Faculty Handbook

COLLEGE FOR
FINANCIAL PLANNING®
A KAPLAN COMPANY

2022 - 2024

At the College's discretion, news, updates, and information regarding changes/updates to courses or programs may be posted to the College's Web site at www.cffp.edu, or you may call the Student Services Center at 1-800-237-9990.

Printed in the United States of America.

Table of Contents

Welcome to the College

On behalf of the College for Financial Planning and Academic Affairs, welcome! We're thrilled you have joined the ranks of our expert faculty in the field of financial planning, and look forward to working with you to bring high level education to our students and partners.

Provost Dr. Amy Beth Rell

Faculty Handbook Overview

The Faculty Handbook is intended to provide important and relevant information to all types of faculty at the College for Financial Planning (CFFP). It is not intended to serve as a legal contract regarding the obligations of faculty nor the college. The policies and procedures governing employment are housed within a variety of documents, which are referenced herein.

The College for Financial Planning

History of the College

The College has a distinctive history in the field of Financial Planning. Established in 1972, in order to formalize the financial planning profession, the founders created the CFP® Certification, now the nation's premier financial planning credential. The College and CFP Board of Standards, Inc. separated in 1985, enabling the College to focus on education and the CFP Board of Standards to support CFP® certification.

A host of industry-responsive designation programs have been established over time at the College in order to provide practitioners with relevant and up-to-date education supporting career advancement, while simultaneously ensuring community access to knowledgeable and reliable professionals, and even started a program to educate support staff in the basics of financial planning.* Additionally the College has innovated in the delivery of financial planning education, launching a first-of-its-kind website in 1998, and introducing the financial industry's first live online classes in 2003.

The College has undergone significant changes during its lifetime, having acquired The American Institute of Retirement Planners in 1997, and itself was acquired by first Apollo Group, Inc. in 1997, and in 2018 by Kaplan Professional Education. Despite these transitions, the College has maintained and developed its partnerships with institutions such as Investment Company Institute (ICI) to create the AAMS designation and The Forum for Sustainable and Responsible Investment (US SIF) to create the CSRIC designation.

CFFP's Master's Program, implemented in 1987 and accredited in 1994, is the largest financial planning graduate program in the country, and continues to grow, as does its alumni association, which topped 100,000 graduates in 2007.

- The College introduced an advanced studies program in 1987, which later became our accredited Master of Science Degree Program in 1994.
- The College launched an MS in Finance in the summer of 2007.
- In 2017, the College launched digital badges for its professional designation holders.
- The College introduced a Master of Science Degree in Financial Analysis (MSFA) program in 2022.

* A comprehensive list of our active designations is found below under Academic Programs at the College.

College for Financial Planning Mission Statement

The College's mission is to be the education provider of choice for working adults in the financial services industry by enabling student learning through advanced education programs and quality support services.

Academic Affairs Vision Statement

Our vision is to build a leading community of educators and learners committed to excellence in the financial services profession.

Academic Affairs Mission Statement

Our mission is to empower our diverse stakeholders to strategically develop and deliver premier, student-centered education and cutting-edge research, in order to advance the field of financial planning and enable our students to make a difference in their clients' lives.

Values

We pursue our mission guided by our shared values:

- **Student Focus**. Our students' success is our priority, and drives our decision-making. This is reflected in the intentional way in which we communicate with our students, interactions with our students, our consideration of student feedback and scholarly research in the design of our programs, courses and materials, and the policies we employ to secure students' rights.
- **Excellence**. We are committed to providing quality education and service to all our stakeholders. We strive to identify and implement content and educational delivery methods recognized in the industry as the gold standard for financial services education.
- **Respect**. We create an inclusive environment that builds trust by recognizing the value and contributions of every individual. We honor the academic freedom of our faculty.
- **Integrity**. We expect our faculty and staff, students, clients, and partners to act ethically. In all we do, we model and teach the highest ethical standards in academia and industry, and ensure our students can carry those standards with them into their professional lives.
- **Innovation**. We respond to the changing needs and demands of our community through innovative programming and teaching. We listen to and anticipate the needs of faculty and students in academia and professionals in the financial planning industry, and adapt our programs, courses, and strategies to meet students, clients, and prospective employers' needs.
- **Research**. We enrich our programs and disciplines through meaningful research, and cultivate a scholarly environment in which we and our students can flourish academically and professionally. We share our research with the academic community and beyond, presenting and publishing to ensure the flourishing and awareness of our discipline.
- **Passion**. We are passionate about our students, colleagues, community, and industry, and know the work we do is meaningful and makes a difference.

Accreditation

The College for Financial Planning is proudly accredited by the Higher Learning Commission, which can be contacted here:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604
Phone: (800)621-7440/(312) 263-0456
Website:www.hlcommission.org

Details about the College for Financial Planning's accreditation are available for your review.

Academic Programs Offered at the College

The College offers certification and designation programs and master's degrees, for students at various stages of career development.

Career Entry

Wealth Management Advisor℠ (WMS℠)

Life Underwriter Training Council Fellow℠ (LUTCF®)

Financial Paraplanner Qualified Professional™ (FPQP™)

Early Career

Accredited Asset Management Specialist℠ (AAMS®)

Accredited Domestic Partner Advisor℠ (ADPA®)

Chartered Retirement Planning Counselor℠ (CRPC®)

Chartered Retirement Plans Specialist℠ (CRPS®)

Mid-Career

Accredited Wealth Management Advisor℠ (AWMA®)

Chartered SRI Counselor™ (CSRIC™)

Accredited Portfolio Management Advisor℠ (APMA®)

Advanced Career

Accredited Behavioral Finance Professional℠ (ABFP℠)

CFP® Certification Education Program

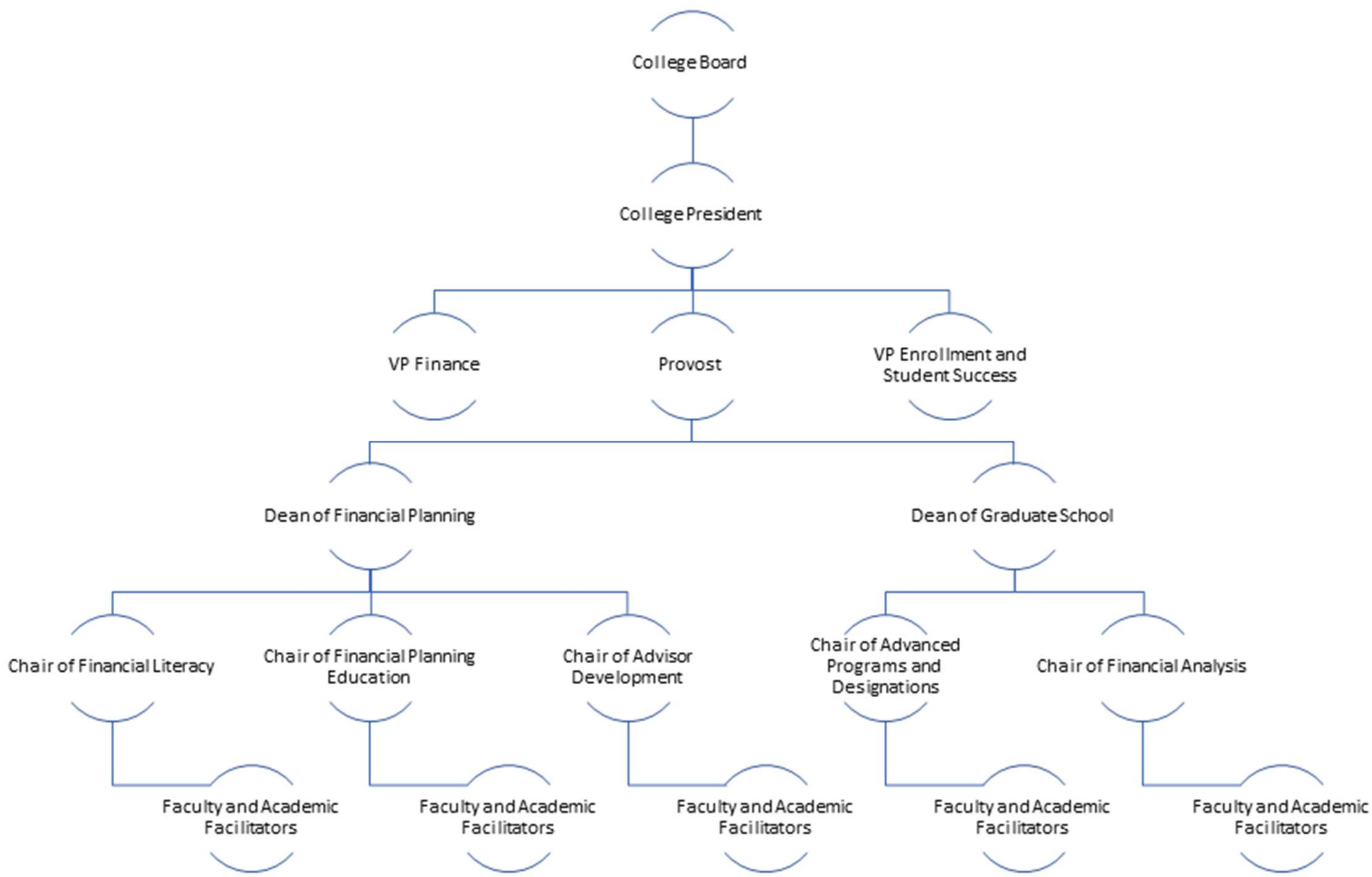
Master of Science Degree in Personal Financial Planning

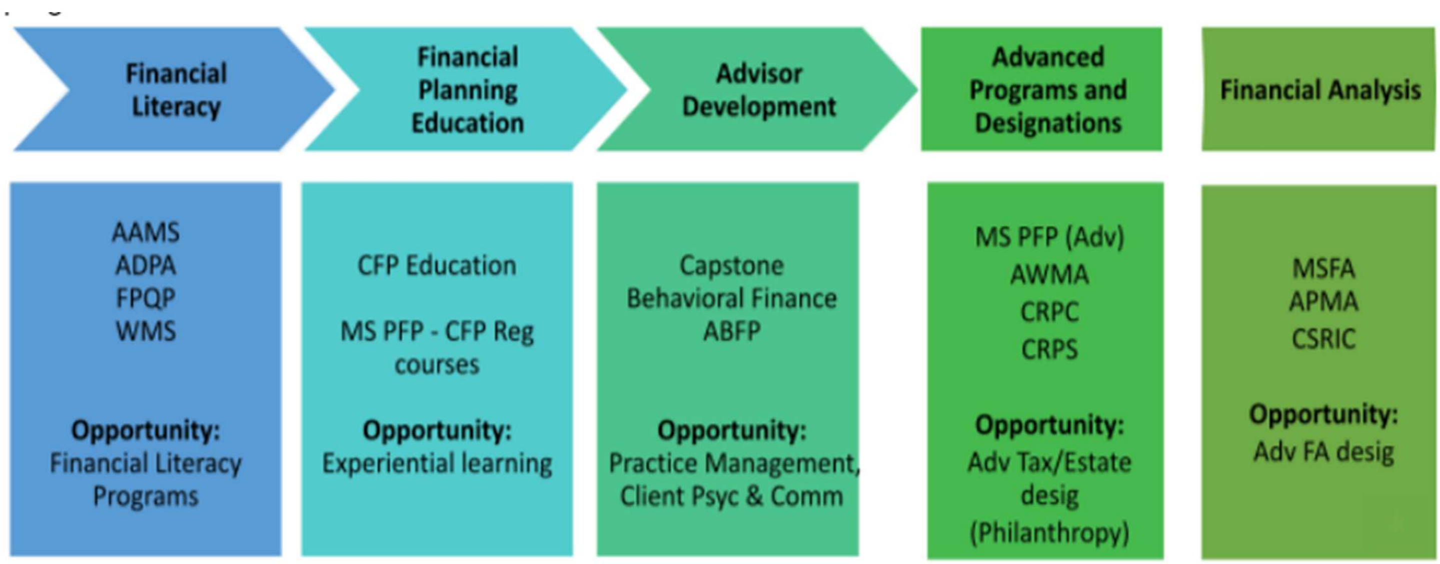
Master of Science in Financial Analysis

Please refer to the College website (cffp.edu) for details on each offering.

Academic Governance

Organizational Structure





Faculty Titles, Definition, and Reporting Structure

The College for Financial Planning has two types of faculty. The first are *Full-time Faculty*, whose role is to teach courses, revise and update course content, engage in research advancing the field of financial planning, and provide service to the college. The second are *Adjunct Faculty*, who are qualified to teach in graduate level courses.

The College also hires instructors for two additional roles. For non-graduate level designation and certificate programs, *Academic Facilitators* guide students through the courses. *Moderators* are assistants to the Academic Facilitators, and provide support in answering questions during optional live sessions in the CFP Education Program as well as Exam Prep Review.

Many serve our students as Adjunct Faculty, Academic Facilitators, and as Moderators. The College collectively categorizes these roles as Part-time, and often collectively refers to them as *Instructors* and *Part-time Faculty*.

All faculty and instructors at the College report to department chairs, whose fundamental responsibilities include advocating for faculty, maintenance and development of their programs, ensuring the effective functioning of the College and the continued fulfillment of its mission.

Because many faculty and instructors teach in multiple departments, they may work with multiple department chairs. However, each has only one supervisory department chair who is responsible for scheduling their classes, observing their classes and providing meaningful feedback for continued professional growth.

Faculty Senate

The College for Financial Planning has a Faculty Senate, which acts as the part of the College's academic governance body.

Faculty Senate Charter

Purpose

The Mission of the College For Financial Planning®, founded in 1972, is

To be the provider of choice for financial education to individuals in the financial services industry.

The preeminent vision of the original founders of the College was to create an institution devoted to education of financial advisors who in turn help the American public reach their financial goals. To facilitate that end, the Faculty Senate of the College for Financial Planning formulates and evaluates policies and activities for financial education that contribute to learning, teaching, service, and research of faculty. It provides a means through which matters of general interest to the faculty or pertaining to the institution and its purpose may be brought to the Faculty Senate for discussion and appropriate action taken. Faculty Senate also prepares recommendations to the provost for faculty-related and academic concerns.

I. Scope and Functions

A. The Faculty Senate of the College for Financial Planning (hereafter referred to as "Senate") shall on its own initiative consider matters of concern to Academics in an open, collaborative and confidential environment and with advisory status.

B. Communication with the Provost's office is important to the success of Senate and Academic Affairs. To that end, the Executive Committee of Senate shall meet with the Provost no less than once a month to brief the Provost on current events within the Senate body and to learn what the Provost may have to offer to Senate.

C. Senate shall call upon committees within the College to discuss issues for consideration and form committees as needed.

D. Agenda items may be submitted by any member of Senate.

E. Senate shall review College policies that affect the content, delivery, or structure of academic programs and courses within those programs. The Senate will promote and adhere to high academic standards and safeguard academic integrity in its curricula.

II. Composition of Senate

A. For the purposes of membership, those members of each Department who are **full-time faculty at any rank shall constitute the electorate**.
B. **In addition, one adjunct faculty member may be appointed by the full time faculty to serve as a member of Senate.** The term shall be for one year.
C. When a new Department (or other major functional unit) is created, or when one currently represented on Senate is abolished or its functional status is significantly altered, that fact may be called to Senate's attention by the President or any member of Senate. Appropriate action will be taken on the recommendation of the Executive Committee.
D. Academic issues and strategic planning require a vote of the voting members. The President may vote on secret ballots or on open ballots to make or break ties. All members of Senate shall have voting privileges.

III. Officers of Senate

Officers of Senate shall be President, Vice-president, and Secretary, who must be members of Senate.

A. **President:** The following are the duties of the President:
  a. Preside over meetings of Senate and its Executive Committee.
  b. Appoint Committees of Senate.
  c. Carry out charges placed upon him or her by Senate.
  d. In general, have those responsibilities and demeanor expected of the Chief Executive Officer of a representative body.

B. **Vice-President:** The following are the duties of the Vice-President:

  a. Assume the duties of the President in the President's absence.
  b. Prepare the agenda for Senate meetings, with guidance from Senate members and approval of the Executive Committee.

C. **Secretary:** The following are the duties of the Secretary:

  a. Assist the Vice-President with preparation of the agenda for Senate meetings.
  b. Review the minutes of Senate meetings and oversee the distribution of documents and communication to members of Senate.
  c. Assume the duties of the President and/or Vice-President in their absence.

IV. Elections and Terms of Senate

Senate shall elect these officers annually by a majority vote by secret ballot. Nominations for these offices shall be discussed at the June meeting and an election shall take place at the July meeting.

A. Terms of officers of Senate shall be one year. The term of office shall begin on August 1 and end on July 31.
B. No member may serve more than three consecutive terms in an officer position. A member elected to three consecutive terms may be re-elected to Senate after a one term absence from Senate officer position.
C. **Selection of nominees:** In May of each year, a Senate member may submit, in writing, nominations for each officer post to be filled; this will also be discussed at the June meeting. The offices to be filled are President, Vice-President and Secretary.

  a. If the President's office is vacated, the Vice-President becomes President and serves in that capacity through the ensuing July 31. If the Vice-President assumes the office of President after August 1, the partial term shall not count toward the three-year term limit.
  b. If the Vice-President's office is vacated, the Secretary becomes Vice-President and serves in that capacity through the ensuing July 31. If the Secretary assumes the office of Vice-President after August 1, the partial term shall not count toward the three-year term limit.
  c. If the Secretary's office is vacated, a new Secretary shall be elected to serve through the ensuing July 31 at the first Senate meeting after the office is vacated. If the new Secretary assumes the office after August 1, the partial term shall not count toward the three-year term limit.

D. **Election of Officers:** In July of each year, a representative of Senate shall send a secret ballot listing the nominees. Responses must be received by three days before the November meeting. The nominee receiving the greatest number of votes for each position will be elected and announced at the November meeting.

V. Committees of Senate

A. **Executive Committee:** The Executive Committee shall consist of the President, the Vice-President, the Secretary and the past-president. The Executive Committee shall meet as deemed necessary.
B. Senate may appoint ad hoc or standing committees as required for the transaction of its business. The chair of a Senate committee must be a Senate member.
C. Whenever committees are formed to include faculty members, the President and/or the Vice Presidents shall consult with Senate in determining the charge, scope, composition, schedule, and method of operation of such committees. Such committees may be deemed to be College Advisory Committees.

VI. Procedures of Senate

A. Senate shall have a meeting space at the College available for conducting business.
B. Senate shall meet monthly, with meetings set by the President. A quorum shall consist of two-thirds of the full Senate membership.
C. Senate meetings shall be open by invitation to College Staff as observers. Senate may, upon majority vote of Senate members present, call for a closed session.
D. The minutes of Senate meetings shall be taken and prepared by the Secretary for review within 7 days of the meeting. Approved minutes shall be available for inspection by members of the electorate and voted for approval at the next meeting.
E. Senate members petition the Executive Committee for items to be included on the agenda of the next meeting by two (2) days before the meeting.
F. If a Senate officer is absent from four consecutive meetings, Senate may call for his or her resignation and another representative from that electorate will be elected.
G. It is the responsibility of each Senate member to maintain open communications with his or her colleagues. Circulation of Senate minutes and the placing of Senate items on the agenda of Departmental meetings are two possible means toward that end.
H. It is recognized that special circumstances may arise where a provision of this Charter is not applicable or possible. In such circumstances, upon recommendation of the Executive Committee and approval of two-thirds of the full Senate, an appropriate exception may be made.
I. Robert's Rules of Order, current edition, shall govern Senate in all cases to which they are applicable, and in which they are not inconsistent with Senate charter.

VII. Special Administrative Actions

A. **Teaching:** Teaching will be evaluated in accordance with Faculty Handbook policy.
B. **Workload:** The department Chairs, in consultation with Provost Leadership Team, determine workload, including teaching and committee assignments and other College and departmental responsibilities.
C. **Emeritus/Emerita Recommendations:** The Executive Committee shall make recommendations to the Provost for faculty who are eligible for Emeritus/Emerita status. Upon approval by the Provost, the recommendation will be sent to the President of the College.

VIII. Amendments

A. Any department faculty member or committee may propose amendments to the charter. Proposed amendments will be circulated to the faculty at least ten days before the meeting at which they will be discussed and voted.
B. Amendments to this Charter must be submitted in writing to Senate and voted upon at a scheduled Senate meeting. Amendments must be approved by two-thirds of the members present. Approved amendments shall be submitted to the electorate for their approval. A majority of the electorate who vote will be required for approval. After approval by the electorate, the revised Charter shall be submitted to the Provost and the President of the College.
C. The executive committee will be responsible for reviewing the charter annually in May and proposing amendments to update the charter and ensure compliance with College policies. In any event in which these precepts are in conflict with College policies and procedures, the College policies and procedures shall take precedence.

IX. Academic Freedom

A. All members of the faculty are guaranteed full academic freedom in the discharge of their College functions, as defined in the 1940 Statement of Principles of Academic Freedom and Tenure formulated by the Association of American Colleges and the American Association of University Professors, as amended. ***No provision of the Charter shall detrimentally prejudice the rights, privileges, and status of faculty existing at the time of its adoption.***

Standing Academic Affairs Committees with Faculty and Staff Participation

Academic Affairs oversees the organization of committees tasked with various initiatives that impact faculty, including the Academic Integrity, Admissions, Alumni Relations, Assessment, Curriculum, Ethical Conduct, Excellence in Teaching and Learning, Extenuating Circumstances, Faculty and Staff Honors, Research, Retention, Thought Leadership, and Scholarship Committees.

These committees are open to participation of Full-time Faculty and staff, and Adjunct Faculty and Academic Facilitators may participate by invitation from committee chairs. Committees are dynamic, and may change from year to year as college initiatives change. Additionally, membership shifts with committee needs and as faculty or staff members turn over.

Faculty Appointment and Promotion

Faculty and Academic Facilitator Credential Requirements

Purpose

To provide guidance for hiring faculty and academic facilitators that follows HLC guidelines.

Faculty Credential Requirements

Full-time Faculty (Assistant, Associate, Full Professor) and Adjunct Faculty are instructors who teach in our graduate programs, CFP® Education Program, and advanced Professional Designations (ABFP, AWMA, CRPC, CRPS, CSRIC, SE-AWMA). Qualifications for instruction in these programs is:

- A terminal degree with 18 graduate credit hours in the discipline
  OR
- A master's degree with 18 graduate credit hours in the discipline **AND**
  - At least five years of financial services industry experience **AND**
  - **At least 2** of the following:
    - Certifications or licensures directly related to the discipline area (such as CFP®)
    - Publications, presentations, or other intellectual works related to the discipline
    - At least 200 hours of teaching contact hours **AND** evidence of teaching excellence demonstrated via teaching evaluations, teaching awards, or student letters of support.

Academic Facilitator Credential Requirements

Academic Facilitators are those who conduct the optional live course offerings in the AAMS, ADPA, FFPN, WMS Professional Designations as well as Exam Prep Review):

- A master's degree related to the discipline area **AND**
  - a certificate or licensure directly related to the discipline area
- In lieu of a Master's degree, the College may consider the following:
  - A bachelor's degree related to the discipline area **AND**
  - Certifications or licensures directly related to the discipline area (such as CFP®)

Faculty with degrees from foreign institutions must submit an official evaluation by a certified National Association of Credential Evaluation Services (NACES) agency.

Moderator Credential Requirements

Moderators are those who monitor the chat feature in our live online designation and CFP classes and respond to student questions. They must have the same credentials required for the programs they moderate.

Using Tested Experience as a Basis for Determining Minimally Qualified Faculty

Tested experience may substitute for an earned credential or portions thereof. Tested/measurable experience includes significant research, training, industry certification, and/or professional licenses that the department can verify and demonstrate qualifies the person at the appropriate level. In the case of using tested experience to determine qualifications, the department head will make a recommendation to the Provost and the Provost will be the final authority to approve or disapprove.

Hiring Decisions

After applying for a position through submission of a CV, the department head will assure that all minimum requirements have been met and determine if an interview is granted. For full-time applicants, a search committee will convene to interview the candidate. The search committee will make a recommendation to the Provost and the Provost will be the final hiring authority to approve or disapprove.

For Adjunct Faculty, Academic Facilitators and Moderators, the department head will be the final hiring authority. The Provost will be the final authority in cases where tested experience is invoked as the basis for adjunct faculty, academic facilitator, or moderator consideration.

If a candidate is moved to hire, the department head will obtain the transcripts for the highest degree from a regionally-accredited university. Unofficial transcripts may be accepted at the time of hire. Official transcripts are required within two months of hire.

An updated CV and verification of certifications will be required every two years.

Grandfathering

The previous policy was based on consideration of the Master's in Personal Financial Planning as a terminal degree in the field due to the dearth of Ph.D. programs in the discipline. However, there has been growth in terminal degree programs in the field.

Using tested experience to credential instructors hired under the old policy would render the process a practice rather than an exception. Thus, instructors hired prior to the approval/version date of this document are credentialed under the previous policy (see related documentation below) and permitted to facilitate, moderate and teach classes according to those criteria.

Related Documentation

Faculty Credential Requirements Version 1

Faculty and Instructor Appointment and Promotion

Hiring Process

After applying for a position through submission of a Curricula Vitae or resume to the Kaplan Professional job site, the department chair will assure that the applicant has met all minimum requirements and determine if an interview is granted. For full-time applicants, a search committee will convene to interview the candidate. The search committee will make a recommendation to the Provost and the Provost will be the final hiring authority to approve or disapprove.

For Adjunct Faculty, Academic Facilitators and Moderators, the department head will be the final hiring authority. The Provost will be the final authority in cases where tested experience is invoked as the basis for adjunct faculty, academic facilitator, or moderator consideration.

If a candidate is moved to hire, the Dean of Faculty and Academic Resources or Department Chair will obtain the transcripts for the highest degree from a regionally-accredited university. Unofficial transcripts may be accepted at the time of hire. Official transcripts are required within two months of hire.

An updated Curricula Vitae or resume is required every two years.

Full-time Faculty Appointments and Promotion

Full-time faculty can acquire three ranks within the College: Assistant Professor, Associate Professor, and Professor. The College does not have a system of tenure.

Guidelines for promotion are driven by the Guiding Principles of Academic Affairs. The Promotions Committee will review any promotion requests and provide recommendations to the Provost, who has final authority to grant or deny a promotion. The Guiding Principles are:

- Workload pillars reflect institutional mission, vision, roadmap, and strategic priorities
- Workload pillars set direction for evaluation process
- Workload pillars set direction for promotion guidelines
- Maximize equity
- Prioritize student success

Assistant Professor

All Full-time faculty are hired at the rank of Assistant Professor, unless they have earned a higher rank from an accredited institution, in which case the Provost has the authority, at their sole discretion, to grant the rank of Associate Professor. All Full-time faculty must have earned at least a master's degree in a related field of study and served at least three years as Assistant Professor before they can start working toward the rank of Associate Professor.

Associate Professor

Promotion to Associate Professor is based upon actual performance as well as the likelihood of future growth. Successful candidates must demonstrate significant progress toward excellence in learning or discovery in the four Workload Pillars—Instruction, Course Revisions, Scholarship, and Service, over at least a three-year period. At least three recommendations from colleagues for promotion to Associate Professor must be provided to the Provost. Promotion to Professor is contingent upon completion of a terminal degree, and is not normally considered until the faculty member has served four years as Associate Professor.

Professor

Successful candidates eligible for promotion to Professor must have a terminal degree and demonstrate consistent excellence in learning and discovery in the four Workload Pillars—Instruction, Course Revisions, Scholarship, and Service. At least three recommendations from colleagues for promotion to Professor need to be provided to the Provost.

a. Where the excellence lies in learning, the candidate will be recognized for outstanding contributions to the College's educational program through an effective blend of interaction with students, professional growth, curricular development, course content and methodology, and the scholarship of teaching and learning.

b. Where the excellence lies in discovery, the candidate will have made important and recognized contributions in scholarly activities and will be recognized as a leader in educational or professional circles in her/his discipline on a regional, national, and/or international level, as is appropriate for the discipline.

c. For strength in engagement, the candidate will be recognized for contributions to the College and will have attained a reputation at the regional, national, and/or international level for contributions to professional organizations, agencies, government, and/or industry, as is appropriate for the discipline.

Criteria for Promotion

1. Advancement will be consistent with the College for Financial Planning performance appraisal process.
2. Eligibility for promotion from Assistant to Associate Professor requires a minimum of three years at the Assistant Professor rank with exceptional performance.
3. Eligibility for promotion from Associate to Full Professor requires a minimum of four years at the Associate Professor rank with exceptional performance.
4. Faculty joining the College from another regionally accredited institution may be granted rank above the Assistant Professor rank at the discretion and approval of the Provost.

Procedures for Promotion

Application requirements

1. **Narrative:** The narrative provides an encompassing account of your major accomplishments. It is the primary document that reviewers will use to evaluate your promotion application. It is a reflective statement that presents a self-assessment, highlights accomplishments; and indicates plans for the future.

   The purpose of the narrative is to present your best case for a positive evaluation. The narrative is your opportunity to tell your story. It should address your professional growth and accomplishments in all four workload pillars. It might also illustrate how your work integrates or cuts across the pillars.

The narrative should be approximately 3-5 single spaced pages in length for Assistant to Associate Professor and 6-9 pages in length for Associate to Full Professor. Examples of items that might be included in your narrative statement are included at the conclusion of this document.

2. **Current curriculum vitae**

3. **Goal Setting/Workload documents** (for all years of employment)

4. **End of year Evaluation/Performance Appraisal** (for all years of employment)

5. **Additional Evidence:** The additional evidence you present should help the reviewers to formulate a complete picture of your work and growth. You have considerable latitude in determining how to organize pieces of evidence into these additional materials. Examples of items that might be included in your narrative statement are included at the conclusion of this document.

   This is not an exhaustive list; some faculty will include materials for review relevant to their work that are not on this list. Note that material for review is not necessarily a single thing (i.e., one piece of paper, one image). For example, you might choose to "bundle" into a single document two or more examples of exam responses from a course to demonstrate how well your students have mastered a particular learning objective. Alternatively, you might combine the results of two formative peer observations into a single document to demonstrate how your teaching behaviors have changed over time.

   A minimum of five additional materials for Assistant to Associate Professor and eight for Associate to Full Professor.

Application timeline: After completing the requisite number of years as assistant professor, a completed application packet should be submitted to the Provost no later than April 1st. After completing the requisite number of years as associate professor, a completed application packet should be submitted to the Provost no later than April 1st.

Decision making process and timeline: Upon application submission, an ad-hoc committee composed of three full-time faculty members (the pool to include faculty chairs and faculty deans), selected at random. The ad-hoc committee will forward their recommendation along with the promotions materials packet to the Provost and President, who will make a final decision within one month of receipt of the recommendation. The faculty member, Chair, and Academic Dean will be notified in writing of the decision within one week following the decision.

Applicants should anticipate that the process in its entirety from submission to decision will take approximately three months. If approved, the promotion will take effect August 1st.

As we continue to minimize the expenses associated with major shifts resulting from the COVID-19 pandemic and continued economic challenges, salary increases and monetary bonuses have not been embedded in the promotion policy. We will revisit this at the next revision of the document.

Please see the policy, Full-time Faculty Promotion Policy, for complete information.

Academic Facilitator and Moderator Level Changes

Academic Facilitators and Moderators have three pay levels, based on the number of years teaching with the College/Kaplan and the amount of professional development executed during those years.

Level 1	Level 2	Level 3
New to the College/ Kaplan	**4 years with the College/ Kaplan, 20+ hours professional development**	**9+ years with the College/ Kaplan, 40+ hours professional development**

Professional development must be documented by the faculty member and approved by their department chair, dean and provost, using the Part-time Instructor Level Increase Form.

Faculty Observation

All Full-time and Adjunct Faculty are observed once annually by their supervisory chair or a Full-time Faculty member. For Full-time Faculty, observations are part of the considerations for promotion. For Instructors, observations are part of the consideration for reappointment.

Asynchronous Graduate Degree Courses Observation Procedure

This section includes all courses taught on an asynchronous online setting. Programs taught using this method include: the Personal Financial Planning Degree and the Finance Degree.

Full-time faculty will observe and evaluate other full-time faculty teaching courses. Not all classes need to be evaluated. Experienced faculty (have taught at least three terms for the College) need to be observed for only two weeks of grading and interaction with students per course, while new faculty should be observed for three to four weeks of grading and interaction with students per course. Full-time faculty should check in on new faculty within the first two weeks to ensure that the course is going well. Faculty should work directly with the Provost and the Academic Affairs Manager to schedule these peer observations.

All full-time faculty will be observed and evaluated once a year. If a faculty member receives low evaluation ratings (e.g., ratings averaging less than 4 and any "No" responses) for a course, or if there is an unusual event in the course (high drop rate, significant numbers of student complaints), they will revert to an every-term monitoring cycle until they again receive acceptable evaluation ratings.

Full-time faculty will observe and evaluate the adjunct faculty teaching courses. Not all classes need to be evaluated.

Experienced Adjuncts (have taught at least three terms for the College) need to be observed for only two weeks of grading and interaction with students per course, while new adjuncts should be observed for three to four weeks of grading and interaction with students per course. Full-time faculty should check in on new adjuncts within the first two weeks to ensure that the course is going well.

New adjuncts will be evaluated each term until they have taught the same course three times and received acceptable ratings (e.g., ratings averaging 4 or higher and all "yes" responses). At this point, adjuncts will be evaluated once per year. Faculty should work directly with the Provost and the Academic Affairs Manager to schedule these peer observations.

If an adjunct receives low evaluation ratings (e.g., ratings averaging less than 4 and any "No" responses) for a course, or if there is an unusual event in the course (high drop rate, significant numbers of student complaints), they will revert to an every-term monitoring cycle until they again receive acceptable evaluation ratings.

Criteria Considered in Asynchronous Graduate Class Observation

The following observation questions are answered on a 5-point Likert scale unless otherwise indicated.

1. The instructor provided a useful announcement the beginning of each week. (Yes or No with comments)
2. The instructor treated students with respect. (Yes or No with comments)
3. The instructor responded to each student's initial post in a timely manner.
4. The instructor's posts facilitated discussion through questions, counter-points, examples, and/or additional resources.
5. The instructor graded assignments by Wednesday, following the Sunday that students submitted their assignment (within 72 hours).
6. The instructor provided ample assignment feedback via comments and/or summative feedback.
7. The instructor provided feedback that was actionable or instructive.

Live Online or Live In-Person CFP and Designation Programs Observation Procedure

This procedure includes all live courses taught in either a classroom setting or a live, synchronous online setting. Programs taught using these methods include: CFP, CFP Reviews, AAMS, ABFP, APMA, AWMA, CMFC, CRPC, CRPS, CSRIC, FFPN, and LUTCF.

Observations of Full-Time Faculty

Full-time faculty will observe and evaluate other full-time faculty facilitating courses. Not all live sessions need to be evaluated. **Experienced faculty (have facilitated at least three cycles for the College) need to be observed for only one live session per course, while new faculty should be observed for two to three live sessions per course.** Full-time faculty should check in on new faculty within the first two live sessions to ensure that the course is going well. Faculty should work directly with the Provost and/or the Dean of Faculty and Academic Resources to schedule these peer observations.

All full-time faculty will be observed and evaluated once a year. If a faculty member receives low evaluation ratings (e.g., any ratings of 3 or less and any "No" responses) for a course, or if there is an unusual event in the course (significant numbers of student complaints), they will revert to an every-session monitoring cycle until they again receive acceptable evaluation ratings.

Observations of Academic Facilitators

Full-time faculty will observe and evaluate the academic facilitators facilitating courses. Not all live sessions need to be evaluated. **Experienced facilitators (have facilitated at least three cycles for the College) need to be observed for only one live session per course, while new facilitators should be observed for two to three live sessions per course**. Full-time faculty should check in on new facilitators within the first two live sessions to ensure that the course is going well.

New facilitators will be evaluated each cycle until they have facilitated the same course three times and received acceptable ratings (e.g., all ratings of 4 or 5 and all "yes" responses). At this point, facilitators will be evaluated once per year. Faculty should work directly with the Provost and the Dean of Faculty and Academic Resources to schedule these peer observations.

If a facilitator receives low evaluation ratings (e.g., any ratings of 3 or less and any "No" responses) for a course, or if there is an unusual event in the course (significant numbers of student complaints), they will revert to an every-session monitoring cycle until they again receive acceptable evaluation ratings.

All ratings are made using a standardized form that will be available in Google docs.

End of Course Surveys

Students complete End of Course Surveys to provide feedback to instructors and chairs regarding the quality of their learning experience. Online surveys are designed and distributed by the college's Office of Institutional Research and Education and Kaplan North America BDS team via Survey Monkey. Likert scale and open ended questions address such topics as overall course quality, quality of course materials and related learning resources, instructional activities, assignments, as well as practice, formative and summative assessments. Students also provide feedback on faculty teaching quality, quality of student- faculty communication, quality of feedback on assignments, and quality and timeliness of response to student questions. Reports on end of course survey responses are shared each course cycle by the OIRE via SurveyMonkey report sharing tool or by Kaplan Post Course Reports shared with faculty.

Faculty Awards

In order to recognize the contributions of our faculty, we have annual awards.

Faculty of the Year Award

The Faculty of the Year Award recognizes and celebrates one outstanding faculty member for their contributions to the College's Vision, Mission, and the year's Strategic Goals in order to recognize and promote excellence at the College.

Eligibility

Any Academic Affairs faculty member, with the exception of the Provost Leadership team members, may be nominated. Any Academic Affairs faculty member may nominate one or multiple outstanding faculty (or self-nominate) according to the posted criteria and timeline in this document. After earning the Faculty of the Year award, employees must wait three years before being eligible for nomination again.

Award Criteria

Provost Leadership Team will use five criteria to evaluate and rank the nominations, according to the rubric in the following section. These criteria match the four pillars noted in the Academic Affairs Work Load and Goals policy, and a fifth category of accomplishments that align with the College's Vision, Mission, and Strategic Goals.

Criteria Rubric

Scoring for the points is:
Up to 5 points each for effort and impact of **Excellence** and **Innovation** for the 5 criteria (Teaching and Learning, Content Development, College Service, Scholarship, Promotion of College):

Excellence in Performing Duties	
Effort	5
Impact	5
Creating Innovations in Courses/Programs	
Effort	5
Impact	5

Scoring: 0 = None, 1 = Minimal, 2 = Some, 3 = Moderate, 4 = High, 5 = Very High

The following table shows the award criteria, as also listed on the application.

Category	Description	Points
1. Teaching and Learning	Recognized by students, colleagues, and supervisor(s) as a superior instructor through the use of best practices in teaching and learning and participation in professional development.	20
2. Content development	Outstanding revision and new content contributions to course(s); above and beyond the workload minimum.	20
3. Scholarship	Publication in an academic or professional journal or presentation at a webinar, interview, conference or other venue; including, but not limited to the following disciplines: retirement, investment, estate, tax, and insurance planning; as well as any financial planning process.	20
4. College Service	Contributed to the College through their service at a high level by engaging in activities in one or more of the following areas: ● Active participation in College activities (such as, but not limited to student recruitment). ● Collaboration with other College departments to promote communication, coordinate schedules, and support student success.	20

	• Support collegiality by actively participating in the professional development of new and veteran faculty (e.g., teaching sessions, mentoring, peer observations). • Serving on department, school, and College committees.	
5. Promotion of College Vision, Mission, and Strategic Goals	Excellence in contributions to the College's Vision, Mission, and Strategic Goals as specified by Academic Affairs for each year.	20

Process

Eligible faculty may be nominated by any member of the Academic Affairs department through completion of the nomination application; multiple applications for one faculty member can be made as well. Self-nominations will also be encouraged and accepted. Supervisors may be asked for a recommendation or further information, and assessment reviews may also be gathered. All applications should be sent to the Dean of Faculty and Academic Resources by the application deadline (last day of December).

Three selected members of the Provost Leadership Team (selected by that team) will inspect the applications, make notes, and assess points, which will be averaged. The applications, notes, evidence, and averaged point totals will be given to the Provost for a final decision on the Faculty of the Year. The timeline that follows details the deadlines for each stage of the process.

Timeline

Event	**Begin**	**End**	**Notes**
Faculty Nominations Accepted	Third week of May	Third week of August	
Selection committee review process	Last week of August	Second week of September	Provost Leadership Team reviews applications, Provost as the final decider.

Announcement of Faculty of the Year for the previous year	Third week of September		Special event to bestow the award and honor the Faculty of the Year.
Evaluate the nomination and application process.	October		The award process, application, and benefits will be evaluated annually by the Honors Committee to improve the Faculty of the Year process.

Provost's Award

The College of Financial Planning was born out of creativity and a commitment to quality education in the interest of providing meaningful and ethical financial services to the public. We have continued to innovate and dedicate ourselves to the same high standard of education and service to our students and the community up to the present. The intention of the Provost's Award is to recognize the exemplary efforts amongst our faculty and staff to maintain the College's position as the premier institution of higher learning dedicated to Financial Planning education.

Nominations are welcomed from across the College and should be representative of high-impact activities that fall into these key areas:

- Distinguished Innovation
- Exemplary Commitment to Student Success
- Excellence in Leadership
- Advancement of Diversity

Each year, one award is bestowed for revolutionary work in one of these categories.

Award Criteria and Eligibility

Current faculty, both full-time and part-time, and all staff of the College for Financial Planning, are eligible for a Provost's Award. Award-winners may not be nominated again for three years. The nominee should not have been on a performance improvement plan or received any formal disciplinary action within the last year.

Nominations

The nomination process begins with a nomination submission here, due by August 31 each year. Self-nominations are welcomed.

Selection Process

After the nomination deadline, the Provost Leadership Team and Director of Students Services will collaborate to establish a temporary Provost's Award Jury Committee of five individuals from across the College, including one faculty member. Faculty and staff who have been nominated for the award are not eligible to participate in the selection process.

Criteria for an award in **Distinguished Innovation** entails the implementation of an innovative, creative project that evidences:

- High impact and measurable outcomes, with the potential for the work to be expanded in the future.
- Connection to the mission of the College.
- Support for substantial institutional improvements.
- The effective use of partnerships, including unconventional partnerships to pursue project goals.
- Leadership support and engagement in ensuring the success of the project.
- Grounding in research and incorporation of best practices in the field.

Criteria for an award in **Exemplary Commitment to Student Success** entails engagement in activity or a project that:

- Demonstrates a commitment to student learning, resulting in significant and measurable outcomes such as retention or completion rates.
- Builds rapport and enhances student engagement.
- Is grounded in research and incorporation of best practices in the field.
- Maintains and advocates for policies supporting student learning and engagement.

Criteria for an award in **Excellence in Leadership** entails the promotion of the College's mission, internally and/or externally, through demonstration of any of the following behaviors:

- Serving as a role model or mentor to colleagues, sharing knowledge and experience in order to motivate, facilitate and encourage others' development and enhanced performance.
- Demonstrating a high level of professionalism in interactions with colleagues and students while maintaining harmonious and influential relationships across the College.
- Enhancing the quality of the College learning and working environment by providing extraordinary services, activities, campaigns or other initiatives.
- Willingness to go "above and beyond" routine expectations, taking initiative and inspiring others to work collaboratively and creatively.
- Demonstrating transformative, innovative leadership skills, empowering colleagues, groups and fostering effective change.

Criteria for an award in the **Advancement of Diversity** includes activity or a project that:

- Demonstrates commitment to increase diversity, inclusion and equity within the College and the financial planning community, resulting in significant and measurable outcomes.
- Models innovative and progressive practices that support institutional diversity, equity and inclusion.

- Maintains and advocates for policies that support diversity within the College and the greater community.
- Exhibits exceptional performance in diversity and inclusion promotion as a change agent and thought leader.

The Provost's Award Jury Committee will deliberate on the nominations and make a final decision on the recipient by the end of September each year.

Criteria Rubric

Scoring

Each member of the Jury Committee will score the nominees using the below scoring in each of two areas:

- Effort (Evidence of the work put into associated activities and/or project using research-based strategies and best practices)
- Impact (Measurable outcomes related to activities/project)

0 = None, 1 = Minimal, 2 = Some, 3 = Moderate, 4 = High, 5 = Very High

The nominee that receives the highest score will be awarded the Provost's award for the year. Should there be a tie, the Jury Committee will convene to discuss and decide upon a single recipient.

Award Notification

Award recipients will be notified of their status individually, by the Dean of Faculty and Academic Resources, upon receiving the final decision from the Jury Committee.

Award Presentation

Provost's Awards are officially presented to recipients at the monthly Academic Affairs Team Meeting in October of each year and the subsequent College Connect.

Award Details

Recipients of the Provost's Award receive a coveted plaque honoring their commitment and recognizing their achievement.

Faculty Compensation and Benefits

Compensation

All pay is subject to Kaplan Professional's biweekly pay posting deadlines and its biweekly pay schedule. Paychecks are direct-deposited, and come from Payroll Kaplan North America. Compensation information, including pay slips, pay dates, timesheets, and tax documents, can all be found in the Workday dashboard, under the application titled "Pay."

Full-time Faculty Pay

Full-time Faculty salaries are set during the hiring process. Pay is biweekly on the basis of annual salary, via direct deposit. Salaries are compensation for all activities included in the four pillars mentioned above - teaching, service, scholarship, and content revision and development. Any teaching assignments that exceed a faculty member's workload must be submitted via an Overload Request Form and approved by the Chair, Dean and Provost, and are paid at the faculty's equivalent part-time rate.

Part-time Instructor Pay

All part-time instructor pay is based on degree earned and evidenced by transcripts. There are additional criteria that vary from one program to another, detailed below, and the pay schedule is available here.

Graduate Program Pay

Compensation in the graduate courses, taught by Adjunct Faculty pay, is based on the degree earned by the faculty member and the number of students enrolled in the class. Pay is allocated at 50% after the add/drop period (when class sizes are determined), and the remaining 50% after the class ends.

CFP and Designation Pay

CFP courses and Designations are paid in flat rates based on degree earned, and instructors can advance through three pay levels, based on years teaching with the College and/or Kaplan along with hours of professional development executed, documented and approved by the instructor's department chair.

In order to change levels, an instructor should use the Part-Time Instructor Level Increase Form to document they have met the criteria to change levels and gain approval of their department chair, dean and the provost.

Compensation for Other Activities

There are several activities that our part-time instructors engage in which fall into this category, all of which are compensated at a rate of $50 hourly. This includes but is not limited to moderating CFP classes, recording videos for on demand classes, content revision and development, grading capstone cases, and any other activity approved by a Chair or Dean.

College Service Pay for Instructors

Adjunct Faculty and Academic Facilitators who are engaging in service-related activity for the College, such as course reviews or revisions, submit a Payroll Request Form to their department chair for approval. Amounts for such work should be agreed upon before starting the work and documented using the Project Agreement form, which is shared with the instructor.

Expenses

Kaplan's Travel and Expense Policy can be found at GHCO OneLogin>GHConnect>Work Stuff>My Business Travel>Business Travel Information>Travel Information>Kaplan Travel & Expense Policy - March 2020. Detailed parameters and instructions for reimbursable expenses and the process for reimbursement are available there.

The College/Kaplan does not reimburse office supplies, internet, or travel time, and course prep is included in the rates paid for classes.

For instructions on how to report expenses, go to GHCO OneLogin>GH Connect>Work Stuff>My Business Travel>Expense Reporting (Concur).

Benefits

Human Resources

Human Resources information is located in the system known as Workday, in the GHCO OneLogin portal. Much information is readily available there, but HR can also be reached through a ticketing system called AskHR, located in GHCO OneLogin/ServiceNow/AskHR.

Miscellaneous Benefits

Gift of Knowledge

The Gift of Knowledge (GOK) program allows us to help employees develop academically (by providing tuition reimbursement and discounts) while they continue to develop their careers at Kaplan and PG.

Through the Gift of Knowledge, eligible full and part-time Kaplan and family members can enroll in a Kaplan course or Purdue University Global program at a discounted rate.

Information on eligibility, procedure and necessary forms can be found by logging in to GHCO One Login, selecting GH Connect>Benefits>Gift of Knowledge. It is a faculty member's responsibility to complete the form and submit to the appropriate place, as indicated on the form.

BenefitHub

Faculty may purchase additional benefit coverage and enjoy discounts on personal purchases from BenefitHub*. BenefitHub negotiates discounts and many of the offers include additional cash back to bring the best overall value to you. The diverse platform includes discounts on home and auto insurance, student loan consolidation and financial services, wireless plans, travel, hotels, restaurants, car rentals, your favorite local establishments and much more.

To sign up:

1. Go to https://ghconnect.benefithub.com/

2. Create an account using your email address and the referral code FOESV4
3. Complete the registration and start saving.

**BenefitHub, and the offerings included thereon, are not maintained or sponsored by the Company, and are not subject to Employee Retirement Income Security Act (ERISA).*

Expectations and Policies for Faculty

Expectations of All Faculty

Employee Handbook

All employees of the College/Kaplan are subject to the Kaplan Employee Handbook, found in the GHCO Onelogin GHConnect site (Work Stuff/My Company/Employee Handbook and Notices). Please familiarize yourself with the content of the Employee Handbook. An important part of the Handbook is the acknowledgement of the non-disclosure agreement protecting the proprietary intellectual property of Kaplan.

General Expectations for All Faculty and Academic Facilitators

The College strives to provide an enriching academic experience that supports the professional development and success of students. Faculty and Adjunct Facilitators are a primary resource in achieving this outcome. They should be prepared to provide advice, support, and encouragement on a wide range of professional development issues, possibly including tangible assistance through writing recommendation letters, as appropriate.

Faculty members and instructors observe the capabilities of students, as well as their challenges in learning the material, throughout regular contact with members of their classes. Faculty members and instructors should:

- Demonstrate respect for students, and expect the same from students.
- Strive at all times to encourage and support student learning.
- Cover topics in the College for Financial Planning materials, adhere to program and course outcomes and ensure instruction is delivered at the appropriate level.
- Use generally accepted pedagogical techniques and methods while encouraging critical thinking, academic rigor and intellectual curiosity.
- Respond to students in a prompt manner, providing constructive, supportive, and, where appropriate, thorough feedback.
- Maintain open communication with both students and the College.
- Refer students with questions regarding their program and/or personal issues or concerns to the appropriate departments.
- Remain current with trends, techniques, and advances in technology that are applicable to the program.
- Assist Chairs and Deans in developing and implementing new programs, as assigned or agreed.
- Complete other duties as assigned by or agreed to with the Chairs or Deans.
- Avoid conflicts of interest and situations that may give the appearance of such.
- Refrain from involvement in an intimate or other inappropriate relationship with any student.
- Always be aware of the nature of their interaction with College for Financial Planning students.

Professional Development Policy

Purpose

Continued development of Faculty, Academic Facilitators, and staff is essential to the ongoing success of the College, its programs, and its students. This policy provides guidance on what consists of professional development, how it supports the work of the College, and expectations for participation.

Professional Development Opportunities

Professional development opportunities are varied, and can be found both internally and externally to the College. Internal development activities will be organized by the Committee for Excellence in Teaching and Learning. It is the intention of the College to make such activities available to both Adjunct Faculty and Academic Facilitators in addition to full-time faculty, whenever possible.

Professional Development Expectations

Every full-time faculty and staff member is expected to engage in professional development as part of their role at the College. The amount and type should be decided upon by the full-time faculty or staff member with their supervisor, and should be incorporated into their annual goals. Adjunct Faculty and Academic Facilitators are encouraged to participate in professional development activities offered by the College.

Professional Development Funding Allocations

Each full-time faculty member is allotted $4,000 annually for all professional development activities. Funding for professional development for Adjunct Faculty, Academic Facilitators, and staff will be decided on a case-by-case basis and must be approved by their immediate supervisor and the Provost.

When a full-time faculty member has used their professional development funds for the year but an opportunity arises that is relevant to their role and the goals of the College, that faculty member may request to use a portion of their fund allocation for the following year. Approval follows the usual protocol and channels. Annual professional development funds not used do not roll over from one year to the next.

All funding requests for professional development should be submitted using the Professional Development Funding Request form. The Professional Development Reflection should be completed and submitted to the supervisory chair at the conclusion of the activity.

Expectations of Full-time Faculty

In addition to the above, full-time faculty establish an annual workload based on the four pillars: instruction, scholarship, service and content development.

Faculty Workload Policy

Full-time faculty are expected to engage in activities beyond teaching for the College. These expectations are detailed in the Faculty Workload Policy.

Introduction

The College for Financial Planning's faculty workload policies are designed to maximize the amount of time instructional faculty in various roles spend in direct contact with students, within boundary conditions defined by research and service obligations, and with reallocations to other activities permitted only under stringent and carefully specified circumstances. The policies are sufficiently flexible, however, to enable the faculty and administration to take advantage of special opportunities likely to facilitate the organization's teaching, research, and/or service missions.

Purpose

Faculty are among the most important and consequential resources of any educational institution, and so it is essential that the College, and each of its academic units, ensure workload equity while also maximizing the efficient use of our teaching, research, and service resources.

Guiding Principles

- Workload pillars reflect institutional mission, vision, roadmap and strategic priorities
- Workload pillars set direction for evaluation process
- Workload pillars set direction for promotion guidelines
- Maximize equity
- Prioritize student success

Workload Pillars

Instruction

The teaching workload carries with it certain implicit responsibilities in addition to actual instructional time, essential to the job but difficult to measure. These include, but are not limited to: careful preparation for classes, timely response to student questions, fair and prompt grading of student work, freely given academic assistance through regular office hours, and submission of grades.

Instruction of one 3-credit master's degree course is equivalent to 8% load. Instruction of one CFP Education course is equivalent to 6% load. Instruction of one designation course is equivalent to 4% load.

Course Revisions

Unique to the College for Financial Planning is the critical course revision and updating process, which occurs annually for all designation and CFP education courses. This process includes the updating of content and text materials, slides, multiple choice questions, practice exams, final exams, syllabus, course fact sheet, and recording of videos.

One minor course revision is equivalent to 4% load. One moderate course revision is equivalent to 6% load. One major course revision is equivalent to 8% load.

Scholarship

Faculty have a responsibility to advance knowledge in their respective academic disciplines through research and presentations at professional meetings. Similar to instruction, there are many different types of activities necessary to create and sustain vitality in research. At the center of this activity, faculty require time to pursue scholarly work, to write proposals to obtain support for their projects and to attend professional meetings to present their research and learn from like-minded professionals.

Service

Full-time faculty have a responsibility to devote a portion of their time to activities that promote the ongoing development and welfare of the College, the profession and the broader community they serve. Within the College, faculty serve on committees to help administer and govern the College. They oversee programs, serve on a wide range of appointed and elected committees, and represent the College at Kaplan Professional endeavors. Outside of the College, faculty hold offices in professional organizations, edit books and professional journals and serve as reviewers for such publications. They serve on national and regional panels, offer educational outreach and enhance institutional visibility through community board-work, among other service-related work. Service outside of the College is not always eligible for load credit. For service outside of the College to be load-eligible, the faculty member must be serving as a representative of the College with supervisory approval.

Guidelines

1. Percentage assigned is variable among faculty depending on their interests and priorities as well as institutional need.
2. Academic Deans are responsible for working with full-time faculty to develop and approve an annual workload plan.
3. Workload percentages for each category have flexible ranges.
4. Workload percentages must equal 100% when totaling instruction, course revisions, scholarship and service.
5. Workload percentages are calculated per semester (fall, winter, summer).
6. A faculty member may have different workload percentages across time and career.
7. Significant work not assigned or accounted for in an annual workload will be addressed as “overload” work. See below for Overload Policy

Overload Policy

An overload is defined as the addition of substantial assigned work that would result in a higher than 100% workload. Before assigning an overload, department chairs and deans must exhaust other options such as recruiting an adjunct faculty member for said work. An individual faculty member may not assign him or herself an overload. All overloads must be submitted by the Dean to the Provost for final approval using the Overload Request Form.

Americans with Disabilities Act

The College for Financial Planning is committed to ensuring that persons with disabilities have full and equal access to our services as provided by the Americans with Disabilities Act (ADA) and implementing regulations. The College will not, on the basis of disability, deny a student access to or otherwise limit a student’s access to or participation in its programs.

Students are responsible for requesting accommodations by submitting a Request for Accommodations form. If a student discloses a disability to you directly, please maintain confidentiality and refer the student to the ADA policy and forms on the website. Once KP's Special Services Team evaluates the student's situation and determines appropriate accommodations, faculty members will be notified as needed for accommodations that require course modifications.

Administrative Accommodation versus Academic Accommodation

Faculty and staff have the authority to make on-the-spot, one-time administrative accommodations for students who have suffered a hardship that is expected to be brief. For example, a student is allowed to turn in an assignment late without grade penalty due to a temporary illness.

Academic accommodations, on the other hand, are made through a formalized process designed to 1) determine if the student has a qualifying disability as defined by the ADA, and 2) to ensure equal access to the College's programs and courses for individuals with a qualified disability. Qualifying disabilities are generally permanent but can sometimes be temporary (but must be expected to last more than 6 months.) Accommodations are intended to be long-term (over the entire program.) Academic accommodations are typically above and beyond the established policies and procedures and are designed to eliminate barriers created by the disability or impairment. For example, the current Master's Policies and Procedures allow four additional weeks to complete a course when certain conditions have been met. An Academic accommodation may provide a student with a qualified disability time and a half in which to complete the course without meeting the other conditions.

Accommodations are intended to provide equal access, not guarantee academic success. A postsecondary school is NOT required to lower or substantially modify essential requirements. For example, although a school may be required to provide extended testing time, it is not required to change the substantive content of the test. Examples of accommodations include: delivering content in a variety of mediums, allowing oral responses rather than written responses, arranging for priority registration; reducing a course load; substituting one course for another; providing note takers or professor's notes, permitting recording devices, providing sign language interpreters, extended time for testing, extended time for assignments, delivering an exam in alternate format, and equipping computers with screen-reading, voice recognition, or other adaptive software or hardware.

On behalf of a student with accommodations, do ***not***

- provide aids based on personal preference or familiarity,
- alter the nature of the course or program,
- omit or substantially change an assignment,
- deviate from the grading policy,
- provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature such as tutoring and typing.
- save HIPAA protected documents in a student's account record or make notes in a student's record that are HIPAA protected.

Please see the KNA Employee Handbook §2.7 for ADA Accommodations for employees.

Academic Freedom

All members of the College community are free to share their ideas with fellow members. The College encourages good judgment and appropriate restraint in the expression of one's ideas and the demonstration of respect for the opinions of others.

The College's freedom of inquiry statement, as approved by the College's Board of Trustees, is:

> The College for Financial Planning supports the free and unencumbered exchange of ideas among all of its constituents. Such exchange is based on critical thinking, rational discourse, and mutual respect.

While course descriptions in the *College Catalog* and College website specify what content is to be covered, specific methods for teaching the course are not imposed. The College believes that the students' interests are best served when faculty have freedom to select modes of teaching.

Course-specific curricula outline course requirements and evaluation methods. Liberty, however, should be distinguished from license, and the College recognizes that academic freedom does not include the teaching of doctrines or propagandizing causes inconsistent with the stated purpose of the College.

The primary justification for academic freedom is service to society's need for independent criticism and advice, and for a continual flow of new ideas. Members of the academic community, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize this fundamental responsibility.

College for Financial Planning faculty are committed to protecting longstanding rights of academic freedom important for the intellectual health of the College. At the same time, responsibilities guide and direct the faculty's engagement with the College's entire institutional and cultural life. The two together—rights and responsibilities—are partners in the protection of an open, diverse, and stimulating academic environment.

College for Financial Planning exists to help students achieve their individual, educational, and career goals and to promote their scholarly understanding of themselves and the world in which they live. The welfare and strength of the College and its students, therefore, depend on the search for truth and its free expression. Academic freedom is based upon the premise that scholars are entitled to immunity from coercion in matters of thought and expression, and on the belief that the mission of the College can be performed only in an atmosphere free from administrative or political constraints on thought and expression.

All members of the faculty are entitled to the academic freedoms set forth in this handbook:

- Members of the College for Financial Planning faculty are entitled to full freedom of inquiry and research and the publication of the results thereof.
- Members of the College for Financial Planning faculty are entitled to complete freedom in discussing all aspects of their subjects with students using the approved channels of College for Financial Planning, including Master's discussions.
- Members of the College for Financial Planning faculty enjoy the rights, privileges, and prerogatives of citizenship of their country of residence, and the full exercise of these freedoms, rights, and privileges cannot serve as a basis for dismissal from their faculty positions.
- The exercise of freedom entails the following responsibilities:
    - Our faculty members' responsibility to their students demands that they present their subjects accurately, adequately, and fairly, without narrow partisanship or bias.

- Our faculty members' responsibility to their colleagues and to the College demands that they maintain a level of training and knowledge necessary to keep pace with developments in their field(s) of specialization, and that their professional activities be conducted according to high standards of scholarship.
- Academic freedom includes the obligation to respect the rights of others, to freedom of speech and the right to be heard, freedom from personal force and violence, freedom of movement, and freedom from personal harassment of such a character as to constitute grave disrespect to an individual's dignity. Academic freedom does not include the right to interfere with the personal freedoms, rights, dignity, and reasonable expectations of others, and faculty members shall maintain and promote the policies of non-discrimination described herein. Any such interference or discrimination must be regarded as a serious violation of the principles upon which the community of the College for Financial Planning is based. Such interferences shall be regarded as an unacceptable obstruction of the essential processes of the College and may result in disciplinary action up to and including dismissal of the faculty member.
- The College for Financial Planning publicly states its commitment to academic freedom for faculty, employees, and students. The College acts in accordance with this commitment in both policy and procedure.

Faculty Dispute Resolution Procedure

In any academic organization there can be differences of opinion about academic matters and from time to time disputes between faculty members may arise. To resolve these disputes, effective communication between parties is essential. The College strives to provide an environment where relevant parties involved can have open discussions. In the event this informal process is ineffective, the Faculty Dispute Resolution Procedure, detailed below, provides a more formal process to resolve legitimate academic disputes between faculty members. It is the purpose of this policy to provide an orderly means to resolve faculty disputes.

If the issue at hand is a matter of harassment or discrimination, please refer to the Employee Handbook, §2.1, for the Equal Employment Oppportunity, Non-discrimination and Non-harrassment Policy. The College will not retaliate in any way against an individual who submits a grievance; nor will we permit any supervisor or employee to do so.

Faculty Dispute Resolution Procedures

1. All academic-related complaints or grievances must first be discussed with your immediate supervisor. The College strongly encourages informal resolution of complaints or grievances not covered by the KNA Employee Handbook. The supervisor will attempt to resolve the dispute. If the matter is not resolved to the faculty member's satisfaction, the faculty member has the right to submit an official complaint to the other faculty member's supervisor.
2. The supervisor will involve the appropriate Chair or Dean, and together will attempt to resolve the matter. If a satisfactory resolution is still not obtained, the faculty member may submit a written complaint to the Provost.
3. The Provost is the final arbiter in resolving faculty disputes.

Academic Responsibility and Professional Ethics

The primary responsibility of the faculty is to advance, preserve, and share their knowledge; to seek and to state truth as they see it; and to promote professional development and responsibility in College for Financial Planning students. To this end, faculty members accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may pursue other or subsidiary interests, these interests must never hamper or compromise their freedom of inquiry or result in any conflict of interest or appearance of impropriety.

As teachers, faculty members encourage the free pursuit of learning in their students in the following ways:

- They hold before students the best scholarly standards of their discipline.
- They demonstrate respect for students as individuals.
- They adhere to their proper role as academic guides and counselors.
- They make every reasonable effort to foster honest academic conduct.
- They ensure that their evaluations of students reflect their true merit.
- They respect the confidential nature of the relationship between teacher and student.
- They avoid even the appearance of exploitation of students for private advantage.
- They protect students' academic freedom.

Members of the College for Financial Planning faculty respect and promote an open, supportive academic culture and value the contributions and academic freedoms of their colleagues. In the exchange of criticism and ideas, they show due respect for the opinions and dignity of others. They acknowledge that professionals may legitimately differ on issues of law and interpretation, methods, style, and skills, and they strive to be objective in their professional judgment of colleagues. They accept their share of responsibilities for the governance of the institution and commit to participate actively in those activities and decisions appropriate to their role.

As members of their community, faculty members have the same rights and obligations as all other citizens. When members of the academic community speak or act as private persons, they avoid creating the impression that they speak or act for the College. As citizens engaged in a profession that depends upon ethics and integrity for its health, all faculty members have a particular obligation to promote professional responsibility to further public understanding of academic freedom

Institutional Review Board

Faculty who are interested in developing a scholarly research project with the intent to publish should be aware of the role of the college's Institutional Research Board (IRB). The college IRB oversees all research projects that plan to include research methods involving human subjects (e.g. surveys, interviews, other gathered data about participant subjects such as financial information or ethnicity). In order to commence such research, faculty must complete two tasks. First, faculty must complete basic human subjects training and receive a certificate of completion (training takes about 4 hours). Contact the Dean of Faculty and Academic Resources to purchase the training module provided by citiprogram.org. The second step is to complete an IRB research project application to the IRB. Please contact the chair of the IRB in order to learn about and initiate an application for IRB review of the research project goals, protocols and plans for storing and sharing gathered human subjects data. The IRB meets as needed and will review each application received at that time.

Institutional Memberships to National Organizations

The College is a member of the Association for Continuing Higher Education, the American Council on Education, the University Professional and Continuing Education Association, the Online Learning Consortium, and the American Association of Collegiate Registrars and Admissions Officers. The College also holds a subscription to the Chronicle of Higher Education. For more information on how to take advantage of these memberships, please reach out to the Dean of Faculty and Academic Resources.

Employee Academic Dishonesty

College for Financial Planning considers academic honesty to be one of its highest values. Employees are expected to be the sole authors of their work in all areas of College life. Use of another person's work or ideas must be accompanied by specific citations and references. Plagiarism is the act of using another person's words, ideas, or results without giving proper credit to that person, and instead giving the impression that it is the employee's own work. Though not a comprehensive or exhaustive list, the following are some examples of dishonesty or unethical and unprofessional behavior that could be classified as plagiarism:

- Falsifying information or using purposefully misleading information on applications for employment or attempting to take credit for work that is not your own, including the use of such false or misleading information on resumes, CVs, and cover letters.
- Submitting as one's own any work that was partially or wholly completed by another person; this includes the use of another faculty member's, employee's, publisher's, or other source's materials without providing appropriate attribution and citation.

Whether the employee copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to the College -- whether a draft or a final version of a paper or project -- employees must take great care to distinguish their own ideas and language from information derived from other sources.

Sources include published primary and secondary materials, electronic media, information and opinions gathered directly from other people, and materials gathered from mentors and other College colleagues.

All submissions by an employee to the College, students, outside publications, or for public dissemination are expected to be the original work of the person submitting them. The College recognizes the spirit of sharing and collaboration that exists among faculty members and other employees and encourages this practice. However, employees must acknowledge any collaboration that results in the use of materials, information, or the ideas of others and its extent in all submitted materials.

College for Financial Planning subscribes to a third-party plagiarism detection service, and reserves the right to check all work, regardless of the medium, to verify that the employee's work meets the guidelines of this policy.

Academic dishonesty is a serious offense, and employees deemed to be in violation of the policy will be managed through the performance improvement process by their supervisors. Each incident will be assessed according to various factors including intent, repeat offenses and the intended use of plagiarized material and, in severe instances, may result in termination or other forms of discipline including, but not limited to, written warning, institution of a performance improvement plan, or administrative leave. Suspected violations should be reported to the appropriate supervisor along with any supporting evidence or documentation.

Employees with questions about sanctions should follow the Lines of Communications Procedure found in the Employee Handbook. This policy applies to all full- and part-time employees, on- ground and online. Faculty members may challenge any sanctions by following the Faculty Grievance procedures found in section 3.7 of the Faculty Handbook. This policy applies to all full- and part-time faculty members, on-ground and online, including those on a leave of absence.

Intellectual Property

The Employee Handbook (§2.5) details Kaplan's confidentiality policy, and all faculty and instructors are responsible for being familiar with the policy.

The College encourages scholarship and research opportunities, many of which may result in research papers, publications, or supplemental course materials such as lecture notes, bibliographies, additional assignments, and other non-institutional course content. The College recognizes faculty copyright ownership in such scholarship materials created by individual faculty. However, the College will assert copyright ownership over all course content and courseware for which there is an independent basis for the College's assertion of such rights, including any specific contractual arrangements between the faculty member and the College.

If a faculty member leaves the College, he or she may continue to use at another academic or not-for-profit research institution for teaching, research, and other noncommercial purposes, all scholarship materials he or she created at College for Financial Planning, provided that (i) there is no independent basis for the College's claiming rights; and (ii) the College for Financial Planning name is not used in connection with these materials. A former faculty member is free to make commercial use of any scholarship materials that he or she developed or created at College for Financial Planning, including supplemental materials created for use in courses, provided that (i) there is no independent basis for the College's claiming rights; and (ii) the College for Financial Planning name is not used in connection with the materials. The former faculty member who owns the copyright of any scholarship materials related to course content affords the College the irrevocable nonexclusive right to continue using, as part of its noncommercial educational activities, such course content that has been made available by the faculty member. This right includes the nonexclusive right to incorporate such content into institutional courses.

A faculty member may not reproduce, summarize, or otherwise use in any manner any institutional course content or courseware that has been developed by direction of the College for Financial Planning or via any contractual arrangement between the faculty member and the College.

Conflicts of Interest

The College encourages faculty involvement in outside consulting, research, and professional activities, as well as community service. However, since the primary responsibility of a full-time faculty member is to the College, engaging in certain outside activities may constitute, or give the appearance of, a conflict of interest.

Disclosure of Outside Activities and Employment

All outside employment held by full-time employees, outside activities or personal relationships described in the Graham Holdings Company Code of Business Conduct - Conflicts of Interest.

Approval for Outside Educational Work

In addition to the requirement of all employees to disclose outside activities according to §2.15 of the KNA Employee Handbook, any faculty member, full- or part-time, holding a faculty appointment, or any role as an educator, at another institution or enterprise must receive the written prior approval from their supervisor.

Full-time employees are required to obtain written approval from their supervisor before participating in outside employment activities. Approval will be granted unless the outside employment activity conflicts with the company's interests. In general, outside employment activities are not allowed when:

- they prevent the employee from fully performing work for which they are employed at the company, including overtime assignments;
- they involve organizations that are doing or seek to do business with the company, including actual or potential vendors or customers;
- an employee is on a leave of absence (whether FMLA or other leave); or
- they violate provisions of law or the company's policies or rules.

Criteria

A conflict of interest exists when the outside activity:

- is inconsistent with a faculty member's responsibilities to the College,
- creates a conflict, or the appearance of a conflict, with any College program, or
- unreasonably encroaches on the faculty member's primary responsibilities with the College.

Procedure for Submitting Student Plagiarism Offenses

The College for Financial Planning maintains a firm stance against all forms of plagiarism and faculty are required to investigate any questionable submissions from students. The College maintains a database of student plagiarism charges, and students who plagiarize repeatedly will be subject to increasingly serious repercussions.

Process for Dealing with a Plagiarism Offense

The general steps for dealing with plagiarism offenses are as outlined below:

1. When an instructor encounters plagiarism and locates evidence of the plagiarism, they send a Notification Form with documentation to the Academic Integrity Committee and the Office of the Registrar (please contact the Registrar for the form).
2. The Academic Integrity Committee conducts an impartial review to determine if a violation occurred. Thse Committee sends a Charging Letter to the student via email.
3. A committee of volunteers is selected to conduct an investigation of the allegation.
4. Upon receipt of the student's response (but no later than 10 calendar days later) the committee reviews all documentation related to the charge and response, and makes a recommendation to the Provost.
5. The student is notified via email of the decision and sanctions.

6. The student can appeal to the President within 10 calendar days of decision notification.
7. The registrar presents data to the Faculty Senate of violations/sanctions/appeals.
8. Faculty Senate uses the data to review and modify the policy if necessary.

Academic Operations and Teaching

The College's Online Platforms

The College intends to provide an interactive, engaging and learner-centered student experience. Some of our courses are delivered live, while others take place asynchronously.

CFP Education and Designation Courses - Synchronous Platform

Live Online Designation and Certification courses are synchronous, students viewing a professor presenting and speaking live. These courses are delivered through KaplanLearn, using Zoom. Your live class period link to Zoom is provided via KaplanLearn.

KaplanLearn

Login information for KaplanLearn will be provided by the Dean of Faculty and Academic Resources or or Class Operations. KaplanLearn uses Zoom to deliver courses, and the training for teaching via Zoom is provided via email.

Master's Courses - Asynchronous Platform

Master's courses are taught on an asynchronous platform with weekly interactive student/faculty discussions designed to provide a peer-to-peer learning experience, assignments and sometimes quizzes. Faculty are available for individualized contact.

Schoology

Schoology is the platform for delivery of graduate courses in the Master of Science in Personal Financial Planning program, but it is accessed via another platform, eCampus (see below). When a class is assigned to an instructor in the graduate program, they need to accept the class in eCampus. The tutorial for Schoology can be found here (you may need to obtain permission for this Google document). The online classroom in Schoology provides an integrated email system for student-to-student messages or faculty-to-student correspondence. The classroom also shows deadlines for submission of assignments and quizzes (if present). Students can choose to have class updates emailed to them or seen when they log into class through adjustment of their class notifications. Technical support contact information is here.

eCampus

You can access eCampus here. Login information will be provided byDean of Faculty and Academic Resources or Desktop Support. ECampus uses a software called e360 to deliver courses, and the tutorial for e360 can be found here (you may need to obtain permission for this Google document). Technical support contact information is here.

Canvas

Graduate courses in the Master of Science in Financial Analysis (MSFA) program are delivered via Canvas. The College will eventually move all courses to Canvas through a multi-stage process. More information will be provided to those teaching in the MSFA program.

Class Schedules, Substitutions, and Emergencies

The College will establish the schedule and assignments for each class and faculty member. Once established, the assigned faculty member shall meet the schedule assigned. Academic facilitators and adjuncts have the opportunity to accept or reject a teaching or course development assignment, and should only agree to teach a course if they are available for every session and able to respond to student inquiries within 48 hours.

In the event any faculty member is unable to conduct a scheduled class session or complete any other assignment due to an emergency, the faculty member shall immediately notify, by phone (and email if possible), their department chair, their dean, the Dean of Faculty and Academic Resources, Class Operations, and Live Online Operations Platforms (LOOP). Calling the LOOP line triggers emails to the entire on-call team ensuring someone will get back to you quickly.

It is the faculty member's responsibility to then assist the chair in arranging a substitute, reschedule, or other remedial measure. The faculty member shall take steps, upon return from the emergency, to resolve any remaining problems resulting from the emergency. Faculty members should, at all times, anticipate situations that may result in the need for substitutions and plan for avoiding and remedying them before they require emergency measures.

Canceled Courses

The College may determine that a scheduled course must be modified or rescheduled. Adjunct faculty members, Academic Facilitators and Moderators shall make every effort to be available at the rescheduled dates and times established by the College.

Faculty Training

All faculty members are:

- Provided with a copy of the *Faculty Handbook*.
- Given contacts for help with courses. (New full-time faculty are paired with a faculty mentor).
- Provided with the materials (text and expanded syllabus) for the courses they will be teaching.
- Required to participate in ongoing training and professional development.

College for Financial Planning Classroom Standards

The Class Syllabus

The College provides faculty with a syllabus for each course. The syllabi contain:

- Course number, title (some may contain credits and prerequisites as appropriate)
- Course materials
- Course description
- Course outcomes
- Course outline with assignments
- Grading criteria/course evaluation

- Course policies
- Mention of the College for Financial Planning Plagiarism Policy

Master's Course Management

Discussions Management

- The Curriculum Committee and Graduate Faculty Council set the standards for discussion forum postings.
- Faculty member interacts in discussion forums a minimum of three weekdays and one day during the weekend.
- Faculty member reads every posting on the discussion forum to ensure accuracy in student responses to one another's queries.
- Faculty member sets a quality example by using good grammar, punctuation, citations, and spell check.
- Faculty member uses discussion forum to create a very vibrant class.
- Faculty member is not expected to respond to each and every discussion entry made by every student, however, it is expected that the faculty member will guide the conversation and respond appropriately.

Student Phone Calls and Emails

- Faculty member responds to student phone calls and emails within a 24-hour period, barring religious or medical reasons that may extend the response time.

Class Updates and Weekly Emails

- Faculty member writes a welcome message in Updates that provides a personal and professional introduction and sets clear expectations for the class by Sunday before the start of the class.
- Faculty member posts a preview of each week to Updates on the first day of each week to encourage the students and set the tone for the week. Suggested announcements can be found in Instructor Resources.

Assignment Review and Return

- Faculty member grades assignments and with actionable feedback within 3 days (72 hours).
- As part of the grading, faculty member includes actionable feedback with an understanding of how the grade was derived.
- Feedback is communicated respectfully and effectively.

CFP Education and Designation Class Management

Instructors in live online courses are expected to manage their classes by:

- arriving to class a minimum of 10 minutes before it starts in case any technical issues arise
- starting the session with a recap of what was last covered, and situating the current session within the larger context of the overall course and its goals.

- providing an engaging, educational, and professional environment to ensure a positive learning experience.
- helping the class stay focused during discussions by guiding the conversation, discouraging side conversations, reviewing ground rules as necessary, and answering questions with meaningful, useful feedback that enhances student learning.
- ensuring students know how to reach them for questions outside the classroom.
- holding a question and answer period at the end of the class.

Communication

Faculty responds to student email messages in a 48-hour period. Kaplan or College email is the required email. Faculty will be asked to call students not engaged in the course.

In on demand classes, students contact lead instructors through the "Instructor Link" option in the Kaplan LMS. In live online classes, instructors' contact information is provided to the students so they can contact their instructor directly. In master's classes, the students use the email system in Schoology to contact their instructor with questions.

Communicating with Students

Faculty are expected to communicate with, and meet with their students if reasonable requests are made. Students can reach their live online instructor directly via email, linked in the LMS. For on-demand and EPR courses, students can reach instructors through InstructorLink. Face-to-face meetings can be set up via Google Meet, or using other platforms to which faculty may have access. Faculty are also welcome to communicate with students via phone.

Class Schedules and Calendars

Master's Sessions

There are five sessions during the course of the academic year in the graduate program.

- Fall Session I
- Fall Session II
- Spring Session I
- Spring Session II
- Summer Session

For specific dates, please contact the Graduate Program Coordinator.

Master's Class Access

Monday or Tuesday before class start: Instructors have access to their class and must view and set up their class(es). This includes entering due dates and checking that all discussions, assignments, links and other items are working correctly.

Thursday before class starts: Students have access to their class(es).

Add/Drop period ends Thursday of the first week of class.

Designation Calendar

Designation courses are run over the course of the year, as determined by the department chairs.

CFP Calendar

The live online Certified Financial Planner education program runs publicly in three one-year cycles, to lead up to the March, July and November CFP Board exams. Private classes run on the basis of agreed upon schedules with the partner client. University Partner Program classes run on 9 month or 12 month cycles, starting in April (Spring) or September (Fall).

College Holiday Calendar

The College is closed on the following holidays:

- New Year's Day
- Martin Luther King, Jr. Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Thanksgiving
- Day After Thanksgiving
- Christmas

Equipment, Resources and Technology

Email

We require that all communication go through CFFP email. Once you have a Workday login, you will have access to GSuite, which is where our email is located (it is Gmail based). Your email will be ordered by the Dean of Faculty and Academic Resources once you have completed all your onboarding tasks through Workday.

You will need to download the mobile application DUO, a two-factor authentication for Kaplan/CFFP emails.

If you need to reset your password, go to https://passwordchange.kaplan.com, or call 855-892-7396.

Use of Equipment and Software

Faculty members shall observe appropriate safety and security measures at all times. This includes the regular use and updating of virus prevention/protection software, and the use of identification equipment, software, and procedures, and other such measures as the College may request from time to time.

Use of Kaplan computer hardware, software, networks, telephone systems, and beyond are covered by the company's Acceptable Use Policy (AUP), and all employees, independent contractors, temporary staff and vendors are required to comply with its terms, which can be found in the KNA Employee Handbook (§2.4).

Library

In order to access the College library, maintained through EBSCO, login to eCampus. At the bottom of the home page in eCampus, scroll down to find the link to the library. The login information is also provided there.

Course Materials

Instructor course materials are provided via the Kaplan Learning Management System (LMS), located at https://www.kaplanlearn.com/login. Instructors receive login information when they are hired.Materials include syllabi, textbooks, PowerPoint slides, errata sheet when appropriate, and PDFs of the slides with notes. If you have any questions regarding how to access the LMS or your instructor materials, please contact the Dean of Faculty and Academic Resources.

Computers and Teaching Equipment

All full-time faculty are provided a Kaplan computer along with a "Studio-in-a-Box" containing the tools needed for live online instruction and recording. If there is a particular piece of equipment necessary to carry out job duties, a request can be made to one's chair. Kaplan does not provide printers, ink, paper, or other office supplies.

Part-time instructors who need to access Kaplan systems more than 3-5 times per year may be eligible to check out a Kaplan computer to use for Kaplan business. This is a conversation that should take place between the instructor and their chair/supervisor, and the decision is based on the instructor's role and the type and frequency of access needed.

Virtual Protected Network (VPN)

Kaplan computers need to be connected to the Kaplan systems and VPN. In order to set up the VPN, the computer needs to physically be present at a Kaplan site. Multimedia and/or Desktop Support will set up the computer with the needed systems and VPN before sending it out to the faculty member.

The VPN cannot be used on a personal computer.

Technical Support

IT support

Should you need support with accessing GHCO OneLogin, including password reset help, contact IT Support. Service Now also has a robust set of Self-Service/How to guides located in the ServiceNow portal.

Phone: 1-855-892-7396

Email: cffp.helpdesk@cffp.edu

Live Online Course Issues

If you have questions specific to Live Online Courses, please use the following context-specific contacts:

- Emergencies for a class currently or soon to be underway: lolsos@kaplan.com (for instructors only, not for students)
- Non-emergency questions regarding live class delivery: robby.simpson@kaplan.com
- Notifications of class cancellations or need for a substitute: contact your department chair and elizabeth.gross@kaplan.com
- Emergency class cancellation (within one business day of class start): your department chair, elizabeth.gross@kaplan.com and lolsos@kaplan.com

If your students need tech support, please direct them to this page.

Asynchronous Graduate Classes on Schoology or Canvas

If you are having difficulty signing in to or using functions in Schoology, please contact the Dean of Faculty and Academic Resources (danielle.langworthy@cffp.edu).

For questions regarding the running of your courses (content, schedule, layout, grading, etc.), please contact the Graduate Coordinator (cindy.shnaider@cffp.edu) or the Dean of the Graduate School (aman.sunder@cffp.edu).

GHConnect

For issues related to GH Connect, contact their help desk.

Phone: 1-877-976-6384

Email: ghconnecthelp@ghco.com

When in doubt, please contact Dani Langworthy for more information.

Important Contacts

Department Chairs

For content questions, you should reach out to your chair. If it's not their area of expertise, they will find the right person for you to speak with.

- Chair of Financial Literacy - Cindy Riecke cindy.riecke@cffp.edu
- Chair of Financial Planning Education - Gary Clement gary.clement@cffp.edu
- Chair of Advisor Development - Dr. Sara Stolberg Berkowicz - sarastolberg.berkowicz@cffp.edu
- Chair of Advanced Programs and Designations - Christopher Woehrle - christopher.woehrle@cffp.edu
- Chair of Financial Analysis - Dr. Jim Falter – james.falter@cffp.edu

If you do not know who your department chair is, please contact the Dean of Faculty and Academic Resources (danielle.langworthy@cffp.edu).

Class Operations

If you have questions about your physical classroom, or the links to your virtual classroom, you'll want to speak with Classr Operations.

Class Operations - Liz Gross

Email: elizabeth.gross@kaplan.edu

Dean of Faculty and Academic Resources

Questions regarding course materials, login issues, connecting with your department chair, updating your credentials, submitting pay sheets for W2 employees, and any general questions for which you don't know who to contact, should all go to the Dean of Faculty and Academic Resources.

Dean of Faculty and Academic Resources - Dani Langworthy

Email: danielle.langworthy@cffp.edu

When Students Have Questions

Academic questions are handled by faculty as the faculty and student meetings section notes. Non-academic student questions regarding enrollment, extenuating circumstances, transfer of credits, etc. should be directed to Enrollment or Student Services.

CFFP Info Line: 800-237-9990, Option 2 = Student Services, Option 3 = Enrollment

Student Services Distribution Extension: 303-220-7581 or cffpssc@cffp.edu

Enrollment Distribution Extension: 303-220-7595 or enroll@cffp.edu

Employment Questions

For information about employment, unemployment, benefits, and tax forms, go to GHCO OneLogin>GHConnect. If you have a specific question to ask, use their AskHR ticketing system found in GHCO OneLogin>Service Now>AskHR (at the top of the main page in ServiceNow).

Onsite Safety and Security

The College for Financial Planning main campus is located at 9000 East Nichols Avenue in Centennial, CO 80112.

The College strives for a safe and secure office, and follows strict protocols regarding public health concerns. As of the end of 2020, access to the campus is tightly controlled and must either be an emergency or have a justifiable and necessary business purpose. Any and all visits must be cleared with HR and the Facilities and General Maintenance Associate, and follow HR procedures.

Any concerns should be brought to the attention of the Facilities and General Maintenance Associate at 303-220-4817.