

# OFFICIAL CATALOG

## 2024-2025



**CharterOak**  
STATE COLLEGE

A Higher Degree of Online Learning

# Charter Oak State College

## Official Catalog 2024-2025

### Letter from the President

July 2024

Welcome to Charter Oak State College.

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 early childhood education, from public safety to nursing and health informatics, from business and leadership to education and more. Our students are parents, young professionals, veterans, homeowners, and taxpayers. The roles you play at home and work are important, and 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 flexibility to earn credit through testing or prior learning. Additionally, a myriad of student services are offered that can be accessed within this Catalog, plus the [Student section](#) of our website outlines those options.

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

Ed Klonoski  
President

# Table of Contents

<b>GENERAL INFORMATION</b> .....	1	Gender Change.....	23
<b>UNDERGRADUATE ADMISSIONS</b> .....	3	Grade Point Average.....	23
Undergraduate Requirements for Admission.....	3	Grade Appeal Procedures.....	23
Nursing Program Admission Requirements.....	3	Grading Standards.....	25
Undergraduate International Students.....	3	Graduation Requirements.....	25
Undergraduate Matriculation.....	4	Identity and Address Verification.....	26
Undergraduate Readmission.....	4	Inactive Student.....	26
Non-Matriculated Undergraduate Students.....	5	Incomplete Grade.....	27
Undergraduate Students Earning a Second Degree.....	5	Leave of Absence.....	27
Undergraduate Double Degree.....	5	Preferred First Name.....	27
Undergraduate Double Major.....	5	State Authorization Reciprocity Agreement.....	28
<b>GRADUATE ADMISSIONS</b> .....	6	Terminology of Degree Requirements.....	29
Applying for Graduate Admissions.....	6	<b>FEES, FINANCIAL AID, SCHOLARSHIPS</b> .....	30
Graduate Admissions Requirements.....	6	Undergraduate Tuition and Fees.....	30
Acceptance of Graduate Credits.....	6	Graduate Tuition and Fees.....	31
International Graduate Students.....	6	Military Tuition and Fees.....	32
Non-Matriculated Graduate Students.....	7	Billing Policies.....	35
Graduate Readmission.....	7	Federal Financial Aid Eligibility&nbsp;Requirements.....	36
Graduate Double Major.....	7	Applying for Financial Aid.....	37
<b>STUDENT SERVICES</b> .....	8	Scholarships and Endowed Funds.....	37
<b>STUDENT RIGHTS &amp; RESPONSIBILITIES</b> .....	10	Financial Aid Policies.....	37
Policy of Nondiscrimination.....	10	Undocumented Students.....	37
Student Code of Conduct.....	10	<b>UNDERGRADUATE DEGREE</b>	
Campus Security.....	11	<b>REQUIREMENTS</b> .....	38
Sexual Assault Policy.....	11	General Education Requirements.....	38
Immunization Policy (exemption).....	11	Academic Residency Requirements.....	39
Online Netiquette.....	11	<b>BACHELOR'S DEGREE PROGRAMS</b> .....	41
<b>ACADEMIC POLICIES AND REGULATIONS</b> .....	13	Business Administration Major.....	41
Academic Dismissal.....	13	Child Studies Major.....	42
Academic Forgiveness.....	13	Criminal Justice Major.....	43
Academic Honors.....	13	Cyber Security Major.....	44
Academic Probation.....	14	Early Childhood Education Major.....	45
Academic Transcripts.....	14	Healthcare Administration Major.....	48
Administrative Withdrawals.....	14	Health Information Management Major.....	49
Attendance.....	15	Nursing: RN/ADN to BSN.....	50
Classification of Students.....	16	Organizational Leadership Major.....	51
College Withdrawal.....	16	Psychology Major.....	52
Course Audit.....	16	Public Safety Administration Major.....	53
Course Grading.....	17	Sociology Major.....	55
Course Load.....	17	Social Work Major.....	55
Course Repeat.....	18	<b>ASSOCIATE DEGREE PROGRAMS</b> .....	58
Course Transfer.....	18	Early Childhood Education.....	58
Course Withdrawal and Refund.....	19	General Studies.....	59
Credit Hour Requirement.....	20	Paraprofessional Studies.....	59
Cross-Registration.....	20	<b>GRADUATE PROGRAMS &amp; REQUIREMENTS</b> .....	61
Deans List.....	20	Health Care Administration.....	61
Digital Signature Act.....	21	Health Informatics.....	62
Disclosure of Student Records (FERPA).....	21	Organizational Leadership.....	62
Email Address.....	23	<b>CERTIFICATES &amp; CREDENTIALS</b> .....	64
		Cancer Registry Management Certificate.....	64
		Certificate in Clinical Documentation Improvement.....	65

Certificate in Health Insurance Customer Service.....	65
Certificate in Health Information Management.....	66
Certificate in Leadership in Health Care Administration.....	67
Certificate in Project Management.....	68
ECE ARC: Alternate Route to Certification.....	68
Health Information Fundamentals for Health Professionals Certificate.....	69
Medical Coding Certificate.....	69
Physician Practice Management Certificate.....	70
Provider Credentialing Specialist Certificate.....	70
<b>SOURCES OF CREDIT</b> .....	72
Credit For Prior Learning.....	72
Non-Collegiate Courses.....	72
Portfolio Assessment.....	73
Credit Registry.....	74
Reverse Transfer.....	74
Contract Learning.....	74
College Transfer Credit.....	75
International Credit.....	76
Non-Collegiate Course Providers.....	76
Military Credit.....	76
<b>MILITARY &amp; VETERANS</b> .....	77
VA Application Process.....	77
VA Pay Rates.....	78
VA Verification of Enrollment.....	78
Tuition Assistance & CT Waiver Program.....	78
Veterans Benefits.....	79
Active Duty Deployments.....	79
<b>APPENDICES</b> .....	80
About This Catalog.....	80
Administration and Staff.....	80
Alumni Association.....	80
Board of Regents for Higher Education.....	81
Core Consulting Faculty.....	81
COSC Foundation.....	82
Faculty Emeriti.....	83
Student Association.....	83
Teaching Faculty.....	83
<b>COURSES</b> .....	89
<b>COURSE DESCRIPTIONS</b> .....	102
<b>NON-CREDIT COURSE DESCRIPTIONS</b> .....	142

# About Charter Oak State College

Celebrating 50 years, 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 and is guided by the following Vision Statement. Charter Oak State College: *A dynamic community of online learners advancing the nation's workforce one graduate at a time.*

## 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

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

## 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 Associate in Science, Bachelor of Arts, Bachelor of Science, and Masters degrees all online. Degrees are awarded by the governing board, the Board of Regents, upon the recommendation of an appointed core of consulting faculty. This recommendation is based on the faculty's formal evaluation of transfer credit, non-collegiate instruction and portfolios; results of approved examinations; evaluation of Charter Oak State College courses; and other procedures by which they assess and validate academic learning.

## Educational Philosophy

Charter Oak State College holds a unique place in American higher education. It pioneered the development of an alternative to the traditional college model. 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 accredited via appropriate means;
- learning is effectively enhanced via collaborative interaction with faculty and peers; and
- advisement and academic support is critical to student success.

Charter Oak State College undergraduate students can earn their credits in many different ways, and students come to Charter Oak State College having earned numerous credits. Since the average age of the Charter Oak State College student is around 37 years old, Charter Oak State College students have already acquired many of the skills necessary to succeed in life, such as being a responsible citizen, the ability to work with others, and the ability to work independently. Therefore, the undergraduate General Education requirements at Charter Oak State College build upon these skills. The General Education requirements emphasize the liberal arts and the skills necessary to enable students to succeed in their profession, be good citizens, and to continue as lifelong learners and meet the standards of both its state and regional accrediting associations.

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.

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

The College's philosophy carries over to our graduate programs as well. In our graduate programs the College allows students to demonstrate learning equivalent to college-level learning and are designed with learners in mind. The programs require that the students have work experience and permits them to develop a project that can enhance their career. In addition, these degrees extend the specific skills of our general education undergraduate program—innovative thinking, effective communication, information literacy and research, and ethical decision making.

## 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\*

\* A high school diploma or equivalent is not required if a student has earned at least nine college-level credits through any combination of the following:

Credits earned from a regionally accredited college or university.

Credits earned in the armed services.

Credits earned through evaluation of non-collegiate sponsored instruction that is acceptable for credit toward a Charter Oak degree.

Credits earned by completing standardized college-level proficiency examinations with an acceptable score towards a Charter Oak State College degree.

### 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
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 six (6) credits per semester 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 who have applied to Charter Oak State College (applicants), but have not yet matriculated, will be limited to 12 attempted credits before they must matriculate and take their first required course.

Visiting undergraduate students who do not intend to earn an undergraduate degree from Charter Oak State College should create a public registration account in MyCharterOak and register for their desired courses. This group includes students earning only a credential, students taking courses to transfer back to their home institution or for their own 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. 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.

To earn a second degree, with a major in General Studies, a student must:

- obtain approval from the Director of Admissions;
- for a bachelor's degree, earn a minimum of 30 semester credits subsequent to the award of the initial/most recent degree; 15 of which must be upper level in the new concentration;
  - apply no more than 9 credits from the previous degree earned to the new concentration; and
- for an associate's degree, earn a minimum of 15 semester credits subsequent to the award of the initial/most recent degree, and
- meet current general education and concentration requirements.

**\*\*Students who have already received a bachelor's degree in General Studies are not eligible to receive financial aid for a second bachelor's in General Studies.**

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.
- meet current general education and major 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 credits from a **completed** graduate program to be applied toward any Charter Oak undergraduate degree, major, or concentration.

**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 Health Care Administration and MS in Health Informatics. 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. 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 who do not intend to earn a master's degree from Charter Oak State College may register for classes as a visiting student. Students will be limited to six (6) attempted credits before they must matriculate and take their first required course. 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 Informatics (HIF) and M.S. Health Care Administration (HCA) Programs.*

Graduate students may pursue both majors (HIF & HCA) concurrently. Students will earn one degree (MS) with two

majors (HCA & HI) 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: Graduate Second Degree:* The earning of a second degree is for students who already graduated with an MS degree and wish to come back to earn another.

## 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

At the annual commencement ceremony, 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 have a GPA of 3.5 or higher with a minimum of 50 graded credits. In addition, the student must earn a minimum of

24 credits through Charter Oak State College and be in the upper 10% of the graduating class.

## **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**

For more information on career services, please visit the Career Services [webpage](#).

## Student Rights and Responsibilities

This section of the catalog delineates acceptable student conduct and academic honesty. Students can also find the procedure by which they can appeal sanctions.

### 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.

### Policy of Nondiscrimination

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

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

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

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

*"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be*

*subjected to discrimination under any education program or activity receiving Federal financial assistance."*

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

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

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

- **CSCU Interim Title IX Coordinator:**  
Kim Pacelli  
610-993-0229 x1018
- **Deputy Title IX Coordinator:**  
[David Ferreira](#)  
860-515-3836

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

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

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

### 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](#) approved in June 2016. Students must abide by both the BOR/CSCU and Charter Oak codes of conduct.

**Note: Charter Oak has further expanded upon the Academic Integrity Procedure and it's definition of plagiarism since the publication of the BOR/CSCU Student Code of Conduct in June 2016:**

- 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.

## Sexual Assault Policy

### Sexual Misconduct Reporting, Supporting Measures and Processes Policy

Charter Oak State College seeks to provide a safe environment for employees and students and 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.

Charter Oak is committed to making certain that its offices are secure and safe environments for students, employees, and visitors. T

Charter Oak State College is governed by the Connecticut Board of Regents (BOR). The following BOR/CSCU policies can be found on the BOR website as well:

- [The Sexual Misconduct Reporting, Support Services and Processes Policy](#)
- [Policy on Consensual Relationships](#)
- [Policy Regarding Reporting Suspected Abuse or Neglect of a Child](#)

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

- [Student Conduct and Title IX Training](#)
- [Title IX Informal Resolution Procedure for Charter Oak State College and System](#)
- [Title IX Grievance Procedures](#)

### CSCU Title IX Coordinator:

Mr. Angelo Simoni  
860-723-0165  
[simonia@ct.edu](mailto:simonia@ct.edu)

### Deputy Title IX Coordinator:

David Ferreira  
860-515-3727  
[dferreira@charteroak.edu](mailto:dferreira@charteroak.edu)  
185 Main Street  
New Britain, CT

## 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. August graduates are not eligible to receive honors at the June Commencement ceremony, but if they achieve honors, it will be noted on their transcript. 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. August graduates are not eligible to receive honors at the June Commencement ceremony, but if they achieve honors, it will be

noted on their transcript. 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 until 12 additional credits are earned, 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.

### 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. Graduate students are required to repeat a graduate-level course if they receive any course grade lower than a 'B-'. 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. 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 fee 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:

Freshman	29 (or fewer) earned credits
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 fee 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.

## Course Grading Policy

Charter Oak State College utilizes a four-point grading system, where an "A" equals 4.0 grade points and an "F" equals 0.0 grade points. Each grade and grade point designation will correspond to a numerical percentage range as shown below. \*

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
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
W	Withdrawal - Student officially withdrew.	
I	Incomplete - Issued with the approval of the instructor and the Dean of Undergraduate Programs or the Graduate Director when, due to special circumstances, a student is granted an extension of two weeks.	

Letter Grade	Range (%)	Grade Point
AU	Audit - An audit grade cannot be changed to a letter grade after the course begins, nor can a letter grade be changed to an audit grade after the course begins.	
AW	Administrative Withdrawal - Students who do not attend a registered course by the end of the refund period may be administratively withdrawn and given a final grade of AW.	
P	Pass - Students do not have an option of electing to take a course as Pass/Fail. P grades are allowed only for courses that have been approved by the Academic Council as Pass/Fail. A grade of P is the equivalent of C or better for undergraduate students and B or better for graduate students.	

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

\*\*Graduate students are required to repeat a graduate-level course if they receive a course grade lower than a 'B-'.

## 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 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. Both attempts 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 English Composition. 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 major or concentration must be 36 credits or more and the graduate credits subsume or duplicate the undergraduate credits. 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
- Criminal Justice
- Psychology
- Sociology

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

## 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.

## Undergraduate to Graduate Cross-Registration

### Fast Track Option

This option is only available to students who matriculate at Charter Oak beginning Fall 2024 in the following majors: Business Administration, Healthcare Administration, Health Information Management, Human Resources Management and Organizational Leadership.

Fast-Track programs offer Charter Oak students the opportunity to earn a master’s degree while at Charter Oak in as little as one year after receiving their bachelor’s degree by completing four graduate courses at the undergraduate level.

Undergraduate Charter Oak students can identify as part of the Fast-Track program by meeting with their respective academic advisor and following the Fast-Track academic advising plan in select undergraduate programs. Fast-Track undergraduate students must have a minimum undergraduate Charter Oak GPA of 3.0 and have earned at least 90 credits towards their bachelor’s degree prior to taking their first graduate course. If eligible, students must complete the “Undergraduate to Graduate Cross-Registration Form”.

Only one graduate course can be taken in each 8-week term. The graduate courses taken at the undergraduate level can only be internally transferred to the student’s graduate record if the students earn a final grade of B- or higher.

Students in accelerated Fast-Track programs may not use Credit for Prior Learning towards graduate credits.

*\*For undergraduate business students pursuing a Fast-Track MS Organizational Leadership degree, the courses must be OEL 501, OEL 520, OEL 525, and OEL 530. Follow your advising plan to see how these courses will meet your undergraduate requirements.*

*\*For undergraduate Health Care Administration students pursuing a Fast-Track MS Health Care Administration degree, the courses must be HCA 505, HCA 510, HCA 610, and HCA 620. Follow your advising plan to see how these courses will meet your undergraduate requirements*

*\*For undergraduate Health Information Management students pursuing a Fast-Track MS Health Informatics degree, the courses must be HIF 530, HIF 540, HIF 535, and HIF 615. Follow your advising path to see how these courses will meet your undergraduate requirements.*

## Cross Registration Option

Undergraduate Charter Oak students not in the Fast-Track path described above can still choose to enroll in graduate courses by completing the “Undergraduate to Graduate Cross-Registration Form”. Undergraduate students must have a minimum undergraduate Charter Oak GPA of 3.0 and have earned at least 90 credits towards their bachelor’s degree.

Students who are granted permission to enroll will be limited to taking up to four (4) graduate courses. Only one graduate course can be taken in each 8- week term. If an undergraduate student decides to later enroll in the graduate program at Charter Oak, the graduate course(s) taken at the undergraduate

level can only be internally transferred to the student’s graduate record if the students earn a final grade of B- or higher.

Students looking to cross register in undergraduate and graduate courses should speak with their respective academic advisor. Together, you will select the best courses to meet the academic requirements for your undergraduate and 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 the 12 state community colleges and four state universities.

## 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 CCAP, 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

*(Begins Fall 2023)*

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 CCAP, 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.

## Disclosure of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Charter Oak State College receives a request for access. A student should submit to the registrar, provost, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

1. The right to provide written consent before the college discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
2. The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Charter Oak State College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Charter Oak State College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a

legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Charter Oak State College.

3. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. [NOTE TO POSTSECONDARY INSTITUTION: FERPA requires a school to make a reasonable attempt to notify each student of these disclosures unless the school states in its annual notification that it intends to forward records on request.]
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter Oak State College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:  
Office of the Chief Privacy Officer  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

## Directory Information Policy

Acknowledging that Directory Information is FERPA protected information that may be disclosed at the discretion of a College or University, it is the policy of the Board of Regents for Higher Education for the Connecticut State Colleges and Universities that disclosure of Directory Information is within the sole discretion of the College or University. Colleges and Universities may disclose Directory Information without the prior consent of the student only as provided herein.

The Board of Regents for Higher Education has designated the following as Directory Information:

*For purposes of access by school officials of the Colleges and Universities governed by the Board of Regents for Higher Education, the following is designated as Directory Information:*

- Student's legal name
- Permanent mailing address
- Month and day of birth
- Photographs
- Student identification number, User ID, or other unique identifier
- Email address
- Telephone number
- University or College previously attended or currently attending
- Dates of attendance
- Full vs. part-time student status
- Academic honors & awards
- Class standing/year
- Major, minor, concentration and/or program of study
- Degree(s)/Certificate(s) candidacy
- Degree(s)/Certificate(s) earned Previous Institutions attended Graduation expected/completion dates
- Previous Institutions attended
- Graduation expected/completion dates

*For purposes of access by military recruiters only, the following is designated as Directory Information (Student Recruiting Information):*

- Student's legal name

- Permanent mailing address
- Student's email address (issued by the institution)
- Telephone number
- Age
- Place of birth
- Class standing/year
- Major and/or program of study
- Degrees received
- Most recent educational institution attended

*For purposes of participation in any recognized activity or sports, the following is designated as Directory Information:*

- Student's preferred name
- City and State of Residence
- Dates of attendance
- Class standing/Year
- Recognized activity or sport
- Team performance statistics
- Team position
- Photos and videos
- Athletic honors & awards
- Height and weight of athlete

*For purposes of disclosure to/access by the general public, the following is designated as Directory Information:*

- Student's preferred name
- Permanent mailing address
- Photographs
- Dates of attendance
- Major, minor, concentration and/or program of study
- Degree/Certificate candidacy
- Degree(s)/Certificate(s) earned
- Academic honors & awards
- Full vs. Part-time status
- Anticipated graduation date
- Graduation date
- Charter Oak State College Only-College email address

Prior written consent from the student is required before releasing non-directory information (other than the above). Charter Oak State College may release directory information to educational officials unless written notification to not release directory information is on file in the Registrar's Office.

**\*\*Note:** These policies cover all students who are in attendance through matriculation, test taking, course taking, or credit banking.

See the list below of the disclosures that postsecondary institutions may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may

disclose PII from the education records without obtaining prior written consent of the student.

- To other school officials, including teachers, within Charter Oak State College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or for which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or

policies with respect to the allegation made against him or her. (§99.31(a)(14))

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

## 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.

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

## Withdrawal (W)

Student officially withdrew from the course.

## Administrative Withdrawal (AW)

Student was registered but never attended and was therefore administratively withdrawn.

## Audit (AU)

Audit grades are not eligible for transfer.

## No Grade (NG)

No final grade was received.

## Pass (P)

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

1. 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.
  - a. 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.
  - b. For all graduate students, any credit awarded by portfolio will be reported with a grade of Pass and must equal a B or higher. Only letter grades of B or above may be used for course work in the Applied Research Project and Capstone Seminar courses.
2. Incomplete grades (INC) may be issued to students under extenuating circumstances. The incomplete grade will last no longer than two weeks. Students who wish to obtain permission for an incomplete grade must complete the "Request for Incomplete Grade" form found in the student portal.
3. 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 College requirements:

1. Earn at least 120 hours for a bachelor's degree; 60 hours for an associate degree.
2. Earn at least 30 upper level credits (applies only to bachelor's degrees).
3. Fulfill the General Education requirement.
4. Fulfill the liberal arts requirement as follows:
  - Associate in Science 30 liberal arts credits
  - Bachelor of Arts 90 liberal arts credits (Sociology Major only)
  - Bachelor of Science 30 liberal arts credits
5. Have a cumulative grade point average of at least 2.0.
6. Complete the Written Communication requirement with grades of C or higher.
7. Successfully complete the Cornerstone course with a grade of C or higher.

8. Fulfill all requirements of the Concentration or Major with no grade in the CPS lower than a C, including the required Capstone course (applies only to bachelor's degrees).
9. Submit a graduation application by the appropriate deadline, including the graduation fee.
10. Demonstrate the ability to read and write standard English appropriate to the degree level being earned.

## Graduate

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

1. Earn at least 33 hours for a master's degree
2. Have a cumulative grade point average of at least 3.0.
3. Fulfill all course requirements of the major and:
  - Complete all the Core and Major courses with a grade of B- or higher.
  - Complete the Capstone Seminar with a grade of B or higher.
4. Submit a graduation application by the appropriate deadline, including the graduation fee.

Graduate students have five years to complete a Charter Oak State College graduate degree.

## 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 [graduation 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 concentrations/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 not registered two consecutive semesters will be dismissed, excluding summer.

## Determination

The Charter Oak State College Office of Financial Aid reviews student number of credit hours attempted at the end of every semester. Once a student exceeds the maximum time frame for their program, the student will no longer be eligible for federal or state financial aid for any future semesters at Charter Oak State College.

## Appeal

Charter Oak State College automatically allows the maximum credits as specified by federal regulations. An appeal may be submitted to explain your reasons for not completing on time. **See also:** [Satisfactory Academic Progress](#)

## Identity & Address Verification

At various times during the semester, students will be asked to verify their identity 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.

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 supporting 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 be 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.

## 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, he or she 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 in within a two-week period;
5. The incomplete is not given as a substitute for a failing grade;
6. The incomplete is not a means of raising his or her grade by doing additional work after the grade report time.

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

1. The "Request for Incomplete Grade" form may be obtained by logging into the [MyCharterOak Student Portal](#) Student Self Service tab.
2. The student initiates the request for an incomplete grade at least one week before the end of the term.
3. Undergraduate students must e-mail or fax the form to the Provost, along with appropriate documentation. Graduate students must e-mail or fax the form to the Graduate Director, along with appropriate documentation.
4. The Provost/Director will determine if the documentation is sufficient to warrant the instructor to consider an extension. The Provost/Director will either approve or deny.
5. If the Provost consents, the Provost will contact the instructor. The instructor will state the requirements for completion of the course on this form. The instructor will return the form to the Provost and the Provost will send a copy of the approved form to the student.
6. The Provost/Director will notify the Registrar of approved Requests for Incomplete Grades.
7. The instructor submits the final grade to the Registrar on the Change of Grade form.
8. Incomplete grades appear on the transcript for two-weeks.
9. After two-weeks, if coursework is still incomplete, 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/>

## Terminology of Degree Requirements

Charter Oak State College credit based courses are conducted asynchronously using internet-based computer technology and interactive conferencing software. The College offers courses in 5, 8, 10 and 15 week formats.

Degree requirements are expressed in terms of semester credits, levels of mastery, and subject matter areas.

### Levels of Mastery-Undergraduate

Two levels of mastery are recognized for undergraduate credit, **lower** and **upper**. Undergraduate courses are numbered 100-400. Courses at the 100 and 200 level are lower level; courses at the 300 and 400 level courses are upper level.

100 level - introductory level. Assumes no previous college-level knowledge.

400 level - assumes prior study at the 200 and 300 level and a strong knowledge of the field. Students should not register for 400 level courses if they have not taken 100 - 300 level courses in the field.

Transfer credit is evaluated as the Charter Oak equivalency. Charter Oak awards credit in transfer at its own discretion.

### Levels of Mastery-Graduate

Graduate courses are numbered 500-699.

500-600 level-

*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.

## 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, 2024 - June 30, 2025)*

### Undergraduate and Certificate Programs

#### Admission Application Fee

This fee is required and non-refundable.

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 term following the deposit, or by the next potential term start date.

#### Course Tuition

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

Effective July 1, 2023 all non-resident students will pay the Connecticut Resident Rates.

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

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

#### Course Materials Fee

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

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

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

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

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 non-refundable.

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.

All Students \$329 per credit

### Credential Evaluation Program Fee

Students may apply for credit based upon a professional credential or license. More information is available on the [Credit For Prior Learning](#) Catalog page and [Credit for Prior Learning \(CPL\)](#) pages.

Matriculated student \$500 per credential

### Credit Registry - General

Credit evaluation and record keeping for persons not seeking a degree at Charter Oak. Fees include one transcript. This fee is non-refundable.

Registry for CSCU School \$100

Registry for Non-CSCU School \$475

Reactivate Registry \$150

### Early Childhood-Alt. Route to Certification

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 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.

Matriculated Student \$350 per single course portfolio

Non-matriculated Student \$450 per single course portfolio

### Diploma Replacement Fee

All Students \$30

### Transcript Fees

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

### Bad Check Fee

All Students \$50

### Financial Aid Cost of Attendance Components

## Graduate Tuition and Fees

*(Effective July 1, 2024 - June 30, 2025)*

### Graduate Programs

#### Admission Application Fee

This fee is required and non-refundable.

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 term following the deposit, or by the next potential term start date.

#### Course Tuition

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

All Students \$529 per credit

Audit Fee \$475 per course

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

#### Course Materials Fee

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

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

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

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

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. *Students taking 5-week courses are not eligible for the payment plan.* 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 in the Credit for Prior Learning (CPA) section of Student Self Service 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.

Matriculated Student \$350 per single course portfolio

Non-matriculated Student \$450 per single course portfolio

### Credential Evaluation Program

Students may apply for credit based upon a professional credential or license. More information is available on the [Credit for Prior Learning](#) Catalog page and the [Credential Evaluation Program](#) page.

Matriculated student \$500 per credential

### Diploma Replacement Fee

All Students \$30

### Transcript Fees

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

### Bad Check Fee

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:

### [GoArmyEd](#)

– Army, Army National Guard and Reserve

Virtual Education Center (VEC) – Navy, Marine Corps and Coast Guard (including reserves)

### [AI Portal](#)

– Air Force, Air Guard and Reserve

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 in the table below. In some circumstances, the servicemember will be responsible for a portion of course tuition.

Return of Tuition	5 Week		8 Week		15 Week		Student Pays
	Days Returned	Com TA	Stud Pays	Returned TA	Stud Pays	Returned TA	
Before Day 1	100%	\$250/ pc	\$0	100%	\$250/ pc	\$0	
Day 1 - 5	75%	\$188/ pc	\$0				
Day 6 - 21	10%	\$25/ pc	\$25/ pc				
Day > 21	0%	\$0	\$0				
Day 1 - 8				75%	\$188/ pc	\$0	
Day 9 - 34				10%	\$25/ pc	\$25/ pc	
Day > 34				0%	\$0	\$0	
Day 1 - 13							75% \$188/ pc \$0
Day 14 - 63							10% \$25/ pc \$25/ pc
Day > 63							0% \$0 \$0

Note: pc = pre credit hour

## 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 50% 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.

Students receiving the Connecticut Veteran waiver that withdraw during the 50% refund period will have their tuition waiver adjusted by 50%.

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 Award" 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 Awards 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 awarded 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 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 at the College  
- 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, 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 packages 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 submitted by the student;
- Post-screening alerts from the National Student Loan Data System;



- Changes in enrollment status (i.e., full-time to part-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.*

## 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.

## Applying for Financial Aid

Students can begin the application process by visiting the [Federal Student Aid Website](#) for additional information.

### Charter Oak Federal School Code:

You will need Charter Oak's six-digit federal school code when completing the application which is: 032343.

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).

To apply for federal student aid, a student must complete the Free Application for Federal Student Aid (FAFSA). 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.

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 SAR summarizes all of the information listed on the application. Students should review their SAR 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 package 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.*

## Scholarships and Endowed Funds

A list of scholarships and grants are posted on the Charter Oak State College Foundation's [website](#) and in the MyCharterOak Student Portal. Because the timing and availability of funds varies, information and applications are updated through these channels regularly.

Endowed Scholarships were established by the generous support of family, friends, and fans of the College.

### 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 additional financial assistance so that the proper documentation can be filed by the College.

## Financial Aid Policies

Eligibility for Federal Title IV funds and State level grants is contingent on the College maintaining compliance with the various Federal and State regulations. The Office of Financial Aid maintains policies on the College's [website](#) in addition to the MyCharterOak student portal.

## 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, health care, social services and teaching are not considered Liberal Arts.

## 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 Requirements 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. Create a thesis-driven, supported, logically organized argument that applies conventions of English appropriate to the audience, purpose, and context.
2. 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 Electives

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

## Liberal Arts

Student's must also fulfill the Liberal Arts requirement in order to obtain their degree. The requirements are as follows:

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

## 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.*

# 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](#)

[Early Childhood Education Major](#)

[General Studies Major](#)

[Health Care Administration Major](#)

[Health Information Management Major](#)

[Human Resources Management Major](#)

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

[Organizational Leadership Major](#)

[Public Safety Administration Major](#)

[Psychology Major](#)

[Social Work Major](#)

[Software Development Major](#)

### Bachelor of Arts Degrees:

[Sociology Major](#)

## 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, elective, and Upper Division credit must equal 120 or more 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
- ECO 104: Microeconomics

MGT 330: Diversity & Inclusion in Workplace	3 cr
MGT 460: Fundamentals of Project Management	3 cr
Strategic Management	3 cr
PHL 485: Business Ethics & Individual Values	3 cr
BUS 499: Business Administration Capstone	3 cr

## Option 1: Entrepreneurship Concentration

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

- MGT 327: Organizational Change
- Lean Management
- Agile Development & Management
- \*OEL 530: Organizational Development

Advanced Entrepreneurship 3 cr

### Option 2: General Business Concentration

HRM 310: Human Resource Management 3 cr

Choose one of the following: 3 cr

- MGT 325: Organizational & Group Dynamics
- \*OEL 525: Team Dynamics & Processes in Modern Work Teams

MGT 350: Entrepreneurship 3 cr

Choose one of the following: 3 cr

- MGT 327: Organizational Change
- Lean Management
- Agile Development & Management
- \*OEL 530: Organizational Development

### Option 3: Project Management Concentration

MGT 462: Effective Project Management 3 cr

MGT 464: Mastering Project Management 3 cr

Lean Management 3 cr

Agile Development & Management 3 cr

Choose one of the following: 3 cr

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

Choose one of the following: 3 cr

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

**\*\*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, elective, and Upper Division credit must equal 120 or more 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

ECE 2XX- 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 or EDU 102: Exceptional Learners/Paraprofessional 3 cr

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

## 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, elective, and Upper Division credit must equal 120 or more credits.*

## Major Requirements

CRJ 101: Criminal Justice 3cr

CRJ 215: Criminology 3cr

CRJ 315: Race, Class, & Gender in the Criminal Justice System 3cr

CRJ 325: Ethics in Criminal Justice 3cr

\*Choose one of the following: 3cr

- MAT 105: Statistics
- PSY 216: Statistics for Behavioral Science

POL 321: Constitutional Law 3cr

PSY 101: Psychology 3cr

PSY 410: Research Methods for the Behavioral Sciences 3cr

Concentration in General Criminal Justice or Victim Advocacy (see below) 15cr

CRJ 495: Criminal Justice Major Capstone 3cr

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

*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, elective, and Upper Division credit must equal 120 or more 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.

ITE 102: Introduction to Computer Science 3cr

or

ITE 101: Management Information Systems

ITE 220: Networking and Data Communications 3cr

ITE 145: Fundamentals of Information Systems Security 3cr

CSS 146: Legal Issues in Information Security 3cr



CSS 230: Managing Risk in Information Systems	3cr
CSS 245: Security Policies & Implementation	3cr
CSS 345: Auditing IT Infrastructure for Compliance	3cr
CSS 346: Access Controls, Authentication and PKI	3cr
CSS 435: Fundamentals of Network Security	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 <i>two</i> of the following:	6cr
<ul style="list-style-type: none"> <li>CSS 347: Security Strategies in Windows OS/Applications</li> <li>CSS 348: Security Strategies in Linux OS/Applications</li> <li>CSS 448: Cyberwarfare</li> </ul>	
CSS 490: Capstone	3cr

## 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.

## Early Childhood Education Major

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 child day care centers. These centers might include Head Start, CT 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, the program prepares students to enter teacher certification programs.

Charter Oak State College uses the Professional Standards and Competencies for Early Childhood Educators in all of its early childhood education courses. Students must demonstrate competencies in early childhood theory and practice through key assessments, field experiences and practicum experiences. Students know, understand, and apply child development theory to their work with young children. They understand how to work with families, how to use observation and assessment to inform their teaching, and how to use effective developmentally appropriate teaching strategies in their work. Further, graduates from this program have committed to their own professional development as early childhood educators serving families and young children.

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 , elective, and Upper Division credit must equal 120 or more credits.*

## Program Requirements

This degree requires a minimum of 120 credits. 30 of these credits must be upper level credits.

Categories of credit include the Cornerstone Seminar, General Education Credits, credits within the major and concentration, and elective credits. All categories must be met for a student to be eligible for graduation.

Students should note that due to the nature of online education, courses may require videotaping to fulfill requirements where student evaluations must be completed by a course instructor.

Field Experience and Practicum Requirements:

- Student must complete field experience and practicum hours that are determined by the concentration.
- Practicum hours must be approved in advance by the Clinical Field Placement Coordinator.
- Students must successfully complete 6 Key Assessments that are included as course assignments. 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.

Students in the Early Childhood Education Bachelor's Degree program also qualify to earn the Office of Early Childhood Teaching Credential (ECTC) at the Level B (CT resident's only).

## Major Requirements

ECE 101: Introduction to Early Childhood Education 3 cr

ECE 247: Child Development: Birth-Age 8	3 cr	ECE 215: Behavior Management in Early Childhood	3 cr
ECE 210: Observation and Assessment in Early Childhood Programs	3 cr	ECE 222: Curriculum for Young Children: Methods and Techniques	3 cr
ECE 217: The Exceptional Learner	3 cr	ECE 261: Infant/Toddler Care: Methods and Techniques	3 cr
ECE 231: Early Language and Literacy	3 cr	ECE 299: Early Childhood Education Practicum I or ECE 399: Early Childhood Education Practicum II	6 cr
ECE 176: Health, Safety and Nutrition: Birth-Age 8	3 cr	ECE 304: Advanced Language & Literacy: Infant and Toddlers	3 cr
ECE 205: Diversity and Ethics in Early Care and Education	3 cr	ECE 330: Math, Science, and Tech for the Young Child	3 cr
ECE 231: Early Language and Literacy	3 cr	ECE 335: Advanced Methods in ECE/Special Ed-Pre K-K	3 cr
EDU 360: Family, School, and Community Partnerships	3 cr	ECE 494: Early Childhood Teacher Credential (Major) Capstone	6 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 (15 credits):*

#### 1. Teaching Concentration

This concentration is for those who desire to teach or already work as teachers 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. Students completing this option will qualify for the ECTC, Level B for bachelor's degree recipients. The ECTC is a CT-based early childhood credential and is awarded by the Office of Early Childhood at the completion of the degree. The following additional Early Childhood Education courses are required for students enrolled in this concentration.

#### 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 Pedagogical and Operational Administrators for accredited early childhood programs serving children ages birth-age 8.

In this concentration, students will understand 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 fiscal 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. 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. Course instructors 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 track.

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.

### 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 track.

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.*

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

### Prerequisites:

Students must complete the following prerequisite requirements for all concentrations track:

- PSY 101: Psychology
- SOC 101: Sociology

### Program Learning Outcomes

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

- 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).

# 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 health care organizations.

Students 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.

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, elective, and Upper Division credit must equal 120 or more 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 311: Economics of Health and Healthcare
- \*\*HCA 505: Legal & Ethical Issues in Healthcare

HCA 301: Contemporary Ethical Issues in 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

\*\*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 health care 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.

## 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 health care organization revenue cycles. The program is structured to provide a professional education with a comprehensive curriculum and is guided by the principle of quality health care 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 health care 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, including HIM 498 & HIM 499. In order to earn a Bachelor's degree at Charter Oak, all Major, General Education, Liberal Arts, elective, and Upper Division credit must equal 120 or more credits.*

### Foundation Requirements

HCA 101: Health Care Systems and Administration	3 cr
HCA 105: Medical Terminology	3 cr

### Major Requirements

HIM 115: Principles of Health Information Management	3 cr
--	------

Choose one of the following: 3 cr

- HIM 200: Health Information Systems and Databases
- \*\*HIF530 Introduction to Health Informatics and Hot Topics

HIM 205: Reimbursement Methodologies 3 cr

HIM 210: Clinical Classification Systems I 3 cr

HIM 211: Clinical Classification Systems II 3 cr

Choose one of the following: 3 cr

- HIM 300: Medical Vocabularies and Classification Systems
- \*\*HIF540 Health Data Vocabularies and Standards

HIM 305: Health Information Services Management and Leadership 3 cr

HIM 315: Health Statistics 3 cr

HIM 320: Electronic Health Records and Health Information Exchange 3 cr

HIM 405: Health Care Information Law, Privacy, and Security 3 cr

HIM 420: Health Care Research and Quality 3 cr

Choose one of the following: 3 cr

- HIM 435: Health Care Data Analytics and Information Governance
- \*\*HIF535 Healthcare Data Analytics

Choose one of the following: 3 cr

- MGT 460: Project Management
- \*\*HIF615 Information Technology Project Management

HIM 498: Health Information Management Practicum 3 cr

HIM 499: Health Information Management Capstone 3 cr

## Additional Requirements

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

BIO 130: Human Biology (Scientific Reasoning) *	4 cr
BIO 212: Anatomy & Physiology (Scientific Knowledge) *	3 cr
BIO 215: Pathophysiology (Scientific Knowledge HIM prerequisite) *	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 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;
- discuss database information technology and apply it to modern electronic medical records management;
- evaluate quantitative and qualitative research methodologies in health information management;
- 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.

## Nursing: RN/ADN to BSN

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, 2008)^ 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 , elective, and Upper Division credit must equal 120 or more credits.*

***^The AACN released the re-envisioned Essentials in April 2021. AACN acknowledges that the pathway to fully***

*implementing the new Essentials will be an extended process that may take three years or longer. The COSC nursing faculty are immersed in this revision at this time.*

## Major Requirements

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

\* Students must complete all Major, Liberal and General Education requirements prior to enrolling in NUR 495.

## 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 health care;
- 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, elective, and Upper Division credit must equal 120 or more 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
- ECO 104: 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

- Lean Management
- 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

- MGT 451: Team Leadership
- \*OEL525: Team Dynamics & Proc in Modern Work Teams

MGT 460: Fundamentals of Project Management 3 cr

MGT 467: Training & Development 3 cr

Strategic Management 3 cr

PHL 485: Business Ethics & Individual Values 3 cr

LDR 495: Organizational Leadership Major Capstone 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).

## 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 , elective, and Upper Division credit must equal 120 or more credits*

## Major Requirements

PSY 101: Psychology 3 cr

PSY 216: Statistics in Psychology 3 cr

PSY 410: Research Methods for Behavioral Sciences 3 cr

PSY 490: History & Systems in Psychology 3 cr

Choose two of the following: 6 cr

- PSY 320: Cognitive Psychology
- PSY 248: Adolescent Psychology
- PSY 322: Learning and Memory



- PSY 450: Introduction to Neuropsychology

Choose one of the following: 3 cr

- PSY 321: Social Psychology
- PSY 334: Psychology of Personality
- PSY 336: Abnormal Psychology

PSY 495: Capstone 3 cr

**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 , elective, and Upper Division credit must equal 120 or more credits*

**Major Requirements**

PSA 305: Ethics in Public Safety Administration	3 cr
PSA 330: Cultural Diversity in Public Safety Administration	3 cr
PSA 335: Group Dynamics in Public Safety Administration	3 cr
PSA 355: Human Resources in Public Safety Administration	3 cr
PSA 410: Political & Legal Systems in Public Safety Administration	3 cr
PSA 465: Global Perspectives in Emergency Management	3 cr

PSA 495: Public Safety Administration Major Capstone 3 cr

Students enrolled in the Public Safety Major must choose one

of the Concentrations below for an additional 15 credits:

**Public Safety Professional Concentration:**

PSA 315: Public Safety Community Delivery Systems 3 cr  
 PSA 360: America's Homeland Security 3 cr  
 PSA 425: Counteracting Terrorism 3 cr  
 PSA 440: Research Methodology in Public Safety Admin 3 cr  
 PSA 445: Strategic Planning in Public Safety Administration 3 cr

**Emergency Medical Services Concentration:**

EMS Safety and Risk 3 cr  
 Management of Emergency Medical Services 3 cr  
 EMS Quality Management 3 cr  
 Community Risk Reductions in EMS 3 cr  
 PSA 445 Strategic Planning in Pub Safety 3 cr  
 Or  
 PSA 440 Research Methodology in Public Safety Administration

**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, elective, and Upper Division credit must equal 120 or more credits*

### Major Requirements

\*Choose one of the following: 3cr

- MAT 105: Statistics
- PSY 216: Statistics for Behavioral Science

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. 18cr

A minimum of 9 credits must be upper level (300 or 400 level). Course options include:

- SOC 210: Sociology of the Family
- SOC 215: Women in American Society
- SOC 311: Sociology of the City
- SOC 320: Urban Youth in American Society
- SOC 350: Children, School & the Community

- SOC 449: Social Problems: Impact on the Workplace

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 Capstone 3cr

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

### 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, health care, 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 over 15 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, etc.

Practicum Education is the signature pedagogy of social work education, combining the theoretical and conceptual framework of the classroom with the technical skillsets of the practice setting.

Students complete 100 hours per semester in an approved practicum agency for a total 400 hours; this includes guided supervision and class debrief meetings.

Students completing the bachelor's of science degree in social work will be required to complete 34 of the 120 credits through Charter Oak State College courses. Of the 34 credits that must be earned at Charter Oak State College 31 are directly in the social work major and three credits are in IDS 101 Cornerstone (which is required of all students regardless of their degree).

All degrees at Charter Oak State College require a student earn a minimum of 120 credits.

*Note: Charter Oak State College's Bachelor of Social Work (BSW) program is currently in Pre-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

Pre-social work students must apply for admission to the Social Work Program. This is in addition to declaring social work as their major.

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

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.

Candidates will also be required to complete a virtual interview with the Program 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.

^ These courses can only be taken once a student is formally accepted into the BSW program and must be taken at Charter Oak.

All social work must be completed with a "B" or better. ENG 101, ENG 102, PSY 410 and MAT105/PSY215 need a grade of "C" or better..

SWK 101: Introduction to Social Work ( <i>Formerly Titled: Change Agents</i> )	3 cr
SWK 110: History of Social Welfare ( <i>Formerly Titled: Superhero Within</i> )	3 cr
SWK 115: Difference, Diversity, and Privilege <i>(Formerly Titled: Learning and Understanding You)</i>	3 cr
*PSY 410: Research Methods Behavioral Science	3 cr
SWK 225: Human Behavior in the Social Environment 1 <i>(Formerly: SWK 320: Evolution of Change)</i>	3 cr
SWK 226: Human Behavior in the Social Environment 2 <i>(Formerly: SWK 321: Evolution of Transformers)</i>	3 cr
^SWK 305: Direct Practice with Individuals/Couples	3 cr
^SWK 310: Direct Practice with Families/Groups	3 cr
^Macro Social Work Practice	3 cr
^SWK 370: Social Work Practicum Experience 1	2 cr
^SWK 371: Social Work Seminar 1	2 cr
^SWK 372: Social Work Practicum Experience 2	2 cr
^SWK 373: Social Work Seminar 2	2 cr
^Social Work Practicum Experience 3	2 cr
^Social Work Seminar 3	2 cr
^Social Work Practicum Experience 4	2 cr
^Social Work Seminar 4	2 cr
^Social Work Capstone	3 cr

## **Program Learning Outcomes**

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

- demonstrate proficiency to make sound judgments regarding ethical and professional behavior;
- demonstrate proficiency in understanding diversity and difference in practice;
- demonstrate proficiency in understanding anti-racism, equity, and inclusion (AEDI) in practice;
- learn about and make sound judgments regarding the advancement of human rights and social, economic, and environmental justice;
- demonstrate the ability to engage with individuals, families, groups, organizations, and communities;
- demonstrate the ability to assess individuals, families, groups, organizations, and communities;
- demonstrate the ability to intervene with individuals, families, groups, organizations and communities; and
- evaluate practice with individuals, families, groups, organizations, and communities.

# 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 in Science major in Early Childhood Education is for students who desire to work in early childhood education programs primarily serving children birth-age 5. Students in this program acquire the knowledge and skills required to work with infants, toddlers, and preschoolers in community-based early childhood settings. Student may also work as paraeducators in the public school system or as licensed family child care providers. Each early childhood course requires field experience hours so that the student can gain practice in working directly with children. Students complete a total of 100 pre-practicum field experience hours and also complete a 200 hour practicum experience in an NAEYC accredited center or other approved classroom. Connecticut residents earning the AS in ECE are also eligible to earn the Office of Early Childhood (OEC) Early Childhood Teacher Credential- Level A- by directly applying to OEC once the degree is earned.

This degree requires a minimum of 60 credits. All major courses must be completed with a grade of C or above and students must successfully complete six key assessments to graduate with this major. Key Assessments are included as course assignments and demonstrate that the student has met the required competencies. Charter Oak State College uses the 'Professional Standards and Competencies for Early Childhood Educators' to prepare teachers to work in the field.

Students early childhood credits transferred to this major from another college are required to have all Charter Oak State College Key Assessments on file prior to graduation from the college.

*In order to earn an Associate's degree at Charter Oak, all Major, General Education, Liberal Arts, and elective credit must equal 60 or more 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

OR

ECE 261: Infant/Toddler Care: Methods and Techniques

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 elective credit must equal 60 or more credits.*

### Major Requirements

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 elective credit must equal 60 or more 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	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.



# Graduate Programs of Study and Degree Requirements

## Degree Offerings

Charter Oak State College offers a Master of Science degree in:

[Health Care Administration](#)

[Health Informatics](#)

[Organizational Leadership](#)

*Note: Undergraduate students who took Graduate courses as part of the [Fast Track](#) program may be eligible to transfer those graduate courses and grades to their graduate record.*

## 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 as their last course. 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.

## Health Care Administration

The comprehensive Master of Health Care 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 a transformational catalyst in creating future health care 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 Health Care 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

## Program Learning Outcomes

Students who graduate with a Master of Science in Health Care Administration will be able to:

- create a strategic plan for health care 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 health care 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 health care 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 health care policies and procedures;
- use and analyze clinical informatics to improve clinical performance;
- analyze what communication, teamwork, and leadership skills make an effective health care organization and develop an implementation plan;
- analyze global factors affecting the health care industry; and
- use marketing data analysis to develop a plan for growing an organization and creating brand recognition.

## Health Informatics

The comprehensive Master of Health Informatics curriculum focuses on the interdisciplinary study of the design, development, adoption and application of information, data and technology driven innovations in healthcare. Informatics is a top healthcare career choice because it combines patient care with health IT skills for the purpose of analyzing data. Health informatics impacts all areas of healthcare from the patient to administration to research. The focus is on the technical components of healthcare to help reduce medical errors, increase efficiency, reduce costs, and make savvy service decisions for the populations being served.

The mission of the program is to prepare a diverse group of highly effective health informatics leaders that utilize multifaceted IT lifecycle strategies and data analytic skills to transform and improve health care delivery, administration, research, and outcomes.

The vision of the program is to create Health Informatics leaders in the health data and applied informatics field.

The Master of Science in Health Informatics 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 540: Health Data Vocabularies and Standards	3cr

HIF 550: Clinical Database Management 3cr

HIF 610: Information Systems Analysis and Design 3cr

HIF 615: Information Technology Project Management 3cr

HIF 630: Health Information Systems 3cr

HIF 645: Health Information Security and Application 3cr

HIF 695: Health Informatics Masters Capstone 3cr

### Program Learning Outcomes

Students who graduate with a Master of Science in Health Informatics will be able to:

- apply healthcare informatics and technology concepts and skills to case studies and real-world situations;
- calculate and assess health data and statistical data for decision making in the healthcare environment;
- apply health policies and practices in areas such as legal, ethical, privacy and security and information governance;
- improve the various healthcare functions associated with the integration of information technology by implementing technology initiatives;
- develop system design and software initiatives for healthcare organizations;
- compile, conduct and create new information based the use of technology and datasets through data analytics;
- determine best practices for implementation of technology initiatives through effective project management; and
- apply technology tools, methods, and standards for collecting, organizing, representing, sharing, integrating and learning from health data and knowledge across the health informatics domains.

## 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
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.

# Certificates and Credentials

Certificate programs, both credit and non-credit, 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. The credit programs 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.

Credentials are a grouping of either credit or non-credit courses designed to meet state or national workforce requirements.

[Cancer Registry Management Certificate](#)

[Certificate in Clinical Documentation Improvement](#)

[Certificate in Health Information Management](#)

[Certificate in Health Insurance Customer Service](#)

[Certificate in Leadership in Health Care Administration](#)

[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](#)

[Physician Practice Management Certificate](#)

[Provider Credentialing Specialist Certificate](#)

[Speech and Language Pathology Assistant Certificate](#)

## Non-Credit Certification:

[ECE ARC: Alternate Route to Certification](#)

## Cancer Registry Management Certificate

The certificate is designed for adult learners who already have an Associate's degree but are looking for a specialized certificate to increase their opportunities for employment (or pursuing an associate's degree concurrently with the certificate). 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

BIO 212: Anatomy and Physiology	3cr
BIO 215: Pathophysiology	3cr
HCA 105: Medical Terminology	3cr

## Certificate Core Courses

HIM 200: Health Information Systems	3cr
HIM 230: Introduction to Cancer Registry and Management	3cr
HIM 231: Cancer Registry Operations	3cr
HIM 233: Cancer Disease Coding and Staging	3cr
HIM 235: Oncology Treatment and Coding	3cr
HIM 237: Cancer Registry Data Analytics, Quality, and Utilization	3cr
HIM 239: Abstracting Methods for Oncology	3cr
HIM 291: Cancer Registry Practicum	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 Clinical Documentation Improvement

This certificate is designed for adult learners who already have a minimum of an Associate's degree OR one of the following credentials: RN, LPN, RHIA, RHIT, CCS, CCS-P, CPC, COC, CIC, CPMA. In special cases, someone without these requirements may be granted permission from the Health Science and Technology Program Associate for admission into the program. The certificate was created for those who want a specialized certificate to increase their opportunities for employment in CDI. This certificate equips students with a working knowledge of clinical documentation improvement (CDI) tasks, procedures, policies, philosophy, and value. A focus will be placed on mastering documentation concepts as it relates to reimbursement and medical necessity. Courses will immerse students in real-world scenarios and processes, giving the student experience that simulates work experience in the field. A case study practicum is the final course and will require students to demonstrate high-level CDI knowledge and skills.

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

BIO 212: Anatomy and Physiology	3cr
BIO 215: Pathophysiology	3cr
HCA 105: Medical Terminology	3cr
HIM 205: Reimbursement Methodologies	3cr
HIM 210: Clinical Classification Systems I	3cr
HIM 211: Clinical Classification Systems II	3cr

### Certificate Core Courses

HIM 371: Revenue Cycle and CDI	3cr
HIM 373: CDI Operational Process	3cr
HIM 475: Compliance and Medical Necessity	3cr

HIM 477: Mastering Documentation 3cr

HIM 491: CDI Case Study Practicum 3cr

The Clinical Documentation Improvement Certificate Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

### Program Learning Outcomes

Students who complete a Certificate in Clinical Documentation Improvement will be able to:

- analyze coded diagnoses and procedures related to reimbursement methodologies and billing;
- analyze patient health records in the current EHR environment for documentation that meets accepted coding guidelines;
- query physicians for documentation clarification and interpretation;
- identify ethical, legal, and compliance issues as they relate to documentation, coding and reimbursement;
- evaluate the relationship between financials and clinical documentation that drives the operational revenue cycle performance;
- utilize the principles of chart review and clinical documentation improvement tools within the EHR;
- relate medical necessity to the criteria for quality documentation and communication of patient care and bidirectional clinical indicators; and
- demonstrate the ability to communicate, interact, and engage providers in the standards of documentation as an integral part of the practice of medicine.

## Certificate in Health Insurance Customer Service

The Certificate in Health Insurance Customer Services is designed for students who are interested in career development within the health insurance industry. It is also appropriate for individuals seeking to transition into the health insurance industry.

This Certificate is 18 credits and students may transfer in ITE 101 plus one other course to be approved by the Registrar. All courses must be completed with a grade of 'C' or better.

### Certificate Core Courses

HCA 101: Health Care Systems and Administration	3 cr
HCA 105: Medical Terminology	3 cr
HCA 201: Health Care Quality Concepts and Principles	3 cr
HIM 115: Principles of Health Information Management	3 cr

HIM 205: Reimbursement Methodologies 3 cr

ITE 101: Management Information Systems\* 3 cr

The Health Insurance Customer Service Certificate Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

## Program Learning Outcomes

Students who complete a Certificate in Health Insurance Customer Service will be able to:

- describe the different types of health care delivery systems and services;
- compare past, present, and anticipated changes in the health care environment;
- demonstrate an appreciation of factors that impact behavior in the health care field;
- use correct medical terminology;
- describe insurance claim processing from multiple perspectives;
- explain how to use, maintain, and safeguard medical records;
- use research methods appropriate to the field;
- explain patient rights measures;
- explain how health care quality is delivered, measured, and monitored;
- describe various payment sources and the populations they serve;
- analyze health care financial risk;
- assess customer service and client satisfaction;
- identify process improvement concepts and principles and apply to the health care field;
- demonstrate an understanding of computer applications used in health care;
- demonstrate and apply decision-making strategies related to the health care field; and
- demonstrate an understanding of ethical responsibilities in business and clinical practices.

## 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 health care knowledge and skills needed to manage patient data and improve patient care in today's health care environments. Knowledge of the electronic management of sensitive patient health information and health care organization revenue cycle management is critical for success in the health care field today. Our program is structured to provide a professional education with a comprehensive curriculum that is guided by the principle of quality health care 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.

This Certificate is 54 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: Health Care Systems and Administration 3 cr

HIM 115: Principles of Health Information Management 3 cr

HIM 200: Health Information Systems 3 cr

HIM 205: Reimbursement Methodologies 3 cr

\*HIM 210: Medical Coding and Billing I 3 cr

\*HIM 211: Medical Coding and Billing II 3 cr

HIM 300: Medical Vocabularies and Classification Systems 3 cr

HIM 305: Health Information Services Management & Leadership 3 cr

HIM 315: Health Care Statistics 3 cr

HIM 320: Electronic Health Records and Health Information Exchange 3 cr

HIM 405: Health Care Information Law, Privacy, and Security 3 cr

HIM 435: Healthcare Data Analysis and Information Governance 3 cr

HIM 420: Health Care Research and Quality 3 cr

HIM 498: Health Information Management Practicum 3 cr

HIM 499: Health Information Management Capstone 3 cr

\*All course prerequisites must be met.

## Certificate Foundation Courses

An additional 9 foundation credits are required for those students who do not already have the required medical science 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 (valid between July 2009-July 2019) 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:

HIM 200: Health Information Systems	3 cr
HIM 205: Reimbursement Methodologies	3 cr
HIM 300: Medical Vocabularies and Classification Systems	3 cr
HIM 305: Health Information Services Management & Leadership	3 cr
HIM 435: Healthcare Data Analysis and Information Governance	3 cr
HIM 498: Health Information Management Practicum	3 cr
HIM 499: Health Information Management Capstone	3 cr

## 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 health care organization revenue cycles;
- administer electronic health record systems;
- administer health information exchange systems;
- prepare health informatics reports that doctors, nurses, and other health care providers rely on to deliver quality health care;
- 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 Leadership in Health Care Administration

This certificate is primarily intended for students who are already employed in the health care industry (clinical, allied health, insurance, medical office, etc.). All courses may be completed online, and all credits will apply toward degree requirements at Charter Oak State College.

This Certificate is 18 credits, 12 of these credits must be completed at Charter Oak.

All courses must be completed with a grade of 'C' or better.

## Certificate Core Courses

Students must take one of the following: 3 cr

- HCA 101: Health Care Systems and Administration
- HCA 401: Regulatory & Accrediting Agencies Requirements for Health Care Organization

HCA 301: Contemporary Ethical Issues in Health Care 3 cr

HCA 311: Health Care Economics 3 cr

HCA 350: Transcultural Competency in Health Care Administration 3 cr

HCA 411: Health Care Law 3 cr

HCA 450: Leadership in Health Care Administration 3 cr

The Leadership in Healthcare Administration Certificate Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

## Program Learning Outcomes

Students who complete a Certificate in Leadership in Health Care Administration will be able to:

- identify and explain factors that impact behavior in the health care field;
- explain how understanding diversity is important to the health care field;
- describe patient rights measures;
- evaluate and interpret economic factors that influence health care decisions;
- identify and apply decision-making strategies related to the health care field;
- explain how legal/ethical issues apply to business/clinical practices;
- apply leadership competencies; and
- assess global factors affecting the health care industry.

# 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.

## ECE ARC: Alternate Route to Certification

This program consists of intensive and accelerated instruction by expert faculty. Accepted students must meet with the ECE ARC coordinator to discuss individual learning goals and needs. All students will receive orientation in the use of on-line learning technology and Charter Oak State College resources. Students will complete on-line coursework as well as meet for weekend classes on Saturdays at Charter Oak. Additionally, students must be able to complete multiple field based projects throughout the duration of the program as well as complete a four week unpaid full-time internship. Field sites for the internship will be selected for the students with the support of the ECE ARC coordinator. Students must successfully complete all portions

of the program as well as complete a final edTPA portfolio assessment in order to be recommended for teacher certification. No letter grades are posted to the official transcript for this program. Transcripts will display an 'NG' (No Grade) in the grade column. 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.

*The courses for this Certification include:*

ARC 001	Methods 1: Infant Toddler
ARC 002	Methods 2: Preschool/K
ARC 005	ARC Language and Literacy 2: Preschool and Kindergarten
ARC 006	Infant/Toddler Special Needs and Assessment
ARC 007	Preschool Special Needs & Assessment
ARC 008	Fieldwork and Observations
ARC 009	Ethics and Professionalism
ARC 010	Challenging Behaviors
edTPA Assessment	*CSDE assessment

\*Completed during a student teaching experience.

## 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.

## 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 you need to take additional undergraduate credit courses to meet the requirements for certification, the cost would be \$700 per three credit course. There would not be an additional application, semester, or tech fee. Regular credit course withdrawal and refund policies would apply.

## 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 health care, 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: Health Care 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. health care system and the various health care 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 health care organizations budget and financial success.

## 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 health care knowledge and skills needed to analyze and code patient data and improve reimbursement and data in today's health care environments. Knowledge of the electronic management of sensitive patient health information and health care organization revenue cycle management is critical for

success in the health care 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 health care 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: Reimbursement Methodologies	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.

# Physician Practice Management Certificate

The certificate is designed for adult learners who already have an Associate's degree but are looking for a specialized certificate to increase their opportunities for employment (or pursuing an associate's degree concurrently with the certificate). The certificate can be completed 100% online with faculty who are experts in the field. This can be a pathway to either the Bachelor of Science in Health Information Management or Healthcare Administration.

The Physician Practice Management Certificate is designed to prepare students to sit for one of two credential exams. The CPPM (Certified Physician Practice Manager) is offered by the AAPC and students are responsible for reviewing the [exam requirements](#). The CPME (Certified Practice Management Executive - Bachelor's Degree required) is offered by the MGMA and students are responsible for reviewing the [exam requirements](#).

This Certificate is 21 credits and 9 of these credits must be completed at Charter Oak. All courses must be completed with a grade of 'C' or better.

## Certificate Core Courses

HCA 201: Healthcare Quality, Concepts and Principles	3cr
HCA 211: Healthcare Finance	3cr
HCA 401: Regulatory & Accrediting Agencies Requirements for Health Care Organization	3cr
HIM 320: Electronic Health Records and Health Information Exchange	3cr
HIM 405: Health Information Law, Privacy, and Security	3cr
HCA 261: Physician Practice Management I	3cr
HCA 263: Physician Practice Management II	3cr

The Physician Practice Management Certificate Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

## Program Learning Outcomes

Students who complete a Certificate in Physician Practice Management will be able to:

- explain the various types of insurance plans and reimbursement methods;
- prepare healthcare business processes, workflow, and best practices;

- execute fraud, abuse, and corporate compliance policies;
- describe quality initiatives and healthcare risk management;
- perform medical office accounting, physician reimbursement, and revenue cycle processes;
- perform human resource management responsibilities;
- create a marketing plan and communication plan for business relationships;
- explain HIPAA regulations and data privacy and security measures;
- apply health information technology, electronic health records, and health information exchange concepts to practice management;
- use practice management software to successfully direct and organize staff and processes; and
- describe ethical considerations common to the healthcare environment.

# Provider Credentialing Specialist Certificate

The certificate is designed for adult learners who are looking for a specialized certificate to increase their opportunities for employment. The certificate can be completed 100% online with faculty who are experts in the field. The certificate can also be a pathway to either the Bachelor of Science in Health Information Management or Healthcare Administration.

A provider credentialing specialist's role is to verify that professional training, certifications, and licensing of healthcare professionals in their organization is up to date as well as in compliance with state and federal regulations. Provider credentialing specialists are employed by healthcare organizations such as hospitals, group practices, ambulatory care service providers, and credentialing agencies as well as health insurance and managed care organizations.

The Provider Credentialing Certificate is designed to prepare students to sit for the CPCS<sup>®</sup> (Certified Provider Credentialing Specialist) and/or CPMSM<sup>®</sup> (Certified Professional Medical Services Management) credential exams offered by the NAMSS<sup>®</sup>. Students are responsible for reviewing the [credential exam requirements](#).

The Provider Credentialing Specialist Certificate Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM<sup>®</sup>).

This Certificate is 12 credits and 6 of these credits must be completed at Charter Oak. All courses must be completed with a grade of 'C' or better.

## Certificate Core Courses

HCA 101: Health Care Systems and Administration	3cr
HCA 401: Regulatory & Accrediting Agencies Requirements for Health Care Organization	3cr

HCA 265: Provider  
Credentialing I 3cr

HCA 267: Provider  
Credentialing II 3cr

## **Program Learning Outcomes**

Students who complete a Certificate in Provider Credentialing Specialist will be able to:

- analyze an initial provider application along with supporting documentation for eligibility and completeness according to accreditation standards and federal regulations;
- analyze a provider reappointment or recredentialing application along with supporting documentation for eligibility and completeness according to accreditation standards and federal regulations; and
- monitor and evaluate provider complaints, sanctions, and adverse information between credentialing cycles to maintain compliance with accreditation standards and federal regulations.

## 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 have undergone a credit review. 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 Connecticut Credit Assessment Program (CCAP) 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 [Academic Counseling](#). 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

Students may request credit for the learning verified by a professional credential, certification, or license issued by a governmental agency or professional organization and obtained through a proctored qualification exam. 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 specific courses or for learning verified by credentials that are not eligible for credit reviews.

## Credit for Portfolios

Students may submit course-specific portfolios to request credit for credit-bearing courses taught at any regionally 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](#) page for more information.

## Credit for Non-Collegiate Training and Instructional Programs

Students may request credit for successful completion of non-collegiate workforce training that has been reviewed for credit by the American Council on Education College Credit Recommendation Service ([ACE Credit](#)), Connecticut Credit Assessment Program (CCAP), or National College Credit Recommendation Service ([NCCRS](#)). Students are eligible to receive [credit for training](#) successfully completed at the "C" (2.0) level or higher for undergraduate credit and "B" (3.0) level or higher for graduate credit during the effective dates for the credit recommendation. Students should use the [Portfolio Program](#) to request credit for specific courses for learning gained from non-collegiate training that has not been reviewed for credit.

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.

## Credit for Non-Collegiate Workforce Training and Instructional Programs

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 U.S. Armed Services training, 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.

## American Council on Education College Credit Recommendation Service and National College Credit Recommendation Service

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). Students who have successfully completed a workforce training program reviewed for credit by ACE CREDIT or NCCRS should have their official transcript sent to the Registrar's Office from the issuing agency or training sponsor.

## Connecticut Credit Assessment Program

The [Connecticut Credit Assessment Program](#) (CCAP) 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 who have successfully completed a program that has undergone a CCAP review should have their official transcript sent to the Registrar's Office.

## 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.

## 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 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 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 regionally 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 Connecticut Credit Assessment Program (CCAP); and
3. Individuals who have completed a non-collegiate program that has been approved for credit by the American Council on Education (ACE), Connecticut Credit Assessment Program (CCAP) 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 Regionally 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 regionally accredited at the time the credits were earned. Charter Oak recognizes the following regional 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 a regionally accredited community college or 4-year institutions 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 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 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 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:***

- AP
- CLEP
- CSM Learn
- DSST
- StraighterLine
- Study.com
- Sophia

## 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 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 Program

### 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 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 50% 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>.

## 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

[Board of Regents for Higher Education](#)

[Administration and Staff](#)

[Core Consulting Faculty](#)

[Teaching Faculty](#)

[Faculty Emeriti](#)

[Student Association](#)

[Alumni Association](#)

[Foundation, Inc](#)

[About This Catalog](#)

## 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)*

**Douglas Slavas**, Chief Information Officer

*(B.A. & M.A., Western New England University)*

[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 17 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 12 community colleges, four state universities and an online college, no matter where you live or work, there's a ConnSCU campus close to you.

## Core Consulting Faculty

### Academic Council

Name	Type	Degrees
Noah Baerman	Core Faculty	(B.A.M.), (M.Mus.)
Jean Barresi	Core Faculty	(B.S.), (M.S.)
Gregory Berry	Core Faculty	(B.A.), (M.B.A.), (Ph.D.)
Alison Birks	Core Faculty	(B.A.), (M.S.)
Walton Brown-Foster	Core Faculty	(B.A.), (M.A.), (Ph.D.)
Suzanne Cansler	Core Faculty	(B.A.), (M.A.)
Pauline Clifford	Core Faculty	(B.A.), (M.Ed.), (Ph.D.)
Maureen Conard	Core Faculty	(Ph.D.)
Cynthia Conrad	Core Faculty	(B.A.), (M.A.), (Ph.D.)
Tuesday Cooper	Core Faculty	(B.A.), (J.D.), (Ed.D)
Miguel Corona	Core Faculty	(B.S.), (M.A.), (D.M.)
Marisol Cruz St Juste	Core Faculty	(B.A.), (M.A.)
Joseph Cullen	Core Faculty	(B.A.), (M.Ed.), (Ph.D.)
Angelina Dale	Core Faculty	(B.A.), (M.A.)
Noelle Dale-Brown	Core Faculty	(B.S.)
Kathleen Dove	Core Faculty	(B.A.), (M.S.)
Neil Dworkin	Core Faculty	(Ph.D.)
Jeff M Dykes	Core Faculty	(B.S.), (M.S.)

Name	Type	Degrees
Luke Eilderts	Core Faculty	(B.A.), (M.A.), (Ph.D.)
Hamid El Khalfi	Core Faculty	(M.A.), (Ph.D.)
Patrice Farquharson	Core Faculty	(B.S.), (M.S.), (Ed.D)
Kevin Fitzgerald	Core Faculty	(B.A.), (M.B.A.)
Janine Fondon	Core Faculty	(B.A.), (M.A.)
Andre Freeman	Core Faculty	(B.S.), (M.S.)
James Fuller	Core Faculty	(B.A.), (M.S.)
Meg Galante-DeAngelis	Core Faculty	(B.S.), (M.A.)
Jessica Gauvin	Core Faculty	(B.A.), (J.D.)
James Gentile	Core Faculty	(B.A.), (M.A.), (Ph.D.)
Leonard Giambra	Core Faculty	(B.A.), (M.A.), (PH.D.)
Krystyna Gorniak-Kocikowska	Core Faculty	(M.A.), (Ph.D.)
Kimberly James	Core Faculty	(B.S.), (M.S.), (Ph.D.)
Eric Kirby	Core Faculty	(B.S.), (M.S.), (Ph.D.)
Jeffrey Kovach	Core Faculty	(B.A.), (M.A.)
Dov Kugelmass	Core Faculty	(B.A.), (M.A.), (Ph.D.)
Kristine Larsen	Core Faculty	(B.A.), (M.S.), (Ph.D.)
Qing Mack	Core Faculty	(B.A.), (M.S.), (Ed.D)
Vanda Marques	Core Faculty	(B.S.), (M.A.), (Ph.D.)
Michael McGivern	Core Faculty	(B.S.), (M.S.), (Ph.D.)
Manoj Misra	Core Faculty	(M.A.), (Ph.D.)
Randell Orner	Core Faculty	(B.S.), (M.S.), (Ph.D.)
Jessica Pawlik-York	Core Faculty	(B.A.), (M.S.)

Name	Type	Degrees
Tenell Rhodes	Core Faculty	(B.S.), (M.S.)
Kegan Samuel	Core Faculty	(B.S.), (M.S.), (Ph.D.)
Wayne Sandford	Core Faculty	
D Glenn Simmons	Core Faculty	(B.S.), (M.Ed.), (Ph.D.)
David Sloane	Core Faculty	(B.A.), (M.A.), (Ph.D.)
Kimberly Sorrentino	Core Faculty	(B.A.), (M.S.)
Ashlee Spencer	Core Faculty	(B.S.), (M.B.A.)
Nina Tarner	Core Faculty	(B.S.), (M.S.), (Ph.D.)
David Teva	Core Faculty	(B.A.), (M.A.), (Ph.D.)
Geoffrey Vanderpal	Core Faculty	(B.S.), (M.B.A.), (D.B.A.)
Judy Wallace	Core Faculty	(D.Sc.)
Jessica Waterhouse	Core Faculty	(B.S.), (M.S.)
Crystal Wiggins	Core Faculty	(B.A.), (M.A.), (D.B.A.)
Karen Wosczyzna-Birch	Core Faculty	(B.S.), (M.S.)

## 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](#).

## Faculty Emeriti

Name	Type	Degrees
Donald Brodeur	Faculty Emeriti	
Irene Clampet	Faculty Emeriti	(B.A.), (M.B.A.)
Lucille V Cusano	Faculty Emeriti	(M.S.)
Carlo Esidore	Faculty Emeriti	(B.S.), (M.B.A.)
Nathan Greeno	Faculty Emeriti	(B.A.), (M.A.)
Phyllis Gutowski	Faculty Emeriti	(M.S.)
David Henderson	Faculty Emeriti	(B.A.), (Ph.D.)
Arthur L. Herrmann	Faculty Emeriti	
Keith B Johnson	Faculty Emeriti	(D.B.A.)
Elizabeth Markham	Faculty Emeriti	(Ph.D.)
Sandra West Morgan	Faculty Emeriti	(Ph.D.)
Shyamala Raman	Faculty Emeriti	(B.A.), (M.B.A.), (Ph.D.)
Julius Rubin	Faculty Emeriti	(Ph.D.)
Mary Beverly Wall	Faculty Emeriti	(B.A.), (M.A.), (Ph.D.)
Robert Zabek	Faculty Emeriti	(Ph.D.)

## Student Association

### Officers

**President:** Amy DeGeorge

**Vice President:** Tenell Rhodes\*

**Secretary:** Open

**Treasurer:** Kiana Bonsu

### Council Members

Daquanna Gamble

Tesche Gray

\* Student Representative to the Board of Regents Student Advisory Committee

### Student Association Advisor

[Wanda Warshauer](#), Director of Academic Services

## Teaching Faculty

Name	Type	Degrees
George Ackerman	Adjunct Faculty	(B.A.), (M.S.), (Ph.D.)
Mary Acri	Adjunct Faculty	(B.A.), (M.S.W.), (Ph.D.)
Maegan Adams	Adjunct Faculty	(B.S.), (M.Ed)
Sabrina Adams-Roberts	Adjunct Faculty	(B.A.), (M.S.W.)
Kenneth Adamson	Adjunct Faculty	(B.A.), (M.A.)
Baindu Akinrotiba	Adjunct Faculty	(B.A.), (M.S.W.), (Ph.D.)
Kelli Allen-Dunn	Adjunct Faculty	(B.S.), (M.S.)
Melissa Alvarado	Adjunct Faculty	(B.S.), (M.S.)
James Amarante	Adjunct Faculty	(B.A.), (M.S.W.)
Amy Anderson Moncy	Adjunct Faculty	(B.S.), (M.S.)
Janice Andrews	Adjunct Faculty	(B.S.N.), (M.S.)
Kenneth Anthony	Adjunct Faculty	(B.A.), (M.S.)
Fritz Barionette	Adjunct Faculty	(B.S.), (M.S.), (Ph.D.)
Thomas Barron	Adjunct Faculty	(B.S.), (M.B.A.)
Deborah Barshay	Adjunct Faculty	(B.A.), (M.A.), (Ph.D.)
Barbara Barton	Adjunct Faculty	(B.S.), (M.A.)
Elizabeth Begley	Adjunct Faculty	(B.S.N.)
Connie Bell	Adjunct Faculty	(B.S.), (M.B.A.)
Christina Benjamin	Adjunct Faculty	(B.S.), (M.A.)
Nicholas Bergan	Adjunct Faculty	(B.A.), (M.S.)
Harry Berkson	Adjunct Faculty	(B.S.), (M.S.)
Sandra Bispham-Haywood	Adjunct Faculty	(B.A.), (J.D.)
Janine Boland	Adjunct Faculty	(B.A.), (M.S.)
Stacey Bottone	Adjunct Faculty	(B.S.), (M.B.A.), (Ph.D.)

Name	Type	Degrees
Louis Boudreau	Adjunct Faculty	(B.A.), (M.S.), (Ph.D.)
Victoria Bracale	Adjunct Faculty	(B.A.), (M.S.)
Danika Brinda	Adjunct Faculty	(B.A.), (M.A.), (Ph.D.)
David Brown	Adjunct Faculty	(B.A.), (M.B.A.)
Elizabeth Brown	Adjunct Faculty	(B.S.), (M.S.), (Ph.D.)
Vangella Buchanan	Adjunct Faculty	(B.A.), (M.A.)
Dawn Bunting	Adjunct Faculty	(B.S.), (M.S.), (Ed.D)
Jada Bush	Adjunct Faculty	(B.S.), (M.S.)
Erica Butcher	Adjunct Faculty	(B.S.), (M.A.), (Ph.D.)
MiKyle Byrd-Vaughn	Adjunct Faculty	(B.A.), (M.S.), (ND)
Sabrina Cameron	Adjunct Faculty	(B.S.), (M.S.W.), (D.S.W)
Maria Canales Tapia	Adjunct Faculty	(B.A.), (M.A.)
Carmen Canales	Adjunct Faculty	(B.A.), (M.B.A.)
Daryl Capuano	Adjunct Faculty	(J.D.)
Lori Cerone	Adjunct Faculty	(B.S.), (M.S.)
Randall Chains	Adjunct Faculty	(M.S.)
Angela Chapman	Adjunct Faculty	(M.B.A.)
Lois Church	Adjunct Faculty	(B.A.), (M.A.)
Emily Ciscar	Adjunct Faculty	(B.A.), (M.A.)
Anna Clarke	Adjunct Faculty	(B.S.W.), (M.S.W.), (Ph.D.)
Claire Clifford	Adjunct Faculty	(B.S.), (M.A.), (Ph.D.)
Stephanie Colacicco	Adjunct Faculty	(B.A.), (M.S.)
Schuyler Connell	Adjunct Faculty	(B.S.), (M.S.)
Karen Conway	Adjunct Faculty	(B.A.), (M.S.)
Kathleen Coppola	Adjunct Faculty	(B.S.), (M.A.)

Name	Type	Degrees
Jisel Cordero	Adjunct Faculty	(M.Ed)
Carlita Cotton	Adjunct Faculty	(B.A.), (M.Div.), (Ph.D.)
Melanie Crooms	Adjunct Faculty	(B.S.), (M.S.)
Rachael D'Andrea	Adjunct Faculty	(B.S.), (M.S.)
Brittney Dahlin	Adjunct Faculty	(B.S.)
Nicki Dakis	Adjunct Faculty	(B.A.), (M.A.)
Anthony Davila	Adjunct Faculty	(B.A.), (M.A.), (Ph.D.)
Susan Deane	Adjunct Faculty	(B.S.N.), (M.S.N.), (Ed.D)
Aaron Deris	Adjunct Faculty	(B.A.), (M.Ed.), (Ph.D.)
Deirdre Doyle	Adjunct Faculty	(B.S.), (M.S.)
Percis Drew	Adjunct Faculty	(B.S.), (M.S.)
Ellen Duell	Adjunct Faculty	(B.S.), (M.S.)
Mark Dunn	Adjunct Faculty	(B.A.), (M.S.)
Keith Earnshaw	Adjunct Faculty	(B.S.), (M.S.), (Ph.D.)
Melanie Eaton	Adjunct Faculty	(B.A.), (M.S.)
Robert Eddy	Adjunct Faculty	(B.A.), (M.S.)
Cynthia Edgerton	Adjunct Faculty	(M.Ed.)
Karen Edmond	Adjunct Faculty	(B.S.W.), (M.S.W.)
Samantha Endres	Adjunct Faculty	(B.S.)
Sharif Erik-Soussi	Adjunct Faculty	(M.B.A.)
Kelly Fast	Adjunct Faculty	(B.S.), (M.S.)
Robert Freeborough	Adjunct Faculty	(B.S.), (M.A.)
Sheila Fry	Adjunct Faculty	(M.A.)
Michelle Fuhrman	Adjunct Faculty	(B.S.), (M.S.)
Jessica Gabriele	Adjunct Faculty	(B.S.), (M.S.), (DNP)
Arlene Garcia	Adjunct Faculty	(B.S.), (M.S.W.), (Ed.D)
Pamela Giberti	Adjunct Faculty	(B.A.), (M.Ed)



Name	Type	Degrees
Jessica Gilpatrick	Adjunct Faculty	(B.A.), (M.S.)
Lisa Gimber	Adjunct Faculty	(B.S.), (M.H.A.)
Gary Giss	Adjunct Faculty	(B.A.), (M.A.)
Michael Gold	Adjunct Faculty	(B.A.), (M.A.), (Ph.D.)
James Golden	Adjunct Faculty	(B.S.), (M.S.W.), (Ph.D.)
Michael Goldner	Adjunct Faculty	(B.A.), (J.D.)
Joseph Gradecki	Adjunct Faculty	(B.S.), (M.S.)
Tanya Grant	Adjunct Faculty	(B.A.), (M.S.), (Ph.D.)
Katharine Griffin	Adjunct Faculty	(B.S.), (M.S.)
John Halstead	Adjunct Faculty	(B.S.), (M.S.), (Ph.D.)
Cheryl Harrison	Adjunct Faculty	(B.A.), (M.A.), (Ed.D.)
Azia Harry	Adjunct Faculty	(B.S.), (M.S.)
Michael Hartwig	Adjunct Faculty	(B.A.), (M.A.), (Ph.D.)
Iris Haze	Adjunct Faculty	(B.A.), (M.S.W.)
Kashanna Hector-Lebby	Adjunct Faculty	(B.S.), (M.S.)
Christopher Heller	Adjunct Faculty	(B.S.), (J.D.)
Calvin Henry	Adjunct Faculty	(B.S.), (M.S.)
Laura Herbert	Adjunct Faculty	(B.B.A.), (M.S.)
Reginald Hicks	Adjunct Faculty	(B.S.), (M.B.A.), (D.M.)
Heidi Hillstrom	Adjunct Faculty	(B.A.), (M.S.)
Maureen Hogan	Adjunct Faculty	(B.A.), (M.Ed), (Ph.D.)
Jennifer Hooks	Adjunct Faculty	(B.S.), (M.B.A.)
James Hoover	Adjunct Faculty	(B.S.), (M.S.)
Katherine Houghtaling	Adjunct Faculty	(B.A.), (M.S.)
Holly Howery	Adjunct Faculty	(B.S.), (M.S.)

Name	Type	Degrees
Tiffany Hoxie	Adjunct Faculty	(B.S.), (M.S.)
William Ingersoll	Adjunct Faculty	(B.A.), (M.A.)
Lonnie Inzer	Adjunct Faculty	(B.S.), (M.L.S.)
Rodney Irizarry	Adjunct Faculty	(B.S.), (M.S.)
Dontreal Jackson-Ross	Adjunct Faculty	(B.B.A.), (M.A.)
Jason Jakubowski	Adjunct Faculty	(B.A.), (M.P.A.)
Cynthia James	Adjunct Faculty	(B.S.), (M.A.)
Kelsey Jendrzey	Adjunct Faculty	(B.A.S.), (M.S.)
April Jenkins	Adjunct Faculty	(B.A.), (M.S.W.)
Melissa-Sue John	Adjunct Faculty	(B.A.), (M.A.), (Ph.D.)
Asia Johnson	Adjunct Faculty	(B.A.), (M.A.)
Chris Johnson	Adjunct Faculty	(B.A.), (M.A.)
Dezette Johnson	Adjunct Faculty	(B.S.W.), (M.S.W.), (Ph.D.)
Marsha Jones	Adjunct Faculty	(B.S.), (M.S.)
Sherese Jones	Adjunct Faculty	(B.S.), (M.Ed), (Ed.D.)
Linda Kapinos	Adjunct Faculty	(B.S.), (M.Ed)
Nicole Kapinos	Adjunct Faculty	(B.S.), (DNP)
Linda Kessler	Adjunct Faculty	(B.A.), (M.S.)
Caitlin Kingston	Adjunct Faculty	(B.A.), (M.S.W.)
Stephanie Knutson	Adjunct Faculty	(B.S.), (M.S.), (Ed.D.)
Srinivas Kolli	Adjunct Faculty	(B.S.), (M.S.)
Rachel Kovach	Adjunct Faculty	(B.A.), (M.Ed)
Susan Krampitz	Adjunct Faculty	(B.S.), (M.S.)
Mallory Lafayette	Adjunct Faculty	(B.S.W.), (M.S.W.)
Jennifer Lapinel Spincken	Adjunct Faculty	(B.A.), (M.A.)
Karen Lapuk	Adjunct Faculty	(B.A.), (M.A.)
Cheryl Larsen	Adjunct Faculty	(B.S.), (M.S.)

Name	Type	Degrees
Jennifer Lathrop	Adjunct Faculty	(B.S.), (M.Ed)
Peggy Lauria	Adjunct Faculty	(B.A.), (M.A.), (Psy.D.)
Susan Leroy	Adjunct Faculty	(B.A.), (M.A.)
Lorinda Lewis	Adjunct Faculty	(B.A.), (M.S.), (Ph.D.)
David Lihn	Adjunct Faculty	
Charlene Livaudais	Adjunct Faculty	(B.S.), (M.S.), (Ed.D)
Kenneth Long	Adjunct Faculty	(B.A.), (M.P.A.), (Ph.D.)
Rose Luglio	Adjunct Faculty	(B.S.), (M.A.)
Henry Lugo III	Adjunct Faculty	(B.M.A.), (M.Mus.)
Margaret MacDonald	Adjunct Faculty	(B.A.), (M.S.), (Ph.D.)
Ruth MacDonald	Adjunct Faculty	(M.B.A.), (Ph.D.)
Deanna Macon	Adjunct Faculty	(B.A.), (M.A.)
Talhaht Mannan	Adjunct Faculty	(B.A.), (M.S.)
Kimberly Mansfield	Adjunct Faculty	(B.S.), (M.A.)
Ricardo Mardales	Adjunct Faculty	(B.S.), (M.S.)
Scott Martus	Adjunct Faculty	(B.S.), (M.S.)
Laura Ann Mastrangelo	Adjunct Faculty	(B.S.), (Ph.D.)
Neil Mathur	Adjunct Faculty	(B.A.), (M.Ed), (Ph.D.)
Ashley McCollum	Adjunct Faculty	(B.A.), (M.S.)
Katie McGinnis	Adjunct Faculty	(B.A.)
April McGrath	Adjunct Faculty	(B.A.), (M.S.N.), (DNP)
Tonya McNair	Adjunct Faculty	(B.S.), (M.S.W.)
Julie McNamara	Adjunct Faculty	(B.S.), (M.S.)
Brian Meier	Adjunct Faculty	(B.S.), (M.S.), (Ph.D)
Yunliang Meng	Adjunct Faculty	(B.S.), (M.S.), (Ph.D.)

Name	Type	Degrees
Virginia Metaxas	Adjunct Faculty	(B.A.), (M.A.), (Ph.D.)
Sabine Meyer	Adjunct Faculty	(M.A.), (Ph.D.)
Regina Miller	Adjunct Faculty	(B.A.), (M.A.), (Ph.D.)
Gaylynn Moore	Adjunct Faculty	(B.S.), (M.A.), (Ph.D.)
Elisabeth Morel	Adjunct Faculty	(B.S.), (M.A.)
Kaitlyn Morgis	Adjunct Faculty	(B.S.), (M.S.)
Julianne Morin	Adjunct Faculty	(B.S.), (M.S.W.)
John Morra	Adjunct Faculty	(B.A.), (M.A.)
Patrick Mottola	Adjunct Faculty	(A.B.), (J.D.)
Giorgio Mugno	Adjunct Faculty	(B.A.), (M.S.)
Kathryn Murphy	Adjunct Faculty	(M.S.), (Ed.D)
Jacqueline Myers	Adjunct Faculty	(B.S.), (M.A.), (Ph.D.)
Rebecca Natale	Adjunct Faculty	(B.A.), (M.A.), (Ph.D.)
Kristi Newgarden	Adjunct Faculty	(B.A.), (M.A.), (Ph.D.)
Marisa Novello	Adjunct Faculty	(B.A.), (M.S.W.)
Catherine Orazi	Adjunct Faculty	(B.A.), (J.D.)
Susana Orozco	Adjunct Faculty	(B.A.), (M.S.)
Brooke Palkie	Adjunct Faculty	(B.A.), (M.A.), (Ed.D)
Samantha Parillo	Adjunct Faculty	(B.S.), (M.S.)
Joan Parris	Adjunct Faculty	(B.A.), (M.A.T.)
Megan Patton	Adjunct Faculty	(BS), (MS)
Linda Perfetto	Adjunct Faculty	(B.S.), (M.S.), (Ph.D.)
Paul Petterson	Adjunct Faculty	(M.A.), (Ph.D.)
Megan Pollock	Adjunct Faculty	(B.S.), (M.S.)
Christine Polson	Adjunct Faculty	(B.A.), (M.S.)
David Preizler	Adjunct Faculty	(B.A.), (M.A.)

Name	Type	Degrees
Megan Prunte	Adjunct Faculty	(B.S.), (M.P.H.)
Julie Pursley	Adjunct Faculty	(B.S.), (M.S.)
Darius Raymond	Adjunct Faculty	(B.S.), (M.S.W.)
Alaisen Reed	Adjunct Faculty	(B.A.), (M.B.A.), (Ed.D)
Tavon Reid	Adjunct Faculty	(B.S.), (M.S.)
Tina Reynoso	Adjunct Faculty	(B.A.), (M.A.)
Melissa Rigney	Adjunct Faculty	(B.A.), (M.A.), (Ph.D.)
Robert Rimkis	Adjunct Faculty	(B.A.), (D.C.)
Lisa Rioux	Adjunct Faculty	(B.S.), (M.S.)
Maribel Rivera Smith	Adjunct Faculty	(B.S.), (M.S.)
Jennifer Robertson	Adjunct Faculty	(B.S.), (M.S.)
John Rogers	Adjunct Faculty	(B.A.), (M.A.), (Ph.D.)
Chris Rose	Adjunct Faculty	(B.A.), (M.B.A.), (Ph.D.)
Brandon Rothschild	Adjunct Faculty	(B.S.), (M.S.W.)
John Rusnak	Adjunct Faculty	(B.S.), (M.Ed), (Ph.D.)
Rosemary Ryan	Adjunct Faculty	(B.A.), (M.P.H.)
Joseph Saitta	Adjunct Faculty	(B.A.), (M.Ed.), (Ed.D)
Gina Sanvik	Adjunct Faculty	(B.S.), (M.S.)
Foster Scotland	Adjunct Faculty	(B.S.), (M.B.A.)
Hannah Sellers	Adjunct Faculty	(B.S.), (M.A.)
Yesenia Servin	Adjunct Faculty	(B.S.)
Jeffrey Shama	Adjunct Faculty	(B.S.), (J.D.)
Margaret Sheehan	Adjunct Faculty	(B.S.), (M.S.), (Ph.D.)
Kelly Shehan	Adjunct Faculty	(B.A.), (M.A.)
Rachael Smith	Adjunct Faculty	(B.S.), (M.S.)
Sheila Solernou	Adjunct Faculty	(B.S.N.), (M.S.N.), (Ed.D)

Name	Type	Degrees
Mike Spector	Adjunct Faculty	(Ph.D.)
Michael Starenko	Adjunct Faculty	(B.A.), (M.A.)
Nathan Stephens	Adjunct Faculty	(B.A.), (M.P.A.)
Mary Stone	Adjunct Faculty	(B.A.), (M.S.)
Michelle Stronz	Adjunct Faculty	(B.S.), (M.P.A.), (Ed.D)
Ivan Sturm	Adjunct Faculty	(B.M.A), (M.Mus.)
Shenita Talton	Adjunct Faculty	(B.A.), (M.S.)
Jody Tate	Adjunct Faculty	(B.S.), (M.S.)
Mary Tatro	Adjunct Faculty	(B.A.), (M.Ed)
Mary Jean Thornton	Adjunct Faculty	(B.A.), (M.B.A.), (Ed.D)
Anna Rita Tornello	Adjunct Faculty	(B.A.), (M.A.)
Jennifer Traver	Adjunct Faculty	(B.A.), (M.S.)
Peete V'Peters	Adjunct Faculty	(B.S.), (M.S.), (Ph.D)
Frank Valier	Adjunct Faculty	(B.S.), (M.B.A.), (D.B.A.)
Lindsay Veale	Adjunct Faculty	(B.A.), (M.S.W.), (D.S.W.)
Barry Vroeginday	Adjunct Faculty	(Ed.D)
Joseph Walker	Adjunct Faculty	(B.A.), (M.A.), (Ph.D.)
Stacey Walraven	Adjunct Faculty	(B.S.)
Jennifer Washington	Adjunct Faculty	(B.A.), (M.S.), (Ed.D)
Deborah Watson	Adjunct Faculty	(B.S.), (M.S.)
Robin Weinberg	Adjunct Faculty	(B.A.), (M.A.)
Ilyse Wells	Adjunct Faculty	(B.A.), (M.S.)
Christopher Wessinger	Adjunct Faculty	(B.S.), (Ph.D.)
Deborah Westlund	Adjunct Faculty	(B.A.), (M.S.)
Jonathan Wetmore	Adjunct Faculty	(B.S.), (J.D.)
Cayla White	Adjunct Faculty	(B.S.), (M.S.)

Name	Type	Degrees
Linda Wilder	Adjunct Faculty	(B.A.), (M.A.)
Dana Wilkie	Adjunct Faculty	(B.A.), (M.A.), (Ed.D)
Sheri Winchell	Adjunct Faculty	(B.A.), (M.A.)
Orlando Wright	Adjunct Faculty	(B.S.), (M.A.), (Ph.D.)
Adeline Yllanes	Adjunct Faculty	(B.A.), (M.S.)
Eric Zematis	Adjunct Faculty	(B.A.), (M.S.)

# 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
AMS 499	American Studies Capstone	3.00	y		Y
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

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
BUS 270	Six Sigma Yellow Belt	3.00		INV	N
BUS 341	Risk Management & Insurance	3.00			N
BUS 499	Business Administration Capstone	3.00			N
CHE 101	Chemistry with Lab	4.00	sy	SRE	Y
COM 101	Speech Communication	3.00	oy	ORC	Y
COM 112	The Art and Joy of Communication	1.00			Y
COM 113	Creative Communication	3.00			Y
COM 114	The Lost Art of Civility	1.00			Y
COM 326	Organizational Communication	3.00	by	ORC	Y
COM 499	Communication Capstone	3.00	y		Y
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 230	Managing Risk Information Systems	3.00			N
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 435	Network Security Strategies	3.00			N

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
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
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 299	ECE Practicum I	6.00			N
ECE 304	Adv Lang & Literacy: Infant/Toddler	3.00			N
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 399	ECE Practicum II	6.00			N
ECE 492	Program Admin/Leadership Practicum	3.00			N
ECE 493	ECE Program Admin & Ldrshp Capstone	3.00			N

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
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
ECO 104	Microeconomics	3.00	b	SBS	Y
ECO 410	Global Economics	3.00	bg		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 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
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 302	World Literature for Children	3.00	agn	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
ENG 499	Literature Capstone	3.00	y		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



Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
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
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 520	Healthcare Marketing	3.00			
HCA 525	Epidemiology & Population HI	3.00			
HCA 535	Healthcare Information Governance	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 540	Hlth Data Vocab and Standards	3.00			
HIF 550	Clinical Database Management	3.00			
HIF 610	Info Systems Analysis & Design	3.00			

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
HIF 615	Information Technology Project Mgt	3.00			
HIF 630	Health Information Systems	3.00			
HIF 635	Advanced Data Analytics	3.00			
HIF 645	Hlth Info Security & Application	3.00			
HIF 695	M.S. Health Informatics Capstone	3.00			
HIM 115	Principles of Health Inform Mgt	3.00			N
HIM 200	Health Information Systems	3.00			N
HIM 205	Reimbursement Methodologies	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
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	Healthcare Statistics	3.00	q		Y
HIM 320	Electronic Hlth Records/Info Exch	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	Health Research and Quality	3.00			N
HIM 435	Healthcare Data Analytics/Info Gov	3.00			N
HIM 475	Compliance and Medical Necessity	3.00			N

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
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
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 225	Digital Tools in Healthcare	3.00		DIG	N
HLT 305	Health Promotion	3.00			N
HLT 330	Public Health Policy	3.00			N
HLT 375	Food & Mood: Nutrition Mental Hlth	3.00			N
HLT 499	Health Studies Capstone	3.00	y		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
HSE 499	Applied Behavioral Science 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

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
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			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 145	Fund Information Systems Security	3.00			N
ITE 220	Networking & Data Communications	3.00			N
ITE 225	Computer Organization	3.00			N
ITE 330	Systems Analysis and Design	3.00			N
ITE 345	Computer Ethics	3.00	d		Y
ITE 410	Software Engineering	3.00			N
ITE 430	Database Management and Design	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

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
MGT 351	Managing a Growing Business	3.00			N
MGT 352	Financing Entrepreneurial Ventures	3.00			N
MGT 353	Eval New Business Opportunities	3.00			N
MGT 360	Small Business Management	3.00			N
MGT 365	Non-Profit Management	3.00	y		N
MGT 370	Operations Management	3.00			N
MGT 371	Logistics & Supply Chain 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
MKT 220	Principles of Marketing	3.00	y		N
MKT 310	International Marketing	3.00	gy		N
MKT 350	Digital Mktg & Comm in a Globl Envr	3.00	g		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
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			

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
OEL 520	Execut 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 655	Roles of Nonprof in Fstrng Soc Chng	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
PLG 499	Paralegal Capstone	3.00	y		N
POL 150	American Government	3.00	bu	SBS	Y
POL 210	Controversies in Law & Politics	3.00	by	SBS	Y
POL 220	State & Local Government	3.00	by	SBS	Y
POL 225	Latin Am Pol & Government	3.00	bgny	SBS	Y
POL 250	Ethics in International Relations	3.00	bdgny	SBS	Y

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
POL 321	Constitutional Law	3.00	uy		Y
POL 334	Modern Political Thought	3.00	b	SBS	Y
POL 350	International Terrorism	3.00	bgny		Y
POL 499	Political Science Capstone	3.00	y		Y
PSA 125	Foundations of EMS	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 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
PSY 334	Psychology of Personality	3.00	by	SBS	Y

Course Number	Name	CR	'05 Gen Ed Code*	'23 Gen Ed Code*	Liberal Arts
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
PUB 499	Public Administration Capstone	3.00	y		N
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	Social Work Seminar 1	2.00			N
SWK 372	Social Work Practicum Exp 2	2.00			N
SWK 373	Social Work Seminar 2	2.00			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.

## American Studies

### AMS 499

#### **American Studies Capstone..... 3.00 credits**

This is the capstone course for the American Studies concentration and should be taken in the student's last semester. Students must have completed thirty credits of their concentration courses prior to taking the course. The goal of the course is to integrate the knowledge gained in the American Studies concentration courses. The course must be taken at Charter Oak State College. Prerequisite(s): ENG 101, ENG 102.

## 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. Prerequisite(s): BIO 130.

### 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, BIO 212.

## 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.

## **Chemistry**

## **CHE 101**

### **Chemistry with Lab. . . . . 4.00 credits**

This course will focus on general chemistry via asynchronous online discussions, presentations and demonstrations. Lab theory and skills will be a combination of online discussion and a home lab. Students taking the lab will be required to sign a waiver. This course cannot be used towards the Chemistry concentration. Recommended Prerequisite: High school Algebra.

## **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 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 114**

### **The Lost Art of Civility. . . . . 1.00 credits**

This course will focus on civil discourse which is the process through which people come together to discuss and debate, find shared knowledge, and enhance understanding. Topics include: the state of civility in society today, free speech, the psychology of cognitive bias, the structure of productive debate and argument, engaged listening and conversation across difference. By the end of the course, students will have practiced, through reading, writing, listening, and speaking, the art of civility and civil discourse, and will be able to bring these skills to their communities, companies, organizations, and families. Note: Does not contribute to Written or Oral Communication General Education requirements.

**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 499****Communication Capstone. . . . . 3.00 credits**

This is the capstone course for the Communication 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 knowledge gained in the Communication concentration courses. The course must be taken at Charter Oak State College. Prerequisite(s): ENG 101, ENG 102.

**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. (3 credits)

**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 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 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.

**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 young children's growth and development in diverse contexts. (3 credits)

**ECE 176****Hlth,Safety & Nutri: Birth to Eight. . . . . 3.00 credits**

Children must be in a state of wellness in order to learn and reach their full potential. This course provides 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 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 of our children and families. Students explore topics including child development; physical and mental health; childhood diseases and illnesses; safe environments and activities; child abuse with an emphasis on the teachers' role as mandated reporters; nutritionally sound menus; as well as the importance of food safety. This course requires 10 field experience hours. Students are required to write three lesson plans with one plan being implemented in a classroom or other early care setting. (3 credits) Prerequisites: ECE 101, ECE247, ECE 217, and ECE 222\* or ECE 261\* \*Does not apply to Child Studies Majors

**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.

**ECE 210****Observ & Assess in EC Programs. . . . . 3.00 credits**

This course is designed to provide an overview of observation and assessment of children in the early childhood classroom, specific to children who are between the ages of 0-5. 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 state guidelines for early learning. 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. 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. Prerequisite(s): ECE 101. Recommended Prerequisite(s): A course in child development.

**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 will explore developmentally appropriate practices and strategies as they relate to an early childhood curriculum cycle that promotes each child's growth and learning across all developmental domains. Students will review how to create caring environments in which children will thrive. Students will discuss their roles as planners of the curriculum cycle and environment, observers of children, and facilitators of achievement in a self-directed learning environment. They will apply culturally-sensitive, cross-curricular methods of teaching that are based on typical developmental stages, observations, and the individual needs of the children. They will consider intentionality and the appropriate use of child-guided and adult-directed experiences. Students will become reflective practitioners who use supportive questions and statements while providing powerful interactions with each child. Students will plan activities that are aligned with the CT Early Learning Development Standards. 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 development of language from birth-age 8 and learn effective strategies for promoting language in the early childhood years. Students plan and implement developmentally appropriate activities to support language development for all children. Students also learn how to create literacy-rich environments for the purpose of supporting young children in developing listening, speaking, reading and writing skills that will support them in developing into capable and competent communicators prepared to enter elementary school grades. Field experience required: 10 hours. Prerequisite(s):ECE 101, ECE 176, ECE 210, ECE 217, ECE 247 , and ECE 222 or ECE 261.

**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. (3 credits)  
Prerequisites: None

**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.

**ECE 261****Infant/Toddler Care: Methods & Tech. . . . . 3.00 credits**

This course will focus on both the theoretical knowledge and practical skills necessary to create an infant/toddler curriculum in an inclusive environment. It provides information on how the playful interaction of infants/toddlers with their surroundings helps them to discover what the world is made of, how it works, and what they can do with their emerging skills. Students learn how the routines and organization of a child's inside-outside environment facilitate a child's learning. The successful student will demonstrate knowledge of program planning and implementation, as well as an understanding of the role of the physical environment in creating quality development programs for typical and atypical infants and toddlers. 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.

**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 is designed for early childhood administrators or those preparing for an administrative position in an early care and education program. The course analyzes the principles of human resources and financial management including budgets and financial reports; quality programming and financial considerations; and raising revenue. The course helps develop a deeper understanding of the relationships between staffing and financing in the multiple aspects of a quality early childhood program. Both center-based administrators as well as family child care providers taking this course will learn how the finances of a program can influence decisions in all areas of programming. Note: Some assessments will require students to be currently employed by an early care and education setting and/or have access to the financial documents of the program. 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.

### **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 and the other either an NAEYC community based preschool program OR 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 399****ECE Practicum II. . . . . 6.00 credits**

This course will focus on 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. 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 find and obtain approval for their own practicum setting. Students are asked to complete the Practicum Guidelines at the beginning of the course. (Formerly Titled: Child Studies Practicum). Prerequisite(s): ENG 101, ENG 102, ECE217, ECE176, ECE 210, ECE231, and ECE 222 or ECE 261

**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 also prepare a program portfolio, write a final practicum paper and participate in two calls with the practicum faculty assigned to teach the course. 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. Prerequisite(s): ENG101, ENG102, ECE 247, ECE101, ECE176, ECE210, ECE205, ECE231, ECE217, PSY301, 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.)

## **ECO 104**

### **Microeconomics. . . . . 3.00 credits**

This course will focus on the fundamentals of microeconomics. It introduces basic microeconomic concepts and analysis, the interaction of supply and demand, theories of the firm and individual behavior, opportunity costs, positive and normative economics, tradeoffs, comparative advantage, marginal analysis, efficiency & equity, and market failure. The course emphasizes the invisible hand and price system, as well as the importance of incentives and resource allocations. (Formerly: ECO 101.)

## **ECO 410**

### **Global Economics. . . . . 3.00 credits**

This course will focus on the global economy. It analyzes how the international economy is integrated, assesses the effectiveness of different trade organizations such as the WTO, examines the theory of comparative advantage and the modern trade theory, analyzes intra-industry trade, analyzes the impact of protectionism such as tariffs on global trade. The course also examines the impact of international trade on labor and the environment, the balance of payments, exchange rates and the exchange rate systems, open economy macroeconomics, past international financial crises, NAFTA, and the impact of the European Union on the global economy. Prerequisite(s): ECO 103, ENG 101, ENG 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 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. 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.

## **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 302**

### **World Literature for Children. . . . . 3.00 credits**

This course will focus on a survey of literature available to children around the world, starting with folk and fairy tales and moving to modern novels. The course will consider cultural assumptions about childhood, and differences among the literatures and countries. Special consideration will be given to illustration and translation of literature into English. Prerequisite(s): ENG 101, ENG 102.

## **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.

## **ENG 499**

### **Literature Capstone. . . . . 3.00 credits**

This is the capstone course for the Literature 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 knowledge gained in the Literature concentration courses. The course must be taken at Charter Oak State College. Prerequisite(s): ENG 101, ENG 102.

## **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 deducing 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 HIPAA 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 Management 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 520****Healthcare Marketing..... 3.00 credits**

This course is designed to build innovative, customer-centric thinking and investigates the decision-making processes of marketing leaders operating within complex and competitive health care settings. Marketing concepts and strategies are presented relative to the development, implementation, and successful management of dynamic health care organizations.

**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 535****Healthcare Information Governance..... 3.00 credits**

This course provides an emphasis on the business application of health law and an orientation to the organization and administration of health organizations and health information. This includes legal and regulatory issues, marketing, utilization management, information management, and information systems. The objective of this course is to prepare students to effectively identify, use and manage health information technologies for security, regulatory and compliance issues, system acquisition, health information exchange, alignment of technology initiatives, strategic planning and assessing value in health information.

**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 540

#### **Health Data Vocab and Standards. . . . . 3.00 credits**

Students are introduced to various standardized clinical terminologies, healthcare information standards, data sets required for state and federal reporting, and electronic standards needed to attain interoperability. Emphasis is on developing expertise in identifying their appropriate uses and sources and applying them within and among health information systems to promote interoperability. Students apply knowledge discovery and extraction techniques such as natural language processing and text mining. This course integrates key issues and techniques of technical infrastructure and data architecture in clinical informatics and the role of standards and ontologies in health care. (Formerly Titled:Advanced Vocabularies and Classification Systems)

### 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 615

#### **Information Technology Project Mgt. . . . . 3.00 credits**

This course is designed to provide an in-depth understanding of the concepts, strategies, and solutions that support the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a health information system project utilizing project management tools and frameworks.

### HIF 630

#### **Health Information Systems. . . . . 3.00 credits**

Health Information Systems are comprehensive application systems that automate the activities of healthcare delivery. They provide technology and enable information exchange and coordination of care. This course covers the functionality of the systems and underlying information technology required for successful operation. This is a rapidly evolving field, and this course emphasizes applied use of health information systems and analysis of technology challenges and solutions in health informatics.

### 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****M.S. Health Informatics Capstone. . . . . 3.00 credits**

The capstone course is the final course in the MS HI Program in which students 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). Prerequisite(s): HIF535, HCA640.

**Health Information Management****HIM 115****Principles of Health Inform Mgt. . . . . 3.00 credits**

This course will focus on investigating the importance of the medical record in the health care system. Students 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.

**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****Reimbursement Methodologies. . . . . 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. 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. Prerequisite(s): HIM 230

**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****Healthcare Statistics. . . . . 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. Prerequisite(s): ENG 101, ENG 102, MAT 105.

**HIM 320****Electronic Hlth Records/Info Exch. . . . . 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. Prerequisite(s): ENG 101, ENG 102.

**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, & Scrty. . . . . 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****Health Research and Quality. . . . . 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. Prerequisite(s): ENG 101, ENG 102, HIM 115, HIM 315.

**HIM 435****Healthcare Data Analytics/Info Gov. . . . . 3.00 credits**

This course will focus on introducing students to the purpose and value of healthcare data analytics. Students will study data analytical processes that enable decision making. Topics 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 information governance strategies in the health care field and information planning throughout a healthcare organization. This will include data formatting, health information as an asset, and the value of information to drive organizational performance. Prerequisite(s): ENG 101, ENG 102, HIM 115, HIM 200, 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. (3 credits) Prerequisites: 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 , HIM 498.

## **Health Studies**

## **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 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, BIO 105, BIO 212.

## **HLT 499**

### **Health Studies Capstone. . . . . 3.00 credits**

This is the capstone course for the Health 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 culmination of the concentration with HLT 499 will provide students with the ability to describe healthcare delivery systems and services provided, and discuss healthcare issues concerning healthcare systems. Students will engage with certain variables that influence factors affecting healthcare systems. Students will also introduce strategies to effectively manage situations within the industry. The course must be taken at Charter Oak State College. Prerequisite(s): ENG 101, ENG 102.

## **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.

## Human Services

### HSE 499

#### **Applied Behavioral Science Capstone. . . . . 3.00 credits**

This is the capstone course for the Applied Behavioral Science (Human Services) 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. This capstone course aimed at facilitating students interested in focusing on issues and concerns of interest to the human service practitioner. The human service practitioner is a professional who acts as an agent to assist and or empower individuals, groups, families and communities to prevent, alleviate or better cope with crisis, change and life stressors. Students are required to complete a Capstone Project, which demonstrates an understanding of key concepts, issues and theories pertinent to his or her concentration, while applying knowledge of a human services related topic of interest. Student will also demonstrate fulfillment of the various outcomes of their area of study concentration. The capstone project may take one of several formats: a research paper, scholarly essay, electronic portfolio, presentation of creative work, or a case study. A minimum grade of "C" must be earned to meet the requirements of the concentration and successfully complete the course. The course must be taken at Charter Oak State College. (Formerly Titled: Human Services Capstone.) Prerequisite(s): ENG 101, ENG 102.

## Indiv. Studies Capstone

### ISS 497

#### **General Education Capstone. . . . . 3.00 credits**

Students who have selected an Individualized Studies or Liberal 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.

## 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.(3 credits)

### ITE 107

#### **Integrated IT Syst/Emerging Tech. . . . . 3.00 credits**

Computer Information Systems II course 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: 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 on convey the fundamentals. Prerequisite: ITE 105

### ITE 145

#### **Fund Information Systems Security. . . . . 3.00 credits**

This course will focus on an overview of security challenges and strategies of countermeasure in the information systems environment. Topics include definition of terms, concepts, elements, and goals incorporating industry standards and practices with a focus on availability, vulnerability, integrity and confidentiality aspects of information systems. (Formerly numbered: ITE 135.) Prerequisite(s): ITE 101 or ITE 102.



**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 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 345****Computer Ethics. . . . . 3.00 credits**

This course will focus on ethical issues relating to various aspects of computing use and design. By utilizing case studies, students will examine and discuss various topical situations in the realms of information acquisition, access, stewardship, software licensing, intellectual property, safety, and reliability. Students will gain experience measuring the costs and risks from both a business standpoint and societal impact. They will also study the potential trade offs between them, while considering processes to bring both into alignment. Prerequisite(s): ENG 101, ENG 102. Recommended Prerequisite(s): ITE 200-level course or equivalent.

**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 430****Database Management and Design. . . . . 3.00 credits**

This course will focus on the design and implementation of database management systems used in a modern business environment. Topics include how to design, develop, and implement relational database management systems to solve business problems. Prerequisite(s): ENG 101, ENG 102. Recommended Prerequisite(s): ITE 101 & MAT 115. Knowledge of SQL required.

**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 abd 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 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, MGT 350

**MGT 365****Non-Profit Management. . . . . 3.00 credits**

This course will focus on deepening students' understanding of the role of management and leadership in today's nonprofit sector. Topics covered include: the responsibilities and challenges facing today's non-profit managers, the role of the board of directors, planning, funding and staffing programs, financial accountability, and ethical decision making. Prerequisite(s): ENG 101, ENG 102.

**MGT 370****Operations Management. . . . . 3.00 credits**

This course will focus on introducing adult learners to the practice of operations management and the importance of cross-functional decision making. Topics include global operations, production planning and control, quality control, supply chain management, material requirements planning (MRP), and facilities management. Prerequisite(s): ENG101, ENG 102.

**MGT 371****Logistics & Supply Chain Management. . . . 3.00 credits**

This course will focus on providing a perspective into logistics and supply chain management and the practical application of these topics. The course will focus on the physical movement of material and all of the components that make up supply chain management. Prerequisite(s): ENG101, ENG 102. Recommended Prerequisite(s): ACC 102, MGT 101, MKT 220, & BUS 250.

**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.

## **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 310**

#### **International Marketing. . . . . 3.00 credits**

This course will focus on the process for maximizing transactions and relationships across international borders. A wide range of international marketing initiatives will be studied, including: export-import trade, joint ventures, subsidiaries, operations, pricing strategies, and product branding. Prerequisite(s): ENG 101, ENG 102. Recommended Prerequisite(s): MKT 220.

### **MKT 350**

#### **Digital Mktg & Comm in a Globl Envr. . . . . 3.00 credits**

This course will focus on an in-depth look at social networks, social media platforms and digital marketing in a global world driven by business innovation and entrepreneurship. The course will equip students with the relevant knowledge, perspectives, and practical skills required to develop digital marketing strategies that leverage social interactions in a global world. 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, Submittal of the Nursing Handbook Agreement & 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, and NUR 301

#### **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). Prerequisite(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 655****Roles of Nonprof in Fstrng Soc Chng. . . . . 3.00 credits**

This course focuses on the impact of nonprofit organization in fostering social change and the roles of the director and board in bringing about social change. The course will challenge students to consider the shift from a program centric model to a mission centric approach that is focused on social impact, outcomes, and measures of success. Students will also gain an understanding of the roles and influences (positive and negative) of philanthropy on political advocacy and social change movements in the U.S.; the scope and diversity of the philanthropic sector; political advocacy approaches and social movements; and examples of current philanthropic involvement in advocacy and social change efforts across the political spectrum. It will examine nonprofit organizations that have succeeded and those that have failed in implementing social change. 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.

## **PLG 499**

### **Paralegal Capstone. . . . . 3.00 credits**

This is the capstone course for the Paralegal Capstone 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 knowledge gained in the Paralegal concentration courses. Students in the Paralegal Studies concentration are required to complete a capstone experience in which they demonstrate fulfillment of the various outcomes of their concentration. A successful project will demonstrate that the student clearly understands his or her concentration, has mastered the content of the paralegal studies coursework, and can synthesize and apply what he or she has learned. The student must develop a capstone project proposal, to be approved by the instructor, which will demonstrate understanding of the outcomes. The proposed project may be a case study, research paper, portfolio of work with written explanation, etc. Once the instructor approves the proposal, a minimum of three drafts of the capstone project must be submitted before the final project is submitted. The course must be taken at Charter Oak State College.

## **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 cultural and religious history as well as an individual values orientation. Students will be asked to examine personal values, conduct a workplace analysis, and to formulate a global management philosophy incorporating business ethics, government accountability, human rights, and a responsible lifestyle in the contemporary world. Prerequisite(s): ENG 101, ENG 102.

## **Political Science**

### **POL 150**

#### **American Government. . . . . 3.00 credits**

This course will focus on the study of American politics. Students will learn many of the central concepts in political science to aid understanding and ability to comprehend the American political system. Of particular interest will be the theory and practice of democratic government in the U.S. and institutions and processes of American government as manifestations of democratic values.

### **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 225**

#### **Latin Am Pol & Government. . . . . 3.00 credits**

This course will focus on the study of 20th century Latin American politics and government. The vacillation between authoritarianism and democracy will be examined, as well as the role of revolutionary change in the region.

### **POL 250**

#### **Ethics in International Relations. . . . . 3.00 credits**

This course will focus on the origins, theories, traditions, practice, and maintenance of the system of ethics and ethical behavior in the international system. The course explores the actors and ethical questions involved in conflict, trade, human rights, resource distribution, and case studies.

### **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.

### **POL 350**

#### **International Terrorism. . . . . 3.00 credits**

This course will focus on the development and evolution of the specific form of international and national political violence known as terrorism. Emphasis will be placed on theories of the causes, historical development, governmental, international responses, and counter-terrorism strategies. Attention will be given to the political dilemmas posed by terrorism in democratic societies, and emphasis will be placed on American policy during the last forty years. Prerequisite(s): ENG 101, ENG 102.

**POL 499****Political Science Capstone..... 3.00 credits**

This is the capstone course for the Political Science 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 students to integrate the knowledge gained in the Political Science concentration courses. The course must be taken at Charter Oak State College. Prerequisite(s): ENG 101, ENG 102.

**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. Recommended Prerequisite(s): 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. Recommended Prerequisite(s): 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. Recommended Prerequisite(s): 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. Recommended Prerequisite(s): 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 Recommended Prerequisite(s): 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. Recommended Prerequisite(s): 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. Recommended Prerequisite(s): 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. Recommended Prerequisite(s): 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, and Statistics (Psych majors must take PSY 216: Psychology Statistics. All other majors require MAT 105: Statistics).

**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. Recommended Prerequisite(s): PSY 101.

**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.

### **PUB 499**

#### **Public Administration Capstone..... 3.00 credits**

This is the capstone course for the Public Administration 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 knowledge gained in the Public Administration concentration courses. The course must be taken at Charter Oak State College. Prerequisite(s): ENG 101, ENG 102.

## 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 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 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 current issues, proposed solutions, and shortcomings in public safety preparation for and in response to the threat of terrorism. 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 two 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. In seminar, 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 in student social work practice. Prerequisite(s): SWK 101, SWK 110, SWK 225, SWK 226, SWK 305 and admission to the BSW program. Co-requisite: SWK 371

**SWK 371****Social Work Seminar 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. 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 four semesters of direct social work practice with diverse client populations in various social work settings. This course will focus on social work education competencies #2, #4, and #5. Through these practicum experiences students will participate in one social work placement over two courses in their junior year. Students will complete a total of 80 hours, over two days, at a minimum of 10 hours per week during the 8-week summer term. Students will engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. In seminar, 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): SWK 370, SWK 371 Co-requisite: SWK 373: Social Work Seminar 2

**SWK 373****Social Work Seminar 2. . . . . 2.00 credits**

This is the second 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. Prerequisite(s): SWK 370, SWK 371, and co-requisite SWK 372.

**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 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 15 week Spring 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

#### **Preschl and Kind Sp Needs and Assmnt..... NC**

In this 15 week 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. Three weekend classes are required for this course. Candidates will complete assessment #6 during this module. (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)