	3.00			N
MGT 490	Strategic Management	3.00			N
MKT 220	Principles of Marketing	3.00	y		N
MKT 301	Public Relations Princ and Practice	3.00			N
MKT 315	Digital Marketing	3.00			N
MKT 317	Build and Manage E-commerce Stores	3.00			N
MKT 320	Marketing Research and Consumer Beh	3.00			N
MKT 405	Marketing SEO Strategy	3.00			N
MUS 120	Pop Music of the Rock Era	3.00	ay	ARH	Y
MUS 130	Survey of Jazz Styles	3.00	ay	ARH	Y
NUR 190	LPN to RN Articulation Bridge	3.00			N
NUR 301	Baccalaureate Nursing Role	3.00			Y
NUR 310	HC Policy, Econ, Regulation, Ethics	3.00	d		N
NUR 315	Nursing Research & Expanded EBP	4.00			N
NUR 320	Population Health	4.00			N
NUR 400	CQI, Safety, & IP Collaboration	4.00			N
NUR 410	Systems Leadership/Continuum Care	4.00			N

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
NUR 494	Final Preparation for BSN Capstone	1.00			N
NUR 495	Bacclaureate Nursing Capstone	4.00			N
OEL 501	Driv Org Adaptability-Learning Orgs	3.00			
OEL 520	Exect Ldrshp & Influen in 20st Cent	3.00			
OEL 525	Team Dynam & Proc in Mdrn Wrk Teams	3.00			
OEL 530	Organizational Development	3.00			
OEL 541	Strat Mgt & Creat Econ Val in Orgs	3.00			
OEL 542	Leadership Comms-Strategy & Pract	3.00			
OEL 553	Nonprofit Strategic & Operation Mgt	3.00			
OEL 554	Nonprofit Fin Rsrch Mgt & Fundrsng	3.00			
OEL 610	Leading Divrs, Mutictl, & Glob Orgs	3.00			
OEL 615	Max Prfm of Orgs Talnt-Coach & Ment	3.00			
OEL 643	Lding Sccssfl Chng in 21st Cent Org	3.00			
OEL 650	Grant Writing for Nonprofit Manager	3.00			
OEL 690	Research Methodologies	3.00			
OEL 695	Capstone Seminar	3.00			
PHL 201	Ethics in America	3.00	dy	ARH	Y
PHL 485	Business Ethics & Individual Values	3.00	dy		Y
PLG 105	Civil Procedure	3.00			N
PLG 110	Technology in Law	3.00			N
PLG 210	Legal Research and Writing	3.00			N
PLG 211	Criminal Law	3.00			N
PLG 301	Legal Ethics & Prof Responsibility	3.00	d		N
PLG 314	Real Estate Law	3.00			N
PLG 320	Family Law	3.00			N
PLG 325	Juvenile and Education Law	3.00	y		N
PLG 399	Paralegal Practicum	3.00			N
POL 210	Controversies in Law & Politics	3.00	by	SBS	Y
POL 220	State & Local Government	3.00	by	SBS	Y
POL 321	Constitutional Law	3.00	uy		Y

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
POL 334	Modern Political Thought	3.00	b	SBS	Y
PSA 125	Foundations of EMS	3.00			N
PSA 275	EMS Safety and Risk Management	3.00			N
PSA 305	Ethics in PSA	3.00	dy		Y
PSA 315	Public Safety Com Delivery Systems	3.00	y		N
PSA 320	Pandemic Preparedness	3.00			N
PSA 330	Cultural Diversity in PSA	3.00	by		Y
PSA 335	Group Dynamics in PSA	3.00	by		Y
PSA 355	Human Resources in PSA	3.00			N
PSA 360	America's Homeland Security	3.00	y		N
PSA 373	EMS Quality Management	3.00			N
PSA 375	Management of Emergency Medical Svc	3.00			N
PSA 377	Community Risk Reductions in EMS	3.00			N
PSA 410	Political & Legal Systems in PSA	3.00	y		Y
PSA 425	Counteracting Terrorism	3.00			N
PSA 440	Research Methodology in PSA	3.00	y		Y
PSA 445	Strategic Planning in PSA	3.00			N
PSA 465	Global Persps in Emergency Mgt	3.00	g		N
PSA 495	Public Safety Admin Major Capstone	3.00			Y
PSY 101	Psychology	3.00	b	SBS	Y
PSY 216	Psychology Statistics	3.00	q	QTR	Y
PSY 236	Lifespan Development	3.00	b		Y
PSY 248	Adolescent Psychology	3.00	by		Y
PSY 301	Psychology of Play	3.00	by		Y
PSY 306	Industrial/Organizational Psychol	3.00	b		Y
PSY 319	Psychology of Gender	3.00	by	SBS	Y
PSY 320	Cognitive Psychology	3.00	by	SBS	Y
PSY 321	Social Psychology	3.00	by		Y
PSY 322	Learning & Memory	3.00	by	SBS	Y
PSY 333	Social Psychology & Deviance	3.00	by	SBS	Y

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
PSY 334	Psychology of Personality	3.00	by	SBS	Y
PSY 335	Psychology of Exceptional Children	3.00	by	SBS	Y
PSY 336	Abnormal Psychology	3.00	by	SBS	Y
PSY 340	Positive Psychology	3.00	b	SBS	Y
PSY 410	Research Methods for Behav Sciences	3.00	y		Y
PSY 450	Introduction to Neuropsychology	3.00	bs	SBS	Y
PSY 454	Psychology of Addiction	3.00	b		Y
PSY 490	History and Systems of Psychology	3.00	b		Y
PSY 495	Psychology Major Capstone	3.00	b		Y
PUB 101	Intro to Public Administration	3.00			N
PUB 120	Public Administration Law	3.00			N
PUB 205	Public Finance and Budgeting	3.00			N
PUB 210	Ethics in Public Administration	3.00	d		Y
PUB 215	Making Public Policy	3.00	b	SBS	Y
PUB 230	Intergovernmental Relations	3.00			Y
PUB 310	Current Issues in Public Admin	3.00	y		N
PUB 315	Public Policy Analysis	3.00	y		Y
SCI 201	Environmental Science	3.00	sg	SKU	Y
SCI 202	Interdisciplinary Science Lab	1.00	sy		Y
SOC 101	Sociology	3.00	b	SBS	Y
SOC 210	Sociology of the Family	3.00	b		Y
SOC 215	Women in American Society	3.00	by	SBS	Y
SOC 305	Ethics in Social Science	3.00	bd	SBS	Y
SOC 311	Sociology of the City	3.00	by	SBS	Y
SOC 315	Sociology of Diversity	3.00	by	DEI	Y
SOC 320	Urban Youth in American Society	3.00	by	SBS	Y
SOC 449	Social Problems: Impact on Wkplace	3.00	by		Y
SOC 450	Social Theory	3.00	by	SBS	Y
SOC 495	Sociology Major Capstone	3.00	b		Y
SWK 101	Introduction to Social Work	3.00			N

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
SWK 110	History of Social Welfare	3.00			Y
SWK 115	Difference,Diversity, and Privilege	3.00	bd	DEI	Y
SWK 225	Human Behavior Social Environment 1	3.00			Y
SWK 226	Human Behavior Social Environment 2	3.00			Y
SWK 305	Direct Practice with Indiv/Couples	3.00			N
SWK 310	Direct Practice w Families & Groups	3.00			N
SWK 370	Social Work Practicum Exp 1	2.00			N
SWK 371	Integrative Practicum 1	2.00			N
SWK 372	Social Work Practicum Exp 2	2.00			N
SWK 373	Integrative Practicum 2	2.00			N
SWK 415	Macro Social Work Practice	3.00			N
SWK 474	Social Work Practicum Exp 3	2.00			N
SWK 475	Integrative Practicum 3	2.00			N
SWK 476	Social Work Practicum Exp 4	2.00			N
SWK 477	Integrative Practicum 4	2.00			N
SWK 495	Social Work Capstone	3.00			N

# Course Descriptions

## Accounting

### ACC 101

#### **Financial Accounting..... 3.00 credits**

This course will focus on a comprehensive introduction to financial accounting concepts, techniques, rules, and utilization. Students will develop an understanding of exactly what financial accounting seeks to accomplish and how accurate accounting gives critical insight into the operations of a business. Topics include: the different types of accounting systems, the way that business activity generates accounting data, the appropriate way to record that data, how to categorize that data into financial statements, how to generate financial ratios from the data, and how accounting info can drive management decision making and communicate corporate health to stakeholders.

### ACC 102

#### **Managerial Accounting..... 3.00 credits**

This course will focus on managerial accounting concepts, techniques, rules, and utilization. Students will analyze and interpret accounting data to get a deeper look at the firm's operations and determine what activities really drive profitability. They will learn how to use that data to generate operating plans that best utilize a businesses' strengths and minimize its weaknesses. Topics include the different approaches to cost accounting, the value chain, cost/profit analysis, operational budgeting, performance measurement, and capital budgeting. Prerequisite(s): ACC 101.

## Biology

### BIO 105

#### **Nutrition..... 3.00 credits**

This course will focus on the functions of Macronutrients (carbohydrates, protein and fat) and Micronutrients (vitamins and minerals) and how they are digested, absorbed, and metabolized. The relationships between nutrition and wellness/disease, energy intake and energy expenditures, weight control, physical activity and diets will be examined. Food safety and food biotechnology will also be covered in this course. Students will analyze their own diets based on the material covered in the course. PowerPoint software may be required for group projects. Recommended Prerequisite(s): High School Biology.

### BIO 130

#### **Human Biology with Lab..... 4.00 credits**

This course will focus on the structure and function of the human organism and the issues facing humans in today's world. It is intended to give students a better understanding of our place in nature. Emphasis will be placed on the biochemical, cellular, tissue, organ, and organ-system levels of development. The online lab emphasizes the application of scientific method, basic laboratory methods, and principles of human anatomy and physiology. This lab component will parallel the lecture content and use cooperative learning and technology in laboratory activities.

### BIO 212

#### **Anatomy & Physiology..... 3.00 credits**

This course will focus on the structure and functions of cells, tissues, organs, and organ systems of the human body. The human body organ systems covered in the course are integumentary, skeletal, muscular, respiratory, endocrine, nervous, lymphatic, immune, cardiovascular, digestive, urinary, and reproductive systems. Diseases and disorders of the organ systems and their treatments are also emphasized.

### BIO 215

#### **Pathophysiology..... 3.00 credits**

This course will focus on a basic study of the functioning of human body organ systems, their disorders, and diseases. This includes symptoms, causes, diagnosis, diagnostic tests, treatment and management, and invasive and non-invasive surgical techniques. Other topics include pharmacology and commonly used drugs, the genetic basis of diseases and disorders, and the use of gene therapy in curing them. The role of nutrition as a cause and treatment of diseases is also highlighted. (Formerly: BIO 414.) Prerequisite(s): ENG 101, ENG 102.

## Business

### BUS 120

#### **Business Law..... 3.00 credits**

This course will focus on the aspects of law which affect businesses. It covers fundamental elements of the legal system, and uses professional negligence as the vehicle for demonstrating the system of judicial precedent. Other topics include the essentials of establishing and performing simple contracts and the remedies available in the event of a breach, the essential characteristics of the various forms of business relationships, and the nature of property, instruments and devices.

### BUS 201

#### **Business Statistics..... 3.00 credits**

This course will focus on introducing students to the concepts, methods, and statistical tools used in making business decisions. The goal of this course is to present opportunities for students to learn how to perform various business analyses for interpreting data and providing writing results to support business planning and decision making. Recommended Prerequisite(s): MAT 100 (may be taken concurrently)

### BUS 250

#### **International Business..... 3.00 credits**

This course will focus on providing an overview of globalization and examining the utility and adaptability of core business functions within a global context. Other topics include the fundamentals of international trade, foreign direct investment, international finance, international human resource management, international operations management, outsourcing, decision making in the multinational enterprise, international management, and corporate strategies.

## **BUS 270**

### **Six Sigma Yellow Belt. . . . . 3.00 credits**

This course will focus on the fundamentals of Six Sigma and Lean methods of continuous improvement. The goal of this course is to give you a basic understanding of the Six Sigma methodology. You will interpret Define, Measure, Analyze, Improve, and Control (DMAIC) phases of Six Sigma used for innovative problem solving. (3 credits)

## **BUS 341**

### **Risk Management & Insurance. . . . . 3.00 credits**

This course will focus on the basic concepts in risk management and insurance, legal principles in risk and insurance, personal property and liability risks, commercial property and liability risks, and life and health risks. Prerequisite(s): ENG 101, ENG 102, & FIN 210 or HCA 211.

## **BUS 499**

### **Business Administration Capstone. . . . . 3.00 credits**

This is the capstone course for the Business Administration Major and should be taken in the student's last semester. The goal of the course is to apply and synthesize all previous course learning to manage organizations strategically. This capstone course will address the causes of an organization's success or failure. The course will require students to examine all business functions of an organization and harmonize prior learning from other program courses. Students will apply this learning to real-world cases and create a mock organization. Students in this course apply core concepts of business techniques to address key challenges facing businesses and to propose plausible solutions involving multiple business functional areas. The student can have no more than 6 credits remaining in their major to complete in their degree program prior to enrolling in this course. The course must be taken at Charter Oak State College. Prerequisite(s): ENG 101, ENG 102, ACC 101, ACC 102, BUS 120, FIN 210, MGT101, MKT 220, & MGT 315.

## **Communication**

### **COM 101**

#### **Speech Communication. . . . . 3.00 credits**

This course will focus on intrapersonal, interpersonal, and public speaking. Students will acquire theory and develop skills in gender communication, workplace communication, interviewing, informative speaking and persuasive speaking.

### **COM 102**

#### **Language/Communication Development. . . 3.00 credits**

This course will introduce students to the theories and practices in the profession of Speech-Language Pathology Assistants (SLPA). It will provide an overview of the typical processes of communication development and their relationship to social, physical, psychological, and cognitive development. The course will cover components such as phonology, syntax, semantics, and pragmatics. Students will also gain an understanding of the role of a speech-language pathologist within a care team, including professional rules of conduct, and will be introduced to teamwork skill-building.

## **COM 103**

### **Standards and Practices for SLPA's. . . . . 3.00 credits**

This course will focus on the role and responsibilities of the Speech-Language Pathology Assistant (SLPA) and professional practices in both healthcare and educational settings. This course will also cover topics related to current ASHA guidelines and guidance for seeking certification through ASHA as an SLPA and the C-SLPA credential.

## **COM 112**

### **The Art and Joy of Communication. . . . . 1.00 credits**

This course is designed to focus on elevating all of your communication skills – writing, conversing, and corresponding – by stimulating the exploration of your creative mind-set. We will tap into your innovative, thoughtful, intelligent, and humorous potential. The real (maybe hidden) you: eloquently expressive, sublimely jubilant, sagely introspective, and outrageously fecund. My goals are to enrich and empower your communication abilities, enabling you to correspond and articulate fluently and expressively. With panache! To enjoy the art – and enormous fun – of communication. Prerequisite(s): ENG 101. NOTE: Credit will be granted for either COM 112 or COM 113, not for both. This course can not be used in the Communication concentration.

## **COM 113**

### **Creative Communication. . . . . 3.00 credits**

This course is designed to enable students to perfect their communication skills: writing, corresponding, emailing, conversing, negotiating, and persuading. The course will stimulate the students' creative mind-set, helping them become more proficient at communicating in all aspects of their personal and professional life – at home, with friends, on the field of play, at the country club, in the boardroom – with analytical insight, humor, dignity, and alacrity. Students will learn and exercise the power of an expanded vocabulary (words matter!), kindness in conversation, laughter in discussion, team-building, and cooperation in negotiating. Members of the class will tap into their innovative, thoughtful, and intelligent potential: eloquently expressive, sublimely jubilant, outrageously fecund, and sagely introspective. The course will enrich and empower students' communication abilities, enabling them to correspond and articulate fluently and expressively. Students will learn to become adept storytellers. Prerequisite(s): ENG 101. NOTE: Credit will be granted for either COM 112 or COM 113, not for both. This course can not be used in the Communication concentration.

## **COM 204**

### **Anat/Phys Speech Hearing Mechanism. . . . . 3.00 credits**

This course will introduce students to the anatomy (structure) and physiology (function) of the systems and processes involved in human speech production, hearing, swallowing, and neurological systems. The anatomical and physiological bases of normal speech and hearing processes, including respiration, phonation, articulation, and hearing will be emphasized in this course. Prerequisite: COM 102

### **COM 206**

#### **Methods Interv for Speech Disorders. . . . . 3.00 credits**

This course will focus on speech sound development and interventions associated with disorders of speech sound production and voice disorders. The student will also execute the practical application of the International Phonetic Alphabet (IPA) to classify normal and abnormal speech sounds. This course will prepare SLPAs for their role in the assessment and treatment of individuals with communication disorders across the lifespan. (Formerly Titled: Speech Disorders and Interventions.) Prerequisite(s): COM 102

### **COM 207**

#### **Methods Interv for Lang Disorders. . . . . 3.00 credits**

This course will focus on language acquisition and development throughout the lifespan. Topics include components of language, theories of language development, sequential acquisition of major components of language, cognitive bases for language, emerging literacy, and clinical application. This course will prepare SLPAs for their role in the assessment and treatment of individuals with language disorders across the lifespan. Formerly: COM 306. Prerequisite(s): COM 102

### **COM 307**

#### **Language and Literacy Development. . . . . 3.00 credits**

This course will focus on the linguistic components of literacy development and the significant role that both speech and language play within this development. Students will examine characteristics of how children develop literacy skills as well as examine characteristics of delayed and disordered literacy development and their link to speech and language development. Students will examine each of the 5 components of language (phonology, morphology, syntax, semantics, and pragmatics) as they relate to literacy development. Students will be exposed to evidence-based interventions for delayed and disordered literacy development and the role of the speech-language pathology assistant within the prevention and intervention processes. Prerequisite(s): ENG 101, ENG 102.

### **COM 308**

#### **Lang & Comm Development in Autism. . . . . 3.00 credits**

This course will provide an overview of the characteristics of Autism Spectrum Disorder (ASD) and intervention approaches that support language development and social communication across a variety of educational and community settings. Students will apply evidence-based assessment tools, diagnostic criteria, and intervention strategies aimed at supporting language and communication skills in individuals with autism. Prerequisite(s): ENG 101, ENG 102.

### **COM 326**

#### **Organizational Communication. . . . . 3.00 credits**

This course will focus on the importance of communication and relationships in creating a productive work environment. Topics include non-verbal communication, constructive feedback, dealing with anger, and resolving conflict. Prerequisite(s): ENG 101, ENG 102.

### **COM 399**

#### **Speech & Lang Path Asst Practicum. . . . . 3.00 credits**

This course is designed to provide students with an opportunity to apply their learned knowledge and skills in supervised clinical practice in a variety of pediatric settings. Students will also explore the supervisor/supervisee relationship and demonstrate competences included in the ASHA Speech-Language Pathology Assistant Skills Inventory. The clinical practicum will be supervised by a certified speech language pathologist who has met all the ASHA qualifications for supervision. A minimum of 100 hours of supervised fieldwork is required. (Formerly titled: Speech & Lang Pathology Practicum) Prerequisite(s): COM 102, COM 103, COM 206, COM 207

## **Computer Sci./Cyber Security**

### **CSS 101**

#### **Cybersecurity Fundamentals. . . . . 3.00 credits**

This course covers the importance of cybersecurity in today's business operations and explores the job responsibilities and skills of an entry-level cybersecurity analyst. There is an emphasis on how cybersecurity professionals use frameworks and controls to protect business operations. Additionally, Security Information and Event Management (SIEM) data and the use of a playbook to respond to identified threats, risks, and vulnerabilities is also covered.

### **CSS 146**

#### **Legal Issues/Information Security. . . . . 3.00 credits**

This course will focus on an overview of the legal processes involved in implementing and maintaining an e-commerce website. In addition, the course examines security issues involved in maintaining a web or intranet/internet site and potentials for misuse. Prerequisite(s): ITE 145 or CSS 101

### **CSS 201**

#### **Operating System and Asset Security. . . . . 3.00 credits**

This course introduces Linux, an operating system commonly used by cybersecurity professionals. It provides an overview of the Linux command line through the Bash shell and how to perform actions such as to navigate and manage the file system and authenticate users. It will also provide an overview of how to interact with a database using SQL. Additionally, the course will build an understanding of how assets are classified. There will be an emphasis on common threats and vulnerabilities, and the security controls used by organizations to protect valuable information and mitigate risk. Pre-requisite(s): CSS 101

### **CSS 207**

#### **Incident Response. . . . . 3.00 credits**

This course will focus on incident detection and response. Topics will include: defining a security incident and explaining the incident response lifecycle, including the roles and responsibilities of incident response teams, analyzing and interpreting network communications to detect security incidents using packet sniffing tools. It will also explore the incident investigation and response processes and procedures and the use of Intrusion Detection Systems (IDS) and Security Information Event Management (SIEM) tools. Pre-requisite(s): CSS101

### **CSS 230**

#### **Managing Risk Information Systems. . . . . 3.00 credits**

This course will focus on the broad topic of risk management and how risk, threats, and vulnerabilities impact information systems. Areas of instruction include how to assess and manage risk based on defining an acceptable level of risk for information systems. Elements of a business impact analysis, business continuity plan, and disaster recovery plan will also be discussed. Prerequisite(s): ENG 101, and ITE 145 or CSS 101

### **CSS 245**

#### **Security Policies & Implem. Issues. . . . . 3.00 credits**

The course will focus on security policies that can be used to help protect and maintain a network, such as password policy, e-mail policy and Internet policy. Topics also include organizational behavior and crisis management. Prerequisite(s): ITE 145 or CSS 101

### **CSS 345**

#### **Auditing IT Infrastruct for Complnc. . . . . 3.00 credits**

This course will focus on the principles, approaches, and methodology in auditing information systems to ensure compliance with pertinent laws and regulatory provisions, especially in the context of information systems security (ISS). Prerequisite(s): ENG 101, ENG 102, ITE 220. and ITE 145 or CSS 101.

### **CSS 346**

#### **Access Controls, Authentication & PKI. . . . . 3.00 credits**

This course will focus on the concept of access control to information systems. Applications, authentication, and accounting for end users and system administrators will be covered. In addition, security controls for access control including tokens, biometrics, and use of public key infrastructures (PKI) will be covered. Prerequisite(s): ENG 101, ENG 102, and ITE 145 or CSS 101. Recommended Prerequisite(s): ITE 220

### **CSS 347**

#### **Security Strtgs in Wndws OS/Appl. . . . . 3.00 credits**

This course will focus on security implementations for various Windows platforms and applications. Areas of study involve identifying and examining security risks, security solutions, and tools available for various Windows platforms and applications. Prerequisite(s): ENG 101, ENG 102, and ITE145 or CSS 101. Recommended Prerequisite(s): ITE 220.

### **CSS 348**

#### **Security Strategies in Linux OS/App. . . . . 3.00 credits**

This course will focus on the securing of Linux platforms and applications. Areas of study include identifying and examining methods of securing Linux platforms and applications and implementing those methods. Prerequisite(s): ENG 101, ENG 102, and ITE145 or CSS 101. Recommended Prerequisite(s): ITE 220.

### **CSS 390**

#### **Cybersecurity Internship. . . . . 3.00 credits**

The Cybersecurity Internship course allows students to apply and expand their knowledge of cybersecurity in real-world settings through hands-on experience. Covering critical topics like network security, threat detection, incident response, and risk management, students will gain direct exposure to industry practices. Activities include observing cybersecurity professionals, participating in projects to secure systems, identifying vulnerabilities, and implementing risk mitigation strategies. By bridging the gap between academic study and industry application, this course ensures that students are prepared with practical skills, insights into current cybersecurity trends, and experience with leading-edge technologies. Students must obtain approval for their own internship setting. Approval can be obtained by contacting the Associate Director of Technology. Students are asked to complete all Internship forms at the beginning of the course. 200 hours of field experience (observation and practice) are required for completion of this course. A passing grade of 'C' or above is required for this course. Prerequisite(s): CSS 345

### **CSS 435**

#### **Network Security Strategies. . . . . 3.00 credits**

This course offers an introduction to firewalls and virtual private networks (VPNs) for securing a network. Various network security-related issues, such as threats and business challenges, are introduced and examined. The course addresses firewall functionality and how to select, construct, configure, and manage a firewall. Different types of VPNs for securing data in an organization are also addressed, as well as the benefits and architecture of a VPN and implementation considerations. In addition, students will learn the essentials of secure network design and management. (Formerly titled: Fundamentals of Network Security) Prerequisite(s): ENG 101; ENG 102, and ITE 145 or CSS 101. Recommended Prerequisite(s): ITE 220.

### **CSS 436**

#### **System Forensics, Invest and Rspns. . . . . 3.00 credits**

This course will focus on examining the fundamentals of system forensics, i.e.: what forensics is, an overview of computer crime, and the types of laws that affect forensic investigations. A significant part of the course is devoted to examining the tools, techniques, and methods used to perform computer forensics and investigations. Students will learn how to collect, preserve, analyze, and document all types of digital evidence, from computers running various operating systems, mobile devices, e-mail, and more. Prerequisite(s): ENG 101, ENG 102, and ITE 145 or CSS 101. Recommended Prerequisite(s): ITE 220.

### **CSS 437**

#### **Hacker Tech, Tools/Incident Handling. . . . . 3.00 credits**

This course will focus on an introduction to hacking tools and incident handling. Areas of instruction include various tools and vulnerabilities of operating systems, as well as the software and networks used by hackers to access unauthorized information. This course also addresses incident handling methods used when information security is compromised. Prerequisite(s): ENG 101, ENG 102, and ITE 145 or CSS 101. Recommended Prerequisite(s): ITE 220

### **CSS 438**

#### **Scrity Strtg for Web Aps & Soc Ntw..... 3.00 credits**

This course will focus on how internet and web-based applications have transformed the way businesses, organizations, and people communicate. With this transformation comes new risks, threats, and vulnerabilities for web-based applications and the people who use them. This course presents security strategies to mitigate the risk associated with Web applications and social networking. Prerequisite(s): ENG 101, ENG 102, and ITE145 or CSS 101. Recommended Prerequisite(s): ITE 220.

### **CSS 448**

#### **Cyberwarfare..... 3.00 credits**

This course will focus on the cyberwarfare landscape, offensive and defensive cyberwarfare techniques, and the future of cyberwarfare. It also addresses military doctrine and strategies, intelligence operations, and cyberwarfare-related laws and ethics. Students will be exposed to many cybersecurity technologies, processes, and procedures that help to protect endpoints, networks, and data. They will also learn how to identify and analyze threat and vulnerabilities, and create appropriate mitigation strategies. Prerequisite(s): ENG 101, ENG 102, and ITE145 or CSS 101. Recommended Prerequisite(s): ITE 220.

### **CSS 490**

#### **Cybersecurity Capstone..... 3.00 credits**

This is the capstone course for the Cybersecurity major. The student can have no more than 6 credits remaining in their major to complete in their degree program prior to enrolling in this course. This course serves as a comprehensive assessment of knowledge and skills in information systems and cybersecurity. Activities include research into selected security problems and planning, designing and implementing security solutions for a user organization. The course must be taken at Charter Oak State College. Prerequisite(s): ENG 101; ENG 102, and ITE 145 or CSS 101.

## **Criminal Justice**

### **CRJ 101**

#### **Criminal Justice..... 3.00 credits**

This course will provide a practical understanding and general overview of the American criminal justice system. Students will be introduced to the major law enforcement agencies and their history, including the organization and function of the police, prosecution, corrections, and court systems.

### **CRJ 210**

#### **Forensic Science..... 3.00 credits**

This course will focus on the basic principles and uses of forensic science in the American system of justice. It covers crime scene investigation, collection and categorization of physical evidence, the physical properties of glass and soil, instrumental analysis, hair, fiber and plant evidence, forensic serology, arson evidence, DNA evidence, fingerprints, tool and firearm marks, and document and voice analysis. Students will gain a basic understanding of the capabilities and limitations of the forensic sciences as they are presently practiced. This course cannot be used towards science concentrations.

### **CRJ 215**

#### **Criminology..... 3.00 credits**

This course will focus on the principles and concepts of criminal behavior including criminological theories and typologies, the nature, distribution and extent of crime, and the legal and societal reactions to crime. The objectives of the course are to develop the ability to engage in focused, systematic thinking and written expression about criminal behavior, and to draw correlations between actual criminal activity and theoretical models. (Formerly: CRJ 310.)

### **CRJ 315**

#### **Race, Class & Gndr in Crim. Jst. Sy..... 3.00 credits**

This course will focus on a thorough and critical examination of meanings, history, correlations, and consequences of serious forms of social inequalities and arbitrarily assigned privileges, particularly based on social class and race/ethnicity in the American criminal justice system from a criminological perspective. Implications will be made for inequalities based on gender biases as well. Prerequisite(s): CRJ 215, ENG 101, ENG 102.

### **CRJ 325**

#### **Ethics in Criminal Justice..... 3.00 credits**

Ethics in Criminal Justice is designed to give students a foundation to the basic ethical concepts and issues that arise in various aspects of the field. In this course, students will explore and form an understanding of the concepts of morality, fairness, equity and justice as they relate to policing, the courts, punishment and policy making. Students will be able to develop a familiarity with the cause and effect of ethical decision making through the use of case studies, current events and discussions. Prerequisite(s): CRJ 101, ENG 101, ENG 102.

### **CRJ 335**

#### **Victimology..... 3.00 credits**

This course will focus on contemporary developments in the field of victimology, its conceptual boundaries, its basic concepts and literature, its subfields and role as a field of study within criminology and criminal justice. The historical and emerging roles of victimology as a field of study are examined and discussed in depth. Special attention is paid to apply learning objectives with respect to each student's personal experiences with the human dimensions of victimization. This course also deals with analysis of contemporary programs and trends in the criminal justice system's response to victims. Prerequisite(s): CRJ 101, ENG 101, ENG 102.

### **CRJ 340**

#### **Sexual and Domestic Violence..... 3.00 credits**

This course will focus on the dynamics of domestic violence and sexual violence, trauma informed crisis counseling, and the basics of advocacy. Students will examine contributing factors, review victim/perpetrator profiles, and evaluate community responses. Laws/legislation related to the protection of the person and the community also will be considered. Prerequisite(s): ENG 101, ENG 102, CRJ 101.

**CRJ 355****Mental Health/Substnc Abuse in CRJ. . . . . 3.00 credits**

This course will focus on general problems created by illegal use of narcotics and dangerous substances, with emphasis upon classification, description and history of drugs, etiology of addiction, extent of drug use and its relationship to criminal behavior and methods of control. This class will analyze mental disorders such as schizophrenia, personality disorders, brain damage, mentally ill and their role in in criminal behavior. In addition, the course will identify different types of treatment which includes community based, family support, and peer networks. Prerequisite(s): ENG101, ENG102, CRJ101.

**CRJ 360****Homeland Security &Criminal Justice. . . . . 3.00 credits**

This course will focus on the evolving roles of law enforcement and homeland security. An overview will be presented on the all-hazards approach to emergency management, as well as efforts to align preparedness, incident management, and emergency reponse plans from various agencies (federal, state, local, tribal, private sector and non-governmental). Students will review and discuss the various strategies specific to law enforcement, including an examination of the terrorist events of September 11 in the context of what roles law enforcement should play in preventing and responding to terrorism and the aftermath of an event. The course will also survey other dimensions of homeland security, such as critical infrastructures, maritime security, and the ramping up of air security. Students who have taken PSA 360 should not take this course. Prerequisite(s): ENG 101, CRJ 101.

**CRJ 405****Victim's Rights and Services. . . . . 3.00 credits**

This course will focus on the role of the victim's advocate and the victim's participation in criminal justice decision making and various restorative justice initiatives. In examining this role, students will specifically analyze the impact of court policies and practices on victims with mental health or substance abuse disorders. Students will also be asked to consider the types and patterns of family and sexual violence to prevention and punishment practices and policies. While distinguishing between ethical and unethical behavior in the criminal justice field, students will be required to apply victims' rights to criminal case scenarios and explain how victims can be assisted with dealing with the effects of crime and the criminal justice system. Prerequisite(s): ENG 101, ENG 102, CRJ 335.

**CRJ 495****Criminal Justice Major Capstone. . . . . 3.00 credits**

This course is designed to allow students to integrate knowledge acquired during previous courses taken as part of the criminal justice major. In this course students will create an original, scholarly work synthesizing knowledge gained regarding criminal justice theories, methodology and systems and apply same to a contemporary issue, policy or problem in the field of criminal justice that is relevant to the student's concentration within the major. Students graduating with a concentration in Victim Advocacy will be required to focus their research on a topic specific to that field. Students will work independently with support and input from student colleagues and the professor as well as engage in threaded discussions regarding current topics grounded in relevant criminal justice literature. Prerequisite(s): ENG 101, ENG 102.

**Data Analytics****DAT 201****Principles of Data Science. . . . . 3.00 credits**

Principles of Data Science provides an introduction to the core concepts and methods used to analyze and interpret data in various domains. Students will explore the process of collecting, cleaning, and organizing data, as well as techniques for identifying patterns, trends, and relationships within datasets. The course covers key topics such as statistical analysis, data visualization, and basic machine learning concepts. By the end of the course, students will be equipped with the foundational knowledge to solve real-world problems using data-driven insights and effectively communicate their findings to diverse audiences.

**Early Childhood****ECE 101****Intro to Early Childhood Education. . . . . 3.00 credits**

This course will focus on the development and learning of children from birth to age 8. Students will explore historical perspectives, theories, and current practices in early childhood education. Other topics include child development, play, learning environments, curriculum, family and community engagement, diversity, equity, inclusion, health, safety, nutrition, and professional ethics. Through discussions, readings, and assignments, students will gain a deeper understanding of the importance of early childhood education and the role of educators in supporting all young children's growth and development in diverse contexts which include children with developmental delays and disabilities

**ECE 176****Hlth,Safety & Nutri: Birth to Eight. . . . . 3.00 credits**

This course will focus on a comprehensive overview of current philosophies and developmentally appropriate practices related to health, safety and nutrition for young children ages birth through eight years old. Students will investigate a variety of effective strategies and available resources to promote healthy lifestyles, safety, and nutritional guidelines within the context of an early childhood educational setting. Permeating themes are inclusion, diversity and the importance of being culturally, linguistically, and individually sensitive to our children and families. Students will explore topics including child development; physical and mental health; childhood diseases and illnesses; safe environments and activities; child abuse with an emphasis on the educators' role as mandated reporters; nutritionally sound menus; as well as the importance of food safety. This course includes 10 field experience hours in the form of observation, which are required for completion. A grade of 'C' or above is required in this course's key assessment.

**ECE 205****Diversity & Ethics in ECE. . . . . 3.00 credits**

This course is designed for students who work or are preparing to work in early childhood education. Students taking this course will develop an historical and contemporary understanding of diversity and anti-bias teaching practices focusing on the United States. Participants will examine the meaning of culture, race, ethnicity, language, gender, families and how those concepts influence identity and school experience. Students will review the NAEYC Code of Ethical Conduct and consider strategies for affirming diversity in the early childhood classroom. Prerequisite: ECE 247

**ECE 210****Observ & Assess in EC Programs. . . . . 3.00 credits**

This course is designed to provide an overview of observation and assessment of all children including children with developmental delays, disabilities and/or language and cultural differences in the early childhood classroom, specific to children who are between the ages of birth-5. Students will learn the purpose and methods of observation and assessment in the early childhood setting and will come to understand NAEYC Guidelines for assessment of young children in early childhood settings. Students will also learn about early learning standards. During this course, students will explore the many and varied types of observation tools and will come to understand the integral role these assessment methods play in the cycle of intentional teaching and family involvement. The course involves 20 field experience hours in the form of observations, which are required for completion of the course. A grade of 'C' or above is required in this course's key assessment. Prerequisite(s): ECE 101, ECE 247.

**ECE 215****Behavior Mgt in Early Childhood. . . . . 3.00 credits**

This course will focus on the behaviors seen in children from birth through age eight, as well as practical ideas to help children build self-esteem, develop self control, identify problem behaviors, and recognize potential causes.

**ECE 217****The Exceptional Learner. . . . . 3.00 credits**

This is an introductory methods course for students learning to work with young children with disabilities. The course provides an overview of special needs children and their families, including types of disorders, treatments for disorders, and how relationships with parents provide an integral role in ensuring early intervention occurs. Students will learn laws related to special education and how the process for referral works. By the end of this course, students should understand inclusion and be able to both design classroom environments as well as utilize effective strategies that are supportive of inclusive teaching. Field experience required: 5 hours. Prerequisite(s): ECE 101, ECE 247.

**ECE 222****Curriculum Young Child: Meth/Technq. . . . 3.00 credits**

This course emphasizes intentional teaching practices and the development of integrated, developmentally appropriate curricula for all children from birth to age 8 including children with developmental delays and/or disabilities. Students will apply knowledge of child development, learning theories, and academic content areas to design and implement meaningful learning experiences. The course explores the cycle of inquiry, culturally responsive practices, and strategies to foster inclusive, equitable, and engaging learning environments that promote children's growth across developmental domains. Students will also evaluate and reflect on teaching practices and curricula to enhance professional competence and effectiveness. This course includes 20 field experience hours in the form of observation and practice of both typically and atypically developing children, which are required for course completion. Prerequisite(s): ECE 101, ECE 217, ECE 210, ECE 247.

**ECE 231****Early Language & Literacy Development. . . . 3.00 credits**

This course serves as an introductory methods course in early childhood language and literacy development. Students explore the typical and atypical development of language from birth-age 8. Students learn , plan, and implement effective strategies and developmentally appropriate activities to promote and support language development for all infants, toddlers, and preschool age children including those with developmental delays and/or disabilities. Students also learn how to create literacy-rich environments for the purpose of supporting all young children in developing listening, speaking, reading, and writing skills. This course includes 10 field experience hours in the form of observation and practice, which are required for completion. A grade of 'C' or above is required in this course's key assessment. Prerequisite(s): ECE 101, ECE 176, ECE 210, ECE 217, ECE 247, and ECE 222 or ECE 261 (both are recommended).

**ECE 247****Child Development: Birth to Eight. . . . . 3.00 credits**

This course will focus on an examination of development from prenatal through the early childhood years (to age eight). The course will explore current theory and research of early childhood development and how to translate this into practice in the lives of young children today. The developmental domains of cognitive, physical, and social/emotional are studied from an ecological perspective. Students will consider developmentally appropriate practices for children's diverse and individual differences, including special needs, gender, age, and multicultural dimensions. This course requires twenty hours of observation field hours (in an instructor-approved center) in the following age groups: infants, toddler, preschoolers, and school age (5 years through 8 years) in order to complete the course.

**ECE 250****Admin & Supervision in ECE Programs. . . . 3.00 credits**

This course will focus on the development and administration of early care and education programs for ages birth through eight years. Best practice, quality programming, and program evaluation are examined. Management and leadership skills addressed include: leadership and advocacy, human relations, self awareness, staff management, family and community, public relations and marketing, educational programming, regulatory/legal requirements, and fiscal management. Early childhood skills and knowledge topics include: child development, curriculum and instructional methods learning environments, health, safety and nutrition, classroom guidance, children with special needs, and professional development. (3 credits)

**ECE 261****Infant/Toddler Care: Methods & Tech. . . . . 3.00 credits**

This course will focus on the theoretical knowledge and practical skills necessary to create an inclusive, developmentally, culturally and linguistically appropriate environment and curriculum. This course highlights the importance of parent-teacher partnerships and how families' expertise and input can be used to inform assessment and programming. This course highlights how respectful, responsive and reciprocal relationships with early childhood educators lay the foundation for learning in infants and toddlers. This course will review how everyday caregiving and classroom routines, along with playful interactions of infants/toddlers with their surroundings provide the learning opportunities and curriculum of early childhood. The course will review curriculum design and planning, and provide opportunities to design activities that promote sensory experiences, early literacy skills, and learning across all developmental domains for infants and toddlers. This course includes 5 field experience hours in the form of observation, which are required for completion. A grade of 'C' or above is required in this course's key assessment. Prerequisite(s): ECE 101, ECE 217, ECE 210, ECE 247.

**ECE 271****Career Development in ECE. . . . . 2.00 credits**

This course will focus on preparation for career success in the field of early childhood education. Emphasis will be placed on creating a professional e-Portfolio, developing an online profile via LinkedIn as well as a professional development growth plan. Students will analyze individual elements of GRIT, personal skills and traits, then incorporate that knowledge into the weekly coursework.

**ECE 273****Early Learning Standards. . . . . 1.00 credits**

The purpose of this course is to provide students with an understanding of Connecticut Early Learning Development Standards (CT ELDS) and how to use them to support child development and learning. Students will learn about the eight domains of development and how to use the strands, progressions, and indicators to track child development, related to the various domains. (1 credit)

**ECE 274****Assessment Strategies for ECE- DOTS. . . . . 1.00 credits**

The purpose of this course is to provide students with an understanding of the Office of Early Childhood (OEC) assessment tool available for use in ECE programs in CT. Students will learn about the Documentation for Observation and Teaching System (DOTS) and how to use it to support child development and learning. Students will learn about the guiding principles, the role of observation and assessment in the cycle of intentional teaching, and the structure of the tool in planning for observation and assessment of young children. Prerequisite(s): ECE 273

**ECE 275****Strategies for Planning in ECE. . . . . 1.00 credits**

The purpose of this course is for students to learn strategies for using both the ELDS and the DOTS in their early childhood settings. Learning experiences will provide students with opportunity to critically reflect on the role of observation and assessment in the cycle of intentional teaching, and how it all starts with having a solid understanding of each child's growth and development. Prerequisite(s): ECE 274

**ECE 299****ECE Practicum I. . . . . 6.00 credits**

This six (6) credit course consists of an on-ground practicum of 200 hours of supervised field work, an ongoing field journal, three video tapings of classroom performance, a practicum paper and a phone conference. Within the field work practicum students will demonstrate ability to: a) apply knowledge of child development theory and approaches; b) engage in classroom management; c) plan, organize, and implement daily routine and learning activities independently; d) work as part of a team and e) reflect on professional growth related to classroom teaching practices. Only Charter Oak State College matriculated students may register for this course. The practicum enables students who work in or do extensive volunteering in an early childhood education setting to earn credits for this experience. A minimum of 200 hours will be required and must be completed in one location prior to applying for the practicum credits and completing the assessment process. Students must obtain advisor approval prior to enrolling in practicum. 100 pre-practicum field experience hours are required for approval. Students are asked to complete the Practicum Application 30-45 days prior to the start of the course. Field Experience: 200 hours. (Formerly Titled: Early Childhood Education Practicum). Prerequisites: ENG101, ENG102, ECE 176, ECE 210, ECE 217, ECE 231, and ECE 222 or ECE 261.

### **ECE 304**

#### **Adv Lang & Literacy: Infant/Toddler. . . . . 3.00 credits**

This course will focus on language and literacy development specifically in infants and toddlers. It is designed to provide students with knowledge of the early social, cognitive, and linguistic foundations of literacy and effective strategies that support beginning language/literacy learning by infants and toddlers. Emphasis is placed on the role of families and other important adults in creating learning opportunities in the context of everyday activities and routines. The course also addresses the broader family context and individual difference factors, such as culture and disability as they relate to beginning language and literacy learning. Upon completion of the course, students will be able to identify, plan, implement and evaluate appropriate beginning language and literacy experiences for infants and toddlers and their families. Prerequisite(s): ENG 101, ENG 102, ECE 101, ECE 210, ECE 231, ECE 247

### **ECE 320**

#### **Global Perspectives in ECE. . . . . 3.00 credits**

This course will focus on examining early childhood education in seven diverse countries, Australia, Finland, New Zealand, Hong Kong, Republic of Korea, Singapore, England, and Italy. Students will compare how the countries' history and values frame policies and programs for young children, with specific emphasis on curriculum methods and practices. Special consideration will be given to understanding the pedagogical practices of Reggio Emilia, Italy and how those practices can be implemented in the US. Prerequisite(s): ENG 101, ENG 102.

### **ECE 325**

#### **Personnel Mgt in Prog for Children. . . . . 3.00 credits**

This course will focus on providing program administrators and supervisors with an understanding of the development of human resources in an early childhood setting. The course will provide an in-depth look at personnel management in the early childhood environment. Students will explore recruitment, orientation and development, motivation and supervision of employees. Personnel policy development and procedures will be examined. Prerequisite(s): ECE 101, ENG 101, ENG 102. Recommended Prerequisite(s): ENG 101, ENG 102, ECE 250.

### **ECE 326**

#### **Finance in Early Childhood Programs. . . . . 3.00 credits**

This course prepares current and aspiring early childhood program leaders to confidently manage the financial and operational aspects of a childcare center. This course explores the intersection of vision, leadership, and fiscal responsibility in early learning environments. Students will learn to align program goals with financial decisions, create and manage budgets, build trust through professionalism, and use strategic planning to optimize operations and enrollment. Topics include goal setting, ethical leadership, financial planning, marketing, staff management, and long-term business development—equipping students with the skills to transition from overwhelmed educators to confident, capable directors. Prerequisite(s): ENG 101, ENG 102, ECE 250.

### **ECE 330**

#### **Math, Science, and Tech Young Child. . . . . 3.00 credits**

This course focuses on early mathematical and science content and concepts that are relevant to young children during the first five years of life. The course is designed to teach students effective strategies to recognize and promote mathematical development and science inquiry in all young children. Students will explore what mathematics and science looks like for infants, toddlers, and preschoolers and learn specific ways to facilitate young children's mathematical development. Students will practice what they are learning through a variety of assignments, including direct interactions with young children. Upon completion of the course, students will be able to identify opportunities for mathematics and science learning throughout the curriculum, observe and assess young children's developing mathematical and science knowledge, plan experiences that focus on specific math and science concepts, and use a variety of strategies and materials to promote children's interests and abilities in mathematics and sciences. The course also infuses the relevance of and best practices related to technology into its content. Prerequisite(s): ENG 101, ENG 102, ECE 101, ECE210\*, ECE 217\*, and ECE 222\* or ECE 261\*. \*Not applicable for Child Studies Majors

### **ECE 335**

#### **Adv Methods ECE/Special Ed- Pre K-K. . . . . 3.00 credits**

This course will focus on principles of learning, curriculum development, and relationships in conjunction with ongoing observation, assessment, and intentional teaching. The course examines the roles of play and active exploration in designing developmentally appropriate learning experiences for all children and addresses guiding children's behavior. The course emphasizes the role of families in children's learning and supports students' development as reflective practitioners and intentional teachers. Students will observe two separate classrooms; one must be an inclusive preschool special education classroom or an NAEYC community-based preschool program; the 2nd must be a Kindergarten classroom. It is the student's responsibility to ensure that they can meet this requirement. Prerequisite(s): ENG101, ENG102, ECE 101, ECE 210, ECE 217, ECE 222.

### **ECE 350**

#### **History of Montessori Education. . . . . 3.00 credits**

This course will focus on helping students understand the philosophy which guides the Montessori Method. A historical and comparative perspective of leading Early Childhood theorists will allow for a deep understanding of how Maria Montessori formulated her philosophy and classroom materials. Prerequisite(s): ENG 101, ENG 102.

### **ECE 351**

#### **Advanced Leadership ECE Programs. . . . . 3.00 credits**

This course will focus on leadership in early childhood education. An overview of the principles and practices of leadership will be framed with an anti-biased approach and reflective practice. Students will examine leadership as it relates to children, families, and community. Topics will include leadership styles, collective leadership, leadership and social justice, current issues, and advocacy in the early childhood profession. Prerequisite(s): ENG 101, ENG 102, ECE 250.

## **ECE 492**

### **Program Admin/Leadership Practicum. . . . 3.00 credits**

This course consists of an on-ground practicum of 100 hours in an approved childcare center that provides a full-day program for children between the ages of birth-5 years. Students will participate as interns or assistants under the direction of the administrator of an NAEYC accredited center. They will demonstrate that they are ready to take on administrative or leadership positions in the early childhood field by supporting the director in effectively managing early childhood program operations as they relate to state licensing requirements, accreditations, and developmentally appropriate practices. Students will complete weekly discussions and reflective journals. They will write a practicum paper to demonstrate their knowledge of trends in the field, and prepare a program related to their knowledge of the CT Cre Knowledge and Competency Framework. Students must find and obtain approval for their own practicum setting. Students are asked to complete the Practicum Guidelines at the beginning of the course. This course requires 100 hours of practicum fieldwork. Prerequisite(s): ENG101, ENG102, ECE 247, ECE101, ECE176, ECE210, ECE205, ECE231, ECE217, PSY301, EDU360 (formerly SOC350), ECE325, ECE326

## **ECE 493**

### **ECE Program Admin & Ldrshp Capstone. . 3.00 credits**

In this capstone course, students demonstrate fulfillment of the various outcomes of the courses within the early childhood major- program administration and leadership concentration. Each student will complete the capstone project to demonstrate his/her/ their understanding of the concentration, mastery of the content of the selected field(s) of study and application of what has been learned. Students must also demonstrate that they can synthesize written material and apply it to their work. Students in the program administration and leadership concentration must complete the Capstone Project related to Early Childhood Program Administration and Leadership. Prerequisite(s): ENG 101, ENG 102, and no more than 6 six credits remaining in the major in order to register for this course.

## **ECE 494**

### **ECE Major-ECTC Capstone. . . . . 6.00 credits**

This course is for students pursuing the Early Childhood Teacher Credential (ECTC) focus of the ECE Major. This course will focus on both the culminating practicum and capstone project/paper. The fieldwork component of the course consists of an on-ground practicum of 200 hours of supervised field work, an ongoing field journal, three video tapings of classroom performance and a practicum paper, and a phone conference. Within the field work practicum students will demonstrate: a) their ability to apply their knowledge of child development theory and approaches; b) their ability to engage in classroom management; c) their ability to plan, organize, and implement daily routine and learning activities independently; and d) their ability to work as part of a team. For the Capstone component of this course the student will demonstrate fulfillment of the various outcomes of the ECTC concentration courses. Each student will complete the capstone project to demonstrate that the student understands clearly his or her concentration, has mastered the content of the selected field of study, and can synthesize and apply what he or she has learned. The capstone project may take one of several formats: a research paper, scholarly essay, portfolio, case study, or any other mode appropriate to the student's interest and experience. A minimum grade of "C" must be earned on this project to meet the requirements of the concentration. Students must have completed all ECE core courses (27 ECE credits), pre-practicum field experience hours, and passed all key assessments prior to taking this course. Prerequisite(s): ECE 101, ENG 101, ENG 102, ECE 176, ECE 247, ECE 210, ECE 205, ECE231, ECE 217, PSY 301, SOC 350.

## **ECE 495**

### **Early Childhood Education Capstone. . . . . 3.00 credits**

In this 3-credit capstone course, students demonstrate fulfillment of the various outcomes of the major in Early Childhood Education specific to the concentrations in Infant/Toddler, Preschool and Montessori. Each student will complete the capstone project to demonstrate understanding of the methodology related to their chosen concentration. The capstone project is an independent research project and includes the following components; writing a proposal, developing a research plan, review the existing literature in the concentration area, presenting the project and evaluating the project for final outcomes. A minimum grade of 'C' must be earned to meet the requirements of the major. Prerequisites: Early Childhood core and concentration courses (Advisor approval required). Prerequisite(s): ENG 101, ENG 102, ECE 101, ECE 176, ECE 247, ECE 210, ECE 205, ECE 231, ECE 217, PSY 301, SOC 350.

## **Economics**

### **ECO 103**

#### **Macroeconomics. . . . . 3.00 credits**

This course will focus on a survey of macro-economic theory with emphasis on resource allocation in a mixed enterprise economy. The concentration of the course is on the operation of the market mechanism, the role of government and labor, national income determination and accounting, monetary and fiscal policy, and neoclassical synthesis. (Formerly: ECO 102.)

## Education

### EDU 100

#### **Intro to Paraprofessional Training. . . . . 3.00 credits**

This course will focus on an overview of the roles and responsibilities of the educational paraprofessional/paraeducator. Learning outcomes are based on levels one and two of the National Paraeducator standards, and include information on behavior techniques, communication, legal issues, instructional strategies, and roles and responsibilities.

### EDU 101

#### **Behavior Strategies/Paraeducator. . . . . 3.00 credits**

This course provides students with a framework that prevents and manages student behaviors within a safe and positive school climate. Learning outcomes are based on the National Paraprofessional standards, Levels 1-3. Students are provided with numerous modes of learning, including lecture, group discussion, activities and classroom observations to assist them in learning and demonstrating the content of the course. Prerequisite(s): ENG 101.

### EDU 102

#### **Exceptional Learners/Paraprofession. . . . . 3.00 credits**

This course provides students with knowledge about the types of disabilities and the behavioral and instructional supports used for working with special needs students. Common terms and acronyms of the special education process are also identified. Learning outcomes are based on the National Paraeducator Standards Levels One, Two and Three and include information on the important role paraprofessionals/paraeducators have in supporting school success. Students will be provided with numerous modes of learning, including lecture, group discussion, application activities and classroom observations to assist them in learning and demonstrating the content of the Exceptional Learners course. Prerequisite(s): ENG 101.

### EDU 103

#### **Assistive Tech in the Classroom. . . . . 3.00 credits**

This course provides students with current information on how to embed assistive technology into the learning plans of students with disabilities. The benefits of assistive technology promote student classroom performance in communication, reading, writing, math and social skills will be discussed. Learning outcomes are based on the National Paraeducator standards, Levels 1-3. Students are provided with numerous modes of learning, including lecture, group discussion, activities and classroom observations to assist them in learning and demonstrating the content of working with students with behavioral difficulties. (Formerly titled: Autistic Learner & Assistive Tech.) Prerequisite(s): ENG 101.

### EDU 104

#### **Paraprofessional Internship. . . . . 3.00 credits**

This course will focus on the completion of an internship, which is a requirement to earn a paraprofessional certificate. An internship is performance-based and enables you to earn credit by demonstrating that you have knowledge and competencies required for a paraprofessional and that you can apply your knowledge in actual situations. Your internship site may be your place of work or the site of an extensive volunteer experience. A minimum of 120 hours will be required in one setting during the 15-week internship. You should not apply for the Charter Oak internship until you have completed a minimum of 12 credits in paraprofessional education. It is through your courses that you will gain much of the theoretical knowledge that you will be expected to apply during the internship assessment process. Prerequisite(s): EDU 100, EDU 101, EDU 102, EDU 103.

### EDU 115

#### **Foundations in Education. . . . . 3.00 credits**

This course will focus on exploring today's students in a diverse society and the qualities of effective educators. Other topics include the historical, legal, philosophical, social, and practical aspects of American education. Students will evaluate current educational trends, issues, and practices. They will also explore teaching as a career and what it means to be a professional.

### EDU 207

#### **Digital Technology in Education. . . . . 3.00 credits**

This course examines digital technology in education with a focus on inclusive, accessible, and equitable learning. Students study learning theories and frameworks for technology integration, design projects using productivity, collaboration, and adaptive tools, and apply strategies for differentiation and engagement. Coursework includes critical evaluation of research on digital learning environments and reflection on their impact on equity and inclusion. Emphasis is placed on data privacy and the ethical use of artificial intelligence, digital media, and online collaboration in education. Prerequisite(s): ECE 101 or EDU 115

### EDU 211

#### **Health & Wellness School-Age Child. . . . . 3.00 credits**

Children must be safe and healthy in mind, body, and spirit to thrive. This course explores a holistic approach to health, nutrition, and safety topics including the physical and mental well-being of school-age children. All topics are explored through the lenses of prevention as well as Connecticut's "Code of Responsibility for Teachers" and NAEYC's (National Association for the Education of Young Children) "Code of Ethical Conduct and Statement of Commitment." Students promote inclusion and honor diversity while recognizing and demonstrating their sensitivity to the cultural, linguistic, and individual needs of children and their families. Prerequisite(s): ECE 101 or EDU 115

**EDU 290****Adult Learning Thry/Pract Educators. . . . 3.00 credits**

This course will examine adult learning theories as well as the characteristics of diverse adult learners and various instructional strategies aimed at maximizing adult learning experiences. In this course, students will examine the research that has informed adult learning theory as they learn about the theorists and how to apply theory into practice. Students will reflect on their own learning and have opportunities to examine, critique, and create adult learning experiences. Recommended Prerequisite: ECE 250

**EDU 305****Autism Spectrum Disorder. . . . . 3.00 credits**

This course will provide information for educators on the causes, identification, and characteristics of Autism Spectrum Disorders across the lifespan. Emphasis will be on the use of strategies and practices that will promote effective learning from early education programs to post education. Collaboration with families across the life span will be discussed as an essential component in the course. Requirement: Field Experience Hours: 1 hour. Prerequisite(s): ENG 101, ENG 102

**EDU 360****Family, Teacher, Community Partners. . . . 3.00 credits**

In this course, students will examine how working with parents and guardians of children can help teachers to develop and better educate and care for children. Students will explore family life today and develop a philosophy of family involvement that they can use in their work. Students will understand the various types of families raising children today and will develop strategies for working with more vulnerable populations of families, to include gay and lesbian families, families living in poverty, and families raising children with disabilities and immigrant families. Students will also develop a culturally responsive approach to family involvement and learn how to support families through an effective communication and family involvement program. (Key Assessment Required) Prerequisite(s): ENG 101, ENG 102, SOC 101

**EDU 495****Child Studies Major Capstone. . . . . 3.00 credits**

In this 3-credit capstone course, students demonstrate fulfillment of the various outcomes of the Major in Child Studies. Each student will complete the capstone project to demonstrate his/her/their understanding of the concentration, mastery of the content of the selected field(s) of study and application of what has been learned. Students must also demonstrate that they can synthesize written material and apply it to their work. The Capstone project includes five key components: the project proposal, research plan, literature review, presentation and evaluation. The Capstone Project presentation may be completed in the form of a scholarly essay, portfolio, presentation of creative work, business plan, case study, or any other mode appropriate to the student's interest and experience. A minimum grade of "C" must be earned to meet the requirement. Prerequisite(s): ECE 101, ECE 176, ECE 205, ECE 217, ECE 247, EDU 305, ENG 101, ENG 102, PSY 410, SOC 320, SOC 350.

**EDU 501****Integrated Foundations of Amer Educ. . . . 3.00 credits**

This course provides a comprehensive exploration of the historical, philosophical, and social foundations of American education. Through readings and engagement in course discussions, students will critically examine the evolution of educational practices and policies from colonial times to the present to understand the impact of key historical movements and figures on education today.. Through weekly discussions and assignments, students will explore various educational philosophies, including perennialism, essentialism, progressivism, and social reconstructivism, and how history shapes societal views. Additionally, students will analyze the role of social factors such as culture, politics, and economics in shaping American education today.

**EDU 503****Curriculum Design Models. . . . . 3.00 credits**

This course explores various curriculum design models applicable to practitioners working in education. Students will analyze and evaluate different approaches to curriculum development, including standards-based, thematic, and integrated models. Emphasis will be placed on creating inclusive and developmentally appropriate curricula that address the diverse needs of learners at various levels. The course will cover effective instructional planning, strategies for facilitation, and assessment. Through practical exercises and collaborative projects, students will gain the skills necessary to design, implement, and assess curricula that foster student engagement and achievement across all grade levels. Pre-requisite(s): EDU 501 (may be taken concurrently)

**EDU 505****Culturally Responsive Pedagogy. . . . . 3.00 credits**

This course will focus on developing the mindsets, knowledge, and instructional practices essential for culturally responsive and sustaining pedagogy in educational settings. Students will examine how identity, culture, language, and power influence teaching and learning. Grounded in the neuroscience of learning and evidence-based instructional strategies, the course provides a framework for supporting academic success and affirming students' cultural assets. Emphasis will be placed on fostering inclusive environments, addressing bias and inequity, and engaging in critical self-reflection to advance equity and excellence in education. Designed for current educators, this asynchronous online course supports culturally responsive planning, instruction, and leadership. Pre-requisite(s): EDU 501, EDU 503

**EDU 507****Differentiated Instruction. . . . . 3.00 credits**

This course will focus on the advanced planning, implementation, and evaluation necessary for successful implementation of differentiated instruction. Students will engage with research-based differentiated instructional strategies that support successful learning experiences for all students. Emphasis will be on differentiating content, process, and products based on student readiness, interest, and learning profile. Preparing students and parents for a differentiated classroom and applying keystone strategies will be an important focus. Through applied learning experiences and critical analysis, students will construct and apply rigorous lessons that demonstrate understanding of the key elements of differentiated instruction and responsiveness to student diversity. Requirement: Field Experience in a Learning Environment Hours: 5 hours. Prerequisite(s): EDU 501, EDU 503

**EDU 509****Digital Literacy Teaching/Learning. . . . . 3.00 credits**

This graduate-level course equips educators with the knowledge, skills, and mindset to critically evaluate, design, and implement technology-integrated instructional practices that address the complex needs of today's diverse learners. Grounded in contemporary technology frameworks such as ISTE, UDL, TPACK, and SAMR, participants will learn to create equitable, inclusive, and engaging digital learning experiences that improve outcomes for all students. Through collaborative exploration, hands-on projects, and reflective practice, students will design and implement technology-enhanced learning environments that foster collaboration, personalization, real-world application, and digital fluency. The course emphasizes differentiated instructional design, including strategies to support the needs of all learners. Participants will examine current research to assess the impact of digital learning environments on student agency, equity, and inclusion. In addition, students will explore the emerging role of artificial intelligence (AI) in education, evaluating ethical use cases and integrating AI tools into instruction to support personalization, equity, and informed professional decision-making. Prerequisite(s): EDU 501, EDU 503

**EDU 511****Integ Ed Prg Mod Family Partnership. . . . . 3.00 credits**

This course will focus on the design and evaluation of integrated educational program models that support inclusive, high-quality learning environments from birth through Grade 3. Students will examine models such as co-teaching, collaborative consultation, and multi-tiered systems of support (MTSS), with an emphasis on the integration of early childhood, special education, and general education approaches. Other topics include: developing equitable family partnerships, understanding cultural and linguistic responsiveness, navigating service systems (e.g., IDEA, Head Start, public schools), and applying ethical principles in cross-sector collaboration. Students will analyze case studies, build collaborative communication strategies, and design family engagement plans that align with legal and professional standards. Prerequisite(s): EDU 501, EDU 503

**EDU 513****Standards-Based Instructn/Assessmnt. . . . . 3.00 credits**

This course will focus on the knowledge and skills essential for designing and implementing standards-based instruction and assessment in the PreK-12 classroom. Students will analyze the principles and research behind standards-based learning. With an emphasis on alignment between academic standards, effective instruction, and targeted assessment, the course will guide students through the development of comprehensive curriculum units that promote equitable learning. The interpretation and use of assessment data to inform instructional decisions will be highlighted. Through practical applications and reflective practice, this asynchronous online course will support current and future educators' abilities to create inclusive, standards-driven learning environments where data and feedback drive continuous improvement and student achievement. Prerequisite(s): EDU 501, EDU 503

**EDU 530****Infant & Toddler Curriculum Dev. . . . . 3.00 credits**

This course will focus on advanced principles and practices for designing, implementing, and evaluating responsive, developmentally appropriate curricula for infants and toddlers in diverse early childhood settings. Students will examine theoretical foundations, current research, and evidence-based strategies that support holistic development, including cognitive, language, social-emotional, and physical domains. Other topics include family and community partnerships, inclusive practices, assessment-informed planning, and the integration of culturally and linguistically responsive pedagogies. Students will critically analyze and create curriculum plans that reflect professional standards and ethical decision-making in early care and education, and develop their role as curriculum specialists and peer leaders. Pre-requisite(s): EDU 501, EDU 503

**EDU 540****Pre-K-K Curriculum Development. . . . . 3.00 credits**

This course will focus on advanced principles and practices for designing, implementing, and evaluating responsive, developmentally appropriate curriculum for Pre-Kindergarten and Kindergarten learners. Students will examine learning standards, theoretical perspectives, and instructional practices that promote school readiness and holistic development. Topics include integrated curriculum planning, play-based and inquiry learning, inclusive practices, assessment-informed instruction, and cultural and linguistic responsiveness. Students will create curriculum units that reflect early learning standards and meet the needs of diverse learners and their families. Prerequisite(s): EDU 501, EDU 503

## **EDU 541**

### **Early Elementary Curriculum. . . . . 3.00 credits**

This course will focus on the advanced design, implementation, and evaluation of standards-aligned curriculum for students in early elementary grades (typically grades 1-3). Students will engage with research-based instructional frameworks and critically examine state and national content standards across core disciplines, including literacy, mathematics, science, and social studies. Emphasis will be placed on interdisciplinary curriculum integration, differentiated instruction for diverse learners, assessment-informed instructional design, and the strategic use of digital tools to enhance learning outcomes. Through applied learning experiences and critical analysis, students will construct rigorous curriculum units that demonstrate developmentally appropriate practice, instructional coherence, and responsiveness to student diversity. Prerequisite(s): EDU 501, EDU 503

## **EDU 575**

### **ECE/SPED Assessment and Diagnosis. . . . . 3.00 credits**

This course will focus on the advanced knowledge and skills required to lead comprehensive evaluation and assessment processes for infants and young children (birth to kindergarten) eligible for early childhood special education services. Students will critically examine referral systems, due process procedures, and eligibility determination practices through legal, ethical, and culturally responsive lenses. Other topics include: the selection and interpretation of formal and informal assessment tools, collaborative engagement with families and professionals, synthesis of data for evaluation reporting, and the development of individualized family service plans (IFSPs) and individualized education programs (IEPs). Pre-requisite(s): EDU 501, EDU 503

## **EDU 590**

### **Foundations of Adult Learning. . . . . 3.00 credits**

This course will focus on foundational theories, principles, and research in adult learning, integrating historical and contemporary perspectives. Students will examine the cognitive, emotional, sociocultural, and neurological aspects of adult development as they relate to learning. Other topics include: the application of adult learning theory in curriculum design, facilitation and coaching practices, professional learning strategies, and the role of context, identity, and equity in adult education. Students will apply theory to practice by designing inclusive, research-based adult learning experiences. Prerequisites: EDU 501, EDU 503

## **EDU 695**

### **Curriculum and Instruction Capstone. . . . . 3.00 credits**

This required Capstone course is the culminating experience for students in the Master of Science in Curriculum and Instruction program. EDU 69S is designed to allow MS candidates an opportunity to share their advanced knowledge of curriculum and instruction through a formal Capstone Project. This experience emphasizes the integration of theory and practice, encouraging students to connect their academic learning to authentic challenges in their professional environments. The course must be taken at Charter Oak State College. Prerequisite(s): EDU 501, EDU 503, EDU 505, EDU 507, EDU 509, EDU 511, EDU 513, and EDU 590.

## **English**

### **ENG 101**

#### **English Composition 1. . . . . 3.00 credits**

This course will focus on the relationship between reading and writing. From readings, writings, and discussions, the student will discover that writing is a process of inventing, planning, drafting, reading critically, revising, editing, and proofreading. When writing essays using such patterns of development as narration, description, compare/contrast, cause/effect, and argumentation/persuasion, the student will also see the importance of considering purpose, audience, tone, point-of-view, organization, and development. Students must earn a C or higher in this course to meet the Written Communication requirement.

### **ENG 102**

#### **English Composition 2. . . . . 3.00 credits**

This course will focus on continuing the development of essential skills learned in ENG 101. Students will also learn and practice the various techniques of argumentation/persuasion, working on their own and with a peer partner. Emphasis in this course is on longer and more substantive essays as well as a research paper. This course will focus on the relationship between reading and writing. From readings, writings, and discussions, the student will discover that writing is a process of inventing, planning, drafting, reading critically, revising, editing, and proofreading. When writing essays using such patterns of development as narration, description, compare/contrast, cause/effect, and argumentation/persuasion, the student will also see the importance of considering purpose, audience, tone, point-of-view, organization, and development. Students must earn a C or higher in this course to meet the Written Communication requirement. Prerequisite(s): ENG 101.

### **ENG 202**

#### **Survey of Literature. . . . . 3.00 credits**

This course will focus on a variety of genres and styles of literature. Students will read short fiction, a novel, poetry and stage plays in order to enjoy a full, deep understanding of literary elements (plot, setting, point of view, etc.). Students will learn to appreciate how these elements translate across genres. Prerequisite(s): ENG 101, ENG 102.

### **ENG 209**

#### **Survey of American Literature. . . . . 3.00 credits**

This course is a survey of American literature over the last century, beginning with the Modernist period and the first World War. Through readings of fiction, poetry, drama, and essays, students will be introduced to major authors and significant movements in American literary history. Authors will be selected from a variety of cultural traditions in the United States. As the course moves into later readings, there will be a consideration of how individual authors respond to and diverge from the traditions and influence of those who came before. Throughout, the identification of what is specifically “American” about American literature will be a central focus. Prerequisite(s): ENG 101, ENG 102, and U.S. History is strongly recommended.

## ENG 304

### **American Short Story..... 3.00 credits**

This course will focus on an intensive study of the American short story. The reading ranges from works by Washington Irving, Hawthorne, and Poe, to contemporary writers like Annie Proulx, Edwidge Danticat, Mary Gaitskill, and Tim O'Brien. Many other major American authors will also be studied, including Twain, Chopin, Cather, Hemingway, Faulkner, Fitzgerald, Baldwin, and Carver. The course will consider a variety of cultures and viewpoints but will stress the uniquely American nature of the readings. Criticism and commentary by some of the authors will also be considered. Prerequisite(s): ENG 101, ENG 102.

## ENG 306

### **Understand Culture Thru Literature..... 3.00 credits**

This course will focus on recent novels, short stories, and memoirs from around the world. In an age when the continents are increasingly linked by shared communication, travel, media and commerce, it might seem that we also share a single global culture. The reality is far more complex. The class examines how local and traditional cultural identities are expressed, negotiated and interrogated in texts by Asian, South American, African, Middle Eastern, and Australian authors. Throughout, the clash between diverse cultures in the contemporary world will be a central focus. Prerequisite(s): ENG 101, ENG 102.

## ENG 319

### **Literary Theory..... 3.00 credits**

This course surveys the major literary theories of the 20th and 21st centuries as it applies to both literature and culture. Theories include Deconstruction, Queer theory, Feminist theory, postcolonialism, Critical Race Theory, Postmodernism, and the ideas of Michel Foucault. The course is organized by theoretical concepts and how they are applied to literature and culture. Readings are by theorists, scholars and practitioners in the field of literary and critical theory. Prerequisite(s): ENG 101, ENG 102

## ENG 320

### **Shakespeare..... 3.00 credits**

This course is a focused examination and study of William Shakespeare, his life and a selection of some of his greatest works. His sonnets which include those addressed to a young man and those addressed to a mysterious woman will be analyzed for their structure and themes. A play from each of major classification of his collection of classical dramas will be read and criticized for their relevance and meaning as examples of the enduring popularity of Shakespeare's works. Prerequisite(s): ENG101, ENG102.

## Finance

### **FIN 210**

#### **Financial Management..... 3.00 credits**

This course will focus on basic finance. Major emphasis is placed on financial statements and ratio analysis, working capital management, capital budgeting, stocks and bonds evaluation, and financial planning and forecasting. Prerequisites: ACC 101 , ACC 102, and ECO 103 or 104.

## Fine Arts

### **FAR 110**

#### **Introduction to Film..... 3.00 credits**

This course will focus on learning how to watch films actively and critically. Through a study of American films, students will acquire a working knowledge of American film history from the silent era, recognize and use the basic technical and critical vocabulary of motion pictures, understand how the technology of the cinema relates to film art, and enhance their ability to think, speak, and write critically in an increasingly visual and technological culture.

### **FAR 330**

#### **Women in Film..... 3.00 credits**

This course will focus on "women and film" in an international perspective. The course will examine selected films with regard to the representation of women on screen, women's filmmaking as critical practice, and issues in feminist film theory and criticism. The course includes perspectives on Hollywood cinema, independently produced American, and international films. Students will learn how to analyze films. Prerequisite(s): ENG 101, ENG 102.

## Health Care Administration

### **HCA 101**

#### **Healthcare Systems and Admin..... 3.00 credits**

This course will focus on surveying the American health care system, while examining types of health care providers and the skill set needed to support industry change, e.g., organizational leadership, patient services management, budgeting and planning, marketing, health information technology , industry trends, public policy, ethics, and the impact of the global economy on the delivery of health care. (Formerly: HCA 201, HCA 301: Health Care Systems in the United States).

### **HCA 105**

#### **Medical Terminology..... 3.00 credits**

This course will focus on medical terminology, with an emphasis on recognizing, evaluating, and deducting meanings of medical words by applying word-building rules. Study will be directed to define word parts and apply word-building rules to form words from suffixes, prefixes, and roots in the combining form. An additional focus of study will be to define and use words pertaining to the various sub-specialties of medicine.

### **HCA 201**

#### **HC Quality Concepts & Principles..... 3.00 credits**

This course will focus on information and historical trends for some of the most important issues and challenges in health care quality. This course will provide the knowledge base and the tools required by the novice health care manager seeking to expand his/her scope of responsibilities. This course is also intended for more experienced health care managers who are seeking to expand their repertoire of resources to effectively and confidently do the job. Topics include definitions of quality in health care, dimensions of quality care and performance (including outcomes, overuse, and underuse), variation in practice patterns, errors and threats to patient safety, service flaws, and forms of waste such as data sources, costs, causes, and remedies. (Formerly titled: "Health Care Systems in the U.S.")

**HCA 211****Healthcare Finance. . . . . 3.00 credits**

This course will focus on the managerial aspects of financial analysis. It includes analysis of financial statements, costs, capital projects, and working capital, Medicare, Medicaid, changes and rate setting under reimbursement schedules, budgeting, ROI methodology, forecasting, and strategic planning. (Formerly: FIN 211). Recommended Prerequisite(s): ACC 101.

**HCA 261****Physician Practice Management 1. . . . . 3.00 credits**

This course will introduce today's healthcare environment including the various types of healthcare providers and healthcare organizations. Students will compare the different types of physician practices. Topics to be explored will include: duties of the medical office manager, the types and importance of communication amongst all stakeholders, tasks and responsibilities involved in managing the front office, appointment scheduling, patient protected health information (PHI) and non-PHI records management, human resource management, and the legal and ethical issues related to all of these areas.

**HCA 263****Physician Practice Management 2. . . . . 3.00 credits**

This course is a continuation of the exploration of the knowledge and skills needed to manage a physician practice. Topics included will be: regulatory and compliance concepts, use of technology in the medical office, information technology, medical office policies and procedures, accounting and payroll, billing and collections, health insurance, medical coding, quality improvement, risk management, disaster planning, and marketing the physician practice. Prerequisite(s): HCA 261

**HCA 265****Provider Credentialing 1. . . . . 3.00 credits**

This course will focus on the basic steps in the provider credentialing process and the responsibilities of a provider credentialing specialist. The purpose and use of medical staff bylaws will also be covered along with an introduction to the peer review process.

**HCA 267****Provider Credentialing 2. . . . . 3.00 credits**

This course will focus on the intermediate steps in the healthcare provider credentialing process and the responsibilities of a provider credentialing specialist. The purpose and use of medical staff bylaws will also be covered along with healthcare law, terminology and cases. Prerequisite(s): HCA 265

**HCA 301****Contemporary Ethical Issues in HCA. . . . . 3.00 credits**

This course will focus on an examination of the contemporary ethical issues that arise in the context of health care. This includes such issues as informed consent, termination of life support, research ethics, genetics and cloning, reproductive technologies, and professional ethics. The course will also include an introduction to main ethical principles, codes of ethics, and ethical theories that are relevant to understanding and resolving ethical problems/issues. It will also examine current political issues such as the impact of finances which may have an effect on the health care decision-making process, with a focus on the ethical implications of health care policies and decisions. (Formerly: PHIL 301). Prerequisite(s): ENG 101, ENG 102.

**HCA 311****Healthcare Economics. . . . . 3.00 credits**

This course will focus on how microeconomic theory can be used to understand the operation of health care markets, and analyze various problems and issues relating to health economics, including international comparisons. The course will review and analyze the Affordable Care Act and its impact on the current and future health care economics. Current political issues will also be addressed as they relate to health care economics. (Formerly: ECO 401, ECO 311). Prerequisite(s): ENG 101, ENG 102.

**HCA 350****Transcultural Competency in HCA. . . . . 3.00 credits**

This course will focus on exploring the importance of transcultural competencies as standards of care in health service organizations. The long-term goal of cultural competency in health care delivery is to decrease disparities in health outcomes. The national standards for transcultural competency, are as promulgated by the National Standards for Culturally and Linguistically Appropriate Services in Health Care (CLAS) and The Joint Commission. The CLAS standards (U.S. Department and Health Services, 2000, 2007, 2013), recommend health care organizations ensure cultural competence of the professional staff. Specific accreditation standards developed by JCAHO support the tenets of the CLAS standards (The Joint Commission, 2014). The course premise is that patients and families will more likely seek care and support care regimens where the health care is delivered in a facility that is sensitive and responsive to their particular values, beliefs, practices, and where language services are available that support effective communication. Units in the course offer basic information on the general characteristics and traditions of several cultural and religious groups while cautioning the student not to stereotype, over-generalize, nor to characterize all members of a cultural or ethnic group as alike. Transcultural principles and application to health care organizational environments are explored. The role of health care administrators in facilitating culturally competent environments is integrated to assist students in gaining knowledge of formulating policies and procedures to reach such organizational goals. The course emphasizes cultural competence as an ongoing journey - not an end point. Prerequisite(s): ENG 101, ENG 102.

**HCA 401****Regltry & Accred Agenc Requ for HCO. . . . 3.00 credits**

This course will focus on examining the regulatory and accrediting environments and discussing the difference between them as they apply to health care organizations. Topics will include HIPPPAA regulations, corporate compliance, regulating bodies and accrediting agencies, and current legal and political health care issues. Prerequisite(s): ENG 101, ENG 102.

**HCA 411****Health Care Law. . . . . 3.00 credits**

This course will focus on the issues that arise where state and/or federal law and the American health care system intersect. Prerequisite(s): ENG 101, ENG 102.

**HCA 450****Leadership in HCA. . . . . 3.00 credits**

This course will focus on the role of leadership in health care administration. Prerequisite(s): ENG 101, ENG 102.

**HCA 499****Health Care Administration Capstone. . . . . 3.00 credits**

This is the required capstone course in the Charter Oak State College Health Care Administration concentration and should be taken in the student's last semester. The student can have no more than 6 credits remaining in their major to complete in their degree program prior to enrolling in this course. Health care is a complex and evolving industry that requires distinction in its management from senior leaders to frontline or new managers. The capstone course is a culmination of the Health Care (HCA) Administration program that sets the groundwork for this course. This course requires students to broaden their knowledge by synthesizing program content to health care decision-making, multidisciplinary collaboration, and evidence based management practices to achieve high quality, patient satisfaction, and fiscally sound operations. The primary objective of will be to advance the comprehension and collaboration of health care administration through practical applications to prepare students to assume managerial responsibilities in one of the many types of health care settings. It is expected students think comprehensively, strategically, and demonstrate command of the health care program content through critical thinking and problem solving, use the language of the health care industry, and apply industry principles and/or theories to contemporary health care issues through high quality academic and professional writing and critical thinking. This course must be taken at Charter Oak State College. (Formerly titled: Strategic Managment in HCA Capstone.) Prerequisite(s): ENG 101, ENG 102.

**HCA 505****Legal & Ethical Iss in Healthcare. . . . . 3.00 credits**

This course provides a framework for analysis of legal and ethical issues in the provision of healthcare. This course is an overview of health law issues and includes the conceptual foundations for societal, institutional, and individual dilemmas in healthcare delivery and the legal aspects of clinical and financial decision-making. It covers government regulation including legal constraints, liability, negligence, patient rights, confidentiality, as well as, corporate and administrative responsibility.

**HCA 510****Advanced Healthcare Finance. . . . . 3.00 credits**

This course focuses on theory and applications of economic analysis and managerial decision making based on healthcare policy topics in the healthcare financial environment. Emphasis is on capital financing, managed care contracting, physician contracts, equity financing, payment systems, decision making and performance reporting and analysis for specific healthcare entities. A key objective of the course is to develop the student's ability to engage in long-term financial forecasting and planning.

**HCA 515****Leadership & Strat Plan Healthcare. . . . . 3.00 credits**

This course will provide students with an overview of the foundational principles of leadership including motivation, team building, power and politics, leadership tools and ethics. The focus of the course is on resource assessment, changing regulatory and other factors that influence the health services environment, and the impact this has on the strategic planning process. The course provides extensive practice with techniques and tools for strategic planning in health administration.

**HCA 525****Epidemiology & Population HL. . . . . 3.00 credits**

This course is a comprehensive analysis of the U.S. health care delivery system including the interface with the public health system from a systems approach. This course introduces epidemiological principles and analytics for enhancing utilization management, quality improvement, and outcome assessment. This course covers topics within the core disciplines of public health and studies the distribution and determinants of health-related conditions for disease control using health information technology. (Formerly titled: Community Health Concepts).

**HCA 605****Management & Supervision Healthcare. . . . 3.00 credits**

This course focuses on the operations management and the strategic implementation of programs. It provides students with an overview of the foundational principles of management, including management thinking, planning, motivational theories, strategies, cost and revenues, effective management teams and effective management behavior in health care and the health care systems in the United States. This course focuses on the role of Management and Supervision in Health Care Administration.

**HCA 610****Policy & Regulator Strat Healthcare. . . . . 3.00 credits**

This course is designed to introduce students to the basic concepts of health policy including policy formulation, implementation and modification. The latter two activities are illustrative of the interrelationship between health policy and health care regulation. Accordingly, contemporary policy and regulatory strategy will be examined through the prism of health care reform and the stakeholders whose interests are impacted by certain policy choices or by the passage or interpretation of a law.

## **HCA 620**

### **HC Performance Impr/Quality Mgt. . . . . 3.00 credits**

In the context of the continual transition of healthcare value to quality, students in this course will learn the fundamentals of performance measurement and how they are related to performance activities. Students will learn about and apply techniques and tools for reducing cost and improving care in health organizations. Through the study of operations management, students will be able to explain how operation and process improvement relates to healthcare trends. While examining a range of tools for managing and improving quality, students will be able to identify their application within health services organizations.

## **HCA 640**

### **Applied Stats Research in Hlth Sci. . . . . 3.00 credits**

In this course, graduate students will develop the knowledge and skills needed to make informed decisions as professionals working in the health services field. This includes the utilization of descriptive and inferential statistics to assess health data and covers the principles and methods of data analysis and inference. The course is designed to provide students from a variety of backgrounds with the foundations of research methods in health services administration and health informatics. Emphasis is on the use and application of various data analysis techniques and their assumptions in analyzing health related data and data sets. The course is also intended to acquaint students with the conceptual and methodological issues of research design and secondary data analysis widely used in empirical health services research. This course concludes with the production of a scientific research proposal for the final project of the Program's Capstone Course. (Formerly Titled: Research Methods in Healthcare).

## **HCA 695**

### **Health Administration Masters Cap. . . . . 3.00 credits**

This course is a culmination of the program and examines the structure and interrelationships of health status and healthcare resources. This course has an interdisciplinary lens and focuses on current topics of interest in the various fields of health administration and health services management. This course serves as the final course for the program. Students will be reviewing all the activities of a Health Care Administration Manager, assessing their professional development and authoring a scholarly research paper for publication in a peer-reviewed journal. A letter grade of a "B" or better is required for the successful completion of the Capstone course. Prerequisite(s): HCA640

## **Health Informatics**

### **HIF 530**

#### **Intro to HI&T Hot Topics. . . . . 3.00 credits**

This course provides students with a broad overview of the role of health care information systems (HCIS) in health care delivery and examines conceptual and theoretical foundations of business management principles and practices essential to health informatics. This course provides the fundamentals of the acquisition, storage, and use of information in the clinical informatics setting. Emphasis is given to clinically transformative technologies which include fundamental knowledge of the concepts of health informatics and how technology can be used in the delivery of healthcare. The intent is to increase the student's capacity for the design, configuration, use, and maintenance of informatics interventions that improve healthcare delivery. This course will also examine the trends impacting the clinical informatics field and the impact of natural and artificial systems and practices. (Formerly Titled: Healthcare Informatics & Technology).

### **HIF 535**

#### **Health Information Analytics. . . . . 3.00 credits**

This course examines and applies analytic methods, data handling, and data cleansing techniques, strategies, and the use of Information Technology (IT) tools for data collection, data analysis, reporting and knowledge management. Applies current theoretical models and research to clinical practice to gain new knowledge from data. Requires students to use analytic tools for analyzing healthcare data with statistics, data visualization, data mining, big data, data warehousing, and report generation. Students will gain an understanding of data visualization, implanting scientific decision making, and using predictive data analytics. (formerly titled: Healthcare Data Analytics) \*\*Important Note: Combines Data Analytics and Advanced Data Analytics

### **HIF 537**

#### **Research Methods & Data Visualizatr. . . . 3.00 credits**

This course introduces research methods and data visualization techniques for analyzing healthcare data. Students learn practical skills in research design, ethics, data preparation, and storytelling, using generative AI tools to support coding, analysis, and visualization. No prior programming experience is required; all coding is performed via vibe coding using generative AI. This is not a software development course. Rather, it is an AI-supported exploration of healthcare data analytics and visualization.

### **HIF 539**

#### **Big Data and Data Mining. . . . . 3.00 credits**

This course provides an accessible introduction to the core principles and techniques of data mining and big data analytics. Students will learn how to explore, preprocess, and analyze data to extract meaningful patterns and insights. The course introduces fundamental concepts such as classification, clustering, and association rule mining using real-world examples. It covers the basics of big data platforms like Hadoop and Spark to demonstrate how data mining scales in modern distributed environments. This course emphasizes intuitive understanding and practical applications over mathematical rigor, making it ideal for students with little or no prior background in data science.

**HIF 550****Clinical Database Management. . . . . 3.00 credits**

Addresses healthcare database theory, database design and query of health databases. Utilize technology for data collection, storage, analysis, and reporting of information by applying knowledge of database architecture and design to meet organizational needs. This course covers basic to intermediate knowledge of the concept, the design, and the implementation of database applications in healthcare. Students will study tools, data models, relational systems, and database administration.

**HIF 610****Info Systems Analysis & Design. . . . . 3.00 credits**

This course introduces students to computer programming with a focus on the phases of the systems development life cycle. Students will develop the knowledge and skills needed to be able to evaluate and produce systems design to build software systems for business and analytical information management purposes and to explore human factors, consumer informatics, principles and the application of usability assessments for the development and use of health information technology by clinicians and patients. This includes the ability to apply the basic theoretical and conceptual foundations in systems design and software development such as systems analysis and design, methodologies, techniques, and tools. (Formerly Titled: Systems Design & Software Development)

**HIF 635****Advanced Data Analytics. . . . . 3.00 credits**

Using advanced data analytics can improve patient outcomes, lower costs, improve quality and enhance the overall health delivery system performance. This course will provide an in-depth and real-world comprehension of advanced healthcare data analytics topics and the intersecting fields of data mining. The course consists of hands on projects through the understanding of data visualization, implementing scientific decision making, and using predictive data analytics. This includes the use of data to make decisions on business goals and objectives as various types of healthcare organizations and emerging financial models depend on healthcare data analytics. Students will utilize tools and techniques to illustrate and present new knowledge regarding the operations, financial, quality, business intelligence, care and policy in healthcare settings that help to fuel data-driven cultures.

**HIF 645****Hlth Info Security & Application. . . . . 3.00 credits**

Study of the technical aspects of data security in healthcare systems. This course will cover strategies for designing, implementing, auditing, and evaluating the technical, physical and human components of an information security system that adhere to a healthcare organization's legal, ethical and organizational requirements. This course focuses on assessment of security vulnerabilities, threats, breaches, and the exploration of technical applications and software tools used for securing health information systems. (Formerly Titled: Healthcare Information Security Systems)

**HIF 695****Hlth Info & Analytics Capstone. . . . . 3.00 credits**

The capstone course is the final course in which students will present the results of their Final Research Projects and explore current issues relative to the field of Health Informatics in a rapidly changing healthcare delivery system. Each student completes the applied research project and presents the project for professional and peer evaluation. (Formerly Titled: Health Informatics Masters Capstone and M.S. Health Informatics Capstone). Prerequisite(s): HIF535, HCA640.

**Health Information Management****HIM 115****Principles of Health Inform Mgt. . . . . 3.00 credits**

In this course, students will investigate the importance of the patient health record in the healthcare system. They will discover the profession of Health Information Management and the many different roles and credentials that are possible in this career path. Professional membership associations and codes of ethics will be explored. Topics will include: purpose, format, content, and accuracy of health records; ownership of health information; access, retention and destruction; privacy and confidentiality; indexes and registries, and legal requirements including HIPAA. Students will learn how medical coding is dependent on the quality of patient health information. An exploration of paper records vs. electronic health records will be included. (Formerly titled: Medical Records Science. Formerly numbered: HCA 115). Prerequisite(s): ENG 101, HCA 105

**HIM 200****Health Information Systems. . . . . 3.00 credits**

This course will focus on the use of electronic information systems in healthcare. It integrates medical administrative and clinical record management and computer technology for performing common medical practice functions. The course covers computer hardware and software components, network and World Wide Web technologies, decision support systems, health information standards, information system acquisition or in-house development, implementation, evaluation, user training, and maintenance. Students get hands-on experience of electronic health record creation, updating, maintenance, and utilization to gain proficiency in the use of Electronic Health Record (EHR).

**HIM 205****Revenue Cycle Management. . . . . 3.00 credits**

This course covers the types of healthcare insurance and reimbursement methodologies used in all healthcare settings as they relate to national billing, compliance, and reporting requirements. Topics include prospective payment systems, billing process and procedures, chargemaster maintenance, regulatory guidelines, reimbursement monitoring, and compliance strategies and reporting. Upon completion, students should be able to describe the health insurance claims process, explain the steps for completing a claim form, and comply with reimbursement and reporting requirements.(Formerly Titled: Reimbursement Methodologies) Prerequisite(s): ENG 101.

**HIM 210****Clinical Classification Systems 1. . . . . 3.00 credits**

This course will focus on the basic theory, practices and guidelines of the ICD-10-CM/PCS coding system and compare it to various existing and past coding systems such as CPT-4 and ICD-9-CM. Students will code diagnoses and procedures from simplistic to complex, including real or simulated patient records. Students will be introduced to encoders and the coding compliance process. (Formerly: HRM 310, Medical Billing & Coding. Also Formerly titled: Medical Coding & Billing I.) Prerequisite(s): BIO 212, BIO 215, HCA 105.

**HIM 211****Clinical Classification Systems 2. . . . . 3.00 credits**

This course will focus on the basic theory, practices, and guidelines of the Current Procedural Terminology coding system, and an overview of HCPCS. Students will code procedures from simplistic to complex, including real or simulated patient records. Students will evaluate coding software and perform a coding audit. (Formerly titled: Medical Billing & Coding II: CPT) Prerequisite(s): HCA 105, BIO 212, BIO 215.

**HIM 220****Advanced ICD Coding. . . . . 3.00 credits**

This course will focus on intermediate to advanced principles and application of the ICD-10-CM and ICD-10-PCS coding systems. Students will code more complex procedures using case studies along with real or simulated patient records. Advanced coding concepts related to hospital DRGs, case mix index, severity of illness systems will be covered. Students will be introduced to SNOMED, coding quality monitor reporting, crosswalks, and maps. A focus on coding compliance strategies will be included. Prerequisite(s): HIM210

**HIM 221****Advanced CPT Coding. . . . . 3.00 credits**

This course will focus on intermediate to advanced principles and application of the Current Procedural Terminology (CPT) and HCPCS Level II coding systems. Students will code more complex procedures using case studies along with real or simulated patient records. Procedural groupings (APC, RUGs) will be explored as well as RBRVS. Students will examine professional fee billing examples related to coding and apply it to real-world scenarios. A focus on Evaluation and Management services and coding in ambulatory surgical centers will be included. Prerequisite(s): HIM 211

**HIM 230****Intro to Cancer Registry & Mgt. . . . . 3.00 credits**

This course is designed to provide an overview of the cancer registry field. The course will focus on the importance of quality data collection, the differences between hospital based and population based (Central Cancer Registries), registry management, standard setting organizations, the legal aspects and privacy of cancer patients' data, reporting cancer data for the use of cancer prevention and surveillance and basic statistics and epidemiology formulas.

**HIM 231****Cancer Registry Operations. . . . . 3.00 credits**

This course will focus on the processes used in the daily operations of a cancer registry. There will be an overview of identification of cases, coding, maintaining quality lifetime follow up, and the role these elements play in providing data for analysis. Other topics include legal/ethical issues surrounding a cancer registry, the importance of cancer committees, cancer conferences and quality monitoring. Students will examine the requirements of state and national standard setters as well as voluntary standards for accredited programs of the American College of Surgeons Commission on Cancer.

**HIM 233****Cancer Disease Coding and Staging. . . . . 3.00 credits**

This course is designed to provide an overview of cancer disease coding and staging. Students will be introduced to various cancer registry coding manuals and students will learn how and when to utilize each manual to assign primary site, histology and stage. Prerequisite(s): HIM 230, HIM 231, HCA 105, BIO 212, BIO 215

**HIM 235****Oncology Treatment and Coding. . . . . 3.00 credits**

This course will focus on oncology treatment and coding. Other topics include an overview of nomenclature and classification systems. Students will examine major sites of cancer, diagnostic and staging procedures, treatment modalities, clinical trials and research protocols. There will be an overview of AJCC staging, SEER Summary Staging and Extent of Disease. Concepts used by physicians and cancer survival organizations to determine treatment and survival will be emphasized. Prerequisite(s): HCA 105, BIO 212, BIO 215, HIM 230, HIM 231.

**HIM 237****Canc Reg Data Analytics, Qual, Util. . . . . 3.00 credits**

This course will provide an introduction to data analytics and cancer statistics. This course will emphasize the use of cancer registry within hospitals, central cancer registries, and nationally. Students will receive an overview of report preparation and presentation of cancer registry data. This course will also cover quality control of cancer registry data within the hospital and central cancer registry levels. Prerequisite(s): HIM 230, HIM 231, HCA 105, BIO 212, BIO 215

**HIM 239****Abstracting Methods for Oncology. . . . . 3.00 credits**

This course will utilize basic abstracting principles and methods of the cancer registry to thoroughly review and analyze electronic health records and other source documents. Students will examine cancer identification, patient identification, and facility information as it pertains to the sections of an abstract. In addition, this course will provide general instructions on cancer registries resources and manuals used to accurately apply coding guidelines with hands on experience abstracting major disease sites. Prerequisite(s): HIM 230, HIM 231, HCA 105, BIO 212, BIO 215

**HIM 290****Medical Coding Practicum. . . . . 3.00 credits**

This is the culminating course for students completing the Medical Coding certificate. Students will gain practical experience applying ICD-10-CM, ICD-10-PCS, and CPT coding to authentic medical charts. Students will also complete coursework to prepare to sit for a coding credential examination after graduation. This course should be taken in the last semester of the student's Medical Coding certificate program. Prerequisite(s): HIM 220, HIM 221

**HIM 291****Cancer Registry Practicum. . . . . 3.00 credits**

This course is the final step in the Cancer Registry Management Certificate program. The course provides real-world types of experiences and activities in the technical aspects of cancer registry operations and cancer surveillance methods to complement the previous coursework. Students will engage in the NCRA virtual practicum activities and the core competency assessments. All core competency assessments must be passed at 70% in order to pass this course. Upon successful completion of this course and the certificate, students with an associate's degree will be eligible to apply for the Certified Tumor Registrar (CTR) exam through the NCRA. Students may find that it is necessary to spend more time than evenings and weekends on these activities and assessments. Those working full-time will need to be prepared to take some days off if extra time is needed. Prerequisite(s): HIM 230, HIM 231, HIM 233, HIM 235, HIM 237, HIM 239

**HIM 300****Medical Vocabularies & Classif Syst. . . . . 3.00 credits**

The course will focus on common coding, terminologies and vocabularies used in the healthcare delivery and management. This include International Classification of Diseases (ICD) coding, Healthcare Common Procedures Coding System (HCPCS), Current Procedural Terminology (CPT) coding, National Drug Codes (NDC), Systematized Nomenclature of Medicine Clinical Terms (SNOMED), Logical Observation Identifiers Names and Codes (LOINC), Drug Terminology Systems, and Data Interchange Standards (DIS). Prerequisite(s): ENG 101, ENG 102, HCA 105.

**HIM 305****Health Info Services Mgt and Ldrshp. . . . . 3.00 credits**

This course will focus on an overview of concepts and issues related to healthcare supervision, management and leadership. Through the examination of management and leadership topics, the student will explore the skills and knowledge needed to be successful in a diverse healthcare environment in a variety of situations. Topics include the role of the supervisor or manager, the functions of management, delegation, time management, the hiring process, motivating, developing and mentoring staff, performance appraisal, communication, managing change, budgeting and teamwork. Students will also learn various employment laws and regulations. (Formerly Titled: Healthcare Organizations Management) Prerequisite(s): ENG 101, ENG 102.

**HIM 315****Population Hlth, Stats, Research. . . . . 3.00 credits**

This course will focus on introducing statistical principles, methods, and formulas to the health information management (HIM) students that are essential to the professional. Students will become familiar with the definitions of various healthcare statistics; the use of data for financial, clinical, and quality management activities; recognize the importance of accuracy and validity of data and outcomes; use computerized and manual methods of computing and presenting statistical data; and examine regulatory, accreditation, and vital statistics reporting. (Formerly Titled: Healthcare Statistics) Prerequisite(s): ENG 101, ENG 102, MAT 105.

**HIM 320****Electronic Hlth Rec & Interoperabil. . . . . 3.00 credits**

This course will focus on the basics of electronic health records and health information exchanges. Students will learn the purpose, design, and function of these systems along with the legal and regulatory guidelines. Emphasis will be placed on the organizational demands and healthcare user needs. (Formerly Titled: Electronic Hlth Records/Info Exch) Prerequisite(s): ENG 101, ENG 102.

**HIM 321****Healthcare Data Management. . . . . 3.00 credits**

This course will focus on the management of electronic information systems and data in healthcare. It integrates medicaladministrative and clinical data management and computer technology for performing common medical practice functions. Topics covered will be database management, data dictionaries, decision support systems, health information standards, interoperability, and information system acquisition, implementation, evaluation, user training, and maintenance. Basic dataentry and form/screen design will be explored. Students will practice the use of request for proposals and the stages of the procurement process. The use of AI to improve data management will be explored. Pre-requisite(s): ENG 101, ENG 102, HIM 320

**HIM 371****Revenue Cycle and CDI. . . . . 3.00 credits**

In this course students will focus on the revenue cycle that will include the study of the relationship between financials and clinical documentation that drives the operational revenue cycle performance. Topics to be covered include: clinical documentation excellence, adapting to third party payer requirements, and where CDI falls in the revenue cycle. Students will explore designing, planning, operationalizing and implementing an effective CDI program. Lastly, the vision and mission of CDI will be studied along with partnerships required and the team approach. Prerequisite(s): ENG 101, ENG 102, HCA 105, BIO 212, BIO 215, HIM 205.

**HIM 373****CDI Operational Process. . . . . 3.00 credits**

In this course, students will study the principles of chart review along with clinical concepts to identify gaps in documentation. The goal will be that students will understand documentation provider clarifications and the key elements of the CDI process. Defining, developing and acquiring CDI staff skill sets, core competencies and knowledgebase promoting achievement of clinical documentation excellence will be explored. Students will learn the CDI tools, metrics and key performance indicators, and how to effectively develop provider education. Prerequisite(s): HCA 105, BIO 212, BIO 215, HIM 205, HIM 210, HIM 211.

**HIM 405****Healthcare Info Law, Prvcy, & Scrtcy. . . . . 3.00 credits**

This course will focus on the basic terminology and processes of the U.S. legal system and then move into topics specific to the management of health information. Topics covered include privacy, security, confidentiality, contracts, meaningful use, HIPAA, HITECH, medical identity theft, E-Discovery, and professional liability issues. Students will learn the standards for releasing patient information and the design and implementation of information privacy and security policies and procedures that maintain not only the patient's privacy but also adhere to a healthcare organization's legal and ethical requirements. Prerequisite(s): ENG 101, ENG 102.

**HIM 420****Healthcare Quality Management. . . . . 3.00 credits**

This course will focus on exploring the topics of healthcare research and quality management specifically related to health information and teamwork with other healthcare professionals. The theory, practice, and management of performance and quality improvement processes in healthcare organizations will be addressed. Students will practice using quality management tools, analyzing data, and experiencing communication best practices related to performance improvement projects. All topics will be explored as they relate to accreditation, licensure and other quality standards. Healthcare research techniques will be discussed and practiced as they relate to health information, quality, and the advancement of the health information management profession. (Formerly Titled: Health Research and Quality) Prerequisite(s): ENG 101, ENG 102, HIM 115, HIM 315.

**HIM 435****Healthcare Data Analytics & Informa. . . . . 3.00 credits**

This course introduces students to the purpose and value of healthcare data analytics. Students will study data analytical processes that enable decision making. Topics will include: Database management and querying, data visualization, data capture tools, data mining, data warehouses, and decision support. Students will analyze clinical information and data to identify trends of quality, safety, and effectiveness of healthcare. Students will also focus on informatics strategies in the healthcare field and information planning throughout a healthcare organization. (Formerly Titled: Healthcare Data Analytics/Info Gov) Prerequisite(s): ENG 101, ENG 102, HIM 115, HIM 315.

**HIM 475****Compliance and Medical Necessity. . . . . 3.00 credits**

In this course, students will focus on CDI ethical principles, compliant queries, and clinical validation. Topics will include bidirectional clinical indicators, case studies by diagnosis, ethics in CDI, the criteria for quality documentation and communication of patient care. Discussion on how CDI relates to insurance coverage will be included. There will also be a focus on medical necessity and case studies on denials for medical necessity. Lastly, students will study the expanding role of CDI leadership and how it directly relates to the financial health of the healthcare organization. Prerequisite(s): HCA105, BIO212, BIO215, HIM205, HIM210, HIM211, HIM371\*, HIM373\*. \*May be taken concurrently

**HIM 477****Mastering Documentation. . . . . 3.00 credits**

In this course, students will practice defining and applying documentation standards and learn how to communicate, interact, and engage providers in the standards of documentation as an integral part of the practice of medicine. Coding standards will be reviewed, along with the relationship to quality documentation. Prerequisite(s): HCA105, BIO212, BIO215, HIM205, HIM210, HIM211, HIM371\*, HIM373\*. \*May be taken concurrently

**HIM 491****CDI Case Study Practicum. . . . . 3.00 credits**

This course is the culmination of the CDI certificate and will focus on real-world practice through case studies and clinical application. Students will apply the principles of query and optimal DRG assignment. This practice will be critical in preparing students for a role in CDI employment and the experience and knowledge needed to work as a CDI specialist. Prerequisite(s): HCA 105, BIO 212, BIO 215, HIM 205, HIM 210, HIM 211, HIM 371, HIM 373, and HIM 475.

**HIM 498****Health Information Mgmt Practicum. . . . . 3.00 credits**

This course will focus on giving the student professional practice experience in both a real healthcare setting and a virtual setting, using simulations and virtual lab software. The student will gain supervised practical experience with a minimum of 40 hours on-site at a healthcare facility. The student will complete a project for their practicum site and may be allowed and required to work on the project off-site. The practicum allows the student to gain experience as a health information professional in an actual healthcare work setting, and is essential to training and certification. This course should be taken in the last semester of the student's HIM program. Prerequisite(s): ENG 101, ENG 102.

## **HIM 499**

### **Health Information Mgmt Capstone. . . . . 3.00 credits**

This is the required capstone course in the Charter Oak State College Health Care Administration concentration and should be taken in the student's last semester. This should be taken as the last course in HIM major program. This course is designed to allow students to share their professional practice experience with classmates in structured discussions and to prepare their practicum project for formal presentation. Students will evaluate and synthesize course information in relation to their practice experience. Case studies will be used to review core HIM competencies and to stimulate new ideas and reasoned conclusions. In addition, students will prepare for the Registered Health Information Administrator (RHIA) exam by reviewing all core competencies and completing weekly exam simulation questions. This course must be taken at Charter Oak State College. Prerequisite(s): ENG 101, ENG 102

## **Health Studies**

### **HLT 115**

#### **DEI for the Healthcare Professional. . . . . 3.00 credits**

This course provides students pursuing or interested in healthcare careers with a foundation in diversity, equity, inclusion (DEI) and health literacy. Through examination of diverse populations, values, beliefs, and perspectives, students will develop strategies to provide optimal, patient-centered care. Topics include considering social, cultural, and psychological factors affecting patient care; effective communication techniques to build trust and rapport with diverse patient populations; addressing health disparities; and providing care that is inclusive and respectful of patients' race, gender, ethnic background, languages, and cultural/religious beliefs. Students will engage with case studies and realistic scenarios to practice applying DEI principles and communication strategies. The course aims to equip current and future healthcare professionals with the skills needed to reduce barriers, improve access, and deliver quality care to all patients.

### **HLT 225**

#### **Digital Tools in Healthcare. . . . . 3.00 credits**

In this course, students will explore the prominent technologies and systems that are changing healthcare and the management of healthcare organizations. The electronic health record, databases, mobile health, telehealth, patient portals, and diagnostic technology will be covered. Students will explore how data analytics is changing the way management and care decisions are being made. Related legislation and healthcare reform will be discussed. Students will be introduced to artificial intelligence (AI) and how it is being used in healthcare currently, as well as possible future uses of AI. In addition, students will explore how technology is used for the many remote work roles now available in healthcare. (Formerly: HCA 325: Technology in Healthcare). Prerequisite: ENG 101

## **HLT 305**

### **Health Promotion. . . . . 3.00 credits**

This course is designed for health science students to examine health promotion from a public health perspective. Students will identify current public health issues in a variety of settings at the local, state and national levels. Students will develop the skills to effectively implement health promotion programs by applying theory to real world practice. Prerequisite(s): ENG 101, ENG 102

### **HLT 311**

#### **Environmental Health and HC Profess. . . . . 3.00 credits**

This course provides an exploration of the intricate relationships between environmental factors, human health, and societal systems. Students will analyze environmental health (EH) topics in the interplay of air quality, water resources, and other critical environmental factors and impacts on health (potential and actual). Through collaborative brainstorming and problem-solving activities, learners will develop creative, feasible, sustainable approaches to address real-world, environmental health challenges to foster positive change. A key component of the course is the design and creation of a sustainable product or project, where students will grow and integrate their understanding of environmental factors, stakeholders, and potential/actual health concerns to propose impactful solutions. This course fosters critical thinking, interdisciplinary collaboration, and innovation, preparing students to address pressing environmental health issues in diverse professional and societal contexts. Prerequisite: ENG 101, ENG 102

### **HLT 330**

#### **Public Health Policy. . . . . 3.00 credits**

This course examines healthcare policy and law from a public health perspective. The process of healthcare policymaking will be explored. Complexities of healthcare policy problems that face federal, state and local health policies will be discussed. The course examines current and past health care policies and the role that social factors influence the policy making process. The course will introduce the methods for analyzing health policies. The course Public Health Policy explores several aspects of healthcare policy, the healthcare policy making process, and it highlights the existence of public health disparities. Prerequisite(s): ENG 101, ENG 102.

### **HLT 375**

#### **Food & Mood: Nutrition Mental Hlth. . . . . 3.00 credits**

This course intends to clarify many of the misconceptions and myths about the role of Nutrition in Mental Health. It will serve to empower those with a strong interest in the subject with knowledge of the importance of Nutrition in maintaining wellness. The course aims to address our country's current mental health crisis by educating health care workers with practical tools that can be used as part of patient education. Prerequisite(s): ENG 101, ENG 102, and BIO 105 or BIO 212.

## History

### HIS 101

#### **U.S. History 1: New World-Recon. . . . . 3.00 credits**

This course will focus on American history from its colonial foundations to the Civil War and Reconstruction. It provides students with knowledge and understanding of the major political, social, and economic movements, as well as leading historical figures in American history up to 1877. This course is an approved course in United States History for teacher certification in Connecticut.

### HIS 102

#### **U.S. History 2: 1877- Present. . . . . 3.00 credits**

This course will focus on a biographical study of the United States from the end of Reconstruction to the Age of Globalism. Students will examine the political, economic, social, and cultural experiences of the American nation and its people. Both sides of controversial historical issues will be presented in a balanced, objective manner. Students will be encouraged to develop and utilize critical and ethical thinking, and to arrive at their own evaluations of America's triumphs and tragedies. Topics include Industrialization, Overseas Expansion, the Progressives, World War I and World War II, The Great Depression/New Deal, the Civil Rights Movement, the turbulent Sixties/confusing Seventies, The Age of Reagan, and the Age of Globalism. This course is an approved course in United States History for teacher certification in Connecticut.

### HIS 110

#### **American Jewish History. . . . . 3.00 credits**

This course will provide an overview of American Jewish History from 1654-2020. Students will examine the inaugural community and its origins in Western Europe, its integration into Colonial American life, subsequent immigrants and their part in US growth and expansion, the period of mass immigration by eastern European Jews, the interwar growth and establishment of Jewish institutions, the active role of the community in the establishment of the State of Israel, the US Civil Rights movement, and the movement for freedom of Jews in the Soviet Union. Finally, the course will examine significant trends in the American Jewish community from 1980-2020 and predictions for future growth. Prerequisite(s): ENG 101.

### HIS 116

#### **Lost Women of Science. . . . . 1.00 credits**

This course will survey the topic "Lost Women of Science." Students will be introduced to women scientists and their significant contributions. Women have always been in science despite access to education in the 21st century. Research has revealed that women are eager to study science and math, but study show early in their schooling girls tend to give up their science. Today, our most talented women and minorities are encouraged to compete for work in many scientific professions globally. In this course, we will examine women work in the STEM (science, technology, engineering and mathematics). Finally, we will reflect on the present and future of women in science.

### HIS 121

#### **Western Civilization 1. . . . . 3.00 credits**

This course will focus on the history of western societies and peoples from the earliest formation of recorded western history to the Renaissance, including ancient Greece and Rome, the Dark Ages, and the Medieval period. The course will use primary and secondary materials to examine politics, economics, religion, and the cultural and intellectual history of the West, along with agricultural developments of ancient history and how they led to more advanced civilizations. Prerequisite(s): IDS 101, ENG 101.

### HIS 122

#### **Western Civilization 2. . . . . 3.00 credits**

This course will focus on western civilization from the Renaissance to the present. Through the use of primary and secondary materials, the course explores the political, social, economic, intellectual, and cultural history of the West to examine the achievements of modern Western Civilization, and their impact throughout the world. Course topics include the Age of Exploration, the Reformation, Absolutism, the Enlightenment, the French Revolution and Napoleon, the Industrial Revolution, Imperialism, World War I, World War II, the Cold War, and the European Union. Prerequisite(s): IDS 101, ENG 101. Recommended Prerequisite(s): HIS 121.

### HIS 250

#### **History of Eastern Religions. . . . . 3.00 credits**

This course will focus on a comprehensive look at the Eastern traditions of Buddhism, Taoism, Confucianism, Hinduism, and Shinto. Using a variety of both current and historical materials, the class promotes understanding of Eastern cultural perspectives, and notes differences with traditional Western ideals. Weekly discussions are based on thought provoking questions that promote intriguing and meaningful conversation. Together with entertaining lectures and readings from legendary figures such as the Dalai Lama and Confucius, the class joins together for an overall fulfilling and memorable learning experience.

### HIS 300

#### **The Civil War and Reconstruction. . . . . 3.00 credits**

This course will focus on significant events, issues, and ideas during the pre-Civil War period (1848-1860), the years of warfare (1861-1865), and the Reconstruction period (1865-1877). Themes include slavery and the territories, the nature of modern warfare, ideological and economic conflict, the Lincoln legacy, the experience of bi-racial democracy during Reconstruction, and the influence and meaning of the Civil War/Reconstruction period for the 21st century. This course is an approved survey course in United States History for teacher certification in Connecticut. Prerequisite(s): ENG 101, ENG 102.

### HIS 333

#### **American Foreign Policy from 1945. . . . . 3.00 credits**

This course will focus on an overview of American foreign policy from the end of World War II to the present. Emphasis will be placed on America's five major wars during this period, its many military invasions and Central Intelligence Agency engineered or sponsored coups, American unilateralism, the Cold War and its aftermath, 9/11 and the challenges posed by Islamic fundamentalism, and the issues of globalization, neo-imperialism, and terrorism. Prerequisite(s): ENG 101, ENG 102.

**HIS 350****Contemporary China. . . . . 3.00 credits**

This course will focus on China's Cultural Revolution. The revolution was a violent mass movement which drastically affected the lives of all who lived through it. Through eye witness accounts, government memos, political cartoons and other primary source documents, this course will focus on the major events that led to Mao Zedong's revolution, and issues and events that dramatically impacted Chinese society beginning in the early 20th century through present day. Prerequisite(s): ENG 101, ENG 102.

**HIS 474****Hist Israeli-Palestinian Conflict. . . . . 3.00 credits**

This course will focus on a detailed overview of the Israeli-Palestinian conflict. Emphasis will be placed on events leading to the creation and expansion of Israel, the history of the Israeli government and policy, and the evolution of the Palestinian national independence movement including the Palestinian Liberation Organization and Hamas. Prerequisite(s): ENG 101, ENG 102.

**HIS 499****History Capstone. . . . . 3.00 credits**

This is the capstone course for the History concentration and should be taken in the student's last semester. The student can have no more than 6 credits remaining in their concentration to complete in their degree program prior to enrolling in this course. The goal of the course is for the student to integrate the knowledge gained in the History concentration. The course must be taken at Charter Oak State College. Prerequisite(s): ENG 101, ENG 102.

**Human Resource Mgt****HRM 310****Human Resource Management. . . . . 3.00 credits**

This course will focus on legal, ethical, and political issues in HR management. Topics include: the policies and practices of recruitment, selection, training, development, and compensation of employees, the importance of recruiting and maintaining a diverse workforce, employee rights, and collective bargaining (Formerly: MGT 461). Prerequisite(s): ENG 101, ENG 102.

**HRM 311****Managing People in a Global Economy. . . . . 3.00 credits**

This course will focus on the large scope and complexity of HRM (Human Resource Management) and IHRM (International Human Resources Management) by defining, exploring, and uncovering the differences between domestic and international HRM, and managing people in a global economy. Topics that will be discussed included: organizational context, the context of cross-border alliances and SMEs, staffing international operations for sustained global growth, recruiting and selecting staff for international assignments, international training and development, international compensation, re-entry and career issues, IHRM in the host-country context, international industrial relations, performance management, and IHRM trends. Prerequisite(s): ENG 101, ENG 102.

**HRM 312****Employment Law:Facts & Fiction. . . . . 3.00 credits**

This course will focus on contemporary issues in U.S. Employment Law. Students will study and analyze major employment laws, regulations, and legal doctrine affecting the workplace, including: the non-contractual employment relationship, equal employment opportunity, discrimination, sexual harassment, wage and hour laws, Family and Medical Leave, OSHA safety and health regulations, employee privacy and surveillance protections, and employer termination and post-termination responsibilities. (Formerly Titled: Employment Law). Prerequisite(s): ENG 101, ENG 102.

**HRM 495****Human Resources Major Capstone. . . . . 3.00 credits**

In this capstone course, students demonstrate fulfillment of the various outcomes of their major courses. Each student will complete the capstone project to demonstrate that the student understands clearly his or her major, has mastered the content of the selected field(s) of study, and can synthesize and apply what he or she has learned. The proposed project may be a research paper OR a case study on a contemporary HR Management topic. Prerequisite(s): ENG 101, 102.

**Indiv. Studies Capstone****ISS 497****General Education Capstone. . . . . 3.00 credits**

Students who have selected an Individualized Studies concentration are required to complete a capstone experience in which they demonstrate fulfillment of the various outcomes of their concentration. Each student will complete a capstone project. A successful project will demonstrate that the student understands clearly his or her concentration, has mastered the content of the selected fields of study, and can synthesize and apply what he or she has learned. Prerequisite(s): ENG 101, ENG 102, and students must have an approved Concentration Plan of Study (CPS).

**Information Technology****ITE 101****Management Information Systems. . . . . 3.00 credits**

This course will focus on providing an understanding of how information technologies gather, store, process, and communicate information. The course combines a conceptual understanding of the technology necessary for success in the information age, along with an understanding of the hardware and software required for an organization to successfully utilize technology. Attention will also be given to the legal, social, and ethical uses of technology.

**ITE 105****Computer Information Systems. . . . . 3.00 credits**

This course is designed to provide a comprehensive foundation in the principles and practices of information systems. Focused on the intersection between business and technology, this course offers an exploration of hardware, software, databases, network architectures, cybersecurity, and systems analysis. Participants gain skills essential for navigating today's tech-driven business environments, including critical thinking, problem-solving, and effective communication in IT settings. This course caters to both beginners and those looking to update their knowledge, ensuring a robust understanding of the strategic role of information systems in organizational success.

**ITE 107****Integrated IT Syst/Emerging Tech. . . . . 3.00 credits**

This course is designed to build upon foundational knowledge, diving deeper into complex topics such as database management, advanced networking, cybersecurity practices, systems analysis, and software development. Topics include SQL database queries, object-oriented programming concepts, network infrastructure design, risk assessment strategies, and the integration of emerging technologies into existing systems. Progress is assessed through quizzes, assignments, and a project. Prerequisite(s): ITE 105

**ITE 111****Digital Literacy in 21st Century. . . . . 3.00 credits**

Digital Literacy for the 21st Century: Navigating the Digital Landscape is an 8-week course designed to equip students with essential knowledge and skills to thrive in the digital age. This course covers various aspects of digital literacy, including digital tools and online communications technology, artificial intelligence, machine learning, and generative artificial intelligence, cybersecurity, and ethical considerations involved with cutting edge digital tools. Students will gain a general understanding of these topics and obtain the ability to explain the key concepts and apply them to an examination of how such technology may impact their field of study.

**ITE 115****Program Logic & Design with Python. . . . . 3.00 credits**

Students will learn the foundational logic for developing software applications. Topics will include data types, variables, I/O and associate formatting, data containers, functions and libraries, decisions, repetition, files and an introduction to classes and object-oriented programming (OOP). Skills will be reinforced using numerous coding exercises. Python will be the primary learning language used to convey the fundamentals.

**ITE 117****Intro to Databases & SQL Program. . . . . 3.00 credits**

This course will focus on the design and implementation of SQL and NoSQL databases. Topics include how to design, develop, and implement relational database management systems to solve business problems as well as NoSQL systems.

**ITE 203****Introduction to R Programming. . . . . 3.00 credits**

This course provides students with a foundational understanding of R, a powerful language for statistical computing and data analysis. The course covers essential programming concepts in R, including data structures, control flow, and functions, while emphasizing its use for statistical analysis and data visualization. Students will learn how to manipulate datasets, perform basic statistical tests, and create compelling visualizations. By the end of the course, students will be able to use R to efficiently analyze and interpret data, making it an essential tool for data science and research applications.

**ITE 204****Data Preparation & Processing. . . . . 3.00 credits**

Data Preparation & Processing focuses on the critical steps involved in preparing raw data for analysis and ensuring its quality and usability. The course covers techniques for cleaning, transforming, and organizing data, including handling missing values, outlier detection, normalization, and feature engineering. Students will explore methods for working with various data types and formats, such as structured, unstructured, and semi-structured data. Additionally, the course emphasizes the importance of data preprocessing for ensuring accurate and reliable results in data analysis and machine learning applications. By the end of the course, students will be able to effectively prepare datasets for analysis in real-world scenarios. Prerequisite(s): DAT 201

**ITE 211****Data Structures and Algorithms. . . . . 3.00 credits**

This course provides an in-depth exploration of fundamental data structures and algorithms, essential for efficient problem solving and software development. It is designed for students with a solid foundation in programming who aim to enhance their understanding of how data can be organized and manipulated to optimize performance and resource usage. Prerequisite(s): ITE 115

**ITE 215****Software Develop Method & Languages. . . . . 3.00 credits**

This comprehensive course covers a spectrum of software development methodologies, programming languages, and secure coding practices. Students will gain practical experience with Waterfall and Agile methodologies, explore the daily workflows of professional developers, and develop proficiency in key programming languages such as C/C++, Java, C#, Go, and Rust. Emphasis will also be placed on secure coding techniques to protect applications from vulnerabilities and threats. (Formerly Titled: Software Development Process Overview) Prerequisite(s): ITE 211

**ITE 217****Object Oriented Prog/Architectures. . . . . 3.00 credits**

This course delves into the principles and practices of object-oriented programming (OOP) and software architecture. Students will gain a solid understanding of OOP concepts, design patterns, and the fundamentals of building scalable and maintainable software architectures. The course will cover advanced topics such as architectural styles, design principles, Test-Driven Development and the modeling of software solutions. Prerequisite(s): ITE 211

**ITE 220****Networking & Data Communications. . . . . 3.00 credits**

This course will explore how networks connect multiple devices and allow them to communicate. Topics include: the Transmission Control Protocol / Internet Protocol (TCP/IP) model and network hardware, like routers and modems. It will also focus on network-level vulnerabilities, and explain how to secure a network using firewalls, system hardening, and virtual private networks. (3 credits) Pre-requisite: CSS 101 or ITE 101.

**ITE 225****Computer Organization. . . . . 3.00 credits**

This course will focus on the basics of computer organization and architecture. Topics include: Boolean algebra, combinational and sequential circuit design, storage mechanisms and their organization, the instruction cycle in a simple CPU, and the role of assembly language in understanding the hardware/software interface.

**ITE 229****Artificial Intelligence and Ethics. . . . . 3.00 credits**

In this course, you will analyze the ethics of Artificial Intelligence (AI) in the fields of management, business, software development, information technology, and healthcare. You will use contemporary ethical frameworks, decision-making tools, and risk models to analyze case studies and evidence, and create evidence-based ethical guidelines and governance principles for the appropriate and productive use of AI in the workplace.

**ITE 301****Intro to AI and Generative AI. . . . . 3.00 credits**

This course introduces students to fundamental principles, strategies, and practices necessary for working with and developing generative artificial intelligence (AI). Topics include generative AI models, prompt engineering, neural networks, and large language models. Students examine the use of generative AI in society, ethical issues related to generative AI, and implement AI models to solve problems in the domains of natural language processing and machine learning. Prerequisite(s): ITE 115

**ITE 305****Web-based Development. . . . . 3.00 credits**

Web development is a dynamic and multifaceted field that encompasses the creation and maintenance of websites and web applications. As the internet has become an integral part of everyday life, the demand for skilled web developers has skyrocketed. This course aims to provide a comprehensive introduction to web development, covering the essential technologies and frameworks used in the industry. Students will gain a solid foundation in HTML, CSS, Javascript, Django, PHP, and well as databases and the technologies powering the Internet. Prerequisite(s): ITE 115, ITE 211

**ITE 307****Data Analysis with Python. . . . . 3.00 credits**

Data Analysis with Python introduces students to the powerful tools and libraries available in Python for data analysis. The course covers key concepts such as data manipulation, cleaning, and exploration using libraries like Pandas and NumPy. Students will also learn to visualize data using Matplotlib and Seaborn and perform statistical analysis to uncover patterns and trends. By the end of the course, students will have the skills to handle real-world datasets, conduct meaningful analyses, and draw insights, making Python a valuable tool in their data science toolkit. Prerequisite(s): ITE 115

**ITE 315****DevOps Methodology. . . . . 3.00 credits**

This 8-week intensive course introduces students to DevOps, a set of practices that combines software development (Dev) and IT operations (Ops). The course covers essential DevOps concepts, tools, and techniques aimed at improving the development and delivery of software. Students will learn how to implement continuous integration/continuous deployment (CI/CD) pipelines, automate infrastructure, and ensure high availability and scalability of applications. Prerequisite(s): ITE 211

**ITE 330****Systems Analysis and Design. . . . . 3.00 credits**

This course will focus on studying IT systems from various angles. It will introduce students to techniques and strategies to carry out system design, with a focus on a developer's view. The course will consider methodologies to analyze both legacy systems and design of newly specified systems. Other applicable topics such as modular design components, iterative versus flexible design, databases, and data collection will also be studied. Prerequisite(s): ENG 101, ENG 102.

**ITE 401****Introduction to Machine Learning. . . . . 3.00 credits**

This course introduces students to machine learning concepts and Python applications. Topics include data acquisition, data modeling, supervised and unsupervised learning, reinforcement learning, neural networks, and deep learning. Prerequisite(s): ITE 301

**ITE 402****Introduction to Computer Vision. . . . . 3.00 credits**

This course provides an introduction to the fundamentals of computer vision and image processing, designed to equip students with the essential knowledge and practical skills for building real-world applications. Students will learn to use OpenCV for image and video analysis, Keras for constructing and training deep learning models, and Intel's OpenVINO toolkit for optimizing and deploying these models for high-performance inference. The overarching focus is on bridging theory with practice, ensuring that upon completion, students can create a complete computer vision application, from initial data processing to final, optimized deployment. Prerequisite(s): ITE 301

**ITE 410****Software Engineering..... 3.00 credits**

This course will focus on the practice and theory of software engineering. Components to aid in the design of complex systems will be studied by examining modularity, interfaces, data and control flow models, and controlling interaction, coupling, and cohesion, as well as basic data structures and algorithms. Coverage of the differing design methodologies will be discussed including waterfall and stage gate, iterative, RAD, JAD, and project analysis to aid in selecting the most appropriate model(s). Prerequisite(s): ENG 101, ENG 102. Recommended Prerequisite(s): ITE 200-level course or equivalent.

**ITE 495****Software Development Capstone..... 3.00 credits**

The Software Development Capstone course is designed to provide students with a comprehensive and practical experience in designing, developing, and delivering a software project from inception to deployment. This course simulates a real-world software development environment, allowing students to apply the knowledge and skills they have acquired throughout their studies. Working in teams, students will engage in all phases of the software development lifecycle, including requirements gathering, design, implementation, testing, deployment, and maintenance. Prerequisite(s): ITE 315

**ITE 499****Info Systems Studies Capstone..... 3.00 credits**

This is the capstone course for the Information Systems concentration and should be taken in the student's last semester. The student can have no more than 6 credits remaining in their concentration to complete in their degree program prior to enrolling in this course. The goal of the course is for students to integrate the concepts of the Information Systems concentration and prepare individuals for positions that use information technology to develop computer-based systems that support organizations. The course must be taken at Charter Oak State College. Prerequisite(s): ENG 101, ENG 102.

**Interdisciplinary****IDS 101****Cornerstone Seminar..... 3.00 credits**

This course prepares students for success in their online program and beyond. Students will develop or confirm their career/personal goals and create a personalized academic plan to complete their degree at Charter Oak State College. Essential academic skills including digital, information literacy, critical thinking, and research writing will be addressed to prepare students for their subsequent coursework at the college. This course is required of all Charter Oak State College degree-seeking students and should be taken as soon as possible after matriculation. Students must earn an overall, final grade of "C" or higher to pass the course. Prerequisite(s): ENG 101

**IDS 102****Prior Learning Portfolio Developmnt..... 3.00 credits**

This course will focus on the principles and methodology of assessing college level learning acquired outside the traditional classroom. Students will analyze personal learning in terms of adult learning theory. They will also identify, articulate, and document personal learning outcomes, and relate that to the knowledge components of courses. The course promotes skill development in organizing information, writing, analyzing, and critical thinking. Students complete a prior learning portfolio challenging one course applicable to the student's degree, which may be submitted for assessment. A grade of "C" or better in this course is required for anyone seeking undergraduate portfolio credit. Prerequisite(s): ENG101.

**IDS 103****Acadm Writing & Critical Thinking..... 3.00 credits**

This course will concentrate on the process of developing writing paragraphs and essays that follow specific patterns of development and on building critical reading skills that enhance writing and critical thinking. Students will analyze readings and create paragraphs with strong thesis statements and specific supporting details. This course is recommended for students who need to review or strengthen these skills. Note: This course does not replace ENG 101 or 102. It is recommended for students who do not successfully complete IDS101, ENG 101, or ENG 102 with a grade of 'C' or better.

**IDS 125****Intro Diversity, Equity, Inclusion..... 3.00 credits**

This course will introduce students to diversity, equity, and inclusion (DEI) concepts and frameworks. The topic of diversity will be presented as it relates to various human differences and overlapping social identities that include age, race, gender, gender identity, ability, class, religion, culture, and sexual orientation. Students will become familiar with the terminology used to describe human experiences such as identity development, discrimination, bias, oppression, privilege, and inequity. Through a social justice lens, the concepts of justice, equity, and inclusion will be defined. Course instruction, materials, and evaluation methods will prompt students to analyze their lived experiences and connect them to diversity, equity, and inclusion concepts.

**IDS 211****Innovative Thinking..... 3.00 credits**

Problem-solving and effective decision-making are essential skills in today's fast-paced and ever-changing workplace. Both require a systematic yet creative approach to address today's business concerns. This course will teach an overarching process of how to identify problems to generate potential solutions and how to apply decision-making styles in order to implement and assess those solutions. Through this process, you will gain confidence in assessing problems accurately, selecting the appropriate decision-making approaches for the situation at hand, making team decisions, and measuring the success of the solution's implementation. Using case studies and situations encountered by class members, you will explore proven, successful problem-solving and decision-making models and methods that can be readily transferred to workplace projects.

## **IDS 225**

### **Religious and Spiritual Diversity..... 3.00 credits**

This course invites students to explore the nature of religion and spirituality in contemporary society. As our world becomes more interconnected, it is vital that citizens and workers become familiar with various religious and spiritual traditions and develop skills for navigating and respecting diversity, equity, and inclusion around religion. The course identifies reasons why religious and spiritual diversity has arisen in the world today and why it is important to cultivate it. The course introduces students to the academic study of religion and spirituality and familiarizes them with concepts and categories for thinking about religion and spirituality both as students and as practitioners. The course provides a general introduction to global religions and spiritual traditions so that students will gain a basic literacy about them. The course invites students to develop critical thinking skills about their own religious and spiritual beliefs. Finally, it invites them to identify ways that religions can advance inclusive, diverse, and equitable societies around religion and how such initiatives support pluralistic democracy, more just economies, and cultures that respect racial, ethnic, gender, and sexual diversity.

## **IDS 400**

### **Grant Writing..... 3.00 credits**

This course will focus on the components of successful grant writing for the nonprofit sector. Research, letter of intent/executive summary, and the elements of a strong, well-written proposal will be discussed. Prerequisite(s): ENG 101, ENG 102.

## **Judaic Studies**

### **JUD 120**

#### **Judaism and Contemporary Society..... 3.00 credits**

The course will study how the Enlightenment and the Emancipation challenged pre-modern Judaism, and how Judaism has evolved from that time until our own day. It will explore such issues as liberal Judaism, Orthodox Judaism, secular Judaism, Zionism, reactions to the Holocaust, modern Israel, antisemitism, contemporary Jewish issues, and finally, postmodern Judaism.

### **JUD 499**

#### **Judaic Studies Capstone..... 3.00 credits**

This is the capstone course for the Judaic Studies concentration and should be taken in the student's last semester. The student can have no more than 6 credits remaining in their concentration to complete in their degree program prior to enrolling in this course. The Judaic Studies Capstone is designed to provide students with the opportunity to demonstrate that they understand clearly their area of concentration, have mastered the content of the selected field(s) of study, can synthesize the key concepts and ideas and can apply this, with relevance to current issues and trends in modern Jewish life. This is achieved through 2 main components: 1) the development of a project, which incorporates a practical application of the content area(s) from the course of study and is pertinent to current practices in modern Jewish life, along with 2) a well-referenced research paper, supporting the content and concepts in the project, using references from both Judaic/Biblical as well as modern resources. The paper includes a bibliography of the review of the literature (APA style). The course must be taken at Charter Oak State College. Prerequisite(s): ENG 101, ENG 102.

## **Leadership**

### **LDR 495**

#### **Organiz. Ldrshp Major Capstone..... 3.00 credits**

This is the capstone course for the Organizational Leadership major and should be taken in the student's last semester. Students must have completed thirty credits of their major courses prior to taking the course. The goal of the course is two-pronged: 1) Students will integrate and apply the knowledge gained in the Organizational Leadership major courses. 2) Students will assess and work on honing their leadership skills. Prerequisite(s): ENG 101, ENG 102.

## **Management**

### **MGT 101**

#### **Principles of Management..... 3.00 credits**

This course will focus on a comprehensive overview of the principles of management. It is designed to provide the student with at basic knowledge of the history, vocabulary, and concepts of the field. The primary focus is on the discipline within the four functions of management: planning, organizing, leading, and controlling. The course covers basic information on managerial skills and the environment. Students will be exposed to a variety of tools that assist management in performing his/her jobs.

### **MGT 315**

#### **Organizational Behavior..... 3.00 credits**

This course will focus on the individual, organizational, and group-level factors that determine people's behavior in organizations, and the direction and success of these organization: personality, values, attitudes, motivation, organizational structure, organizational culture, leadership and management, power and political behavior, group process, teamwork, communication, conflict, and organizational change. Prerequisite(s): ENG101, ENG 102, & MGT 101.

### **MGT 325**

#### **Organizational & Group Dynamics..... 3.00 credits**

This course will focus on a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Prerequisite(s): ENG101, ENG 102.

### **MGT 326**

#### **Organizational Theory..... 3.00 credits**

This course is a macro examination of organizations as it addresses the whole organization as a unit. It relates to how organizations should be designed (organized and changed) to best achieve their objectives and therefore is primarily related to top and middle management concerns. Prerequisites: ENG 101,ENG 102.

### **MGT 327**

#### **Organizational Change..... 3.00 credits**

This course will focus on planned organizational change, defined as a set of activities and processes designed to change individuals, groups, and organizational processes, systems, and structures. The focus of the course is on "how" to change (not "what" to change), and how managers are in ideal positions to anticipate, influence, and generate said change. Prerequisite(s): ENG 101, ENG 102, & MGT 101.

### **MGT 330**

#### **Diversity & Inclusion in Workplace. . . . . 3.00 credits**

This course will provide students with a comprehensive source of information about diversity issues relevant to work, workers, and organizations. Emphasize how crucial an understanding of diversity issues is for individuals and organizations to succeed in today's society. Diversity is often discussed in regards to women and minorities, but includes everyone. Everyone needs to know about the history, the current status of certain groups, and what increasing diversity means for individuals and organizations. Emphasize that everyone has multiple group memberships, and although some combinations are more negative for people's outcomes, experiences, and opportunities, diversity remains relevant to everyone. Prerequisite(s): ENG 101, ENG 102.

### **MGT 350**

#### **Entrepreneurship. . . . . 3.00 credits**

This course will focus on providing a framework for understanding the entrepreneurial process. Concepts, issues and processes are emphasized. Students will be exposed to issues faced by entrepreneurs who start new businesses and their importance to new venture success. Critical thinking and innovation will be emphasized as part of the business creation process. A business model will be developed for a business concept by determining its value proposition, customer segment, customer relationships, competencies, channels, revenue stream, costs, key partners, key resources and the business model canvas and template approaches will be introduced. (Formerly: BUS 350.) Prerequisite(s): ENG 101, ENG 102.

### **MGT 351**

#### **Managing a Growing Business. . . . . 3.00 credits**

This course will focus on exploring the variety of ways in which a business can grow. Topics include: how to grow a business using new product and new customer strategies, human resource management issues, how to fund growth, and how to expand the business through licensing, franchise, and expansion. Emphasis will be placed on management practices, innovative marketing, and financial planning. Students will learn how to create a growth plan for a business. Prerequisite(s): ENG 101, ENG 102, MGT 101, MKT 220, MGT 350.

### **MGT 352**

#### **Financing Entrepreneurial Ventures. . . . . 3.00 credits**

This course will focus on providing a framework for understanding the need for capital and/or other assets when starting a new Venture. It also specifically covers the capital raising strategies of bootstrapping, equity financing, and debt financing. The benefits and constraints of each are covered, including exit strategies. Prerequisite(s): ENG 101, ENG 102 & MGT 350 .

### **MGT 353**

#### **Eval New Business Opportunities. . . . . 3.00 credits**

This course will focus on on identifying and evaluating ideas and market need for new business opportunities, as well as evaluating those ideas to determine their marketability and business potential. The course uses several new business venture analysis models. Students will come up with a business idea and conduct a feasibility study for it. Additionally, the course covers the startup lifecycle from idea recognition to entry strategy, growth, and exit. Prerequisite(s): ENG 101, ENG 102, MGT 350.

### **MGT 354**

#### **Advanced Entrepreneurship. . . . . 3.00 credits**

Advanced entrepreneurship provides students with further knowledge of methodologies and processes for market exploration, innovation, business model planning and venture growth. In this course, students deepen their understanding and application of these approaches by working to apply them to create market-ready ventures. Prerequisite(s): ENG 101, ENG 102, MGT 350

### **MGT 360**

#### **Small Business Management. . . . . 3.00 credits**

This course will focus on the dynamic world of small business management. The focus is on practical information that would be useful in the real-world for students considering small business management. Students will learn about the rewards and challenges of operating a small business, including how to get a sustainable competitive advantage. The latest developments impacting small business such as new technology and global opportunities will be discussed. The course will also include information about the strategies used by successful small business owners. (Formerly: MGT 310.) Prerequisite(s): ENG 101, ENG 102, MGT101, MGT 350

### **MGT 373**

#### **Lean Management. . . . . 3.00 credits**

This course introduces students to fundamentals of six sigma, lean manufacturing, methodology and tools along with change management and other important strategies to improve the performance of business processes. The topics covered will include six sigma improvement methodology and tools, lean thinking tools and cultural approach, dashboards, process mapping, applied statistics, and other business improvement techniques. Students will be able to sit for a Six Sigma Green Belt certification exam upon completion of this course.

### **MGT 374**

#### **Agile Development & Management. . . . . 3.00 credits**

In this course, students learn the theories and methods behind Agile or adaptive project life cycles and agile tools, techniques, and skills. The course introduces the principles and best practices of the Scrum agile product development framework. Class discussions cover how agile methods for determining requirements, estimating, and enabling self-managing teams to build products can help to better control today's high-demand, everchanging project environments. Students will be able to sit for a Scrum Master certification exam upon completion of this course. Prerequisite(s): ENG 101, ENG 102

**MGT 425****Union and Labor Relations. . . . . 3.00 credits**

This course will focus on providing a strategic knowledge of various labor relations, collective bargaining, and negotiation strategies and tactics across different types of organizations. Students will examine the history, current state, and future of union-management relations in the U.S. and other countries. Course content includes theories originating from labor economics, employment law, human resources management, organizational psychology, sociology, and organizational behavior. Students should gain a knowledge and an understanding of the practices used in the field of industrial relations, with special emphasis placed on technological, ethical, and sociological changes in today's global environment. Prerequisite(s): ENG 101, ENG 102, MGT 101, & MGT 315

**MGT 431****Performance, Compensation & Benefits. . . . . 3.00 credits**

This course will focus on providing a deeper understanding of the connection between people, strategy, and results in organizations of all kinds, with a particular emphasis on emerging pay for performance systems. Students will investigate performance management including: the importance of human capital in pursuing and achieving an organization's purpose, defining and measuring workforce contributions against articulated goals and desired outcomes, and identifying and applying traditional and non-traditional compensation and benefits to reward performance on actual outcomes. Prerequisite(s): ENG 101, ENG 102, & MGT 101.

**MGT 450****Leadership Practices. . . . . 3.00 credits**

This course will focus on exposing students to leadership theories, and examining how leadership theories pertain to the practice of leadership, as well as applying leadership theories into real-life situations. It provides students leadership history, evolution, as well as how the leadership term has been defined and re-defined over decades. A leadership skills inventory assessment questionnaire is used to develop insight into human relations and to gain a deeper insight into the students' own leadership skill strengths and areas needing development. The course will cover multiple dimensions of the leadership topic including different leadership views, power, management theories, and leadership ethics. Prerequisite(s): ENG 101, ENG 102.

**MGT 451****Team Leadership. . . . . 3.00 credits**

This course will focus on exploring and examining the interpersonal dynamics of teams, team development, conflict management, team leadership and enables adult learners to begin to develop skills for leading teams. It provides students a window into how teams interact within their organization as well as their impact to the entire organization. Prerequisite(s): ENG 101, ENG 102.

**MGT 460****Fundamentals of Project Management. . . . . 3.00 credits**

This course will focus on the practice of project management in a team environment. Topics include project management life cycles, basic planning and scheduling, team management, and control tools. Key issues include project goal and scope definitions, team composition and communication, risk and change management, rigorous tracking, and project closeout. Prerequisite(s): ENG101, ENG 102.

**MGT 462****Effective Project Management. . . . . 3.00 credits**

This course will focus on building on the fundamental concepts and practices of project management. It compares traditional methods with new adaptive and extreme approaches and cycles designed to meet the modern challenges of compressed timeframe and high risk projects. Topics include developing overview statements, activity identification and resource estimation, the use of joint planning processes to build and manage work packages, working with stakeholders, and communication with client. Prerequisite(s): ENG 101, ENG 102, & MGT 460.

**MGT 464****Mastering Project Management. . . . . 3.00 credits**

This course will focus on examining how to drive change and improve business performance by introducing enterprise-wide project management into an organization. Topics include formation of a project management office (PMO), management of a portfolio of projects and review of the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and the requirements for professional certification. Prerequisite(s): ENG 101, ENG 102, MGT 460, & MGT 462.

**MGT 467****Training & Development. . . . . 3.00 credits**

This course will focus on the application of learning and instructional development to the education and training of employees. Topics include: instructional design, strategies, technology, learning materials, and implementation, evaluation, and management of training in an organizational environment. Roles and skills of the training and development professional will be reviewed. Contribution of training and development to an organization's goals, understanding the training and development industry, and resources available to those in the profession will be covered. Prerequisites: ENG 101, ENG 102.

**MGT 490****Strategic Management. . . . . 3.00 credits**

This course examines the role of a company's executive team in defining its long-term competitive direction. Special emphasis is placed on the strategic management process and tools utilized in formulating and implementing the organization's mission, goals, strategies, and plans. Students should be of senior status and this course must be taken at Charter Oak State College. Prerequisite(s): ACC101, ACC102, BUS120, BUS250, ECO103 or ECO104, ENG101, ENG102, FIN210, MGT101, MGT315 and MKT220. ITE 101 recommended.

## Marketing

### MKT 220

#### **Principles of Marketing. . . . . 3.00 credits**

This course will focus on examining the basic principles of marketing, including looking at the “hot buttons” of a consumer (what it is that makes them take action) and how to capitalize on this knowledge. The course topics include, but are not limited to, marketing communications, pricing strategies, ethics, e-commerce, and product life cycles. Students will combine these activities to develop a true marketing plan for a real company.

### MKT 301

#### **Public Relations Princ and Practice. . . . . 3.00 credits**

This course offers an in-depth exploration of public relations as a strategic communication discipline, focusing on the principles, theories, and practices that shape effective PR campaigns. Students will examine key topics such as media relations, crisis communication, brand management, and audience analysis, while gaining hands-on experience in developing press materials, crafting messaging strategies, and utilizing social media platforms. Emphasis will be placed on ethical considerations and the role of public relations in shaping public perception and maintaining organizational reputation. Through various projects and assignments, students will cultivate the skills necessary to navigate the dynamic landscape of public relations in today's digital age. Prerequisite(s): ENG 101, ENG 102, MKT 220

### MKT 315

#### **Digital Marketing. . . . . 3.00 credits**

This course provides an in-depth exploration of digital marketing strategies and tools, preparing students for the dynamic landscape of online business. Major topics include the foundations of digital marketing and e-commerce, focusing on the evolving digital ecosystem and its impact on consumer behavior. Students will learn techniques for attracting and engaging customers through various digital platforms, including social media, search engines, and email marketing. Additionally, the course covers lead generation strategies and online customer interaction, emphasizing data-driven decision-making and customer relationship management. Prerequisite(s): MKT 220

### MKT 317

#### **Build and Manage E-commerce Stores. . . . . 3.00 credits**

This course provides a comprehensive guide to building, launching, and managing successful e-commerce stores, equipping students with essential skills to thrive in the digital retail landscape. Key topics include e-commerce strategies, platform selection, store setup, and optimization for user experience and conversion. Students will learn to successfully manage client relationships online, measure customer satisfaction, and develop strategies for long-term customer loyalty. Through various assignments and projects, students will develop the needed skills to successfully develop the marketing skills required to navigate the digital world of e-commerce. Prerequisite(s): ENG 101, ENG 102, MKT 220

### MKT 320

#### **Marketing Research and Consumer Beh. . . . 3.00 credits**

This course provides a comprehensive understanding of the methodologies and theories underpinning market research and consumer behavior. Students will learn how to design and implement effective research studies, utilizing qualitative and quantitative techniques to gather and analyze consumer data. Key topics include survey design, focus group facilitation, data analysis, and the psychological factors influencing consumer decision-making. The course also explores the impact of cultural, social, and economic trends on consumer behavior, as well as emerging technologies in market research. Through various projects and assignments, students will develop the analytical skills needed to interpret research findings and apply insights to inform marketing strategies. Prerequisite(s): ENG 101, ENG 102, MKT 220

### MKT 405

#### **Marketing SEO Strategy. . . . . 3.00 credits**

This advanced course focuses on developing and executing effective SEO (Search Engine Optimization) strategies to optimize digital marketing performance. Students will explore topics such as crafting targeted email marketing campaigns, media planning activities, and developing strategies that align with specific business goals. Emphasis will be placed on utilizing performance metrics to evaluate campaign success and adjusting marketing budgets or strategies accordingly to maximize ROI. Through various projects and assignments, students will learn to apply data-driven insights to continuously refine SEO and broader marketing initiatives. Prerequisite(s): ENG 101, ENG 102, MKT 220

## Math

### MAT 101

#### **Contemporary Mathematics. . . . . 3.00 credits**

This course will focus on the application of mathematics to today's world. Topics include street networks, producing and describing data, number and bar codes, weighted voting and apportionment, social choices and linear programming applications. Recommended Prerequisite(s): High school Algebra (2 years) or MAT 100 (may be taken concurrently).

### MAT 103

#### **College Algebra. . . . . 3.00 credits**

This course will focus on a study of the fundamentals of college level algebra. Topics include: algebraic expressions, equations and inequalities, function theory, linear and quadratic functions, polynomials, rational and radical expressions, quadratic equations and inequalities, exponentials and logarithms, and the Conic Sections. Recommended Prerequisite(s): High school Algebra (2 years) or MAT 100 with a final grade of B or above.

## **MAT 105**

### **Statistics..... 3.00 credits**

This course will focus on the fundamentals of modern statistics. Topics include: basic concepts of descriptive statistics, inferences about the mean, proportion, differences in means and differences in proportions; the binomial distribution, confidence intervals, and hypothesis testing. Other topics in this course include an introduction to probability and bivariate data, including linear correlation and regression. This course is an Open Educational Resource (OER) Course. Recommended Prerequisite(s): High school Algebra (2 years) or MAT 100 (may be taken concurrently).

## **MAT 115**

### **Logic..... 3.00 credits**

This course will focus on a study of formal and informal logic, deductive and inductive reasoning, hypothetical reasoning, valid argument forms, symbolic logic, sentential and predicate language, statement logic, tautologies, and the use of validity/invalidity in logic. Emphasis is placed on the proper uses of logic for problem-solving techniques.

## **Music**

### **MUS 120**

#### **Pop Music of the Rock Era..... 3.00 credits**

This course will focus on the history and analysis of rock, R&B, and other popular styles that influenced and interacted with them. Topics include the distinctions (and similarities) between various sub-categories and chronological periods, roles of the primary instruments used and how these roles have evolved, vocal styles, song form, and the racial, cultural, and economic dynamics influencing the music. Through reading and listening to many recordings, students will become familiar with many of the important figures in rock and R&B music, including Elvis Presley, Ray Charles, the Beatles, Bob Dylan, Aretha Franklin, and many others. (Formerly Titled: Rock and Roll: History and Analysis)

### **MUS 130**

#### **Survey of Jazz Styles..... 3.00 credits**

In this course, students will gain an understanding of how jazz works. Students will learn the distinctions (and similarities) between various sub-categories and chronological periods in jazz. They will also learn the roles of various jazz instruments and how these roles have evolved. Important topics like jazz improvisation, the rhythm section and jazz composition will be explored. Through reading and listening to jazz recordings, students will become familiar with many of the great artists of jazz, including Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis and John Coltrane. (3 credits)

## **Nursing**

### **NUR 190**

#### **LPN to RN Articulation Bridge..... 3.00 credits**

This course will focus on facilitating successful entry of practical nurse graduates into the third semester of the registered nurse program. It provides theoretical and clinical content from the first two semesters of the registered nurse program in those areas not presented in the Connecticut practical nurse education programs. This course is sponsored by the Connecticut League for Nursing and been approved by the Articulation Oversight Committee and the Directors of Connecticut associate degree and diploma nursing programs to meet the three credit LPN to RN transition course requirement of the statewide articulation plan. The basic level LPN to RN Articulation Bridge Course is an online course designed to expand on the breadth and depth of the common content from practical nurse education programs and to introduce new theories, processes and skills specific to statewide registered nurse programs. A passing grade for progression to the 1-credit clinical course in the student's home school is considered to be the equivalent of a B minus (80%) or above .Prerequisite(s): The student must be accepted into a statewide RN program that is participating in the CT Articulation Model Agreement and has the consent of the director of that program to enroll in this course.

### **NUR 301**

#### **Baccalaureate Nursing Role..... 3.00 credits**

The baccalaureate nursing role is examined expanding on the foundations of associate degree nursing education and liberal arts. Based on incorporating liberal education for baccalaureate generalist nursing practice, the course emphasizes contemporary issues related to and including nursing history and theory, ethics, professional development, scholarship, research and evidence-based practice, intra- and inter-professional relations influencing teamwork and collaboration across health care delivery settings, population health, and healthcare policy, finance and regulatory environments. Patient assessment that addresses health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations is emphasized throughout the course. Students are guided to further consider the links between genetics/genomics and health promotion behaviors such as prevention, screening, and diagnostics. Prerequisite: ENG 101, ENG 102, Admission to the Program or Permission of the Program Director.

### **NUR 310**

#### **HC Policy, Econ, Regulation, Ethics..... 3.00 credits**

Course examines the leadership issues related to professional nursing and health from an economic, legal, regulatory and political framework. Evidence based strategies designed to influence organizational, institutional and governmental decisions impacting nursing, leadership and health care are discussed. Topics for discussion include compliance with regulatory standards, nursing ethics and professional responsibility and the sociopolitical landscape. Prerequisite: ENG 101, ENG 102, NUR 301, Submittal of the Nursing Handbook Agreement

### **NUR 315**

#### **Nursing Research & Expanded EBP. . . . . 4.00 credits**

This course examines sources of evidence, the nature of inquiry, and research concepts. Qualitative and quantitative research methods are compared and applied. Skills needed to select, critique and apply nursing research are developed. Levels of evidence are explored and applied to developing an evidence based practice brief in the student's area of clinical interest. Prerequisite(s): ENG 101, ENG 102, NUR 301, and MAT 105 or equivalent.

### **NUR 320**

#### **Population Health. . . . . 4.00 credits**

This course will focus on population-focused nursing to enhance individual, family and community well-being by analyzing and incorporating social and cultural characteristics that impact health. Topics include social determinants of health, epidemiology, environmental health and public health science. The practicum provides opportunity to support health promotion efforts for a selected population. Note: course is 3 credits of Lecture/theory and 1 credit of clinical Practicum (40 hours of clinical practice over one semester). Prerequisites(s): ENG101, ENG 102, NUR 301, NUR 310, and NUR 315.

### **NUR 400**

#### **CQI, Safety, & IP Collaboration. . . . . 4.00 credits**

Examines quality improvement and safety initiatives focused on measuring and improving patient outcomes and the interprofessional collaboration and communication skills needed to effectively communicate with patients, families and other health professionals in a responsible and responsive manner that supports a team approach to quality health care. Topics include the factors that create a culture of safety and the nursing context for improving the processes of care and outcomes. Prerequisites: ENG 101, ENG 102, NUR 301, & NUR 315

### **NUR 410**

#### **Systems Leadership/Continuum Care. . . . . 4.00 credits**

This course explores the principles of organizations and systems leadership and management strategies for the baccalaureate prepared registered nurse in a variety of healthcare settings. Emphasis will be on the skills necessary to facilitate group dynamics, personnel management and the coordination of care of clients and health care personnel. Current quality improvement and safety standards that differentiate health care organizations and the use of advanced technology to analyze and synthesize information to make critical decisions will also be examined. Prerequisite(s): ENG 101, ENG 102, NUR 301, NUR 310, NUR 400 & NUR 315.

### **NUR 494**

#### **Final Preparation for BSN Capstone. . . . . 1.00 credits**

Following successful completion of capstone project building blocks through prior RN/ADN to BSN program courses, students work with the faculty in collaboration with clinical practice partners to finalize planning and approval for implementation of their capstone project in NUR 495. Final approval of capstone projects is at the discretion of the faculty and practice partners and is required for enrollment in NUR 495, The Baccalaureate Capstone. In addition to project approval students must meet all participation requirements of their practice site(s) to successfully complete this course and be approved for enrollment in NUR 495. Note: course is 1 credit "laboratory" (45 hours over the term) that represents focused, active engagement with practice partners and the faculty to refine capstone project to meet site-based requirements for approval to implement in NUR 495. Prerequisites: ENG 101, ENG 102, NUR 301, NUR 310, NUR 315, NUR 400, and Clearance of the Nursing Program Director is required for registration.

### **NUR 495**

#### **Baccalaureate Nursing Capstone. . . . . 4.00 credits**

Synthesis of the baccalaureate nursing role is demonstrated by application of theories and concepts from nursing, liberal arts, and science to respond to complex and specific needs of diverse populations. Students identify and provide rationale/ justification for a project related to a specific population health challenge. Students investigate and analyze current relevant knowledge, design and implement a project to address the identified challenge and evaluate the impact. Written and oral project presentation required. Prerequisites: ENG 101, ENG 102, NUR 301, NUR 310, NUR 315, NUR 320, NUR 400, & NUR 410. Students who matriculated in Fall 2023, also need to take NUR 494.

## **Organizational Leadership**

### **OEL 501**

#### **Driv Org Adaptability-Learning Orgs. . . . . 3.00 credits**

This course will focus on creating and maintaining a learning environment to drive organizational adaptability and sustainability in a highly competitive global environment. This course presents an analysis of the major constructs of a learning organization, motivational theory, organizational culture, diversity, ethics, and leadership styles and behaviors at the individual, group, and organizational levels. This course provides students the opportunity to analyze their organization and culture in the context of a learning organization and create comprehensive recommendations to create or further develop these principles and behaviors. This is the first course to be taken by students enrolled in the Organizational Leadership major. (Formerly Titled: Learning Community).

**OEL 520****Exec Ldrshp & Influen in 20st Cent. . . . . 3.00 credits**

This course will focus on the premise that everyone is capable of being a leader. Students will examine their own leadership style through the use of leadership assessment tools and literature reviews. These will include a number of alternative perspectives of leadership, including contemporary styles. Students will analyze these styles along with information from the assessments, apply them using action learning methods, and develop their own personal model of leadership. (Formerly Titled: Personal Leadership). Prerequisite: OEL 501

**OEL 525****Team Dynam & Proc in Mdrn Wrk Teams. 3.00 credits**

This course will focus on exposing students to the social and psychological effects of group and team dynamics on an organization's ability to stay competitive in a global environment. Students will have an opportunity to explore various concepts associated with the formation of groups, inter-and intra-group relations, and other methods for measuring and improving group effectiveness. Emphasis will be placed on theory and practice related to the various types of leadership teams, team cohesiveness, group communication, conflict resolution, and other concepts related to group processes and team dynamics. (Formerly Titled: Group Process & Team Dynamics). Prerequisite: OEL 501

**OEL 530****Organizational Development. . . . . 3.00 credits**

This course will focus on allowing students to gain insights into the history and development of the principles of organizational structure and design. Students will explore the complexities associated with achieving a high performing organization, & consider the influence of such factors as organizational goals, life cycle, culture, and environment on organizational design and decision making. This course will place emphasis on the roles of key business disciplines in achieving the organization's mission. (Formerly Titled: Organizational Development Landscape) Prerequisite: OEL 501

**OEL 541****Strat Mgt & Creat Econ Val in Orgs. . . . . 3.00 credits**

This course will focus on introducing students to the key principles of creating economic value in an organization. Students will learn how to use various strategic, economic, and financial tools to analyze the current competitive condition of an organization and create an organizational business strategy to promote business sustainability and resilience. (Formerly Titled: Business & Economics of an Organization) Prerequisite: OEL 501

**OEL 542****Leadership Comms-Strategy & Pract. . . . . 3.00 credits**

This course presents communication as integral to management strategy and as a critical component for success in the workplace. In this class, you will develop a foundation for designing effective messages, both written and oral, from concept to delivery. You will use a strategic communication model to identify objectives, analyze audiences, choose information, and create the most effective arrangement and channel for that message. Particularly, the course emphasizes elements of persuasive communication: how to design messages for diverse and possibly resistant audiences and how to present that information in a credible and convincing way. (Formerly Titled: Effective Communication) Prerequisite: OEL 501

**OEL 553****Nonprofit Strategic & Operation Mgt. . . . . 3.00 credits**

This course is designed to allow students to gain competencies necessary to manage nonprofit organizations. This course focuses on current issues, theoretical perspectives, federal and state regulations and reporting requirements, policies, and methods in the development and management of a nonprofit organization. The course places additional emphasis on strategic planning, marketing, identifying financial resources (grants, fundraising, etc.), management of finances (making operational and capital budgeting decisions) and human resources—that includes volunteers, information technology, and the skills necessary for effective organizational leadership. (Formerly Titled: Nonprofit Management) Prerequisite: OEL 501

**OEL 554****Nonprofit Fin Rsrch Mgt & Fundrsng. . . . . 3.00 credits**

This course focuses on the history, theories, skills, and practices of fundraising, including how fundraising emanates from the organizations' strategic plan; how marketing has an impact on fundraising; the components of a successful fundraising campaign; fundraising ethics and legal issues; and the basic techniques of fundraising such as annual giving, grant writing, special events, and capital campaigns. (Formerly Titled: Nonprofit Resource Dev. & Fundraising) Prerequisite: OEL 501

**OEL 610****Leading Divrs, Mutictl, & Glob Orgs. . . . . 3.00 credits**

This course examines the role of culture, its impact on organizational effectiveness, and the interaction between culture within an organization and the diverse and emerging cultures that prevail in a global economy characterized by rapid demographic change, new technology, and shifting values as companies seek to reach out to more diverse populations of both customers and employees. Students will explore the dimensions of this diversity and examine how it represents both a challenge and an opportunity depending on how effectively it can be integrated into the culture of an organization. The premise of the course is that managing diversity is a source of competitive advantage; that there is a "business case" as well as an ethical case for diversity. Understanding how these cultural differences affect human resource management, marketing, and operations can determine success or failure for anyone working in this global economy. (Formerly Titled: Intercultural/Global Perspectives) Prerequisite: OEL 501

**OEL 615****Max Prfm of Orgs Talnt-Coach & Ment. . . . 3.00 credits**

This course will focus on various leadership styles and their influence on an organization. The course will further examine theory and practice of leadership models and concepts, and build on coaching, mentoring, motivational, and empowerment models required to develop effective leadership skills. (Formerly Titled: Developing & Leading Others) Prerequisite: OEL 501

**OEL 643****Lding Sccssfl Chng in 21st Cent Org. . . . . 3.00 credits**

This course will provide a conceptual frame of organizational change theories, concepts and models. Students will have an opportunity to practice implementing organizational change processes; and to examine critical leadership competencies necessary to lead a strategic change initiative. This course will also allow students to gain a broad understanding of issues associated with implementing a change process at the individual, group, and organizational levels. Students will critically examine different types of change – incremental, transitional, transformative, and strategic – and the various implementations in performing systems change. (Formerly Titled: Leading Organizational Change) Prerequisite: OEL 501

**OEL 650****Grant Writing for Nonprofit Manager. . . . . 3.00 credits**

This course empowers nonprofit leaders with the knowledge, strategies, and practical skills to develop successful grant proposals. Students will learn to navigate the complexities of grant acquisition, from identifying potential funders to creating compelling narratives. The curriculum includes understanding funder perspectives, aligning projects with funding guidelines, mastering budget details, and techniques for impactful storytelling. Students will also learn about effective and efficient grant writing best practices, ensuring participants can craft persuasive applications, secure funding, and advance their non-profit missions. Prerequisite: OEL 501

**OEL 690****Research Methodologies. . . . . 3.00 credits**

This course will focus on providing research techniques and language for both qualitative and quantitative research methods. Topics will include developing research questions and hypotheses, conducting library/literature searches, research limitations, and other research design considerations. The applied research project is a part of the Capstone Seminar course. The research project should be a work-based project focused on a research problem. (Formerly Titled: Applied Research Project) Prerequisite: OEL 501

**OEL 695****Capstone Seminar. . . . . 3.00 credits**

This is the capstone course for the Organizational Effectiveness and Leadership major and should be taken in the student's last semester. This course provides an opportunity for students to complete, present, and receive feedback on their research projects. The projects will be evaluated by peers and faculty. It also provides students an opportunity to reflect upon and integrate their course learning with their life and work experiences and to relate their learning to effectiveness within their organizational work environments. Prerequisite(s): Minimum completion of 18 credits in the OEL program including OEL 501 & 690.

**Paralegal Studies****PLG 105****Civil Procedure. . . . . 3.00 credits**

This course will focus on providing students with an overview of the litigation process. Students will acquire a basic understanding of legal principles with a focus on practical legal skills, including the preparation of legal documents and working with both attorneys and clients throughout the legal process. Students will become familiar with the Practice Book and have a working knowledge of various legal forms.

**PLG 110****Technology in Law. . . . . 3.00 credits**

The course will focus on teaching paralegals about the use of computers in legal organizations. Subjects to be explored include: introduction to computers, computer hardware and software, programs for word processing, spreadsheets and databases, timekeeping and billing programs, case management and docket control, discovery and litigation support, the internet, legal research, and presentation graphics.

**PLG 210****Legal Research and Writing. . . . . 3.00 credits**

This course will focus on the essential skills of legal research, writing, and analysis. Students will learn to use the traditional book-based methods of legal research as well as electronic research systems such as Westlaw and/or LexisNexis.

**PLG 211****Criminal Law. . . . . 3.00 credits**

This course will focus on an overview of the criminal justice system. Topics include: legal principles, practical legal skills, legal terms, and concepts. Students will examine the role of the paralegal in the criminal justice system from both the prosecution and defense perspectives.

### **PLG 301**

#### **Legal Ethics & Prof Responsibility. . . . . 3.00 credits**

This course will focus on the philosophical and practical issues, guidelines, and problems in legal ethics. Students will develop a basic understanding of the professional codes of conduct and the laws governing the ethical behavior of legal professionals. Specific areas to be covered will include: unauthorized practice of law, conflicts of interest, confidentiality and privilege, proper handling of client funds, referral fees and fee splitting arrangements, retainer agreements and billing, attorney/firm advertising rules, disciplinary procedures, and malpractice. Prerequisite(s): ENG 101, ENG 102.

### **PLG 314**

#### **Real Estate Law. . . . . 3.00 credits**

This course will focus on exploring property ownership and rights, as well as navigating the real estate transaction from contract through the eventual sale of the property. Prerequisite(s): ENG 101, ENG 102.

### **PLG 320**

#### **Family Law. . . . . 3.00 credits**

This course will focus on a survey of basic family law proceedings and the nuances of the family court system. Topics include: the legal rights and duties of married couples, the laws governing divorce and maintenance, the equitable distribution of marital property, the principles guiding child custody, support and visitation, the rights of unmarried parents, the need of paternity testing, the role of surrogate parents, no-fault divorce, and the status of civil unions. Prerequisite(s): ENG 101, ENG 102.

### **PLG 325**

#### **Juvenile and Education Law. . . . . 3.00 credits**

This course will focus on the evolution of legal theory and law as related to juveniles. Students will explore the rights of juveniles both in court settings and non-court settings. Students will examine the nuances and jurisdiction of the juvenile court system, the rights of the children in the system, the types of investigations, hearings and procedures that occur in juvenile matters. Students will focus on issues of delinquency, status offenses, abuse, neglect and dependency paying special attention to the roles of prosecutors, guardian's ad litem, and attorneys for the minor child and defense counsel. Students will also learn about education law as it impacts all students. Prerequisite(s): ENG 101, ENG 102.

### **PLG 399**

#### **Paralegal Practicum. . . . . 3.00 credits**

This is the practicum course for the Paralegal concentration. In this course, eligible paralegal degree-seeking students report to a host site and work under the supervision of an attorney or his/her designee (herein after referred to as the Site Supervisor) for a minimum of 240 hours over the course of a semester in exchange for course credit. The schedule for performing work at the host site shall be agreed upon between the Student and host site at the start of the semester. Prerequisite(s): ENG 101, ENG 102. Recommended Prerequisite(s): BUS 120, PLG 105, PLG 110, PLG 210, & PLG 301.

## **Philosophy**

### **PHL 201**

#### **Ethics in America. . . . . 3.00 credits**

This course will focus on examining contemporary ethical conflicts and providing grounding in the language, concepts, and traditions of ethics. Students will be provided with the intellectual tools to analyze moral dilemmas in the fields they choose to pursue and in the society in which all of us live.

### **PHL 485**

#### **Business Ethics & Individual Values. . . . . 3.00 credits**

This course will focus on the evaluation and synthesis of business ethics through the lens of ethical philosophy and cultural perspectives regarding the workplace. Students will be asked to examine personal values, conduct a workplace analysis, and formulate a management philosophy incorporating business ethics, government accountability, human rights, and a healthy and responsible lifestyle as a worker. Prerequisite(s): ENG 101, ENG 102.

## **Political Science**

### **POL 210**

#### **Controversies in Law & Politics. . . . . 3.00 credits**

This course will focus on the interplay between big legal issues and the political system. The course covers the issues that are at the center of both law and politics, such as the death penalty, gun control, school prayer, and censorship.

### **POL 220**

#### **State & Local Government. . . . . 3.00 credits**

This course will focus on the functions and processes of state and local governments in America, with a practical emphasis on the institutions and policies that affect our everyday lives. Students will be acquainted with the powers and duties of their state legislatures, governors, mayors, city councils, and town managers.

### **POL 321**

#### **Constitutional Law. . . . . 3.00 credits**

This course will focus on a general overview of the Constitution, with a special focus on certain Amendments that have a profound effect on current day America. This will include the First Amendment's protection of free speech, religion and press, the Fifth Amendment's Due Process Clause, the Sixth Amendment's Rights of the Accused, and the Eighth Amendment's cruel and unusual punishment provision. Prerequisite(s): ENG 101, ENG 102.

### **POL 334**

#### **Modern Political Thought. . . . . 3.00 credits**

This course will focus on an investigation of modern political philosophy and ideas. Critical consideration will be given to modern political thinkers, origins, developments, and present significance. Topics include: Utilitarianism, Liberal Equality, Libertarianism, Marxism, Communitarianism, Citizenship Theory, Multiculturalism, and Feminism. Prerequisite(s): ENG 101, ENG 102. Recommended Prerequisite(s): POL 150.

## Psychology

### PSY 101

#### **Psychology..... 3.00 credits**

This course will focus on an introduction to psychology across a variety of sub-disciplines, including clinical, neuropsychological, developmental, cognitive, biological, and experimental. The course will focus on how psychology began with a philosophical perspective and how it has developed into a multidisciplinary science.

### PSY 216

#### **Psychology Statistics..... 3.00 credits**

This course will focus on an overview of the general concepts associated with descriptive and inferential statistics in psychology. There will be an examination of the purpose behind the use of statistics in psychology and an investigation of the process undertaken to derive these statistics. Students will apply these principles by conducting a variety of statistical analyses. Prerequisite(s): ENG 101 and (PSY 101 or SOC 101).

### PSY 236

#### **Lifespan Development..... 3.00 credits**

This course will focus on human growth and change from birth to death. Students will explore patterns of age-related change in the physical, cognitive, and socio-emotional domains. The course will cover theories, research findings, and methods. Other topics include historical and contemporary perspectives on various themes relevant to developmental psychology, such as stability versus change, continuous versus stage-like growth, and nature versus nurture. Prerequisite(s): PSY 101, ENG 101.

### PSY 248

#### **Adolescent Psychology..... 3.00 credits**

This course will focus on exploring the historical and contemporary theories of development as they impact upon maturation and socialization of adolescents. The biological, cognitive, and social/cultural changes that take place during adolescence are examined for their impact on self-awareness, character development, and gender development. The role that parents, friends, school, work, and the media play in influencing these changes is also detailed. Prerequisite(s): PSY 101.

### PSY 301

#### **Psychology of Play..... 3.00 credits**

This course will focus on examining play as a medium for cognitive and social-emotional growth from infancy to adulthood. Particular emphasis will be placed on the creative aspects of play and its relation to fantasy and emotions, as well as to the contrast with more structured experiences for children. Prerequisite(s): ENG 101, ENG 102, & PSY 101.

### PSY 306

#### **Industrial/Organizational Psychol..... 3.00 credits**

This course will focus on research and major theories within the field of Industrial and Organizational Psychology, as well as their practical applications. Students will explore the history and current research methods being used within the field of industrial and organizational psychology, including: employee recruitment and selection, job analysis, performance appraisal and management, employee training and development, work motivation, perceptions of fairness, reactions to stress, diversity, teamwork, and leadership. Prerequisite(s): ENG 101, ENG 102, & PSY 101.

### PSY 319

#### **Psychology of Gender..... 3.00 credits**

This course will focus on an overview of the theoretical, empirical, and applied literature related to gender. Students will critically analyze research on gender and psychology, describe constructivist and essentialist perspectives to psychological issues related to gender, and relate course content to their own gendered experiences. Topics include sex and gender differences and similarities in physical development, mental abilities, mental health issues and coping, spirituality, personality, social behavior, gender socialization in the context of ethnicity and class, sexual orientation, health, workplace, and media portrayal. Prerequisite(s): ENG 101, ENG 102, PSY 101.

### PSY 320

#### **Cognitive Psychology..... 3.00 credits**

This course will focus on an overview of classic and current theory concerning the processing of information by the human mind. Emphasis is placed on the study of higher mental processes such as perception, learning, problem solving, categorization, decision-making, and language. Prerequisite(s): ENG 101, ENG 102, PSY 101.

### PSY 321

#### **Social Psychology..... 3.00 credits**

This course will focus on presenting the fundamental principles underlying social influences upon human behavior, such as: attitudes and attitude change, socialization, communication, group dynamics, inter-group relations as influenced by social structure and individual personality, cognition, and emotional factors. Prerequisite(s): ENG 101, ENG 102, PSY 101.

### PSY 322

#### **Learning & Memory..... 3.00 credits**

This course will focus on exploring historical, traditional, and contemporary literature on learning and memory, as well as the biological basis of learning and memory. Areas of theory covered will include: classical/respondent conditioning, instrumental/operant conditioning, and social learning theory, with attention to clinical, counseling, and educational applications. Prerequisite(s): ENG 101, ENG 102, PSY 101.

**PSY 333****Social Psychology & Deviance. . . . . 3.00 credits**

This course will examine a range of social psychological concepts and theories—conformity, identity, prejudice, stereotypes, stigma—as they relate to the study of deviance, deviant behavior, and deviants. In addition to reading, writing, and discussion, students will engage in a significant field activity, during which time they will have the opportunity to make their own scientific observations of deviant behavior. Upon completion of the course, students should be able to define deviance, describe how deviance is socially constructed, and discuss the social psychological impacts of the experience of stigma. (3 credits) Prerequisites: ENG101, ENG102, PSY 101

**PSY 334****Psychology of Personality. . . . . 3.00 credits**

This course will focus on the development of personality theory, major models of personality, the major theorists, and their contributions to the field. Topics include personality development, personality structure, and the potential for change. Prerequisite(s): ENG 101, ENG 102, PSY 101.

**PSY 335****Psychology of Exceptional Children. . . . . 3.00 credits**

This course will focus on increasing the student's understanding of the psychology and education of the exceptional child. This course is not a methodology course, but will provide an overview of the range of exceptional characteristics that exist and the effects of these on learning, including: physical, mental, emotional, behavioral, and social traits of children and adolescents. Other topics include: legal issues, giftedness (identification/classification/labeling), federal and state legislation, as well as diversity of culture and language. This course has been approved as a Special Education course for teacher certification in Connecticut. Prerequisite(s): ENG 101, ENG 102, PSY 101.

**PSY 336****Abnormal Psychology. . . . . 3.00 credits**

This course will focus on the psychological and biological processes of abnormal behavior. Students will explore the symptoms, theory, and treatment of a wide variety of psychological disorders. Prerequisite(s): ENG 101, ENG 102, PSY 101

**PSY 340****Positive Psychology. . . . . 3.00 credits**

Historically, the field of psychology has placed a lot of attention on what's wrong with people and what we can do to treat disorders of the mind. More recently, however, the field has broadened its scope to give more attention to the positive side of human nature and the most effective ways to pursue the good life. This course focuses on this latter development by examining scientific research centered on the nature of happiness and psychological well-being. Topics include the nature and measurement of happiness, the biological basis of positive emotions, an overview of positive trait theories, self-efficacy, the mind-body connection, gratitude, emotional intelligence, altruism, decision-making, and the characteristics of successful relationships. Prerequisite(s): ENG 101, ENG 102. Recommended Prerequisite: PSY 101.

**PSY 410****Research Methods for Behav Sciences. . . . . 3.00 credits**

This course will focus on the fundamental principles of behavioral science research. There will be an overview of the conceptual need for research and an analysis of the methods or designs commonly employed, as well as the procedures utilized to collect and analyze data. Students will review and design research in their areas of interest. Prerequisite(s): ENG 101, ENG 102, PSY 101\* or SOC 101, and MAT 105 or PSY 216\* (\*required for PSY Majors)

**PSY 450****Introduction to Neuropsychology. . . . . 3.00 credits**

This course will focus on neuropsychological disorders and treatment, including: the history of the science, disorders associated with hemispheric specialization, motor control problems, deficits in attention, language, memory, generalized cognitive disorders, and our current understanding of the relationship between brain plasticity and recovery of function. This course cannot be used toward Science concentrations. Prerequisite(s): ENG 101, ENG 102, and PSY 320.

**PSY 454****Psychology of Addiction. . . . . 3.00 credits**

This course will focus on a broad range of addictive disorder including drugs, alcohol, and gambling as well as other problematic repetitive behaviors (e.g., internet use, binge eating, hoarding). Students will investigate the complex biopsychosocial disease process of addiction. Emphasis will be placed on the physiological brain responses and health consequences. Prerequisite(s): ENG 101, ENG 102, & PSY 101.

**PSY 490****History and Systems of Psychology. . . . . 3.00 credits**

This course will focus on the major ideas and sociohistorical factors that relate to the study of the mind and behavior, and have shaped the field of psychology as a scientific discipline. Topics include: the evolution of this field of study from its roots in the philosophy of Ancient Greece and Rome, the beginning of the scientific method, Darwinian theory, the establishment of the major psychological schools of thought, and the rise of applied psychology. The student can have no more than 6 credits remaining in their major to complete in their degree program prior to enrolling in this course. Prerequisite(s): ENG 101, ENG 102, PSY 101, & 3 additional credits in Psychology.

**PSY 495****Psychology Major Capstone. . . . . 3.00 credits**

This is the capstone course for the Psychology major and should be taken in the student's last semester. The student can have no more than 6 credits remaining in their major to complete in their degree program prior to enrolling in this course. This course will be a culmination of previous required courses taken within the Psychology major. Students will conduct a literature review of both primary and secondary sources and then synthesize this information into the writing of an in-depth paper answering a critically thought out hypothesis, research methodology, and finally drawing conclusions on the information discussed. This course must be taken at Charter Oak State College. Prerequisite(s): ENG 101, ENG 102, PSY 101, PSY 216, & PSY 410.

## Public Administration

### PUB 101

#### **Intro to Public Administration. . . . . 3.00 credits**

This course will focus on the study of public administration in 21st Century America. Students in this course will become acclimated to core administrative topics, including: budgeting, ethics, and human resource management. Within the context of group dynamics, the course also explores time management, stress management, communication, and motivation.

### PUB 120

#### **Public Administration Law. . . . . 3.00 credits**

This course will focus on the laws that define the powers of government agencies and the remedies a person may seek if injured by the agency's use of those powers. Topics include: agency discretion, client rights, agency rules and regulations, investigations and information gathering, informal proceedings, administrative agency hearings, judicial review, and paralegalism in administrative law. Students will use administrative agency websites to understand agency rules, documents, and forms. They will also study the Federal Register to learn about the rule making process and court case decisions regarding agency action.

### PUB 205

#### **Public Finance and Budgeting. . . . . 3.00 credits**

This course will focus on introducing public administrators to the basic principles of public finance and the rigors of public budgeting. This course will familiarize students with capital and operating budgets, public borrowing and bonding, the typical public budgeting process, and the relationship between policy-making and resource allocation.

### PUB 210

#### **Ethics in Public Administration. . . . . 3.00 credits**

This course will focus on analyzing the ethical issues facing public employees, officials, and leaders, and on the organizational, legal, political, and moral perspectives on ethical dilemmas. Recommended Prerequisite(s): PUB 101.

### PUB 215

#### **Making Public Policy. . . . . 3.00 credits**

This course will focus on the policymaking process that results in a wide array of policies affecting our daily lives. A major focus will be the impact that both citizens and elected officials have on how policies are developed, funded, implemented and evaluated.

### PUB 230

#### **Intergovernmental Relations. . . . . 3.00 credits**

This course will focus on the nature and dynamics of the American federal system of government, including all levels of government: federal, state, county, municipal, and special districts. Topics include: the reciprocal influences of local, state, and federal bureaucracies, revenue sharing among different units of government, and the complex nature of state-local and inter-local relations in an urban setting.

### PUB 310

#### **Current Issues in Public Admin. . . . . 3.00 credits**

This course will focus on synthesizing the basic tenets of public administration with eight current issues that have faced the industry over the last several years. Topics include organizational change, performance measurement, technology, revenue forecasting, contract reform, civil service reform, and Affirmative Action. Prerequisite(s): ENG101, ENG102.

### PUB 315

#### **Public Policy Analysis. . . . . 3.00 credits**

This course will focus on a broad field of public policy analysis. It will provide the student with an overview of various approaches to the study of public policy. Different concepts, theories, policy models, as well as the processes and techniques used in policy analysis, are examined. Students will be exposed to many different public policy issues. Students will have the opportunity to apply what they've learned in the course to a specific public policy issue during the semester. Prerequisite(s): ENG 101, ENG 102. Recommended Prerequisite(s): ECO 104.

## Public Safety Administration

### PSA 125

#### **Foundations of EMS. . . . . 3.00 credits**

This course will focus on the historical basis of Emergency Medical Services (EMS), its current practices, and future directions.

### PSA 275

#### **EMS Safety and Risk Management. . . . . 3.00 credits**

This course introduces the student to the risk management principles of an EMS agency. Students will focus on safety from the perspective of the field provider. Prerequisite(s): ENG 101, ENG 102

### PSA 305

#### **Ethics in PSA. . . . . 3.00 credits**

This course will focus on exploring case issues and philosophies as they relate to personal and professional accountability in the public safety environment. Prerequisite(s): ENG 101, ENG 102, and a background in public safety or obtained permission from the instructor to take this course.

### PSA 315

#### **Public Safety Com Delivery Systems. . . . . 3.00 credits**

This course will focus on surveying best practice models, strategies and applications of service systems from both the public and private sectors to integrate the body of scholarly knowledge in Public Safety Community Delivery Systems with best practices in the private sector and then leverage the connections and synergies between the two to create new, innovative solutions to better serve the community. Prerequisite(s): ENG 101, ENG 102, and a background in public safety, or obtained permission from the instructor to take this course.

### PSA 320

#### **Pandemic Preparedness. . . . . 3.00 credits**

This course focuses on a framework for understanding the history, current practice, and future directions of pandemic preparedness. Prerequisites: ENG 101, ENG 102, background in public safety recommended.

**PSA 330****Cultural Diversity in PSA..... 3.00 credits**

This course will focus on the identification and analysis of various cultures and their diverse historical, economic, and societal variations within the context of the public safety sector. Prerequisite(s): ENG 101, ENG 102, and a background in public safety, or obtained permission from the instructor to take this course.

**PSA 335****Group Dynamics in PSA..... 3.00 credits**

This course will focus on how group behavior affects organizational effectiveness, decision making, conflict resolution, and strategies for efficient group and task management. Prerequisite(s): ENG 101, ENG 102, and a background in public safety, or obtained permission from the instructor to take this course.

**PSA 355****Human Resources in PSA..... 3.00 credits**

This course will focus on the policies, behaviors and motives affecting recruiting, training, evaluation, and current legal issues in human resources as they pertain to the public safety arena. Prerequisite(s): ENG 101, ENG 102, and a background in public safety, or obtained permission from the instructor to take this course.

**PSA 360****America's Homeland Security..... 3.00 credits**

This course will focus on the historical development, creation, and purposes of the Department of Homeland Security and the corresponding national strategy for Homeland Security, as well as the effectiveness of such policies within a democracy. Students who have taken CRJ 360 should not take this course. Prerequisite(s): ENG 101, ENG 102, and a background in public safety or obtained permission from the instructor to take this course.

**PSA 373****EMS Quality Management..... 3.00 credits**

This course focuses on improving the quality of EMS systems; to include the historical background of such systems, the definition of quality in the EMS environment, and its associated challenges. Data collection methods, both of qualitative and quantitative data, will be discussed with emphasis on the advantages and disadvantages of each. The course project will have students develop a quality improvement implementation plan. Prerequisite(s):ENG 101 and ENG 102. Recommended: PSA 375.

**PSA 375****Management of Emergency Medical Svc. . . . 3.00 credits**

This is an upper-level baccalaureate course for students interested in the practice and principles of emergency medical services systems management and the processes that contribute to the effectiveness of day-to-day operations within an EMS organization. This course introduces the EMS professional to topics that include government structure, strategic planning, injury prevention, risk management and safety, customer service, human resources management, financial management, fleet management, career development, quality management, data collection and research, labor relations, and special operations. Prerequisite(s): ENG 101, ENG 102

**PSA 377****Community Risk Reductions in EMS..... 3.00 credits**

This is a course for students interested in learning about community risk reduction. The student will learn how EMS can play a role in reducing risk in their community. EMS is an intricate part of the community that it serves, and the student will learn about risk reduction priorities, examine ways to ensure the sustainability of CRR, plan for special situations and high-risk communities, and lastly, examine ways to ensure the sustainability of CRR. Prerequisite(s): ENG 101, ENG 102

**PSA 410****Political & Legal Systems in PSA..... 3.00 credits**

This course will focus on analyzing the importance of successful interaction between the different levels of government and agencies within a particular government. Students will explore the application of the political and legal systems as they directly affect public safety programs. They will develop a model for understanding governmental, legal and operational problems. The course's final project will detail the formation and implementation of a task force designed to target a problem requiring the cooperation of various government agencies. Prerequisite(s): ENG 101, ENG 102, and a background in public safety or obtained permission from the instructor to take this course.

**PSA 425****Counteracting Terrorism..... 3.00 credits**

This course will focus on the history of terrorism, the current issues, along with the shortcomings and possible solutions for public safety preparedness. The course will also examine American homeland security at all levels. Prerequisite(s): ENG 101, ENG 102, and a background in public safety or obtained permission from the instructor to take this course.

**PSA 440****Research Methodology in PSA..... 3.00 credits**

This course will focus on analyzing problems and needs within the public safety sector. Students will review related literature, collect data, and measure objectives, as well as apply analytic skills to a public safety related research project. Prerequisite(s): ENG 101, ENG 102, and a background in public safety, or obtained permission from the instructor to take this course.

## **PSA 445**

### **Strategic Planning in PSA..... 3.00 credits**

This course will focus on the fundamentals and application of strategic analysis and planning in public safety. Strategic Planning for Public Safety is designed to address the interests and needs of those currently working as professionals in the public safety arena. This course introduces the student to the development of strategic plans, the process of determining long-term and short-term goals, and the management of public safety programs. Prerequisite(s): ENG 101, ENG 102, and a background in public safety, or obtained permission from the instructor to take this course.

## **PSA 465**

### **Global Persps in Emergency Mgt. .... 3.00 credits**

This course will focus on global disaster risk reduction principles and their impact on American emergency management systems and planning. Prerequisite(s): ENG 101, ENG 102, and a background in public safety or obtained permission from the instructor to take this course.

## **PSA 495**

### **Public Safety Admin Major Capstone..... 3.00 credits**

This is the capstone course for the Public Safety Administration major and should be taken in the student's last semester. This course synthesizes leadership theory in relation to the other Public Safety Administration courses into a succinct research project that assimilates information to culminate the Public Safety Administration program. Prerequisites: ENG 101, ENG 102

## **Science**

### **SCI 201**

#### **Environmental Science..... 3.00 credits**

This course will focus on drawing information from several traditional sciences such as chemistry, biology, geology, physics, and botany, along with concepts from engineering, geography, economics, and sociology, to explore key aspects and controversial issues in the field of environmental science. Topics such as local and regional environmental problems, natural cycles, energy, biodiversity, population, human health, air and water pollution, weather, food and water supply, and waste issues will be covered and discussed. The course identifies and emphasizes the connections among all living things and the physical world. Students interested in receiving lab credit associated with this course should enroll in the SCI 202: Interdisciplinary Science Lab.

### **SCI 202**

#### **Interdisciplinary Science Lab..... 1.00 credits**

This lab course will focus on introducing the student to a current topic in a science of their choosing. The student will investigate a specific issue or topic related to their prior education and/or personal experience, establish a hypothesis (if applicable), and test the hypothesis through the scientific method. In an effort to complete this course, the student will select an issue or topic, perform a "lab experience" effort (conduct field work, visit a facility, interview expert sources, etc.), and submit a Lab Experience Action Plan, Draft Lab Experience Report (optional), and a Final Lab Experience Report in American Psychological Association (APA) format. Traditional and web-based research methods and resources will be required and demonstrated throughout the course and specifically in the Final Lab Experience Report. (Formerly Titled: Environmental Science Lab.)

## **Social Work**

### **SWK 101**

#### **Introduction to Social Work..... 3.00 credits**

An introduction into the social work profession and beginning generalist social work practice. The values, knowledge, and skills necessary for practice will be critically examined and discussed, along with the social problems of concern to the profession. The empowerment of social justice in social work practice will be emphasized. Also, students will be introduced to different roles of leaders and change agents in the social work profession. Additionally, a fundamental understanding of the National Association of Social Workers (NASW), Code of Ethics will be reviewed (Formerly Titled: Change Agents).

### **SWK 110**

#### **History of Social Welfare..... 3.00 credits**

This course examines the characteristics and history of social welfare and policies. Students engage will in major social policies in its development and implementation. Strategies for changing policies with a focus on social, environmental, and economic justice is emphasized. These strategies will reinforce to students their role as leaders and change agents within social welfare. (Formerly Titled: Superhero Within)

### **SWK 115**

#### **Difference,Diversity, and Privilege..... 3.00 credits**

This course examines the phenomena of power, privilege and oppression and their effect on individuals, families, and communities in the context of the values of social and economic justice within the social work profession. This course is intended to increase awareness of the intersectionality of multiple oppressions with a focus on race/ethnicity, gender, socioeconomic status, and sexual orientation. Students will gain a self-awareness to identify the influence of personal biases and values that impact practice with diverse groups. Through this awareness they will understand their role as leaders and change agents when working with diverse populations. (Formerly Titled: Learning and Understanding You)

**SWK 225****Human Behavior Social Environment 1. . . . 3.00 credits**

This first course in the human behavior sequence studies the bio-psycho-social, cultural, and spiritual influences on the life cycle from pre-birth through adolescence. The content will emphasize on understanding the interactions between individuals, groups, institutions and communities and their environments from various perspectives including systems, ecological, strengths, diversity, and human development. This course will allow students to understand how to engage from a change agent/leader perspective. (Formerly Numbered: SWK 320; Formerly Titled: Evolution of Change ). Prerequisites: SWK 101 and SWK 110.

**SWK 226****Human Behavior Social Environment 2. . . . 3.00 credits**

The second course in the human behavior sequence continues the examination of the bio-psycho-social, cultural, and spiritual influences on the life cycle from late adolescence/early adulthood through old age and death. The content will emphasize on understanding the interactions between individuals, groups, institutions and communities and their environments from various perspectives including a system, ecological, strengths, diversity, and human development. This course will allow students to understand how to engage from a change agent/leader perspective. (Formerly Numbered: SWK 321; Formerly Titled: Evolution of Transformers). Prerequisites: SWK 101, SWK 110, SWK 225.

**SWK 305****Direct Practice with Indiv/Couples. . . . . 3.00 credits**

The first course in the practice sequence introduces the application of generalist social work practice. Processes and strategies for relationship building, assuming a collaborative partnership, describing problems, assessing resources, developing plans, and evaluating progress with people are emphasized. A strengths perspective is stressed with a focus on work with individuals and couples. Students develop personal skills and enhance their self-awareness and self-reflection in relation to their role as leaders and change agents with individuals and couples. Additionally, a fundamental understanding of the National Association of Social Workers (NASW), Code of Ethics will be reviewed. Prerequisites: SWK 101, SWK 110, SWK 225, SWK 226, and formal acceptance into the SWK Program

**SWK 310****Direct Practice w Families & Groups. . . . . 3.00 credits**

The second course in the practice sequence focuses on mezzo level social work practice with families and groups, emphasizing empowerment and social justice. The course focuses on practice approaches, problem solving, and intervention modalities using the systems perspective at the mezzo level of generalist practice. Students will understand their role with families and groups as leaders and change agents. Additionally, a fundamental understanding of the National Association of Social Workers (NASW), Code of Ethics will be reviewed. Prerequisite(s): SWK 101, SWK 110, SWK 225, SWK 226, SWK 305, and formal acceptance into the SWK Program.

**SWK 370****Social Work Practicum Exp 1. . . . . 2.00 credits**

This is the first of four practicum experiences. Practicum education is community-based, experiential, transformational learning for practice as a social worker. It allows students to participate in four semesters of direct social work practice with diverse client populations in various social work settings. Through this practicum experience students will participate in one social work placement fall semester. Students will complete a total of 104 hours over the first course, at minimum of 8 hours per week. Students will engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. In integrative practicum, students will transition into leaders and change agents through conceptualizing and evaluating their social work practice through the CSWE competencies. Additionally, the National Association of Social Workers (NASW) Code of Ethics will be integrated into student social work practice. Prerequisite(s): ENG 101, ENG 102, SWK 101, SWK 110, SWK 225, SWK 226, SWK 305 and admission to the BSW program. Co-requisite: SWK 371

**SWK 371****Integrative Practicum 1. . . . . 2.00 credits**

This is the first Seminar course for Practicum Education. The weekly seminar course allows students to process their practicum experiences. This course is designed to integrate theory with practice, to gain information about community resources, to monitor student progress in the agency, and to process these experiences on practical, conceptual, and ethical levels. A strong emphasis is on engaging students to support one another's personal-professional growth in understanding their roles as leaders and change agents in the social work profession. Additionally, a fundamental understanding of the National Association of Social Workers (NASW), Code of Ethics will be integrated with course discussions. (Formerly Titled: Social Work Seminar 1) Prerequisite(s): SWK 101, SWK 110, SWK 225, SWK 226, SWK 305, and admission to the BSW Program. Co-requisite: SWK 370

**SWK 372****Social Work Practicum Exp 2. . . . . 2.00 credits**

This is the second of four practicum experiences. Practicum Education is community-based, experiential, transformational learning for practice as a social worker. It allows students to participate in direct social work practice with diverse client populations in various social work settings. Students will complete 120 practicum hours for this course (min of 15 hours per week (8.5 hrs. x 2)). Students will advance human rights and social, social, economic, and environmental justice, engage in practice-informed research and research-informed practice, and engage in policy practice. Students will transition into leaders and change agents through conceptualizing and evaluating their social work practice through the CSWE competencies. Additionally, the National Association of Social Workers (NASW) Code of Ethics will be integrated into student social work practice. Prerequisites: SWK 370, SWK 371 Co-requisite: SWK 373 Integrative Practicum 2

**SWK 373****Integrative Practicum 2. . . . . 2.00 credits**

This is the second integrative practicum course for Practicum Education. This course is designed to integrate theory with practice, to gain information about community resources, to monitor student progress in the agency, and to process these experiences on practical, conceptual, and ethical levels. A strong emphasis is demonstration of ability to (1) advance human rights and social, racial, economic, and environmental justice, (2) engage in practice informed research and research informed practice, and (3) engage in policy practice. Additionally, a fundamental understanding of the National Association of Social Workers (NASW), Code of Ethics will be integrated with course discussions. (Formerly Titled: Social Work Seminar 2) Prerequisite(s): SWK 370, SWK 371, and co-requisite SWK 372.

**SWK 415****Macro Social Work Practice. . . . . 3.00 credits**

The final course in the practice sequence emphasizes macro level practice with large entities such as institutions, organizations, communities, and neighborhoods, rural and urban, nationally, and internationally. Utilizing multiple roles of the generalist worker and integrating knowledge from social policy, students learn to be enablers, mediators, facilitators, initiators, mobilizers, advocates, negotiators, leaders, change agents and promoters of social justice. Additionally, a fundamental understanding of the National Association of Social Workers (NASW), Code of Ethics will be reviewed. Prerequisite(s): ENG 101, ENG 102, SWK 310, SWK 474\*, and SWK 475\* - \* Must be taken concurrently.

**SWK 474****Social Work Practicum Exp 3. . . . . 2.00 credits**

This is the third of four practicum experiences. Practicum Education is community-based, experiential, transformational learning for practice as a social worker. It allows students to participate in four semesters of direct social work practice with diverse client populations in various social work settings. Students will engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. Students will transition into leaders and change agents through conceptualizing and evaluating their social work practice through the CSWE competencies. Additionally, the National Association of Social Workers (NASW) Code of Ethics will be integrated into student social work practice. Prerequisite(s): ENG 101, ENG 102, SWK 372, SWK 373, SWK 415\*, and SWK 475\* - \*Must be taken concurrently.

**SWK 475****Integrative Practicum 3. . . . . 2.00 credits**

This is the third integrative practicum course for Practicum Education. The course allows students to process their practicum experiences using competencies around engaging with individual, families, groups, organizations, and communities alongside assessing individuals, families, groups, organizations, and communities. This course is designed to integrate theory with practice, to gain information about community resources, to monitor student progress in the agency, and to process these experiences on practical, conceptual, and ethical levels. A strong emphasis is on engaging students to support one another's personal-professional growth in understanding their roles as leaders and change agents in the social work profession. Additionally, a fundamental understanding of the National Association of Social Workers (NASW), Code of Ethics will be integrated with course discussions. (Formerly Titled: Social Work Seminar 3) Prerequisite(s): ENG 101, ENG 102, SWK 372, SWK 373, SWK 415\*, and SWK 474\* - \*Must be taken concurrently

**SWK 476****Social Work Practicum Exp 4. . . . . 2.00 credits**

This is the fourth of four practicum experiences. Practicum Education is community-based, experiential, transformational learning for practice as a social worker. It allows students to participate in four semesters of direct social work practice with diverse client populations in various social work settings. Students will focus on demonstrating all nine CSWE competencies and will engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. Additionally, the National Association of Social Workers (NASW) Code of Ethics will be integrated into student social work practice. Prerequisite(s): SWK 474, SWK 475, SWK 477\*, and SWK 495\* - \*Must be taken concurrently

**SWK 477****Integrative Practicum 4. . . . . 2.00 credits**

This course is designed to integrate theory with practice, to gain information about community resources, to monitor student progress in the agency, and to process these experiences on practical, conceptual, and ethical levels. A strong emphasis is on engaging students to support one another's personal-professional growth in understanding their roles as leaders and change agents in the social work profession. This course focuses on the transition from the student role to the generalist social work practice role. Additionally, a fundamental understanding of the National Association of Social Workers (NASW), Standards for Social Work Case Management, will be integrated with course discussions. Prerequisite(s): SWK 474, SWK 475, SWK 476\*, and SWK 495\* - \*Must be taken concurrently

**SWK 495****Social Work Capstone. . . . . 3.00 credits**

Competent generalist social work practice demands integration of a wide range of theories, knowledge, skills, and values. This course is designed to draw on all previous courses and to engage students in integrating and applying all that they have learned. Prerequisite(s): SWK 415, SWK 474, SWK 475, SWK 476\* and SWK 477\* - \*Must be taken concurrently

## Sociology

### SOC 101

#### **Sociology..... 3.00 credits**

This course will focus on the basic concepts in Sociology and an analysis of culture, socialization, stratification, social organization, class, social interaction, social change, and conflict.

### SOC 210

#### **Sociology of the Family..... 3.00 credits**

This course will focus on marriage, family, and alternative life styles throughout the twenty-first century. Prerequisite(s): ENG 101, SOC 101.

### SOC 215

#### **Women in American Society..... 3.00 credits**

This course will focus on the problems associated with the roles of women in American society and compare perspectives on the status of women across social institutions. Through a variety of selected readings, the course will provide an opportunity to investigate the ways in which women in American society have been impacted by sexism, classism, racism, and cultural differences in both the historical and contemporary eras.

### SOC 305

#### **Ethics in Social Science..... 3.00 credits**

This course will focus on how people create and sustain worldviews that determine their ethics. Students will investigate various classic theories and modern models of ethical practices and apply them to professional, research, government, non-profit, and private sectors. They will collaborate in debating the effectiveness of ethics in daily life and organizational behavior. Prerequisites: ENG101 & 102.

### SOC 311

#### **Sociology of the City..... 3.00 credits**

This course will focus on providing a conceptual and analytical framework for examining urban life and how ordinary people interpret and respond to the actual experience of living in cities. Students will examine the underlying causes of urban problems and then proceed with a discussion about possible solutions. During the course of the semester, students will study urban poverty, family dissolution, school drop out, street violence, urban crime, and homelessness, before turning their attention to various strategies for addressing these problems. Prerequisite(s): ENG 101, ENG 102. Recommended Prerequisite(s): SOC 101.

### SOC 315

#### **Sociology of Diversity..... 3.00 credits**

This course will focus on an examination of social diversity within the American society. The course will describe essential issues and the social significance of cultural minorities with special emphasis on the experiences of African Americans, as well as Hispanics, Native Americans, Asians, and Euro-American ethnic groups. The student will explore the interrelationships of values, socioeconomic status, social mobility, racism, assimilation, and segregation. This course is also designed to sensitize the student to the roles that race, ethnicity, social class, gender, and sexual orientation play in societal definitions of social diversity. (Formerly SOC 211). Prerequisite(s): ENG 101, ENG 102, and SOC 101.

### SOC 320

#### **Urban Youth in American Society..... 3.00 credits**

This course will focus on increasing the student's understanding of the group life characteristics of urban youth in American society today. The course will provide a conceptual and analytical framework for examining the underlying causes and consequences of social problems that significantly impact the lives of urban youth. Classical and contemporary sociological theories and diverse humanistic perspectives will be considered regarding these problems. Particular attention is given to the influence of poverty, language and cultural diversity, immigration status and social acculturation, racism, sexism, homophobia, and drug and alcohol abuse on social role behavior. Prerequisite(s): ENG 101, ENG 102. Recommended Prerequisite(s): SOC 101 or permission of the instructor.

### SOC 449

#### **Social Problems: Impact on Wkplace..... 3.00 credits**

This course will focus on an analysis of major contemporary social problems, especially in the United States. Particular attention is given to the problems of poverty, racism, sexism, drug and alcohol abuse, and illiteracy, as well as their impact on the contemporary workplace. Prerequisite(s): ENG 101, ENG 102, & SOC 101.

### SOC 450

#### **Social Theory..... 3.00 credits**

This course will focus on the most recognized and significant thinkers in the development of Sociology as a discipline during the 19th, 20th, and 21st centuries. This includes the classic works of Emile Durkheim, Karl Marx, Max Weber and Georg Simmel, along with more contemporary schools of thought such as Critical Theory, Interactionism, and Postmodernism. Prerequisite(s): ENG 101, ENG 102. Recommended Prerequisite(s): SOC 101.

### SOC 495

#### **Sociology Major Capstone..... 3.00 credits**

This is the capstone course for the Sociology major and should be taken in the student's last semester. Students must have completed most of their major courses and take this course in their last semester. Sociology is the study of group life: its characteristics, values, changes, causes and consequences. It employs scientific and humanistic perspectives in the study of urban and rural life, family patterns and relationships, social change inter-group relationships, social class, environment, technology and communications, health seeking behavior, and social movements. This capstone course will identify and evaluate concepts of sociological theory and social processes. Students will use research methodologies and relate it to social policy formation and social institutions. Prerequisites: ENG 101, ENG 102, & SOC 101

# Non-Credit Course Descriptions

## Alternative Route to Cert

### ARC 001

#### **Infant/Toddler Methods..... NC**

In this 15 week fall module, ARC candidates will describe major milestones in infant and toddler development. ARC candidates will learn to relate development to curriculum; design appropriate schedules and environments for infants and toddlers; discuss issues and strategies for relating to and supporting children with special needs and discuss strategies for working with families both at home and in an early childhood setting. There will be three weekend, full-day, face-to-face (FTF) classes associated with this module. One FTF class is held at the UCONN Lab School in Storrs. ARC candidates will complete the infant/toddler assessment #3 during this module, which is required to meet certification requirements. The new Early Learning and Development Standards will be introduced to students through the module. (Formerly Titled: Infant & Toddler Methods & Pre K; ARC 710 Infant/Toddler Methods)

### ARC 002

#### **Preschool and Kindergarten Methods..... NC**

In this 15 week Fall module, ARC candidates will study how preschoolers grow and develop; relate development to curriculum; support interactions; learn the role of play; learn how classroom management techniques, as well as work on effective environments for preschoolers and learn types of program models in early childhood and transition to and effective kindergarten curricula. There are three required weekend classes for this module. ARC candidates will complete preK/K assessment #3 during this module, which is required to meet certification requirements. The Early Learning and Development Standards (ELDS) is introduced to students throughout the module. (Formerly Titled: Preschool and Kindergarten Methods; ARC 715 Methods 2: Preschool/K)

### ARC 004

#### **Portfolio and Fieldwork I..... NC**

In this module, ARC candidates are required to begin the 140-hour internship experience to broaden their exposure to a variety of certified, early childhood settings. Candidates will also be observed in their place of employment by a skilled observer to demonstrate their teaching skills at a developing level. Students complete Key Assessment 2, Content Exam, and Key Assessment 8, The Family Workshop Series, while enrolled in this module. (Formerly Titled: Portfolio Development & Field Activities; Also Titled: Portfolio and Fieldwork Session I; Internship Assessment; ARC 713 Portfolio Development)

### ARC 005

#### **Early Childhood Language and Lit..... NC**

In this 8 week Spring module, ARC candidates will learn the major milestones of development; incorporate language arts into the preschool curriculum; learn intervention strategies for children with special needs; support linguistic diversity; describe the process of language acquisition; describe strategies to support early literacy development in preschool; identify and support children in kindergarten at risk for reading difficulties; and, describe strategies for providing family literacy programs. Three weekend sessions are required: one session will be held at the UCONN Lab School in Storrs. (Formerly Titled: Special Topics III; Language and Literature 2: Preschool and Kindergarten; and also Language and Literacy; ARC 716: Language and Literacy)

### ARC 006

#### **Infant/Toddler Sp Needs & Assmnt..... NC**

In this module, ARC students will be given an overview of infants and toddlers with special needs in the context of all infants and toddlers. The major themes of the course are an understanding of Connecticut's Birth to Three System and assessment of infants and toddlers (Formerly Titled: Language & Literature I & II, Special Needs, Behavior & Ethics; Also Titled: Special Topics and Special Topics I; ARC 711)

### ARC 007

#### **PreK/K Spec Needs & Assmnt..... NC**

In this Spring module, ARC candidates will identify and discuss factors that place children at risk for developmental delays; learn conditions associated with developmental delays; discuss issues and strategies in providing care for children with special health care needs; describe strategies for adopting the environment; and, summarize the rights of families and children with special needs under IDEA part B and C. Candidates will complete key assessment #6 during this module. Prerequisite(s): Enrollment in ARC Program. (Formerly Titled: Special Topics IV; Special Needs 2: Preschool/K; Preschool Special Needs & Assessment; ARC 717 Pre-K/K Observation and Assessment)

### ARC 008

#### **Internship Assessments..... NC**

In this 15-week Spring module, ARC candidates will be required to complete a 4-week, 140-hour field experience in an approved early childhood program that will broaden their background. Candidates will also be observed three times during their program year in their place of employment by a skilled observer to offer suggestions to increase their skill level. Additionally, candidates will work on the edTPA certification assessment. (Formerly Titled: Portfolio and Fieldwork Session II; ARC 714)

### ARC 009

#### **Ethics..... NC**

In this 5 week summer module, ARC candidates will learn about major State and Federal laws affecting the profession. Discuss ethical issues in ECE; study the major standards of the ECE profession. (Formerly: ARC 718: Ethics and Professionalism)

**ARC 010**

**Challenging Behaviors.....NC**

In this 5 week summer module, ARC candidates will delve into the factors affecting children with challenging behaviors, risk and protective factors affecting them, prevention strategies, how to work with families of challenging children, and much more. The module will culminate with the development of a positive behavior support plan. There will be at least one weekend, full day class associated with this module. (Formerly: ARC 707)