

Faculty Handbook 2014-2015



Chatfield College

Big dreams come true here

Chatfield College

Faculty Handbook

Accredited by

The Higher Learning Commission
Commission on Institutions of Higher Education
30 North LaSalle Street
Suite 2400
Chicago, Illinois 60602
(800) 621-7440

Approved by

The Ohio Board of Regents

Member of

Greater Cincinnati Consortium of
Colleges and Universities

Main Campus

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Dear Faculty:

Thank you for teaching at Chatfield College. On behalf of the Ursulines of Brown County and the Board of Trustees, we welcome you to this wonderful place where faculty, students and staff interact in a cordial and friendly manner within a professional, academic atmosphere. This handbook is a guide to important information you need to know. Please read it carefully.

We are all here for the same reason, because we believe in the Chatfield College Mission -to empower students who might best succeed within our supportive, small college experience where success is demonstrated through the achievement of established learning outcomes in a liberal arts education grounded in our Catholic heritage.

I am especially pleased and honored to be serving as Chatfield's fifth President. It has been my pleasure to sit in on numerous classes and observe the fine work of our students and the enthusiasm and caring attitude of our faculty. Clearly, Chatfield students are highly motivated and committed to improving their lives and the lives of their families, and our faculty is top-notch!

I have enjoyed getting to know many of you, and look forward to meeting new faculty in the very near future. We can truly make a difference for our students, and they deserve only our best efforts. I am confident that you will give your best, and I know that your teaching will provide you with a meaningful and rewarding experience..

Sincerely yours,

John P. Tafaro
President

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HISTORY AND MISSION

History

Chatfield's service in community education spans more than 150 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 log cabin 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 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, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602, 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 Board of Regents to grant the Associate of Arts degree to qualifying students who complete requirements at either campus or site.

Mission

The Mission of Chatfield College is to empower students who might best succeed within our supportive, small college experience. Success is demonstrated through the achievement of established learning outcomes in a liberal arts education grounded in our Catholic heritage.

Proud of its Catholic heritage, Chatfield College is the only associate degree liberal arts college in southwest Ohio offering fully accredited academics with individual attention and small class sizes to meet the needs and improve the lives of diverse lifelong learners. In cooperation with other accredited colleges and universities, Chatfield offers opportunities to achieve bachelor's degree and completion.

Chatfield is authorized to grant the Associate of Arts Degree in Liberal Arts with concentrations in business, human services, child development, and liberal arts.

Statement of Purpose

Chatfield College will enable its students to become learners, leaders, and active, contributing members of society. Chatfield will achieve that purpose in a pleasant environment that is

affordable, flexible to students' needs, resourceful, and safe. Through the successful pursuit of its commitment, Chatfield expects that its graduates will be:

- well grounded in the liberal arts;
- desired additions to other colleges and universities and professions;
- better prepared to lead active and successful lives; and,
- able to understand the importance of, and take part in, personal leadership efforts within their communities.

The following is a list of the learning outcomes that will enhance the lives of Chatfield graduates:

LEARNING OUTCOMES

1. Chatfield graduates will be able to evaluate and integrate relevant information from a variety of sources.
2. Chatfield graduates will be able to analyze and synthesize information and present it both orally and in writing.
3. Chatfield graduates will be able to utilize computer applications.
4. Chatfield graduates will be able to apply principles of the scientific method and the mathematical process.
5. Chatfield graduates will be able to apply economic principles and interpret history and culture.
6. Chatfield graduates will be able to analyze and evaluate ethical values and ecumenical beliefs and be able to seek their own.

The Role of Faculty

At Chatfield College, the role of an individual faculty member is complex. Chatfield students differ from students at other institutions. Some may be older, non-traditional students who have been out of education for some time. Others may be traditional students who have found they do not feel comfortable at a larger institution or current high school students in their mid-teens enrolled under the Post Secondary Enrollment Option Program. Your class will include all of these types of students. Chatfield may offer students the only financially practical opportunity to continue their education.

Because of our strong sense of community, Chatfield students see the college as a unique experience, somewhere between an extended family and an institution of learning. They may have complex lives outside the college, which must somehow be integrated with the demands of their academic obligations.

Since many Chatfield students are the first in their families to attend college, they often do not understand the “ins and outs” of going to college. In addition, some of Chatfield’s students have low self esteem and may already perceive themselves as uneducated, sometimes making the prospect of pursuing an education seem an impossible goal. As a mentor, you may find yourself listening to and advising students who are dealing with a bewildering array of new problems and expectations. Some faculty members also serve as official advisors.

We encourage you, in evaluation, to outline your expectations clearly, to give feedback, and to facilitate success. Such a process enables students to learn from and improve upon substandard performance. At the same time, it is important to maintain high academic standards so that each student receives a quality education. In addition to teaching, the Chatfield Faculty participates in governance and in curricular and academic decisions through faculty meetings, departmental meetings, and the Faculty Senate.

In summary, a Chatfield faculty position entails great responsibility. You are responsible for facilitating learning in your particular discipline and for creating an opportunity for the students in your classes to attain academic success.

ORGANIZATION AND GOVERNANCE STRUCTURE

ORGANIZATIONAL STRUCTURE

The Board of Trustees

The Board of Trustees consists of a maximum of 25 people representing area business, 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 one additional term. The members of the Board of Trustees are appointed by the Governing Council of the Ursulines of Brown County. The Board of Trustees is the policy-making body for the College and is responsible for carrying out its mission. It shall have general supervision of the affairs of the College and may make general rules and regulations for the governance of the College.

There are seven standing Board committees:

- Academic Committee
- Advancement Committee
- Finance Committee
- Planning Committee
- Buildings and Grounds Committee
- EMPire Committee (Enrollment, Marketing)
- Public Relations Committee)

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

The President

The President of the College shall act 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.

Academic Dean

The Academic Dean is appointed by the President and is responsible for all academic programs, student services, and personnel in those areas. The Academic Dean also maintains adequate coordination among all programs and sites, makes all College faculty appointments, oversees the

allocation of academic and student service resources, is responsible for the College's academic planning and assessment, and serves as an advisor of the Faculty Senate. The following personnel report either directly or indirectly to the Academic Dean:

Site Directors, Findlay Market and St. Martins

The Site Director is in charge of all academic and student services at that location and is responsible to the Academic Dean.

Director of Library Services

The Director 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 both students and faculty.

The College Faculty

All persons who hold a teaching appointment at Chatfield College comprise The College Faculty. The duties and responsibilities of The College Faculty include:

1. Teaching courses according to guidelines set by the Faculty Senate and generally accepted standards of the appropriate discipline.
2. Attending meetings of The College Faculty.
3. Reporting any incidents of academic misconduct to the Academic Dean or Site Director.
4. Assisting with advising students.
5. Reporting grades and attendance records on time.
6. Supplying the Registrar with a current syllabus during the first week of each semester and summer term.
7. Providing the Registrar with a current transcript during the first term of teaching.
8. Notifying the Registrar of any changes in class meetings, such as cancellations, room changes, or field trips.
9. Supplying the Registrar with current phone numbers, email addresses, and change of employment, which would influence teaching schedules.

GOVERNANCE STRUCTURE

The Board of Trustees, the Administration, and the Faculty Senate, acting within its appropriate sphere of responsibility according to College documents and this handbook, govern Chatfield College jointly. In general, the Faculty Senate and the Academic Dean are responsible for matters that are academic in nature. When any academic issue has serious 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 GOVERNANCE

The Faculty Senate

The Faculty at Chatfield College is directly involved in the governance process through the Faculty Senate, which includes all Department Chairs representing the academic disciplines and any Professor Emeritus, the Academic Dean, and the Site Director(s). The faculty senate shall have the responsibility for the creation, development, and implementation of academic policies and procedures, subject to the approval of the Board of Trustees.

The Faculty Senate has 3 elected officers that serve one-year terms: a Chair, a Chair-elect, and a Recorder. Elections are held late in the Spring Semester for all officers, and the appointment begins at end of the semester.

The Department Chairs are voting members whereas the Academic Dean, the Site Director(s), adjunct faculty and any Professor Emeritus are non-voting members of the Faculty Senate.

The Faculty Senate meets monthly while school is in session, with additional meetings as necessary. Any faculty member may attend and may bring up issues that are of common interest to the Senate. Senate members may serve on committees as needed, and the Chair and the Academic Dean are ex-officio members of all committees.

Faculty Senate meetings will follow Robert's Rules of Order and all items brought to a vote must have at least 2/3's majoring of voting members in favor to pass them from the Faculty Senate. Proposals that are passed from the Faculty Senate are sent to the Academic Dean for approval. The Academic Dean will review all proposals in light of the Mission of Chatfield College, all state and federal regulations, and the policies of the Higher Learning Commission. If the Academic Dean does not approve the proposal, it shall be returned to the Faculty Senate with a recommendation for review or change. If the Academic Dean accepts the proposal, it will be forwarded to the College President for review and comment. At the President's discretion, the proposal may be reviewed by the Academic Committee of the Board of Trustees for comment and approval. Once all parties have reviewed and approved the proposal, it shall be officially accepted and placed into action as policy for the operations of the Academic Department of Chatfield College. Processes and procedures for implementing policy may be placed into action by the Academic Dean without the consent of the Faculty Senate. However, the Faculty Senate will be advised of planned process and procedures for comment prior to their implementation.

As part of the proposals brought to and acted upon by the Faculty Senate, a Proposal Tracking form will be used to track the progress of the proposal. The form will make a permanent record of the proposal with any changes that the acceptance of the proposal will make to the Student or Faculty Handbook, the Course Catalog, and/or any other operations of Chatfield College.

Professor Emeritus Criteria

Professors who retire from their academic responsibilities at Chatfield College after a minimum of ten years of teaching at Chatfield College may be honored as Chatfield College Professors Emeritus. These retired professors shall continue to be listed as Chatfield College Faculty Emeritus; they may also, if they choose, remain as non-voting, at-large members of the Chatfield College Faculty Senate. The Candidate(s) shall remain an academic department member and may

choose to participate in committee work.

Candidates for Chatfield College Professor Emeritus must be sponsored and nominated by a member of the Chatfield College Faculty Senate. The honor shall be conferred by resolution of the Faculty Senate following a vote by that body, and said resolution shall be forwarded from the Dean to the President, by whom it shall be presented to the Board of Trustees for its consideration and approval.

Professors Emeriti shall be presented a certificate conferring Professor Emeritus rank and an embroidered sash to be worn with the academic regalia. This presentation shall be held at the next regular Chatfield College Graduation Ceremony following the conferring of the rank.

Department Chair Responsibilities

1. Curriculum

- Review department course offerings, descriptions, abstracts, syllabi and proposals
- Work with CAFD Committee (Curriculum, Assessment, and faculty Development Committee) to develop and revise curriculum and concentrations
- Insure high academic standards along with supports 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 Accountant with information on the textbooks for each class in their department

2. Assessment

- Work with department faculty members to develop a departmental goals
- Work with department faculty members to develop and implement a department assessment plan
- Work with the CAFD Committee and the Deans to implement the college assessment plan

3. Student Development

- Teach students
- Advise and mentor students in their 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 Academic Dean.

4. Faculty Development

- Participate with the Academic Dean, the Site Directors, and the Registrar in hiring departmental faculty and scheduling classes to utilize strengths and distribute teaching loads
- Facilitate departmental communication and support including holding departmental meetings
- Participate in the formative evaluation of department members
- Mentor other faculty members
- Use available time for own scholarly development
- Participate in the development of department chairs

5. Retention

- Promote the Department they chair
- Raise the percent of students retained between semesters, especially from spring to fall.
- Meet with members of the faculty, staff, and students to plan programs which will encourage students to remain at Chatfield
- Actively work at solving problems that students find hamper their education.

Duties of all members of Faculty Senate

- Actively maintain and participate in an ongoing faculty development program
- Approve graduates and any posthumous degrees or certificates
- Attend Faculty Senate Meetings
- Attend General Faculty Meetings
- Attend graduation
- Encourage and support student activities and student life to enrich and reinforce the educational mission
- Recommend additions to the Faculty Senate in conjunction with the Academic Dean
- Serve on Faculty Senate committees
- Meet with the Academic Dean and/or Site Director as requested each semester

The Faculty Decision Making Process

The Faculty Senate operates using a consensus method. The consensus method differs from Robert's Rules, both in its philosophical approach to the decision making process and in practical method of making decisions as a group. The goal of the consensus method of decision-making is to have the group reach a decision, which all members of the group can support. Members of the group need to recognize that the first aim of the group is to seek unity.

The Faculty Senate will operate under the following guidelines of the consensus method:

1. At least five Faculty Senate members must be present in order to conduct official business.
2. The elected chairperson will conduct the meetings.
3. The chairperson states the issue to be considered from a written agenda.
4. The chairperson asks for clarifications from the committee, the person presenting the topic, and/or other members.
5. The chairperson asks all members of the Senate to express their viewpoints on the issue, noting where they agree or disagree.
6. At this point, the chairperson states the sense of the members.
7. This statement embodies what the chairperson thinks most or all members of the meeting want to decide.
8. A sense of the meeting statement is written as a formal minute and reread to the members.
9. For decisions involving major academic changes, final decision is delayed to allow input from the whole faculty through the Department Chairs.
10. The chair then asks if the members of the Faculty Senate approve of the minute. Members who approve respond by saying, "I approve."
11. The chairperson then asks if anyone does not approve. Members who do not approve express their reservations.
12. If all approve, then the Faculty Senate officially adopts the minute.
13. If consensus is impossible, the chair may call for a vote, and at least $\frac{3}{4}$ of members present must vote positively in order to reach a decision.
14. Official Faculty Senate minutes are recorded, distributed and stored by the Registrar.

Faculty Rank and Promotion Policy

Chatfield Faculty rank is determined by length of successful college level teaching experience. Teaching experience at other accredited institutions of higher education is considered in awarding rank at Chatfield. Faculty salaries are not based on faculty rank.

The Academic Dean assigns rank to new faculty. Most faculty members begin teaching at Chatfield at the rank of Assistant Professor. Faculty may apply for promotion to Associate Professor after 10 years of teaching at Chatfield. Faculty may apply for promotion to Professor seven years after promotion to Associate Professor. Faculty with prior college teaching experience could apply for promotion sooner based on length of the prior experience.

Promotion in rank is not automatic. It is the responsibility of the individual faculty member to apply for promotion as applicable and provide documentation of academic credentials and teaching experience.

Adjunct Faculty teaching courses at Chatfield who hold full time teaching positions at another college will hold the same rank at Chatfield as at their home institution.

The Academic Dean will hold rank of Professor.

Faculty Qualifications Policy

I) I. Purpose

- a) To provide a quality learning environment in the classroom for our students, faculty members need to have the proper academic, and when beneficial, experiential preparation. Faculty members can engage, empower, and enlighten our students when they have been equipped to do so. Chatfield College is guided by the Higher Learning Commission's (HLC) direction on faculty credentials as outlined in its Assumed Practice B2, revised on June 26, 2015, and mandated for implementation by colleges and universities by September 1, 2017. For a summary of HLC's guidelines on faculty credentials, see HLC's October 2015 document, "Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices".

II) Requirements

- a) Members of the faculty (full-time, part-time, or adjunct) at Chatfield College must possess an academic degree one level above the level at which they teach.
- b) For faculty members teaching general education courses or other non-occupational courses; it is required that they hold graduate degrees in the discipline or subfield in which they teach. Faculty may teach outside the discipline indicated by their graduate degree if they hold at least 18 semester credit hours of graduate coursework in the discipline or subfield in which they intend to teach.
- c) It is required that faculty members hold academic credentials within the field of study, discipline or subfield for which they teach individual courses. If faculty teach in fields or disciplines that do not form part of the general education program, they may not be required to hold a graduate degree, but they must meet the Chatfield College standards for "tested experience" that the college can "explain and justify".
- d) Tested experience at Chatfield College is defined as:
 - i) ten years of experience in the practice of the profession, and
 - ii) documented professional development, advancement, and credentials in the profession.
- e) Department Chairs will make recommendations, based on disciplinary standards for tested experience. The Academic Dean will approve or deny the appointment.

III) Evidence of Faculty Credentials

- a) The office of the Academic Dean retains faculty personnel files that must be updated annually. Each faculty member's personnel file must be complete at the time of hiring and prior to teaching for Chatfield College. All files will contain:
 - i) Official transcripts from the faculty member's institution of highest degree to serve as evidence of the faculty member's academic credentials. If a faculty member is relying on 18 semester hours of graduate coursework for meeting the academic credentials, the

applicable official transcripts will be evidence thereof.

- ii) A Curriculum Vita (CV) required of all faculty member as evidence of the faculty member's tested experience and scholarship.
- iii) Where applicable, copies of professional licenses (certificates, license numbers, etc.) will be evidence of professional licensure.

IV) Transition Period

Faculty members have until July 31, 2017, to meet this credentials policy so Chatfield College can comply with HLC requirements by September 1, 2017.

Exceptions

Significant experience in the field can be substituted for graduate degrees and coursework for faculty teaching courses in the following instances:

1. Courses are remedial (below the 100 level) and do not transfer as college credit. A graduate degree will not be required.
2. Courses for which there is not an appropriate graduate degree or courses, which are primarily skill based, a bachelor's degree will be required. A master's degree is preferred.
3. Faculty who are actively pursuing an appropriate graduate degree or the 18 semester hours of discipline specific coursework can teach courses with the approval of the Dean.

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.

Faculty Selection Process

The Dean and the Department Chair of the involved discipline bear the responsibility of appointing faculty members for Chatfield College following the procedure determined by the Faculty Senate. The college draws from a pool of faculty members consisting of approximately 75 professional men and women from surrounding communities who are committed to the education of collegiate learners. The College faculty is employed as independent contractors on a term-by-term basis as needed. 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 required, the college conducts a regional search to identify the most qualified candidate for the position.

1. Department Chairs 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 that has successfully taught the class before or is qualified to do so and are recommended by the Department Chair.

2. If the College cannot fill positions from current qualified faculty, current resumes of interested potential faculty are examined. The Academic Dean and Registrar maintain a bank of resumes received from prospective instructors from the annual faculty hiring fairs and other sources.
3. Resumes of qualified potential candidates will be distributed to the appropriate Department Chairs and Administrators as necessary.
4. After examining the credentials and interviewing selected qualified candidates, Department chairs will recommend a candidate or candidates for further consideration.
5. The Site director will also interview the new Faculty for the Findlay Market Degree Site. If the 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 contract.
6. If the Site Director or the Academic Dean has substantial concerns, another candidate will be considered.
7. If no qualified candidate is identified, a regional search will be initiated by publication of the opening.

The Faculty Grievance Process

A grievance is an appeal for a perceived wrong or condition caused by:

1. Discrimination based on age, sex, race, religion, national origin, or other basis prohibited by law;
2. Denial of academic freedom;
3. Dismissal without cause during the period covered by the teaching contract;
4. Violation of the guidelines of the Faculty Handbook; and,
5. Unfair or clearly inequitable treatment.

A College Faculty member may appeal disciplinary action in the following manner:

1. The College Faculty member sends a written appeal to the Academic Dean within 30 days of the event in question.
2. The College faculty member requests a meeting with the Academic Dean to review the appeal.
3. If the matter is not resolved by that meeting, a full evidentiary hearing is held before a Grievance Committee consisting of five members appointed by the Faculty Senate.
4. The following rules shall apply to the hearing:
 - a. The faculty member and the administration shall have the right to be represented by counsel at all stages of the hearing process.
 - b. At least 20 days notice shall be given to all parties before the hearing date. This notice shall be in written form.
 - c. 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 written form.
 - d. The Grievance Committee may choose to grant or overrule this request.

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 degree with a concentration in human services, early child education, or business. Degree candidates may also choose a general concentration in liberal arts. The current college catalog fully describes the academic program and course requirements. The catalog is only online and it is revised yearly. The Faculty Senate CAFD Committee recommends the course offerings described in the catalog. Members of that group are responsive to considering proposals for additional new courses. Such proposals should be made in written form one semester prior to the proposed first teaching of that course. These proposals should be submitted to the Registrar through the chair of the appropriate department. Then the Registrar submit the proposal to the CAFD Committee for consideration.

A key goal of Chatfield College is to help students improve their skills in writing, speaking and critical thinking. Faculty members in all the disciplines should stress the importance of good writing and speaking skills by encouraging class presentations and requiring a high standard of written work. It is critical that students receive frequent verbal and written feedback, specifically grades, on the quality of their work in each class.

Chatfield College affirms the principle of academic freedom in higher education. The College maintains that nothing will prevent individual faculty members from promoting a free exchange of ideas or from developing courses in a manner, which is academically, professionally, and ethically sound. At the same time, faculty needs to follow the guidelines of the course abstract, the Learning Outcomes, and the Catholic principles. More information regarding these principles is available through the American Association of University Professors and the Association of Catholic Colleges and Universities.

Faculty Purchases

All faculty purchases of classroom materials or supplies must be submitted to the Department Chair and approved by both the Department Chair and the Academic Dean prior to ordering.

Textbook Changes

All requests for textbook changes, including new editions, must be submitted to the Department Chair and approved by both the Department Chair and the Academic Dean prior to adoption.

Student Counseling and Non-Academic Support Services

Academic Advising in the formal sense is primarily the responsibility of the Registrar, individual members of the Faculty Senate and Deans. Informally, all members of the staff and faculty are encouraged to be attentive to students' needs. All students complete a placement test and must enroll in developmental courses if indicated. To help insure their preparation and success, we encourage students to take 100 level core courses before moving on to more intensive 200 and 300 level courses. We recognize that other demands on our students' time may present scheduling conflicts, which would make it necessary for students to take some upper level courses prior to their taking a lower level course in the same subject. We all need to assist students in making intelligent choices about the courses they take in light of their interests, abilities, previous course work, and experience. This effort is especially important since

Chatfield College maintains an open-enrollment policy. The College Faculty's relationships with their students and their valuable experience may be of help in encouraging students to plan early for transfer to a baccalaureate program or take advantage of one of Chatfield College's 3+1 Baccalaureate programs in cooperation with several schools.

For personal mentoring, Chatfield College maintains a referral network of social service providers. The College Faculty who becomes aware that a student needs assistance with personal problems should alert one of the Deans.

INSTRUCTIONAL RESOURCES AND SUPPORT SERVICES

Library

Library hours are posted each semester. Borrowing privileges are extended not only to Chatfield students, faculty, and staff, but also to members of the local community.

The St. Martin library houses a collection of approximately 18,000 volumes, 25 newspapers and periodicals, and a small number of videotapes/DVD. Students at both campuses also have access to the Internet and over 50 librarian-approved databases through OPLIN (Ohio Public Library Information Network).

Chatfield College is a member of the Southeastern Ohio Regional (SEO) Library Consortium, which provides access to over 7 million books, videos, audios, CD's, and DVD's. Faculty and students may place holds on these items using a Chatfield Library Card and any computer with Internet access.

The College Faculty may arrange with the Director of Library Services to place books and materials on reserve, to borrow books for an extended period, and to bring classes into the library for presentations on research methods. We ask that College Faculty encourage students to come into the library, not only to foster library skills and lifelong learning, but also simply for the pleasure of browsing.

The library welcomes faculty input on collection development. To request purchases of books or materials, please contact the Director of Library Services. All such requests will be given serious consideration.

Audio-Visual Equipment

Faculty may request audio-visual equipment by contacting the Director of Library Services. Available equipment includes:

- Overhead projector,
- Reading Pens,
- VCR/DVD/monitor,
- CD/cassette player, slide projector,
- Video camera,
- Laptop computer/projector, screen or tripod.

Requests should be made at least 24 hours in advance. Once the equipment has been reserved, library staff will insure its presence in the classroom at the correct time.

Learning Center

All students are encouraged to come to the Learning Center for additional academic support. Services include tutoring in writing, math, computer, and study skills, as well as tutorial software. All Learning Centers services are offered free of charge. Faculty should encourage students to use this service.

Computer Lab

The computer labs house networked computers, which provide Internet access. Students and faculty may use the computers when the labs are not in use for classes. Additional computers are available in the libraries.

Disability Services

Chatfield College is committed to assisting students with disabilities by providing appropriate, reasonable accommodations for students with verifiable disabilities. Students are responsible for requesting services by scheduling a meeting with the Academic Dean within the first weeks of classes and presenting documentation of the nature of the disability. All Faculties must include an ADA statement in their syllabus (see sample in the appendix).

Faculty Mailboxes

Each current faculty member has a mailbox at the campus or site where he/she teaches. Mailboxes need to be checked each time you are on campus as they are the source of information about students, events, meetings, agendas, new books, policies, etc. Every faculty member is given an email address, and messages involving college activities are sent to that address. Instructors need to check their Chatfield email address regularly. Any other email address that is frequently used should be given to the Registrar.

Copiers

A copier is provided for faculty use on each campus. It is located in the faculty workroom of the Mongan Academic Building at the St. Martin campus and in the library at the Findlay Market Degree Site.

Office Hours and Services

When classes are in session, the front office in the Administration building at St. Martin is open Monday-Thursday from 8:30 a.m. – 7:00 p.m. and Friday 8:30 a.m. – 5:00 p.m. During breaks, when classes are not scheduled, the office is open from 8:30a.m.until 4:00 p.m. Findlay Market office hours are Monday-Thursday 9:00 a.m. – 6:45 p.m. and Friday from 8:30 a.m. until 4:00 p.m. Any class meeting changes, cancellations, or field trips should be reported to the Registrar as well as the front office.

Field Trip Policy

Chatfield College recognizes and affirms the educational value of experiences outside the traditional classroom environment. Due to safety and emergency concerns, these activities must be preapproved by the Department Chair and monitored by the Academic Dean or Site Director. 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 approval, permission, and emergency contact information for all students and faculty must be on file.

Chatfield College has no means of transporting students, so students must take responsibility for their own transportation to off-site events. The following process should be followed:

1. Submit a written request to the appropriate Department Chair for approval.
2. If approved by the Department Chair, submit the written request and approval to the Academic Dean or Site Director where the class is offered for secondary approval.
3. If approved by the dean, 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 or any postings not demonstrating appropriate grammar, spelling or punctuation will be removed and discarded.

Release of Student Information

In response to FERPA regulations, Chatfield has drafted a list of items that are called 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. The parents of minors gave up their rights when the student started attending college classes.

Cross-registration

Chatfield is a member of the Greater Cincinnati Consortium of Colleges and Universities. Because of this membership, Chatfield students may take courses at other Consortium institutions while paying Chatfield tuition and receiving credit at Chatfield College.

THE COLLEGE FACULTY RESPONSIBILITIES

Contracts

Well in advance of the opening of the semester, new College faculty will receive an Independent Contractor form to be signed. All faculty will receive a teaching assignment sheet including salary and other important information.

Book Orders

Department Chairs will approve book orders for all classes. If you wish to change books or add supplemental books for your class, you will need to work through your Department Chair. The due date for book orders is about 3 months prior to the start of the term.

Faculty Compensation and Tuition Benefits

The College Faculty is paid for their teaching services according to the scale set by the Board of Trustees in their annual budget approval. The first payment is contingent upon the receipt of the following on time:

- Independent Contractor form for new faculty, before the semester starts;
- Independent Study contracts by the end of the first week of classes;
- Transcripts;
- Resume;
- Syllabus to the Registrar by the end of the first week of classes; and,
- Tax information, usually a W9.
- Current clear background check.

Final payment is contingent upon receipt of the following items:

- Final grades, original copy with faculty signature and date;
- In Progress contracts, if applicable; and,
- Attendance sheet, standard form, completed for the semester.

Fall and spring semester, full term, adjunct College Faculty members receive two paychecks, one about mid-terms and the other after the end of the semester. Full time faculty members receive paychecks as stated in the personnel handbook. Summer session College Faculty members receive one paycheck after the term ends. Faculty members teaching an Independent Study receive one paycheck at the end of the semester or session.

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 member's 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. Courses are offered provided there is sufficient enrollment. Each family member may take two (2) courses per semester. Eligible family members must maintain academic progress as described in the course catalog. Fulltime faculty must also complete a financial aid application to qualify for tuition reduction

The College Faculty members are not eligible for any additional benefits that the College may offer unless they are full-time employees.

Course Syllabus

Course Development is the full responsibility of the Department Chair of the discipline under which the course falls and the College Faculty who is teaching the course. During the first week of classes, all College Faculty must submit, to the Registrar, detailed syllabi for each course they are teaching each semester that it is taught. This is necessary in order 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 new school. Finally, for purposes of accreditation with the North Central Association of Schools and Universities, the College is required to have a syllabus for every course or workshop taught on file.

The 2009 revision of the Chatfield College Mission Statement and associated Learning Objectives has necessitated revision of Department Goals, Objectives and Outcomes.

To assist faculty with syllabus development, a new feature has been added to the Chatfield Website. "The Faculty Room" provides an information site for Chatfield faculty, including a Word template to be copied and used for developing all syllabi. This template is also found in the Appendices of this handbook.

The appendix also contains an example of a syllabus and course outline, not necessarily as models to imitate, but as samples to stimulate thinking. The creation of effective syllabi is an ongoing, dynamic process in which, there is always room for improvement. Please contact the Academic Dean, the Site Director, or your Department Chair if you would like to discuss in more detail how the College's syllabus requirement applies to your particular course.

Class Lists

At each semester's opening, current class lists are distributed to College faculty members in the faculty member's mailbox. Please check these lists for accuracy at the first two class meetings and inform the Registrar of any discrepancies or no-shows. A final revised class list is issued prior to the third class. For this reason, and for financial aid purposes, faculty must check attendance weekly and submit a written attendance report to the Registrar. At the end of the semester, the completed Registrar's form must be given to the Registrar with final grades.

Student Attendance

Faculty will include their attendance policy in their syllabus and announce their class attendance requirements to all classes they are teaching at the beginning of each semester. 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 are asked to call the College office before the class begins, when they are unable to attend class. Faculty may require written verification if absences are excused.

Missing a substantial portion (for example, 1/3) of any scheduled class meetings, 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.

Attendance Records

Instructors MUST record and report attendance after each class and with final grades. These attendance sheets are submitted to the Registrar by placing them in the appropriate mailbox. Accurate records are required for Financial Aid documentation and for reporting to cooperating high schools with student enrollment in our PSEO program.

Independent Study

If, in order to graduate, a student must have a specific course, which 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.

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 College Faculty is not obligated to agree to conduct Independent Study courses. If course cancellations cause a need for an Independent Study, the same procedures and timeline applies. Faculty payment is \$46 x the number of students x the number of credit hours.

Class Size and Class Cancellations

The Administration is responsible for determining minimum and maximum class size. Faculty members are encouraged to provide assistance in promoting enrollment 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.

General Faculty Meetings

All faculty members are expected to attend the general faculty meetings that are typically held during the week prior to the first class of the fall and spring semesters. At this time, faculty members have an opportunity to meet one another, Department Chairpersons, and members of the administrative staff. The agenda includes information pertinent to the semester, faculty development, and areas of concern, which need faculty input.

General Information regarding Admissions

Chatfield College maintains a non-discriminatory, open admissions policy. Applications for admission can be made through either St. Martin's or Cincinnati's Findlay Market Site Office of Admissions. A student may also apply online at www.chatfield.edu.

Chatfield reserves the right to deny admissions to any person it believes will not benefit from the Chatfield experience, or who would not be an appropriate addition to the Chatfield student population.

Academic Standing

Academic progress is determined by two factors: cumulative grade point average and rate of completion of attempted courses.

1. To remain in good academic standing, students must maintain a 2.00 cumulative grade point average (C average).
2. Degree seeking students must complete requirements for the Associate of Arts degree within the first 96 attempted semester hours of coursework (excluding developmental classes). Further details can be found in the Course Catalog.

Academic Probation

Students failing to meet either of the above requirements for satisfactory academic progress will be granted the equivalent of one full semester to raise their grade point average and/or complete the required percentage of hours attempted. Please refer to the College Catalog for further details on academic probation.

Grading System

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

A	Excellent	4 grade points per credit hour
AT	Audit	
B	Good	3 grade points per credit hour
C	Fair	2 grade points per credit hour
D	Poor	1 grade point per credit hour
F	Failure	0 grade points per credit hour
WD	Official 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	

Dean's List

For each semester and the summer term, the Registrar's office will publish a Dean's List comprised of students who have earned a 3.5 or higher that term.

Academic Misconduct

Procedures for handling cases of academic misconduct are outlined in the Student Handbook.

- Students are responsible for proper behavior during classes and for meeting the requirements of class attendance, test dates, and assignment deadlines.
- Students are responsible for the integrity of their academic work. In this regard, plagiarism is a serious violation. "Three different acts are considered plagiarism:
 1. Failing to cite quotations and borrowed ideas;
 2. Failing to enclose borrowed language in quotations; and,
 3. Failing to put summaries and paraphrases in your own words" (Hacker, Diana. A Writers Reference).
- Complaint Procedures for Academic Misconduct:
 1. In all cases of plagiarism, the faculty will consult the Deans for any record of prior offenses.
 2. 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 Dean for placement in the student's file.**
 3. 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 on pages 42 through 45 of the "Student Handbook."

- Speech and Expression:

In the exercise of their rights of free speech and expression, students should respect the sensitivities and corresponding rights of others.

Faculty Absences

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 for their tuition payment. Therefore, it is **imperative** that faculty members inform the Registrar's Office or 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. In able to do this the instructor will need to collect phone numbers at the first class. When you call the Registrar's office or Site Director's office to inform them that class is cancelled, notification will be posted on the classroom door. It is the instructor's responsibility to make up the class content in such a manner that is not punitive to the students. 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 you arrange for another person to teach your class, it must be someone who is qualified to teach the content and who has filed a sub-contract contract with the Registrar.

Weather Related Information

On occasion, it is necessary for the college administration to cancel classes due to inclement weather or other unexpected events such as interruption of water or electrical service. When classes are cancelled, all regional public radio and television stations will be notified. In addition, if a system of sending text messages to students and faculty is available, it shall be utilized.

As we enter the season for potential weather related closings, please be aware that safety for all is the greatest concern. Chatfield is, however, a college, and thereby has responsibilities to our students, the Ohio Board of Regents, and the Higher Learning Commission of the North Central Association of Colleges and Schools to offer complete instructional experiences as scheduled; therefore, cancellation of classes cannot be taken lightly.

In general, attempts will be made to notify all parties by local TV, radio, etc. of closings and schedule changes. These decisions are NOT based upon the actions of the public schools or other organizations. They are based on the judgment of College administrators assessing weather reports, road conditions and other variables. Those who do not agree with the decision have the freedom of individual choice regarding their personal health and safety.

Except when Snow Emergencies 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. Again, the media will provide closing announcements. Calling the College is not a logical source of information regarding weather-related decisions.

In the interest of safety, some flexibility in class requirements may allow missed work to be made up by additional out of class assignments, but the meeting of course objectives should not be seriously compromised. If classes are cancelled, instructors are responsible for determining that class content made up or alternative assignments given. Students forced to be absent because of health, safety or emergency should always provide an excuse in writing and are still responsible for making up missed assignments.

Our collective goals are to provide a quality collegiate education regardless of the circumstances. Your cooperation is sincerely appreciated.

Weather related delays or closings at both St. Martin campus and the Findlay Market Site will be reported to the media as soon as a decision is made. Students should monitor local radio and TV stations for current information.

At the time of the first class meeting, each faculty member should establish with the students a plan for contacting students in the event of an unexpected class cancellation. This is best accomplished by means of a phone tree or chain whereby each student calls another student within their toll-free area in order to save large phone bills for all concerned. The instructor should give the Registrar a written copy of this calling order. If the chain is broken and a student

calls us, we can then provide the missing link. Chatfield staff will not telephone an entire class. A sign will be placed on the classroom door announcing a cancellation.

Fall semester instructors should prepare a contingency plan for determining final grades in the event of weather related cancellation of the last class of the semester, as there will be no additional week of classes before grades are due.

Site snow and ice related decisions are be expected to be made as follows:

Weather Condition	Action	Staff	Rationale
Ice/Snow predicted	Open, monitor weather	Expected to report as usual	No evident danger
Morning Ice and/or Snow Local Districts Delayed	Morning classes cancelled	Expected to report as prudent	Parents arrange child care, PSEO safety
Morning Ice and/or snow diminishing, ending, Local Districts Closed	Morning classes cancelled	Expected to report as prudent	Conditions improving to safely permit afternoon & evening classes
Morning Ice and/or snow heavy and/or persistent, Local Districts Closed	Closed all classes cancelled	Do not report	Hazardous weather
Snow and/or Ice beginning PM	College closes @ 3:00 PM, evening classes cancelled	Dismissed at closing	Conditions likely to worsen as temperatures fall
Snow and/or ice beginning or predicted late evening	Evening classes cancelled by Site Director or Instructors	Dismissed at closing or regular hours	6:40 class instructors should be permitted to determine if early dismissal is warranted
Weather Emergency Declared by City/Town	Classes cancelled	Do not report	Illegal to drive except for emergencies

Scheduling Changes, Room Assignments, and Room Assignment Changes

Room assignments or class meeting time changes **must be cleared with the Registrar in advance.**

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 their achievement.

In preparation for graduation, the Registrar's Office asks for early grade estimates for students who expect to graduate. The College Faculty attending the ceremonies needs to order caps and gowns through the Registrar if they do not own them.

Students with Children

In order to maintain an adult learning climate, students may not bring their children into their classrooms during instruction time. Information about local childcare facilities is available. Chatfield College staff will not assume supervision of student's children and children may not be left unsupervised within the Chatfield College area. To maximize computer availability for the students, children may not utilize the computers in the library, common area, or computer lab.

REPORTING STUDENT PROGRESS

Mid-Term and Final Grade Reports

Each instructor determines his/her own policy with regard to 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 problems in class.

Students should have a clear indication of where they stand by mid-semester in order to make informed decisions about 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 who are unsure of their progress. 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, letters are sent to 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, each faculty member should inform the Registrar if a student is having academic difficulties.

Dropped Classes and Student Withdrawals

Students who formally leave a class during the drop/add period are withdrawn from that class. The drop/add period is on the Academic Calendar. There is no grade penalty for dropping classes, and the student will not be charged for a dropped class. Revised class schedules should not identify such students as being in the class.

Withdrawals must be made within the first eleven weeks of the term, and must be made personally by the student. During summer session, withdrawals must be made by the 11th class. Withdrawal forms are available in the Registrar's office. We urge all students to meet with their faculty member before withdrawing; to identify reasons for problems; and/or to alleviate unnecessary anxiety about failure.

A notation of "WD" will be made on the transcript if the student withdraws after the drop/add period but before the final withdrawal date. A student, who simply stops attending, without completing the withdrawal procedure, will be WF (withdrawn failing). Faculty members should mark the student as absent once officially informed that it is a WF. A grade of "IP" should not be given in this case.

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

The mark “IP” indicates that the student has done passing work in a course, but has not fulfilled all requirements of a course. The “IP” mark is not to be used routinely in cases where a student has simply neglected to complete assignments in a timely fashion, or has had 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 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.

The faculty members must report the grade, on a grade change form, to the Registrar documenting the completion or noncompletion of the work. If the IP is not resolved before the beginning of the next semester, 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 Registrar.

If a grade needs 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. In an extreme case, the Academic Dean and the Registrar will consider the appropriateness of a grade change after that deadline.

Academic Appeals Procedure

- Grade appeals must take place during the three (3) month period following the end of the term in which the course was taken.
- An appeal may be considered for the following reasons:
 1. If a student believes that the instructor has failed to follow stated grading policy or other procedures and objectives as outlined in the syllabus;
 2. If the student has evidenced discrimination in evaluation of individual achievement;
 3. If the student believes the instructor has failed to provide student’s tests or other written material within a reasonable time after grading; or,
 4. If the student believes that the instructor has demonstrated bias, whimsy, or caprice.
- After receiving an explanation from the instructor in the course, the student may make a formal complaint to the instructor.
- This complaint must be presented 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 within three weeks.

- If dissatisfied with the explanation that has been given, the student may appeal to the Department Chair or to the Academic Dean (if the complaint is with the Department Chair) who will:
 1. Request copies from the student of the written formal complaint to the instructor and the instructor's response; and,
 2. Advise and assist the student in a further attempt to resolve the problem at a personal level.
- Academic Appeals Committee: If the student remains dissatisfied with the explanation that has been given, he/she may initiate a formal appeal by requesting a hearing from a special Academic Appeals Committee consisting of faculty members appointed by the Academic Dean or designee.
 1. The faculty member who is accused of bias, whimsy, or caprice and the student complainant each present to the Academic Appeals Committee their analysis of the facts of the case.
 2. If the Academic Dean has already found no evidence of unfair grading, he/she will also have the opportunity to present his/her investigation concerning the merits of the student's complaint.
 3. The burden of proof in the Academic Appeal shall be on the complainant.
 4. 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, whimsy, or caprice.
 5. If it is found that the grade given was neither biased, nor whimsical, nor capricious, the case shall be dismissed. If it is found that the grade given was the product of bias, whimsy or caprice, the Academic Appeals Committee shall present its recommendation to the Academic Dean. The decision of the Academic Dean shall be final and shall be communicated in writing to the student, the instructor, and to the registrar if a grade change is needed. Only the Academic Dean or designee may submit such a change. 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 should be treated as an individual, there may be times where all or part of this procedure is changed or omitted in circumstances of a very personal or sensitive nature.

Faculty Evaluation

1. All course abstracts include the specific Outcomes (see above) purposefully taught or practiced in each class.
2. All course syllabi shall list these Outcomes. Each semester, all syllabi shall be screened for this content, and corrected if necessary.
3. If there are indications of general faculty needs for or interest in specific faculty development, these needs shall continue to be addressed in the format of regular or special faculty meetings as required.

4. In addition, opportunities for Faculty participation in additional faculty development opportunities and membership in professional organizations shall be encouraged.

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:

1. 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 Site Director will follow these procedures:
 - a. The aforementioned Academic Dean or Site Director will gather pertinent information from parties involved
 - b. Once the nature of the concern is determined, the Dean or Director will informally record this information and share it with *the Dean of the College*
 - c. The 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.
 - d. 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*.

Academic Freedom

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)

Faculty Records

Current and past faculty records are maintained in the Registrar Office at the direction of 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 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 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'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 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 special events for those 21 or older who receive permission from the Academic Dean.

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, manufactures, 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 *non-prescription drugs or alcohol will be transported from the workplace. They will then be required to seek professional 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 related problem should arise, please contact the Dean or Site Director. At the St. Martin campus the assistance of The Brown County Counseling Service, and at the Finlay Market 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.

Smoking

Smoking is prohibited in all indoor space at Chatfield College. Smoking is permitted in designated outdoor areas. If you smoke, please do not discard cigarettes, cigars, matches, etc. on the grounds. Receptacles have been provided for this purpose. The smoking policy will be

adhered to out of respect for each other's health needs. Failure to comply with this policy will result in corrective action.

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:

1. The problem or concern is taken to the Academic Dean or Site Director within one month (20 working days) of the occurrence. Most problems can be resolved at this level. The Academic Dean or 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 Site Director will respond, in writing, within two weeks (10 working days) of the date on which the faculty member raised the concern.
2. If the faculty member is not satisfied with the decision by the Academic Dean or Site Director, he/she may present the complaint in writing to the Chief Financial Officer, attaching the written response from the Academic Dean. This request must be made within two weeks (10 working days) from the receipt of the response.

The appeal should contain the following information:

- a. Faculty member's statement of the complaint/problem and the related facts;
- b. Date(s) of the occurrence(s);
- c. Witness(s) to the occurrence(s), if any;
- d. A copy of the Academic Dean's response;
- e. The remedy or corrective action sought;
- f. Signature of faculty member.

The Financial Director will have one month (20 working days) in which 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 Financial Officer may investigate the situation but the complaint will lose its status as a formal complaint. (If the Chief Financial Officer is a party to the complaint, the President will assign another administrative person to perform those duties.)

3. If further remedy is sought, the faculty member may appeal to the President within two weeks (10 working days) of hearing from Human Resources. 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 at its sole discretion.

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.

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 Site Director. Students may be required to provide written documentation of the disability.

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:

1. Persons with highly communicable diseases will leave the campus for the length of time appropriate to the disease.
2. 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 Site Director. This manual will serve as a reference for faculty, staff, and students if a 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 places 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:

Introduction

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's Office if the use involves faculty or student academic matters or non-academic student use and by the Chief Financial 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, 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.

Faculty Handbook Appendix

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Appendix A

Chatfield College Staff

John Tafaro	President
Robert Elmore	Vice President and Chief Operating Officer
Sr. Patricia Homan	Vice President of Mission and Identity Associate Dean and Site Director, St. Martin
John Penrose	Vice President of Enrollment Management
Alan D. Simmons	Chief Academic Officer/Dean
Wanda Hill	Associate Dean and Site Director, Findlay Market
Mary Jacobs	Director of Finance & Human Resources
James Ludwig	Director of Development
Pam Spencer	Director of Marketing Communications
Dolores Berish	Director of Library Services
Frank Chapin	Registrar
Dawn Hundley	Director of Financial Aid
Leo Beuke	Account Receivables Specialist
Becky Brown	Financial Aid Counselor
Rosanne Brubaker	Assistant Registrar, St. Martin
Ruth Benton	Advisor, Findlay Market
Natasha Coldiron	Admissions & Recruiting Counselor, St. Martin
Roger Courts	Full-time Faculty Associate Dean, Institute Research and Assessment
Jennifer Fiedeldej	Faculty, Math Department Chair/ Advisor/Tutor
Jane Fischer	Assistant Librarian / Tutoring Coordinator

Charles Guarino	Success Counselor
Shane Heekin	Veterans Liaison
Deb Henderson	Receptionist/Recruiting Assistant, St. Martin
Brianna Houchens	Social Media/Website Coordinator
Sokoni Hughes	Admissions & Recruiting Counselor, Findlay Market
Gordon Giles	Assistant Registrar, Findlay Market
Diana Irving	Financial Aid Counselor, Findlay Market
Deron Johnson	Assistant Facilities Manager
Kathleen Johnson	Post Secondary Advisor
Brad Jones	Director of Physical Plant
Cheryl Kern	Assistant to the President/Board Secretary/Development Officer
Doug Link	Faculty, Chair of Humanities Department / Advisor
Chuck Marino	St. Martin Campus Admissions Director
Jennifer Patrick	Development Officer/Capital Campaign Coordinator
Nathan Schuler	IT Manager
Sylvia Waller	Student Retention Coordinator/Advisor, Findlay Market
Karen Wilson	Admissions & Recruiting Counselor, Findlay Market

Appendix B

WHO TO SEE FOR QUESTIONS ABOUT –

ADMISSIONS/RECRUITMENT:

John Penrose – Enrollment Management

Chuck Marino, Skoni Hughes, Natasha Coldiron, Karen Wilson– Admissions Coordinators

Kathleen Johnson – First Time Freshman Advisor/PSEO Advisor

Sylvia Waller – Enrollment Coordinator

ADVANCEMENT:

James Ludwig – Director of Development

Pamela Spencer – Graphics Support

Publicity

Volunteering

Brianna Houchens – Coordinator of Event & Social Media / Website

COMPUTERS: Nathan Schular– IT Manager

FINANCIAL AID:

Dawn Hundley – Director of Financial Aid / Textbooks

Diana Irving – Financial Aid Officer – Findlay Market

Leo Burke – Student Accounts Director

GROUNDS/MAINTENANCE, St. Martin

Brad Jones – Director of Physical Plant

Deron Johnson – Maintenance

LIBRARY:

Dolores Berish – Director of Academic Support

Library & Audio Visual Equipment

Tutoring

Jane Fischer – Findlay Market Assistant Librarian / Tutoring Coordinator

STUDENT SERVICES:

Alan Simmons – Academic Dean,

Academic Suggestions, Concerns, Problems, or Grievances

Academic Policies and Procedures

Career Planning

Counseling Referrals

Americans with Disabilities Act

Wanda Hill – Site Director, Findlay Market Campus

St. Patricia Homan- Site Director, St. Martin Campus

Frank Chapin – Registrar
Address Change
Change of Schedule
Registration
Transcripts
Course Schedule

Rosanne Brubaker – Assistant Registrar St. Martin

Gordon Giles – Assistant Registrar – Findlay Market

Deb Henderson – Receptionist – St. Martin Campus

Alan Simmons – Academic Advising and Title IX Administration

Appendix C

Chatfield College Faculty Senate Members 2014-2015

Dolores Berish	Director of Library Services
Karen Crumley	Education and General Education
Frank Chapin	Registrar
John Dvorachek	Religion & Philosophy Chairperson
Sr. Agatha Fitzgerald	Professor Emeritus
Jennifer Fiedeldey	Math Department Chairperson
Roger Courts	Associate Dean, Institute Research and Assessment
Wanda Hill	Site Director – Findlay Market
Sr. Patricia Homan	Vice President of Mission & Identity
Ruth Homan	Business and Information Technology
Doug Link	Humanities Department Chair
Alan Simmons	Chief Academic Officer/Dean
Sylvia Waller	Findlay Market Representative
Julia Waddell	English, Chairperson

Appendix D

Syllabus Development

Although course development is the full responsibility of the instructor, each faculty member, every semester, must submit a detailed syllabus on every course, in order that the instruction at Chatfield is 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. Students attempting to transfer Chatfield work often need to submit detailed information about the content and level of the difficulty of a course to the new school. And finally, for the purpose of the institutional accreditation, the College is required to have on file syllabus for every course or workshop taught.

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.”

As much as possible, the syllabus should list intended outcomes 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.

Syllabi should be submitted to the Registrar’s office before the second week 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.

The Syllabus as Contract

An up-to-date Syllabus for each class taught is required to be given to students and turned in to the Registrar by the second week of each term. This Syllabus is a **CONTRACT** between you and the student. Any changes made by the instructor after classes begin should be minimal, particularly in regard to assignments, meetings outside of normal class hours and any requirements that may effect evaluation and grading. The following template that may be used for designing or revising a syllabus.



Chatfield College Syllabus

Dear Instructor: Please adapt this template to your needs, retaining these essential elements. Highlighted text is informational only and should be deleted. Sections will expand as you type. Please be certain that your Grade Policy is comprehensive, including your attendance policy if attendance is a criterion used to determine grades.

Course Information such as: INF 125.M1 Introduction to Personal Computers

Semester, Class Day & time such as: Spring Semester 2009 Monday 12:30 – 3:00PM

Instructor & contact info, such as: Roger Courts roger.courts@chatfield.edu 513.875.3344

Course description copied & pasted from Catalog at chatfield.edu such as: An overview of personal computers, including hardware, operating system, and application software, emphasizing hands-on experience with computer applications. This course may be waived if student contacts the Dean of the College to demonstrate appropriate competencies within the first 12 credit hours taken at Chatfield. Meets General Education Core Requirements.

Text (see Susan Byrnside at Chatfield Hall) & other required materials, such as: **Text: Microsoft Applications, Jones, 2nd Ed. 2009**

7. Learning Outcomes taught or practiced: **Examples:** Analyzing and synthesizing information, utilizing computer applications and evaluating, integrating & communicating relevant information from a variety of sources.

Goals: **Cut & Paste from Faculty Room at chatfield.edu if not already printed below.** The Information Systems Department will provide information technology courses that allow students to attain functional computer literacy. A variety of courses shall be provided that:

- Develop a student’s technical knowledge of computer systems, including hardware, software, internet and e-mail applications thus allowing them to effectively operate personal computer systems and common peripheral devices
- Develop the abilities required for using a variety of application programs – such as those found in productivity packages such as Microsoft Office.

Outcome Performance Measures and Grade Policy: L

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total points or percent of final Grade, with point or % range for A,B,C,D,F

Attendance Policy and effect on Course Grade:

Other policies, if any: *Examples might be Cell Phones, Laptops, eating & drinking if applicable*

Class Calendar *Cells will expand as they are typed. Cell width may also be adjusted as needed.*

Class	Date	Content	Readings /Homework	Activities	Evaluation
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

ADA Statement:

If you have a documented disability and require accommodations, please contact the Campus Dean and Instructor during the first week of Class.

The following is a checklist of essential syllabus elements.

Please use to check for omissions in each syllabus

Heading

- Course Number (Including Section)
- Course Title
- Semester and Year
- Faculty Name and contact Information
- Course Description from Catalog
- Textbook(s), Materials, Equipment

Relation to the Chatfield Mission

- Chatfield Life Skills Taught or Practiced
- Goals
- Objectives, including knowledge and skills outcomes
- Brief Abstract
- Knowledge Outcomes
- Skill Outcomes
- Writing assignments required from the students

Strategies and Methods

- Units or Content Covered by Sessions, Days or Weeks
- Materials, Concepts, Theories, and/or Ideas Focused upon in each Session
- Required Assignments with due Dates
- Teaching Methods used

Performance Measures

- Testing and /or Grading Scale used
- Other Measures Utilized
- Attendance Policy
- Late Work and/or Missed Assignment Policy
- Other Policies, such as Cell Phones, etc.

ADA Statement

- If you have a documented disability and require accommodations, please contact the Campus Dean and Instructor during the first week of class.

YOUR PAYCHECK WILL BE HELD UNTIL THE REGISTRAR HAS YOUR ACCEPTABLE CURRENT SYLLABUS WITH ALL REQUIRED ELEMENTS.

ON FILE. If you experience any problems with Syllabus development, please contact your Department Chair or Academic Dean.

SYLLABUS SAMPLE

The following sample is for your information. We urge you to develop your own syllabi using the guidelines listed above, which are included in your semester packet. Each faculty member should also receive an abstract of any new course. If you do not have an abstract for a course that you have never taught before, please contact the Registrar's Office or the Chairperson of your department.



Chatfield College Syllabus

ENG 101.M5 English Comp I

Fall Semester 2009 Thursday 4-6:30 PM

SueHamann 875.3344 Home 875 3324

sue.hamann@chatfield.edu ashamann@tds.net

COURSE DESCRIPTION

This class teaches the basic principles of writing essays and research papers using the writing process: prewriting, organizing, drafting, revising, and editing. Students will write a research paper in MLA format and a variety of essays.

Text:

Axelrod, Rise B., and Charles R. Cooper. *Concise Guide to Writing*. 5th ed. New York: St. Martin's, 2009.

Hacker, Diana. *A Writer's Reference*. 6th ed. New York: St. Martin's Press, 2007.

Learning Outcomes

- Students will evaluate and integrate relevant information from a variety of sources.
- Students will analyze and synthesize information and present it in writing.
- Students will utilize computer applications to format and write their papers.
- Students will analyze, evaluate, and interpret information to write and support positions on a variety of issues.

English Department Goals

- Students will gain comfort with writing in varied forms for many purposes.
- Students will recognize correct grammar and usage and demonstrate good writing skills through well written papers.
- Students will use the writing process to generate ideas, organize thoughts and revise writing.
- Students will employ peer editing, group discussion, self evaluation, and instructor conferencing to strengthen writing.
- Students will evaluate and synthesize information in research, analysis, and argument papers.
- Students will learn to apply these writing skills in other classes and situations

Outcome Performance Measures and Grade Policy:

1. Students will write 5 short academic essays – **50% of the grade.**
2. Students will write a 5-7 page research paper – **40%**
3. Students will complete all of the graded research steps – **5%**

4. Students will complete a daily personal journal – 5%

Attendance Policy and Effect on Course Grade:

Because of in-class writing, discussion, and editing, absences and tardies are almost impossible to make up and are disruptive to the rest of the class. If you miss more than **one** class your grade will drop 5 points for each additional class missed. **One class missed equals a whole week of work!** Tardies and leaving early may also affect your grade. Assignments not turned in on the day due will drop one letter grade for each class day late. If you must be absent or tardy, you are responsible for obtaining work missed, coming prepared for the next class and turning in assignments **on the due date**. No work will be accepted after the 14th class meeting unless special arrangements have been made in case of emergency.

Other policies:

Please turn off cell phones, including texting, unless prior arrangements have been made due to occasional special circumstances. Respect for other classmates and the professor is important, and is demonstrated through your presence, your attention, and listening and responding respectfully to others' ideas.

All written work must be your own ideas and words unless properly cited. Plagiarism is penalized.

Please talk to me. Tell me if you are going to be absent, you are having difficulty with an assignment, or you have a documented disability. I am here to help you learn and achieve success, but I can't do it if we don't work together. Plan ahead. Allow enough time to do assignments well, and get help EARLY if you need it.

Please make sure your address, phone number, and e-mail stay up-to-date.

Written work should be in the following format:

- Refer to pages 404-6 in *A Writer's Reference*. 6th ed.
- Out of class papers must be typed. In-class should be done in blue or black ink on full size paper. No work should be submitted on composition book paper with raggedy edges. Make corrections in handwritten work neatly.
- Turn in preliminary drafts with the final copy of graded writing and/or with extra revisions re-submitted.
- Place in the top left corner of the first page name, instructor's name, course, date, and assignment (*Reference* 405).
- BEFORE class staple or paper clip all pages together. Turning down corners will not hold them.

Class Calendar

Class	Date	Content	Readings /Homework	Activities	Evaluation
1	August 27	Introduction to course, textbooks, fellow students, and the writing process.	<i>Axelrod and Cooper</i> Read pages 1-10. Do only exercise 1.3. 7 journal entries – 1 on an early school experience.	Introductions Oral and short writing Small groups exploring textbooks	Attendance and participation
2	Sept. 3	Writing a Remembering an Event Essay Pre-writing activities	<i>A and C 15-18, 18-21, 24-27</i> RAE preliminary draft 7 journals – 1 web “myself”; 1 description of a place	Demonstration and practice of pre-writing and organizing Review chapter format	Journals, attendance, participation
3	Sept. 10	Preliminary draft Research topics and techniques Evaluation of sources Critical thinking	Final copy RAE and drafts <i>A and C 149+, 154+, 159+</i> 7 journals – 1 reflection on your writing of the RAE	Peer editing Discussion	Preliminary draft, completed. readings, journals
4	Sept. 17	Selecting and limiting a thesis Steps in writing research Form for bibliography	<i>A and C 345-357.</i> Do only exercise 11.1 p. 347. Research topic and thesis statement. 7 journals	Small group practice writing bibliography entries	Exercise Bibliography entries
5	Sept 24	Evaluating tentative thesis statements. Practice summarizing and paraphrasing.	<i>A and C</i> read MLK essay. 7 journals – 1 reflection on MLK	Class evaluation of thesis statements. Guided practice paraphrasing.	Thesis statement turned in. Practice done in class and turned in.
6	Oct. 1	Organization, coherence and unity. Avoiding plagiarism.	<i>A and C 101+, 106+, 112</i> 7 journals	Guided practice summarizing & paraphrasing	Participation in guided practice.
7	Oct. 8	Taking notes. Citing and attribution. Outlines. How to write Explaining a Concept (Expository).	10 bibliography cards of appropriate sources. 7 journals – 1 list of 10 concepts	Lecture and discussion. Practice taking notes.	Class participation on homework read
8	Oct. 15	Bibliography cards. Mid-term essay EAC in class	<i>A and C 195+, 200+ 207</i>	In-class essay. Bibliography conferences	Mid-term essay. 10 cards turned in.

9	Oct. 22	Preliminary outline. Synthesis essay. How to write a Proposing a Solution essay.	<i>A and C</i> 154+, 159+, 195+. 30 note cards. 7 journals.	In-class essay. Outline conferences.	Synthesis essay. Outline turned in.
10	Oct 29	30 note cards with cited resources. Proposing a Solution essay.	<i>A and C</i> 247+, 254+, 259+. 7 journals – 1 reflection on research process.	In-class essay. Note card conferences.	Proposing a Solution essay. Note cards in.
11	Nov. 5	Research paper format. Parenthetical citations. Research help.	Complete preliminary draft of research paper, outline, and thesis typed. 7 journals	Share journals. Citation exercise. Discuss evaluation	Class participation. Exercises.
12	Nov. 12	Preliminary draft. Parallelism.	Final copy, drafts and sources for research paper. 7 journals.	Peer editing and instructor conferencing. Exercise	Complete preliminary draft done.
13	Nov. 19	Final copy. Written self evaluations. Oral reports.	<i>A and C</i> 55+,59+, 65+. 7 journals.	Class discussion and writing.	Research paper complete and on time.
14	Dec. 3	How to write profiles. Essay exams. APA format. Writing for other classes.	Finishing journals	Discussion of returned papers. Lecture and discussion.	Attendance. Journals.
15	Dec. 10	Final exam		In-class Profile	Essay

Bring your syllabus to all classes. Assignments may be changed. In case of school being closed for a flu outbreak, communication will continue by e-mail. Please provide and active e-mail address that you can check from home.

ADA Statement:

If you have a documented disability and require accommodations, please contact the Campus Dean or Site Director and Instructor during the first week of Class.

Appendix E

CHATFIELD COLLEGE INSTRUCTIONAL OBSERVATIONFORM

Instructor Name: _____ Observer: _____

Course being observed: _____

Date: _____

Observation of Learning activities:	1- not effective 5- very effective NA- not applicable
There is evidence of the Chatfield Core Values in the interactions of students and instructor, as well as in the class room activities.	1 2 3 4 5 NA
Presents coherent instruction based on knowledge of subject matter, students and curriculum goals.	1 2 3 4 5 NA
Presentation is well organized.	1 2 3 4 5 NA
Provides students with opportunities to ask questions.	1 2 3 4 5 NA
Selects appropriate materials and resources to match the abilities and needs of all students.	1 2 3 4 5 NA
Communicates expectations and goals for the lesson and the course	1 2 3 4 5 NA
Clarifies misunderstandings with additional information.	1 2 3 4 5 NA
Makes explanations that are clear and to the point.	1 2 3 4 5 NA
Demonstrates enthusiasm for teaching.	1 2 3 4 5 NA
Encourages independent thinking and problem solving (allows students to answer questions, poses difficult but solvable problems, provides a chance for discourse.)	1 2 3 4 5 NA
Engages students in the learning process: uses probing questions, facilitates activities that involve the students.	1 2 3 4 5 NA
Helps students gain comprehension of terminology and other factual knowledge.	1 2 3 4 5 NA
Helps students gain an understanding of fundamental theories and principles.	1 2 3 4 5 NA
Provides students with an opportunity to apply the skills and knowledge they are learning.	1 2 3 4 5 NA
Encourages students to share with the class their knowledge, opinions and experiences.	1 2 3 4 5 NA

Comments:

Appendix F

Sample

Midterm Course Evaluation

Class Name _____

Semester _____

DO NOT SIGN YOUR NAME. PLEASE BE HONEST.

What have been the strengths of this class so far? What have you liked?

What would you like to change? What would you like to change the next time the course is taught?

What would you like to see happen in this class in the rest of the semester?

To: All Teachers of 099 classes
From: The Faculty Senate Curriculum, Assessment and Faculty Development Committee

At Chatfield, 099 classes are developmental classes that do not carry college credit. The classes include English, Reading, and Math. Students are encouraged to take Reading 099 and English 099 during their first semester and Math 099 the first semester or as soon as possible. There is a published list of the limited number of classes that students are allowed to take until the developmental classes are completed. All students who place into two or more 099 classes are required to take Study Skills.

To pass an 099 class, the student must meet class requirements (including attendance) as stated in the syllabus and must pass the ASSET. (For initial placement Form B2 of the ASSET is used, but for class credit, Form D2 is used.) The ASSET score is 50% of the final grade for the class and the class requirements make up the other 50% of the grade. Therefore, both are necessary for successful completion of the class. Students do receive financial aid for 099 classes; therefore, successful completion of the class is important for continued financial aid eligibility. A student may move on to the next class level if he or she passes the ASSET even if the class grade is F because class requirements are not met. However, students should know that the F will remain on their transcript in addition to affecting financial aid eligibility.

Form D2 of the ASSET uses photocopied answer sheets and keys. The booklets and these sheets are securely stored under the supervision of the Librarian. Since she divides her time between the two locations, it is important to check with her the week before you intend to give the tests to make sure that you have access to the booklets and answer sheets when you need them. The list of passing scores and the essay for the writing test are also stored with the booklets. If you have a night class and there will be no staff member available to return the test booklets to, you need to make alternate arrangements with the Librarian or the person who provided the books.

The ASSET should be given sometime in the last two class periods. If there is any question about weather in December, it is suggested that the test be scheduled for week 14 of class in order to allow make-up time if the class is snowed out.

Under NO circumstances are the test booklets themselves to be taught from or photocopied.

Appendix G

Writing Intensive Courses at Chatfield

A Writing Intensive Class is a content-specific class that integrates writing strategies and skills acquired in composition classes with course content in four ways.

- Frequent journaling or other informal writing assignments.
- Some type of teacher or peer conferencing with revisions for at least two formal writing assignments.
- Grading on formal assignments which evaluates compositions as well as content.
- Incorporating writing across the curriculum techniques as applicable.

The request for a course to be designation “W” is made by the individual instructor to the Curriculum Committee through the Department Chair. Each instructor should indicate “W.I.” on the syllabus as well. The Curriculum Committee will make the final decision as to which classes are designated as “W”.

Appendix H

Chatfield College 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

The Academic Profile is administered to students who are graduating. It is an objective test, and our goal is to have all students test at least at Level 2 writing. In order to reach this goal, we need the help of all faculties in all disciplines.

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.

Format Information for Research Papers in MLA style

- Use a title page (MLA also permits no title page is an outline is not included.)
- Center the title ¼ of the way down the page.
- Center your name in the center of the page.
- Center class title, instructor's name, and date on separate lines about ¾ down,
- Do not use a page number on the title page, but count it as "I."
- Do not use quotation marks, underlining, or italics in your title except where it might be the title of a book or other work in it.

Number your outline pages beginning with "ii" following your last name in the upper right hand corner.

- Begin with your thesis. (Thesis: followed by the thesis statement")
- Use the letters/number structure illustrated in your *Writer's Reference*.
- Line up the periods following Roman numerals.
- Subheadings begin under the first letter of the first word in the previous heading.
- Double-space the thesis and outline.

Use standard page format: double space throughout, 1” margins, no borders, your last name and page number ½” from the top in the upper right corner of each page, plain 10 or 12 point font – no italics or boldface type for the body of the paper.

- Indent paragraphs five spaces.
- Indent block quotes (quotes more than four typed lines) ten spaces.
- Block quotes should be preceded by a complete sentence, which ends with a colon.
- Within a block quote a new paragraph is indented three spaces.
- At the end of a block quote, the period follows the parenthetical citation.
- Omitted words within a quote should be indicated by ellipsis point (...). Use three periods if there is not sentence break within the omitted sections and use four periods if there would be a sentence break within the omitted section.
- Do not use abbreviate words except on work cited page, and do not use contractions unless they are in quoted material.
- Omit formal title such as “Dr.” and “Mrs.” Etc. in the text. Refer to people by last name only or first and last. Call no one but your family members or friends by first name only.
- Don’t justify right margins.
- Works cited is centered at the top of the page 1” from the top. Number paper pages.
- Double-space this page, also, with no extra spaces between entries.
- The first line of each entry should begin at the margin.
- The second and subsequent lines of each entry should be indented five spaces from the margin.
- Type all the way across each line before beginning a new line.

The rough drafts of all parts should be included at the end of this paper.

Appendix I

Advisor's Information

Some faculty members are serving as student advisors. This section of the Appendix contains information and sample forms for advisors. The Advising Committee continues to collect samples, which might be helpful to advisors. The committee would appreciate your feedback on the process.

Advisors contact students early in the semester if they have not met them during the enrollment process. They schedule meetings to get acquainted and to see how the students are adjusting to their first semester. When schedules for the next semester come out, advisors will assist students to register in courses which are appropriate for their educational goals and their abilities. Prerequisites and transfer requirements are taken into consideration. The advisor must sign the registration form before they are sent to the Registrar's office. Registration before the students leave at the end of the semester is a goal. If academic help is needed during the semester the advisor may refer the student to the Learning Center. Advisors should keep records of students seen and should contact the Registrar.

Advisors at St. Martin campus are:

Frank Chapin
Roger Courts
Jennifer Fiedeldey
Sr. Patricia Homan
Kathleen Johnson
Doug Link

Advisors at Findlay Market site are:

Ruth Benton
Karen Crumley
Lonnie Griffith
Charles Guarino
Wanda Hill
Sylvia Waller

Further information about the advising program is in the Advisor Handbook, which can be found on the share file server. The Librarian can help you find this resource.

Sample Letter to Advisees

2 August 2014

Dear Advisee:

In order to better serve Chatfield students, the registrar has assigned each new student a faculty advisor. As your advisor, I hope that you will feel free to come to me with questions and concerns any time during the semester. Specifically, I would like to meet with you sometime in the next week or two, around mid-term, and before you register for next semester.

I will be on this campus Monday, Wednesday, and Thursday. My office is next to the Registrar Office and I am usually there Monday morning, Wednesday afternoon, and Thursday 9 a.m. Please come by and see me sometime in the next two weeks.

Sincerely,
Advisor Name

SAMPLE Academic Dishonesty Statement

Ethical behavior is mandated at all times in the classroom. There are several things that should be understood by all of our learners. The faculty of this college is responsible for treating all students with the utmost courtesy and respect. The same is expected of each student toward faculty and other learners. Always be respectful of each other. Never discriminate. Treat others as you wish to be treated.

Although it should not have to be stated to anyone at the college level, there are times when people attempt to cheat on a paper, test, or project. Do not even think about it! We will not tolerate any such behavior. Cheating and plagiarism will result in academic disciplinary action and possible removal from the school setting upon review by faculty. When you choose to do any such thing, you are only hurting yourself.

PLACEMENT TESTS AND SCORING:

For students entering Summer 2010 and after.

The B2 form of the ASSET is used for placement. (D2 form is used for 099 class testing.)

WRITING and READING:

Students will answer ALL questions on the Writing and Reading portions of the ASSET and will be asked to write an essay based on instruction sheet 4.

A score of 27 or above on the Writing AND 15 or above on the Reading plus a well-written essay are the pre-requisites for placement into English 101.

Anyone scoring under 15 on the Reading portion of the test is required to take GEN 099 Introduction to College Reading and ENG 099. A Writing score 18 or below places a student in ENG 099.

A new ENG 100 class has been added to the program for students who test from 19 to 26 on the Writing Section. This class will focus on grammar and on organizing writing and beginning research citations. It is a college credit class and is open to any student who wishes to take it.

MATH (Placement may change, but as of January 4, 2010 stays the same.)

Students will answer only the ODD numbered questions on the Numerical Skills and Elementary Algebra portions of the test. They may use a calculator for BOTH sections.

Based on 16 questions for Number Skills and 13 for Elementary Algebra the passing scores are 12 or more on Number Skills for Math 112 and 9 or more on Elementary Algebra (in addition to passing Number Skills) for Math 125. A student who passes Number Skills but not Algebra will be assigned to Math 112, but will then have to take Math 125 to fulfill his math graduation requirement.

Using composite scores of Number Skills and Elementary Algebra, follow the chart below based on completing the ODD numbered questions:

Numerical Skills Score < 12 AND Composite Score < 18, place in MAT 099

Numerical Skills Score > 12 OR Composite score 18 – 24 Place in MAT 112.

Composite score 25 or more place in MAT 125.

Classes numbered 099 count toward financial aid, but do not grant college credit.

MAT 112 grants college credit, but does not meet the Chatfield graduation requirement.

COMPUTER

Students will take a placement test for computer skills. Students with 9 or more incorrect will place into INF 100. Students with less than 9 incorrect will place into INF 125. The Registrar has the test for students who wish to test out of INF 125.

Students placing into two or more 099 classes MUST take College Study Skills GEN100.

June 23, 2010

INFORMATION ON GRADING 099 CLASSES

Letter grades are to be given for all 099 classes. Since the ASSET test in 099 classes is ½ of the grade, no one gets a passing grade unless they pass the appropriate ASSET test. Students passing MAT099 must go into MAT112 unless the instructor assigns them to MAT 125.

Students passing ENG099 may go into ENG100 unless the instructor assigns them to ENG101. The instructor should specify.

Please turn in the students score on the ASSET test you give at the end of the class so that the Registrar can record the score for advisors use.

Chatfield College
Degree Audit for Advising Purposes Only

Student Name _____ Current Date _____

Advisors Name _____ Enrollment Date _____

General Education Core Requirements

<u>Completed</u>	<u>39 Cr. Hrs.</u>	<u>Course</u>	<u>Planned</u>
_____ GEN105 Cornerstone (Effective Fall 2007)	1	_____	_____
_____ ENG 101 English Composition I	3	_____	_____
_____ ENG 102W English Composition II	3	_____	_____
_____ SPE 105 Oral Communications	3	_____	_____
_____ INF 125 Intro to Computers or INF225	3	_____	_____
_____ Religious Studies Elective	3	_____	_____
_____ Philosophy Elective	3	_____	_____
_____ Literature OR History Elective	3	_____	_____
_____ Art, Music, OR Theater Elective	3	_____	_____
_____ Sociology OR Psychology Elective	3	_____	_____
_____ Political Science OR Economics Elective	3	_____	_____
_____ BUS 128 (for liberal arts concentration effective Fall 2009)	3	_____	_____
___ MAT 125	3	_____	_____
___ Science Elective	4	_____	_____
___ GEN 205 Capstone (Effective Fall 2007)	1	_____	_____

In addition to these 39 credit hours of General Education Core Requirements you must complete a **minimum of 25** credit hours in one of the following 4 concentration areas for a **TOTAL of 64 credit hours** to achieve an Associate's Degree: Liberal Studies, Early Childhood Education, Business, and Human Services

LIBERAL STUDIES CONCENTRATION

25 Cr. Hours

Starts Fall Semester 2009

Academic Concentration: A group of required courses for the Associate's Degree designed to focus knowledge in a particular area of study. Chatfield concentrations are not equivalent to the major in a baccalaureate program but each of Chatfield's concentrations is designed to transfer easily into baccalaureate programs at colleges in our region.

<u>Completed</u>	<u>Business Concentration</u>	<u>Planned</u>	<u>25 Cr. Hrs.</u>
_____	BUS 101 Principles of Accounting I	3	_____
_____	BUS 102 Principles of Accounting II	3	_____
_____	MAT 121 Elements of Statistics	3	_____
_____	BUS 236 Business and Society	3	_____
_____	BUS 253 Microeconomics	3	_____
_____	BUS 254 Macroeconomics	3	_____
_____	BUS 271 Principles of Management	3	_____
_____	BUS 275 Principles of Marketing	3	_____
_____	Any Elective	1	_____

<u>Completed</u>	<u>Early Childhood Education</u>	<u>29 Cr. Hrs.</u>	<u>Planned</u>
_____	EDU 102 Foundations of Education	4	_____
_____	EDU/HUS 108 Health, Safety, and Nutrition	3	_____
_____	EDU/PSY 211 Child Development	3	_____
_____	EDU 215 Programs & Practices in Early Childhood	3	_____
_____	EDU 217 Instructional Technology	3	_____
_____	EDU 227 Literature for Young Children	3	_____
_____	EDU/PSY 241 Educational Psychology	3	_____
_____	EDU 251 Phonics & Structure of the English Language	3	_____
_____	EDU/SOC 337 Com, School, & Family Diversity	4	_____

<u>Completed</u>	<u>Human Services Concentration</u>	<u>25 Cr. Hrs</u>	<u>Planned</u>
__	HUS 101 Intro to Social Work & Human Services	3	_____
__	HUS 108 Health, Safety, and Nutrition	3	_____
__	PSY 101 General Psychology	3	_____
__	PSY 212 Adolescent and Adult Development	3	_____
__	PSY 216 Human Relations	3	_____
__	SCI 212 Human Biology or SCI 102	4	_____
__	SOC 101 Introduction to Sociology	3	_____
__	An elective	3	_____

Suggestions: PHI 211, POL 101, POL 113, PSY 340, or SOC 235

*Courses required for a concentration may meet a Core requirement, also, but the hours do not count twice, so another course must be taken to make up the hours.

Appendix J



Chatfield College Library

Staff:

Dolores Berish
Director of Library Services
Coordinator

dolores.berish@chatfield.edu

St. Martin Phone: 513-875-3344 ext. 123
9856 ext. 206

Fax: 513-875-3912

Jane Fischer
Assistant Librarian/Tutoring

jane.fischer@chatfield.edu

Findlay Market Phone: 513-921-

Fax: 513-921-9859

Find easy access to Library resources on Chatfield's website:

www.chatfield.edu

Just click on the Library tab.

Library Resources found at:

<http://enterprise.seo.lib.oh.us/client/occ>

- Chatfield Library Online Catalog
- Oplin (EbscoHost Databases)
- Learning Express Library
- Know it Now
- Ebook iDownloads

Chatfield Library Online Catalog(Books)

This catalog provides students access to more than 7 million books, e-books and other items available at many public libraries. Using your Chatfield Library Card and a computer with Internet access, you can download or place holds on materials. Items requested from the online catalog that are not part of the Chatfield collection will usually take a day or two to arrive at Chatfield through interlibrary loan.

Oplin (Articles)

EbscoHost Databases for Research

It is possible to access over 50 research EbscoHost databases through the Ohio Public Library Information Network. All that is needed is a computer with Internet access.

LearningExpress Library

LearningExpress Library offers practice tests, exercises, courses, and information to help you succeed at school, at work, or in life. Click on LearningExpress Library to build a resume, prepare for a test, or research a career.

Know it Now

KnowItNow is the place on the Web where Ohioans can get live help from a librarian for finding resources for homework or research on any topic, suggestions for good books to read, or answers to satisfy their general curiosity.

iDownloads

Check out this link for eBooks and digital downloads.

Interesting Sites:

www.ipl.org: Internet Public Library: Librarian Approved Websites

www.2facts.com: Facts on File: This site has the full-text database **Science**

Online. You can access this resource with:

Username: **chatfieldcoll**

Password: **facts**

Book Club:

The Book Club meets once a month in the Library to discuss a book chosen by the members. If you are interested in joining the group or sitting in on one of our discussions, see Dolores in the Library.

Audio/Visual Equipment St. Martin

To reserve A-V equipment, contact Dolores Berish in the Library:

- ❑ St. Martin Telephone: 513-875-3344 Ext. 123
- ❑ Findlay Market Telephone: 513-921-9856 Ext. 206
- ❑ E-mail: dolores.berish@chatfield.edu

Information needed:

Date(s), time, name of class, room number, and type of equipment.

Advance Notice:

At least 24 hours. (Preferably more to prevent problems due to illness or absence.)

- *Always reserve equipment, even if it is usually there anyway.*
- *Let me know of sudden needs, changes in plans, room number, etc.*
- *Please let me know if I have made a mistake or if the equipment malfunctions.*
- *Don't move equipment from room to room. It may already be in place for the following class session.*

Appendix K

Greater Cincinnati Consortium of College and Universities “Celebration of Teaching”

Faculty Honors

The Greater Cincinnati Consortium of Colleges and Universities sponsors a yearly “Celebration of Teaching” in which Chatfield participates. For this purpose, the past

honorees teaching at Chatfield select a faculty member based on performance and student evaluations.

Faculty members will report publications and outside honors and awards to the Academic Dean to keep faculty files current.

CHATFIELD FACULTY HONOREES

- 1989 Roger Courts, Ed.D. (Science)
- 1990 Fr. David Fay (Religious Studies/Philosophy)
- 1991 Loretto Thoma, OSU (Mathematics)
- 1992 Alan Simmons (Political Science/History)
- 1993 Shirley Ulmschneider (Art)
- 1994 Agatha Fitzgerald, OSU (Art/Psychology)
- 1995 Fr. Raymond Kammerer (History)
- 1996 Maryan Winsor (English)
- 1997 Jeff Wiederhold (Mathematics)
- 1998 Jerry Gaines (History/Political Science)
- 1999 Diane Cheatham (Sociology)
- 2000 Babs DeArmond (Business/Speech)
- 2001 Terry Murphy (History)
- 2002 Claudia Cates (Sociology)
- 2003 Susan Hamann (English)
- 2004 Beverly Ratcliff (Education)
- 2005 Jennifer Mansfield (Science)
- 2006 Allen Feibelman (English)
- 2007 Robert Peiffer, PhD. (Philosophy)
- 2008 Steve Bayer (Information Technology)
- 2009 George Bronner (History and Political Science)
- 2009 Sue Bronner (English)

- 2010 Susan Henry (Art)
- 2011 Sam Talley (Human Services)
- 2012 Karol King
- 2013 Shaikh Hossain
- 2014 Doug Link

MAIN CAMPUS

20918 St. Rt. 251
St. Martin, OH 45118
Phone: 513-875-3344 Fax: 513-875-3912

CINCINNATI SITE

1800 Logan Street
Suite 210
Cincinnati, OH 45202
Phone: 513-921-9856 Fax: 513-921-9859