Faculty Handbook
2020-21

Chatfield College is an open-enrollment Catholic college, rooted in the Legacy of the Ursuline Sisters, believing in the potential of every person, and accepting of people of all faiths. We offer a small, collaborative learning environment with a deep sense of community, and personalized support. Chatfield meets students where they are and empowers individuals to better themselves, their employability, and their futures.

Chatfield College

<u>Accredited by</u>
The Higher Learning Commission
230 South LaSalle Street, #7-500, Chicago, IL 60604
(800) 621-7440

<u>Authorized by</u>
The Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215
(614) 466-6000

<u>Member of</u>
Greater Cincinnati Collegiate Connection (GC3)
Online Consortium of Colleges and Universities (OCICU)

Main Campus
20918 State Route 251
St. Martin, Ohio 45118
(513) 875-3344

Over-The-Rhine Campus
1544 Central Parkway
Cincinnati, OH 45202 (513) 921-9856
www.chatfield.edu

Table of Contents

Welcome from the President

Dear Faculty:

On behalf of the Board of Trustees the students and staff, welcome to Chatfield College.

Over 175 years ago Julia Chatfield and her companions arrived in the area. John Baptist Purcell, Archbishop of Cincinnati had urged these Ursuline Sisters to establish a school for young ladies. He wanted their presence in his diocese because this organization of women founded by Saint Angela in 1535 was known for the quality of their education. Nearly a century later, a college program was established on the St. Martin campus for the basic liberal arts education of young women entering religious life. This captured the interest of local people, and in 1971 **CHATFIELD COLLEGE** opened its doors to the public. It grew and established a strong reputation as a place for adults to steep themselves in the basics of liberal arts higher education.

Chatfield College is an open-enrollment Catholic college, rooted in the Legacy of the Ursuline Sisters, believing in the potential of every person, and accepting of people of all faiths. We offer a small collaborative learning environment with a deep sense of community, and personalized support. Chatfield meets students where they are and empowers individuals to better themselves, their employability, and their futures. This is our mission and it represents who we are and what we do.

We all make a difference and have significant influence impacting the lives of our students. The value of education is transformational and cannot be overstated. As an educator, you possess a special talent and passion to teach. I hope you find your work here rewarding and satisfying as you strive to help our students be the best they can be.

This handbook is a guide to important information you need to know. Please read it carefully.

I look forward to meeting you, working with you and supporting you as we deliver our mission and serve our students.

Sincerely,
Robert P. Elmore
President

Welcome from the Chief Academic Officer and Dean

Dear Faculty Colleagues;

Thank you for being part of Chatfield College. Here, the role of an individual faculty member is diverse; it involves teaching, student support, curriculum planning & development, professional development and the assessment of learning. In addition, Chatfield Faculty make curricular and academic decisions through faculty meetings, departmental meetings, committee meetings and the Faculty Governance system as part of a shared model of governance. Each of these activities has a single focus: the support of our students' success. We are more than an institution, we are a community in which learning and growth occur.

I am pleased and honored to have been a part of the Chatfield community since 2017, arriving after an almost 20-year tenure as a professor at a regional, private, liberal arts college. What brought me to Chatfield was seeing first-hand the caring, consistent, and continual positive effect that Chatfield and its Ursuline values have had on students' lives since 1845. A brief history of Chatfield appears later in this Handbook. I strongly encourage you to use that history as a starting point to learn more about our community and mission.

Chatfield students and our surrounding communities are, collectively, the people we seek to serve through our mission. As a result, our student body is wonderfully diverse. While many students you teach will be of traditional college age, some may be older, or otherwise non-traditional students who have been out of education for some time. Others may be students who have found they do not feel comfortable at a larger institution, or current high school students in their mid-teens enrolled through the Ohio College Credit Plus program. Some students have been previously enrolled in private or public education, and some have been home-schooled. They are all sons and daughters, husbands and wives, married or single parents, working or unemployed, veterans, beneficiaries of social service programs, high school graduates or GED recipients, or students seeking to transfer credit back to their home institution. Some live with their families, own homes or rent, and some do not have permanent homes. Most reside in Appalachian counties or in the urban core of Cincinnati. Some have grown up as 'digital citizens' while others may never have had or do not have regular access to the Internet at home. Some of Chatfield's students may perceive themselves as uneducated, making the prospect of pursuing an education seem to them to be an impossible goal. Many are the first in their extended families to attend college and might not understand the "ins and outs" of going to college. All come to Chatfield to seek opportunity.

Your classes will include these types of students, and to each we offer a small, collaborative learning environment with a deep sense of community and personalized support. As a teacher and mentor, you may find yourself listening to and advising students who are dealing with a bewildering array of new problems and expectations. You will not need to address these alone. As a community that fosters learning, we have an extended network of support.

A Chatfield faculty position entails great responsibility. We are responsible for facilitating learning and for creating an opportunity to attain academic and personal success for all our students. Our class sizes are kept small to help make this a reality. In your classes, I encourage you to outline your expectations clearly, to give constructive feedback, and to facilitate success through support. Such a process empowers all students to learn and improve. At the same time, it is important to maintain high appropriate academic standards so that each student receives a quality education. Helping students to reach these will require from all of us, together, a process that is a mixture of support, encouragement, caring, and instruction.

Once more, thank you for being a part of Chatfield College,

Peter Hanson
Chief Academic Officer and Dean

History; Vision, Mission, Core Values

History

Chatfield's service in community education spans more than 170 years. In 1845 a group of Ursuline Sisters, dedicated to education, came to Ohio from Europe. Their leader, Sister Julia Chatfield, founded the Ursuline Convent in St. Martin, Ohio. The community immediately began construction of a school in the Brown County wilderness.

From that foundation, the educational mission of the Ursulines of Brown County has reached children and adults through the public school system, a boarding school, summer camps, counseling, and community development.

In 1958, the Ursuline Sisters founded the Ursuline Teacher Training Institute to provide a foundational liberal arts education for members of their Ursuline order.

In 1971, in direct response to the community, the Ursuline Teacher Training Institute opened its doors to the public and changed from being a college for those in religious service to serving the community as a whole. At this time the Institute was renamed as Chatfield College in honor of Sister Julia Chatfield.

Today, Chatfield College continues the Ursuline tradition of education for all. Chatfield College is an independent Roman Catholic college that welcomes all students. Chatfield is accredited by the Higher Learning Commission, 230 South LaSalle Street, #7-500, Chicago, Illinois 60604, and is governed by a Board of Trustees composed of Ursulines, business leaders, educators and other professionals from the greater Cincinnati area. Chatfield College is authorized by the Ohio Department of Higher Education to grant the Associate of Arts in Liberal Arts degree to qualifying students who complete requirements at either campus.

Chatfield College Vision, Mission and Core Values

Adopted by the Board of Trustees April 2018

Vision

At Chatfield College, students obtain a solid foundation of knowledge and skills necessary for succeeding in a rapidly changing world. Through practical programs and student-college collaboration, Chatfield graduates are empowered to make the most of their abilities and achieve a better future for themselves and their families.

Mission

Chatfield College is an open-enrollment Catholic college, rooted in the Legacy of the Ursuline Sisters, believing in the potential of every person, and accepting of people of all faiths. We offer a small, collaborative learning environment with a deep sense of community, and personalized support. Chatfield meets students where they are and empowers individuals to better themselves, their employability, and their futures.

Core Values

Faith & Community: Create an academic community that fosters moral and spiritual development, along with educational success.

Empowerment & Accountability: Empower students to rely on their own skills and abilities to build productive, successful lives.

Learning & Growing: Inspire a lifelong commitment to learning, growing and succeeding in a changing world.

Curriculum
Chatfield's academic program evolves from a classical liberal arts curriculum. In addition to a general education core of subjects required of all students, the program offers an Associate of Arts degree in Liberal Arts with several completion pathways. The current *Course Catalog*, and the appendix to this *Handbook*, describe the course degree requirements. The *Catalog* is only available online and it is revised regularly. The Faculty recommend the course offerings described in the catalog.

A key goal of Chatfield College is to help students improve the skills that serve as the basis of future success. Faculty members in all disciplines are encouraged to demonstrate and stress the importance of good writing and speaking skills regardless of discipline by encouraging class presentations and requiring a high standard of written work. To do this, it is critical that students receive timely and frequent feedback on the quality of their work in each class.

Learning Outcomes

Program-Level (College) Learning Outcomes
Chatfield College has established learning outcomes that are consistent with its identity as Catholic college rooted in the Ursuline tradition. Achievement of these outcomes is expected of all graduates through participation in curricular and co-curricular activities:

Chatfield College Learning Outcomes (Adopted June, 2018)

> **Analyze and Synthesize** by examining and distinguishing constituent elements and combining parts or elements into whole.

> **Communicate Effectively** by exchanging ideas, thoughts, opinions or feelings among multiple cultural groups, including one's own, using language, symbols, signs or gestures appropriate for everyday living.

> **Demonstrate intercultural Knowledge** by engaging in behavior that encourages effective relationships in both one-to-one and group situations while respecting intercultural and cultural differences.

Make Decisions Based on Values by discerning what the individual prizes as ethical, socially worthwhile, good, beautiful and true.

Cultivate Understanding of Human Expression by integrating individual spiritual, cognitive, and affective responses to experience of the arts.

Solve Problems by finding solutions to complex questions or situations that present uncertainty or difficulty.

Organization and Governance Structure

The Board of Trustees

The Board of Trustees consists of a maximum of 28 people representing area businesses, academic and religious institutions. The Board of Trustees' officers consist of a Chairperson, Vice-Chairperson, and Secretary. Members of the Board are appointed for three-year terms with the possibility of reappointment to two additional terms. The members of the Board of Trustees are elected by the current Board members. The Board of T r u s t e e s is the policy-making body for the College and is responsible for carrying out its mission. It has general supervision of the affairs of the College and may make general rules and regulations for the governance of the College.

There are eight standing Board committees:

> Academic Committee
> Advancement Committee
> Finance Committee
> Planning Committee
> Buildings and Grounds Committee
> Marketing Committee
> Mission Effectiveness Committee
> Executive Committee

The Academic Committee has oversight in the matters that relate to academic programs of the College.

The President

The President of the College acts as the Board's direct representative in the management of the College. The President shall be given the necessary authority and be held responsible for the administration of the College to which it has delegated powers to act. The President reports to the Chairperson of the Board. All College personnel report either directly or indirectly to the President.

Chief Academic Officer and Academic Dean

The Chief Academic Officer and Academic Dean ("Dean" or "Academic Dean") is appointed by the President, leads the faculty, and serves as their key representative to the administration while simultaneously serving as the administration's spokesperson to the faculty. The Chief Academic Officer is responsible for overseeing the college's academic and student services programs at all locations, and responsible for compliance with State, Regional Accreditor, and Federal policy related to the academic program. The following personnel report either directly or indirectly to the Academic Dean:

Associate Deans/Site Directors, Over-the-Rhine and St. Martin

The Associate Deans/Site Directors are responsible for all academic and student services at their location and report to the Academic Dean.

Manager of Library Services

The Manager of Library Services is responsible for the development and execution of an integrated library and academic support services program, for defining the educational objectives of these services, and for implementing appropriate policy.

Registrar

The Registrar is responsible for the administration of college policies and procedures related to registration and academic records for students.

Manager of Instructional Technology

The Manager of Instructional Technology connects Chatfield students and faculty with resources and services in support of learning, development and teaching. The Manager serves as a point of contact for faculty and students in the use of the LMS and other applications and helps to develop faculty in the pedagogy and delivery of distance education.

Academic Advisors

Academic Advisors assist students in clarifying personal and career goals, developing consistent educational goals, and evaluating their progress toward established goals. Advisors refer students to the appropriate academic support services and promote a decision-making process in which the sharing of information between student and advisor leads to responsible and appropriate choices.

Department Coordinators

The Department Coordinators (DC) oversee and manage faculty who teach in one of several academic areas: Math and Science, English, Humanities and Arts, Early Childhood Education, Human Services and Social Sciences. Department Coordinators work closely and consistently with their faculty to coordinate and continuously improve the academic program at Chatfield College through assessment, curriculum reform, teaching review, and shared governance.

The College Faculty

All persons who hold a teaching appointment at Chatfield College comprise the College Faculty. Faculty teach, advise co-curricular and extracurricular clubs, participate in the shared governance system, develop and deliver the academic curriculum, and support the mission of Chatfield College.

Coordinator of Tutoring and Mentoring

The Coordinator Supervises, manages, and assesses all aspects of activities for tutoring and mentoring programs at both campuses.

Coordinator of Assessment and Institutional Effectiveness

The Coordinator facilitates the process through which learning outcomes are assessed and brings the information to the Assessment Committee for discussion. The Coordinator also serves as the institutional point of contact for matters of Federal, State, and organizational compliance.

Academic Freedom and Free Speech

Chatfield College operates as an Ursuline Catholic College in conformity with the principles of

higher education as set forth in *Ex corde Ecclesiae.* The College maintains that nothing will prevent individual faculty members from promoting a free exchange of ideas or from developing courses in a manner that is academically, professionally, and ethically sound. At the same time, faculty need to follow the guidelines of the course abstract, the Learning Outcomes, course syllabus, and the Catholic principles.

Chatfield College recognizes the importance of academic freedom and adheres to that part of the AAUP statement on academic freedom which states:

> *The maintenance of freedom of speech, publication, religion, and assembly (each of which is a component of intellectual freedom) is the breath of life of a democratic society. The need is greatest in fields of higher learning, where the use of reason and the cultivation of the highest forms of human expression are the basic methods…Without freedom to explore, to criticize existing institutions, to exchange ideas, and to advocate solutions to human problems, faculty members and students cannot perform their work, cannot maintain their self-respect. Society suffers correspondingly. The liberty that is needed requires a freedom of thought and expression within college and universities, a freedom to carry the results of honest inquiry to the outside, and a freedom to influence human affairs. (1977 Policy Documents and Reports, p.29)*

Chatfield College supports the constitutional rights of free speech, a free press, freedom of association and the right to peacefully assemble, provided the assembly does not interfere with classes or infringe on the basic rights and freedoms of the Chatfield community, or the community at large.

Americans with Disabilities Act (ADA)

In compliance with federal law, the College is prepared to make reasonable accommodations to provide people with disabilities with support services on an individual basis. Persons with disabilities are encouraged to make their needs known to the Academic Dean or Associate Dean/Site Director. Students may be required to provide written documentation of the disability. All Faculty members must include an ADA statement in their syllabus.

Award of Academic Credit

In accordance with the Higher Learning Commission's Policy FDCR.A.10.020 and as an institution participating in Title IV federal financial aid, Chatfield's assignment of credit hours conforms to the federally mandated definition of the credit hour:

> *A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates no less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

This statement is also in compliance with the Ohio Board of Regents' more specific definition:

One semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.

In general, formalized instruction is a learning-oriented activity with defined and assessable learning outcomes that is initiated and guided by a qualified member of the faculty

Shared Governance Structure

The Board of Trustees, the Administration, and the Faculty Governance Group, acting within its appropriate sphere of responsibility according to College governing documents, including but not limited to the Code of Regulations, and this handbook, govern Chatfield College. In general, the Faculty Governance Group and the Academic Dean are responsible for matters that are academic in nature. When any academic issue has implications for the mission of the college or its financial affairs, deference shall be given to the Board of Trustees.

The Role of Faculty in Shared Governance

The role of faculty in shared governance includes the responsibility to:
- Determine the curriculum, subject matter, methods of instruction, and other academic standards and processes.
- Establish the requirements for earning degrees and certificates and authorize the administration and governing board to grant same.
- Establish procedures for awarding promotions and other rewards or perquisites.

Faculty bodies in shared governance are essentially making collective recommendations to the administration and governing board on academic standards and policy, and on faculty status matters. Such governance activity is a regular part of a faculty member's professional duties and should not be construed to confer managerial or supervisory status.

The Faculty Governance Group

The Faculty Governance Group (FGG) membership includes all Department Coordinators, those faculty appointed by the Group in consultation with the Dean, and as nonvoting advisory members the Registrar, Academic Dean, and the Associate Deans/Site. A faculty member elected by the Group chairs the Faculty Governance Group. The Faculty Governance Group Chair serves a one-year term, beginning at the start of the Fall semester. Elections are generally held late in the Spring Semester. A Chair-elect, whose term coincides with that of the Chair, is selected in the same manner. The Chair, in consultation with the Academic Dean, brings issues to the Governance Group from other committees, the Administration, or the Board of Trustees via the Board Academic Subcommittee.

The Faculty Governance Group considers and recommends changes to faculty and academic policy and procedure. It considers matters of curriculum and instruction, including course approvals. It considers faculty exceptions to qualification, and promotion.

The Faculty Governance Group normally meets monthly while school is in session, with additional meetings as necessary. An agenda is distributed to all members at least one week in advance of meetings. Faculty Governance Group members who are part time faculty are appointed by the Academic Dean upon recommendation of the Chair, and serve for two-year terms, renewable for one additional one-year term. Faculty Governance Group members may be removed by the Dean before the expiration of their terms for cause, with the approval of the remaining Faculty Governance Group members. Governance Group members may serve on additional faculty working groups as needed. The Faculty Governance Group Chair also serves on the Academic Committee of the Board of Trustees. The Academic Dean and Professors Emeriti serve as advisers to the Faculty Governance Group and are ex-officio members with voice but not vote.

Curriculum Function of the FGG
The curriculum function of the FGG is to consider or create proposals related to changes in the curriculum, including new course proposals, course revisions (including changes to numbering and title, prerequisites, course mode of delivery, new textbook adoption and revision of learning outcomes other than college-level outcomes), revision to the Course Catalog and the syllabus template.

Faculty Personnel Function of the FGG
The Faculty Governance Group convenes to make recommendations related to rank and promotion. The group works closely with the Academic Dean. The work of the committee is described in the Faculty Promotion and Rank policy in this Handbook.

Faculty Credentials Function of the FGG
On rare occasion, it may be necessary to consider an exception to faculty qualifications. The committee is charged to evaluate the qualifications of faculty in accordance with Ohio Department of Higher Education policy as described in Guidelines & Procedures for Academic Program Review.

Academic Appeals Committee
The Academic Appeals Committee is an ad hoc group constituted by the Academic Dean to hear grade appeals cases.

Assessment Committee
Membership: Three faculty members. Ex-officio members with voice but not vote: The Academic Dean (or designee), Associate Deans/Site Directors, the Coordinator of Institutional Assessment and Effectiveness,

Duties

1. To develop, implement and oversee the program for assessing student achievement of learning

outcomes at the course-, area-, concentration- and College levels;

2. To support and oversee the development and implementation of co- and extra-curricular assessment activities;

3. To review the effectiveness of Chatfield College efforts to assess student achievement and to make recommendations for policy changes to the Curriculum Committee.

4. To review the use of assessment information in ongoing efforts to continually improve the effectiveness of Chatfield College's educational program;

5. To serve as a clearinghouse for information and identify resources helpful to our ongoing assessment efforts.

6. To regularly provide the Academic Dean with summaries of the work of the committee. The Dean will make these summaries available to the Board Academic subcommittee for review and discussion.

The work of the Assessment committee is guided by the Program Review process appended to this Handbook.

Faculty Policies and Procedures

Faculty: Responsibilities

The duties and responsibilities of all College Faculty include:

- Teaching courses according to guidelines set by the Faculty Governance system and generally accepted standards of the appropriate discipline.
- Attending meetings of The College Faculty.
- Reporting any incidents of academic misconduct to the Associate Dean/Site Director.
- Participating in the assessment of student learning at the course, concentration, departmental (area), and institutional level.
- Participating in curriculum planning and development.
- Recording grades and attendance records in a timely fashion.
- Alignment of course assignments with learning outcomes and reporting those outcomes each semester, as part of Chatfield's ongoing assessment process
- Regularly recording student grades in the course LMS page
- Supplying the Registrar with a current syllabus prior to the first week of each semester.
- Providing the Dean's Office with an official transcript prior to the first term of teaching.
- Notifying the Registrar and Department Chair of any changes in class meetings, such as cancellations, room changes, or field trips.
- Supplying the Academic Dean and Department Chair with current phone numbers, email addresses, and change of employment, which would influence teaching schedules.

Department Coordinator Responsibilities

The duties and responsibilities of all Department Coordinators include:

Curriculum
- Review department course offerings, descriptions, abstracts, syllabi and proposals.
- Work with the Faculty Governance Group to plan, develop and revise curriculum, program.
- Ensure high academic standards along with the support of students.
- Participate in budget decisions to advance the curriculum, and manage department facilities and equipment.
- Work with the Deans and the Registrar to coordinate and articulate with consortium member schools.
- Provide the department charged with purchasing text books with information on the textbooks for each class in their department.
- Assure that appropriate professional development is pursued by all departmental faculty.

Assessment
- Work with department faculty members to develop departmental goals.
- Work with department faculty members to develop and implement a departmental assessment plan.
- Work with the Assessment Committee and the Deans to implement the college assessment plan.
- Identify opportunities for student development
- Teach students.
- Tutor students and train tutors as assigned.
- Advise and mentor students in the Department Chair's area of academic concentration.
- Mediate between students and departmental faculty before the appeals stage is reached.
- Sit on the academic appeals committee and disciplinary boards at the request of the Academic Dean.

Faculty Development
- Participate with the Academic Dean, and the Associate Deans/Site Directors, in hiring departmental faculty.
- Works with the Registrar to schedule classes to provide the best student support possible.
- Facilitate departmental communication and support including holding departmental meetings.
- Participate in the formative evaluation of department members.
- Manage faculty in area of responsibility to support completion of assigned duties.
- Mentor other faculty members.
- Pursue your own professional development and assure all departmental faculty participate in regular professional development activities.

Retention

- Promote enrollment, persistence and retention in the Department they coordinate.
- Track and increase the percentage of students retained between semesters.
- Meet with members of the faculty, staff, and students to plan extra and co-curricular programs which will encourage students to remain at Chatfield.
- Actively work at solving problems that students find hamper their education.

Faculty Selection Process

The Dean and the Department Coordinator bear the responsibility of recruiting and appointing faculty members to teach at Chatfield. The college draws from a pool of part-time faculty members consisting of approximately 90 professionals from surrounding communities who are committed to the education of collegiate learners. The college strives to meet the needs of its students and conducts an ongoing search for qualified faculty. Recommendations can be an important source for new college faculty. When a full- time faculty member is hired, the college conducts a search to identify the most qualified candidate for the position.

Department Coordinators are informed when additional faculty are needed once tentative class schedules are set. If possible, the College will first employ available qualified faculty members from the Department who have successfully taught the class before, or are qualified to do so, and are recommended by the Department Chair.

If the College cannot fill positions from current qualified faculty, current resumes of interested potential faculty are examined. The Academic Dean and Department Coordinators maintain a bank of resumes received from prospective instructors.

After examining the credentials and interviewing selected qualified candidates, Department Coordinators will recommend a candidate or candidates for further consideration. The Associate Deans/Site Directors may also interview all applicants deemed qualified. If the appropriate Associate Dean/Site Director concurs with the Department Chair, then the Academic Dean will interview the recommended candidate and, unless a major concern arises, complete the hire and inform the Registrar to issue a teaching assignment form.

Faculty Qualifications Policy

Faculty selection for teaching of courses at Chatfield College will follow the Higher Learning Commission ("HLC") guidelines as set forth in its "Commission Guidance on Determining Qualified Faculty" and assumed practice B.2. This states in summary "The Commission's concern is about the overall capacity of the faculty to achieve the educational goals of the institution, and to do that the faculty must be made up of people who by formal education and tested experience know what students must learn." The HLC expectation is that most faculties will hold graduate degrees. In addition, those faculty teaching general education courses will have "substantial study (typically a minimum of 18 semester hours at the graduate level) appropriate to the academic field in which they are teaching." In using "tested experience" for evaluating faculty qualification it is important to consider the relevance of the experience and some objective measure that "ensures that the individual's knowledge and expertise are sufficient for determining what students must learn and have learned. The most important consideration is whether all of the

members of the faculty together represent the breadth of skills, talents, and knowledge needed by the institution and the program." Faculty credentials are additionally defined by the Ohio Department of Higher Education. Chatfield has an agreement with the Union Institute and University designed to support and assist Chatfield part-time faculty earn the required 18 hours of discipline-specific coursework. See the Academic Dean for details.

Credentials that qualify a person to teach at Chatfield College must be met before the faculty member is eligible to teach. In most cases, this is demonstrated by a Master's degree or higher in the discipline in which the faculty member is to teach, or a Master's degree plus a cohesive set of 18 graduate credit hours in the discipline. In many cases, provision of a curriculum vitae and a copy of graduate transcripts will be sufficient to determine if a prospective faculty member is qualified to teach on the basis of their degree(s).

The Chief Academic Officer is ultimately responsible for ensuring the following: a) that faculty credentialing requirements are met; b) that instructors who are working toward meeting credentialing requirements are appropriately mentored and making substantial progress in their coursework; c) that exceptions to the requirements are carefully considered and justified; and d) that exceptions are reserved for a small number of uniquely qualified individuals. Additional information is appended to this *Handbook*.

Faculty Qualification Review

A review of a faculty member's qualifications may be conducted at any time by the Academic Dean or designee or by request of the faculty member. It is the responsibility of each faculty member to see that transcripts and other information on file are current. At minimum, a review of faculty qualifications will be conducted prior to teaching at Chatfield College.

Faculty Qualification Exceptions

Certain individuals may be qualified to teach college-level courses yet not meet the faculty qualification criteria presented here. In such circumstances, it is the responsibility of each institution's chief academic officer to make decisions in consultation with program faculty regarding exceptions and to maintain a record of the justification of those exceptions. Documentation that could be used to support exceptions may include, but is not limited to publications, licensure, certification, evidence of five or more years of documented professional experience and/or professional reputation. Teaching will not be used as the basis of exception.

Examples of individuals meriting an exception and institutional justification can include:
- A faculty member who has extraordinary practical or tested experience in a field that has been validated through publication and/or public recognition (such as in creative writing, painting, music, foreign language, or other areas of performance). Teaching does not form the basis of an exception.
- Faculty members who possess the appropriate credential in their discipline but who teach in related disciplines; for example, engineering faculty members teaching math or business faculty members teaching economics.
- Faculty members with extraordinary professional experience brought in to teach a single

course in a professional or technical area; for example, a successful entrepreneur teaching a course on commercialization.

In cases of potential exception, these guidelines will be followed:

The hiring Department Coordinator will submit a written evaluation request to the Academic Dean. It is recommended that the Academic Dean be consulted prior to submission of the evaluation request. All evaluation requests should be made at least 8 weeks in advance of the start of the proposed teaching assignment. The request will summarize the prospective faculty member's proposed qualifications. These can include but are not limited to documentation of professional activity, service, certifications and reputation. Supporting documentation is required. The specific courses for which an exception is requested and their descriptions as they appear in the course catalog should be included with the request. In cases where a new course is proposed, the course must first be approved.

The Dean will forward any recommendation to the FGG in writing and the FGG will respond with a written determination. If the prospective member of the faculty is determined to have the credentials required to teach the stated course(s), the written determination of the FGG and documentation of recommendation and the original request will then become a part of the faculty personnel file. If the prospective faculty member is determined to not have the required credentials, they will not be allowed to teach the course(s) requested for exception. Copies of all requests and determinations will be retained in the Academic Dean's office.

Promotion and Rank
(Approved July 2018)

Part- time Faculty teaching courses at Chatfield who hold full time teaching positions at another Greater Cincinnati Collegiate Connection (GC3) institution will hold the same rank at Chatfield as at their home institution.

The Academic Dean will hold the rank of Professor.

Promotion and rank recognize excellence in teaching to which Chatfield College is committed. Promotion recognizes publicly the work faculty members do, including teaching in the classroom, mentoring, evaluating students' work, meeting with students, pursuing, presenting, or publishing new knowledge and producing new works, administering programs and serving on committees, among other activities. Promotion and rank thus honor those who fulfill the tenets of the professoriate over a period of years and is not granted lightly or automatically for longevity of service.

For purposes of rank, Faculty at Chatfield College are divided into two groups, full-time and part-time. Full time faculty carry one of four academic ranks: Assistant Professor, Associate Professor, Professor, or Professor Emeritus. Part-time faculty ordinarily carry one of three titles: Part-Time Assistant Professor, Part-Time Associate Professor, and Part Time Professor. Part-time faculty who are qualified under HLC assumed practice B.2 and ODHE guidelines but who have not completed a Master's degree are appointed at the level of Part-Time Instructor. All faculty are

offered employment on a semester-to-semester basis. New faculty are commonly hired at the Assistant level.

A request for the consideration of promotion is normally initiated by the faculty member (applicant), but the Department Coordinator and/or Dean can prompt the process. To initiate the process, a letter of intent is submitted by the applicant to the Department Coordinator of the area in which the faculty member teaches. This will occur prior to or during the last week of January. The letter should make the case for promotion based on the criteria listed. If the faculty member teaches in more than one area, either Coordinator may be chosen. In exceptional circumstances, including when a Coordinator requests consideration, the letter of application can be submitted directly to the Dean. The letter of intent will be forwarded to the Faculty Governance Group.

The letter of intent will be evaluated by the Faculty Governance Group. Discussion will not include the applicant. If the letter of intent is not approved, a substantive written response will be provided. The applicant may choose to respond in writing within 14 days to petition reconsideration in the event the application is not approved. If there continues to be no agreement, the applicant may pursue a grievance process as outlined in this Handbook. If the letter of intent is approved by the personnel committee, the applicant will be asked in writing by the Committee to prepare and submit a portfolio no later than the end of the first week of March to demonstrate their accomplishments in nine criterion areas. The Faculty Governance Group may choose to include specific direction or requests of the applicant at this time, provided they align with the criteria and do not create advantage or undue burden.

In considering the applicant for promotion, the Group will review the portfolio and supporting documentation/information. This will occur by the end of March. If the Group does not support promotion a written, substantive response will be provided to the candidate within one week of the decision. The applicant's Coordinator will also be provided with a copy of the letter. This decision may be appealed in writing by the applicant within 14 days. If there is no agreement, the applicant may pursue a grievance process as outlined in this *Handbook*. If the Group supports promotion, a written recommendation will be made to the Dean within one week of the decision. Final approval is made following recommendation by the Dean to the Chatfield College Board of Trustees. The Chatfield College Board of Trustees may choose to accept or decline any recommendation made by the Dean.

Promotion will be considered in relation to the following criteria (with minimum required elements, and examples):

Support of the Chatfield College Vision, Mission and Core Values
- Teaching Quality and service to students
- (Required) In 6 of the previous 8 semesters, the applicant's student evaluations of classroom teaching have been consistently high.
- Effectively managed student issues and complaints
- (Required) Available outside of class time
- Wrote letters of recommendation
- Received notes/letters of appreciation from Chatfield College students

Statement of teaching philosophy (Required)

Experience at Chatfield College
- (Required) Minimum of 5 successive years at Chatfield College (immediately prior to applying for promotion) and a minimum of 15 course sections taught at Chatfield College during that time. Post-secondary teaching at other colleges/universities may be considered by the Dean in lieu of experience at Chatfield, with supporting evidence that aligns with Chatfield College criteria.
- Teaching at both Chatfield College locations

Adherence to Chatfield policies and procedures
- Syllabi consistently submitted on time
- (Required) Grades consistently submitted on time
- (Required) Outcomes Assessment data consistently submitted on time
- Grading in accordance with Chatfield College guidelines

Use of Pedagogy and Technology
- (Required) Integration of eCampus/Schoology features into teaching/managing courses
- Demonstrated willingness to teach in non-traditional formats and times
- Utilization of other technology in the classroom
- Online course development and delivery

Service to Chatfield College and its students
- Regular attendance or presentation at Chatfield College Faculty Development events.
- (Required) Regular attendance at College and academic area meetings
- Representing Chatfield College at off-campus events
- Serving as faculty advisor to student clubs and organizations
- (Required) Teaching a variety of courses in the area of qualification at Chatfield College.
- (Required) Service, support, and attention to students
- Organization or participation in Chatfield Events.
- Assistance in initiating or revising courses
- Regular attendance and active participation on committees
- Student publication or presentations at workshops, conferences

Professional Achievement/Scholarly Activity
- (Required) Attainment of a Master's or higher degree in field of expertise or documented exception.
- Continued graduate studies
- Professional recognition from the private sector.
- Organization of or presentation at professional events/workshops/conferences related to subjects taught.
- (Required) Continued professional development in the discipline and in the post-secondary teaching profession.
- Publication
- Award of licensure or certification

Concurrence for the promotion by (Required)
- Program Chair
- Personnel Committee
- College Dean
- Board of Trustees

Teaching Agreements

In advance of the first week of teaching, on-boarded College faculty will receive a Teaching Assignment Form, that will detail the stipend to be paid, dates of payroll disbursement, days and times their class(es) are scheduled, and other important information. Faculty who have not completed the on-boarding process, which includes verification of employment eligibility and additional issues of state, federal and accreditation compliance, will not be issued a teaching assignment.

Faculty Attendance and Absences

Faculty are expected to be present in the classroom prior to the scheduled beginning of class and to hold class for the scheduled time of instruction.

The College has a responsibility to the students of Chatfield to provide them the required instructional time and the quality of instruction that is due them. Therefore, it is imperative that faculty members inform the Department Coordinator or Associate Dean/Site Director as soon as possible of anticipated lateness or absence, scheduled field trips, and make-up classes.

It is the instructor's responsibility to notify the students that a class will be cancelled. It is the instructor's responsibility to make up the class content in such a manner that is not punitive to the students and consistent with the award of credit policy laid out in this Handbook. Faculty who have been verified to have been trained in the use of the LMS may choose to temporarily make up missed instruction through Chatfield College's LMS. The semester cannot be extended nor can the class meet on a day that the college is closed. Instructors may not utilize the services of staff members to teach a class for them. If it is arranged for another person to teach the class session, it should be someone qualified to teach the content.

Except for instances of last-minute emergencies, the instructor will work with their Department Coordinator to make certain a qualified substitute will teach the course at the class time and length scheduled.

Faculty Compensation

All faculty are employees of Chatfield College and are classified as either full-time or part-time.

Full-time faculty are paid a salary for their teaching and other duties as determined by the Dean and department coordinator. Additional duties covered by salary may include serving as a Department Coordinator, academic advising, tutoring, and participation in the College's assessment efforts.

Part-time faculty are paid a stipend per course based on the number of courses taught for each semester. Part-time faculty are not guaranteed any certain number of classes, specific class times or teaching assignments. The stipend paid to part time faculty covers teaching and participation in the College's assessment efforts.

Chatfield College supports a culture of professional development. All faculty members are required to participate in professional development activities and will be reimbursed for the prepapproved expense associated therewith.

Compensation Process, Prerequisites and Tuition Benefits

The College Part-Time Faculty members are paid for their teaching services according to budget approved by the Board of Trustees annually. Initial employment is contingent upon the receipt of information reasonably requested from time to time, including but not limited to:

- Official transcripts to assure compliance with credential requirements;
- Resume;
- Documents required by the HR department for payroll, etc.; and
- Current clear background check.

Payments may be withheld pending receipt of other information reasonable requested from time to time, including but not limited to:

- Mid-Term grades
- Final grades, original copy with faculty signature and date;
- In-Progress contracts, if applicable
- Assessment reporting

In the Fall and Spring semesters, part-time faculty receive two paychecks, one about mid-term and the other after the end of the semester. Full- time faculty are paid bi-weekly as set forth in the employee handbook. Summer semester part-time faculty receive one paycheck after the term ends. Part- time faculty members teaching an Independent Study course receive one paycheck at the end of the semester.

During the semester they are teaching, College Faculty members are entitled to a Chatfield tuition waiver, not to exceed the number of credit hours that they are teaching. Courses are offered contingent upon sufficient enrollment. During the semester they are teaching, the College faculty members' spouses and dependent children (as defined by IRS guidelines) may apply for a fifty-percent reduction in tuition for any credit course. Each family member may take two (2) courses per semester. Eligible family members must maintain academic progress as described in the Student Handbook. Full-time faculty must also complete a financial aid application to qualify for tuition reduction.

Part- time faculty are not eligible for any additional benefits that the College may offer to full-time employees.

Online Course Development

The following applies to new online courses developed by part-time faculty.

A stipend of $300 for development of a new online offering is offered, payable after completion of first offering (end of term). The faculty member must receive distance education training prior to submission for approval to the Faculty Governance Group. The course is the intellectual property of Chatfield College.

Compensation for 10 or fewer students will take place at the standard rate. Compensation for 11 or more students will be 10% above this rate. Enrollment levels will be determined after the conclusion of the drop/add period.

For any online course of 11 students or more, there will be an additional $150 stipend paid for student completion above 60% combined with reported student learning outcomes achievement above 80%.

For any online course of 10 students or fewer, there will be an additional $100 stipend for student completion above 60% combined with reported student learning outcomes achievement above 80%.

Course Syllabi

Syllabi should be submitted to the Registrar's office one week prior to the start of the term. The College reserves the right to withhold payment of salary if a completed syllabus has not been received. The creation of effective syllabi is an ongoing, dynamic process in which, as in the very art of teaching, there is always room for improvement.

Course development is the responsibility of the Department Chair of the discipline under which the course falls and the faculty member teaching the course. Prior to the first week of classes, all faculty must submit, to the Department Coordinator, detailed syllabi for each course they are teaching each semester that it is taught. The approved syllabus will be sent to the Registrar and the faculty member will post the syllabus on the course page within Chatfield's LMS. This is necessary to guarantee that the instruction at Chatfield be as clear, responsible, and coherent as possible. In addition, the syllabus can function as a guide to the progress of the instruction within the course itself. Furthermore, students transferring a course from Chatfield often need to submit detailed information about the content and level of difficulty of a course to the receiving school. Finally, for purposes of accreditation, the College is required to have a syllabus on file for every course section offered.

To assist faculty with syllabus development, a template is available for developing all syllabi. Several elements of the standard syllabus may not be removed or modified given their pertinence to compliance issues.

In each course syllabus, there will be a statement of the expected amount of work to be undertaken. The amount of work should meet, but can reasonably exceed, the minimum standards required for

the award of academic credit. There is an expectation that students will complete 2 hours of work outside the classroom, studio or other instructional setting for each hour spent in formalized instruction.

Formalized instruction can take many forms but is, in general, a learning-oriented activity with defined and assessable learning outcomes that is initiated and guided by a qualified member of the faculty. In many cases, it is sufficient for a qualified member of the faculty to assign outside work that can reasonably be completed by an average student in the stated amount of time.

The Syllabus as Agreement

Any revised Syllabus for each class taught is required to be approved by the Department Coordinator and the submitted to the Registrar by the second week of each term. This syllabus is an agreement between you and the student. Any changes made by the instructor after classes begin should be minimal, particularly regarding assignments, meetings outside of normal class hours and any requirements that may affect evaluation and grading. Students should be made aware of any revisions, and Department Coordinators should be consulted prior to the revision. The Registrar's office retains copies of all course syllabi. Copies of each course syllabus are to be posted on Chatfield eCampus by each instructor, to allow electronic access for students.

Class Lists

At each semester's opening, current class lists are available within the SONIS information system and in course section page of the LMS. The lists should be checked for accuracy at the first two class meetings, and the Registrar should be informed of any discrepancies . Faculty must submit an electronic attendance report after each class.

Student Attendance and the Role of Faculty

Chatfield College is an attendance-taking institution as determined by the Office of Postsecondary Education of the U.S. Department of Education and is therefore required to take attendance to determine continued Title IV (Financial Aid) eligibility of its students. The Department provides the following definition of attendance:

> *Attendance must be "academic attendance" or "attendance at an academically-related activity".*

Attendance has two components: access to and engagement with instruction, and evidence of learning. When a faculty member indicates that a student has attended by submitting an attendance record, she/he is attesting that academic engagement in the subject matter of the course and its evidence are present.

Examples of access to instruction include:

- Attending a class where there is an opportunity for direct interaction between the instructor and students.
- Taking an exam, completing an interactive tutorial, or participating in computer-assisted

instruction.

- initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Examples of evidence of learning include:

- Submitted assignments

- Research Projects

- Documented participation in class discussion

Many of Chatfield's students receive federal financial aid, and the award of this aid is contingent upon continuing attendance. The absence of a submitted attendance record is interpreted as a lack of attendance, and this absence can result in a student being administratively withdrawn (grade mark of WF) from a course. Dual credit (CCP; high school) student attendance can be used by originating school districts to determine truancy. It is therefore essential to report attendance correctly, and regularly within 24 hours of the end of each class session. Attendance records are submitted electronically

The "Class Attendance and Chatfield Unofficial Withdrawal Policy" assures our continued compliance. The attendance policy is included in the standard syllabus template and should be reviewed in class at the beginning of each semester.

Attendance is an assumed practice, and therefore does not contribute positively to grade determination in a course. Conversely, a lack of attendance cannot, in and of itself, contribute negatively to grade determination in a course unless participation is a documented and assessed component of the course on that day. Missing a substantial portion of any scheduled class meeting(s), whether by absence, tardiness, and/or early departures should reasonably be expected to result in a midterm and/or final grade of "D" or "F", neither of which will transfer nor maintain Satisfactory Academic Progress for continued Financial Aid. Students are expected to meet the attendance requirements of the college faculty, including all makeup classes and field trips, as requisite for satisfactory completion of each course. Students should contact their instructor if they are unable to attend class. Faculty may require written verification. It is the discretion of each faculty member to determine if make-up assignments will be allowed, but their completion does not substitute for missed attendance.

Attendance in online courses, or courses containing an approved distance education component, can be determined by constructive and continued weekly participation in discussion boards, completion of assignments. Additional examples are included in the *Distance Education Handbook*. Attendance in online courses is submitted each week.

Faculty Observation Process
All faculty are observed on a regular basis by members of the academic administration or Department Coordinators. New faculty are observed within the first year; faculty with 2-6 years of

service are assessed every other year; faculty with 6 years of service or more are assessed every three years. The documents associated with this process are appended to this *Handbook*

At the completion of each academic year, all faculty meet with their Coordinator to review all forms of evaluation, including student evaluations of teaching, and determine future goals and/or identify specific areas of improvement. Department Coordinators meet with the Academic Dean. At this time a review of the past year's professional development activity is made and recommendations for future professional development are established in a collaborative manner

Conflict Resolution Procedure

It is the desire of Chatfield College that all faculty members experience a work environment that is harmonious, productive, and respectful. Any faculty member who feels that some unfair treatment has occurred; a policy has been violated; or sees a situation in conflict with expectations, should address the matter as quickly as possible using the following procedure:

The problem or concern is taken to the Academic Dean or Associate Dean/Site Director within one month of the occurrence. Most problems can be resolved at this level. The Academic Dean or Associate Dean/Site Director should document details of the discussion, including: the date on which the problem was first discussed; date/s of the incident/s; the concern presented by the faculty member; and any other details the supervisor feels are important. Following the initial discussion, the Academic Dean or Associate Dean/Site Director will respond, in writing, within two weeks (10 working days) of the date on which the faculty member raised the concern.

If the faculty member is not satisfied with the decision by the Associate Dean/Site Director, they may present the complaint in writing to the Dean, attaching the written response from the Associate Dean/Site Director. This request must be made within two weeks from the receipt of the response.

The appeal should contain the following information:
- Faculty member's statement of the complaint/problem and the related facts;
- Date(s) of the occurrence(s);
- Witness(s) to the occurrence(s), if any;
- A copy of the Academic Dean or Associate Dean/Site Director's response;
- The remedy or corrective action sought;
- Signature of faculty member.

If the faculty member is not satisfied with the decision by the Dean, they may present the complaint in writing to the Chief Operating Officer, attaching the both prior written responses. The Chief Operating Officer will have three weeks to investigate the matter and respond to the faculty member in writing. Reasons for the decision will be provided in the response. If timelines have not been followed (as above), the Chief Operating Officer may investigate the situation, but the complaint will lose its status as a formal complaint. (If the Chief Operating Officer is a party to the complaint, the President will assign another administrative person to perform those duties.)

If further remedy is sought, the faculty member may appeal to the President within two weeks. The President will review all documentation and make a determination within a reasonable period of time. The decision of the President is final and binding. If the President is a party to the complaint, the Board of Trustees Chairman or Executive Committee will accept the appeal in lieu of the President and their decision will be final and binding.

While the College desires to resolve all faculty members complaints as informally as possible, the College retains the right to direct its faculty members and to discipline or discharge faculty members in its sole discretion.

The Faculty Grievance Process

A grievance is an appeal for a perceived wrong or condition caused by:
- Discrimination based on age, sex, race, religion, national origin, or other basis prohibited by law;
- Denial of academic freedom;
- Dismissal without cause during the period covered by the teaching assignment form;
- Violation of the guidelines of the Faculty Handbook or College policy; and,
- Unfair or clearly inequitable treatment.

A College faculty member may appeal disciplinary action in the following manner:
- The College faculty member sends a written appeal to the Academic Dean within thirty days of the event in question.
- The College faculty member requests a meeting with the Academic Dean to review the appeal.
- If the matter is not resolved during that meeting, a full evidentiary hearing is held before a Grievance Committee consisting of five members appointed by the Faculty Governance Group. The Faculty Governance Group will also appoint a chairperson from the five members of the committee.
- The following rules shall apply to the hearing:
- The faculty member and the administration shall have the right to be represented by counsel at all stages of the hearing process. At least 20 days' written notice shall be given to all parties before the hearing date. Either party may move for a continuance of not more than 30 days. This request must be made to the chairperson of the Grievance Committee and must be in writing. The Grievance Committee may choose to grant or deny this request.

Faculty Purchases

All faculty requests for purchasing classroom materials or supplies must be submitted to the Department Coordinator and approved by both the Department Coordinator and the Academic Dean prior to ordering. Purchase orders will be submitted for all purchases.

Textbooks and Textbook Changes

Textbooks serve as the basis of course content and, as a result, are linked to descriptions and learning outcomes for each course. Therefore, the adoption of a new textbook requires careful consideration. All requests for textbook changes must be submitted for approval to the Faculty

Governance Group with a revised syllabus (suitable for distribution to students) that links outcomes to the new text. In the event the Committee has concerns over the ability of the proposed new text to support student achievement of learning outcomes, the Office of Assessment will be requested to review the proposal.

The Higher Education Opportunity Act requires that the full cost of enrollment, including the cost of course materials, fees, and texts, be provided at the time of registration. Therefore, textbooks must be selected prior to the registration period and cannot be changed once registration has begun. Registration periods are included on the academic calendar. Department Coordinators are responsible for making textbook recommendations to the Bookstore, through the Academic Dean's office.

Student Counseling and Non-Academic Support Services

Informally, all members of the staff and faculty are encouraged to be attentive to students' needs. Academic Advising is the responsibility of many employees, including but not limited to: the Registrar, individual members of the faculty, the Associate Deans/Site Directors, Faculty, persons hired to serve exclusively as academic advisors, and the Dean

For extra support and personal mentoring, Chatfield College maintains a referral network of social service providers. The College Faculty who become aware that a student needs assistance w i t h personal problems should alert one of the following: the student's Department Coordinator, an Associate Dean/Site Director, an Academic Advisor, or the Academic Dean. Chatfield's faculty, staff, and board members, as well as community volunteers, may also serve in formal or informal mentoring roles.

Field Trip Policy (Suspended)

For the 2020-21 academic year, Field Trip experiences will be suspended as part of Chatfield's safety response to the COVID-19 pandemic..

Chatfield College recognizes and affirms the educational value of co-curricular activities, or experiences outside the traditional classroom environment. Due to safety and emergency concerns, these activities must be preapproved by the Department Coordinator and monitored by the Academic Dean or Associate Dean/Site Director. A field trip request form must be completed and approved in advance of the trip. All students accompanying the instructor must provide emergency contact information that will be kept on file at the college. Minor students participating MUST have parental permission. Emergency contact information for all students and faculty must be on file.

Chatfield College has limited means of transporting students. Students may assume responsibility for transportation to off-site events.

The following process should be followed when planning field trips:

- Submit a written request and completed field trip form to your Department Chair for approval.
- If approved by the Department Chair, submit the written request and Chair approval for secondary approval to the Academic Dean or Associate Dean/Site Director where the class is offered.
- If approved by the dean or site director, students' permission papers and copies of emergency medical papers are collected. One copy must stay at the Registrar's office, while the second copy must be with the instructor while accompanying the class.

Posting of Announcements

Announcements may be posted by permission of the Academic Dean or Site Director. This will provide an opportunity for the material to be reviewed and the posting locations approved. Any unauthorized postings will be removed and discarded.

Poster and Flier Policy

- All posters/flyers must have approval from a designated Chatfield representative.
- All posters/flyers using the Chatfield College logo must have written approval from the Chatfield College marketing department.
- Posters/flyers can only be posted on approved bulletin boards; approved boards include:
  - All digital, smart boards in classrooms and designated areas
  - Other bulletin boards as identified by Site Managers within each campus building
- Any posters/flyers hung outside of the approved boards may be removed.
- Posters/flyers may be posted on approved boards for up to twenty-one (21) days prior to and up to one day after the event.
- Posters/flyers will be displayed on a first come first serve basis.
- Recommended poster/flyer size is 8 1/2" x 11", and not to exceed 11" x 17".
- Posters/flyers may be bilingual as long as there is a comparable English translation on the flyer.
- Posters/flyers advertising alcohol-related events are not permitted.
- Posters/flyers advertising rooms/apartments/houses for rent are not allowed and will not be posted— regardless of sponsorship.
- No outside vendors, companies, organizations or agencies may post posters/flyers unless they have approval from the Associate Dean(s)/Site Director(s) and other members of the Management team.
- Chatfield College reserves the right to refuse or remove posters/flyers including those which:
  - the College deems to wrongfully discriminate on the basis of age, sex, race, color, national origin, religion, or sexual orientation or disability;
  - contain statements, illustrations or implications which are not consistent with the College's mission and vision; or
  - advertise any product or service which if purchased by a qualified individual would be in violation of any law.

Release of Student Information

In response to FERPA regulations, Chatfield has drafted a list of items that are recognized as directory information. This is the only information that can be given to anyone about a student. Faculty need to follow these guidelines in all that they do. The directory information that can be given out without a student's signature on a permission form is as follows:
- Name
- All addresses, including email

- Telephone numbers
- Concentration
- Numbers of hours registered and full or part time status
- Class standing (freshman, sophomore, 3rd year)
- Dates of enrollment
- Degree awarded
- Total hours earned – credit hours
- Honors and awards
- For a transfer student, the name of the previous institution attended

This pertains to all students regardless of their age. Parents of minor students consented to these disclosures when the student first registered.

Class Attendance and Chatfield Unofficial Withdrawal Policy

The College policy that follows is not superseded by individual attendance policies.

Attendance is required, and regular attendance is of critical importance. Any student who misses 3 classes of a 15 week course that meets once per week, or 6 classes of a course that meets twice per week for 15 weeks, or one class of a course that meets for 5 weeks, will be contacted by the Dean's office. Any student who misses 5 or more classes of a 15 week course that meets once per week, or 10 or more classes of a course that meets twice per week , or more than one class of a course that meets for 5 weeks, may be withdrawn from the course upon recommendation of the Dean, in consultation with the course instructor and Registrar. At the end of the semester, a grade of W will be recorded.

Students who receive financial aid under Title IV will be administratively withdrawn if

- there is no record of attendance in any class during the first two weeks of classes (fall and spring terms);
- there is no record of attendance in any class during the first week of classes (summer term only);

Students who receive financial aid under Title IV and who do not attend classes during 14 consecutive days will be administratively withdrawn from Chatfield.

A grade of WF can negatively impact standing at Chatfield College as well as further financial aid eligibility.

Independent Study
If, in order to graduate, a student must complete a specific course that is not on the schedule that term, and no comparable course is offered, the student may request an opportunity to take a course by Independent Study. A student may take no more than two Independent Study courses in their last semester before graduation. The proper procedure for this option is:

- For the student to obtain an Independent Study Request and Plan form from the Registrar;
- Consult with the faculty member.
- During the drop/add period, the Independent Study Request must be approved by the Registrar and the Academic Dean.

The student must complete all paperwork prior to being registered for the course. This must be finished within the Drop-Add period, which appears in the academic calendar.

In planning an Independent Study, the College Faculty should keep in mind that this is not to be a correspondence course, in which the student does readings and takes a test at the end. Material should be at least as challenging as a classroom course, and frequent interaction between the College Faculty and student should provide real teaching/learning time.

The A College Faculty member is not obligated to agree to teach Independent Study courses. Faculty compensation for independent study will be determined by the Academic Dean on a case by case basis and consider the credit hours earned and other relevant factors. There will be no more than two (2) students in an Independent Study course. Dual credit (CCP; High School) students are not eligible to register for individualized instruction through independent study courses as part of the State CCP program but may do so outside the scope of the CCP program.

Class Size and Class Cancellations

The academic administration is responsible for determining minimum and maximum class size. Faculty members are encouraged to promote registration in classes they teach or believe would be of particular value to individual students. Decisions regarding classes that are not viable due to insufficient enrollment are determined by the week prior to the opening of the semester. The Registrar will contact the College faculty if their classes are cancelled. However, upon the agreement of the Academic Dean and the College faculty, courses with lower than the minimum requirement may be offered, for specific students, as an Independent Study. The guidelines for Independent Study courses will be followed.

In the event that enrollment in a course section falls to zero during the semester, the faculty member will be released form the course paid for the weeks of instruction.

General Faculty Meetings

All faculty members are required to attend the all-faculty meetings that are typically held prior to the first class of the Fall and Spring semesters. Faculty may elect to apply for compensation of professional development funds, provided a record of attendance is available and a professional development summary form is completed. The agenda for each General Faculty Meeting includes information pertinent to the semester, faculty development, and areas of concern, which benefit from faculty input.

Grading System
The final grade assignment by The College fFaculty is based on student performance during the

semester and on the final examination, if applicable. Each grade is assigned a specific number of quality points per credit hour. The grade point average is determined by dividing the sum of quality points by the total number of credits attempted.

Mark	Meaning	Explanation
A	Excellent	4 quality points per credit hour
AT		Audit
B	Good	3 quality points per credit hour
C	Fair	2 quality points per credit hour
D	Poor	1 quality point per credit hour
F	Failure	0 quality points per credit hour
WD		Official Withdrawal, assigned by the Registrar's Office
WF	Withdraw-Fail	0 quality points per credit hour Administrative Withdrawal, assigned by the Registrar's Office
P/NP	Pass/No Pass	Issued in selected workshops and courses. At the time of registration, students may request the grade of P/NP in regular courses with the Dean's approval. Of the 64 hours required for a degree, a limit of nine hours may be taken on a Pass/No Pass basis.
R		Course repeated: course listed elsewhere on transcript with a grade
IP		In Progress: grade withheld pending fulfillment of assignments, must be accompanied with an In-Progress Report

Chatfield College Code of Academic Integrity

(Approved June 2018)

Chatfield College is dedicated to creating a community that models excellence in lifelong learning, and of reverence and esteem in support of one another. At the heart of this is personal honesty, an honesty that makes possible an open exchange of ideas. True community and academic excellence thrive at Chatfield College through honesty, trust, and mutual respect. It is the aim of this Code of Academic Integrity to foster an atmosphere in which individuals can reach their fullest potential as students and teachers.

Academic work submitted at Chatfield College carries the honor statement: *"I affirm that my work upholds the highest standards of honesty and academic integrity, and that I have neither given nor received any unauthorized assistance."* This statement should be included at the beginning of each assignment turned in for evaluation, with a signature following the statement.

For assignments that are submitted electronically, the statement should be included as possible. Professors should communicate clearly what is, and is not, authorized assistance. Submission of any electronic assignment for evaluation will be taken to indicate that you have complied with and affirm the statement of academic integrity in completing the assignment.

Examples of Academic Dishonesty:
Academic dishonesty is a serious violation of our community standards. It undermines the bonds

between members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty includes:

- Cheating
- Using or attempting to use unauthorized materials, information, study aids, or assistance in any academic exercise.
- Fabrication
- Falsifying or inventing of any information or citation in an academic exercise.
- Facilitating academic dishonesty
- Helping or attempting to help another to violate any provision of this code.
- Plagiarism
- Representing the words or ideas of another as one's own in any academic exercise
- Stealing, manipulating or interfering with any academic work of another student

It is the responsibility of the faculty member to provide additional clarification or examples particularly appropriate to the discipline, and it is the responsibility of students to consult with their instructor when questions related to academic integrity arise. Ethically guided common sense is the best tool for avoiding instances in which academic dishonesty is considered in the evaluation of any work in any course.

Complaint Procedures for Plagiarism:
- In all cases of alleged plagiarism, the faculty will consult the Dean and Site Directors to determine if there is any record of prior offenses.
- If the case is a first offense, the faculty member may choose to give the student a verbal or written warning and may administer sanctions if he or she deems it appropriate. Such sanctions may include, but are not limited to, a failing grade in the assignment. The faculty member will submit a written record of the warning and any action taken to the Registrar for placement in the student's file.
- If the case is a second offense, or if the faculty member deems a first offense too serious to be handled in the above stated manner, the faculty member will report the offense directly to the Dean. The Dean will then proceed as deemed necessary.

Additional information regarding plagiarism can be found in the *Student Handbook*.

Weather-Related Information and Course Cancellation

(Revised Fall, 2017)

On occasion, it is necessary for the college administration to cancel some or all classes due to inclement weather or other unexpected events such as interruption of water or electrical service. When any classes are cancelled due to widespread inclement weather, regional radio and television stations will be notified. Notification of cancellations will be also be made by One Call Now and by email. If the notification cannot be made through broadcast media, only One Call Now and email will be used.

Chatfield college serves students and employs faculty and staff who come to us from a broad

geographic area that displays a variety of weather patterns. Safety in travel during inclement weather is our greatest concern. Chatfield is, however, a college, and has responsibilities to our students, the Ohio Department of Higher Education, and our accrediting body to offer complete instructional experiences as scheduled; therefore, cancellation of classes for part or all of a day is not undertaken lightly. The decision is not based upon the actions of public schools or other organizations but is based on the judgment of College administrators who assess weather reports, road conditions and other variables. Our collective goal is to provide a quality collegiate education regardless of circumstances.

Except when road closures are declared by local government, employees in most businesses and industries are expected to work. Students and faculty should realize that becoming a Chatfield College student or faculty member incurs many similar responsibilities. Even if a local school district is delayed or closed, Chatfield College may be open.

At the time of the first class meeting, each faculty member should establish with the students a communication plan in the event of an unexpected class cancellation due to weather-related issues. While students will remain responsible for the work required to maintain academic progress, faculty will enable that work to take place in a supportive manner, without academic penalty. In the unlikely event that a member of the faculty is unable to be in class due to weather-related issues, they will additionally notify the college of the cancellation and a sign will be placed on the classroom door announcing the cancellation. Students will remain responsible for the work to be covered, and the faculty member will enable that work to take place in a supportive manner and without academic penalty.

Scheduling Changes, Room Assignments, and Room Assignment Changes

Room assignments or class meeting time changes must be cleared with the Registrar and Associate Deans/Site Directors in advance. Faculty members are not to change classrooms or meeting times.

Graduation

The presence of faculty members at the graduation exercises is extremely important. Such an event offers an opportunity for Trustees, Administration, Faculty, student body, and students' families to join in mutual celebration of the accomplishments of the academic year. Our students make many sacrifices in order to complete their goals. Faculty attendance is a sign of approval and encouragement to them. Further, it gives the trustees, staff, students, and families an opportunity to acknowledge the faculty members' central role in student achievement. The College Faculty attending the ceremonies needs to order caps and gowns through the Registrar if they do not own them.

Visitors and Children

Chatfield College provides an environment suited to academic activities performed by employees and students. Classroom usage is limited to enrolled students and visitors who have an appropriate academic purpose, including guest speakers, those invited to make special announcements, and others whose presence supports the academic nature of the classroom. For reasons of child safety and in the interest of maintaining the academic environment of the classroom setting and

performance of academic endeavors, Chatfield students may not bring children into their classrooms during instruction time. Information about local childcare facilities is available and assistance in selecting childcare is offered either directly by Chatfield or through a partner organization or agency. Chatfield College staff will not assume supervision of student's children and children may not be left unsupervised within the Chatfield College area without the prior permission of the Associate Dean/Site Director.

Reporting Student Progress

Midterm and Final Grade Reports

Each instructor determines their own policy with regard regarding examinations and papers, including make-up exams and the extension of deadlines within the semester. Since class sizes are small, the instructor is encouraged to conduct personal conferences with each student at least once during the semester. This practice is essential for any student experiencing attendance, achievement or other issues in class. Faculty should each faculty member should use the Early Alert system if a student is having academic difficulties.

Assignment grades should be regularly posted to Chatfield eCampus, which helps students to be aware of their academic progress. Students should have a clear indication of where they stand in order to make informed decisions about continuing in or withdrawing from courses. A midterm progress report will be requested by the Registrar's office by the eighth week of class to provide this measure for those students. These reports are not recorded on the student's academic record but serve an advisory function. Midterm reports are given to all students. In addition, contact is made with students who seem to be having difficulty in one or more subjects. Faculty do not report mid-term grades during summer session or in nine-week classes: however,

Dropped Classes and Student Withdrawals

Students who formally leave a class during the Drop-Add drop/add period are withdrawn from that class. The Drop-Add period published in each semester's Academic Calendar. There is no grade penalty for dropping classes within the add/drop period, and the student will not be charged for a dropped class. Revised class rosters will not identify such students as having been in the class.

Withdrawal forms are available in the Registrar's office. All students should meet with the instructor and their advisor before withdrawing. Every effort should be made to discuss the reasons for potential withdrawal and to find available resources to help students complete the class. If the student withdraws from the class before the last day to add/drop, the course will not be part of their academic transcript.

If the student withdraws after the Drop/add period but before the final withdrawal date, a notation of "WD" will be made on the transcript. A student who simply stops attending, without completing the withdrawal procedure will be assigned a mark of WF (administrative withdrawal). A grade of "IP" should not be given in this case.

Grade Changes and the use of the IP (In Progress) System

The grade "IP" indicates that the student has done passing work in a course but has not fulfilled all requirements of a course. The "IP" grade is not to be used routinely in cases where a student has simply neglected to complete assignments in a timely fashion or has had several a number of unexcused absences. Rather, the "IP" grade should be given only when there is an illness, a death in the family, or another unavoidable emergency. In such cases, the student has a responsibility to contact the instructor before the end of the semester to find out how he/she may complete the work satisfactorily.

The "In Progress Report and Contract" is a form to be used as an addendum to the final grade report for any student receiving this mark. It provides clarity for the instructor, the student, and the Registrar's Office regarding the expectations for completion. Grade reports and this contract for any IP grade must be turned in at the same time and before the final faculty paycheck will be issued. If the student is unable to sign the IP form, they (or their representative) should discuss the matter with the Registrar. Copies of the form are available from the Registrar's Office.

Upon completion, the faculty members must report the grade, on a grade change form, to the Registrar. If the IP is not resolved prior to the deadline, it will be replaced on the transcript with the grade indicated on the contract. Under some extreme circumstances (e.g. extended illness that has been documented) a longer time may be allowed after consultation with the Department Chair or Academic Dean.

If a grade needs to be changed for reasons other than an IP, the instructor must fill out the appropriate form before the end of the semester following the semester the course was taken. It is the responsibility of the student to request a change of grade from their instructor and the responsibility of the instructor to participate in the process.

Academic Appeals

Academic appeals must take place prior to the end of the subsequent Drop-Add period following the term in which the course was taken.

An academic appeal may be considered for the following reasons:

a) If a student believes that the instructor has failed to follow stated grading policies, procedures and/or objectives as outlined in the syllabus; or
b) If a student believes any grievous error was made on behalf of the instructor with the delivery of the curriculum or the application of the grading policy; or
c) If the student has evidenced uneven, whimsical, or bias in the evaluation of an individual's achievement or performance; or
d) If the student believes the instructor has failed to provide students' tests or other written material within a reasonable time after grading.

In the event a student believes any of the above transpired, the student can begin the appeal process. The steps of that appeal process are as follows. First, an appeal must be filed with the instructor. If a resolution is not reached through that appeal, the student may then move the appeal to the Department Chair or Academic Dean for review. If a resolution is still not reached, the

student may call for the Academic Appeals Committee to review the matter.

Filing an Appeal with Instructor
A formal academic appeal must be presented to the instructor in writing, describing the student's reasons for thinking the grade was not based on the academic performance of the student. The instructor shall reply in writing to the student and Associate Dean(s)/Site Director(s) within two weeks.

Filing an Appeal with the Department Chair or Academic Dean
If dissatisfied with the explanation that has been given or the denial of the appeal by the instructor, the student may submit the original academic appeal to the Department Chair or to the Academic Dean (if the complaint is with the Department Chair) within two weeks of the instructor's response. The Department Chair or the Academic Dean will:

- Request copies from the student of the written formal complaint to the instructor and the instructor's response; and,
- Advise and assist the student in a further attempt to resolve the problem

The Department Chair or the Academic Dean shall reply in writing to the student within two weeks regarding her/his decision.

Filing an Appeal with an Academic Appeals Committee
If the student remains dissatisfied with the explanation that has been given by the department chair or the Academic Dean, or if the appeal is again denied, she/he may request a hearing from a special Academic Appeals Committee consisting of faculty members appointed by the Associate Dean(s)/Site Director(s).

The faculty member cited by the student and to whom the academic appeal concerns and the student complainant each present to the Academic Appeals Committee her/his analysis of the facts of the case. The Academic Dean will also have the opportunity to present her/his findings and conclusions concerning the merits of the student's complaint. The burden of proof in the academic appeal shall be on the complainant.

Authority for determining grades normally rests with the instructor, especially when the instructor is acting in accordance with policies that have been clearly articulated in the course syllabus; therefore, the Academic Appeals Committee shall not substitute its academic judgment for that of the instructor, but shall investigate and adjudicate only the complaint of bias or capriciousness, lack of adherence to stated grading policies, lack of adherence to procedures and objectives outlined in the instructor's syllabus, or failure to provide test or other written feedback results after grading.

If it is found that the academic appeal is without merit or if the evidence does not warrant overturning previous judgments, the case shall be dismissed. If it is found that the grade given was the product of bias or capriciousness, that there was a failure to adhere to stated grading policies, that course objectives and/or procedures were not met or followed, or test and/or written material feedback was not provided in a timely fashion after grading, the Academic Appeals Committee shall present its recommendation to the Academic Dean. The Academic Dean shall communicate that decision in writing to the student, the instructor, and to the Registrar if a grade change is needed. It shall be accompanied by a notation "By Appeal" and shall be included in the student's

file.

Because the college believes that every student and faculty member should be treated as individuals and with respect, modifications to this procedure may be made in circumstances involving a very personal or sensitive nature.

Intervention

It is recognized that occasionally problems may arise that require immediate intervention and resolution that cannot be deferred until the conclusion of the term. In such cases, the following procedures shall be followed:

When concerns arise (student-faculty conflicts, staff-faculty conflicts, staff or faculty concerns, faculty attendance, faculty records, allegations of inappropriate or illegal behavior, etc), the Academic Dean or Associate Dean/Site Director will follow these procedures:

- The aforementioned Academic Dean or Associate/Site Director will gather pertinent information from parties involved.
- If a Associate Dean/Site Director is conducting the investigation into any allegations, s/he will notify the Academic Dean immediately of the situation.
- The Associate Dean/Site Director or Academic Dean will then meet with the faculty member concerning the issue to determine the best resolution of the problem to avoid compromising instruction, required time in class, safety or student support. The Academic Dean conducting the meeting shall document the content and resolution of the meeting.
- If the matter cannot be resolved informally, or if there is evidence of violation of other provisions of this Handbook, or Local, state or Federal laws or regulations, further action, including suspension or dismissal, may be undertaken.

College Policies

Catholic College

The college operates as an Ursuline Catholic College in conformity with the principles of higher education as set forth in *Ex corde Ecclesiae.*

Faculty Records

Current and past faculty records are maintained by the Academic Dean. Faculty files are considered confidential and are open to review only by the individual faculty member and the appropriate administrative personnel. Requests to review other college records must be approved by the President.

Harassment

The College recognizes the faculty's right to a work place free of racial and sexual harassment. Faculty should be aware that racial and sexual harassment is against the law.

No faculty member should be expected or required to submit to racial slurs, racial jokes, sexual

advances, and requests for sexual favors or other verbal or physical conduct of a racial or sexual nature in the workplace. Such conduct may create a hostile or offensive working environment, and may constitute unlawful harassment. Sexual harassment may also occur when submission to or rejection of such conduct is used for a basis for employment decisions. The College will not tolerate or condone racial or sexual harassment or pressures that utilize job status as a factor in any application interview, employment review, promotion or dismissal relating to the performance of any job duties.

Any faculty member who believes that he or she has been subjected to racial or sexual harassment, or who has witnessed such misconduct in the workplace, must immediately report the incident to his/her supervisor. If the faculty member's supervisor is the subject of the complaint or if, for any reason, the faculty member does not wish to report such an incident to his/her supervisor, the faculty member should report the matter to the Academic Dean, unless the complaint involves the Academic Dean, in which case the report should be to the President of the College. All reported incidents of harassment will be thoroughly investigated, and the complaints will be treated confidentially to the extent consistent with a thorough investigation. Any faculty member or supervisor who is found to have engaged in unlawful harassment of anyone will be subject to appropriate disciplinary action, up to and including termination of employment. The College will not authorize or permit any form of retaliation against any faculty member who has made a good faith claim of harassment.

Faculty members are expected to exercise these same principles with students. Respect is intrinsic to all persons at Chatfield College.

Other Complaints
Any other complaints must be submitted in writing to the Academic Dean or President of the College and filed in the President's Office. The Academic Dean or President of the College will review the complaint and decide what appropriate action should be taken.

Alcoholic Beverages
The possession and consumption of alcoholic beverages on campus is forbidden. Allowances are made for approved special events for those 21 or older. The moderate consumption of alcohol at College-sponsored events does not constitute a violation of the Substance Abuse policy.

Illegal Drugs
State and federal law forbids the possession or consumption of illegal drugs or narcotics. The sale, use, or possession or manufacture of such illegal items is strictly forbidden on campus. Failure to comply with this federal law constitutes a major infraction.

Substance Abuse
Chatfield College faculty members are required to present themselves in a mental and physical condition appropriate for work. It is the intent and obligation of the College to provide a drug- and alcohol-free, healthy, safe, and secure environment.

The use, manufacture, distribution, or possession of a controlled substance or alcohol on College

premises, or while conducting college business off college premises, is absolutely prohibited. Violations of this policy will result in disciplinary action up to and including discharge, and may have legal consequences.

Chatfield College recognizes drug and alcohol abuse as a potential health, safety, and security problem. Addiction is recognized as a disease, which must be treated with both competency and compassion. Faculty members who need help to deal with substance abuse problems are encouraged to use health insurance plans as appropriate. Conscientious efforts to seek help will not jeopardize your job. For more information, contact your supervisor or the Director of Finance. See Addendum for additional information on health risks associated with alcohol and substance abuse.

> **First Offense:** Faculty members who are under the influence *of drugs or alcohol will be transported from the workplace. They will then be required to seek profession*al *counseling*. Failure to do so will result in termination.

> **Second Offense:** Faculty members who violate this policy a second time will again be transported from the workplace. For continued employment, they will be required to seek treatment from a certified substance abuse facility. If suitable treatment is not pursued and completed, the employee will be terminated.

Local Alcohol and Drug Abuse Programs

In the event that a drug or alcohol related problem should arise, please contact the Dean or Associate Dean/Site Director. At the St. Martin campus the assistance of The Brown County Counseling Service, and at the Over-the-Rhine site the assistance of The Hamilton County Alcohol and Drug Addiction Services Board, will be sought in order to help the individual(s) find the most suitable drug and alcohol counseling, treatment, rehabilitation, or re-entry program.

Tobacco Policy

Chatfield College is committed to providing a healthy and productive work and learning environment for all students, faculty and staff. Research shows that tobacco use, including smoking and breathing secondhand smoke, constitutes a significant health hazard. The college strictly prohibits all smoking of tobacco products within all college buildings and within 30 feet of all college buildings.

This policy applies to all, including students, faculty, staff, contractors and visitors.

For the purpose of this policy, "tobacco" is defined to include, but not limited to, any lit cigarette, cigar, pipe, bidi, clove cigarette, electronic cigarette (e-cigarette), personal vaporizer, and any other smoking product.
The use, distribution or sale of tobacco, including any smoking device, or carrying of any lit smoking instrument, in college-owned, leased or occupied facilities or within 30 feet of college-owned, leased, or occupied property is prohibited. This includes:
- All campuses.
- If individuals in the college community smoke or use tobacco products off college properties, they are expected to be respectful of residents and businesses neighboring the university campuses and properties. They should not loiter in front of homes or businesses near college campuses or properties.

- If individuals in the college community smoke or use tobacco products, they must discard tobacco products in appropriate receptacles.
- The distribution of tobacco products on college property is prohibited.
- No tobacco-related advertising or sponsorship shall be permitted on college property, at college-sponsored events or in publications produced by the college.
- Violations of this policy may result in disciplinary action.

This policy is a community health initiative. We are all responsible for implementing and enforcing this policy. It is important that we all work to promote good health and support an environment limiting the use of tobacco.

Ultimately, our hope is to achieve voluntary compliance with the policy, aided by community enforcement of its terms. There are clear challenges associated with the enforcement of this policy; however, similar to all college policies, we each have a responsibility to comply. While not preferred, disciplinary actions for violations, tailored to each constituency within the community, may be implemented if necessary.

Affirmative Action Statement

Employment is based solely on the applicant's qualifications and ability to meet established requirements for employment. Chatfield College does not discriminate against any applicant for employment at the College because of race, religion, age, gender, national origin, or physical handicap.

Communicable Diseases

The position of Chatfield College toward any illness is one that is compassionate and non-judgmental. In the case of communicable diseases, Chatfield's goal is to achieve balance in our responsibility to both infected and non-infected people. Thus, the guidelines are:
Persons with highly communicable diseases will leave the campus for the length of time appropriate to the disease.

For persons who have diseases of lower communicability and short communicability after treatment commences, decisions will be made after evaluating the individual case.

Safety/Security

Maintaining a safe environment in all facilities is a matter of primary concern to the Chatfield College community. The College recognizes its responsibility with respect to providing safe and healthy working conditions and is committed to preventing accidents, injuries, and related losses. To that goal, the College enlists the support of every faculty member to continuously exercise good judgment, safety-mindedness, and to adhere to safety rules and regulations.

Faculty members are advised to take necessary means to protect self and property from injury. Prudent care of personal items and mutual concern for one another is encouraged. The entire community shares in maintaining an environment conducive to safety. Any faculty member, regardless of position, whose actions are considered unsafe or who causes others to be subject to unsafe conditions shall be subject to corrective action up to and including dismissal.

Concerns or questions related to safety or security should be promptly reported to the Academic Dean or Site Director.

An Emergency Manual has been developed for each site and is placed in the main office, in each classroom, the library, and with the Academic Dean or Associate Dean/Site Director. This manual will serve as a reference for faculty, staff, and students if an emergency or crisis develops.

Confidentiality

Employees shall not divulge, furnish or make accessible to anyone (other than in the ordinary course of the College's business) or use for personal purposes or for purposes other than for the benefit of the College, its staff or students, any knowledge with respect to confidential information or data of the College or with respect to any other confidential aspect of the business operations, financial affairs and other matters of the College, its staff or students.

All public areas of the College, which include, but are not limited to the student lounges, restrooms, library, corridors, and parking lots, are considered off-limits for conversations of a business-nature. Employees are to conduct business discussions/transactions in work areas only and to create positive customer interactions and impressions in the College's public areas. Casual conversation requires the same faithfulness to confidentiality. While the front office is a public area, it is also a work area and employees are to handle business in that area in a prudent fashion especially when students or visitors are nearby.

Chatfield College Responsible Use of Information Technologies Policy
Chatfield College faculty, staff, students, and guests are required to follow the Responsible Use of Information Technologies Policy, which is:

Computing and Information Technology

The College policy for the management of computer networks, personal computers and the resources made available thereby. The policy reflects the ethical principles of the College community and indicates, in general, the privileges and responsibilities of those using College computing resources.

Acceptable Use

Institutional Purposes
College computing resources are to be used exclusively to advance the College's mission of education, research, and public service. Faculty, staff, and students may use them only for purposes related to their studies, their responsibilities for providing instruction, the discharge of their duties as employees, their official business with the College, and other College-sanctioned or authorized activities. The use of College computing resources for commercial purposes including any sort of solicitation is prohibited, absent prior written permission of the appropriate College official(s). Unauthorized commercial uses of College computing resources jeopardize the College's relationships with network service providers and computer equipment and software vendors.

The College acknowledges that occasionally faculty, staff, and students use College computing resources assigned to them or to which they are granted access for non-commercial, personal use.

Such occasional non-commercial uses are permitted by faculty, staff, and students, if they are not excessive, do not interfere with the performance of any faculty, staff member, or student's duties, do not interfere with the efficient operation of the College or its computing resources, and are not otherwise prohibited by this policy or any other College policy or directive. Decisions as to whether a particular use of computing resources conforms to this policy shall be made by the Dean if the use involves faculty or student academic matters or non-academic student use and by the Chief Operating Officer if the use involves administrators, staff, or guests.

Impermissible Use

Computing resources may only be used for legal purposes and may not be used for any of the following purposes or any other purpose, which is illegal, immoral, unethical, dishonest, damaging to the reputation of the College, inconsistent with the mission of the College, or likely to subject the College to liability. Impermissible uses (some of which may also constitute illegal uses) include, but are not limited to, the following:

- Harassment
- Libel or slander
- Fraud or misrepresentation
- Destruction of or damage to equipment, software, or data belonging to the College or others
- Disruption or unauthorized monitoring of electronic communications
- Unauthorized copying or transmission of copyright-protected material
- Use of the College's trademarks, logos, insignia, or copyrights without prior approval
- Violation of computer system security
- Unauthorized use of computer accounts, access codes (including passwords), or network identification numbers (including e-mail addresses) assigned to others
- Use of computer communications facilities in ways that unnecessarily impede the computing activities of others (such as randomly initiating interactive electronic communications or e-mail exchanges, overuse of interactive network utilities, and so forth)
- Development or use of unapproved mailing lists
- Use of computing facilities for private business purposes unrelated to the mission of the College or to College life
- Academic dishonesty
- Academic Honor Code violations
- Violation of software license agreements
- Violation of network usage policies and regulations
- Violation of privacy
- Posting, sending, or viewing obscene, pornographic, sexually explicit or offensive material
- Posting or sending material that is contrary to the mission or values of the College
- Intentional or negligent distribution of computer viruses

Cooperative Use

Computing resource users can facilitate computing at the College in many ways. Collegiality demands the practice of cooperative computing. It requires:

- Check your college email address regularly and use it for communications
- Furnish any other email address you use to the Registrar
- Regular deletion of unneeded files from one's accounts on shared computing resources
- Refraining from overuse of connect time, information storage space, printing facilities, processing capacity, or network services
- Refraining from use of sounds and visuals which might be disruptive or offensive to others
- Refraining from use of any computing resource in an irresponsible manner
- Refraining from unauthorized use of departmental or individual computing resources

Responsibilities of Users

The user is responsible for correct and sufficient use of the tools available for maintaining the security of information stored on each computer system. The following precautions are strongly recommended:

- Computer accounts, passwords, and other types of authorization that are assigned to individual users should not be shared with others.
- The user should assign an obscure account password and change it frequently.
- The user should understand the level of protection each computer system automatically applies to files and supplement it, if necessary, for sensitive or confidential information.
- The computer user should be aware of computer viruses and other destructive computer programs, and take steps to avoid being a victim or unwitting distributor of these processes.
- The computer user should consider whether information distributed using College resources should be protected from unauthorized use by the use of copyright notices or by the restriction of distribution of certain materials to the Chatfield College users. Information regarding copyright may be obtained from the General Counsel's Office. Information regarding restriction of distribution of materials may be obtained from the Office of Information Technologies.

Security

Chatfield College will assume that users are aware that electronic files are not necessarily secure. Users of electronic mail systems should be aware that electronic mail in its present form is generally not secured and is extremely vulnerable to unauthorized access and modification.

Privacy and Confidentiality

The College reserves the right to inspect and examine any Chatfield College owned or operated communications system, computing resource, device, and/or files or information contained therein at any time for any purpose.

Sanctions

Violations of the Responsible Use of Information Technologies Policy shall subject users to the regular disciplinary processes and procedures of the College for students, staff, administrators, and faculty and may result in sanctions from a loss of their computing privileges up to and including dismissal. Illegal acts involving College computing resources may also subject violators to prosecution by local, state, and/or federal authorities.

Disclaimer

As part of the services available through the Chatfield College campus network, the College provides access to a large number of conferences, lists, bulletin boards, and Internet information sources. These materials are not affiliated with, endorsed by, edited by, or reviewed by the College of Chatfield College, and the College takes no responsibility for the truth or accuracy of the content found within these information sources. Moreover, some of these sources may contain material that is offensive or objectionable to some users.

APPENDIX: Course Syllabus Development

The syllabus should state the objectives, goals, strategies and measure for the course, making explicit connections between the objectives of the course and the mission of the College. For example, "Since Chatfield's focus is to promote lifelong learning, this drawing course is intended to enable individuals to see their environment as a new way and express their experience creatively, rather than to produce professional artist." The Chatfield College syllabus template should be used for all syllabi.The syllabus should list all learning outcomes (for the course, the discipline, the concentration, and the college levels) and measures for the course (i.e., what students will be expected to know or do), not just material to be covered or assignments required. For example, in English Composition, "Students will be able to convey in writing why a particular argument is not clear and sound," rather than simply 'Students will write a persuasive essay." This projected outcome could then be followed by concrete ways the course would measure students' performance. The Office of Assessment and the Department Coordinator can help to ensure the proper outcomes are included. After approval by the Department Coordinator, syllabi should be submitted to the Registrar's office one week prior to the start of the term. The College reserves the right to withhold payment of salary if a completed syllabus has not been received. The creation of effective syllabi is an ongoing, dynamic process in which, as in the very art of teaching, there is always room for improvement.

APPENDIX Faculty Observation Forms
Seated Courses

Classroom Observation Plan-Seated Course
(To be completed by the observee prior to the classroom visit)
<mark>Please attach your course syllabus</mark>.

Course: | | **Section:** | |

Room: | | **Time of Class:** | | **Day of class:** | |

Date of visit: | |

Number of students enrolled: |_ |

Observee: | |

Observer: |

---

1. State the objective(s) of the class session.

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2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use?

---

3. Explain how the content of this session fits into the student learning outcomes for the course.

Classroom Observation Form-Seated Courses

Observee:_____|_____ Course/Section Observed:__   # Students Registered:

Observer:___ | Date:__   Time:__   Place:__   # Students Present:_

On a scale of 1 to 5, please indicate the extent to which the instructor meets the teaching criteria listed below.
Please include comments in the column on the right. Attach additional comments as necessary.

5	4	3	2	1	NA
Excellent	**Above Average**	**Average**	**Below Average**	**Poor**	**Not Applicable**

	Rating	Comments
1. **Objectives:** The professor made a clear statement of the objectives of the session connected to the student learning outcomes of the course at the beginning of class or at another appropriate time.	5 4 3 2 1 NA	
2. **Preparation**: The professor was well-prepared for class with necessary materials.	5 4 3 2 1 NA	
3. **Organization**: The professor presented the material in an organized manner.	5 4 3 2 1 NA	
4. **Clarity**: The professor presented instructional material clearly.	5 4 3 2 1 NA	
5. **Expertise:** The professor displayed expertise in the subject.	5 4 3 2 1 NA	
6. **Class Level:** The professor presented material at a level appropriate to the course.	5 4 3 2 1 NA	
7. **Learning Styles**: When appropriate, the professor combined methods of instruction (visual, auditory, etc.) to accommodate various student learning styles.	5 4 3 2 1 NA	
8. **Respect**: The professor treated all students respectfully.	5 4 3 2 1 NA	

	Rating	Comments
9. Material Presentation: When presenting material, the professor did so in a balanced manner, acknowledging contrary views.	5 4 3 2 1 NA	☐
10. Comprehension: The professor periodically assessed student learning and modified teaching strategies as necessary to increase effectiveness in achieving learning outcomes.	5 4 3 2 1 NA	☐
11. Responsiveness: The professor was attentive to student questions and comments and provided clear explanations and examples.	5 4 3 2 1 NA	☐
12. Classroom Management: The professor demonstrated effective classroom management skills, and encouraged student engagement..	5 4 3 2 1 NA	☐

Non-Classroom Observations

	Rating	Comments
13. Course Outline: The professor's syllabus conforms to the existing course outline of record (confirmed by Chair or Dean).	5 4 3 2 1 NA	☐
14. Syllabus: The professor's syllabus includes a description of course content, contact information, office hours if applicable, student learning outcomes, the means by which students will be evaluated, grading standards, and other relevant information.	5 4 3 2 1 NA	☐
15. Observation Process: The professor participated in the evaluation process in a professional and timely manner.	5 4 3 2 1 NA	☐
16. Professional Obligations: The professor meets professional obligations outside of class (e.g. submits rosters and grades on time, participates in dialogue about student learning outcomes assessment results, participates in professional development, etc.).	5 4 3 2 1 NA	☐

Additional Comments

Observation Summary-Seated Courses

Faculty Member:___   **Date:**___   **From:**___   **To:**___

Performance Criteria	Recommendations	Completion Date (confirmed by Dean's office)
Strengths		
Opportunities		

Signatures:

Faculty member being observed: _____   Observer:___

Dean:___

A copy will be sent to the observee after signed by all parties, and the original will be placed in the observee's personnel folder. Upon completion of the recommendations, Dean will note completion dates on this form and send a final copy to the Observee.

On-Line Classroom Observation Plan

(To be completed by the observee prior to the classroom visit)

Course: ⬚   **Section:** ⬚

Web site URL: ⬚   **User name:** ⬚   **Password:** ⬚

Date of visit (beginning and ending—consecutive five-day period): ⬚

Number of students enrolled: ⬚

Observee: ⬚

Observor: ⬚

Please attach your course syllabus.

1. State the objective(s) of the class for this five-day evaluation period.

2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use?

3. Explain how the content of this evaluation period fits into the student learning outcomes for the course.

Observation Form for Online Teaching Faculty

Observee:____	Course/Section Observed:__	# Students Registered:__
Observor:__	Date/Time:__	# Students Present:__

On a scale of 1 to 5, please indicate the extent to which the instructor meets the teaching criteria listed below. Please include comments in the column on the right. <u>Attach additional comments as necessary</u>.

5	4	3	2	1	NA
Excellent	**Above Average**	**Average**	**Below Average**	**Poor**	**Not Applicable**

	Rating	Comments
1. **Objectives:** The professor made a clear statement of the objectives of the lesson or assignment connected to the student learning outcomes of the course.	5 4 3 2 1 NA	
2. **Preparation of instructional materials:** a) The instructional materials contribute to the achievement of the stated course and module/unit learning objectives. b) Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. c) The instructional materials are current and presented in a balanced manner, acknowledging contrary views.	5 4 3 2 1 NA 5 4 3 2 1 NA 5 4 3 2 1 NA	
3. **Organization**: The professor presented the material in an organized manner.	5 4 3 2 1 NA	
4. **Clarity**: The instructional materials contribute to the achievement of the stated course and module .	5 4 3 2 1 NA	
5. **Expertise:** The professor displayed expertise in the subject.	5 4 3 2 1 NA	
6. **Class Level:** The professor presented material at a level appropriate to the course.	5 4 3 2 1 NA	

	Rating	Comments
7. **Learning Styles**: When appropriate, the professor combined methods of instruction (visual, auditory, etc.) to accommodate various student learning styles.	5 4 3 2 1 NA	
8. **Respect**: The professor treated all students respectfully.	5 4 3 2 1 NA	
9. **Learning Activities:** The professor chose learning activities that promoted the achievement of the stated learning objectives and provided opportunities for interaction that support active learning. The requirements for learner interaction were clearly stated.	5 4 3 2 1 NA	
10. **Comprehension**: The professor periodically assessed student learning, and modified teaching strategies as necessary to increase effectiveness in achieving learning outcomes.	5 4 3 2 1 NA	
11. **Responsiveness:** The professor was attentive to student questions and comments and provided clear explanations and examples.	5 4 3 2 1 NA	
12. **Online Class Management**: The professor demonstrated appropriate technical skills necessary for managing an online class.	5 4 3 2 1 NA	

Non-Classroom Observations

	Rating	Comments
13. **Course Outline:** The professor's syllabus conforms to the existing course outline of record. (Confirmed by Chair or Dean)	5 4 3 2 1 NA	
14. **Syllabus:** The professor's syllabus includes a description of course content, contact information, office hours if applicable, student learning outcomes, the means by which students will be evaluated, grading standards, and other relevant information.	5 4 3 2 1 NA	

15. Observation Process: The professor participated in the observation process in a professional and timely manner.	5 4 3 2 1 NA	
16. Professional Obligations: The professor meets professional obligations outside of class (e.g. submits rosters and grades on time, participates in dialogue about student learning outcomes assessment results, etc.).	5 4 3 2 1 NA	

Additional Comments

Observation Summary-Online Classroom

Faculty Member:_____   **Date:**_____   **From:**_____   **To:**_____

Performance Criteria	Recommendations	Completion Date (confirmed by Dean's office)
Strengths Opportunities		

Signatures:

Faculty member being observed:_____   Observer:_____

Dean:_____

Comments:_____

A copy will be sent to the observee after signed by all parties, and the original will be placed in the observee's personnel folder. Upon completion of the recommendations, Dean will note completion

dates on this form and send a final copy to the Observee.

Distance-Delivered Course Design Rubric

Course:

Instructor

Date:

Reviewer

:

	Course Evaluation
I.	**INSTRUCTIONAL DESIGN**
	Course Information
	A syllabus including all of the information in Chatfield's syllabus template is provided
	A calendar of due dates and other time-sensitive events is provided.
	Academic integrity expectations are provided.
	Information about academic support is provided. (Learning Labs, Math Lab, Studio, Supplemental Instruction, Library, etc.)
	(If required) Information about special hardware and software requirements is provided.
	(If required) Requirements for synchronous assignments, meetings, and any proctored testing are explained.
	Course Design
	Content is structured and sequenced in an organized, logical format.
	Course content is described for purpose and/or course objectives.
	Instructional delivery methods accommodate multiple learning styles. (Visual, Kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic, Logical)
	Course has no broken links.
	Font type, size, and color are readable.

	Course Evaluation
	Image, audio, and/or video files are good quality, file size is manageable by the user. Course abides by copyright and fair use laws.
	Course design indicates a conscious effort to comply with or exceed accessibility standards.
II.	COMMUNICATION, INTERACTION, & COLLABORATION
	The class begins with information and instructions on how to get started.
	Instructor contact and availability information is provided.
	Instructor preferred communication modes are explained with expected response timelines.
	Instructor communication, responses, and feedback model good practices for students.
	Communication, interaction, and collaboration code of conduct/netiquette standards are explained.
	Students and the instructor have opportunities to introduce themselves to each other.
	There are opportunities for student-to-student communication and interaction.
	Discussions are organized. The instructor's role in discussion activities is defined.
	Instructor-to-student interaction is regular, substantive, and initiated by both instructor and student.
	The instructor is regularly "present" in the class. (Regular/regularly: Models interaction from a F2F class, which is typically throughout each week of the semester. Substantive: is timely, relevant, instructional, directive, clarifying, and/or content-based)
III.	STUDENT EVALUATION & ASSESSMENT
	Assessment of student learning is aligned with course goals, conducted throughout the duration of the course, and uses multiple methods. (Assessment: Feedback from the student to the instructor used for improvement of teaching and learning.)
	Evaluation of student achievement is aligned with course goals, conducted throughout the duration of the course, and uses multiple methods. (Evaluation: Methods used to judge student learning for the purposes of grading and reporting.)
	Date, time, and instructions for assessments and evaluations are provided.

Course Evaluation	
A rubric or grading rationale is provided for each graded assignment.	
Assessments and evaluations are designed and administered to uphold academic integrity.	
Surveys or other methods are used to solicit student feedback and feedback is used to improve the course.	
(If applicable) Testing parameters such as limited timing and repeat attempts are explained.	
Feedback and Grading	
The course grading policy, including grading scale and weights (if applicable), is provided.	
A grade book provides timely, accurate grade information.	
Feedback and grades are provided to students before subsequent assignments are due.	
Procedures for reporting grade information complies with FERPA and institutional regulations.	
(If applicable) Penalties assessed to grades are described.	
(If applicable) Extra credit opportunities are described.	

IV.	ACCREDITATION COMPLIANCE
	This course is not delivered as an online correspondence course.
	Correspondence courses are not distance education. Chatfield College is not accredited to deliver online correspondence courses per the Higher Learning Commission's Definitions for Distance or Correspondence Education Courses and Programs.

This may be an online correspondence class if the class exhibits these four characteristics.

1. Course content is all available at the start of the term;
2. Regular/substantive interaction between the instructor and students does not occur;
3. Student-to-student interaction does not occur;
4. Students can complete the full class self-paced, at any time before or by the end of the term.

Course Evaluation
Comments on Course Design

Faculty Evaluation

5	4	3	2	1	
Excellent	Above Average	Average	Below Average	Poor	NA

	5	4	3	2	1	NA
Expertise: The professor displayed expertise in the subject.	5	4	3	2	1	NA
Respect: The professor treated all students respectfully.	5	4	3	2	1	NA
Online Class Management: The professor demonstrated appropriate technical skills necessary for managing an online class.	5	4	3	2	1	NA
Observation Process: The professor participated in the observation process in a professional and timely manner.	5	4	3	2	1	NA
Professional Obligations: The professor meets professional obligations outside of class (e.g. submits rosters and grades on time, participates in dialog about student learning outcomes assessment results, etc.	5	4	3	2	1	NA
Comments on Faculty Evaluation:						

Additional Comments:

Signatures:

_____	_____
Faculty Member	Date
_____	_____
Observer	Date
_____	_____
Dean	Date

A copy will be sent to the faculty member after signed by all parties, and the original will be placed in the faculty member's personnel folder. Upon completion of the recommendations, the Dean will note completion dates on this form and send a final copy to the faculty member.

APPENDIX Writing Standards

Understandable, sustained content Mechanics, usage, and vocabulary Sentence structure
Complete sentences
Sentence variety and complexity

Organization and coherence
Paper
Thesis and support
Paragraphs

Clear development of ideas in a paper adequate length Critical thinking, logic, awareness of audience, originality

Level 1 – Writing

A student at Level 1 recognizes agreement among basic elements (nouns, verbs, pronouns) in the same clause or phrase. This student avoids gross errors in short or simple structures and can logically select and order main ideas or divisions in a sustained paragraph using appropriate transition words. Students at this level demonstrate a basic understanding of appropriate writing.

Level 2 – Writing

In addition to performing successfully at Level 1, a student who is proficient at Level 2 also recognizes appropriate agreement among basic elements when they are complicated by interviewing words or phrases, avoids errors relatively long and complicated constructions, and is able to recast several simple clauses using a single, more complex combination. Students performing at this intermediate level can recognize and use the elements of good writing.

Level 3 – Writing

In addition to performing Level 1 and Level 2 skills successfully, a student at Level 3 can make logical statements and comparisons and is able to solve difficult or subtle writing problems such as appropriate use of parallelism. These students can make fine distinctions among closely related root words and grammatical structures characteristic of a mature writing style.

APPENDIX Degree Requirements
(Rev 06/2018)

Students complete core requirements and one of four concentrations for a total of 64 credits

General Education Core Requirements

Course	Credits
Art, Music, or Theater Elective	3
BUS128, , BUS253 or BUS254	3
ENG 101 Composition	3
ENG 111 Intermediate Composition	3
GEN105 Cornerstone	1
GEN 205 Capstone	1
INF 125 or INF225	3
MAT 125 or MAT 174 or MAT 130	3
Philosophy Elective	3
Political Science or History Elective	3
Religious Studies Elective	3
Science Elective	4
Sociology or Psychology Elective	3
SPE 105 Oral Communications	3
CORE TOTAL	**39**

NOTE: REL/HIS 275 or REL/HIS 276 cannot fulfil both Religious Studies and Political Science/History Elective Core Requirements.

APPENDIX Program Review

(Approved by Curriculum Committee June 2018)

Program Review

Yearly-Annual Program progress report

Every 3 years: Complete review

Complete reviews will include:
a) Alumni Surveys of recent graduates (6 months) and mature graduates (2 years). Are they succeeding? (From Development)
b) "Market" analysis of what skills (hard and soft) and knowledge our graduates need. Are we providing these or supporting their later development?(In cooperation with Office of Assessment)
c) "Gap" analysis of our curriculum vs. needs. What can be added? Removed? Changed? Employers of graduates are surveyed as part of this step. Employer surveys are required to be completed for each graduate who has successfully completed the Community Health Worker Program, as required by Rule 4723-26-12(C)(7), OAC.
d) Review of student portfolios. Are our graduates meeting our goals? (In collaboration with Office of Assessment)
e) Student Evaluations of teaching. What do our students need in their classrooms? (Chairs, in cooperation with Dean's office)
f) Most recent Noel-Levitz SSI. What are five areas for improvement?(In cooperation with Enrollment Management)
g) Assessment data. Is the assessment process working? How can it be improved? What do the results indicate? (In cooperation with Office of Assessment)
    a. Suggested program improvements
        i. Measures used to assess
        ii. Needs of the faculty
        iii. Are changes to the curriculum needed?
h) Propose changes to faculty governance for discussion.
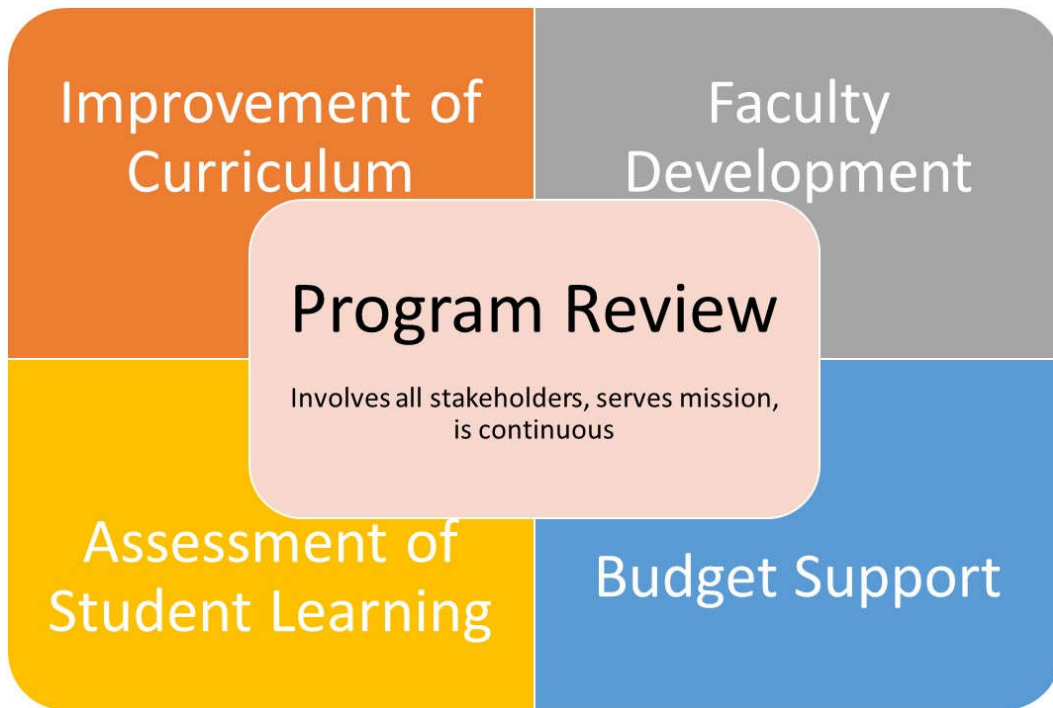i) If approved, implement changes

Review Report Outline

1) Description, SWOT (Strengths, weaknesses, Opportunities and Threats)
    a. Educational goals
    b. Strengths and weaknesses
    c. Proposed changes and opportunities
2) Effectiveness and coursework
    a. Learning outcomes
    b. Degree requirements, curriculum map, catalog descriptions
    c. Syllabi, do they include clear, measurable outcomes?
    d. Is the program achieving its goals? Why or why not?
    e. Are there similar programs elsewhere to which the program can be compared?

Supporting evidence: Student course evaluations, Syllabi, Assessment reports, syllabi, curriculum map

3) Students and their experience
    a. 3-year enrollment trends (In cooperation with Registrar, Enrollment Management),
    b. Graduation and enrollment data
    c. Internships, co-curricular activities, practica
    d. Indicators of student satisfaction and learning quality (Course evaluations, Noel-Levitz SSI, surveys)

Supporting evidence: N-L SSI results, Alumni survey, enrollments and course offerings

Improvement of Curriculum	Faculty Development
Assessment of Student Learning	Budget Support

Program Review

Involves all stakeholders, serves mission, is continuous

APPENDIX Credentials of Faculty

From *ODHE Guidelines and Procedures for Academic Program Review, July 2016 edition* (https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/program-approval/Academic-Program-Review-Guidelines_070516.pdf) pp. 7-9

h. Faculty Credentials

The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants and high school teachers who serve as adjunct faculty members for dual enrollment courses.

1. For general education courses:
   a. Faculty members teaching general education courses must hold a minimum of a master's degree in the discipline or a master's degree and a cohesive set of at least 18 semester credit hours of graduate coursework relevant to the discipline.
   b. Individuals who are making substantial progress toward meeting the faculty credentialing requirements and who are mentored by a faculty member who does meet the minimum credentialing requirements may serve as instructors while enrolled in a program to meet credentialing requirements. Examples of such individuals include graduate teaching assistants (GTAs), adjunct faculty members and dual enrollment faculty members.

2. For courses other than general education courses:
   a. Faculty members must hold a terminal degree or a degree at least one level above the degree level in which they are teaching; at least a bachelor's degree if teaching in an associate degree program; At least a master's degree if teaching in a bachelor's degree program; A terminal degree if teaching in a graduate program.
   b. Individuals who are making substantial progress toward meeting the faculty credentialing requirements and who are mentored by a faculty member who does meet the minimum credentialing requirements may serve as instructors during their educational programs. Examples of such individuals include graduate teaching assistants (GTAs) or adjunct faculty members who are working toward meeting the faculty credentialing requirements
   c. Faculty members teaching technically- or practice-oriented courses must have practical experience in the field and hold current licenses and/or certifications, as applicable.
   d. For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.

3. The following expectations apply to all faculty members:
   a. Faculty members must hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or tph Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services.
   b. Where professional accreditation or licensing standards for faculty differ from the Chancellor's standards, faculty members are expected to meet the higher standards.

c. Faculty members must show evidence of continuing professional development in the discipline.

d. Faculty members who teach online courses must be prepared for teaching in an online environment.

e. Faculty members within a program should have received their degrees from a variety of institutions. Faculty members who received their degrees from a single institution should not constitute the majority of the program's faculty.

4. The following expectations apply to faculty members teaching developmental education courses:

a. Faculty must possess one of the following: at least a bachelor's degree in education, with an emphasis on teaching mathematics or reading or composition; a bachelor's or master's degree and experience teaching literacy or numeracy to adolescents or adults

5. Exceptions:

a. Certain individuals may be qualified to teach college-level courses yet not meet the faculty qualification criteria presented here. In such circumstances, it is the responsibility of each institution's chief academic officer to make decisions in consultation with program faculty regarding exceptions and to maintain a record of the justification of those exceptions. Documentation that could be used to support exceptions may include, but is not limited to publications, licensure, certification, evidence of years of professional experience and/or professional reputation.

Examples of individuals meriting an exception and institutional justification would include:

a. A faculty member who has extraordinary practical or tested experience in a field that has been validated through publication and/or public recognition (such as in creative writing, painting, music, foreign language, or other areas of performance)

b. In instances where a degree one level above the degree that students are seeking is not widely available (e.g., for instructors of certain technically-, professionally-, or occupationally-related courses), the chief academic officer, in collaboration with the faculty, determines appropriate qualifications and applies them consistently.

c. Faculty members who possess the appropriate credential in their discipline but who teach in related disciplines; for example, engineering faculty members teaching math or business faculty members teaching economics

d. Faculty members with extraordinary professional experience brought in to teach a single course in a professional or technical area; for example, a successful entrepreneur teaching a course on commercialization

6. Responsibility for determining faculty qualifications: the Chief Academic Officer is ultimately responsible for ensuring the following:

a. Thathat faculty credentialing requirements are met;

b. That instructors who are working toward meeting credentialing requirements are appropriately mentored and making substantial progress in their coursework;

c. That exceptions to the requirements are carefully considered and justified; and

d. d) That exceptions are reserved for a small number of uniquely qualified individuals.