

FACULTY HANDBOOK

Academic Year
2025-2026

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WELCOME MESSAGE



Greetings CT State Faculty!

Welcome to all new and returning faculty members. Within academia, this time of year traditionally brings a sense of new beginnings, fresh starts, and optimism. Moreover, new ideas and innovative solutions from faculty help to set the tone for the academic year. There is a myriad of opportunities to make a significant positive impact at CT State. It begins with brilliant faculty, like you, who have decided to share your in-depth knowledge and help students learn and prepare to graduate, transferring to a four-year college or university or going directly into a fulfilling career. I continue to believe in excellent teaching and learning because it simply changes student lives. Nationally, each year, some students enter the classroom (virtual or in-person) uncertain of how to navigate their academic journey. Thanks to exceptional faculty and support services, a number of these students can move forward academically. Faculty are integral to student and workforce success.

As your Provost, I am delighted to have the opportunity to collaborate, connect, and communicate with you and the entire CT State community. It is evident from our college's mission statement, "Connecticut State Community College provides access to academically rigorous and innovative education and training focused on student success." The mission goes on to state, "The college supports excellence in teaching and learning, makes data-informed decisions, promotes equity, and advances positive change for the students, communities and industries it serves." The mission will continue to be foundational to our work this year as we focus on equity, quality teaching and learning, faculty support and development, transfer and workforce preparation, and holistic student success.

In conclusion, as partners, let's strive to ensure exceptional teaching and learning, academic rigor, and student preparedness are embedded in our college culture. I wish each of you much success as you equip our students with the knowledge and insights they need to be successful in the college environment and real world.

Karen Hynick, Ed.D
Acting Provost and Vice President for Academic
Affairs, Student Affairs and Workforce Innovations
Connecticut State Community College
karen.hynick@ctstate.edu
860-612-7006

ABOUT CT STATE

CSCU Board of Regents

The Board of Regents for Higher Education (BOR) is the governing body of the Connecticut State Colleges and Universities System (CSCU) and is comprised of 15 voting members and 6 non-voting, ex officio members who have been selected for their special talents, their vision, and their sense of civic responsibility. Two students serve as Student Representatives who make periodic reports to the student body through the Student Advisory Council. Connecticut State Community College (CT State) is a constituent unit of the state system of higher education and one of the institutions that comprises the Connecticut State Colleges and Universities.

CT State Structure and Campuses

In July of 2023, the 12 community colleges in Connecticut merged to become Connecticut State Community College, one of the largest community colleges in the country and the largest in New England. CT State students may take classes at any of the following campuses: Asnuntuck (Enfield), Capital (Hartford), Gateway (New Haven and North Haven), Housatonic (Bridgeport), Manchester, Middlesex (Middletown and Meriden), Naugatuck Valley (Waterbury and Danbury), Northwestern (Winsted), Norwalk, Quinebaug Valley (Danielson and Willimantic), Three Rivers (Norwich) and Tunxis (Farmington and Bristol).

CT State Mission Statement

Connecticut State Community College provides access to academically rigorous and innovative education and training focused on student success. The college supports excellence in teaching and learning, makes data-informed decisions, promotes equity, and advances positive change for the students, communities and industries it serves.

CT State Statement of Vision

CT State will be recognized for exceptional student success, educational leadership and transformative collaboration with business and industry, government, educational and key stakeholders while advancing diverse opportunities for Connecticut's citizens and communities.

CT State Diversity, Equity, and Inclusion Statement

Connecticut State Community College commits to bold and disruptive change by actively: identifying, naming and dismantling structural racism, systemic poverty and other barriers; establishing equitable and anti-racist policies and practices; and empowering students, faculty, staff and administrators to advance racial, social and economic justice. Our core collective responsibility is to continuously assess practices and policies and transform the world we live in by eliminating inequities.

Affirmative Action Policy Statement

As the statewide policy-making authority for public higher education in Connecticut, the Board of Regents for Higher Education is committed to leading, by example, in the areas of equal employment opportunity and affirmative action. Additionally, the Board of Regents has been charged by state statutes (specifically Connecticut General Statutes sections 10a-10 and 10a-11) to promote representative racial and ethnic diversity among the students, faculty, administrators and staff at public institutions of higher education. The Board of Regents for Higher Education's policies also advance compliance with the Americans with Disabilities Act at all Connecticut state colleges and universities. Equal employment opportunity and affirmative action are essential to achieving higher education's twin goals of academic excellence and equity.

Continuing Notice of Nondiscrimination

CT State Community College does not discriminate on the basis of age, ancestry, color, national origin, gender identity or expression, genetic information, learning disability, marital status, intellectual disability, physical disability (including but not limited to blindness), present or past history of mental disability, prior criminal record, race, religious creed, sex (including pregnancy and sexual harassment), sexual orientation, retaliation for previously opposed discrimination or coercion, veteran status, victims of domestic violence, sexual assault and/or trafficking or any other federal or state protected class in its employment, programs, and activities, unless the provisions of Section 46a-80(b) or 46a-81(b) of the Connecticut General Statutes are controlling or there are bona fide occupational qualifications excluding persons in one of the above protected groups. For a full version of the policy go to: [Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy](#).

The following person has been designated to respond to inquiries regarding the non-discrimination policies and procedures: Nicholas D'Agostino, Director of Equity and Civil Rights, and can be reached via email at CTState-CivilRights@ct.edu.

Title IX

Title IX of the Education Amendments of 1972 is a federal law that protects all students attending or accessing services at an educational institution that receives federal funding. It allows all students to attend school in an environment free of harassment, gender-based violence and discrimination. Violations of your rights under Title IX would be sexual assault, sexual harassment, sex discrimination or gender discrimination. Concerns can be filed at [Equity and Civil Rights, ECR Incident Report](#). For information regarding the nondiscrimination, disability, and Title IX policies/procedures, contact: Nicholas D'Agostino, Director of Equity and Civil Rights, CT State Community College, 860-612-7075, CTState-TitleIX@ct.edu.

CT State Strategic Planning

CT State's Strategic Planning Process identifies our strategic priorities as a new institution born from the unprecedented merger of the 12 legacy campus communities in Connecticut. The plan outlines the priorities and benchmarks that will serve as the baseline for reaching stability for the campuses and functional areas of CT State. The Plan identifies the critical values, goals, priorities and benchmark initiatives that we should and need to invest time and resources in during the transitional period from July 2023 to June 2025. In the Fall of 2023, the Office of Institutional Effectiveness and Planning, under Strategic Partnerships and Enterprise Performance, established a dashboard on progress towards benchmarks and issued a progress report to the CT State Cabinet and Leadership Council.

To view the Strategic Planning Process, click on: [CT State Strategic Planning](#).

College Accreditation



The New England Commission of Higher Education (NECHE) is one of seven higher education accrediting bodies in the United States. It is a voluntary, non-governmental member association recognized by the U.S. Department of Education as an authority of quality in higher education having as its primary purpose the accreditation of educational institutions. Connecticut State Community College (CT State) received NECHE accreditation effective July 1, 2023. Prior to that date, all 12 of the Connecticut community colleges were individually accredited by NECHE.

For information on specific program accreditations, refer to the [CT State 2025-2026 Academic Catalog](#).

Employee Ethics Statement

It is important that members of the Board of Regents for Higher Education (BOR), and employees of the BOR, Connecticut State Colleges and Universities (CSCU), and Connecticut State Community College (CT State) conduct themselves with the highest degree of honor and integrity and understand that public service is a public trust. To read the complete BOR Ethics Statement, click: [CSCU BOR Ethics Statement](#) or contact Cynthia Isales, Compliance Office, cynthia.isales@ctstate.edu

See also: [Public Officials and State Employees Guide to the Code of Ethics](#).

Public Health Emergency Disclaimer

In the case of a severe outbreak of the coronavirus or other illness, Connecticut State Community College reserves the right to adapt the format of any class to an entirely online/distance learning modality as public health conditions warrant. Such a change will not result in any increase or decrease of tuition and fees. We all understand that tuition and fees are in exchange for learning, academic credit, and certain non-academic services regardless of whether taught on-ground, in a hybrid environment, or entirely remotely.

Most important to CT State Community College is the health, safety and welfare of every member of its community. We have learned that, despite campus efforts to comply with health and safety guidelines, it is not possible to guarantee a disease-free environment.

COLLEGE OFFICE DIRECTORY

185 Main Street, New Britain, CT 06051

www.ctstate.edu

CT State Office of the President

Christina Royal, Ph.D., Interim President

CTState-President@ct.edu

CT State President's Cabinet

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Acting Provost and Vice President for Academic Affairs, Student Affairs and Workforce Innovation

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Vice President of Diversity, Equity and Inclusion

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TBD

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Campus President, Asnuntuck, Manchester and Middlesex

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Mary Ellen Jukoski, Ed.D.
Campus President, Quinebaug Valley and Three Rivers
maryellen.jukoski@ctstate.edu

CAMPUS DIRECTORY

CT STATE ASNUNTUCK

170 Elm Street, Enfield, CT 06082

<https://ctstate.edu/locations/asnuntuck>

Main Campus Number: 860-253-3012

OFFICE OF THE PRESIDENT

Joshua Moon-Johnson, Ed.D., Campus President

joshua.moonjohnson@ctstate.edu

CT STATE CAPITAL

950 Main Street, Hartford, CT 06103

<https://ctstate.edu/locations/capital>

Main Campus Numbers: 860-906-5000

OFFICE OF THE PRESIDENT

Sharale W. Mathis, Ed.D., Campus President

sharale.mathis@ctstate.edu

CT STATE GATEWAY

20 Church Street, New Haven, CT 06510

<https://ctstate.edu/locations/gateway>

Main Campus Number: 203-285-2000

Gateway @ North Haven

88 Bassett Road, North Haven, CT 06473

OFFICE OF THE PRESIDENT

Shiang-Kwei Wang, Ph.D., Campus President

shiangkwei.wang@ctstate.edu

CT STATE HOUSATONIC

900 Lafayette Boulevard, Bridgeport, CT 06604

<https://ctstate.edu/locations/housatonic>

Main Campus Number: 203-332-5000

OFFICE OF THE PRESIDENT

Kamari A. Collins, Ed.D., Campus President

kamari.collins@ctstate.edu

CT STATE MANCHESTER

Great Path, P.O. Box 1046, Manchester, CT 06045-1046

<https://ctstate.edu/locations/manchester>

Main Campus Number: 860-512-3000

OFFICE OF THE PRESIDENT

Joshua Moon-Johnson, Ed.D., Campus President

joshua.moonjohnson@ctstate.edu

CT STATE MIDDLESEX

100 Training Hill Road, Middletown, CT 06457

<https://ctstate.edu/locations/middlesex>

Main Campus Numbers: 860-343-5800

For MxCC @ Platt: 203-235-0774

Middlesex @ Platt High School, 220 Coe Avenue, Meriden, CT 06450

Middlesex @ Vinal Technical High School, 60 Daniels Street, Middletown, CT 06457

Middlesex @ Wilcox Technical High School, 298 Oregon Road, Meriden, CT 06451

Middlesex @ Pieper Veterinary, 150 Berlin Street, Middletown, CT 06457 Middlesex @

Middlesex Health, 28 Crescent Street, Middletown, CT 06457

OFFICE OF THE PRESIDENT

Joshua Moon-Johnson, Ed.D., Campus President

joshua.moonjohnson@ctstate.edu

CT STATE NAUGATUCK VALLEY

750 Chase Parkway, Waterbury, CT 06708

<https://ctstate.edu/about/leadership/michael-rooke>

Main Campus Number: 203-575-8000

Naugatuck Valley @ Danbury

190 Main Street, Danbury, CT 06810

OFFICE OF THE PRESIDENT

Michael A. Rooke, Ph.D., Campus President

mike.rooke@ctstate.edu

CT STATE NORTHWESTERN

Park Place East, Winsted, CT 06098

<https://ctstate.edu/locations/northwestern>

Main Campus Number: 860-738-6300

OFFICE OF THE PRESIDENT

Michael A. Rooke, Ph.D., Campus President

mike.rooke@ctstate.edu

CT STATE NORWALK

188 Richards Avenue, Norwalk, CT 06854
<https://ctstate.edu/about/leadership/cheryl-devonish>
Main Campus Number: 203-857-7000

OFFICE OF THE PRESIDENT

Cheryl C. De Vonish, J.D., Campus President
cheryl.devonish@ctstate.edu

CT STATE QUINEBAUG VALLEY

742 Upper Maple Street, Danielson, CT 06239
<https://ctstate.edu/locations/quinebaug-valley>
Main Campus Number: 860-932-4000

Quinebaug Valley @ Willimantic Center
729 Main Street, Willimantic, CT 06226
Main Campus Number: 860-230-6129

OFFICE OF THE PRESIDENT

Mary Ellen Jukoski, Ed.D., Campus President
maryellen.jukoski@ctstate.edu

CT STATE THREE RIVERS

574 New London Turnpike, Norwich, CT 06360
<https://ctstate.edu/locations/three-rivers>
Main Campus Number: 860-215-9016

Three Rivers Manufacturing Apprenticeship Center (Housed in the Ella T. Grasso Southeastern Technical High School) 189 Fort Hill Road, Groton, CT 06340
Groton-MAC Office Number: 860-441-0314

OFFICE OF THE PRESIDENT

Mary Ellen Jukoski, Ed.D., Campus President
maryellen.jukoski@ctstate.edu

CT STATE TUNXIS

271 Scott Swamp Road, Farmington, CT 06032
<https://ctstate.edu/locations/tunxis>
Main Campus Number: (860) 773-1300

Tunxis @ Bristol
430 North Main Street, Bristol, CT 06010
Main Campus Number: (860) 314-4700

OFFICE OF THE PRESIDENT

Sharale W. Mathis, Ed.D., Campus President
sharale.mathis@ctstate.edu

CAMPUS ACADEMIC LEADERS

For a current list of campus academic leaders, including campus deans responsible for faculty affairs, Academic Discipline Coordinators, Department Chairs, Program Directors and Program Coordinators at each CT State campus, visit:

[Academic Leaders by Campus](#)

ACADEMIC AFFAIRS

The Academic Affairs offices at CT State and its 12 main campuses are responsible for all academic programs, courses, and instruction. All course and program planning and matters relating to full-time and adjunct faculty are overseen by these departments.

Chief Academic Officer

- Karen Hynick, Ed.D.
Acting Provost and Vice President for Academic Affairs, Student Affairs and Workforce Innovation
Connecticut State Community College – College Office, karen.hynick@ctstate.edu

Academic Affairs Leaders

- Amy E. Harris Tan, Ph.D.
Vice Provost for Academic Affairs
Connecticut State Community College – College Office, amy.tan@ctstate.edu
- Manuel Gomez, Ph.D.
Associate Vice President, Academic and Student Affairs Operations
Connecticut State Community College – College Office, manuel.gomez@ctstate.edu

Questions regarding **Faculty Workload** may be directed to:

Ryan J. Pierson
Director of Scheduling and Online Programs
Academic Affairs
ryan.pierson@ctstate.edu

For further information on Workforce Development and Continuing Education, visit:

[CT State | Workforce Development and Continuing Education](#)

School Deans

The academic disciplines at CT State are organized into four schools. Each School of Study is overseen by a CT State School Dean.

The School Deans lead their areas of study and oversee the implementation of specific programs and courses on all CT State campuses. In collaboration with administration, faculty and staff, these individuals also promote interdisciplinary connections with colleagues across our campuses and collaborate with all institutions that are a part of the Connecticut State Colleges and Universities (CSCU).

The four Schools of Study at CT State and their leaders are:

School of Liberal Arts and Education

B.L. (Brad) Baker, School Dean, 860-612-7055
bl.baker@ctstate.edu

School of Business and Professional Studies

Nancy Prather-Johnson, School Dean, 860-612-7058
nancy.pratherjohnson@ctstate.edu

School of Nursing, Allied Health and Human Services

Sal Bondoc, School Dean, 860-612-7096
salvador.bondoc@ctstate.edu

School of S.T.E.M.

Michelle Coach, School Dean, 860-253-3002
michelle.coach@ctstate.edu

For further information on the Schools of Study, visit:

[CT State Schools of Study](#)

CT STATE ACADEMIC PROGRAMS

For further information about academic programs, click one of the links below:

[Programs by School of](#)

[Study Programs by Area of](#)

[Interest Programs by Degree](#)

[Type Programs by Location](#)

SHARED GOVERNANCE

CT State is a student-centered institution and is committed to collaborative decision making through shared governance.

The CT State Shared Governance Model is designed to foster:

- A student-centered and equity-focused culture, which supports the development of the whole student, including learning inside and outside of the classroom.
- A voice for all members of the college, including students, faculty, staff and administrators.
- Transparency and trust through clear communication.
- Freedom to respectfully debate or disagree without fear of recrimination.
- Representation from all campuses and constituencies.
- Participatory decision making, with the acknowledgement that the legislated authority for all decisions rests with the Connecticut Board of Regents for Higher Education (BOR).

Shared Governance Process

For complete overview of Shared Governance Process and updates to the new process, click on [CT State Community College Shared Governance](#).

To see a comparison of the new process vs. the old process, click on [Old vs. New Curriculum Shared Governance Process](#).

To see a visual and examples of the Shared Governance Process, click on [Shared Governance Roadmap and Examples](#).

Governance Bodies

To review a listing of all current CT State Governance body members, visit:

[Shared Governance](#)

College Senate

(Elected via statewide voting)

The College Senate is the main forum for discussion of issues that affect the entire CT State community, such as, but not limited to, the following:

- Statewide events, calendars, and scheduling issues
- College standards and policy recommendations (non-curriculum related*)

- Statewide services, resources, and strategic initiatives
 - Other issues concerning students, faculty, or staff of CT State
- * If a policy under review is curriculum-related, the CT State Senate will develop a mechanism to gather feedback and/or recommendations from the Curriculum Congress prior to final action.

MEMBERSHIP: College Senate comprises 41 elected voting members.

- 12 full-time faculty members (1 from each campus)
- 12 full-time professional/classified staff members (1 from each campus)
- 1 full-time professional/classified staff member (not affiliated with a specific campus)
- 12 non-management “at-large” members (1 from each campus)
- 1 “at-large” non-management staff member (not affiliated with a specific campus)
- 3 students (1 Student Government Association [SGA] representative from each group of small, medium and large campuses)

The CT State President, or designee, serves as an ex officio member of the College Senate.

Curriculum Congress

(Elected via statewide voting)

The primary charge of the Curriculum Congress is to review and approve curriculum proposals for CT State. Curriculum Congress is the main forum for discussion of curriculum and curriculum-related issues for the statewide college community in support of aligned academic programs and courses.

- All curricular recommendations made are applicable to CT State, including local unique campus programs that may only be currently offered at a single campus.
- Recommendations regarding curriculum are made by the Curriculum Congress to the CT Provost and College President. When applicable, the Provost and/or College President will forward the curriculum to the CSCU system approval process and Board of Regents.

MEMBERSHIP: Faculty, staff and administrators, with varying rights associated with voting and participation.

Elected Faculty Membership: 19 full-time tenure-track voting faculty members selected from across all schools of discipline and comprised of statewide representatives from each of the following schools (with no more than 2 representatives from one discipline):
 Liberal Arts and Education (6 members)
 Business and Professional Services (4 members)
 Nursing, Allied Health and Human Services (4 members)
 Science, Technology, Engineering and Mathematics (STEM) (5 members)

In the event a campus is not represented among the elected faculty representatives, the campus governing body of the non-represented campus may select a faculty representative to serve as an at-large voting member.

Elected Staff Membership: Five Community College Professional (CCP)/staff members are as follows:

1. Advising (1)
2. Registration (1)
3. Library (1)
4. Catalog Office (1)
5. Direct Curricular Responsibilities (1)

Non-Voting Membership: The individuals in the following roles act as non-voting ex officio members:

- Provost
- Vice Provost of Academic Affairs
- Associate VP of Admissions
- Associate VP of Financial Aid
- Associate VP of Institutional Research and Effectiveness
- Executive Dean of Workforce Innovation
- Deans of the Academic Schools

Curriculum Discipline Groups (CDGs)

The primary charge of the Curriculum Discipline Groups (CDGs) is to develop, revise, support and advance proposals for new, modified or discontinued curriculum including courses, programs, certificates and degrees. All curricular recommendations will be applicable to CT State, including local unique campus programs that may only be currently offered at a single campus.

Responsibilities include:

1. Reviewing curricular proposals submitted to the CDG.
2. Providing feedback and suggested revisions to strengthen proposals.
3. Workshopping proposal language to ensure clarity.
4. Ensuring notification and conversation takes place among the applicable content faculty of the proposed curriculum discipline.
5. Voting on proposal advancement to the Campus Interdisciplinary Feedback and Administration Review (CIFAR) step.
6. Determining whether to incorporate feedback received from CIFAR review into the proposal. All substantive feedback must be either incorporated or responded to (see next item).
7. Providing a summary of concerns raised within the CDG and through CIFAR review (the latter of which must include a rationale for any feedback not being incorporated), to be posted publicly. This summary will ensure that those submitting feedback during CIFAR will have their views heard and will ensure that Curriculum Congress is informed of both majority and dissenting views.
8. Voting on proposal advancement to the Curriculum Congress step.
9. Engaging in discipline-level determination of competency-based equivalences to discipline courses through credit for prior learning including but not limited to: Advanced Placement (AP), College Level Examination Program (CLEP), challenge exams, industry recognized credentials, non-credit courses, American Council on Education (ACE) Equivalences, military equivalences, and portfolio assessment.

MEMBERSHIP: Curriculum Discipline Group (CDG) membership comprises those teaching faculty who are subject matter experts/have expertise in their field.

Membership includes:

- All full-time faculty who teach in the discipline
- All full-time staff who have teaching or program coordinator responsibilities in the discipline as part of their duties in their job description
- When there are no full-time faculty who teach in the discipline, adjunct faculty who are subject matter experts, who have expertise in their field and/or are participating in program coordination, will be members of the CDG.
- The School Dean is an ex officio, non-voting member.

Each School Dean serves as an ex officio, non-voting member.

CDGs will have the option to elect to be represented by a Curriculum Discipline Council (CDC) — see below.

Curriculum Discipline Councils (CDCs)

(Elected via CDG voting)

Membership of a CDC is one elected member of the faculty per each campus that offers the course or program that the CDG represents.

- The School Dean is an ex officio member, non-voting member.
- The CDG delegates the responsibilities of #1-#9 listed above to the CDC, including voting on proposals for advancement to the CIFAR and Curriculum Congress.
- CDC must organize and present information to the CDG to allow for their feedback on fulfilling #1-#2.
- CDC must keep the CDG informed of proposals' progress throughout the curriculum approval steps.
- Standard Operating Procedures should include:
 - Each CDG should elect a chair from the voting members of the group as detailed above. For CDGs that elect to delegate responsibilities to a CDC, the CDG chair will also chair the CDC.
 - Each CDG/CDC will use technology to support review and incorporation of feedback (i.e. Teams) as well as sharing agendas, minutes, and materials in a timely manner.
 - CDG/CDC live meetings will be recorded for those who are unable to attend or are serving on multiple CDG/CDCs.
 - Final votes for advancement of curriculum proposals shall incorporate absentee/asynchronous voting by the full membership of the CDG/CDC.
 - CDG/CDC will be expected to follow College Senate's Guiding Principles, where relevant.
- CDG/CDC shall adopt and follow a set of parliamentary procedures appropriate for deliberative assemblies: this could include Robert's Rules of Order.

Curriculum Approval Process

All curriculum development begins with faculty. Curriculum proposals or concept papers can originate with any faculty member, Campus Department Chair, Program Coordinator, or Academic Discipline Coordinator.

- CDG/CDC Chair and School Dean receive a proposal from faculty member(s) having previously worked with School Dean and Curriculum Fellow to draft the proposal.
- CDG/CDC Chair and School Dean convene the CDG/CDC and share the proposal (these meetings may also include the Curriculum Fellow, if available). CDG/CDC can meet at any point during the month, as many times as needed.
- Proposal is reviewed and workshopped as needed.
- When ready, CDG/CDC chair holds a vote to advance, conditionally advance or reject the proposal.
 - If advanced, the proposal moves to Campus Interdisciplinary Feedback and Administration Review (CIFAR).
 - If conditionally advanced, once the feedback is addressed and changes are made the proposal moves to Campus Interdisciplinary Feedback and Administration Review (CIFAR).
 - If rejected, the proposal is not moved forward and would require a new vote to advance, typically with needed changes incorporated.
- CDG/CDC Chair and/or School Dean forward any advanced proposals to the Curriculum Coordinator (currently Jennifer Green) for upload to curriculum software by the deadline for the next review phase (usually Monday after first Friday of the month).
- Over the next two weeks, the CDG/CDC Chair and School Dean may receive feedback from the Campus Interdisciplinary Feedback and Administrative Review.
- When there are no substantive changes requested or suggested during the Campus Interdisciplinary and Administrative Review period, any minor edits are made, and the proposal automatically advances to Curriculum Congress.
- When substantive* changes are requested or suggested, the School Dean and CDG/CDC Chair convene another meeting of the CDG/CDC (which may also include the Curriculum Fellow, if available).
- Each item of substantive feedback will be considered and voted on by the CDG/CDC. Vote options include:
 - Yes: Agrees to recommendations and makes changes.
 - CDG may decide that the changes aren't likely to be contentious, or that likely concerns have already been received: new version advances directly to Curriculum Congress ("Green Light")
 - CDG has the option to send the proposal back to Campus Interdisciplinary Feedback and Administrative Review for another month of feedback if they feel it is warranted ("Yellow Light")

- No: Disagrees with recommendations and must write a response (to be uploaded to curriculum software): original version moves to Curriculum Congress
- A proposer may always withdraw their proposal from the process at any time.
- CDG/CDC Chair and/or School Dean forward any advanced proposals to Curriculum Congress by the deadline (usually Monday after first Friday of the month) for the next review phase.

*Non-substantive changes as defined by Curriculum Congress include (but are not limited to) the following:

- Minor typos or clarification of ambiguous language
- Substitution of wording for learning outcomes to bring them in line with common practice as long as they do not alter the intent of the outcome or goal (excluding outside-accredited programs that require specific language in their SLOs)
- Correction of credit totals that do not correctly sum in original proposal
- Clarifications of (but not changes to) pre- and co-requisites
- Anything more than the above would generally count as a substantive change, at the discretion of the pertinent CDG Chair, School Dean and/or Curriculum Congress Chair.

Curriculum Congress

- Curriculum Congress conducts interdisciplinary review/approval of all curriculum proposals.
- They discuss/address other curriculum-related issues/concerns/proposals/policies.
- Curriculum Congress forwards proposals approved by vote to the CT State Provost.
- Curriculum Congress denials or requests for edits are sent back to the CDG/CDCs.
- Executive summaries are prepared to post for public record.

For more detailed information on the Shared Governance model and the governance structure, including links to governance proposal forms and governance calendars, visit:

[CT State Shared Governance](#)

ACADEMIC CALENDAR

The academic calendar includes semester dates, holidays and other scheduled closings, and exam dates. **Refer to the CT State Academic Calendar to identify important academic deadlines for add/drop and withdrawal, refunds, student nonparticipation, final grade submission, etc., for each semester.**

FALL 2025

Full Term Courses	August 27, 2025 - December 15, 2025
Late Start Term	September 10, 2025 - December 15, 2025
First 7-Week Term	August 27, 2025 - October 14, 2025
Second 7-Week Term	October 22, 2025- December 14, 2025
First 5-Week Term	August 27, 2025 – September 30, 2025
Second 5-Week Term	October 1, 2025 – November 4, 2025
Third 5-Week Term	November 5, 2025 – December 15, 2025
Finals Week	December 9-15, 2025

SPRING 2026

Full-Term Courses	January 23, 2026 - May 18, 2026
Late Start Term	February 6, 2026 – May 18, 2026
First 7-Week Term	January 23, 2026 – March 12, 2026
Second 7-Week Term	March 27, 2026 – May 17, 2026
Finals Week	May 12-18, 2026

To view the complete academic calendar, visit: [Academic Calendar](#) Also see

[Important Dates, Deadlines, and Refund Deadlines.](#)

TEACHING AT CT STATE

New Faculty Orientation

Orientation for new faculty members may be conducted during the fall semester. At these orientations, information is disseminated to help new faculty members understand more fully the state of the institution and local campuses. Attendance at these orientation sessions is strongly encouraged. An online orientation is currently under development.

Academic Credit Hour

As adopted by our accreditor, the New England Commission of Higher Education (NECHE), CT State defines a credit hour in compliance with the U.S. Department of Education.

A credit hour represents academic work requiring the equivalent of:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Additional Responsibilities

As professionals, each teaching faculty member is expected to extend their services to meet other institutional needs related to the mission, goals and priorities of CT State and the C SCU System. Each spring, full-time faculty submit a proposal to their Campus Dean of Faculty or Campus Dean of Students and Faculty indicating the specific activities undertaken to meet their professional additional responsibilities (i.e., committee leadership, special project work, conference presentations, etc.). Refer to your faculty <https://ct-edu.b-cdn.net/files/pdfs/2021-2025-AFT-Contract.pdf> or <https://www.the4cs.org/chapters/ct-state-community-college/ct-state-contract> for a specific delineation of activities that fulfill the additional responsibilities commitment. Any faculty member hired after July 1, 2017, is responsible for teaching 15 credits per semester and is not required to submit an additional responsibilities proposal.

Assessment of Student Learning Outcomes

The growing movement toward accountability in higher education is not a passing trend. In the years ahead, institutions of higher education in the U.S. will be increasingly asked to provide concrete evidence of student learning, both in general and with regard to key subpopulations. To fulfill this obligation and advance its commitment to equity and inclusion, the administration of CT State will develop and maintain a system for assessing the effectiveness of its academic programs. The most essential component of this system will be the collection of student learning outcomes (SLOs) data that can be used to promote positive change, strategic planning, data-informed decision-making, and continuous quality improvement. To be effective, this system must be evidence-based, equity-informed, and supported by faculty who are committed to creating optimal conditions for student success and teaching excellence. The assessment of SLOs for the purpose of evaluating program and institutional effectiveness is, therefore, considered to be a shared responsibility that requires collaboration between the faculty and CT State Academic Affairs.

As experts in their fields and/or disciplines, faculty have a preeminent role in establishing curricula, assessing student learning, and improving instructional programs. They routinely assess student performance on course-level learning outcomes and use this data to improve curriculum and teaching practices in their areas of expertise. At the program level, this data must be collected across multiple faculty and sections of courses to generate profiles of program and institutional effectiveness. It is, as a result, essential that course-, program-, and institution-level learning outcomes be aligned, and that data collected on key learning outcome measures be sufficiently consistent to support a common report. Establishing and maintaining a system to include these features requires considerable ongoing discussion and collaboration among faculty within their departments and/or programs.

Faculty are expected to participate in the SLO assessment process by generating measurable student learning outcomes that are aligned with program goals and the mission of the College; mapping these outcomes to their curriculum; developing varied, valid, and reliable measurement tools; establishing success criteria; administering and analyzing assessments; interpreting results, including the disaggregation of data to examine the relative performance of targeting subgroups; and using results to make data-informed decisions. These functions are essential to answering key questions such as the extent to which students are mastering program content and identifying where they are more and less successful. They are also essential to reflective practice in that they help to identify areas where teaching and learning practices need improvement. In addition, the results of SLO assessment are required for self-study reports to external accreditation bodies, the College's Academic Program Review process, and applications for external funding.

Academic Program Review

Academic Program Review (APR) is a faculty-driven, structured, cyclical, ongoing, and dynamic quality improvement process focused on the mission, goals, infrastructure, operations, and outcomes of academic programs and their relation to the missions of CT State and the CSCU. It is the policy of the CSCU Board of Regents to require all non-externally accredited, credit-bearing degree and certificate program programs and academic disciplines to undergo a formal review at least once every five years. This review is to be led by the faculty within the program or discipline in consultation with the college's leadership and academic support teams — including but not limited to, assessment and institutional research staff, School Deans, and Campus Deans — to identify areas for continuous improvement related to student outcomes and needed resources and to showcase program and/or discipline accomplishments. Programs that are independently accredited may submit the self-study report required by their external accreditor in lieu of an APR self-study report.

Compensation for Multi-Campus Academic Program Review will be based on:

- The chair of a multi-campus program or discipline academic review will receive the equivalent of a 3-credit release or applicable AR each semester of the academic review to perform duties outlined above for programs with 6 or fewer campuses.
- Additional participating faculty will receive the equivalent of a 1-credit release or applicable AR to perform the duties outlined above each semester. Participating faculty will be capped at one representative per campus that offers the program.
- Typically, the role of academic program review is performed by full-time faculty members but in cases where there are no full-time faculty members with the content knowledge or role to support the program, adjunct faculty will be hired to perform the role and be paid equivalent to the amount determined above.

- Programs or disciplines that occur at 7 or more campuses will have a co-chair for the academic review process, also selected by the content program or discipline faculty, receiving 3 credit releases or applicable AR each semester of the academic review to perform duties outlined above.
- Participating faculty will receive the equivalent of a 1-credit release or applicable AR each semester to perform the duties outlined above. Again, participants will be limited to one per campus that offers the program or discipline.
- With multiple campus programs or disciplines, a minimum of one faculty member per campus shall participate in the multi campus program review process.

Compensation for Single Campus Program Review

- Compensation for single campus program review is already part of the program coordinator's compensation.
- When needed an adjunct can be compensated to conduct a single campus program review. The rate will be at a total of up to 3 credits a semester for the year.

School of Business and Professional Studies								
Program Groups	Program	Degree and Certificate Options	Campus(es)	APR Cycle				
				25-26	26-27	27-28	28-29	29-30
Accounting and Finance Programs	Accounting	Accounting Certificate	TX, NK, HO, QV, TR, NV, CP, MA, MX, GW, AS			X		
		Accounting AS						
		Bookkeeping Certificate						
	Banking	Banking AS	HO	X				
Finance	Business Administration: Finance Certificate	GW, HO, MX, NK, NV	X					
	Business Administration: Finance AS							
Automotive and Transportation Related Programs	Automotive Technology	Advanced Engine Performance Certificate	GW, NV	Externally Accredited				
		Automotive Management AS						
		Comprehensive Automotive Repair and Service (CARS) Certificate						
		Comprehensive Automotive Repair and Service (CARS) AS						
		Fundamentals Certificate						
		General Auto Service Certificate						
		General Motors Automotive Service Education Prog. (ASEP) Certificate						
		General Motors Automotive Service Education Prog. (ASEP) AAS						
		Honda Professional Auto Career Training (PACT) Auto Service Certificate						
		Honda Professional Auto Career Training (PACT) Auto Service AAS						
	Aviation	Aviation Maintenance Technology AS	AS, GW				X	
Architecture, Construction and Design Programs	Architecture and Construction Technology	Architectural Design Technology AS	CP, NK, TR			X		
		Construction Technology Certificate						
	Construction Management	Construction Management Certificate	CP, NK, TR			X		
		Construction Management AS						
Interior Design	Interior Design Career Program AAS	NK			X			

School of Business and Professional Studies									
Program Groups	Program	Degree and Certificate Options	Campus(es)	APR Cycle					
				25-26	26-27	27-28	28-29	29-30	
Business Programs	Business Administration	Business Administration Certificate	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR, TX						
		Business Administration. AS							
		Entrepreneurship Certificate	AS, CP, GW, HO, MA, MX, QV					X	
		Entrepreneurship AS						X	
		Honors AS	MA, TX					X	
		Management Certificate	CP, GW, HO, MA, MX, NV, NW, NK, QV				X		
	Management AS								
	Marketing Certificate	AS, GW, HO, MA, MX, NV, NW, NK, TR, TX		X					
	Marketing AS								
	Business Intelligence	Business Intelligence AS	NW		X				
Business Studies	CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR TX	To be determined						
Economics Studies	CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR, TX	To be determined						
Small Business	Small Business and Entrepreneurship Certificate	Small Business and Entrepreneurship AS	GW, HO					X	
Culinary Arts and Hospitality Programs	Culinary Arts	Culinary Arts Certificate,	GW, MA, NK, NV	Externally Accredited					
		Culinary Arts AS							
		Food Service Management AS	GW, MA, NK, NV						
		Professional Baker Certificate							
	Hospitality and Tourism Management	Hospitality and Tourism Management Cert	GW, MA, NK, NV						
Hospitality and Tourism Management AS									
Fashion Programs	Fashion Merchandising and Retail Management	Fashion Merchandising and Retail Management Certificate	GW						X
		Fashion Merchandising and Retail Management AS							
Public Service Programs – Criminal Justice, Fire Science, and Paralegal	Criminal Justice	Criminal Justice AS	GW, AS, NW, MX, MA, CP, NV, TR, HO, NK, TX, QV		X				
		Computer Crime Investigations AS							
		Corrections AS							
		Crim. Investigations AS							
		Homeland Security Certificate							
		Homeland Security AS							
		Juvenile Justice AS							
		Law and Legal AS							
		Law Enforcement AS							
		Victimology							
	Criminology	Criminology Studies CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR TX	To be determined					
	Fire Technology	Fire Technology and Administration AS	CP, GW, NV						
		Firefighter 1 Certificate	GW		X				
Firefighter 2 Certificate									
Paralegal Studies	Paralegal Certificate	HC, MA, NV, NK, TX	Externally Accredited						
	Paralegal AS								
Sports Programs	Sport Management	Sport Management AS	GW						
Utility Management Programs	Public Utility Management	Public Utility Management Certificate	GW						
		Public Utility Management AS	GW						

School of Liberal Arts and Education								
Program Group	Program	Degree and Certificate Options	Campus(es)	APR Cycle				
				25-26	26-27	27-28	28-29	29-30
Art and Graphic Design Programs	Art Studies	CSCU Transfer AA	AS, CP, GW, HO, MA, MX, NK, NV, NW, TR, TX, QV	To be determined				
	Visual Art	Design AA	AS, CP, GW, HO, MA, MX, NK, NV, NW, TR, TX, QV					
		Illustration AA						
		Photography AA						X
		Photography Certificate						
Visual Art AA								
Communication Programs	Communication Studies	CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NK, NV, NW, TR, TX, QV	To be determined				
	Communication	Digital Media Production Certificate	AS, CP, GW, HO, MA, MX, NK, NV, NW, TR, TX, QV					
		Human Communication AS						
		Journalism AS						
		Media Production AS						
		Public Relations Certificate						
Visual Communication Certificate								
Early Childhood and Education Programs	Early Childhood Education (ECED)	Admin., Management and Leadership Cert.	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR TX	Externally Accredited				
		Early Childhood Ed. Certificate						
		Early Childhood Ed. Transfer Track AS						
		Infant and Toddler Certificate						
	Education	Pathways to Teaching – Elementary Education AA/Transfer	CP, GW, HO, NW, NK, QV, TR, TX					X
Pathways to Teaching – Secondary Education AA/Transfer								
General Education, Liberal Arts and Social Sciences	Archaeology	Archaeology Certificate	NK					X
	Civic Engagement	Civic Engagement Certificate	TX					X
	English Studies	CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NK, NV, NW, TR, TX, QV	To be determined				
		Professional Writing Certificate						
	General Studies	General Studies AS	GW, AS, NW, MX, MA, CP, NV, TR, QV, HO, NK, TX			X		
	Geography Studies	CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR TX	To be determined				
	History Studies	CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR TX	To be determined				
	Liberal Arts and Sciences	LAS – Arts and Humanities AA	GW, AS, NW, MX, MA, CP, NV, TR, QV, HO, NK, TX					
		LAS – Social and Behavioral Sciences AA					X	
	Library Technology	Library Technology Certificate	TR	Externally Accredited				
	Political Science Studies	CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR TX	To be determined				
	Psychology Studies	CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR, TX	To be determined				
Sociology Studies	Sociology Studies AA TAP/CSCU Transfer	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR, TX	To be determined					

Program Group	Program	Degree and Certificate Options	Campus(es)	APR Cycle				
				25-26	26-27	27-28	28-29	29-30
Graphic and Digital Arts Programs	Digital Arts Technology	Animation and Motion Graphics Certificate	NV					
		Audio Production Certificate						
		Digital Arts Technology AS						
		Digital Graphics for Print and Screen Certificate						X
		Technical Communication Certificate						
		Trending Tech in Digital Media Certificate						
		Video Production Certificate						
Game Design	Game Design AS	MA					X	
Graphic Arts	Graphic Design Web Design Certificate	AS, GW, HO, MA, NK, TR, TX						
			Graphic Design AS				X	
			Design and Illustration AS					
			Digital Media/Web Design AS					
Language Programs	Deaf Studies	Deaf Studies Certificate	NW					X
		Interpreter Training AS						
	ESOL	Advanced English Proficiency Certificate	CP, HO, MA, NV, NK, QV, TR, TX			X		
	French Studies	CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR, TX	To be determined				
	German Studies	CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR, TX	To be determined				
	Italian Studies	CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR, TX	To be determined				
Spanish Studies	CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR, TX	To be determined					
New Media Production Programs	New Media Production	Audio and Music Certificate	MX	X				
		Audio and Music AAS						
		*Corporate Media Certificate						
		*Corporate Media AAS						
		Digital Marketing Certificate						
		Digital Marketing AAS						
		Film and Video Certificate						
		Film and Video AAS						
		Multimedia Certificate						
		Multimedia AAS						
		*News and Sports Certificate						
*News and Sports AAS								
Performing Arts Programs	Dance	Dance AA	NV					X
	Music	Music Studies AA - Externally Accredited – CSCU TAP/Transfer	MA	Externally Accredited				
		Music AA - Non-Externally Accredited	NV, GW, NK		X			
		Music Industry AS	CC		X			
	Theater	Musical Theater AA	CP, HO, MX, NV, NK, TX		X			
		Theater AA	CP, HO, MX, NV, NK, TX					
		Theater Design and Production AA			X			
Theater Studies	CSCU TAP/Transfer AA	CP, HO, MX, NV, NK, TX	To be determined					

School of Nursing, Allied Health and Human Services								
Program Group	Program	Degree and Certificate Options	Campus(es)	APR Cycle				
				25-26	26-27	27-28	28-29	29-30
Allied Health Programs	Dental	Dental Assistant Certificate	MA	Externally Accredited				
		Dental Assisting Certificate	TX					
		Dental Hygiene AS	MA, TX					
			Pre-Dental Hygiene Transfer Compact AA	GW	To be determined			
	Exercise Science	Exercise Science AS	GW, MA, NK, TR		X			
		Exercise Science Studies AA TAP/CSCU Transfer	GW, MA, NK, TR	To be determined				
	Health Career Pathway	Health Career Pathway Certificate	TX, HO, QV, CP, MA, MX, NW, AS, GW				X	
	Health Information Technology	Health Information Technology Data Management AS	MX	Externally Accredited				
	Health Science	Health Science AS	CP					X
	Healthcare Admin.	Healthcare Administration AS	MX			X		
	Massage Therapy	Massage Therapy Certificate Massage Therapy AS	AS					X
	Medical Assisting – accredited	Medical Assisting Certificate	NK	Externally Accredited				
	Medical Assisting – non-accredited	Medical Assisting Certificate Medical Assisting AS	AS, CP, HO, NW, QV, TR		X			
	Medical Billing and Coding	Clinical Coding Certificate	MX	Externally Accredited				
		Medical Billing and Outpatient Coding Specialist Certificate	AS, MX, NV, NW, NK, QV		X			
		Outpatient Medical Coding and Auditing AS	MX, NW		X			
	Medical Lab Technology	Medical Lab Technician AS	QV	Externally Accredited				
	Nuclear Medicine	Nuclear Medicine Technician AS	GW	Externally Accredited				
	Nutrition	Dietary Supervision Certificate	NV		X			
		Nutrition and Dietetics AS	GW	Externally Accredited				
		Pre-Nutrition Transfer AS	HC	To be determined				
	Occupational Therapy	Occupational Therapy Assistant AS	MA	Externally Accredited				
	Ophthalmic Design and Dispensing	Ophthalmic Design and Dispensing AS	MX	Externally Accredited				
	Paramedic Studies	EMT to Paramedic Pathway Cert.	CP	Externally Accredited				
		Paramedic Studies Certificate						
		Paramedic Studies AS						
		Paramedic Emergency Medical Services Instructor AS						
	Phlebotomy	Phlebotomy	AS, QV		X			
Physical Therapy	Physical Therapy – Physical Therapist Assistant AS	NC, NV	Externally Accredited					
Radiation Therapy	Radiation Therapist AS	GW, MA	Externally Accredited					
Radiography	Computerized Tomography Cert. Magnetic Resonance Imaging Cert. Mammography Certificate Radiography Technician AS	CC, GW, MA, MX, NV	Externally Accredited					
Respiratory Care	Respiratory Care AS	MA, NK, NV	Externally Accredited					

Program Group	Program	Degree and Certificate Options	Campus(es)	APR Cycle						
				25-26	26-27	27-28	28-29	29-30		
Allied Health Programs (continued)	Sonography	Diagnostic Medical Sonography AS	GW	Externally Accredited						
	Speech-Language Pathology	Speech and Language Pathology Assistant AS	MA			X				
	Surgical Technology	Surgical Technology AS	GW, HO, MA	Externally Accredited						
	Therapeutic Recreation	Therapeutic Recreation Certificate Therapeutic Recreation AS	MA	X						
	Veterinary Technology	Veterinary Technology: Veterinary Technology Veterinary Assistant AS	MX, NW, NK	Externally Accredited						
Human Services Programs	Addiction Studies and Counseling (ASC)	ASC Certificate ASC AS	GW, MA, NV				X			
	Disability Specialist	Disability Specialist Certificate Disability Specialist AS	MA			X				
	Human Services	Human Services AS	Human Services AS Behavioral Health Specialist Certificate Child, Family, and Community Studies AS Gerontology Certificate Gerontology AS Human Service Management Certificate Human Service Management AS Mental Health Certificate Mental Health AS	GW, AS, NW, MX, MA, CP, NV, TR, QV, HO, NK, TX						
		Behavioral Health Specialist Certificate								
		Child, Family, and Community Studies AS								
		Gerontology Certificate								
		Gerontology AS								X
		Human Service Management Certificate								
		Human Service Management AS								
		Mental Health Certificate								
Mental Health AS										
Social Work Studies AA TAP/CSCU Transfer		AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR TX	To be determined							
Nursing Program	Nursing	Nursing AS	CC, GW, NV, NW, NK, TR	Externally Accredited						
	Practical Nursing	Licensed Practical Nurse Certificate	QV							

School of Science Technology, Engineering and Mathematics								
Program Groups	Program	Degree and Certificate Options	Campus(es)	APR Cycle				
				25-26	26-27	27-28	28-29	29-30
Agriculture and Natural Resources Programs	Horticulture	Cannabis Studies Certificate	NV, QV					
		Horticulture Certificate						
		Horticulture AS						X
		Landscape Design Certificate						
	Natural Resources	Natural Resources Certificate	MA, NW		X			
		Natural Resources AS						
	Technology Studies	Energy Management Certificate	TX		X			
		Energy Management AS						
	Water Management	Clean Water Management Certificate	GW					X
		Water Management Certificate						
Computer Science and Information Technology Programs	Computer Information Systems	Cloud Computing Certificate	CP, GW, HO, MA, MX, NV, NW, QV, TX					
		Cloud Computing AS						
		Computer Networking Certificate						
		Computer Networking AS						
		Computer Programming Certificate			X			
		Computer Programming AS						
		Data Analytics AS						
		Generalist AS						
		IT Support Certificate						
		IT Support AS						
	Computer Networking	Computer Networking Certificate	CP, GW, MA, QV, TX	X				
		Computer Networking AS						
	Computer Science	Computer Science Studies - CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR TX	To be determined				
		Mobile Programming AAS						
		Relational Database Development Certificate						
		Smartphone Application Development Certificate					X	
		Software Development AS						
		Software Engineering AAS						
		Web Developer Certificate						
	Web Development AAS							
	Computer Servicing	Computer Servicing Certificate	GW				X	
	Cybersecurity	Cyber and Homeland Security Certificate	CP, NV, QV, TX					
		Cyber and Homeland Security AS						
		Cybersecurity Certificate		X				
		Cybersecurity: Computer Science AS						
		Cybersecurity Networking AS						
	Management Information Systems	Management Information Systems Certificate	MA, MX, NV, QV			X		
Management Information Systems AS								
Technology Studies	Artificial Intelligence	CP, NW				X		

Program Groups	Program	Degree and Certificate Options	Campus(es)	APR Cycle				
				25-26	26-27	27-28	28-29	29-30
Engineering Programs	Computer	Computer Engineering Tech AS	GW, MX	X				
	Electronic	Electronic Technician Certificate	GW	X				
		Electronic Engineering Tech AS	GW, TR	Externally Accredited				
	Engineering Science	Engineering Science AS	QV, GW, NW, MX, MA, TR, QV, HO, NK, TX, AS, NV			X		
	Environmental	Environmental Engineering Tech AS	TR					
		Environmental Engineering Technology: Environmental health and Safety Certificate			X			
		Environmental Engineering Technology: Land Surveying and Geographical Information Systems Certificate						
	Mechanical	Mechanical Engineering Tech AS	GW, NV, TR	Externally Accredited				
	Nuclear	Nuclear Engineering Tech AS	TR			X		
	Railroad Engineering Tech	Railroad Engineering Technology AS	GW				X	
	Tech Studies	Computer Assisted Design: Architectural CAD Certificate CAD User Certificate Mechanical CAD Certificate	GW, MA, NV, NK, QV, TR, TX			X		
			Computer Engineering Tech AS	GW, MX	X			
			Engineering Technology AS	AS, CP, HO, MA, NW, QV, TX			X	
Manufacturing Engineering Tech AS		GW, MA, MX, NV, TR				X		
Mathematics Programs		Data Analytics/Digital Analytics	Data Analytics Certificate	NV, TR	X			
		Foundations of Digital Analytics Cert.	CP, GW, NW, TR, TX	X				
Science Programs	Mathematics	Mathematics Studies CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR, TX	To be determined				
	Technology Studies	Data Science Certificate	CP, NW, TX	X				
		Data Science AS	CP, GW, NW, TR TX					
	Biochemistry	Biochemistry Studies CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR TX	To be determined				
	Biology	Biology Studies CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR TX	To be determined				
	Biomedical	Biomedical Engineering Tech. AS	GW		X			
	Biotechnology	Biotechnology Certificate	MX	X				
		Biotechnology AS						
	Chemistry	Chemistry Studies CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR TX	To be determined				
	Environmental Science	Environmental Biology AS	NV		X			
		Environmental Science and Toxicology Cert.	GW		X			
		Environmental Science and Toxicology AS	GW		X			
		Sustainability AS	MA		X			
Natural Resources Certificate		NW		X				
Natural Resources AS								
Liberal Arts	LAS Math and Science AS	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR TX				X		
Natural Science	Natural Science and Mathematics AS	GW, TX		X				
Physics	Physics Studies CSCU TAP/Transfer AA	AS, CP, GW, HO, MA, MX, NV, NW, NK, QV, TR TX	To be determined					
Technology Studies	Biomolecular Sciences	CP, NW	X					
	Environmental Science AS	NK, QV, TR		X				

Program Groups	Program	Degree and Certificate Options	Campus(es)	APR Cycle				
				25-26	26-27	27-28	28-29	29-30
Technology Studies /Manufacturing Programs	Advanced Manufacturing	Advanced Manufacturing Machine Tech. Option 1 Certificate		Externally Accredited				
		Advanced Manufacturing Machine Tech. Option 1 AS						
		Advanced Manufacturing Machine Tech. Option 2 Certificate						
		Advanced Manufacturing Machine Tech. Option 2 AS						
	Industrial Tech	Industrial Technology AS	CP, HO, MA			X		
	Mechatronics and Robotics	Mechatronics Automation Technician Certificate	AS, QV					
		Mechatronics Automation Technician AS			X			
		Robotics and Mechatronics Technician Certificate						
		Robotics and Mechatronics Technician AS						
	Plastic Injection Molding	Plastic Injection Molding Technology Certificate Plastic Injection Molding Technology AS	MX					X
Precision Manufacturing	Precision Manufacturing Certificate Precision Manufacturing AS	MA			X			
Quality Control	Quality Control Certificate	GW		X				
Technology Education	Technology and Engineering Education AS	HO, NK, QV, TX					x	
Technology Studies	Technology Studies - General AS	GW, AS, NW, MX, MA, NV, TR, QV, HO, NK, TX					X	
Welding and Metal Fabrication:	Welding and Fabrication Certificate Welding and Fabrication AS	AS			X			

Class Meetings (Dates and Times)

Consult the Academic Calendar for dates of class meetings ([CT State | Academic Calendar](#)). Official holidays and vacation periods are also listed.

The length of class meetings is determined by a formula used for accreditation purposes. Ordinarily, three-semester-hour courses meet for 150 minutes of class time per week for 15 weeks, including finals week. Instructional periods for laboratory, clinical and studio courses may require additional minutes. Consult your Program Coordinator or Department Chair for additional questions about class time requirements. Classes should begin at the designated time and continue for the full instructional period indicated on the course schedule. Classes **must** meet through the last class day of the semester. **Unless otherwise noted, the finals week period must be used for an activity or assessment, such as an exam, a project, a portfolio review or return, a presentation, etc. This includes online courses. Finals week is used to meet the minimum instructional hours of the course.**

Standard Class Times

	3 Contact Hour				4 Contact Hour				6 Contact Hour	
Term Length	Full Term - 15 Weeks				Full Term - 15 Weeks				Full Term - 15 Weeks	
Days per Week	2		1		2		1		2	
# Meetings	28		14		28		14		28	
Duration	75 min		150 min		105		210 + 15 break		160	
	Start	End	Start	End	Start	End	Start	End	Start	End
Morning	6:30 AM	7:45 AM								
	8:00 AM	9:15 AM	8:00 AM	10:30 AM	8:00 AM	9:45 AM	8:00 AM	11:45 AM	8:00 AM	10:40 AM
	9:30 AM	10:45 AM	9:30 AM	12:00 PM	9:30 AM	11:15 AM	9:30 AM	1:15 PM	9:30 AM	12:10 PM
	11:00 AM	12:15 PM	11:00 AM	1:30 PM	11:00 AM	12:45 PM	11:00 AM	2:45 PM	11:00 AM	12:40 PM
Afternoon	12:30 PM	1:45 PM	12:30 PM	3:00 PM	12:30 PM	2:15 PM	12:30 PM	4:15 PM	12:30 PM	3:10 PM
	2:00 PM	3:15 PM	2:00 PM	4:30 PM	2:00 PM	3:45 PM	2:00 PM	5:45 PM	2:00 PM	4:40 PM
	4:00 PM	5:15 PM	4:00 PM	6:30 PM	4:00 PM	5:45 PM	4:00 PM	7:45 PM	4:00 PM	6:40 PM
Evening	5:30 PM	6:45 PM	5:30 PM	8:00 PM	5:30 PM	7:15 PM	5:30 PM	9:15 PM	5:30 PM	8:10 PM
	7:00 PM	8:15 PM	7:00 PM	9:30 PM	7:00 PM	8:45 PM				
	8:30 PM	9:45 PM								
Finals Week Period	150 minutes		150 Minutes		150 minutes		150 minutes		150 minutes	

Accelerated Class Times

	3 Contact Hour				4 Contact Hour				6 Contact Hour			
Term Length	7 - 1 - 7		Late Start - 13 Weeks				7 - 1 - 7		Late Start		Late Start	
Days per Week	2		2		1		2		2		2	
# Meetings	14		24		12		14		24		24	
Duration	165		+ 90 min		180 +15 break		215 + 15 break		120		185 + 15 break	
	Start	End	Start	End	Start	End	Start	End	Start	End	Start	End
Morning	8:00 AM	10:45 AM	6:45 AM	8:15 AM	6:45 AM	10:00 AM	8:00 AM	11:50 AM	8:00 AM	10:00 AM	8:00 AM	11:20 AM
	9:30 AM	12:15 PM	8:30 AM	10:00 AM	8:30 AM	11:45 AM	9:30 AM	1:20 PM	9:30 AM	11:30 AM	9:30 AM	12:50 PM
	11:00 AM	1:45 PM	10:15 AM	11:45 AM	10:15 AM	1:30 PM	11:00 AM	2:50 PM	11:00 AM	1:00 AM	11:00 AM	2:20 PM
Afternoon	12:30 PM	3:15 PM	12:00 PM	1:30 PM	12:00 PM	3:15 PM	12:30 PM	4:20 PM	12:30 PM	2:30 PM	12:30 PM	3:50 PM
	2:00 PM	4:45 PM	1:45 PM	3:15 PM	1:45 PM	5:00 PM	2:00 PM	5:50 PM	2:00 PM	4:00 PM	2:00 PM	5:20 PM
	4:00 PM	6:45 PM	3:30 PM	5:00 PM	3:30 PM	6:45 PM	4:00 PM	7:50 PM	4:00 PM	6:00 PM	4:00 PM	7:20 PM
Evening	5:30 PM	8:15 PM	5:15 PM	6:45 PM	5:15 PM	8:30 PM	5:30 PM	9:20 PM	5:30 PM	7:30 PM	5:30 PM	8:50 PM
	7:00 PM	9:45 PM	7:00 PM	8:30 PM					7:00 PM	9:00 PM		
Finals Week Period	During last scheduled class		150 Minutes		150 minutes		During last scheduled class		150 Minutes		150 Minutes	

Classrooms

All instructors are responsible for their classrooms during the time periods in which they use them. The assigned classroom does not change for the duration of the semester.

At minimum, all classrooms have a telephone and internet-connected computer for faculty/lecturer use. Furniture and instructional equipment are not to be removed from classrooms. Missing, damaged or malfunctioning computer equipment should be immediately reported to the campus [Information Technology](#) department.

At the end of each class, follow proper CT State protocol by shutting off the projector/equipment, re-setting laboratory materials and cleaning the laboratory benches, cleaning studio areas, rearranging any lecture desks back to their original configuration and locking the lecture room/laboratory door. Classes must end at their scheduled time so that the next instructor in the classroom has time to prepare.

Classroom Keys/Key Codes

Contact campus Public Safety or the campus Maintenance office to request assistance if any problems are encountered accessing your scheduled classroom.

Changing Your Classroom

Do not move a class into another classroom without prior approval. To seek another classroom assignment, contact your campus Academic Affairs department for assistance.

College Meetings

All CT State campuses regularly hold recurring meetings. Examples of the types of meetings that may be held on your campus include:

All-Campus Meetings – are led by the campus President. All full-time faculty are required to attend these meetings. Adjunct faculty are not required to attend all-campus meetings but are welcome to attend.

Academic Discipline Meetings – generally held monthly. The function of these meetings is to ensure communication and discussion of issues relevant to the academic division/department. Attendance is required by all full-time members of the division/department.

Adjunct faculty are encouraged to attend professional development and academic discipline department meetings but are not required to attend.

Standing Committees – established committees that meet regularly to discuss topics pertinent to the committee.

Regularly check your CT State email for campus meeting notices.

Faculty and Lecturer Offices

Full-time faculty are assigned office space on CT State campuses. Each campus also has designated space dedicated for adjunct faculty to use. These adjunct faculty desks are generally available on a first-come, first-served basis and include a telephone, printer and computer workstation. Questions regarding faculty office spaces should be directed to your campus Academic Affairs department.

Faculty Categories

CT State's teaching faculty includes instructors, assistant professors, associate professors and full professors. The college also employs part-time (adjunct) and non-credit lecturers (NCLs) (including those with clinical components) in both its credit and non-credit divisions. Part-time clinical nursing and allied health faculty/educational assistants are also employed in both divisions at CT State.

All teaching faculty members support CT State's mission by:

- Preparing and teaching College-approved courses in accordance with approved course descriptions and class schedules, including developing syllabi and reading lists and keeping each course taught complete and up to date
- Responding to and working with multiple constituencies, including students, peers (faculty and staff), and external agencies (business, community, educational, etc.)
- Performing divisional/departmental responsibilities in the selection of texts and related teaching resources
- Performing other teaching and related duties as outlined in their collective bargaining agreements.

Refer to your collective bargaining agreement ([AFT Collective Bargaining Agreement](#) or [4Cs CT State Contract](#)) for further information on the duties, rights and responsibilities of CT State faculty.

Faculty Evaluations

For observation, self-appraisal, and performance evaluation forms, click:

[CSCU HR Forms | Performance/Evaluation](#)

Full-Time Faculty

Full-time faculty are evaluated according to the terms in their collective bargaining agreements. The criterion for the evaluation of professional staff members will be the quality of the performance of professional responsibilities as provided by contract. Faculty evaluations are conducted by the campus Dean of Faculty or campus Dean responsible for academic affairs, the Department Chair, or their designee. (See also the [Student Course Evaluations](#) section of this handbook.)

There shall be periodic evaluations by CT State of all members of the collective bargaining units as follows:

- In each of their first two appointment periods
- Once in every three years thereafter for those on standard appointments

- Once in every five years thereafter for those holding tenured appointments

The list of professional staff members to be evaluated in accordance with this schedule in an academic year shall be published at each campus by October 1.

This provision notwithstanding, the Board of Regents or its representative may initiate more frequent evaluations as appropriate. A professional staff member may also request more frequent evaluation, which request shall not unreasonably be denied.

The professional staff member shall be notified in advance of the period (not to exceed two weeks) during which a classroom visitation for the purpose of evaluation is to occur.

Full-time faculty may be asked to assist in the evaluation of an adjunct faculty member.

Adjunct Faculty

Adjunct faculty are evaluated according to union contracts, normally in their first semester. Continuing adjunct faculty are then periodically evaluated after that in the third semester of teaching and in every fifth semester thereafter. You will be notified in advance to schedule a day for a classroom observation conducted by the Department Chair, Program Coordinator or a tenured faculty member. Adjunct faculty are evaluated on organization, student development, sensitivity to student responses, general class atmosphere, educational stimulation and other features pertinent to instruction.

Evaluations follow a three-step process:

1. Pre-Conference:

- The evaluator and adjunct faculty member agree on a date and time to conduct the Pre-Conference and Instructional Observation. Typically, these are done on the same day, with the Pre-Conference held just before the Instructional Observation.
- Prior to the Pre-Conference, the adjunct faculty member will submit to the evaluator a current course syllabus for the class to be observed. The adjunct faculty member will also be asked to complete a Pre-Observation Form that summarizes the objectives of the lesson that the supervisor will be observing.
- During the Pre-Conference, the adjunct faculty member and evaluator will review the syllabus and Pre-Observation Form. Typically, they will discuss:
 - In general, the overall process of the evaluation and the teaching approaches used in other courses compared to the course to be observed.
 - In particular, the instructional objective(s) for the session to be observed and the strategies used to accomplish the objective(s).

2. Instructional Observation: The next step is for the evaluator to attend a regular class for approximately one hour.

- During the observation, the evaluator will take notes to use as the basis for answering the questions listed on the appropriate form (classroom or ESL; laboratory or studio).
- For an online class, the adjunct faculty member and evaluator typically meet to review a minimum of one unit of course work, which should contain items such as instructional materials prepared by the adjunct faculty member and electronic discussions among the adjunct faculty member and students that mimic classroom interactions.

3. Post-Conference: The final step is for the adjunct faculty member and evaluator to meet to discuss the written evaluation.
- For this conference, the evaluator will use the summary narrative to discuss areas of strength and to provide suggestions for improvement.
 - The evaluator will also review comments made on the Overall Performance Form for Adjunct Faculty, which may include any special, voluntary service conducted by the adjunct faculty member and/or data from student instructional evaluation surveys conducted every semester. (See the [Student Course Evaluations](#) section of this Handbook.)
 - Once the forms are discussed, reviewed and signed, the evaluator will provide the adjunct faculty member with copies.
 - Adjunct faculty members are provided an opportunity to respond in writing to the evaluation.
 - Once these steps are completed, the written evaluation is signed, and the original document(s) will be sent to the campus Dean of Faculty or campus Dean responsible for faculty affairs for final review; the campus Dean will submit them for inclusion in the adjunct faculty member's professional file. A copy will be provided to the adjunct faculty member.

Faculty Attendance

Procedures for reporting absences are outlined in detail below. The earlier the campus is notified of a faculty member's absence; the earlier students can be informed. In many cases, this will save students unnecessary travel time.

In the event a class cancellation notice is not posted, and the instructor is not there at the appointed time, students are expected to wait 15 minutes before leaving the classroom.

Full-Time Faculty

Anticipated, but Unavoidable, Absences

As soon as possible, inform your immediate supervisor (Program Coordinator, Campus Dean of Faculty or Campus Dean responsible for faculty affairs) that you will be absent and cannot hold class as scheduled. Ideally, the faculty member and their supervisor should discuss possible options for class coverage or plans to make up the missed class and/or course content. In authorized cases only, a substitute faculty member or test proctor will be compensated in place of the absent faculty member, in a manner consistent with their collective bargaining agreement.

The faculty member must also complete a Faculty Absence Form (if required on your campus) and submit it to their immediate supervisor (Program Coordinator, campus Dean of Faculty or campus Dean responsible for faculty affairs); ideally, this should be done at least two weeks in advance of the absence for review.

Unanticipated Absences

1. In case of absence from a scheduled class, the faculty member must notify their campus academic department contact* as soon as possible. Have available the CRN, course title, date of the class being cancelled, start time of the class being cancelled, and building/room number for the scheduled class.

The academic department contact will document the phone call/email and assure that a copy of the Class Cancellation Form is posted on the door of the classroom. The academic department contact will advise the campus Dean of Faculty or campus Dean responsible for faculty affairs.

2. The faculty member should also contact students via email through [myCTState](#) and post an announcement in Blackboard, if possible. Then, the faculty member must contact their immediate supervisor (Program Coordinator, campus Dean of Faculty or campus Dean responsible for faculty affairs) to discuss possible options to make up the missed class and/or course content.
3. The faculty member must also complete a Faculty Absence Form (if required on your campus) and submit that form to their immediate supervisor for review.

* **PLEASE NOTE:** At the beginning of each semester, contact your campus Academic Affairs department to identify the appropriate campus contact to whom an unanticipated absence should be reported.

Adjunct Faculty

Regular attendance of our adjunct faculty is important to CT State's students to provide consistency in instruction and continuity for each class for which they are enrolled during a given semester. Thus, we expect our adjuncts to maintain a constant presence through consistent class attendance. It is important to note that missing one class for a once-a-week class is the equivalent of one week of class time. **Adjunct faculty and educational assistants should not accept an offer to teach during a given semester if they plan to be absent more than one day during the term of the contract, unless the absence is related to official college business.**

Unreported absences will be considered unsatisfactory performance and will be reflected in the performance evaluation for the semester. An adjunct faculty member or educational assistant who cannot meet the terms and conditions of their Notice of Appointment due to excessive absenteeism may not be offered CT State teaching assignments in future semesters.

Unanticipated Absences – Adjunct Faculty

1. As soon as possible, the adjunct faculty member must notify their campus academic department contact*. Report the CRN, course title, date of the class being cancelled, start time of the class being cancelled, and building/room number available.

The campus academic department contact will document the phone call/email and assure that a copy of the Class Cancellation Form is posted on the door of the classroom. The academic department contact will advise the Campus Dean of Faculty or Campus Dean responsible for faculty affairs.

2. The adjunct faculty member should also contact students via email through [myCTState](#) and post an announcement in Blackboard, if possible.
3. Finally, adjunct faculty members are also required to notify their academic supervisors of class absences and reschedule missed classes or make up missed class time in a way approved by CT State officials. The email to your academic supervisor should indicate the class or classes that are missed and the reason for the absence. Coverage for the class must be arranged in consultation with the Department Chair and/or campus Dean of Faculty or campus Dean responsible for faculty affairs.

* **PLEASE NOTE:** At the beginning of each semester, contact your campus Academic Affairs department to identify the appropriate campus contact to whom an unanticipated absence should be reported.

Making Up Class Time

Credit Courses

Faculty members are responsible for making arrangements with their students to schedule make-up classes due to inclement weather, instructor absence, other unforeseen events or individual student circumstances. Faculty can plan for make-up assignments through a variety of ways including, but not limited to, the use of Reading Days or online/additional class assignments. Appropriate make-up plans must meet the needs of everyone in the class and must be approved by the Department Chair or Program Coordinator. Inform the Campus Dean of Faculty or Campus Dean responsible for faculty affairs in writing of plans for making up class time.

If arrangements involve additional room use, room availability must be ensured. Contact your campus academic department secretary/administrative assistant for assistance.

Faculty members should be familiar with any policy that may exist in their academic discipline regarding permitting students to complete make-up assignments. Contact your Program Coordinator or Department Chair for further information, as necessary. If a policy does not exist, document expectations for making up missed class time for students in your course syllabus.

Faculty Mailboxes

All faculty, both full- and part-time, are assigned a campus mailbox. Both regular mail and in-house notices and communications are distributed through these mailboxes. Be sure to check your mailbox regularly as administration and students may leave important information for you to review. Questions regarding faculty mailboxes should be directed to your campus Academic Affairs department.

All official college email communications, including email sent from within the Blackboard learning management system, are sent to your CT State Office 365 email account. Employees and students are expected to check their official email accounts on a frequent basis.

Instructional Methods

To offer our students the most flexibility in planning their class schedules, CT State provides students with options for taking in-person or online classes. The current instructional options are:

Instructional Method Code	Course Location	Schedule	Instructional Method Description	Technology Needs
Traditional (TRAD)	On-campus	Scheduled on-campus class times based on the published day/time	Traditional in-class instruction that takes place on campus	Students need a reliable computer with internet connection and speakers
Online (ONLN)	All online	Online work may be done anytime (i.e., asynchronous)	All instruction takes place online Faculty are available online All assignments are completed online in Blackboard and/or a publisher platform	Students need a reliable computer with internet connection and speakers
Live/Remote Online Teaching (LRON)	All online	Scheduled online class times (synchronous) Other online work that may be done anytime (asynchronous)	All instruction takes place online during scheduled class time Faculty are available online All assignments are completed online in Blackboard and/or a publisher platform	Students need a reliable computer with internet connection, microphone, web camera and speakers Live instruction is conducted via a videoconferencing platform; students should expect to turn their cameras on and access their computer's microphone during class meetings
Hybrid (HYBR)	Both on campus and online	Scheduled on-campus class times Online work in Blackboard and/or publisher platform may be done anytime (asynchronous)	Instruction takes place both online and in person on campus Assignments completed in-person as well as online in Blackboard and/or a publisher platform	Students need a reliable computer with internet connection and speakers

Instructional Method Code	Course Location	Schedule	Instructional Method Description	Technology Needs
Online with Campus Requirement (OLCR)	Online with on-campus requirement	Online work in Blackboard and/or publisher platform (asynchronous) On-campus requirement for orientation or proctored assessment(s), as designated by faculty	All instruction takes place online Assignments completed online in Blackboard and/or a publisher platform On-campus requirement for an initial orientation or proctored assessment(s), as designated by faculty	Students need a reliable computer with internet connection and speakers
Live Remote On-Ground (LRCR)	Online or on-campus requirement	Scheduled on-campus or online class times	Students attend a synchronous class at a specified time and day but can take a course partially onsite and partially live remote online. May be according to a set rotating schedule to ensure social distancing or if social distancing is no longer a concern, students have the option of attending class on-ground or continuing to participate via live online remote Classes may make use of Blackboard, but instruction is delivered in real-time	Students need a reliable computer with internet connection, web camera, microphone, and speakers
Hyflex (FLEX)	Varies based on method	Varies based on method (TRAD, LRON, ONLN)	Students can choose to attend classroom-based synchronous sessions (TRAD), participate in synchronous live remote online sessions without physically attending class (LRON), or complete part, or all, of the course instruction asynchronously, without attending scheduled live sessions (either on-ground or remotely) (ONLN)	Dependent upon participation method - refer to the TRAD, LRON or ONLN technology needs

Office Hours

Full-time faculty are required by contract to hold a minimum of three office hours per week in no less than half-hour periods. These hours must be posted on your office door and a copy of your hours must be turned into the Campus Dean of Faculty or Campus Dean responsible for faculty affairs at the beginning of each semester.

Adjunct faculty are encouraged to make time available for students before or after class periods and should identify for students how they can be reached outside of class time.

Since there may be times when a faculty member is not available during posted office hours, students should be advised to make an appointment. The days, times, and designated location of office hours should be stipulated in your course syllabus.

Overrides

When a course is closed because enrollment has reached the maximum, a student may request an override from the Campus Dean of Faculty or campus Dean responsible for faculty affairs, or their designee. The campus Dean or their designee must review the request to determine whether overload is necessary, review physical space limitations in the assigned room, and consult with the course instructor. The campus Dean must be located on the campus in which the overload is requested. No overrides will be approved for sections with a waitlist.

Reading Days

Reading Days, if scheduled, are to be used as study days and/or optional make-up class time at the discretion of faculty members. No faculty member will be assigned additional duty during the scheduled Reading Day, and no student shall be penalized for not attending any activities/classes on a Reading Day. To identify scheduled Reading Days on the academic calendar, visit: [Academic Calendar](#).

CLASSROOM MANAGEMENT

Academic Engagement

CT State students are expected to actively engage in learning. Current Board of Regents policy requires faculty to capture student engagement (or lack of engagement) prior to a specified date each semester. This policy is used to meet the standards of determining Title IV eligibility for financial aid students, resulting in a more accurate reporting of student enrollment at census. To maintain eligibility to participate in federal financial aid programs, Connecticut State Community College must validate the academic engagement of each student in each registered course. This validation must be completed by the predetermined census date of each traditional semester and during periods of enrollment shorter than the traditional 15-week semester. Students must be dropped from the class(es) in which there is no evidence of active participation by the specified deadline(s). For more information, visit: [BOR Policy | 1.19](#).

What Specifically Does “Academic Engagement” Mean?

Academic engagement is the active learning of the specific subject matter and/or skills integral to each class. CT State faculty/instructors will determine whether students’ academic activities meet the standard of academic engagement.

Regardless of whether CT State is required to take attendance or not, “academic attendance” and “attendance at an academically-related activity” under [34 CFR 668.22\(l\)](#) must meet the definition of “academic engagement” under [34 CFR 600.2](#).

In accordance with Board of Regents policy and the federal regulatory definition, examples of academic engagement in an instructional activity related to a student’s course of study include, but are not limited to, the following:

- Attending an asynchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students.
- Submitting an academic assignment.
- Taking an assessment or an exam.
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction.
- Participating in a study group, group project, or an online discussion that is assigned by the institution.
- Interacting with an instructor about academic matters.

This definition does not include activities where a student may be present, but not academically engaged, such as:

- Logging into an online class or tutorial without any further participation.
- Participating in academic counseling or advising.
- Participating in a student-organized study group.

The determination of academic engagement must be made by CT State in accordance with any state and/or accrediting agency requirements.

A student's self-certification alone is not sufficient documentation of academic engagement; it must be supported by institutional documentation of the student's attendance in the activity.

The Role of Faculty in Roster Reconciliation

While CT State does not mandate the taking of student attendance*, there are deadlines for each class by which students must demonstrate they have begun their coursework. For semester-long (15-week) classes, students have two weeks, or 14 calendar days to demonstrate active participation. Faculty shall determine which students have met the engagement requirement and will report this information through use of the student information system (Banner Self-Service). **It is critical that faculty report this information accurately by the specified deadline each semester. For shortened/condensed terms, please refer to the specific guidelines provided each semester.**

The following two notations are used to report academic engagement of students:

H – the student meets the criteria required and engaged in class. The faculty has recorded documentation of the student's engagement; or

NP – the student did not engage and is not participating in class activities listed above.

* NOTE: Attendance records are required for non-credit students.

The Enrollment and Retention Services team will be responsible for dropping students for whom there was no evidence of active participation by the designated deadline. Students dropped from class(es) are not allowed to attend those courses or access the learning management system for the applicable course(s). All tuition and fees will be dropped from the applicable credit courses as well, but a \$50 late drop fee will be assessed for each course with the "NP" notation. These courses will not display on student transcripts.

Accelerated Courses (including Late-Start and 7-Week Classes)

Some courses begin significantly later than the first week of a semester. The evaluation of academic engagement must still occur for those classes. However, late-start classes will have alternative deadlines, giving students ample time to demonstrate active participation in those courses. **For recording student engagement in late-start courses, refer to the specific guidelines provided each semester.**

Faculty Instructions for Noting Academic Engagement

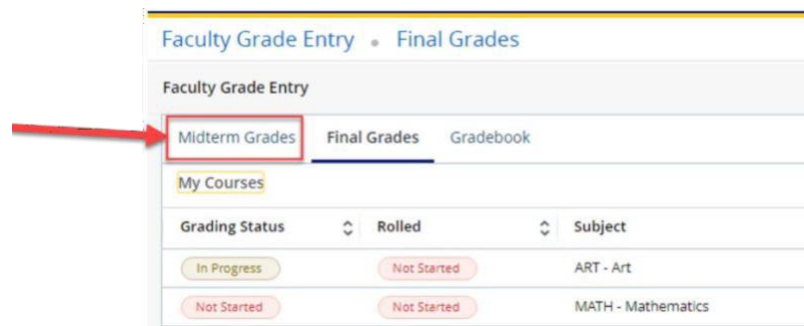
Faculty will be sent an email at the beginning of each semester with detailed instructions and deadlines for “Roster Reconciliation Responses” to determine if every student registered in a course has demonstrated academic engagement for that course.

Step 1. Log into my.ctstate.edu.

Step 2. Under Faculty Self-Service, select “Enter Grades.”



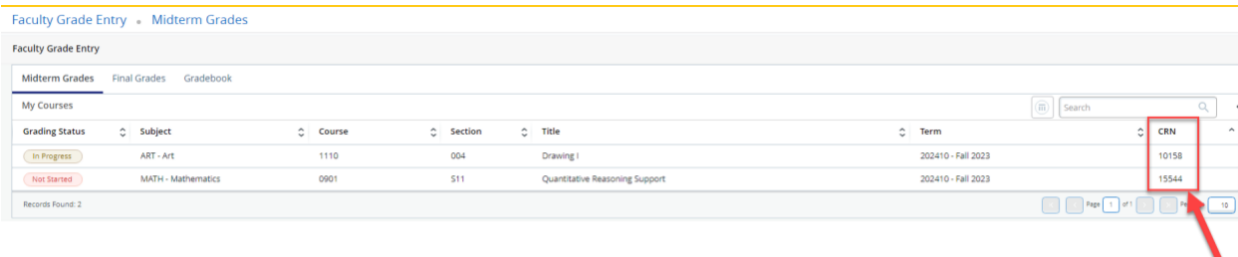
Step 3. Select “Midterm Grades.”



Click “In Progress” or “Not Started” to access the grade roster.

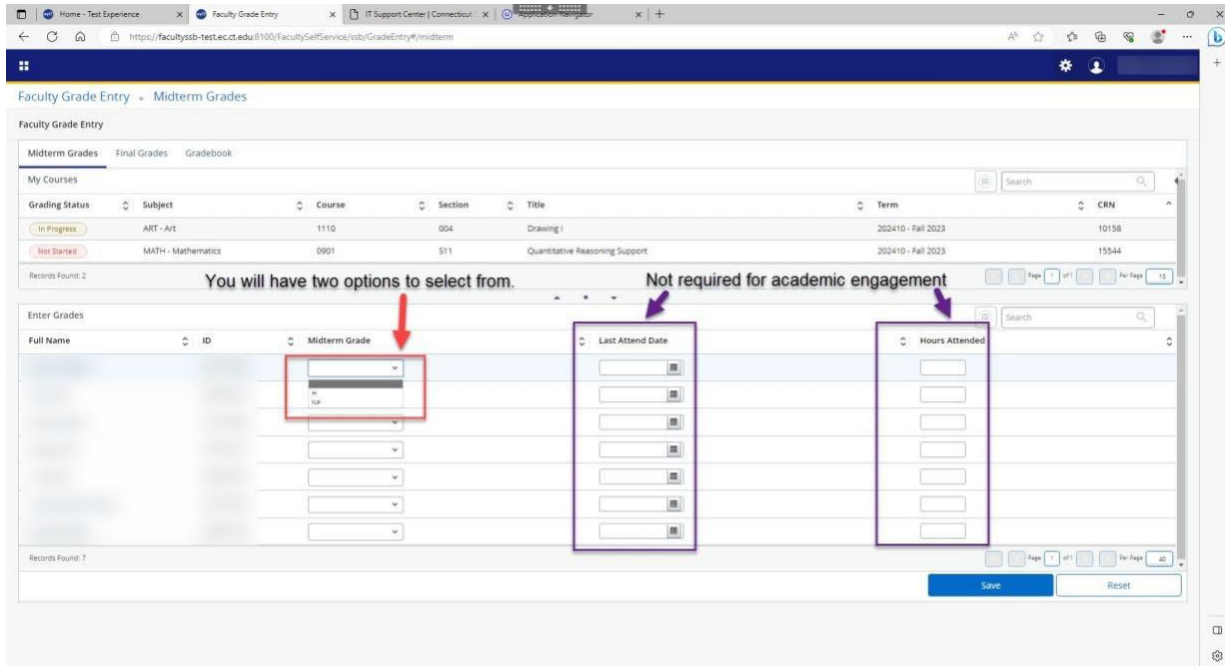
- **In Progress** - the instructor has started to enter grades, save the roster, left the page and now returning to continue entering grades.
- **Not Started** - the instructor has not begun to enter the midterm grades in the grade roster.

Step 4. Select the CRN you wish to access.



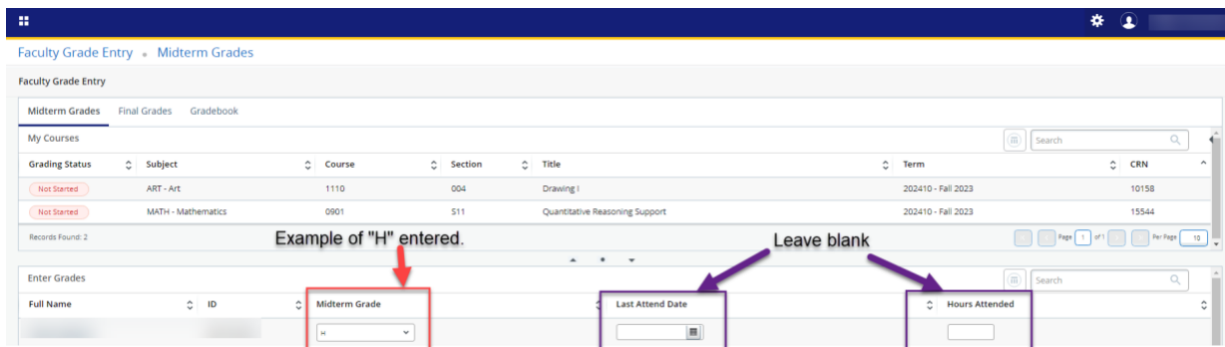
Step 5. To report student engagement, select the drop-down menu next to the student’s name in the column titled “Midterm Grade.”

The “Last Attended Date” and “Hours Attended” columns are not required to be completed for academic engagement for credit courses. These columns will remain empty.



Step 6. Select one of the notations listed below for every student on your roster:

- H – The student meets the criteria required and engaged in class. You have documentation recording the student’s engagement.



- NP – The student did not engage and is not participating in class activities as listed in the criteria above.

Faculty Grade Entry - Midterm Grades

Faculty Grade Entry

Midterm Grades Final Grades Gradebook

My Courses

Grading Status	Subject	Course	Section	Title	Term	CRN
Not Started	ART - Art	1110	004	Drawing I	202410 - Fall 2023	10158
Not Started	MATH - Mathematics	0901	S11	Quantitative Reasoning Support	202410 - Fall 2023	15544

Records Found: 2

Example of "NP" entered.

Leave blank

Enter Grades

Full Name	ID	Midterm Grade	Last Attend Date	Hours Attended
		NP		

- Do not leave the grade notation listed as None.

Step 7. Once you have completed the worksheet click “Save” and look for the notification, “Save Successful.”

Faculty Grade Entry - Final Grades

Faculty Grade Entry

Grades Gradebook

Save Successful

After you click save, go to the top of the page, select a new course, and repeat the same steps to record academic engagement.

Student Financial Aid Implications

An institution may disburse Title IV funds to students only if they have demonstrated attendance in their coursework. If the student does not begin attendance (even in the case of a non-attendance taking institution), a school is required to return all funds for which the student may have been erroneously disbursed within 30 days.

For students who erroneously reported as engaged but are later determined to have not engaged, this change in enrollment status must be immediately communicated to the Campus Supervisor of Financial Aid Services. Failure to make this communication may result in the over-awarding of federal and/or state financial aid funds, which represents a significant compliance risk and threat to the continued participation in these financial aid programs.

Student Veterans Educational Benefit Implications

Students that are dropped from courses cannot receive Veterans’ educational benefits for the dropped courses. The campus Veterans Certifying Official can only sign off on courses that a student is actively engaged and enrolled in.

Academic Freedom

Academic Freedom is defined in each union’s collective bargaining agreement with CT State. Refer to your collective bargaining agreement ([4Cs CT State Contract](#) and [AFT Collective Bargaining Agreement](#)) for further information.

See also: [CSCU Code of Conduct for Regents, Employees and Volunteers](#).

Academic Integrity Statement

Academic misconduct includes, but is not limited to, plagiarism and all forms of cheating. Students are expected to do their own work on assignments, laboratory exercises, quizzes, examinations, and any other academic work.

Plagiarism is defined as the submission of work by a student for academic credit as one's own work of authorship that contains work of another author (whether purchased, borrowed or otherwise obtained, from any source, including the Internet) without appropriate attribution, either intentionally or unintentionally.

Cheating includes, but is not limited to: (i) use of any unauthorized assistance in taking quizzes, tests or examinations; (ii) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (iii) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff or any other individual or entity; (iv) falsifying laboratory results or other data; (v) submitting, if contrary to the rules of a course, work previously presented in another course; (vi) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed; and (vii) engaging in any other behavior specifically prohibited by a faculty member in the course syllabus.

Unauthorized recording or transmissions includes, but is not limited to, the use of any electronic media or device for the transmission and/or recording of class material, unless authorized by the instructor.

Faculty can assign a grade of "F" to any student found guilty of academic misconduct. Such an "F" cannot be overridden by a student-initiated "W" (withdrawal from the specific class or withdrawal from all classes). If a student is found to have multiple infractions, a stronger penalty may be observed. Academic dishonesty can also result in other disciplinary sanctions as defined in the [CSCU - Interim Student Academic Misconduct Policy](#).

See also: [CSCU Code of Conduct for Regents, Employees, and Volunteers](#).

Academic dishonesty also includes the unauthorized, undisclosed use of generative artificial intelligence (AI) to complete classwork.

Plagiarism

If you suspect plagiarism in a student's work, you must report this to the Campus Dean of Students and Faculty or Campus Dean responsible for student affairs and submit a conduct referral form.

SafeAssign Plagiarism Detection Tool

SafeAssign is a plagiarism prevention service, offered by and integrated into Blackboard. This service helps educators prevent plagiarism by detecting unoriginal content in student papers. SafeAssign compares submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works. SafeAssign is used to help prevent plagiarism and create opportunities for students to identify areas for improving attribution and paraphrasing.

SafeAssign has two options that faculty may use:

1. *SafeAssign Built into a Blackboard Assignment:*

Students self-submit their own papers via an assignment that has been set up so that student submissions are checked for plagiarism using SafeAssign. Originality reports are then delivered to the faculty member and optionally to the student if the faculty member permits it.

When an assignment incorporates SafeAssign, grading is integrated with Blackboard's Grade Center, as grading is done through the Assignment tool submissions. Assignments DO NOT become part of SafeAssign's global database and students will not see a box to check to allow that (old system). Faculty will see a checkbox to "exclude submission to database ..." but it can be ignored. Checked or unchecked, any work submitted will reside in the CSCU database only.

2. *Direct Submit:*

This option enables faculty to submit papers or to copy and paste text from a paper or any other source (a discussion, blog, or journal post, for example) to be checked for plagiarized content. This option requires that faculty remove personally identifiable information and only faculty receive the originality report. This option is not linked with Blackboard's Grade Center.

Faculty who are also associated with colleges or universities outside the CSCU system are not allowed to upload CSCU student work to a plagiarism detection service provided by that college, nor use our detection service to assess the work of a student not registered for a CSCU-contracted course. To consult SafeAssign training resources, visit: https://help.blackboard.com/SafeAssign/Instructor/Get_Started

Audio Recordings by Students

Students must ask for permission to record anything in a classroom. Faculty can deny permission EXCEPT if the student has a documented accommodation from campus Disability/Accessibility Services.

In every class session in which audio recording will occur, the faculty member must announce to the class that the lecture/classroom activity is being audio recorded and inquire if anyone has an objection to being so recorded. If any student expresses a preference not to have their voice recorded, the faculty member can either grant them an exemption from verbal participation with no penalty, or the faculty member can re-consider the permission to record, unless the audio recording has been authorized in writing by the campus Office of Disability/Accessibility Services, in which case a denial of the request to audio record is not permitted.

Audio recordings by students are for personal use only, for the sole purpose of aiding student learning. It is never permissible for a student or anyone else to copy, distribute, sell, file-share or web-serve any classroom audio recording in part or in full. The unauthorized recording of others by students is a serious violation of the Board of Regents Policy on Student Conduct. Unauthorized recordings may also be illegal, subjecting the violator to both civil and criminal penalties. Faculty are required to report unauthorized recording activity of any kind by any student to the campus Dean of Students and Faculty or campus Deans responsible for student affairs and academic affairs.

Class Rosters

Faculty are responsible for downloading their own class rosters to ensure accurate student registration.

Faculty can access their class rosters via myCTState as follows:

1. Log into my.ctstate.edu.
2. Once in the myCTState portal, navigate to *Faculty Self-Service*.
3. Select and click the *View Class Roster* link.
4. Select the term you want the class roster for by using the drop-down menu in the upper left corner of the screen, under the header *CRN Listing*. Once the term is selected, the course(s) you are the instructor in will display.
5. Click on the course's subject name to display the class roster.
 - To print or export the class roster, click either the *Export* or *Print* buttons located in the upper right corner of the page.
 - Export populates the roster in an Excel sheet and is the recommended way to print your class schedule.
6. Click on the students name within the roster to obtain contact and biographical information.

(For a visual reference on how to use and navigate the class roster page, please watch the video on this topic located within the portal.)

It is IMPORTANT to verify that each student in the class is on the class roster. Once the add/drop period ends, a reminder will be sent to check the roster online and again verify that each student in the class is on the list. **It is important to check the roster online throughout the semester to make sure students who are attending class are still registered.** A student could potentially be on the first roster and then be dropped for non-payment or other reasons.

If students are not on the roster provided by the college, they are not registered for the course(s). Send them to the campus One Stop Enrollment Services Center immediately. A non-registered student should NOT be allowed to attend classes until they present evidence of registration, and they appear on the class roster.

Maintaining frequent class roster checks during the semester can help avert potential problems in the future.

Send the One Stop Enrollment Services Center any student names that are spelled incorrectly on your class roster.

Student Status

Student status is noted on your roster as follows:

- RE or RW – student is registered for the class and the date of registration is shown.
- AU – student has signed up to audit the class. This status allows participation in class activities without being required to meet examination requirements. This status must be elected within the first four weeks of the course. Once elected, the status may not be changed.

Course Audits

Students not wishing to be awarded college credit may audit a course. This status allows students to participate in class activities without being required to meet the examination or assessment requirements of the course. Students may ask to have course work critiqued, but audited courses do not earn a grade and faculty are not required to grade an auditor's course work. Full tuition and fees are charged for courses audited and these courses may not be eligible to receive financial aid and some waivers (e.g., veteran's benefits, tuition assistance, etc.). A student who wishes to change from credit to audit status must request this within the first 20% of a term in which the course is offered, using such forms and procedures as the college may prescribe. Audit deadlines for terms will be published on term calendars. **Students auditing a course may not change to credit status.** The college reserves the right to limit the number of times a student may repeat an audit of the same course. Certain degrees or certificates, such as selective admissions programs, may not allow for courses to be converted to audit.

Credit Course Outlines

All approved CT State credit course outlines can be found by clicking the "Approved Course Outlines" link on the [CT State | Faculty Resources](#) page of the college website. Log in may be required.

Course Syllabi

Credit Courses: To view a sample course syllabus template, click [Sample CT State Course Syllabus Fall 2025](#).

The course syllabus provides a description of course information and defines expectations and responsibilities for each student in the course. Students need to become familiar with the syllabus and be aware of the information contained in it.

Faculty are required to distribute a course syllabus, subject to subsequent modification, on the first day of classes. Your course syllabus should be posted in the course shell in Blackboard. The layout, style and formatting of the syllabus are at the discretion of faculty. The Sample CT State Course Syllabus is provided by the Provost each semester and includes components that are mandatory and components that are recommended but can be customized.

The following information is recommended on each course syllabus:

1. File Data

- Subject, course number and course title
- Course CRN
- Number of credits
(Non-credit courses should include the number of hours)
- Semester and year
- Prerequisites
- Course days and times
- Learning modality (e.g., LRON, ONLN, TRAD, etc.)
- Course delivery (e.g., on ground, TEAMS, collaborate, etc.)

- Campus and class location (if fully online, indicate no assigned campus/classroom)
- Instructor name and professional credentials
- Instructor CT State email
- Instructor office phone (personal phone numbers should not be listed)
(NCLs should list the phone number for the campus Workforce Development and Continuing Education department)
- Campus office location (not applicable to adjunct faculty, although they are welcome to use adjunct offices on campus)
- Campus office hours (optional for adjunct faculty)

2. Descriptive Data

- Course description: Take this information directly from the CT State catalog or from a sample syllabus provided by your Chair/Coordinator.
- Required textbook/materials: Include all required texts and other materials for your course. Be specific if a certain edition is necessary. If neither a text nor other materials are required, state: "Not required for this class."
- Student learning outcomes: To maintain legal and accreditation standards, all sections of a course must list learning outcomes that have been approved by shared governance. These outcomes must be the same across all sections of the course. Please obtain the most current learning outcomes from your Department Chair or Program Coordinator. (See also [Credit Course Outlines](#) in this handbook.)
- Instructional methodology: Note whether the class is on ground, online or a hybrid. If the course is a mix of modalities and/or includes on-ground instruction, please be as descriptive as possible to mitigate confusion.
- Course delivery: If you are instructing courses via LRON, ONLN, OLCR, HYBRID or a mix of learning modalities, please state the platform(s) (Blackboard, Blackboard Collaborate, TEAMS, WebEx, etc.) you plan to use to deliver lectures, laboratories, clinicals and/or course content. Please be as descriptive as possible.

3. Evaluation Criteria

Evaluation and grading: Be as specific as possible with your grading criteria, including all components that will be included in your final evaluation (quizzes, exams, homework, papers, participation, etc.) and how much weight will be assigned to each. Doing so will help students have a sense of their standing in your class. You cannot give a grade based upon attendance, but you can include such things as class participation, working in groups, etc. Specify any penalties or expectations regarding late papers, late assignments, missed work, etc.

4. General Information

- Course outline/readings: Instructors are strongly encouraged to include a calendar or schedule of activities, readings, etc. Doing so helps to keep students on track and encourages them to plan for tests and assignment due dates.
- Laboratory class/supplemental program information (if applicable).
- Course evaluations statement (see the "Course Syllabus Template" linked above).
- [Academic Integrity Statement](#)

Optional Syllabi Statements

Blackboard Use Statement

Sample (you can edit): This course makes [extensive/moderate/limited] use of Blackboard, the digital teaching and learning platform for CT State Community College. A copy of this syllabus, class handouts and assignments will be posted on Blackboard. Students will need access to the Internet; please feel free to use our open computer labs or campus library.

Please do not edit: While mobile devices provide convenient access to check in and read information about courses, students should not try to take tests, quizzes, complete assignments or submit substantive discussion posts in that way because Blackboard is not fully supported on mobile devices at this time. If students have any problem using Blackboard or Blackboard Mobile, they should visit the [Online Help Desk](#).

Cell Phones and Electronic Devices in the Classroom Statement

Faculty may set their own student cell phone and electronics policy in the course syllabus. It is important to ensure the class policy is simple, clear and easily understood by students on the first day of class.

Optional Syllabus Statement: Students are asked to set cell phones to silent or vibrate for every class. If you must take a phone call, step outside so you do not disturb the rest of the class. When returning to class, try your best to do so quietly. Electronic devices are to be used in class for class-related activities only, at faculty discretion. If there are extenuating circumstances prior to class, a student must inform the faculty member prior to class to ask if the device may be turned on and used during that class period.

Recorded Class Sessions Statement

If you are recording a class, lab or other course activity, all faculty must announce to their students prior to the start of a given course session that the session will be recorded. To comply with [FERPA](#), do not disclose any personal identifiable information (PII) from student education records during a recorded class, lab or other course activity.

Optional Syllabus Statement: Class sessions may be recorded and uploaded to Blackboard and shall be used for the purpose of completing course assignments only. Unless prior permission is obtained or reasonable accommodation granted, students are not permitted to record classes. Students participating in the virtual classroom should refrain from sharing personally identifiable information from education records. Additionally, U.S. Copyright Law, Connecticut State law, or relevant collective bargaining agreements protect the intellectual property of the CSU faculty member, which may include, but is not limited to lectures, demonstrations, or performances. Any redistribution of recordings without the faculty member's or the institution's prior approval constitutes academic misconduct and may result in disciplinary sanctions. CSU reserves the right to delete the class recordings pursuant to Connecticut state law retention requirements after the period of instruction is over.

Student Consent

Students will be asked to authorize faculty and staff at CT State to record their likeness and voice on video, audio, photographic, digital, electronic or any other medium during a class, lab or other course activity session.

If you plan on recording class, lab or other course activities, a one-question quiz (YES or NO) provided through Blackboard will be given to each student to provide consent for their likeness to be recorded.

Student consent statement to be given to students through Blackboard: I hereby authorize the faculty and staff at CT State Community College, and those acting pursuant to its authority to: (a) Record my likeness and voice on a video, audio, photographic, digital, electronic or any other medium. (b) Use my name in connection with these recordings. (c) Use, reproduce, exhibit, or distribute solely in the college's Learning Management System (Blackboard). I release the college and those acting pursuant to its authority from liability for any violation of any personal or proprietary right I may have in connection with such use. I understand that all such recordings, in Blackboard, shall remain the property of CT State Community College.

SafeAssign Statement

Optional Syllabus Statement: SafeAssign, Blackboard's anti-plagiarism detection software, may be used in this course. Anti-plagiarism detection software products assist faculty and students in preventing and detecting plagiarism. Professors may use this software to check the originality of the academic work students submit in a course by comparing submitted papers to those contained in its database consisting of submitted papers and other sources. Anti-plagiarism detection software returns an "originality report" for each submission. The report is limited in scope to merely identifying passages that are not original to the author of the submitted work and that may include correctly cited quotations and information. Professors and students must carefully review such reports. No adverse action may be taken by a professor with respect to a student solely on the basis of an originality report that indicates the potential for plagiarism.

In this course, you may be asked to submit your academic papers and other creative work containing personally identifiable information (PII) for originality reporting. By doing so, your work along with personally identifiable information will be retained in the product database and may be subsequently reported out containing your personally identifiable information not only to your professor, but also to professors of other universities and colleges within Connecticut State Colleges and Universities (CSCU) as part of subsequent originality reports.

You may decline to submit your work for originality reporting. If so, you must be provided with an alternative method in which to submit your work. However, your professor, after removing your personally identifying information, may nonetheless submit limited portions of your academic work for originality reporting.

Additional Suggested Statements

To view additional optional syllabi statements that you may wish to include in your course syllabus, click the "Course Syllabus Template" go to [Faculty Resources](#). These statements include:

- ✓ Absence and Attendance Guidelines
- ✓ Academic Engagement Policy
- ✓ Class Cancellations
- ✓ Continuing Notice of Nondiscrimination
- ✓ Deferred Action for Childhood Arrivals (DACA) Students
- ✓ Office of Disability/Accessibility Services – Students with Accommodation Needs
- ✓ Incomplete Work
- ✓ Library Resources
- ✓ Mental Health Resources
- ✓ Smoke-Free Campus Policy
- ✓ Student and Faculty Communication and Processes (including academic appeal)
- ✓ Student Handbook
- ✓ Title IX
- ✓ Tutoring Resources
- ✓ Veterans
- ✓ Withdrawal Deadlines
- ✓ Withdrawal Policy

For further guidance on best practices in syllabus design, consult your Program Coordinator, your campus Dean of Faculty or campus Dean responsible for faculty affairs, or the campus Director of Workforce Development and Continuing Education.

For assistance in creating a more student-centered, equitized syllabus, faculty may also wish to consider this webinar:

Go2Knowledge® [Designing a Motivational Syllabus](#): Communicating Learning Outcomes, Expectations and Support Resources

Campus Syllabi Submission Contacts

All instructors are required to submit a copy of each course syllabus to the appropriate campus contact identified below by the end of the second week of each semester.

CT State needs complete records to help students transfer, to provide information to accrediting agencies, and to provide a record of what is taught in a particular course. The Campus Dean of Students and Faculty, campus Dean responsible for faculty affairs and/or Campus Dean responsible for student affairs will also rely on the syllabus to resolve issues regarding grades, attendance or other concerns that may arise. Exercise care and good, professional judgment in the preparation of this important document. All substantive changes to the course syllabus or assignments should be printed and distributed to the students. If the syllabus submitted does not contain all required language, faculty will be asked to revise and resubmit it.

Every semester, a copy of each course syllabus must be provided to the following campus contact(s):

Asnuntuck Credit Courses	Email to: Jenna-Marie Jonah, jennamarie.jonah@ctstate.edu
Capital Credit Courses	Email to: Crystal Morris-Crenshaw, crystal.morriscrenshaw@ctstate.edu
Gateway Credit Courses	Email to: Shelly Frosolone, shelly.frosolone@ctstate.edu
Housatonic Credit Courses	Email to: Tatiana Rampino, tatiana.rampino@ctstate.edu
Manchester Credit Courses	Email to: MA-Syllabi@ctstate.edu
Middlesex Credit Courses	Email to: MX-Syllabi@ctstate.edu
Naugatuck Valley Credit Courses	Email to: NV-Syllabi@nycc.commnet.edu

Northwestern Credit Courses	Email to: Debbie Payne, debbie.payne@ctstate.edu
Norwalk Credit Courses	Email to: Judy deArmas, judy.dearmas@ctstate.edu
Quinebaug Valley Credit Courses	Email to: Lois Kelley, lois.kelley@ctstate.edu
Three Rivers Credit Courses	Email to: Marie Hoffman, marie.hoffman@ctstate.edu
Tunxis Credit Courses	Email to: Jessica York, jessica.york@ctstate.edu

Faculty Alerts

Faculty Alerts are a way for teaching faculty to provide real-time information about a student's academic performance in a specific course. Faculty alerts are routed to the student's assigned [Guided Pathways \(GP\) Advisor](#). GP Advisors will follow-up with students, collaborate with faculty and connect students with appropriate on- and off-campus resources.

For all non-academic student concerns, use your campus [CARE Referral](#). All CARE Referral reports are reviewed by the campus CARE Team. It is a multidisciplinary team of campus partners working collaboratively to keep the campus community safe and healthy. The purpose of the CARE Team is to be aware of individuals of concern and develop appropriate support and interventions. The goal is to be proactive and educational rather than reactive. While communication about a student's personal information should remain private amongst university officials, it is not confidential. There is an increased risk and liability to the campus when possible critical safety information is not shared to the appropriate administration.

For additional information, click: [CARE Teams](#).

Final Exams (aka "Finals Week")

The Connecticut State Colleges and Universities (CSCU) adopted a common academic calendar for credit courses that observes a traditional final exam week (better known as "Finals Week") at the end of each semester. All classes (3 credits or above) will meet that week for one 2 ½ hour (150 minute) period regardless of how the class was scheduled during the semester. While rare, 2 contact hour classes only meet for 100 minutes during finals week, and 1 contact hour classes meet for 50 minutes. Second half 7-week (7B) classes will meet as normally scheduled during Finals Week and do not follow the Finals Week schedule.

An additional day is reserved as a "make-up" day in case your campus is closed for inclement weather or emergency on one of the Finals Week dates. Instructors whose final has been disrupted may opt to reschedule their final to the "make-up" day OR opt for alternative assessment methods such as take-home exams, online quizzes, extended deadlines for existing assignments, project-based assessments, or a combination of these options. If the instructor chooses to utilize the "make-up" final day, they will be given one additional calendar day to submit final grades.

You are required to include your designated Finals Week period in your class schedule.

This period counts toward the instructional time allocated to meet federal guidelines defining the collegiate academic credit hour, and to fulfill the collective bargaining agreement for faculty. Some Finals Week periods begin at a time different from your regular class period starting time. This is necessary to avoid scheduling conflicts.

Faculty are required to provide some form of instructional activity for assigned courses during Finals Week. Although titled “Final Exams” or “Finals”, these instructional activities may include, but are not limited to, traditional pen-and-paper exams, computerized exams, student speeches, student art portfolio critiques, final student portfolio presentations, final lab projects, etc. Online courses, internships and practica are not required to have on-campus sessions, but faculty must schedule finals activities during Finals Week. Exceptions have been made for select science laboratories.

When preparing the Finals Week schedule, all efforts are made to ensure that faculty do not have conflicts. Alert your Program Coordinator or the Campus Dean of Faculty or Campus Dean responsible for faculty affairs immediately if there is a finals scheduling conflict. Alternate arrangements may be necessary in the unlikely event that individual students have a conflict; a complete change of a finals period may be necessary if a faculty member has a conflict. Finals are given in the same room in which your class is held unless otherwise noted.

Off-Campus Class Activities

If faculty wish to take a class to an off-campus experience, contact your Program Coordinator or Department Chair at least one month prior to the trip. If the activity is club-related, contact the campus Student Activities Director for assistance. Faculty must submit a written explanation of the trip and its relevance to the course with an estimate of the costs that may be incurred. Once approved, submit a Travel Authorization Request and an internal requisition (if there will be a cost to the college) along with the description of the trip and approval from the Program Coordinator/Department Chair to the campus Academic Affairs office. The Campus Dean of Faculty or campus Dean responsible for faculty affairs has final approval on all such requests.

For all off-campus activities, students are required to complete an Activity Waiver and an Emergency Contact form. In some cases, a No Consumption Agreement may also be required. Faculty collect these forms from students and submit them to the campus Student Affairs office at least three days in advance of the trip.

Guidance in obtaining all applicable forms can be obtained from your campus Academic Affairs office.

All college-sponsored trips must have a faculty/staff member designated as representing CT State and acting as chaperone. Unless an exception is approved in advance, only students registered for the field trip may participate.

Whenever possible, trips should be scheduled during the time the class normally meets and, if possible, field trip information should appear as part of the class schedule. Class trips that are not listed on the schedule should offer an alternate assignment in lieu of the trip for students who have a conflict. Faculty need to take into consideration any costs or transportation concerns of their students prior to scheduling any outside trips.

Planning for any college-sponsored trip includes the development of any necessary accommodation to ensure that the trip is accessible to people with disabilities.

Student Attendance

CT State is defined as a “non-attendance-taking institution” by the US Department of Higher Education for financial aid purposes. However, the college acknowledges that there is often a direct correlation between student success and classroom attendance. A student who misses an individual lecture or classroom activity may limit their learning opportunities as well as diminish the learning experience of all members of a course. Moreover, an absence may negatively impact

such a student's ability to remain current with course information. This often results in a struggle to keep pace with peers in the course.

Students are expected to attend all class sessions for which they are registered. It is the responsibility of students to make up all course work missed because of legitimate class absences and to notify the instructor if they know when an absence will occur. Students who are reported as never attending a course may be withdrawn from the course by the college. Such withdrawal may jeopardize a student's academic standing, financial aid award and/or veterans' benefits.

Instructors of online courses may define "attendance" as regular participation in electronic course activities including, but not limited to, discussions, chats, journals, quizzes and assignments. Students who fail to participate in the prescribed manner may miss deadlines for assignments and reduce their ability to maintain pace with course topics and work.

Instructors are required to take attendance during the first three weeks of class for the purpose of reporting to the Financial Aid office those students who have never attended class. Instructors are encouraged, but not mandated by the college, to take attendance in their courses and assess student attendance through regular graded classroom participation and/or assessments. However, student attendance cannot be the sole basis for a course grade.

Attendance can be tied to many planned classroom activities and assessments that can be tied directly to a student's grade. For example, missing a weekly quiz because of non-attendance can negatively impact a student's grade. Failing to participate in a "regulated" classroom discussion can also result in a negative impact on a student's grade. Missed laboratory or studio activities and participation in group work can result in a negative grade.

Faculty members are required to distribute to students during the first week of classes, subject to subsequent modification, a course syllabus that contains information as to course objectives, topics and assigned timeframes; indication of evaluative and grading mechanisms to be used; reading and attendance requirements; special circumstances under which student absences may be excused; and stipulations for making up work and exams missed during an instructor-excused absence.

Veteran Students

Students who are veterans are required to attend classes on a regular basis. Veterans are provided with attendance reports that are completed by their faculty. These reports are sent to the campus Veterans Certifying Official who then notifies the Veterans' Administration if a veteran's record shows poor attendance or lack of attendance. Veterans' benefits are reduced or terminated because of excessive absences.

Student Code of Conduct

EDITORIAL NOTE: The Student Code of Conduct is currently under review by CSCU/CT State.

All faculty should familiarize themselves with the Student Code of Conduct. To view CT State's current policy, see [Appendix D](#) of this handbook or the [CT State Student Handbook](#). Violators of the Student Code of Conduct are subject to possible disciplinary action.

Student Course Evaluations

Credit Courses

All students will be asked to evaluate their courses using the *Evaluate My Course* link, which appears in their [myCTState](#) toward the end of each semester. These evaluations give students the opportunity to provide anonymous feedback online regarding their educational experience.

Faculty will receive an email reminding them to announce the upcoming course evaluation, so

that students know that it is expected, but not required, and to provide this important feedback before the semester ends. After grades are finalized, faculty can view anonymous feedback provided by students through this process. Such information is one part of the faculty evaluation process. Faculty are encouraged to utilize student evaluations as helpful feedback for continuous improvement of their instruction.

Course Evaluation Instructions

Instructions for Students (Blackboard and Bb mobile app)

From Blackboard:

1. Click *Tools* on the main menu
2. Click *Course Evaluations and Surveys*
3. Complete an evaluation for each link displayed

From the Blackboard mobile app:

1. Click *More* on bottom menu
2. Click *Tools* from the icons displayed
3. Click *Course Evaluations and Surveys*
4. Complete an evaluation for each link displayed

Instructions for Faculty

1. In Blackboard, click *Tools* on the main menu
2. Click the *Course Evaluation Reporting* link
3. Select *Semester* from the drop-down list and click *Search*
4. In the *Evals Taken* column, click the active link (number of evals taken) to see results

Textbooks

Check with your Program Coordinator/Department Chair regarding required textbooks and other instructional materials for assigned courses. Each department has its own policy regarding the selection of textbooks. There may be a designated textbook to use for a course selected by the department. There may also be a designated selection of titles from which faculty can choose.

Faculty who would like to use their own selection of textbook(s) must get authorization from the Program Coordinator/Department Chair.

In general, adjuncts do not select textbooks. If an adjunct wishes to discuss textbooks, speak with full-time faculty and the Program Coordinator/Department Chair.

Faculty can put a textbook on reserve in the campus Library for students to check out.

Campus Bookstores

The campus Follett Bookstore has textbooks available for sale or rent, as well as a wide selection of supplies needed for classes. The campus bookstores have established an online textbook ordering program designed to enable students to electronically view, select and order new or used textbooks with convenient pick up in their campus bookstore.

The campus bookstore is available to help faculty consider their options, from a traditional textbook,

custom textbook, bundled textbooks, and other course materials. Refer to your [home campus webpage](#) for regular bookstore hours at the campus location.

***Disclaimer:** The CT State bookstores are operated by the Follett Higher Education Group of Oak Brook, Illinois. CT State accepts no liability for acts or claims arising from any action or lack of action by the bookstore company. A copy of the contract between the college and Follett is available for review in your home campus Business Office.*

Faculty Desk Copies

Faculty are responsible for securing desk copies of the textbooks for the courses being taught. If the Department Chair/Program Coordinator does not have a copy to provide, faculty must contact the publisher directly. The campus bookstore is available to provide the information needed to request a desk copy.

Placing Textbook Orders

Faculty are required to communicate course material requirements to their campus bookstore. Faculty must be sure that course materials are adopted prior to course schedules being posted. Adoption due dates must be adhered to and will be provided prior to the start of each semester. For instructions or assistance with the adoption process, contact your campus bookstore.

Textbook Affordability

Faculty should be aware of the total cost of texts for their classes and select texts with those costs in mind. To assist in selecting affordable textbooks, faculty have the option of: (1) calling the manager of the campus bookstore and inquiring as to the student price of a particular book; (2) calling the publisher directly to obtain that information; or (3) accessing the publisher's website to obtain the information. In each instance, the book title/author or ISBN must be known. The campus bookstore can be contacted to obtain current phone numbers for most major publishers.

Bundled materials should be used only if faculty will be using all the material within the bundle. Students will be given the ISBN # for the bundle and a further breakdown of the ISBN # for each individual item in the bundle.

The campus bookstores have implemented the following initiatives to make books more affordable:

- In addition to being committed to charging fair prices on all books per industry standards, the bookstore will also provide a ten percent (10%) discount off retail prices for all new textbooks.
- The bookstore is committed to supporting, where applicable, the adoption of Open Educational Resources (OER) at the lowest possible price to students.
- A Price Match program whereby the bookstore shall match the lowest advertised price for new, used, or rental textbooks found at other local bookstores, Barnes and Noble, and Amazon retail (not Amazon Marketplace) for books that it currently has in stock.
- A book buyback program whereby the bookstore shall pay students no less than 50% of their book's purchase price so long as that book has been adopted for the ensuing semester.
- A textbook rental program in which rentals shall save the student, on average, at least 50% of what it would cost to purchase the same book as new.

Order books early so students have a buy-back option for their used books. Consider using the textbook for more than one year if the information remains relevant.

If a student is unable to afford textbooks, refer that student to the campus Associate Dean of Student Development or campus Dean responsible for student affairs. The campus Dean may be able to direct the student to book scholarships and/or Emergency Fund scholarships based on their financial needs.

Open Educational Resources (OER)

Open educational resources (OER) are free and openly licensed educational materials that can be used for teaching, learning, research, and other purposes. To learn more, visit: [Open CSCU](#) .

NoLo = No or Low-Cost Textbooks

A feature in the Banner student information system allows course schedulers to mark and identify courses that use NoLo course materials of no more than \$40. These may include textbooks, online homework platforms, and publisher-provided curricula. To learn more, visit: [NOLO](#).

GRADES AND GRADING

Grades are an indication of the standard of academic work performed and/or the status of the student in relation to a course and/or the College.

Grading Standards

Credit Courses

Faculty members have the responsibility to establish standards of academic performance in a course, consistent with department objectives and CT State guidelines. In their syllabi, faculty are expected to provide students with the criteria used in assigning grades, and they are expected to apply these standards consistently and fairly.

Number Grades: 0–100.

A grade of 70 or above is considered a passing grade when assigning number grades. D- or above is considered a passing grade when assigning letter grades. Some courses have prerequisites that require a C or above to enter the next sequential course.

Letter grades are assigned as follows:

Grade	Range
A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%
F	< 60%
P	> 59.99%

Instructor grade books **MUST** be retained for five years from the end of the semester.
(See the [Grade Books](#) section of this handbook for further information.)

Grade Point Average (GPA)

Letter grades are given at the end of each semester to indicate how well a student has met the goals established for each course. For each letter grade, there is a corresponding number called a grade point. These are used to calculate a student's grade point average or GPA.

Grade Point Average (GPA)

Grade	Range	Grade Points per Credit Hour
A	93-100%	4.0
A-	90-92.99%	3.7
B+	87-89.99%	3.3
B	83-86.99%	3.0
B-	80-82.99%	2.7
C+	77-79.99%	2.3
C	73-76.99%	2.0
C-	70-72.99%	1.7
D+	67-69.99%	1.3
D	63-66.99%	1.0
D-	60-62.99%	0.7
F	< 60%	0
P	-	0

Temporary Grades

Grade	Range	Grade Points per Credit Hour
I (Incomplete)	-	0
M	-	0

Administrative Marks

Grade	Range	Grade Points per Credit Hour
AU	-	0
W (Withdrawal)	-	0

The GPA is a composite score used to determine the relative standing of a student, either for a single semester or for the total number of semesters at the college. Grade points are calculated by multiplying the numerical weight allocated to each grade by the semester hours of credit assigned to each course. The GPA is determined by dividing the total number of grade points by the total number of semester hours attempted by the student.

Administrative Transcript Notations – Letters other than A-F

AU – Audit

An administrative transcript notation for students auditing a course. This status will allow them to participate in class activities without being required to meet the examination requirements of the course. A student who wishes to change from credit to audit status must request this within the first four weeks of the course, using such forms and procedures as the college may prescribe. Students auditing a course may not change to credit status. (For further information, see the [Course Audits](#) section of this handbook.)

I – Incomplete

A temporary grade assigned by the faculty member when course work is missing, and the student agrees to complete the requirements. (For further information, see the [Incomplete Grades](#) section of this handbook.)

M – Maintaining Progress

An administrative transcript notation used for developmental courses only to indicate that the student is maintaining progress. It may be given to a student for a course only twice.

P – Pass

An administrative transcript notation for successful completion of courses taken on a pass/fail basis. (Students failing will receive a grade of “F.”)

TR – Transfer

An administrative transcript notation in lieu of grades for courses accepted for credit from other colleges and universities.

W – Withdrawal

An administrative transcript notation used to indicate that a student is withdrawn from a course in accordance with the procedures prescribed by the college.

Developmental Grades

Grades earned in courses numbered below 1000 will appear with the “#” sign after the letter grade to designate their status. These grades are not included in the college GPA calculation but are included in the calculations that determine eligibility for financial aid.

Mid-Term Grades

Some CT State campuses have chosen to use mid-term grades. Check with your Department Chair/Program Coordinator to determine your local campus requirements. For those campuses who use mid-term grades, please see below.

Mid-term grades are advisory grades indicating a student's progress through the first half of a standard semester. Faculty are encouraged to input mid-term grades for students as it has been determined that students who know their progress at the midpoint of the term are more likely to persist, and those that are not passing can withdraw rather than take a failing grade. However, **the decision to provide mid-semester grades is at the discretion of faculty.** Mid-semester grades are not entered on the permanent record. Grade notations include:

- U = Unsatisfactory
- S = Satisfactory
- First Year Seminar courses only: M = Maintaining progress

Final Grades

Final grades are calculated according to criteria set forth in syllabi, following departmental guidelines and using the official CT State grading system. All final grades must be entered into Banner Self-Service, as outlined in the “Entering Grades” section below, in accordance with deadlines established by CT State. A notice will be sent to all instructors via your college email account notifying you of the deadline for entering grades.

Credit Courses: Final grades should be entered within 48 hours of your scheduled exam time. UNDER NO CIRCUMSTANCES are grades to be entered later than 9:00 a.m. on the deadline day as published in the academic calendar. If you fail to submit grades by the deadline, your students will not receive a grade for your class, and you will need to submit a Grade Change Form for each individual student for them to receive a final grade.

Entering Grades

Instructors must submit their students’ mid-term (if campus requires) and final grades by the due date established by the Director of Registration and Academic History, or they will be in violation of the college’s faculty contracts. Grades must be entered in Banner Self-Service.

Note that grades entered in Blackboard do not move automatically to Banner Self-Service.

Enter grades as follows:

1. Log into my.ctstate.edu.
2. Once in your myCTState portal, navigate to *Faculty Self-Service*.
3. Select and click the *Enter Grades* link.
 - If you are not listed as the primary instructor, you are not eligible to enter grades for that roster.
4. On the faculty grade entry page, select the *Midterm Grades* or the *Final Grades* tab.
 - Entering grades for the first time, click the *Not Started* button next to the course title.
 - If you have started your grade entry and are returning to finish, select the *In Progress* button to resume your grade entry.
 - If you are entering a ‘F’ grade for a student, you will be required to enter a date in the *Last Attendance Date* field. The ‘F’ grade will not be saved unless a date is entered.

5. There are two ways to enter grades.

- The **first option** to enter a grade is by manually entering the grade.
 - a. Each student has a column titled *Midterm Grade* and *Final Grade*. A drop-down menu will display in the column currently active. Select the grade that is given to each student for this section from the drop-down list.
- The **second option** to enter final grades is by importing an Excel spreadsheet of the grade roster. If you would rather use an Excel spreadsheet to enter grades, you can export the Banner grade roster, enter your grades, and then import.
 - a. Click the link at the top of the page corresponding to *Midterm Grades* or *Final Grades*.
 - b. Click the *Not Started* or *In Progress* button in the Grading Status column for the course you wish to enter grades.
 - c. Click the *Tools* icon in the top right corner (looks like a gear).
 - d. To download the grade roster, click *Export Template*. Select the Microsoft Excel format you wish to use and click *Export*.
 - e. Open the downloaded spreadsheet (depending on your browser settings, you may see the downloaded file in the bottom left of your browser, saved to your computer's downloads folder, or the file may open automatically). Enable editing in the downloaded file if required.
 - f. Scroll to the right to enter grades in the appropriate grades' column. Students may already have a grade of 'W' if they withdrew from the course.
 - g. Save the spreadsheet to your computer and exit the spreadsheet.
 - h. Go back to *Faculty Grade Entry* and click the *Tools* icon again.
 - i. Select *Import* from the drop-down list.
 - j. Click in the *Browse* field to find the file you wish to import.
 - k. Select your file and click *Open*. In the *Import Wizard*, click *Upload* and then *Continue*.
 - l. Preview the file you are importing. (Tip: If you click outside of the preview file box or try to resize the box, you will have to re-import your file).
 - m. Click *Continue* if the file is correct; click *Go Back* if you need to correct and re-upload the file.
 - n. Review the column mapping to ensure data is imported into the correct fields. Term code, CRN, and student ID are required.
 - o. If correct, click *Continue*. If not, click *Go Back* to correct and re-upload the file.
 - p. Review the imported grades to validate the data; click *Continue*. When the import is complete, click *Finish* to return to the faculty grade entry page.

6. Once the course Grading Status changes to green (completed), your course is entirely graded. However, you can still amend grades that have not been "rolled." (The *Rolled* column displays the status for the One Stop Enrollment Center process).

For a visual reference on how to enter grades and navigate this page on myCTState, please watch the video on this topic located within the portal.

Note: Students who have officially withdrawn or audited a course will appear with the “W” or “AU” grade grayed out.

Also note the following when entering grades:

- Enter a grade for all students listed on the grade screen.
- If a student has not officially withdrawn, you must assign a grade.
- Students will be able to view their grades when they are rolled to academic history once all grades are submitted.
- Grade point averages are not updated for students until all grades in all courses are submitted.
- End of term processing requires that **ALL** grades from **ALL** courses be submitted, and student transcripts cannot be released until end of term processing is completed.

Posting of “F” Grades

The “F” grade is reserved for students who have, in the judgment of faculty, completed assignments and/or course activities throughout the term sufficient to make a normal evaluation of academic performance possible, but who have failed to meet course objectives.

Incomplete Grades

An Incomplete is used as a temporary grade assigned by a faculty member when coursework is missing, and the student agrees to complete the requirements.

A student may request an Incomplete from the faculty member; that faculty member is not required to agree to the request. Faculty should assign an Incomplete when there are extenuating circumstances, such as illness, that prevent a student from completing the assigned work on time. Further consideration should be given to determine if the student has participated in and completed at least 61% of the course, and, in the judgment of the faculty member, the student can complete the remaining work no later than the tenth week of the next standard semester.

Any faculty who assigns an Incomplete shall document such an activity, and inform the student, the campus Dean of Faculty or campus Dean responsible for faculty affairs, the One Stop Enrollment Center, and other appropriate parties, as needed, using a common form.

Note: This is a student-initiated form available from Banner Self-Service within the myCTState portal.

Supporting documentation, agreed upon by both faculty and student, must include:

- A brief description of the requirements to be completed;
- The date by which the coursework must be submitted to the faculty member; and
- A statement that the Incomplete will change to a specific letter grade if the work is not completed by the tenth week of the next standard semester.

If a student fails to complete the required work or fails to submit the work by the specified time, or if the faculty member fails to submit a replacement grade, the Campus Supervisor of Enrollment Services or their designee shall convert the Incomplete on the student's transcript to the letter grade specified on the original paperwork. Note that specially accredited programs may have specific progression criteria where a student cannot progress in their program with an Incomplete

on their transcript.

Students with an Incomplete are temporarily ineligible for semester or graduation honors. Upon conversion of the Incomplete to a letter grade, students may retroactively receive semester or graduation honors, and such recognition shall appear on the transcript, provided the student has earned the required GPA.

For students who have approved paperwork for an Incomplete, faculty should leave the grade field empty when entering final grades into Banner.

Grade Changes

Final grades should be checked very carefully before they are entered. In general, grade changes occur when:

- Faculty/instructors need to change a miscalculated grade.
- Faculty/instructors need to change an “I” (Incomplete) grade to letter grades “A” through “F.”

If you wish to change a grade after entering it, you may do so until the deadline date and time as published in the academic calendar. After that deadline, instructors must:

- Fully complete a Grade Change form. The course CRN#, Student Name and Banner I.D. must be included on the form.
 - Grade Change form is located online in myCTState Faculty Self-Service faculty form repository.
- Submit the Grade Change form to the Campus Dean of Faculty or campus Dean responsible for faculty affairs for approval.

The Campus Dean of Faculty/campus Dean responsible for faculty affairs will either approve/disapprove the grade change in accordance with CT State policy and forward an approved request to the campus One Stop Enrollment Center. Disapproved requests will be returned to faculty with an appropriate explanation. It is the instructor’s responsibility to notify the student of any disapproved grade changes. If in disagreement with the decision, an appeal may be brought to the CT State Provost.

Grade Books

The State of Connecticut Office of the Public Records Administrator mandates that instructor grade books (hard copy or electronic) be retained for 5 years from the end of each semester.

Full-Time Faculty

All full-time faculty are required to retain copies of their own grade books for the required retention period noted above.

Adjunct Faculty

All adjunct faculty are required at the end of each semester to leave copies of their grade books with CT State. The purpose of this requirement is to provide CT State campus officials with some understanding of how grades were arrived at (attendance, class participation, quizzes, hour exams, papers final examination, etc.) in case they are challenged by students after part-time faculty are no longer teaching at the college. Such material should specify the relative weights assigned to various components in arriving at the final grade.

Each semester, copies of adjunct faculty/NCL grade books must be left with:

Asnuntuck Adjunct Faculty	Jenna-Marie Jonah, Room 117
Capital Adjunct Faculty	Crystal Morris-Crenshaw, Room 1026
Gateway Adjunct Faculty	Shelly Frosolone, Room N321 – Academic Dean’s Office, 203-285-2407
Housatonic Adjunct Faculty	Tatiana Rampino, Campus Dean of Students and Faculty, Room 278A
Manchester Adjunct Faculty	Carla Adams, Interim Associate Dean of Faculty, LRC, A237A
Middlesex Adjunct Faculty	Linda Kaupas, Room 306A, Office of Dean of Students and Faculty
Naugatuck Valley Adjunct Faculty	Office of Academic Affairs: Susan DiMascia or Selina Kamo, K719B
Northwestern Adjunct Faculty	Dawn Gorack, Office of the Campus Academic Dean
Norwalk Adjunct Faculty	Karen Goodluck, Assistant to the Dean of Academic Affairs, W106
Quinebaug Valley Adjunct Faculty	Lois Kelley, Assistant to the Dean, Room E229
Three Rivers Adjunct Faculty	Marie Hoffman, Administrative Assistant to the Campus Academic Dean, Room C213
Tunxis Adjunct Faculty	Jessica York McKinney, Campus Dean of Students and Faculty, Room I-095 (100 Building)

Grade Reports

Current students may access their grades on [myCTState](#) approximately one week after the semester exam period ends.

Academic Appeal (Grade Appeal)

Please refer to the “Grade Appeals” section of the [College Catalog](#) for further information regarding the academic appeal policy and related appeal procedures. Students may also reach out to their Guided Pathways Advisor and/or program advisor for assistance in navigating the appeal process.

Academic Standing

See the [College Catalog](#) for further information.

FERPA: PRIVACY OF STUDENT EDUCATION RECORDS

The federal Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Broadly, these are:

- The right to inspect and review the student’s education records within 45 days of the day CT State receives a request for access.
- The right to request amendment of an education record that the student believes is inaccurate.
- The right to provide written consent before CT State discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to opt-out of CT State releasing Directory Information*, except in certain circumstances. This can be done by completing a “Request for Non-Disclosure of Directory Information” form (available online and in your campus [One Stop Enrollment Center](#)).
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by CT State to comply with the requirements of FERPA.

* A subset of student information, called “Directory Information,” is designated by the Board of Regents as permissible to release under specific circumstances as described in the full text of the [Family Educational Rights and Privacy Act \(FERPA\) Notice and Directory information Policy](#). Please also see the [College Catalog](#).

General Guidelines for Faculty

To avoid violations of FERPA:

- **DO** keep any personal/professional records relating to individual students separate from their education record.
- **DO NOT** circulate a printed class list with student name, Banner ID or any other non-directory information, or grades as an attendance roster.
- **DO NOT** display student scores or grades publicly in association with names, social security numbers or other personal identifiers.
- **DO NOT** put papers, graded exam books or lab reports containing student names in publicly accessible places.
- **DO NOT** access or request information from the student education record without a legitimate educational interest and the appropriate authority to do so.
- **DO NOT** share student education record information, including grades or grade point average, with other faculty or staff unless their official responsibilities identify their legitimate educational interest in that information for that student.

- **DO NOT** share student education record information, including grades or grade point average, with parents or others outside the college, including in letters of recommendation, without written permission from the student.
- **DO NOT** provide anyone with lists of students enrolled in your classes for any commercial or other purpose.
- **DO NOT** provide anyone with student schedules or assist anyone other than college employees in finding a student on campus.

WHEN IN DOUBT, err on the side of caution and do NOT release student-related information. Contact your Department Chair/Program Coordinator for guidance.

FACULTY RESOURCES

Curriculum Resources

Links to comprehensive information about curriculum can be found on the college's website at:

[Faculty Resources](#)

Log in may be required.

Currently included on this site are the following informational resources:

- **ACME Placements** – English, ESOL, Math Placement
- **BOR Historical Documents** – all aligned CT State degrees and certificates as approved by the Board of Regents.
- **Course Outlines** – all approved CT State course outlines.
- **Course Syllabus Template**
- **CT State Course Substitution Processes and Form** – to be used with CT State degree programs. Students from a legacy academic program, who completed previously required program or general education courses that are no longer required in the aligned CT State program, should be granted substitutions to accommodate the previously required completed courses.
- **Framework30 (FW30) Guidance** – no CSCU Transfer Pathway student will be penalized by having to take any additional course(s) due to the transition to the new Framework30 requirements.
- **Graduation Variance Procedure and Form for Legacy Students** – to hold harmless all students who complete legacy Connecticut community college degree or certificate requirements but, due to credit discrepancies solely created through the curriculum alignment process, are missing one or more credits to graduate from an equivalent CT State degree or certificate program.
- **Legacy to CT State Courses/Programs** – a list of every unique legacy college degree and certificate by name matched to its CT State degree and certificate.
- **Prerequisite Guidance** – used to ensure students are not harmed due to the alignment of courses and programs, and that we have consistent and equitable advising and registration.
- **Unique College Program Crosswalks** – finalized crosswalks from many campus-specific legacy degree and certificate programs to new CT State degree and certification programs. **(NOTE: These crosswalks are for advising guidance purposes only. They do not represent a formal agreement as to how classes will be applied for individual students.)**

For additional information on:

- **ACME** (Alignment and Completion of Math and English) [ACME](#)
- **APR** (Academic Program Review): [APR](#)
- **CCC** (College and Career Success): [College and Career Success Course Requirement](#)

College Catalog

The [College Catalog](#) contains comprehensive information about CT State's academic policies, all programs (degree and certificate), the general education core and individual course descriptions by discipline.

Student Handbook

The [Student Handbook](#) contains comprehensive information about student support services, student resources, student activities, and student rights and responsibilities.

Educational Technology and Online Learning

Campus Education Technology provides services to faculty interested in using technology to enhance teaching and learning. Whether you need help troubleshooting Blackboard technical questions, want to learn effective online teaching strategies or need to learn how to use software and web technology for your on-ground courses, the Educational Technology staff can help. One-on-one campus training is available upon request throughout the year. In addition, the Board of Regents offers group training sessions at certain times throughout the semester. BOR training requires registration for most sessions. Detailed descriptions of courses and upcoming training schedules can be found at: [Resources for Instructors](#).

Library

The CT State Community College Library supports the information and research needs of students, faculty, staff and the community by providing robust and diverse collections and services; innovative and inclusive campus spaces; and an environment that supports equity, inspires lifelong learning, and contributes to professional, academic and personal growth.

Contact Information

Campus Library Contacts
Asnuntuck Phone: 860-253-3170 Email: as-lrcref@ctstate.edu
Capital Phone: 860-906-5020 Email: capital@ctstate.libanswers.com
Gateway Phone: 203-285-2057 Email: gw-library@ctstate.edu

Campus Library Contacts
Housatonic Phone: 203-332-5070 Email: hc-libraryservices@ctstate.edu
Manchester Phone: 860-512-2880 Email:
Middlesex Phone: 860-343-5830 Email: mx-library@ctstate.edu
Naugatuck Valley Phone: 203-575-8024 Email: nv-library@ctstate.edu
Northwestern Phone: 860-738-6480 Email: nw-library.ctstate.edu
Norwalk Phone: 203-857-7200 Email:
Quinebaug Valley Phone: 860-932-4007 Email: QV-Library@ctstate.edu
Three Rivers Phone: (860) 215-9051 Email: TRCCLibrary@ctstate.edu
Tunxis Phone: (860) 773-1550 Email: tx-reference@ctstate.edu

Services

Information Literacy Instruction

The librarians across all campuses provide information literacy instruction to classes at the request of faculty members. The length and content of the library research session are tailored to the needs of each class and can include instruction on searching the library's online catalog, finding scholarly sources using the library's research databases, citation help and more. Faculty can also request a custom research guide ("LibGuide") for their courses or that a librarian be added to their Blackboard course.

Interlibrary Loan

All CT State campuses, the four state universities, Charter Oak State College, and the [State Library of Connecticut](#) share the same online catalog of books, DVDs and other resources. Faculty may place requests from other institutions by searching for items in the online catalog. Library staff can also obtain items from both in-state and out-of-state libraries to fulfill information needs, so please contact your local library staff for assistance.

Resources

Each campus library has a wide variety of physical books, journals, magazines, videos (DVDs), course reserves and various equipment and supplies (graphing calculators, microscopes, anatomy models) that can be checked out using your employee ID. The libraries also have many electronic resources available including e-books, databases and streaming films. These e-resources can be accessed from both on- and off-campus.

Reserves

Faculty may place books and other materials on reserve for their students in the library. Items are for in-library or on-campus use only unless otherwise specified. Current semester textbooks for many classes are available for students to use for a set period of time or short-term loan. The library encourages you to place material on reserve when a substantial number of students need to read, view, or listen to material for a class.

Additional Services for Faculty and Students (location dependent)

- Laptops, hotspots, headphones, and graphing calculators for loan
- PCs and Macs with MS Office and other course-related software available for use in the library
- Group study rooms and digital collaborative workstations and rooms
- Assistive technology
- Self-service copiers, scanning stations and electronic charging stations

Visit the library [website](#) to find out more about the services/resources available at a specific campus location, library hours of operation, and library policies.

GENERAL INFORMATION

Early Childhood Centers

The Early Childhood Centers on seven of our campuses provide safe, quality programs for preschool children and serve as model lab schools for our Early Childhood associate degree programs. These centers are staffed with licensed, qualified and experienced early childhood professionals and give Early Childhood Education students an opportunity to observe and practice the methods and theories taught in CT State's academic program. These centers are accredited by the National Association for the Education of Young Children (NAEYC).

Students and faculty can benefit from low-cost, on-site childcare in these centers while they attend school. Many of the center childcare slots are filled on a first-come, first-served basis. Students and faculty who wish to have their children in these programs must apply. There may be a waiting list, so an application should be submitted as early as possible. Note that the age range of children served varies by campus center.

For Early Childhood Center enrollment options, hours of operation, and Director contact information, visit: [Childcare and Preschool Services](#).

Food Services/Cafeteria

Snacks, drinks and hot/cold meals are available for purchase in most campus cafeterias. Check your [home campus website](#) for current hours of operation. Snacks and beverages are also available for purchase from campus vending machines.

Lost And Found

Any found items should be turned in at your campus Lost and Found location. Lost articles, upon proper identification, may be claimed at these locations. Flash drives and computers will be given to the campus Information Technology department to determine ownership. Please write your name on all books and other valued articles to make identification easier. To identify where Lost and Found is located on a specific campus, please visit the campus information desk or Public Safety office.

Smoking and Vaping

CT State is committed to providing a safe and healthy working/learning environment for all members of our campus communities. Pursuant to state law, smoking is prohibited in any building or portion of a building owned and operated or leased and operated by CT State. "Smoking" means the lighting or carrying of a lighted cigarette, cigar, pipe or similar device. Electronic nicotine delivery systems or vapor products are also prohibited by law.

OFFICE SUPPORT SERVICES

Office support services and equipment are available for instructor use at each campus location, although services and equipment may vary by location. **Contact your campus Academic Affairs office with any questions.** Campus-based services may include the following:

Office and Teaching Supplies

Basic supplies can be obtained through your academic departments. Although the availability of specific items is campus-dependent, standard items such as pens, pencils, erasers, dry erase markers, dry erasers, grade books, blue books, Scantron sheets, paper clips, envelopes, etc. are usually available.

Printers (including copying and scanning)

Most routine printing, copying and scanning at campus locations is done via multifunction machines. These machines are accessed with your employee ID card. Campus multifunction machines tend to be heavily used; therefore, try to make your copies in advance if possible. **These machines should be used for official college business only.** For personal print jobs, pay-for-print copiers can be found in the campus libraries.

It is imperative to adhere to copyright law. Questions about copyright issues can be directed to: [OpenCSCU | Copyright Guide](#), a campus library, or the [U.S. Copyright Office](#) web site.

Purchasing of Goods and Services

A purchase requisition must be completed to request educational supplies or other goods or services. All purchases must be approved by the Department Chair who will ensure the purchase is necessary, the requisition has proper budget coding and that there are available funds in the department's budget for the purchase. The Department Chair will forward the requisition to the campus Dean of Faculty or campus Dean responsible for faculty affairs for signature. The requisition is then submitted to the campus Director of Finance and Administration to approve.

CT State is a state agency and is tax-exempt. We do not pay sales tax, and we do not reimburse vendors or employees for sales tax on purchases. Your campus can provide the tax-exempt certificate to vendors who need the certificate for their records.

Contact your campus Director of Finance and Administration for guidance if you are looking to contract with a speaker or vendor to provide services over \$3,000.

Scantron Machines

Scantron Automatic Test Correcting Systems are used to aid faculty with correcting and analyzing student test results.

If an academic discipline uses a computerized testing system for student exams, faculty are responsible for learning, administering, and correcting exams using the computerized testing system(s) that is used.

Shredders

Paper shredders are also available for faculty use. Consider using the shredder if you inadvertently make extra copies of exams, rather than leaving them behind for others to see.

Specialized Equipment

If you wish to borrow any specialized instructional equipment for a classroom activity, such as a projector, provide enough lead time for staff to be able to respond to requests.

Telephones

All faculty offices, including adjunct offices, are equipped with a telephone.

STUDENT SUPPORT SERVICES

Academic Advising

Academic advising assists students in establishing and achieving their academic, career and transfer goals. CT State students have access to both trained professional advisors (Guided Pathways Advisors), as well as faculty experts (faculty advisors). Students should meet with an advisor at least once per semester and more often as needed.

Advising appointments are available in-person and virtually. If students have questions or need assistance identifying or connecting with their Guided Pathways Advisor or faculty advisor, go to: [Academic Advising](#).

Faculty Advising

All full-time faculty engage in academic advising and provide advising to students within their specific program(s) or discipline. Faculty are the foremost experts on their specific discipline or program and play an integral part in the student's academic, career, and transfer planning. Students should contact their assigned faculty advisor to discuss program options and details about the structure, outcomes, and specifics of a degree or certificate program.

Guided Pathways Advising

Mission Statement

All community college students, from initial registration to completion, are supported by Guided Pathways Advisors to establish academic and career goals, and receive proactive and individualized academic and holistic supports that result in the timely and equitable completion of credentials that lead to employment, transfer and family sustainable wages.

Vision

Guided Pathways Advising is a dynamic, student-centered, holistic approach grounded in student development and learning. Guided Pathways Advisors align advising practices with the diverse and unique needs of each individual student in their caseload. Guided Pathways Advisors advise, advocate, mentor, support and coach their caseload to reach their individual goals.

Guiding Principles

- Students receive deliberate and personalized support necessary to contribute to their success.
- Faculty advising is central to the Guided Pathways Advising model.
- Guided Pathways Advising is grounded in institutional collaboration.
- Commitment to bold and disruptive change through the advancement of equitable advising practices.
- Guided Pathways Advisors pledge to empower students and staff to advance racial, social, and economic justice while identifying and responding to student barriers.
- Evidence-based research informs advising practice.
- Data is collected, disaggregated, analyzed and reported in a transparent manner.

- Student voices are amplified by honoring lived experiences and by highlighting their unique assets to develop meaningful advising relationships.
- Ongoing professional learning and individual staff development is fundamental to the model.

To schedule an appointment with a Guided Pathways Advisor, students should be directed to call or visit the advising office at their home campus locations.

GUIDED PATHWAYS ADVISOR CONTACT INFORMATION	
Asnuntuck	CASA, Room 111 Phone: 860-253-1207 AS-Advising@ctstate.edu
Capital	3 rd Floor, Room 316 Phone: 860-906-5040 CA-Advising@ctstate.edu
Gateway	Central Office, Room N213 Phone: 203-285-2090 GW-advisinghelp@ctstate.edu
Housatonic	Lafayette Hall, Room 112 Phone: 203-332-5097 HC-GPAdvising.ctstate.edu
Manchester	Student Services Center, Room L108 Phone: 860-512-3320 MA-Advising@ctstate.edu
Middlesex	Founders Hall, Room 132 Phone: 860-343-5826 MX-Advising@ctstate.edu
Naugatuck Valley	Kinney Hall, Room K520 (Liberal Arts and Behavioral Sciences) Ekstrom Hall, Room E500 (Business and Hospitality and STEM) Founders Hall, Room F217-234 (Business, Health Careers and Nursing) Danbury Campus, D304 (All programs) Phone: 203-575-8025 NV-GuidedPathways-Dept@ctstate.edu
Northwestern	Green Woods Building (GW), Room 208 Phone: 860-738-6462 NW-GPAdvisors@groups.ct.edu
Norwalk	East 102 Phone: 203-857-7033 NK-GPAdvising@ctstate.edu
Quinebaug Valley	Danielson Campus: 742 Upper Maple Street, Danielson, CT 06239 Student Success Center, Room C127 Phone: 860-932-4008 (Danielson) Willimantic Center: 729 Main Street, Willimantic, CT 06226 Phone: 860-230-6129 QV-Advising@ctstate.edu
Three Rivers	A Wing, Room A119 Phone: 860-215-9017 TR-Advising@ctstate.edu
Tunxis	Bidstrup Hall Phone: 860-773-1510 TX-advising@ctstate.edu

Degree Works

Degree Works is an advising tool that allows students to view their program requirements and to monitor their progress toward graduation. It also shows them who their advisor is, their home campus selection, Academic Standing, and their chosen degree and/or certificate program(s).

“What If” Audits

A student can run a “What If” degree audit using Degree Works. If a student is considering changing their major or adding a second program of study (degree or certificate), this can be a very useful tool. With this tool, a student will be able to see how their completed courses would apply toward another program.

Using the “What If” in Degree Works does not officially change a program of study – students will need to fill out a program change form in myCTState/Student Self-Service.

Placement/Assessment

In its commitment to an open-door admissions policy, CT State welcomes students with different levels of academic preparation. The college believes that proper preparation and course selection are key to academic success.

All students should engage with academic advising prior to registering for courses. Advisors will meet with students to review placement options and make course recommendations based on multiple measures.

Currently, high school grade point average (GPA) is used as a primary measure to place students in English and mathematics. However, students are encouraged through the admissions process to submit SAT scores, ACT scores, high school or college transcripts, AP credit, CLEP credit or other measures that can be used to assess placement. Students entering English for Speakers of Other Languages (ESOL) programming will engage in a placement process as determined by the ESOL programs.

Placement Waivers

Students who have an associate degree or higher are exempt from having to provide high school grade point average (GPA) upon presentation of appropriate documentation (i.e., transcripts or degree showing they have met the specified prerequisite).

Students who cannot produce a high school GPA, nor produce a self-reported GPA, should contact a Guided Pathways Advisor or their campus One Stop Enrollment Center to discuss further options for placement assessment.

General Advising Guidelines

1. **Focus on a student’s needs.** The primary purpose of academic advising is to help students select courses that meet their career/transfer/personal goals.
2. **Refer to the College Catalog for the prescribed course of study for a student’s curriculum.** Make recommendations using that course of study as a guide.
3. **Check the prerequisites for any course you recommend or that a student wishes to select.** Many courses have prerequisites that include eligibility for a particular level of English or math, successful completion of a particular course, or permission of the faculty or Program Coordinator. It is necessary to pass the required prerequisite courses before

enrolling in the more advanced courses. Check the course descriptions in the online catalog to determine prerequisites, and if the student has met them, before enrolling them in a course.

4. **Check course co-requisites.** A co-requisite is a course that the student must take during the same semester if not taken previously. Refer to the course descriptions in the College Catalog to determine if a course has a co-requisite.
5. **Verify placement based on the approved placement criteria before registering students in Math, English, and ESOL.** (See [Course Placement](#).)
6. **Do not tell students they can “waive” or “substitute” required courses in a curriculum.** That decision may be requested by the Program Coordinator and approved by the campus Dean of Faculty or campus Dean responsible for faculty affairs. Written documentation is required.
7. **Observe class size limits.** Students cannot be overloaded into a full class without permission from the campus Dean of Faculty or campus Dean responsible for faculty affairs, Department Chair and course instructor.
8. **Check students’ Academic Standing to determine how many classes they are eligible to register for in the upcoming semester.** Also check **Satisfactory Progress** criteria in the College Catalog.
9. **CSS 1001** – All degree-seeking students enroll in CCS 1001 within the first nine (9) credits. If a student has completed 24 or more college-level credits and has not taken an equivalent course or completed CCS 1001, a student will be eligible for a course substitution of CCS 1001 as approved by the Program Coordinator. For other exemptions, visit: <https://catalog.ctstate.edu/content.php?catoid=24andnavoid=2799>.
10. **Urge incoming transfer students to have their previous course work evaluated by submitting their previous college transcripts and completing the online transcript request form, as soon as possible.** They cannot receive credit for the same course twice.
11. **Refer students with special academic problems to a Guided Pathways Advisor or the campus Dean of Faculty or campus Dean responsible for faculty affairs if you are not able to answer their questions.**
12. **Students requesting an overload of courses should see the campus Dean of Faculty or campus Dean responsible for faculty affairs for permission.**

Career Services

Career Services professionals at CT State campuses are available to assist students, alumni and community members through all stages of career development and to manage an effective job search overall. They offer comprehensive programs, activities and resources that provide assistance with resume writing and interviewing skills, and help students develop a deeper understanding of the fit between their interests, values and skills and the world of work. Career Services staff members assist students in developing career plans, aligning academic majors with career objectives and finding meaningful experiential learning/internship opportunities as well as paid and gainful employment. They also support students’ overall career development by offering access to networking opportunities, in-person and virtual recruitment events, and other related programs that bring employers and industry professionals to campus. In recognition of career development occurring over the lifespan, Career Services promotes a greater awareness of the relationship between college and future work as an important motivator that builds both short- and long-term success.

Career Services supports the definition and identified competencies associated with Career Readiness developed by the National Association of Colleges and Employers (NACE). For information regarding Career Readiness, please view NACE's [Career Readiness Fact Sheet](#).

For further information, please visit [Career Services](#).

Disability/Accessibility Services

CT State is accessible to students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended. Students with disabilities that have been diagnosed and documented by a licensed professional qualified to make a diagnosis of the condition may be eligible for services. CT State is committed to the goal of achieving equal educational opportunity and full participation for individuals with disabilities. To this end, CT State uses a variety of learning aids to ensure that no eligible person is excluded from participation in, is denied the benefit of, or is subjected to discrimination in any of its programs, services, or activities. **For further information, please review your [home campus website](#) or contact the Office for Disability and Accessibility Services at [Disability and Accessibility Services](#).**

It is important for students moving from PK-12 to a higher education institution to understand that there are major differences in how disability accommodations are addressed. If you have any questions, please consult with your home campus Office of Disability/Accessibility Services.

CT STATE – DISABILITY/ACCESSIBILITY SERVICES CAMPUS CONTACT INFORMATION	
Asnuntuck	860-253-3005 – Room 122A
Capital	860-906-5204 – Room 314B
Gateway	203-285-2234 – Main Campus, Room S202D
Housatonic	203-332-5018 – Lafayette Hall, Room L115B
Manchester	860-512-3592 – SSC, Room L131
Middlesex	860-343-5879 – Founders Hal, Room 141
Naugatuck Valley	203-596-8608 – Kinney Hall, K519
Northwestern	860-738-6318 – Greenwoods, Room 303
Norwalk	203-857-7192 – East Campus, Room E101
Quinebaug Valley	860-932-4299 – Danielson Campus, Room W107B
Three Rivers	860-861-5555 – Room C170
Tunxis	860-773-1526 – Room ASTC 6-106
	Accommodate System

All disability procedures can be found at:

[Disability and Accessibility Services](#)

Student Disability/Accessibility Rights and Responsibilities

CT State is committed to ensuring equal opportunity for students with disabilities to access its programs and services. The following section delineates the rights and responsibilities of students and faculty:

Students have a right to:

- Equal access to programs, activities, facilities and services at CT State campuses.
- Information that is reasonably available in accessible formats.
- Reasonable and effective accommodations, modifications, academic adjustments and/or auxiliary aids and services that are determined on an individual basis.
- Appropriate confidentiality and maintenance of disability-related records and communications.
- If accommodations are denied, they may request a written explanation of why their request(s) was denied.
- Appeal decisions regarding the determination or provisions of accommodations, modifications, academic adjustments and/or auxiliary aids and services. These appeals can be filed by filling out the form at [Disability and Accessibility Services](#) or by contacting Director of Accessibility and Disability Services Vera Dimoplon at vera.dimoplon@ctstate.edu.
- File a complaint or an appeal when a faculty or staff member, or another student has violated their rights (*See “CT State Student Grievance and Appeals” below*).

Students have the responsibility to:

- Meet the CT State academic, technical, and institutional standards.
- Self-identify to Disability/Accessibility Services when reasonable accommodations, modifications, academic adjustments and/or auxiliary aids and services are needed by contacting the [Office for Disability and Accessibility Services](#).
- Provide supporting documentation, as outlined in the documentation guidelines, if the student is requesting academic adjustments, modifications and/or reasonable accommodations.
- Promptly respond to any documentation requirements or requests from the campus Office for Disability and Accessibility Services.
- Adhere to the expectations, policies, and procedures outlined in the [CT State Student Handbook](#).

Faculty have a right to:

- Maintain CT State academic, technical, and institutional standards.
- Receive notification, through an Accommodation Letter, of a student's need for reasonable accommodations.
- Contact the campus Office for Disability and Accessibility Services to clarify a student's request for reasonable accommodations, modifications, academic adjustments and/or auxiliary aids and services.
- Appeal if they believe an academic adjustment, modification, or reasonable accommodation request constitutes an alteration to an essential element of a course or compromises academic, technical or institutional standards. Appeals should be directed to the [Office of Equity and Civil Rights](#) where they will be reviewed.

Faculty have the responsibility to:

- Contact the campus Office for Disability and Accessibility Services if it is suspected that an academic adjustment, modification or reasonable accommodation request compromises the course content or expectations in order to determine alternate means of access for the student with a disability. Please be aware that the faculty member is not the final arbiter of what is a "reasonable" accommodation.
- Discuss appropriate options with students, who have provided an Accommodation Letter, to determine how the approved academic adjustment, modification, or a reasonable accommodation will be arranged.
- Provide or arrange for approved reasonable accommodations, modifications, academic adjustments and/or auxiliary aids and services included in the Accommodation Letter, in a timely manner, for students with disabilities.
- Refer to the campus Office for Disability and Accessibility Services those students who request accommodations, but have not provided an Accommodation Letter.
- Maintain the confidentiality of information regarding any student disability matters.
- List availability of accommodations in course syllabi "Students who require accommodations, based on a documented disability (short-term, temporary, recurring, and/or permanent), are encouraged to contact the Office for Disability and Accessibility Services (ODAS) on their campus at the beginning of each semester. Students needing accommodations may begin the accommodation request process at any time by following instructions at: [Disability and Accessibility Services](#). After completing the intake process (which includes, but is not limited to, providing documentation of disability and engaging in an intake appointment), accommodation letters will be disseminated to the instructor(s) at the student's request. Students are encouraged to speak directly with their instructor(s) to discuss approved accommodations and how each will be provided in their respective courses. Accommodations are never retroactive. Students are encouraged to engage in the accommodation request and intake processes and communicate their accommodations to instructors as soon as possible. Instructors, in conjunction with appropriate college personnel, will provide approved accommodations to students upon receipt of the accommodation letter. Accommodation letters are student-initiated each semester through a semester request."

CT State has the right to:

- Maintain CT State's academic, technical, and institutional standards.
- Request and receive, through the Office for Disability and Accessibility Services, documentation to verify the need for reasonable accommodations, modifications, academic adjustments and/or auxiliary aids and services.
- Determine effective reasonable accommodations, modifications, academic adjustments and/or auxiliary aids and services through an interactive process between the individual student and the Office for Disability and Accessibility Services.
- Deny a request for reasonable accommodations, modifications, academic adjustments and/or auxiliary aids and services if the documentation which has been submitted does not contain sufficient information to support the request.
- Determine that an accommodation, modification, academic adjustment and/or auxiliary aid or service is inappropriate or unreasonable when it poses a direct threat to the health and safety of others, constitutes an alteration to an essential element of a course or program, or poses an undue financial or administrative burden on CT State or the home campus.
- Hold students and faculty accountable to CT State policies and procedures, including any established deadlines.

CT State has a responsibility to:

- Provide information in accessible formats to students with disabilities in a timely manner upon request
- Provide or arrange approved reasonable accommodations, modifications, academic adjustments and/or auxiliary aids and services in a timely manner for students with disabilities
- Maintain appropriate confidentiality of disability-related records and communications, except as permitted/required by law, including maintaining such records and communications in secure files separate from academic files, with limited access to authorized individuals
- Practice nondiscrimination in accordance with applicable state and federal laws
- Inform students with disabilities of the process for filing a complaint or an appeal if they feel their rights have been violated

Additional Information from the U.S. Department of Education

To ensure a full opportunity to enjoy the benefits of the postsecondary education experience, students with a disability need to be well informed about their rights and responsibilities, as well as the responsibilities postsecondary schools have toward them. The U. S. Department of Education Office for Civil Rights website explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools, as well as the obligations of a postsecondary school. To view the publication, please visit: [Students with Disabilities Preparing for Postsecondary Education](#).

Accessing Disability/Accessibility Services at CT State

Students with disabilities are encouraged to self-disclose upon application to CT State or may do so at any time by contacting their campus Office for Disability and Accessibility Services. To review how to get accommodations, visit: [Disability and Accessibility Services](#). The enrolled student (not an advocate, parent, school or community organization) must initiate the self-disclosure process that leads to CT State's recognition of the student's disability. It is the student's responsibility to follow the procedures to request an academic adjustment, modification or reasonable accommodation by contacting the Office for Disability and Accessibility Services at their CT State [home campus](#).

Timeliness of Requests

To ensure sufficient time to make provision for aids or service, it is the student's responsibility to request any needed academic adjustments, modifications or reasonable accommodation(s) in a timely manner, following appropriate procedures. Generally, **three weeks' advance notice is the minimum**, with some types of accommodation requiring more advance notice. If a request is submitted with less than the minimum time needed to arrange the request, the campus Office for Disability and Accessibility Services will make a reasonable attempt to provide the requested academic adjustments, modifications, or reasonable accommodations but cannot guarantee that the request will be met without delay or substitution.

General Requirements and Documentation Guidelines

Modifications, reasonable accommodations and academic adjustments are determined through an interactive process between the student and the campus Disability and Accessibility Services staff. Consequently, documentation requirements may vary by situation. More importantly, the interactive process must be informed and guided by documentation that substantiates the need for specific accommodations. This means that students are responsible for providing the necessary documentation before the interactive process can begin.

For the Office for Disability and Accessibility Services to determine appropriate academic adjustments, modifications, or reasonable accommodations, submitted documentation is expected to meet the following guidelines, regardless of the format:

- Documentation of a diagnosed disability or medical condition; the recentness of documentation required is generally dependent on the type of condition and whether the impact of the impairment on the student is static or changing.
- Documentation must be relevant to the impact of the impairment from the condition on the student's participation in education or co-curricular activities at CT State:
- Students may submit any history of accommodations used; however, prior receipt of accommodations (e.g., in high school or in another college) does not guarantee receipt of the same accommodations at CT State. While **secondary school accommodation plans such as IEPs or 504 Plans are helpful, they often do not provide sufficient information to determine accommodations at the college level when submitted without a corresponding evaluation.**

Though supporting documents format may vary, the following information and data are generally recommended to assist the Office for Disability and Accessibility Services in determining the appropriate academic adjustments, modifications, or reasonable accommodations:

- A clear statement of the diagnosed disability and severity of the condition
- The date of diagnosis and date of most recent evaluation
- Identification of the major life functions impacted by the disability
- A diagnostic summary, including any relevant history, with an indication of how the disability

will affect participation in college courses, activities and/or the college experience

- Description of any auxiliary aids used by the student (e.g., hearing aids, assistive listening devices, visual aids, etc.)
- Recommended academic adjustments, modifications or accommodations that are appropriate to address the impact of the disability
- Name, title, license number and state (if applicable), address, phone number, fax number, email address and dated signature of evaluator qualified to make the diagnosis

To assist qualified evaluators with providing the Office for Disability and Accessibility Services with the information needed, the treating qualified evaluator submits a completed [Verification Form for Students with Disabilities](#) when a complete and recent evaluation report is not available. These forms can be obtained from your home campus [Office for Disability and Accessibility Services](#). Please note that Disability/Accessibility Services will also provide students with the proper release forms in case of additional questions and, when necessary, verify the evaluator's credentials.

Additional Information

- Disability-related supporting information and documentation received is confidential and is used for the sole purpose of determining eligibility for academic adjustments, modifications, or reasonable accommodations. **Such documentation is not shared with others without the student's consent, except as needed for legitimate educational purposes, or when otherwise required by law.**
- Disability-related information, including submitted documentation, is maintained by the Office for Disability and Accessibility Services for seven years from the time the student graduates or last attends CT State. Original copies are not always maintained. For more information on the confidentiality of student records, please see: [FERPA Notice and Directory Information Policy \(BOR Policy 2.2\)](#).
- If the documentation submitted does not contain sufficient information to determine appropriate academic adjustments, modifications, or accommodations, the Office for Disability and Accessibility Services will contact the student. Additionally, if the documentation provided is incomplete or insufficient to determine whether the student qualifies as having a disability or is eligible for academic adjustment, modification or reasonable accommodation, the Office for Disability and Accessibility Services may request additional documentation. Any cost incurred in obtaining additional documentation is the responsibility of the student. Missing or delayed information may result in a delay in reviewing a student's request.
- Students are always encouraged to meet with their home campus [Office for Disability and Accessibility Services](#) to discuss the documentation, provider releases.
- For more information on the process for requesting reasonable accommodations, please visit: [Office for Disability and Accessibility Services](#).

Student Grievance and Appeals

If a student has followed appropriate procedures but feels that agreed-upon academic adjustments, modifications or reasonable accommodations are not being provided appropriately, the student is encouraged to contact their campus [Office for Disability and Accessibility Services](#) as soon as possible. If a student is not satisfied with the results of this meeting or the approved academic adjustments, modifications or reasonable accommodations from the home campus Office for Disability and Accessibility Services, they may apply for an appeal: [Appeal Process](#).

Barrier to Access Reporting

CT State is committed to taking steps to ensuring and improving physical and technological access on CT State campuses and utilizes an internal reporting form which is one of several ways for students, faculty and staff to report a physical or technological barrier that restricts any person's access to campus websites, services or facilities. Please report any issues to the CT State Office of Equity and Civil Rights Office at: [Office of Equity and Civil Rights](#).

Complaints through the U.S. Department of Education, Office for Civil Rights (OCR)

Students retain the right to file a complaint with the [U.S. Department of Education | Office for Civil Rights](#) if they believe they have been discriminated against on the basis of disability regardless of whether or not they have utilized the above procedures for CT State.

OCR Contact Information for Connecticut:

Boston Office
Office for Civil Rights
U.S. Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111
FAX: 617-289-0150; TDD: 800-877-8339
Email: OCR.Boston@ed.gov

English for Speakers of Other Languages (ESOL)

CT State's English for Speakers of Other Languages (ESOL) programs are designed to serve the needs of all students whose primary language is not English. These credit and non-credit classes were developed to enhance students' listening, speaking, reading and writing skills. They were designed to enable non-native English-speaking students to develop and synthesize the core English language proficiency skills necessary for success towards attaining a college degree or certificate.

Resources available to students include academic advising, tutoring services, and specialized ESOL faculty. Please visit your [home campus website](#) to identify ESOL services available to students at your specific campus location.

Mental Health and Wellness

Navigating college responsibilities while balancing the demands of life can be a challenge. Many college students often find themselves feeling overwhelmed and struggling to cope. These stressors can interfere with your ability to be academically successful. A licensed Wellness Counselor will help you identify your current stressors, assist you in developing healthy coping skills and connect you to additional resources.

Mental Health and Wellness staff are here to create an inclusive environment to provide equitable mental health support and wellness services to all CT State students.

- ✓ Crises Response
- ✓ Wellness and Prevention Programming
- ✓ Emotional Support in an Accessible, Safe, Judgement-Free Space
- ✓ Coordinated Referrals for More Immediate or Specialized Care Within the Community
- ✓ Free, Confidential, Short-Term Case Management and Counseling Services
- ✓ Advocacy for Mental Health Policies and Initiatives

For more information and how to schedule an appointment, visit:

[CT State | Mental Health Counseling and Wellness Services](#)

Medical Leaves of Absence

In accordance with House Bill 6402, PA Act 21-132: An Act Concerning Higher Education Sec. 6 (2), CT State is committed to supporting students' health and well-being and promoting an equitable approach to student support and wellness.

The terms "health" and "wellbeing" include, but are not limited to, medical, psychological and emotional diagnoses. Students may experience medical and/or mental health situations that significantly limit their ability to function successfully or safely in their role as students. In those situations, students can request a voluntary medical leave of absence to seek treatment.

Support services and programming for students, including resources available for crises, can be found in multiple locations on campuses, including print and electronic listings.

Students needing further information about seeking a medical withdrawal and/or refund for medical reasons should be advised to visit the "Medical Withdrawals and Refunds" section of the [Student Handbook](#).

TimelyCare

CT State Community College has partnered with **TimelyCare** to make mental telehealth counseling free and available to all students. TimelyCare helps supplement our current on-campus mental health and wellness services.

Students can go to [TimelyCare](#) to create an account with their college (.edu) email address, or students can sign-up/register for an account by downloading the TimelyCare mobile app to begin seeing providers. Services are available to all enrolled students in credit classes for 180 days after the last day of their last class and non-credit for 90 days.

TimelyMD will provides free key services to students 24/7 from anywhere in the U.S.:

- TalkNow: 24/7, on-demand mental health support to talk about anything. Also available in many countries outside of the U.S.
- Scheduled Counseling: choose a time and date to meet with a licensed counselor
- Medical: scheduled and on-demand support for common health issues (cold, flu, etc.)
- Health Coaching: work on improving healthy lifestyle behaviors (body image, meal planning, sleep issues, etc.)
- Documentation for some diagnosed disabilities
- Basic needs support through a CARE Team

Tutoring/Academic Success Centers (ASCs)

At all CT State campuses, tutoring services are provided in a comfortable academic environment where students can receive extra help and support with classwork and writing assignments. Students are encouraged to think logically and work through problems, so that their understanding of the subject material is strengthened.

Our campus Academic Success Centers provide a wide array of free academic support services to all registered students. Convenient scheduling options are available to meet student needs. Although some services may vary by campus, our centers offer:

- Individual and group tutoring in most subjects
- Academic coaching, including help with study skills, test taking and organization
- Placement testing preparation
- Software and materials to enhance reading, writing and math skills
- Specialized workshops (e.g., research paper writing skills, time management, coping with test anxiety)
- Online tutoring
- Support for students with disabilities

Specialized Learning Centers are located on some CT State campuses, including:

- **Math Centers** – for concepts review and skills practice, from developmental to advanced mathematics
- **Writing Centers** – for help with writing for all subjects, including brainstorming ideas and revising drafts
- **Computer Centers/Labs** – for computer tutoring and assistant with instructional software
- **Language Labs** – for working on assignments, practicing language, and using additional materials and resources to enhance the language learning experience

To obtain further information on all center programs and to learn how to assist a student in scheduling an appointment for virtual or in-person tutoring services, go to: [Tutoring and Academic Support](#)

Veterans Services

The federal government offers a wide variety of services to veterans through the U.S. Department of Veterans Affairs ([VA | GI Bill Benefits](#)). CT State is committed to having exceptional resources available for student veterans on our campuses by fostering an encouraging environment to strengthen institutional and individual goals. The Veterans Certifying Official located at all 12 main campuses of CT State can help eligible students apply for VA benefits. **Students are advised to apply for veterans benefits as soon as you apply for admission to the college using the information found at [VA | How to Apply](#).** To be eligible for VA benefits, a student must be enrolled in a degree or certificate program. Most credit programs and some non-credit programs offered by the College are eligible for VA benefits. Approved programs can be found at the [State of CT | Office of Higher Education](#).

Once a student has registered for classes and submitted their request for certification, the college will certify their enrollment to the VA. A student's continued certification by the college is contingent upon meeting satisfactory academic progress guidelines. A student whose Combined Academic Standing indicates "suspension" is academically ineligible to receive VA educational benefits.

Students receiving VA benefits must complete and submit a Request for VA Certification to their home campus VA Certifying Official each semester and notify them of any changes in their course load and/or program of study. Courses must meet the requirements of the degree or certificate in which the veteran or dependent is enrolled.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at [VA | Education and Training](#).

Veterans and Satisfactory Academic Progress (SAP)

VA regulations require that all students receiving VA educational benefits meet the college's academic standing policy as stated in the [College Catalog](#). Students failing to make SAP will have their VA educational benefits discontinued in accordance with CT State policy. Students who are suspended for failing to meet the college's academic standing policy will be reported to the VA. Students may appeal their academic suspension in accordance with CT State policy. Should the appeal be successful, the student's enrollment will be reported retroactively to VA for the enrollment period to which the appeal applies. For further information on Satisfactory Academic Progress, please refer to the [College Catalog](#).

For further information, review the [Student Handbook](#) or visit [Veterans Affairs](#).

Veterans Operation Academic Support for Incoming Service (OASIS)

CT State is dedicated to supporting our military community with their transition from service members to students. Each CT State main campus provides a safe space specifically for veterans to study, relax and build comradery with other student veterans. Campuses also offer information on how to access Veteran Administration benefits for all who are eligible. For further information, please select the link above for your home campus.

STUDENT WELL-BEING SUPPORTS

All faculty should be aware of their campus referral, crises, and emergency protocols, and review them at the beginning of each semester so that they are prepared to best respond to varying degrees of student concerns.

CARE Teams

TOGETHER WE CARE

CT State works to create a community of care to support students to reach their academic goals. One integral component of the community of care is the campus CARE Teams. The CARE Team is a multidisciplinary team of campus partners who work collaboratively to support students' needs and keep the campus community safe. CARE Teams are inclusive of behavioral and threat teams needed to address a continuum of concerns. The CARE Team assists with any situation that could potentially pose a threat to a student's well-being or others within the CT State community. The CARE Team uses a proactive and educational approach to develop appropriate support and interventions for individuals of concern. The CARE Team will also be reactive when necessary to respond to perceived threats and concerns for safety by implementing appropriate resources to address the issue. Each CT State campus has a CARE Team. Each CARE Team works to ensure that the campuses are provided with the training and resources to respond to student and community safety concerns.

Each campus has their own individualized two-page quick-reference guide, "[Responding to Students in Distress](#)". **We recommend that you print and have this resource available when working with students.**

The CARE Team is not an emergency response team. **If there is an immediate threat to a student or to CT State, or if there is a medical or mental health emergency, please call your campus Public Safety office, 988 or 911 as appropriate.** Afterwards, always document all actions with a CARE Referral.

CARE Referral

If you are concerned about someone or if a student needs more support, please complete a CARE Referral. CARE referrals can also be completed to report an incident on your campus. Please submit a [CARE Referral](#) using the link for the specific campus at which your concern is related.

For more information, please visit: [CARE Teams](#).

Disruptive Behaviors

All faculty should familiarize themselves with the [Student Code of Conduct](#). Violators of the Student Code of Conduct are subject to possible disciplinary action.

EDITORIAL NOTE: *The Student Code of Conduct is currently under review by CSCU/CT State.*

While there is not a single best way to handle disruptive students in the classroom, the following approach is offered:

Level of Concern		
← Low	Moderate	High →
<ul style="list-style-type: none"> • No direct threats made • 1st time concerns with this person • Makes others uncomfortable but nothing specific 	<ul style="list-style-type: none"> • Not the first time I have had a concern regarding this person's behavior • Threat implied or issued in a vague manner • Quick change in disruption or behavior 	<ul style="list-style-type: none"> • Multiple incidents • Multiple concerns from "low" to "moderate" continuum • Clear direct and specific threat
Examples of Behaviors		
<ul style="list-style-type: none"> • Excessive eye rolling • Constant interruptions • Annoying behaviors • Irrelevant discussions 	<ul style="list-style-type: none"> • Interference in other's learning or work • Continuation of low-level behaviors even after addressed 	<ul style="list-style-type: none"> • Threatening and/or posturing in an intimidating manner • Hate speech • Active violence
Faculty Interventions		
<ul style="list-style-type: none"> • Remind the student of classroom and limitations (should be done privately, close to the time of the incident occurring, and ideally in person) • Follow up with an email recapping the conversation and documenting the expectations • Referral to appropriate resources 	<ul style="list-style-type: none"> • Complete the CARE expectations Referral or Conduct Report as appropriate • Further document all experiences and all warnings • If needed, remove a student from class for disrupting behavior 	<ul style="list-style-type: none"> • 911 for emergency situations • Connect with security to remove student • Connect with Dean of Students Office/Manager on Duty • Complete the CARE Referral or Conduct Report to document the incident and interventions

Clarification and Sample Language

Documentation means to record the date, time, place, content of your warning and any comments the student made.

For the initial intervention:

Ask the student to reflect on the incident and hear about what happened from their perspective, and then collaboratively make a plan for the future while setting expectations. An option is to frame the conversation with FIRR – Fact, Impact, Respect, Request.

Example: The fact is today in class you [name behavior]. I respect that you [insert what the student stated from their reflection] were letting out the emotions you were feeling. It had an impact on myself and others' ability to continue with the lesson. I would request in the future if you are feeling [echo what student shared], you take a break or do _____ instead.

OR

I would request that in our conversation today we can talk through what happened and make a plan for the future of how to handle ____ appropriately, should the situation arise again.

Follow up email language:

Thanks for taking the time to connect today. I heard you when you shared _____. I wanted to loop back because I know we covered a lot of topics today. We discussed that the expectations for moving forward are _____. And the strategies that you decided on include _____. In addition, many students find these resources helpful [list appropriate resource and support options]. I would encourage you to seek any support that may be helpful to you.

Conduct Report

To report a possible conduct violation incident on your campus, submit a [Conduct Report](#) using the link for the specific campus at which your concern is related.

For more information, visit: [Conduct](#)

ADDITIONAL STUDENT RESOURCES

Adding/Dropping Courses

Students looking to add/drop CT State courses should do so online; forms are also available (as needed) at their home campus [One Stop Enrollment Center](#).

Refer to the [academic calendar](#) for add/drop deadlines.

Changes that increase or decrease the total number of credits in which a student is enrolled will affect billing and financial aid.

Before dropping a course, students should be advised to:

- Carefully review financial aid and tuition and fees policies as outlined in the [Student Handbook](#) and at [BOR | Policies](#).
- Meet with a Financial Aid counselor to determine any impact on financial aid eligibility.

Registration changes may be made:

- Online at myCTState.edu in Banner Student Self-Service.
- By emailing the appropriate form to the One Stop Enrollment Center. Emailed forms will only be accepted if sent from the student's college email address.
- In-person (with completed form) at the One Stop Enrollment Center.

Full-Semester Courses: No faculty permission is required to add or drop a course during the add/drop time periods identified in the academic calendar. It is the student's responsibility to contact faculty and take appropriate action to make up missing work (as permitted by faculty) when

adding a course after the class has met.

Business Office

The campus Business Offices handle all tuition/fee payment transactions for students. It will help them better understand the finances of their education and assist with payments, refunds, payment plans, waivers and other billing transactions. Please refer to your [home campus website](#) for Business Office hours specific to your campus location.

Emergency Assistance/Aid

In an effort to ensure student success, CT State offers emergency assistance to students for unforeseen financial hardships. Select the link for their home campus for further information: [Campuses](#).

Financial Aid

CT State's campus Financial Aid offices strive to help every student minimize financial barriers to earning a college education. **The college encourages all students to apply for financial aid using the Free Application for Federal Student Aid (FAFSA) online (www.fafsa.gov).** Campus Financial Aid Office personnel are available to assist students in all phases of the financial aid process and to answer any questions pertaining to financial aid, as well as work-study. Visit the [Financial Aid Guide](#) for more detailed information.

Satisfactory Academic Progress (SAP)

To maintain financial aid eligibility, it is important for students to maintain satisfactory academic progress. In general, this means a student must be in good academic standing and successfully complete the designated pace percentage (earned credits/attempted credits) according to their program of study. For more information, visit the [Financial Aid Guide](#). Please also refer to the [College Catalog](#).

Food Pantries

Campus food pantries are free and available to all enrolled students. Our food pantries seek to alleviate the barriers and challenges associated with food insecurity so students can effectively engage in the learning experience and continue to pursue their educational goals. For further information, see [Food Pantries](#).

Foundations

CT State's campus foundations are nonprofit organizations that support efforts to provide quality, affordable post-secondary education to our students. [Foundations](#).

Office of Enrollment and Retention Services

The CT State Office of Enrollment and Retention Services is responsible for the maintenance and security of all current and former student records. Campus One Stop Enrollment Centers handle transcript requests, degree evaluations, enrollment verifications, graduation eligibility evaluations and more. Campus One Stop Enrollment Centers also assist students with various enrollment needs. [Register for Classes](#)

Transferring – Guaranteed Student Admissions

Several programs have been developed to guarantee admission and to help CT State students transfer successfully to four-year universities. Additional information on these programs is available through the student's assigned [Guided Pathways Advisor](#) and/or faculty advisor. Students planning to transfer are encouraged to consult with their assigned Guided Pathways Advisor early in their college enrollment to ensure that their course selections, especially electives, will be accepted by the college or university they wish to attend.

Transfer to the Connecticut State University System

CSCU's Transfer Tickets are degree programs providing a pathway for CT State students to complete degree programs that transfer to **Connecticut State Universities (Central, Eastern, Southern, Western) and Charter Oak State College** without losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Transfer to the University of Connecticut (UConn) through the Guaranteed Admission Program (GAP)

The Guaranteed Admission Program (GAP) is an agreement between CT State and the University of Connecticut that guarantees admission to the University of Connecticut's College of Liberal Arts and Sciences, School of Business and the College of Agriculture and Natural Resources, provided certain requirements are met.

Transfer to the College of Technology (COT)

The College of Technology (COT) provides career pathways for students to earn certificates, associate of science and bachelor of science degrees in engineering and technology disciplines. COT reduces barriers to education by providing a seamless articulation between the community colleges and the four-year partner universities. In addition, the COT uniquely integrates all the aforementioned college and universities systems through offering multiple points of entry for completion of degrees.

Please visit [Transfer](#) or your [home campus website](#) for more details.

Withdrawing from Courses or CT State

Students who wish to withdraw from their CT State coursework must submit a withdrawal form with the [One Stop Enrollment Center](#) by given deadlines noted in the [Academic calendar](#). The form may be submitted online or obtained at the One Stop Enrollment Center. Course withdrawals are reflected by a "W" notation on the transcript.

Prior to withdrawing from a course, a student must meet with one of the following: course instructor, faculty advisor or Guided Pathways Advisor. Course withdrawals may affect financial aid and veteran's benefits. Students are encouraged to meet with their Financial Aid Specialist or Veterans Certifying Official (if applicable) prior to withdrawal.

Financial Aid and Veterans Benefits

If a student is contemplating withdrawing from your course, it is advisable to refer the student to the campus Financial Aid office for advisement of any possible implications in losing eligibility for further financial assistance. If a veteran withdraws from a course, they are required to notify the campus Veterans' Certifying Official immediately. When the veteran withdraws, the college must notify the Veterans Administration, which may reduce the educational assistance payments to the veteran.

Withdrawal from CT State

Students who are contemplating withdrawing from **ALL** courses, are required to consult with either the course instructor, faculty advisor or a Guided Pathways Advisor. **Students receiving financial assistance should consult the Financial Aid office before withdrawal.** Withdrawal forms are available in the campus One Stop Enrollment Center or for download online. A Guided Pathways Advisor will sign the withdrawal form after meeting with the student. **Deciding not to attend class(es) does not constitute an official withdrawal and may result in a failing grade and/or financial obligation to CT State.**

Medical Withdrawals and Refunds

Students seeking medical withdrawals and/or refunds for medical reasons must submit documentation from a medical provider along with their withdrawal form to the campus Dean of Students and Faculty or campus Dean responsible for student affairs. The documentation presented must be from a medical provider stating the dates and recommendations. **These requests must be received during the semester for which the request is being made and decisions are at the discretion of the campus Dean.**

Please refer to the [academic calendar](#) to identify the withdrawal period.

STUDENT GRIEVANCE PROCESS

CT State has procedures in place for the investigation and resolution of student complaints, including guidance on when and how a student can appeal an adverse decision made on behalf of the college. **If a student has a general complaint or concern, or if they are simply not certain how the process related to a particular type of complaint would be handled, please direct them to reach out directly to their campus Associate Dean of Student Development/Dean of Students/Dean of Students and Faculty or visit the CT State Office of Equity and Civil Rights procedures page: [Office of Equity and Civil Rights](#)** These campus leaders will be able to provide students with further guidance on when, where and how to file a student complaint based on their specific situation. Contact information for campus Student Affairs leaders can be found at [State and Campus ODEI Points of Contact](#).

Students are first encouraged to direct questions, concerns, or complaints to their home campus DEI (Diversity, Equity and Inclusion) Coordinator, Disability/Accessibility Services Coordinator and/or Deputy Title IX Coordinator identified on this webpage: [State and Campus ODEI Points of Contact](#).

In addition, the [Office of Equity and Civil Rights](#) is the initial point of contact for issues and complaints including those related to accommodations/academic adjustments, harassment, discrimination, sexual harassment, sexual assault, stalking or intimate partner violence; links to the complaint portal can be found at: [Student Services Quick Links](#).

INFORMATION TECHNOLOGY

IT Support

The Information Technology (IT) department at CT State is committed to providing the highest quality services to students, faculty, and staff. IT provides assistance for accessing campus computers, logging in to myCTState, email, campus wireless networks and the maintenance of classroom computers, phones and printers.

Faculty Email

All faculty (both full- and part-time) are provided a CT State Office 365 email account. You can log on to the Office 365 portal ([Public - Accessing Office 365 - Service Portal](#)) with your NetID and password to access Outlook Web App email (OWA). You can also access the Office 365 portal by logging on to [myCTState](#). Your NetID account is created automatically as soon as your employment information is entered in Banner.

All official College email communications, including email sent from within the Blackboard learning management system, are sent to your CT State Office 365 email account. Employees and students are expected to check their official email accounts on a frequent basis.

It is expected that you will answer any correspondence using your CT State email; all electronic communications with students **MUST** be with this email.

Employees are not allowed to conduct official business via private email accounts unless specifically authorized.

Don't know your Office 365 email address?

[\[Public - How to Look Up Your NetID and Email Address - Service Portal\]](#)

Computer Usage

CT State will assign individual accounts to all full- and part-time faculty. The account holder is responsible for all usage on the assigned account. Computer-related accounts issued to individuals are intended for the sole use of those individuals. Faculty are not to use CT State computer resources for monetary gain or for the development of software intended for sale.

All resources and facilities of the Computer Centers/Labs and other campus computing sites are to be used for legitimate and authorized CT State academic and administrative purposes. Computing resources include host computer systems, personal computers and workstations, communication networks, software and data files.

Faculty will be subject to appropriate disciplinary action for any unauthorized or illegitimate use of the computer systems, resources and/or facilities. This includes willful or malicious acts of deletion, alteration, or destruction of computer hardware; modifying any equipment belonging to or under the control of the Computer Centers/Labs; and loading or storing non-college licensed software on CT State equipment. Users may also be subject to criminal prosecution.

The usage of CT State IT resources is a privilege dependent upon appropriate use. All users of CT State IT resources are responsible for using IT resources in accordance with the Student Code of Conduct, CSCU/CT State policies and the law, as applicable. Individuals who violate CSCU/CT State policy or the law regarding the use of IT resources are subject to loss of access to IT resources as well as additional CSCU/CT State disciplinary and/or legal action.

Help Desks

Faculty and student support hours are 24/7, 365 days per year. For assistance with a covered service (Blackboard, myCTState, Banner Self Service, Office 365, NetID, Wireless, Library), visit [Technology Assistance](#) to chat or create a case, or contact IT by phone at **860-723-0221**.

Multifactor Authentication Requirement

CSCU and CT State are committed to safeguarding student data and the integrity of our institutions' systems. In line with our continuous efforts to enhance security practices, multifactor authentication (MFA) is mandatory for accessing CSCU Microsoft 365 applications, including access to institutional email, OneDrive, SharePoint and Teams.

MFA provides an additional layer of protection for your account by requiring a second authentication factor when you log in. This ensures only you can access your account, even if your password is compromised. We are compatible with several MFA enrollment options, including the free Microsoft Authenticator app, text messages, voice calls, personal hardware keys (FIDO), and other OATH compatible authenticator apps. You can choose the options that best suit your needs.

Our IT teams are available to help if you need assistance with enrollment. To get started or check your status, please visit the [CSCU | Enrollment Wizard](#) any time for assistance. To find out more about MFA and how it may impact you, please read the [MFA FAQ](#).

NetID

The Network ID (NetID) is a Windows Active Directory account that is uniquely assigned to each CT State student, faculty and staff member. It serves as your login to many CT State computing and networking services, including the Login Portal. Your faculty NetID is composed of the following two items:

1. Username: firstname.lastname
2. Domain: @ctstate.edu

For example, a faculty member will have the following NetID: [firstname.lastname@ctstate.edu](#)

What is my initial NetID password?

The initial password for all new NetIDs will be based on a combination of personal information (birth date and social security number). Specifically, the following three items will make up the initial password:

1. The first three (3) characters of your birth month (with first letter capitalized). For example: Dec.
2. The Ampersand character symbol: and
3. The last four (4) digits of your Social Security Number. For example: 2400

For Example: Decand2400

Log-In to Computer for First Time

1. Enter your NetID username; if you do not know your NetID, click: [Public - Lookup NetID - Service Portal](#).
2. Enter your NetID password
3. The first time you log on, you will be prompted to change this temporary password to a more permanent personal password.

Create a NetID Personal Password

The following requirements must be followed when selecting a NetID password:

- Password must be at least eight characters.
 - Password must be complex and difficult to guess. A password must contain characters from three of the following four categories:
 1. Uppercase characters (A through Z)
 2. Lowercase characters (A through Z)
 3. Numeric digits (0 through 9)
 4. Special characters (for example: !, \$, #)
- Password must not contain all or part of the user's NetID account name.
- Password must differ from previous passwords.
- Password is forced to change every 90 days, but users can change them sooner.

After three (3) incorrect login attempts, your account becomes locked. If an employee has been locked out, there is a 15-minute wait before their account is automatically unlocked.

NetID Password Reset

Password resets can be performed online at: [Public - Reset NetID Password - Service Portal](#).

CT State Computer Services Faculty Can Access with Their NetID

The NetID will be used to access a variety of CT State services over time. Services that will be immediately available using your NetID include:

- PC workstations through the CT State campus system
- MS Office 365 (Word, Excel, PowerPoint, OneNote, OneDrive access and more)
 - myCTState (source of information and access to personal, academic and work-related services)
- Degree Works (an advising tool)
 - Blackboard Learn (a learning management system used to conduct online and distance learning)
- The Library Database

Part-time faculty members' NetIDs are for a limited time only. The timeframe is according to the agreed upon course assignment start and end dates stated in each faculty's part-time lecturer (PTL) contract.

Wireless Network

The wireless network is available throughout each CT State campus and allows you to connect and access the internet using your personal wireless devices (laptop, tablet or smartphone). Just use your NetID and password for connection. For WiFi instructions, including eduroam, click: [CSCU | Wireless Access](#).

Banner

Administrative functions at CT State (except for human resources/payroll functions) are handled through the Banner information system. This includes functions such as student course registrations, student drops or withdrawals, official class rosters and end-of-semester grade submission. Every faculty member who teaches at the college is given an account on Banner and new faculty are notified of how to access their account by the Campus Supervisor of Enrollment Services. It is possible to access most Banner functions through the web using the Banner Web for Faculty interface, often simply called Faculty Self-Service, which can be accessed at [myCTState](#) using your account to log in.

Blackboard

Blackboard is a web-based learning management system. Blackboard's online instructional tools enable any faculty member to enhance learning in their courses by providing a variety of ways to promote interaction and collaboration, and augment communication between, and among, students and faculty. Course syllabi, assignments, assessments and course content can all be delivered via Blackboard, and communication and collaboration can be enhanced using online discussions, publishing presentations, email, chat and whiteboard tools. Feedback to students is enhanced using an online grade book, self-tests, and reporting and tracking functions. The system can be used productively for classroom-delivered courses, fully online courses or those using a mix of delivery methods (referred to as hybrid, LRON or FLEX courses).

Features include:

- **User Authentication** – Only faculty, staff and students enrolled in a class can log into that Blackboard class through the portal. Anyone else has to be enrolled in the class by an administrator and given access to the Blackboard shell.
- **Announcements** – You can keep students informed of what is coming up and what you expect from them by creating Announcements that they will see when they log into your course in Blackboard. You can also deploy it as an email that will go to their campus email account.
- **Time/Date Release of Content/Assessments** – As faculty, you can add content now and have it viewable at a future date/time.
- **Copy Content Items** – All course content can be copied to other courses that faculty are or will be teaching.
- **Upload Files to Share with Students** – Courses have a generous 2GB storage limit for files. Please work with local Ed Tech support to learn the best method to share media and large files.

- **Collaborate Ultra** – This is a synchronous tool that allows faculty to meet with students virtually at specific times. Collaborate Ultra includes features that allow discussions and lectures. There is an option to use a whiteboard, and you can divide students into break-out sessions. In addition, you can record these sessions but check with the College before you release these recordings because there are FERPA issues that need to be addressed.
- **Discussion Forums** – This is a tool that allows for asynchronous discussion. Students and faculty can share concepts, ideas, questions, and answers at a time that is convenient for them. Faculty chooses the time frame for the discussion.
- **Assessments** – Any item you create that is gradable will automatically generate a column in the Grade Center. These items can be exams, quizzes, discussions, assignments, journals, etc.
- **Online Exams, Quizzes and Surveys** – As faculty, you can create assessments within Blackboard. When the exam or quiz is graded, the grade will appear in the Grade Center. Students can always view grades from the main navigation page and from inside a course, if the instructor provides the link. Faculty can choose to allow students to review the questions in the exam or quiz. Faculty have the option to create multiple question formats, including multiple choice, multiple answer, true/false, matching, ordering, fill-in the blank and short answer/essay.
- **Assignments** – Material can be placed into the content area, which creates a Grade Center item (points, feedback and file exchange). You can develop assessments through intuitive, step-by-step workflow.
- **Online Grade Center** – Students can see their grades and review their submissions and any comments you have made, whether it is an exam, quiz, assignment, discussion or anything else that you have made gradable. In addition, you can create columns in the grade center that will calculate midterm and final grades based on the criteria you designate.
- **Collaborative Group Tools** – Group tools can include discussion, emails, journals, Collaborate Ultra and file exchange.

Automatic Course Creation for All Courses

All courses will have a course shell in Blackboard when the course is created in Banner. Faculty have access to their summer and fall course shells one month prior to the end of the spring semester and access to their winter and spring course shells one month prior to the end of the fall semester. Students do not have access to the course shell until seven days before the class start date. Students who drop a course are automatically denied access to that course shell. Students have access to their Blackboard courses for 14 weeks after the end of the semester.

Accessing Blackboard

Access to Blackboard is gained by login to [myCTState](#). Be aware that, like myCTState, Blackboard is not compatible with every version of every browser. Faculty must check to see whether their web browser will work with these platforms by going to: [Blackboard | Browser Checker](#).

Working in Blackboard

For faculty who are new to Blackboard, training is offered by Educational Technology and Distance Learning year-round. For additional support, visit [Resources for Instructors](#).

Use your NetID to log into [myCTState](#). Click on the *Blackboard* link. Once you have accessed Blackboard, you will see a listing for every section you are teaching. You may also be enrolled in resource courses to help with creating and managing courses. To develop your class, make sure the button in the upper right-hand corner in the course site is set to "Edit Mode: On" if your course has that feature.

The Course Tools area contains various reports to allow faculty to check on a student:

- Last Blackboard course access date
- Students currently at risk
- Deadlines missed per student

Always have an off-line backup copy of all material that you have uploaded to Blackboard.

Blackboard courses are accessible to faculty for two academic years. After that, they are purged from the system. If you use Blackboard for grades, you are required to retain a copy of the grade book and grade history in a secure storage area (not in Blackboard) for five years after the end of the semester, to meet State of Connecticut record retention requirements.

CAMPUS SAFETY

CT State Chief of Police and Director of Public Safety
Christopher Chute, 860-612-7065, christopher.chute@ctsate.edu

Employee ID Cards

To enhance the safety and security of the entire CT State community, all faculty, staff and students are required to obtain a photo identification (ID) card.

A CT State photo ID card will allow access to campus buildings and some campus-specific parking garages (where applicable). The CT State photo ID also serves as a library card, can be used to access resources from other campus departments (e.g., computer centers/labs, tutoring centers, career services), and is used to secure admission to CT State campus-sponsored activities and special events, when required.

While on campus, all CT State employees must always carry a photo ID and are encouraged to visibly display that photo ID on their person. Upon request from CT State Public Safety Officers, faculty, staff and students must present this identification. Anyone without a valid CT State ID may be declined access to campus buildings.

ID Reissuance

No reissuances of faculty ID Cards will be allowed except for lost or stolen cards. There is a CSCU Board of Regents authorized replacement fee of \$10 for a misplaced, lost or stolen photo ID card.

Closings, Cancellations and Delayed Openings

In the event of severe weather, power failure or any other extreme or unusual circumstances, your CT State campus may have to close or have a delayed opening. Should this occur, an announcement will be made on the CT State website and the campus will use the myCTState Alert system (see below) to deliver text and phone updates.. Announcement may also be made on college and campus social media accounts (Facebook, Instagram and/or X). Your campus's main telephone number will also play a recorded message.

All on-campus scheduled class times are to follow the closing schedule. For example, if you have an on-ground class that starts at 2:00 p.m. and your campus closes at 1:00 p.m., the 2:00 p.m. class will not be held and classes already in session would be released at 1:00 p.m. (See [below](#) for further information on online learning.)

Emergency Alert Program

CT State has an emergency alert program to provide notification when an emergency condition is imminent, or a situation exists that threatens the health and safety of individuals. These notifications include when campuses may be closed or delayed due to weather or other circumstances.

The Emergency Alert Program will permit the distribution of emergency information via telephone, e-mail, text message and/or voice message. Messages can be provided to landlines or cell phones. Individuals will receive information or instructions relative to the specific circumstance.

Updating the Emergency Alert Program

Faculty, staff and students of CT State should update the Emergency Alert Program with their emergency contact information through myCTState whenever their current contact information

changes.

Update Contact Information:

1. Log into my.ctstate.edu.
2. Once in *myCTState*, navigate to *myCTState Alert*.
3. Review your *Emergency Notification* contact information and make any changes you need.
4. Once you submit the form, your contact information will be updated.

Impact of Closings/Delays on Online Learning

- If you have an LRON (Learning Remote Online) or hybrid class, the classes scheduled to meet follow the same cancellation process as if they were a fully on-ground modality.
- If you have a fully online course, the closing does not impact this schedule. Course work should be completed regardless of the inclement weather.

State of Connecticut Office Closings

If, in an emergency, the Office of the Governor of the State of Connecticut announces closing of all state offices, no CT State classes will be conducted, regardless of class location or teaching mode.

CAMPUS EMERGENCY SITUATIONS

FOR ALL LIFE-THREATENING EMERGENCIES, DIAL OR TEXT 911.

[Campus Public Safety](#) should be notified immediately of any emergency or of any situation that might jeopardize the safety of persons or property on your campus. **IF YOU SEE SOMETHING, SAY SOMETHING.**

How to Report an Emergency

Identify:

1. The nature of the emergency.
2. If police, fire or ambulance is needed.
3. If there is a weapon involved.
4. If the suspect is still present; if not, identify the direction the suspect went.
5. Once the situation is over, document in a CARE Referral.

Emergency Exits/Evacuation Routes

Emergency response procedures and evacuation routes are posted in all CT State classrooms. **Familiarize yourself with these routes and campus emergency exits at the beginning of each semester.** Do not evacuate one building and enter another. Go around any buildings to the designated exterior assembly areas.

Evacuation of the Building

If you hear the notification to evacuate, all persons are to immediately leave the building following posted evacuation routes and procedures, if feasible. **Only if it is safe to do so**, be sure to take all personal belongings with you.

In most cases, the procedures for evacuation will include the following steps:

- The fire alarms will sound with an announcement to evacuate the building.
- The phone paging system will be used for special instructions during an emergency situation.
- Evacuation plans are posted near all classrooms and offices identifying the evacuation route, appropriate exit, and the location where people should gather after they have left the building.
- Once people are outside the building, they should move to their designated assembly areas, keep away from the building, and under no circumstance reenter the building until informed that the Fire Department or Law Enforcement Officer in Charge has declared the emergency over.

Campus Public Safety personnel and/or the Law Enforcement Officer in Charge will direct you to re-enter when the building is cleared and safe to do so.

Lockdown/Shelter in Place

In the event of a shelter-in-place (lockdown), students, staff, faculty and visitors must remain in place. If in a classroom, secure the door by wedging it shut. If in an office, secure the door by locking it. If you are in an open area, take shelter in the nearest room and secure the door by

either locking it or wedging it shut. Turn off the lights and close the blinds. Set all cell phones to silent mode or turn them off. Close or turn off laptops. Move to an area of the room where there are solid walls, furniture, or other objects and hide behind them. Stay as low to the floor as possible. Wait for instructions or notification from the police or campus official that lockdown has been lifted.

Safety Drills and Training Classes

Public Safety officials conduct one fire drill per semester. A simulated shelter-in-place training exercise or evacuation drill is also conducted at least once per academic year. Public Safety officials also conduct free safety awareness and self-defense classes each semester at many CT State campus locations.

Safety Responsibilities

Staff, faculty and student awareness, cooperation and involvement are critical to the success of CT State campus safety. Staff, faculty and students must assume responsibility for their own personal safety, and the security of their belongings by taking common sense precautions. Public Safety actively conducts situational awareness and “See Something. Say Something.” training for employees and students.

CAMPUS PARKING

CT State provides free parking for employees at all 12 of its campus locations. On-campus parking is restricted to times involving programs and/or educational activities associated with the College. For more information: [Getting to Campus](#).

***All employees at the Capital campus** must obtain a Proximity Access Card to access the Morgan Street Garage, located at 155 Morgan Street. Employees have until the second week of classes to obtain a Proximity Access Card. During this grace period, employees may pull a ticket for validation by the reception desk located in the main lobby. If an employee loses a parking ticket before the end of the two-week grace period, see the Capital receptionist. If a ticket is pulled after the two-week grace period, the employee is responsible for paying the maximum daily rate.

Motorcycle parking is available at the Morgan Street Garage in a designated area on Connector Road, adjacent to the main entrance.

****All employees at Naugatuck Valley's Danbury campus** are required to display a parking tag for the Danbury Parking Authority. Parking tags for employees are available in the administrative offices at the NV Danbury Center located at 190 Main Street. Parking is available in the Terence E. McNally Patriot Garage, located at 21 Delay Street. The garage is free to employees whenever the college is open. A security officer is on duty during Danbury campus class times and business hours.

Campus parking lots and outdoor spaces are well-lit, and Public Safety personnel are available if needed.

Public Safety personnel are not allowed to jumpstart any vehicle, change a tire or provide vehicle unlocking. Should you need these services, please contact a towing company.

Parking Regulations

CT State clearly designates and differentiates parking areas for the convenience and safety of all. All vehicles shall be parked in a lawful manner. It is the responsibility of the vehicle operator to find a valid and lawful parking space. Designated student lots are to be used on a first-come, first-served basis.

- *Parking for Persons with Disabilities*

There are parking spaces designated for persons with qualifying disabilities in all CT State campus parking lots. These spaces are clearly marked with the International Symbol of Access. Vehicles with a special license plate or removable windshield placard permit are the only vehicles that can park in these parking spaces in any campus lot or parking garage. Parking in these spaces without an appropriate placard will result in a state infraction and will result in a fine.

- *Parking for Faculty/Staff*
On many CT State campuses, there are parking lots and parking spaces designated for faculty/staff members' use only. A CT State campus parking permit is required for these areas, and students and visitors are prohibited from parking in these spaces.
- *Reserved Parking*
There are "Reserved Parking" spaces on CT State campuses. These reserved spaces are assigned to specific individuals. Only the individual assigned to the space is permitted to use that space.

All campus parking violations are subject to warning or fine.

Parked vehicles presenting a hazard, impeding vehicular or pedestrian traffic, interfering with the operation of emergency vehicles or in a restricted area will be tagged and towed, without notice, at the owner's expense. Owners are responsible for costs of towing, impounding and storage of their vehicles.

Penalties for CT State parking and moving violations are determined according to State of Connecticut laws. Depending upon the severity of the violation, the owner/operator of the vehicle may be issued an Infraction Notice instead of a CT State parking ticket. The fines of an infraction are pre-determined by state law and are not discretionary.

Payment of Fines

Fines must be paid in a timely manner. For further information on the payment process applicable to your campus, visit your [home campus website](#).

Driver Responsibilities

It is the responsibility of each driver to:

- Know and comply with the parking regulations.
- Maintain a current valid driver's license.
- **Connecticut law requires continuous liability coverage on any registered vehicle, including out-of-state registered vehicles.** Out-of-state faculty are advised to check with their insurance agents, or company, to be sure they have the required coverage.
- The employee and/or the owner in whose name any vehicle is registered will be responsible for any penalties associated with violations of these regulations by their vehicle.
- CT State does not assume responsibility for any motor vehicle operated or parked anywhere on its property or in parking garages designated for student use, or for its contents nor does it assume responsibility for alleged or actual damage resulting from a vehicle needing to be towed.

CT State students, faculty, and staff all must assume responsibility for their own personal safety and the security of personal property. This can be done by applying some simple, common-sense rules such as:

- Park in well-lit areas. Avoid parking in deserted areas, especially after dark.
- Always lock your vehicle when leaving it unattended.
- Do not leave valuable items in your vehicle in plain view. Lock them in the trunk.
- When walking to a vehicle, walk with others.
- Take the shortest, most direct and well-lit route to your destination.
- Have keys ready when returning to your vehicle.
- Look inside your vehicle before entering it.
- Do not leave your belongings unattended.
- Do not give personal information to strangers.
- Do not carry large sums of money or other valuables on your person. If someone demands or grabs your purse or wallet, do not resist.
- Report suspicious activities, persons or vehicles to campus Public Safety immediately.
- If a crime is committed, report it to campus Public Safety at once.

Public Safety Escorts

Public Safety personnel are available to escort students, faculty, and staff to their automobiles upon request.

Traffic on Campus

Motorized Vehicles

All Connecticut motor vehicle laws are applicable on CT State campus property and will be strictly enforced. Any motor vehicle or pedestrian accident on a CT State campus, no matter how minor, should be reported to campus Public Safety. Failing to report an accident that causes physical injury or property damage could result in a charge of evading responsibility under State law.

Bicycles

Bicycle operators are reminded that while riding on campus roads, they are to keep to the right side of the roadway and that they are subject to the same traffic regulations governing the operation of vehicles (e.g., stop signs, traffic lights, one-way street designations). Bicycle operators on CT State property must ride or operate bicycles in a prudent and careful manner with reasonable regard for the safety of the operator and other persons.

Pedestrians

Pedestrians have the right-of-way on sidewalks, parking lots and all other areas of the CT State campuses. However, pedestrians shall grant the right of way to emergency vehicles. Pedestrians shall be responsible for using sidewalks and marked crosswalks wherever possible and shall abide by the Connecticut General Statutes regarding use of the sidewalks, crosswalks, and roadways.

ADDITIONAL PUBLIC SAFETY INFORMATION

Campus Sex Crimes Prevention Act

The Campus Sex Crimes Prevention Act (CSCPA) of 2000 is a federal law that provides for the tracking of convicted sex offenders enrolled at, or employed at, institutions of higher education. The CSCPA is an amendment to the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Act. This federal law requires state law enforcement agencies to notify CT State whenever a registered sex offender indicates that they are either enrolled, employed or carrying on a vocation at CT State.

A searchable database, available to the public, is maintained by the Connecticut State Police at the following website: [State of Connecticut | Sex Offender Registry](#). Additionally, in accordance with Chapter 969, Section 54-258 of the Connecticut General Statutes, campus police departments keep a record of all registration information transmitted to them from the State Police.

In the State of Connecticut, convicted sex offenders must register with the Sex Offender Registry maintained by the Connecticut Department of Public Safety, Division of State Police, Sex Offender Registry Unit. The Sex Offender Registry information is intended to be used for such purposes as the administration of criminal justice, screening of current or prospective employees and volunteers, or otherwise for the protection of the public in general and children in particular. Unlawful use of the information for purposes of intimidating or harassing another is prohibited and a willful violation shall be punishable by law.

Sex Offenders on Campus

Whenever in the judgment of the college president ***or designee*** the presence ***or continued presence*** of a convicted sex offender who has been previously admitted or registered as a student, credit or non-credit, would constitute an unreasonable threat to the safety of people, the security of property or the integrity of academic processes and functions of the college, such person may be denied ***acceptance into and/or*** continued attendance as a student or have limitations placed on participation in college activities and/or access to college property.

The decision to exclude a person under this provision must be based on an assessment of the risk presented by the continued presence of the convicted sex offender, who normally must be allowed to provide information pertinent to the decision. The decision to exclude such person may not be based solely on the person's status as a convicted sex offender, nor shall any person use information regarding a convicted sex offender to injure or harass any person.

The decision of the president ***or designee*** shall be final.

Board of Trustees Policy 5.1.1

EDITORIAL NOTE: The foregoing policy is currently under review by CT State. Minor editorial revisions to original text, made for purposes of handbook clarity, are noted in bold italics.

Student questions or concerns should be directed to their home campus Dean of Students/Dean of Students and Faculty/Associate Dean of Student Development.

Injury While on Campus

If you are injured on a CT State campus, please notify the Associate Dean of Campus Operations at that campus location. They will advise you of any required paperwork that may need to be completed to document the incident. Please visit the campus staff directory links in the [Campus Directory](#) section of this handbook, the [campus webpage](#), or the campus information desk to obtain the Associate Dean's office location information.

Off-Campus Injuries

In the event of an injury occurring at a college-sponsored, off-campus event, please notify the CT State faculty or staff member in charge. That person will decide the best course of action and will report the injury to a member of Public Safety or the Associate Dean of Campus Operations upon return to your CT State campus.

Opioid Overdose Prevention and Awareness

CT State is committed to preventing overdose-related deaths through the proper training, administration, and usage of naloxone hydrochloride, commonly known as NARCAN® nasal spray, or other similarly acting and equally safe overdose-reversing drug approved by the FDA. The Connecticut Good Samaritan Law allows anyone, if acting with reasonable care, to administer an opioid antagonist to a person one believes in good faith is experiencing an opioid-related drug overdose without criminal or civil liability.

Intranasal naloxone kits are stored and accessible to students, faculty and staff at several locations on each CT State campus, including:

Asnuntuck	<ul style="list-style-type: none"> • Building 1, North Corridor B (adjacent to Admissions Suite 104) • Building 2, Lobby 400 (adjacent to entrance vestibule)
Capital	<ul style="list-style-type: none"> • Public Safety HQ (Suites #101/102 in the lobby) • Public Safety Substation (Room #714 - on the 7th floor, next to the cafeteria)
Gateway	<p>New Haven Campus:</p> <ul style="list-style-type: none"> • North Building Cabinets <ol style="list-style-type: none"> 1. Lower-level elevator lobby 2. 1st floor elevator lobby 3. 2nd floor elevator lobby 4. 3rd floor elevator lobby 5. 4th floor elevator lobby • South Building Cabinets <ol style="list-style-type: none"> 1. 1st floor elevator lobby 2. 2nd floor Library entrance, S-201 3. 3rd floor elevator lobby 4. 4th floor elevator lobby <p>North Haven Campus (88 Bassett Road):</p> <ul style="list-style-type: none"> • Lobby area near restroom entrances
Housatonic	<ul style="list-style-type: none"> • Public Safety Office, Beacon Hall, Room 110 • Public Safety Office, Lafayette Hall, Room A127
Manchester	<ul style="list-style-type: none"> • Campus Police dispatch office, Student Services Center, L174

Middlesex	<ul style="list-style-type: none"> • With AED (Automated External Defibrillator) Machine, Founders Hall, Room 147 • With AED Machine, Wheaton Hall, Main Hallway, First Floor, Near Restrooms • With AED Machine, Snow Hall, Main Hallway, First Floor, Near Restrooms • With AED Machine, Chapman Hall, Upper-level Hallway • With AED Machine, Chapman Hall, Main Lobby
Naugatuck Valley	<ul style="list-style-type: none"> • Main Public Safety Office, Room C122 • Student Center, Room S520 • Public Safety Satellite Office, Room C101.
Northwestern	<ul style="list-style-type: none"> • Founders Hall and Annex: <ol style="list-style-type: none"> 1. Founders Hall – 1st Floor Hallway outside Office #105 2. Founders Hall Annex – 2nd Floor Hallway next to Restrooms/#211 • Arts and Science Building – 2nd floor Student Lounge next to #204 • Joyner – 1st floor Student Lounge #132 • Greenwoods Hall – 2nd Floor Hallway outside of Registration #219 • Learning Resource Center – 2nd floor landing next to #208
Norwalk	<ul style="list-style-type: none"> • East Campus Information Desk • West Campus Main Lobby Security Post
Quinebaug Valley	<p>Opioid Rescue Kit locations:</p> <ul style="list-style-type: none"> • 1st Floor Corridor next to Atrium, W113 • 1st Floor East Corridor by E186 • 1st Floor West Vestibule Manufacturing Wing, N113 • 2nd Floor Library entrance, C224 • Campus Security, Atrium of West Wing, W113
Three Rivers	<ul style="list-style-type: none"> • Security, Main Lobby entrance desk
Tunxis	<ul style="list-style-type: none"> • Welcome Center, 100 Building, Main Entrance • Circulation Desk, 1st Floor, Library Circulation Desk

The Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act (20 U.S.C §1092(f)) is a federal law that requires colleges and universities to disclose information about crime on and around their campuses and to provide the institution's policies concerning campus security. CT State campus Clery Reports can be accessed at: [CSCU - General Counsel - Clery Act](#). Upon request, a copy of the report for your home campus can be obtained from that campus's Associate Dean of Campus Operations. Here is the 2025 Annual Campus Security Report: [2025 Annual Campus Security Report](#).

Vandalism, Damage or Theft

Students, faculty and staff should promptly report incidents involving vandalism, damage or theft to Public Safety. Information regarding such incidents will be recorded on *Incident Report* forms kept on file in the campus Public Safety offices. When deemed appropriate, the local and/or State police will be notified.

Video Use Notice - Police Accountability Act (Campus police officer body-worn and dashboard camera use)

Effective July 1, 2022, and in compliance with the State of Connecticut's Police Accountability Act, all CT State campus police officers are required to wear and use body-worn cameras (BWCs). Dashboard cameras are also required in each CT State police patrol vehicle. A body-worn camera is an "on-the-body" video and audio recording system worn by a police officer to capture digital multimedia evidence as an additional means of documenting specific incidents in the field in the course and scope of the police officers' duties. The purpose of equipping police officers with issued or approved body-worn and dashboard cameras is to assist in the following:

- a. **Strengthening Police Accountability** by documenting incidents and encounters between officers and the public.
- b. **Resolving Officer-Involved Incidents and Complaints** by providing an objectively independent record of events.
- c. **Improving Agency Transparency** by allowing the public to see video evidence of police activities and encounters in accordance with applicable laws regarding public disclosure.
- d. **Identifying and Strengthening Officer Performance** by using footage for officer training and monitoring when appropriate and consistent with the law.
- e. **Improving Evidence Documentation** for investigation, prosecutions, and administrative reviews of employee performance and/or civil actions.

BWCs will not be used to record CT State police officer's day-to-day routines and conversations. Police officers will only activate their BWCs during direct calls for service, unexpected public interactions for service and/or proactively intervening in matters that require police service or involvement.

Right to File a Complaint

All students, faculty and staff have the right to file a complaint with the state or local police concerning crimes committed at any CT State campus.

WORKING AT CT STATE

Collective Bargaining Units

There are two faculty collective bargaining units (also referred to as “unions”) on the 12 CT State campuses. When faculty members are hired by the college, they will be assigned to either the Congress of Connecticut Community Colleges (4Cs) or the American Federation of Teachers (AFT).

Union members vote for officers and contracts, serve on contract committees on campus, attend chapter meetings, and can participate in statewide initiatives. To obtain copies of your union contract or to find out more about how to get involved in union activities, contact your local union representative. Union contracts may also be found at: [4Cs CT State Contract](#) and [AFT Collective Bargaining Agreement](#).

Appointments and Retention

All union members hold appointment at CT State in accordance with their respective collective bargaining agreements. Each union has specific requirements regarding the appointment and retention of its members. Refer to your collective bargaining agreement ([4Cs CT State Contract](#) and [AFT Collective Bargaining Agreement](#)) for further information.

Contract to Teach – Adjunct Faculty

Every adjunct faculty member will receive a “Notice of Appointment for Adjunct Faculty” (contract to teach) for each course they are assigned to teach via email. This contract must be signed and returned to Human Resources in order to process your compensation and begin the payroll process.

Adjunct faculty should not begin working until they have been cleared by Human Resources.

Adjunct faculty are required to be available according to their contract. If you have not received a contract by the first day of classes, contact the [CSCU - Human Resources Representative](#) assigned to your campus.

Contracts list compensation, course assignment, and all terms and conditions. Adjunct faculty scheduled to teach cancelled courses will be notified by the Department Chair.

If employed by another state agency, adjunct faculty **must** complete the dual employment section of their part-time lecturer contract and a dual employment form. (See the [Dual Employment](#) section below.) Once campus Academic Affairs has reviewed the dual employment form, Human Resources will also sign off. A copy of the contract is sent to the adjunct faculty member once the approval process has been completed.

Appointment Period

Employment is valid for the semester dates listed on the contract. Adjunct faculty are allowed to teach up to eight credit (workload) hours per semester at CSCU.

Dual Employment

If you are currently employed at another state agency or working at another campus or university within our agency, per state statute, you are considered **dually employed**. Employees with [dual employment contracts must complete this form](#) and return to HR Operations. Both employing agencies are required to approve this form prior to the start of your contract. **A completed dual employment form must be on file prior to classes beginning.**

Employees with more than one job with the State of Connecticut are required to complete a [CT-HR-25_ Dual Employment Request Form](#) before commencing employment. This includes employees with two or more different contracts at CT State. Questions about Dual Employment should be directed to your campus [CSCU - Human Resources](#).

Faculty Complaint Process

Procedures for handling both informal and formal grievances are outlined in detail in each union's collective bargaining agreement with CT State. Refer to your collective bargaining agreement ([4Cs CT State Contract](#) and [AFT Collective Bargaining Agreement](#)) for further information.

Human Resources

CT State Human Resources (HR) consists of CT State Strategy and CT State Recruiting. For assistance with benefits, retirement options, leave request, evaluations or other HR-related questions or concerns, visit: [CSCU | Human Resources](#). For a staff directory of those who can provide support visit: [CSCU | Human Resources Staff](#).

Faculty Consulting and Research Policy

Requirements exist that are to be completed every fall and spring semesters pursuant to the BOR Policy on Faculty Consulting and Research with Public or Private Entities, which is located on the [BOR website](#).

Outside Employment

Full-time members of the 4Cs, 4Cs/AFSCME and AFT bargaining units are asked to provide information, in accordance with the terms of their collective bargaining agreements, regarding outside employment. Please complete the Report on Outside Employment form and return it to your campus HR representative. If you do not have outside employment, you do not need to complete the form.

Hire and Rehire Forms

- **Part-Time Employees (Adjuncts and Educational Assistants): Form CO-931h:** All part-time employees who are **rehired or returning** must complete [Form CO-931h](#) at the beginning of each semester or contract period. This is a requirement from the Office of the State Comptroller (OSC) Retirement Services Division. Even if you have a previously elected retirement plan, you must fill out the form, indicate your plan and provide a physical signature. Electronic signatures will not be accepted. You can either mail or hand-deliver the signed form to the HR Manager or HR Generalist on your campus. The form is due no later than the effective date of your contract.
- **State Rehired Retirees from SERS or ARP: Form CO-1208:** If you're a state retiree (from any agency) and are being rehired as a part-time lecturer (PTL), you must complete the [Temporary Post Retirement Reemployment form](#) each academic year. You do not need to include your Social Security number on this form. Once you've signed it, email the form to the HR Manager or HR Generalist on your campus. **This form applies to SERS and ARP retirees.**

- **Reemployment Reporting Form:** If you're a state retiree (from any agency) and are being rehired as a part-time lecturer (PTL), you must complete the [TRS Post Retirement Reemployment form](#) each academic year. You do not need to include your Social Security number on this form. Once you've signed it, email the form to the HR Manager or HR Generalist on your campus. **This form applies to TRS retirees.**

Changes to Personal Information

Faculty may change their address, phone number and/or marital status by contacting their campus Human Resources office or electronically via [State of CT | Core-CT](#) (mailing and home address are able to be edited under the [CORE-CT Employee Self Service](#) tab).

Workplace Accommodation

Workplace Accommodation information is available at: [Workplace Accommodation Request Process](#). CT State does not discriminate on the basis of disability, pregnancy status, religion or any other protected identity in the administration of, or access to, its programs, services or activities.

If you feel that you need reasonable accommodation as a result of a qualifying medical condition, pregnancy status or for another protected identity, e.g., religion, to allow you to perform the essential functions of your position, please start the workplace accommodation request process.

Employee Assistance Program (EAP)

The State of Connecticut, through The Lexington Group, currently offers confidential assistance to employees and their household members, seeking help in dealing with personal, alcohol and drug abuse problems, stress and anxiety, relationship/family issues, grief and loss, financial/legal problems, emotional difficulties/depression, career/life planning and a host of other problems that may negatively affect an employee's personal life and job performance. The Lexington Group can be contacted 24/7 for immediate and confidential access at **1-800-676-HELP (4357)**.

Job Openings

All new positions and job openings can be found from the [CSCU Human Resources Job Opening](#) page.

Holidays

Faculty will be granted holidays pursuant to the terms of their collective bargaining agreements with CT State. Refer to your collective bargaining agreement ([4Cs CT State Contract](#) and [AFT Collective Bargaining Agreement](#)) for further information.

Jury Duty

Professional staff members who are summoned to court to perform jury duty or who have been subpoenaed to attend court or board hearings to testify in matters in which they have no personal or pecuniary interest shall suffer no loss of salary thereby, but they shall be required to remit to the employer a certificate of attendance and/or any sums of money received in compensation for such duty or attendance.

Temporary Post-Retirement Employment

Connecticut General Statutes (CGS) Section 5-164a, CGS Section 5-192v and the collective bargaining agreement between the State and the State Employees Bargaining Agent Coalition effective July 1, 1997 (SEBAC V) address both the temporary and permanent reemployment of retired State Employees Retirement System (SERS) and Alternative Retirement Program (ARP) members.

Workers' Compensation and Procedure

All information regarding workers' compensation is available from this link: [Workers' Compensation Procedure and Information](#).

For workplace injuries, employees should seek medical attention as soon as possible as the situation warrants and advise their supervisor and HR within 24 hours of the injury.

For all non-emergency workplace injuries, an approved healthcare network provider must be used and can be accessed online at [Prime Health Services](#) along with approved pharmacy services at [MyMatrixx](#).

Gallagher Bassett Services administers the State of CT Workers' Compensation program. Gallagher Bassett provides a 24-hour hotline to report any workplace injury claims at **1-800-828-2717**.

Payroll Services

CT State pays most of its employees on a bi-weekly basis with a two-week holdback. Payroll is processed by the CSCU Payroll office. Under this system, bi-weekly salary payrolls are prepared after the services have been rendered. The bi-weekly pay period starts on a Friday and ends the second Thursday following. Employees can email CSCU-PayrollSSO@ct.edu for the following types of requests: Core-CT password resets, direct deposit, or tax withholding changes, W2 forms, and general payroll and timesheet questions.

New faculty are required to visit their campus Human Resources office to complete various employment forms. Make an appointment to speak with Human Resources as early as possible to ensure that your first paycheck is not delayed.

Core-CT

Employees have access to their payroll information online via [State of CT | Core-CT](#). Instructions to set up your Core-CT account, set up your automated password re-set, and begin using Core-CT can be found at: [State of CT | Intro to Core-CT](#). You will need your six-digit employee ID to set up your account. Your employee ID is located on your pay stub and on the Notice of Appointment for part-time employees. Since passwords only last for sixty days, you MUST set up the [Automated Password Reset feature](#). Contact **Payroll Shared Services** (CSCU-PayrollSSO@ct.edu) if you have any questions regarding user IDs, passwords, or usage.

Direct Deposit

All employees are encouraged to enroll with direct deposit. Direct deposit enables you to avoid the inconvenience of manually depositing a check each pay period. It also protects against the loss or theft of checks. Payments made via direct deposit are timely and reliable and the funds from direct deposit payments are accessible earlier than the funds from checks. The direct deposit authorization form may be obtained from HR or Payroll Shared Services. Direct Deposit statements can be viewed and printed from the [State of CT | Core-CT](#) online portal as they are not mailed.

Payroll Deductions

Payroll Shared Services processes both mandatory and voluntary salary deductions from each employee's gross pay. All deductions are detailed on the biweekly earnings statement that accompanies each check/direct deposit advice. The statement shows current deductions and year-to-date information.

Payroll Information for Adjunct Faculty (credit courses)

Part-time faculty will receive their pay after the following conditions have been met:

- Submission of hiring paperwork
- Assigned course(s) approved by Campus Dean of Faculty or campus Dean responsible for faculty
- Submission of dual-employment information
- Submission of signed contract

Pay for courses taught part-time during regular semesters, as well as overload courses taught by full-time faculty, is distributed in eight payments beginning about a month after the semester begins. Pay schedules for summer courses vary, depending on the session (1, 2 or 3) with the five-week sessions receiving two payments and the ten-week session receiving four payments. If you fail to return your signed contract by the deadline provided, your salary will be paid in full but may be paid out over fewer pay periods.

Impact of Campus Closings/Delayed Openings on Payroll

Early Release: If there is an early release, the Campus President will indicate the time when the CT State campus will be closed for the day.

- Employees who are at work and who leave when the campus closes need not charge the time remaining in their shift to an accrued leave balance.
- Employees whose scheduled work shifts have not begun when the CEO/campus President announces early release need not report to work; however, any time between the scheduled commencement of a shift and the time of campus closing shall be charged to an accrued leave balance.
- Employees whose work shifts would not begin before the time of college closing need not charge the time to an accrued leave balance.

Delayed Opening: Delayed openings are similar to college closings in that, with the exception of employees in critical service positions and their supervisors who may be required to report, employees are not expected to report to work until the specified opening time and need not charge the time off to accrued leave balances.

- Employees who do not report to work by the specified opening time, who are covered by a collective bargaining agreement that excuses late arrivals under specified conditions, are entitled to the benefit of such provision. However, provisions for late arrival are to be measured from the beginning of the employee's shift.
- Employees who do not report to work at all on a day when the campus opening has been delayed will charge the entire shift to an appropriate leave balance.

Payroll Questions

Payroll questions should be directed to: CSCU-PayrollSSO@ct.edu.

Seniority Pool for Part-Time Lecturers

Reference your respective collective bargaining agreement ([4Cs CT State Contract](#) and [AFT Collective Bargaining Agreement](#)) for further information on seniority pools.

Working Conditions and Workload

The duties and responsibility of both teaching and non-teaching union members are outlined in detail in each union's collective bargaining agreement with CT State. Refer to your collective bargaining agreement ([4Cs CT State Contract](#) and [AFT Collective Bargaining Agreement](#)) for further information.

Board of Regents (BOR) Faculty Awards

The Board of Regents Faculty Awards recognize excellence in teaching or research/creative/scholarly work for full-time, junior faculty members, and part-time faculty members of the Connecticut State Colleges and Universities.

Teaching Awards

These awards are given to recognize faculty who have distinguished themselves as outstanding teachers for at least five years and have a minimum of two years' record of accomplishment of promoting instructional improvements for the programs/departments. Each CSU institution may nominate a campus-based awardee and a systemwide awardee will be chosen from this group. Each community college campus may nominate a campus-based awardee and a systemwide awardee will be chosen from this group. During each academic year, the Board of Regents might award up to 18 Teaching Awards. **(Full professors are ineligible for these awards.)**

Research Awards

These awards are given to recognize faculty from the state universities who are doing exceptional research/creative work. Each CSU institution may nominate a campus-based awardee and a systemwide awardee will be chosen from this group. During each academic year, the Board of Regents might award up to five Research Awards. **(Full professors are ineligible for these awards.)**

Scholarly Excellence Awards

These awards are given to recognize faculty at the community colleges who are doing exceptional scholarly work befitting the community college mission. Each campus may nominate a campus-based awardee and a systemwide awardee will be chosen from this group. During each academic year, the Board of Regents might award up to 13 Scholarly Excellence Awards. **(Full professors are ineligible for these awards.)**

Adjunct Faculty Teaching Awards

These awards are given to recognize part-time faculty who have distinguished themselves as outstanding teachers with a record of accomplishment of increasing student learning and promoting instructional improvements for the programs/departments. There are no campus-based awardees for this award. Each of the CSU institutions may elect to nominate a candidate for an adjunct faculty teaching award and from this pool, two applicants might be selected to receive systemwide awards. During each academic year, the Board of Regents might award two Adjunct Faculty Teaching Awards.

For additional information regarding faculty awards, visit the website at: [CSCU BOR | Faculty Awards](#).

Collective Bargaining Unit Member Awards

Reference your respective collective bargaining agreements ([4Cs CT State Contract](#) and [AFT Collective Bargaining Agreement](#)) for further information on Merit Awards and The Educational Excellence and Distinguished Service Award Program.

Board of Regents (BOR) Policies

Policies of the CT Board of Regents can be found [CSCU - Board of Regents - Policies](#). Policy categories include:

- Academic Affairs
- Student Affairs
- Finance, Facilities and Administration
- Human Resources
- General Board Policy
- System Organization and Governance

CT State Policies

Policies for CT State Community College can be found at [CSCU - Human Resources - Current Employees](#). Policies Include:

- Americans with Disabilities Act (ADA) Procedures (updated)
- College Closings, Delayed Openings, Early Release
- Financial Aid Code of Conduct
- IT Policies, Standards and Procedures
- Non-discrimination policy (updated)
- Sexual Harassment Policy (updated)
- Violence Prevention and Response Policy
- Connecticut State College and Universities Procurement Manual
- [Violence in the Workplace Prevention Policy](#)

PROFESSIONAL DEVELOPMENT

Professional development monies are made available through union contracts for faculty use. Every year, the Professional Development/Sabbatical Committees for the [two collective bargaining units](#) develop guidelines for the application and distribution of these monies. For the most up-to-date information on how and when to apply for these funds, you should contact your campus union representative or your campus [CSCU - Human Resources](#) office.

Union-funded professional development opportunities are not associated with the [Office of Teaching and Learning](#) or the [Connecticut Center for Teaching \(CFT\)](#).

Faculty Consulting and Research

Faculty professional activities such as consulting or engaging in a research project for a public or private entity often are useful in maintaining and enhancing the faculty member's academic scholarship and competence. However, the primary responsibility of full-time faculty during the academic year is to CT State and their respective institutions. Faculty is expected to comply with the applicable provisions of their collective bargaining agreements, state statute, and regulation. As such, no faculty member may engage in consulting agreement or research project that (A) inappropriately uses the institution's proprietary information in connection with such agreement or project; (B) interferes with the proper discharge of their employment with the university; and/or (C) inappropriately uses such member's association with the institution in connection with such agreement or project.

Prior to engaging in consulting and/or research activities, the faculty member must complete the compliance form for "Reporting of Research or Consulting with Outside Public or Private Entity" and submit the form to their Academics Office on campus. Such requests must be submitted sufficiently in advance of the start of the consulting and/or research activity to allow for its appropriate review by the Campus President and campus Dean of Faculty or campus Dean responsible for faculty affairs. Further, new forms must be completed and approved prior to making substantial changes to a previously approved activity. Consulting requests must be based on the faculty member's professional expertise or prominence in their field.

Faculty should be familiar with and follow College policies for research with human subjects, found on the IRB website: <https://ctstate.edu/irb>.

Promotion

Promotion is one way to recognize performance quality. Each union has its own contract requirements regarding promotions. Refer to your collective bargaining agreement ([4Cs CT State Contract](#) and [AFT Collective Bargaining Agreement](#)) for information on eligibility and the promotion process.

Promotion Application Deadline: First Day of Spring Semester

Sabbatical Leave

A sabbatical is an extended educational leave. Each union has its own contract requirements for sabbatical leave. Refer to your collective bargaining agreement ([4Cs CT State Contract](#) and [AFT Collective Bargaining Agreement](#)) for information on eligibility and the sabbatical leave process.

Sabbatical Leave Application Deadline: November 15

Scholarly Expectations

Per the New England Commission of Higher Education (NECHE) standards, CT State “defines the scholarly expectations for faculty consistent with its mission and purposes and the level of degrees offered. Through their scholarly pursuits, all faculty are current in the theory, knowledge, skills, and pedagogy of their discipline or profession. Scholarship and instruction are mutually supportive.”

Tenure

Tenure is one means by which professional growth and service to the College can be recognized. Each union has its own contract requirements regarding tenure. Refer to your collective bargaining agreement ([4Cs CT State Contract](#) and [AFT Collective Bargaining Agreement](#)) for information on eligibility and the tenure process.

Tenure Application Deadline: First day of Spring Semester

OFFICE OF TEACHING AND LEARNING

Mission

The mission of the Connecticut State Community College Office of Teaching and Learning is to engage CT State constituents in professional development, that meets the needs of our ever-changing population and of our diverse community. This necessitates the creation and maintenance of collaborative efforts to inspire, enrich, and innovate CT State Community College's collective practice and pursuit of academic excellence for all learners.

Vision

The CT State Community College Office of Teaching and Learning will strive to foster a community of scholars, critical thinkers and innovators, within the student body and in our community of professionals. We will recognize, support and deliver teaching and learning strategies, that are informed by equity-focused and evidence-based decision-making.

Communications

Be sure to check your CT State email regularly for notices about new professional development opportunities made available by the CT State Office of Teaching and Learning.

Faculty and Staff Online Institute (FSOI)

The CT State Faculty and Staff Online Institute (FSOI) provides an online professional development program for all members of the CT State Community College professional community to include faculty, staff and administrators, whether full-time or part-time, credit or non-credit. Options are also available for student workers.

What is the FSOI?

The CT State Faculty and Staff Online Institute (FSOI) serves as an online professional development program offered through the Go2Knowledge online learning platform.

This program provides personalized and asynchronous training, performance enhancement and knowledge expansion for faculty staff, and administrators alike. Unlike traditional professional development programs that meet in a given location with set times, the curriculum for the FSOI is entirely online and you determine when you'll complete the work.

There are nine individual "Areas of Study" identified from various professional learning needs assessments completed by faculty, staff and administrators from across CT State. Participants can pick the area of study that best suits their needs and interests. While each area of study will have one required module, participants can select the remaining three modules to best tailor the program to their respective needs. As a result, two colleagues could both select the same area of study but have a different learning experience.

Getting Started

If you are interested in signing up and starting one of our nine areas of study – or even just browsing through the 360+ on-demand webinars – visit: [FSOI](#).

Professional Learning Communities and Affinity Groups

To support the development of a greater sense of connectedness and support across CT State's professional community, CT State currently runs several different affinity groups (AGs) and professional learning communities (PLCs).

Below are some common characteristics of each type of AG and PLC, as well as some examples.

Professional Learning Communities	Affinity Groups
	
<ul style="list-style-type: none"> ✓ Centered around <i>Action Research</i>, that is practitioner-led exploration for answers practitioner-identified challenges ✓ Group supports members as they explore and pilot solutions to challenges 	<ul style="list-style-type: none"> ✓ Centered around colleagues from across an organization possessing a shared experience ✓ Group supports members through networking and mentorship opportunities

Professional Learning Communities	Affinity Groups
<ul style="list-style-type: none"> ✓ Members report out on results and continue the cycle of explore, pilot, and refine practices ✓ Often – though not always – made up of faculty and staff in the same or inter-connected functional areas <p>Examples could include, but are not limited to:</p> <ul style="list-style-type: none"> • Teaching College Algebra • Academic Advising • Learning Assessment • Social and Emotional Learning • Reading and Writing Across the Curriculum 	<ul style="list-style-type: none"> ✓ Can focus efforts on developing policy recommendations and providing advisory input to other groups ✓ Made up of colleagues from all functional areas <p>Examples could include, but are not limited to:</p> <ul style="list-style-type: none"> • Black Professional Network • Women in Higher Ed Leadership • First Generation Professionals • Adjunct Faculty • LGBTQIA+ • Working Parents

Connecticut Center for Teaching (CFT)

Connecticut's Center for Teaching (CFT) was established in 1987 as a vehicle to promote teaching excellence through the collegial sharing of ideas, the interaction of faculty members on individual campuses, the development of an awareness of the best research and practices concerning teaching, and the creation of coordinated professional development opportunities for the Connecticut Community College system. In addition to the systemwide organization, CT State has a Center for Teaching committee at each campus location, which sponsors activities, organizes campus discussions and acts as a liaison to the larger system committee.

Connecticut's statewide Center for Teaching runs five systemwide programs each year:

- **Barnes Seminar**, a two-and-a-half-day workshop that allows faculty members to share teaching challenges and successes with one another and, in the process, to identify innovations in teaching.
- **Hodgkin-Searle Institute for Instructional Skills** (Instructional Skills Workshops), intensive teaching workshops in which participants learn the basics of constructing an effective lesson. This includes a plan for each class integrating a Bridge to the Topic, Objectives, Pre-Assessment, Participatory Learning, Post-Assessment, and Summary (the BOPPPS model). They also participate in workshops on issues such as learning styles, the learning process, assessment, and best-practices and receive intensive feedback on their teaching.
- **Pathways for Teaching Success**, a wide-ranging program that addresses the professional development needs of faculty members at all stages of their career. Past topics have included the use of mindfulness-based techniques to improve student learning and adopting a flipped classroom approach to teaching which invites students to take a more active role in the learning process.
- **Schwab Leadership Institute**, a one-day workshop directed at those who aspire to a leadership position within academia that features a keynote address and workshops focused on managerial and leadership issues.
- **Spirit of Teaching**, a one-day event which focuses on helping faculty members to reconnect with and strengthen their inspiration for Teaching.

Emails pertaining to statewide and local events are sent out in advance of each Center for Teaching program with further details about the program including topics, speakers, dates, times, and locations. All faculty are encouraged to attend Center for Teaching events and to become involved in the activities of the local and state-wide organizations.

For further information on Connecticut's Center for Teaching, visit: [Center for Teaching](#). This page includes links to:

- Programs open to all community college faculty and staff.
- Frequent local programs at your home campus.
- Resources relevant for all disciplines.

DIVERSITY, EQUITY AND INCLUSION

CT State Community College does not discriminate on the basis of age, ancestry, color, national origin, gender identity or expression, genetic information, learning disability, marital status, intellectual disability, physical disability (including but not limited to blindness), present or past history of mental disability, prior criminal record, race, religious creed, sex (including pregnancy and sexual harassment), sexual orientation, retaliation for previously opposed discrimination or coercion, veteran status, victims of domestic violence, sexual assault and/or trafficking or any other federal or state protected class in its employment, programs, and activities, unless the provisions of Section 46a-80(b) or 46a-81(b) of the Connecticut General Statutes are controlling or there are bona fide occupational qualifications excluding persons in one of the above protected groups. For information regarding nondiscrimination, disability, and Title IX policies/procedures, contact the CT State Office of Equity and Civil Rights at: **Office of Equity and Civil Rights**.

CT State is committed to equity in education. Equity in this context refers to the removal and reduction of barriers that negatively impact student success within structures, policies and practices, and ensuring that students receive targeted resources and supports to achieve their academic, professional and personal goals. Equity is achieved by identifying and intentionally addressing structural racism, systemic poverty, and other forms of marginalization, upholding the expectation that administrators, faculty and staff act as anti-racist institutional change agents. CT State Community College commits to bold and disruptive change by actively identifying, naming and dismantling structural racism, systemic poverty and other barriers, establishing equitable and anti-racist policies and practices, and empowering students, faculty, staff and administrators to advance racial, social and economic justice. Our core collective responsibility is to continuously assess practices and policies and transform the world we live in by eliminating inequities.

Furthermore, all members of the CT State Community College community must, at all times, govern their social and academic interactions with inclusion and mutual respect so that the students who pass through CT State's door are enriched by these experiences and are prepared for full and enlightened participation in a multi-cultural and global society. Because of the BOR's and CSCU's commitment to principles of pluralism, mutual respect, and civility, certain activities are not acceptable on CSCU campuses. Acts of intolerance, of hatred or violence based on race, religion, sexual orientation or expression, disability, gender, age, or ethnic background are antithetical to the BOR's, CSCU's and CT State's fundamental principles and values. It is the BOR's, CSCU's and CT State's responsibility to protect our students' right to learn by establishing an environment of civility.

Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy

Consistent with Title IX of the Education Amendments of 1972 ("Title IX"),* the Connecticut State Colleges and Universities (CSCU) does not and will not discriminate against students, faculty or staff based upon sex in any of its programs or activities, including but not limited to education programs, employment or admission. Further, retaliation against any person who made a complaint, testified, assisted, participated or refused to participate in a Title IX process will not be tolerated.

The Board of Regents for Higher Education is committed to ensuring that each member of the CSCU community has the opportunity to participate fully in the process of education and development. The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual discrimination, including sexual harassment, sexual assault, dating violence and stalking. It is the intent of the BOR that each college and university provide safety, privacy and support.

The BOR strongly encourages students, parents, bystanders and employees to alert the Campus Deputy Title IX Coordinators to sexual discrimination, including sexual harassment. The Deputy Title IX Coordinators shall promptly address these matters and treat all parties equitably.

In accordance with state and federal law, those accused of engaging in prohibited conduct will be presumed not responsible and receive no punitive treatment unless and until found responsible after due process. All BOR governed colleges and universities will provide complainants and the respondents with supportive measures, including referral to agencies that provide medical attention, counseling, legal services, advocacy, referrals and other relevant information.

* Title IX states that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

PLEASE NOTE: *The foregoing excerpts are provided for informational purposes only. To read the complete Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy visit: <https://www.ct.edu/policies/interim-discriminatory-harassment-nondiscrimination-and-title-ix-policy>.*

Policy on Racism and Acts of Intolerance

CT State is committed to providing educational opportunities to all who seek and can benefit from them, as evidenced in the mission statements and policies concerning student rights, affirmative action, and equal opportunity. The BOR and the college recognize that an important part of providing opportunity is creating a welcoming environment in which people are able to work and study together and valuing the diversity we all share.

Contact information for CT State campus DEI Coordinators, Disability/Accessibility Services Coordinators, and Deputy Title IX Coordinators can be found [on the this webpage](#).

ALCOHOL AND OTHER DRUG INFORMATION

Students should review and are expected to abide by Connecticut state laws, the Policy on Alcohol and Drugs in the Community College, and the Student Code of Conduct.

The BOR 4.15 Policy on Drugs and Alcohol in the Community Colleges has been prepared as required by the Drug and Alcohol Abuse Prevention (34 CFR part 86) and the Federal Drug-Free Workplace Act of 1988 (41 U.S. Code §§701, et seq.). Connecticut State Community College is committed to education, and the health and wellbeing of our students. This includes the prevention of and the response to the use of alcohol and other drugs on our campuses.

The physical and mental health effects of the use of alcohol and other drugs are well documented. Use of illegal drugs and misuse of prescription drugs can have social, academic, psychological, physical, financial, and legal consequences. Combining drugs and/or using them with alcohol can be extremely dangerous. Use of these drugs may cause blackouts, poisoning, overdose and death; physical and psychological dependence; damage to vital organs such as the brain, heart and liver; impact on pregnancy; psychological problems including depression, psychosis and severe anxiety and inability to learn and remember information.

Substance use by family members and friends may also be of concern to students. Patterns of risk-taking behavior and dependency interfere in the lives of those who use substances and have a negative impact on the affected students' academic work, emotional wellbeing and adjustment to college life.

Alcohol and Other Drug Resources:

On-Campus

- [Campus Wellness Counselor - Mental Health and Wellness Services](#)
- Campus Mental Health Coalition
- [Campus CARE Team](#)

Off-Campus

- [Alcoholics Anonymous](#) – For a listing of meetings in Connecticut
- [Connecticut Region Narcotics Anonymous](#) – For a listing of meetings in Connecticut
- [211/United Way of Connecticut](#) – Call 2-1-1, 24 hours/7days for information and referrals, or go to the 2-1-1 website for substance abuse related service listings.
- [The Connecticut Clearinghouse](#) – Fact sheets and lending library of printed materials and videos about individual drugs and related issues affecting mental health and wellness. The Clearinghouse is Connecticut's resource center for information about alcohol, tobacco, other drugs and related issues affecting mental health and wellness.

Links to Connecticut Clearinghouse Drug Fact Sheets

[\(Fact sheets on specific drugs, drug testing, prescribed drugs, etc.\)](#)

- [SAMHSA](#) (Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services)

SAMHSA's National Helpline is a confidential, free, 24-hour-a-day, 365-day-a-year, 1-800-662-HELP (4357) (also known as the Treatment Referral Routing Service), or TTY: 1-800-487-4889 This service provides referrals to local treatment facilities, support groups, and community-based organizations.

Also visit the [online treatment locator](#), or send your zip code via text message: 435748 (HELP4U) to find help near you. To read more about HELP4U, please visit: [National Helpline for Mental Health, Drug, Alcohol Issues | SAMHSA](#).

CONSUMER INFORMATION

In compliance with federal and state regulations, Connecticut State Community College provides the following information to students, parents and the public about the institution.

- ❖ **The Student Right-to-Know Act (P.L. 101-542)**
Pursuant to federal law, colleges and universities that administer federal Title IV funds must disclose certain information to prospective and enrolled students, parents, and employees, including graduation rates. For further information, please visit:
 - [IPEDS](#) (Integrated Postsecondary Education Data System) collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.
- ❖ **Academic Programs, including Accreditation and External Agency Recognition**
[College Catalog](#)
- ❖ **[The Clery Act](#) – Disclosure of Campus Security Policy and Campus Crime Statistics**
- ❖ **CSCU Student Complaint Request to Review Process**
In compliance with the Higher Education Opportunities Act of 2008, CSCU investigates Request for Review of all written and signed student complaints against the colleges and universities in the CSCU system. Additionally, CSCU also provides prospective and enrolled students with contact information for filing complaints with our accrediting agency and other appropriate state agencies. **If you have exhausted all appropriate levels of appeal available at CT State, you may then file a complaint about the college with the Connecticut State Colleges and Universities (CSCU).** Students should be aware that they have the right to seek advice from a private attorney. For information on initiating and filing a Request for Review, as well as access to the State of Connecticut complaint form: [CSCU - Academic and Student Affairs - Student Complaints](#).
- ❖ **Drug and Alcohol Abuse Policy and Prevention Plan**
 - [BOR Policy 5.11 - Opioid Overdose Prevention and Awareness Policy](#); or [view in the handbook](#).
 - [Alcohol and Other Drug Resources](#)
 - [CSCU/CT State Student Code of Conduct](#)
- ❖ **Equity in Athletics**
[Equity in Athletics](#)
- ❖ **[Family Educational Rights and Privacy Act \(FERPA\)](#)**
 - [BOR Policy 2.2 - Family Educational Rights and Privacy Act \(FERPA\) Notice and Directory Information Policy](#)
 - [FERPA | Protecting Student Privacy](#)

❖ [Information for Individuals with Disabilities](#)

❖ [Other Institutional Consumer Information, including:](#)

- General Institutional Information
- Student Financial Assistance
- Health and Safety
- Student Outcomes
- Voter Registration

Appendix A – Campus Public Safety Contacts

IN ALL LIFE-THREATENING EMERGENCIES, DIAL OR TEXT 911

Asnuntuck	Emergency Calls – 860-253-3013 Routine Calls – 860-253-3013
Capital	Emergency Calls – 860-906-5075 Emergency Calls – dial ** from any campus phone Routine Calls – 860-906-5075
Gateway	Emergency Calls – 203-285-2246 Routine Calls – 203-285-2246
Housatonic	Emergency Calls – Lafayette Hall – 203-332-5025 Emergency Calls – Beacon Hall – 203-332-5040 Emergency Calls – dial ** from any campus phone Routine Calls – 203-332-5025
Manchester	Emergency Calls – 860-512-3111 Emergency Calls – dial 2-3111 from any campus phone Routine Calls – 860-512-3680
Middlesex	Emergency Calls – 860-463-5062 Routine Calls – 860-463-5062
Naugatuck Valley	Emergency Calls – Waterbury – 203-575-8112 Emergency Calls – Danbury – 911 Routine Calls – 203-575-8113
Northwestern	Emergency Calls – 911 Routine Calls – CT State Police – (800) 497-0403 / 860-626-1820 Routine Calls – CT State Police Desk Operations – 860-626-1840 Routine Calls – Winsted Police – 860-379-2721
Norwalk	Emergency Calls – East Campus – 203-857-7223 Emergency Calls – West Campus – 203-857-7155 Emergency Calls – dial 7-7223 from any campus phone Routine Calls – East Campus – 203-857-7223 Routine Calls – West Campus – 203-857-7155
Quinebaug Valley	Emergency Calls – 860-951-9056 Routine Calls – 860-932-4000
Three Rivers	Emergency Calls – 860-215-9053 Emergency Calls – dial 5-5555 from any campus phone Routine Calls 860-215-9066
Tunxis	Emergency Calls – 860-541-0800 Routine Calls – 860-773-1328

Appendix B – Mental Health and Wellness Resources

- **IN IMMEDIATE DANGER:** Call 911
- **Suicide and Crisis Lifeline**
In crisis, call 988 for immediate mental health support
- **Crisis Text Line**
Get Help Now: Free, 24/7, Confidential – Text START to 741-741
Text STEVE to 741-741 for a culturally trained crises counselor
- **Call 211 for basic needs support and mental health services**
Visit www.211ct.org
- **National Suicide Prevention Lifeline**
Chat now: [National Suicide Prevention Lifeline](#)
988 or 1-800-273-TALK (1-800-273-8255)
Veterans' Suicide Prevention Lifeline, then press 1
- **The Trevor Lifeline (Suicide Prevention for LGBTQ Youth)**
866-4-U-TREVOR (1-866-488-7386)
- **Treatment Referral Hotline (Substance Abuse)**
1-800-662-HELP (1-800-662-4357)
- **Connecticut Alliance to End Sexual Violence**
Call or Text 1-888-999-5545
In Espanol: 1-888-568-8332
- **National Sexual Assault Hotline**
24-hour online hotline: [National Sexual Assault Hotline - RAINN](#)
1-800-656-HOPE (1-800-656-4673)
- **CT Domestic Violence 24-Hour Hotline**
Text CCADV or call CTSafeConnect: 1-888-774-2900
Visit [CT Safe Connect](#)
- **National Domestic Violence Emergency:**
Visit [The Hotline](#)
Call 1-800-799-SAFE (7233) or Text START to 88788
- **Connecticut Office of Victim Services**
Victim Advocate to help victims of crime – 1-800-822-8428
- **National Center for Victims of Crime**
Visit [National Center for Victims of Crime](#)
Victim Resource Center 1-855-4-VICTIM
- [JED Mental Health Resources](#)

Appendix C – Links to Forms and Publications

[BOR - Website Home Page](#)

[CSCU - Website Home Page](#)

[CT State - Website Home Page](#)

[CSCU - Board of Regents \(BOR\) Policies](#)

[CSCU - Employee Benefits](#)

[CSCU - Human Resources Forms](#)

[CSCU – Labor Agreements](#)

[CSCU - Position Descriptions](#)

[CT State - Academic Catalog](#)

[CT State Student Handbook](#)

[CT State - Campus Academic Leaders](#)

Click the “Academic Leaders by Campus” button for access to this document. Log in may be required.

[CT State - CARE Teams](#)

[CT State - CARE Referral](#)

[CT State - Responding to Students in Distress](#)

[CT State - Shared Governance Forms](#)

Click the “Shared Governance Forms” button for access to these documents. Log in may be required.

[State of Connecticut - Care Compass Benefit Information](#)

[State of Connecticut - Core-CT](#)

Appendix D – Student Code of Conduct

To view the current Student Code of Conduct, please click: [BOR/CSCU | Student Code of Conduct](#).

The Student Code of Conduct should be read and followed by all students. Violations of the Student Code of Conduct are subject to possible disciplinary action.

DISCLAIMER: The BOR/CSCU Student Code of Conduct is neither a contract nor an offer of a contract between any BOR governed institution and any student. The provisions of this Code are subject to revision at any time.

STUDENT CODE OF CONDUCT

Policy #2-01 Student Code of Conduct

Adoption Date: June 26, 2025

Next Review Date: August 1, 2028

Policy Owner(s): CSCU Associate Vice President for Enrollment and Student Success;
Institutional Student Affairs Leadership

Applicability:

1. The Student Code shall apply on CSCU campus property, at CSCU-sponsored activities, and at activities conducted by student organizations and may apply to off-campus conduct. This also applies to student conduct that occurs online and through other forms of electronic communication and social media. Where behaviors have a direct and distinct impact to the campus community, it may apply to off-campus conduct. A College or University may exercise jurisdiction off-campus if the conduct poses a threat to anyone's health, safety, or security, could negatively affect the mission or reputation of the College or University, poses a threat of undermining the College or University's educational process, involves an alleged violation of local, state or federal law, or if the College or University is required to do so by law.
2. Students remain subject to the Student Code and any applicable policies, procedures, rules, regulations or codes of conduct of affiliated clinical sites, offsite locations where a CSCU operates a program or another entity or higher education institution in the United States or abroad. Violations of either the Student Code or policies, procedures, rules, regulations or codes of conduct at another entity or higher education institution while a student at CSCU, regardless of location, may lead to disciplinary action by the other entity or higher education institution and/or the CSCU against a student. The Senior Student Conduct Officer or designee shall decide whether the Student Code shall be applied to student or student organization conduct occurring off campus on a case-by-case basis, at the Senior Student Conduct Officer's discretion.
3. If a person is considered a student at two or more CSCU institutions at the time of alleged misconduct set forth in the Student Code, the applicable CSCU institutions' Senior Student Conduct Officers, or their designees, may engage in a joint student conduct process that may result in sanctions at one or all applicable CSCU institutions. All procedural decisions regarding whether to engage a joint student conduct process

shall be at the discretion of the institutions' Senior Student Conduct Officers.

4. Each student shall be responsible for one's own conduct from the time of admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of enrollment (and even if the conduct is not discovered until after a degree is awarded). The Student Code shall apply to a student's conduct even if the student withdraws from the College or University while a student conduct matter is pending. The Student Code shall also apply to former students who have been determined to have a continuing relationship, as defined in Section II, with the outcome of the conduct case potentially impacting one's ability to be present on the College or University premises and/or ability to reenroll in the future.

5. Students shall also be responsible for the behavior and conduct of their guests on campus and/or any CSCU premises and for their guests' familiarity with the College or University rules and policies. Guests are expected to observe all College or University rules and regulations, and students are expected to always accompany their guests on campus and/or any CSCU premises. Authorized or unauthorized guests not in compliance with College or University rules and/or policies may be removed from the College or University property and issued a trespass warning. Any violations of the prohibited conduct outlined in section III.A of this policy by a guest of a student may result in the student being held accountable for the applicable violation.

6. CSCU student conduct proceedings may be initiated without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution resulting from the same or related conduct. Proceedings under The Student Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus at the discretion of the Student Conduct Officer. Determinations made or sanctions imposed under the Student Code shall not be subject to change solely because criminal charges arising out of the same facts giving rise to violation of CSCU rules were dismissed, reduced, or resolved in favor of or against the defendant in the criminal matter.

7. Although there is no time limit for when conduct allegations can be filed against a student or student organization, it is generally more effective to report incidents as soon as possible after they occur, for reasons including but not limited to the following: witness memory, witness availability, obtaining evidence, and ability to hold a student or student organization accountable. Complaints should be submitted as soon as possible after an incident takes place. Discretion will be used with reports that are submitted more than thirty (30) days after an incident may have occurred. In situations where the delayed reporting of an incident makes it difficult to proceed, or when a student or student organization has been separated from a College or University for a considerable amount of time, the Senior Student Conduct Officer shall decide whether it is appropriate to apply the Student Code on a case-by-case basis.

Effective Date: August 1, 2025

Disclaimer: This Code is neither a contract nor an offer of a contract between any BOR governed institution and any student. In addition, any action protected by the constitution will not be considered a violation of the proscribed conduct. The provisions of this Code are subject to revision at any time.

I. Purpose and Introduction

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. In line with this purpose, the Board of Regents for Higher Education (“BOR”) in conjunction with the Connecticut State Colleges and Universities (“CSCU”) has the duty to protect the freedoms of inquiry and expression, and furthermore, has the responsibility to encourage all of its members to develop the capacity for critical judgment in their sustained and independent search for truth.

CSCU has certain self-defined institutional values. Principal among these values is respect for the safety, dignity, rights, and individuality of each member of the CSCU community. The opportunity to live, study, and work in an institution which values diverse intellectual and cultural perspectives and encourages discussion and debate about competing ideas in an atmosphere of civility is considered a privilege and an honor by those who are invited to join the CSCU community.

All members of the CSCU community must always govern their social and academic interactions with tolerance and mutual respect so that the students who pass through a CSCU door are enriched by these experiences and are prepared for full and enlightened participation in a multi-cultural society. Because of the BOR’s and CSCU’s commitment to principles of pluralism, mutual respect, and civility, certain activities or behaviors are not acceptable on CSCU campuses. Acts of intolerance, hatred or violence based on race, religion, sexual orientation or expression, disability, gender, age, ethnic background, gender identity or expression, or other protected classes, are antithetical to CSCU’s fundamental principles and values.

This Student Code of Conduct (hereinafter the “Student Code” or “Code”) describes the types of conduct that is not acceptable in an academic community. The affiliated procedure describes the process by which violations of the Code will be addressed. All students are expected to familiarize themselves with and are required to abide by the provisions of the Student Code. Students who violate the Code will be held accountable for their conduct. The conduct process within this Student Code is intended to be part of the educational mission of CSCU that promotes individual student development and the welfare of the CSCU community while upholding principles of fundamental fairness. Thus, the student conduct proceedings are not criminal proceedings and are not subject to court rules of procedure and evidence.

The BOR has statutory authority to establish standards, regulations and procedures for students. The BOR has charged the CSCU Chancellor with developing the standards, regulations and procedures to protect student rights and to address student abdication of responsibilities in collaboration with the CSCU under the jurisdiction of the BOR. In turn, the CSCU Chancellor has delegated responsibility for these standards, regulations and procedures to specified administrative officials. Therefore, the Student Code is administered under the direction and oversight of the CSCU Associate Vice President for Enrollment and Student Success. The CSCU Associate Vice President for Enrollment and Student Success is responsible for administering and coordinating recommendations from the CSCU community regarding suggested revisions to the Student Code and presenting the proposed substantive changes to the Academic Council, the Student Affairs Council, and the Academic and Student Affairs Committee for BOR’s consideration and approval.

II. Definitions

The following terms are defined to facilitate a more thorough understanding of the Student Code. This list is not intended to be a complete list of all the terms referenced in this Student Code that might require interpretation or clarification. The College or University Disciplinary Officer or Conduct Administrator shall make the final determination on the definition of any term found in this Student Code.

1. “Accused Student” or “Accused Student Organization” or “Respondent” means any Student or Student Organization, as defined in this Student Code, who is alleged to have engaged in conduct that violated this Student Code.
2. “Administrative Agreement” means an agreement between the Respondent and the Student Conduct Officer which identifies a mutual resolution.
3. “Administrative Conference” is a meeting between the respondent and the Student Conduct Officer to determine a resolution for the alleged behavior.
4. “Advisor” means a person who accompanies an Accused Student or Complainant for the limited purpose of providing advice, guidance, and support to the Accused Student or Complainant. An advisor may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process.
5. “Appellate Body” means any person or persons authorized by the Senior Student Affairs Officer or their designee to consider an appeal from a determination by a Hearing Body that a student has violated the Student Code.
6. “Business Days” means the weekdays (Mondays through Fridays) when the University or College is open.
7. “College” means Connecticut State Community College or Charter Oak State College.
8. “Complaint” means a report made in writing either by a person submitting the report or by a CSCU Official and submitted to the Senior Student Conduct Officer or their designee including allegations of potential violations of this code and a request to investigate.
9. “Complainant(s)” means the CSCU Community Member who initiates a complaint by alleging that a Student(s) or a Student Organization violated the Student Code.
10. “CSCU” means either collectively or singularly, any of the following institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University; Connecticut State Community College, and Charter Oak State College.
11. “CSCU Affiliates” means individuals and/or entities with whom or with which the College or University has a contractual relationship.
12. “College or University Official” includes any person employed by any College or University to perform administrative, instructional, or professional duties.

13. "CSCU Premises" means all land, buildings, facilities, and other property in the possession of, or owned, used, and/or controlled by, the BOR, University or College, either solely or in conjunction with another entity.
14. "Hearing" means a formal process where the alleged violation of the Code is examined and a decision is made regarding whether a respondent is responsible for a violation of the Code and if so, determine an appropriate outcome.
15. "Hearing Body or Officer" means any person or persons authorized by the Senior Student Affairs Officer or designee to determine whether a student has violated the Code and to impose sanctions as warranted, including a hearing officer or hearing board.
16. "Institution" means a university or college within the CSCU System.
17. "Instructor" means any faculty member, teaching assistant or any other person authorized by the University to provide educational services, including, but not limited to, teaching, research, and academic advising.
18. "May" is used in the permissive sense.
19. "Member of the CSCU Community" includes any person who is a student, instructor, faculty member, or staff member; any other person working for a College or University, either directly or indirectly (e.g., private enterprise on campus); or any person who resides on College or University Premises. A person's status in a particular situation shall be determined by the Senior Student Conduct Officer.
20. "Policy" is defined as the written regulations, standards, and student conduct expectations adopted by CSCU and found in, but not limited to, Student Code of Conduct, The Student Handbook, The Residence Life Handbook, CSCU IT Acceptable Use Policy, Interim Discriminatory Harassment, nondiscrimination, and Title IX Policy, and The Interim Resolution Process Procedures for BOR Policy 4-13.
21. "Presiding Hearing Officer" means a College or University Official who is appointed by the Chief Student Affairs Officer to chair, conduct and facilitate the Hearing Body process.
22. "Prohibited Conduct" means the conduct prohibited by this Code, as more particularly described in Part I.C of this Code.
23. "Report" means any allegation of alleged misconduct regarding a student or recognized student organization.
24. "Reporting Party" means any person who alleges that a student has violated this Code.
25. "Respondent" means any student or recognized student organization accused of violating the Student Code.
26. "Senior Student Affairs Officer" means an administrative officer at a College or University with overall management responsibility for Student Affairs (i.e., Vice President, Dean, Provost, etc.).

27. “Senior Student Conduct Officer” refers to a staff member in Student Affairs, designated by the Senior Student Affairs Officer to be responsible for the overall coordination of the College or University student conduct system, including the development of procedures, education, and training programs.
28. “Shall” and “will” are used in the imperative sense.
29. “Student” means any person who has been notified of their acceptance for admission, registered, enrolled, or attending any College or University course or program. This applies whether enrollment is full-time or part-time; whether the course(s) occur on-campus, online, or at an off-campus instructional site (domestically, or internationally such as students studying abroad); and whether the student is pursuing undergraduate, graduate, non-degree seeking, post-graduate, or professional studies. This may also apply to any person who resides in a College or University residence hall. Persons who withdraw or otherwise depart a College or University after allegedly violating the Student Code are still considered students for the purpose of resolution through this Student Code. For the purposes of applying this Student Code, the Senior Student Conduct Officer, or designee, may use discretion in determining the person’s “student” designation and will have the authority to make any final determination as to whether or not a person is a “student.” Generally, a student is not considered to have a continuing relationship if a student has not been enrolled in classes at a University for three (3) or more consecutive terms, or has not been enrolled in classes at a College within two (2) calendar years after the conclusion of their last registered College course.
30. “Student Code” or the “Code” means this Student Code of Conduct.
31. “Student Conduct file” means the printed/written/electronic file, which may include, but is not limited to, incident report(s), correspondence, academic transcript, witness statements, and student conduct history.
32. “Student Conduct Officer” means any person designated by the Senior Student Affairs Officer to review, investigate and determine an appropriate resolution of an alleged violation of the Student Code.
33. “Student organization” means any group of students that are recognized and/or registered by College or University as a student organization or club (such as sororities and fraternities, leadership organizations, academic clubs, special interest clubs, sports clubs, etc.) or a non-recognized group of students that conducts business or participates in College or University-related activities as an affiliated organization. If a student organization is the subject of a conduct allegation, the organization’s president or leader will typically be the main point of contact throughout the student conduct process. Therefore, for the purpose of this Code, any instance where the term “student” is used to describe the Respondent in the student conduct process will refer to the organization’s president or leader. The Student Code applies to students and to student organizations. Unless otherwise noted, use of the term “student” in this document shall apply to the student as an individual and to a student organization as a single entity, as applicable. Nothing in this Code shall preclude holding certain members of a student organization accountable for their individual acts committed in the context of or in association with the organization’s alleged violation of the Student Code.

34. “Support Person” means a person, who accompanies an Accused or Complainant Student, a Reporting Party or a victim to a hearing for the limited purpose of providing support and guidance. A support person may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process.

35. “University” means any of the following CSCU institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, or Western Connecticut State University.

36. “Witness” means any individual who has direct knowledge of an incident.

III. Policy

A. Prohibited Conduct

The following list of behaviors is intended to represent the types of acts that constitute violations of this Code.

1. Acts of dishonesty, including but not limited to the following: a. Providing false information, knowingly withholding relevant information, or supplying misleading information to any College or University Official, department or office, faculty member or law enforcement or security officer. b. Misuse of CSCU documents, including, but not limited to forging, transferring, altering or otherwise misusing a student fee card, student payroll card, identification card or other College or University identification document, course registration document, schedule card, transcript, or any other institution issued document or record. c. Tampering with the election process of any CSCU recognized student organization. d. Refusing to provide identification, misidentifying oneself, or presenting/possessing any form of false or altered identification to College or University Official; or e. Representing oneself, or a student organization, as having the authority to enter into contracts or agreements that affect CSCU in any way without prior authorization from the CSCU.

2. Disruptive behavior, which is defined as participating in or inciting others to participate in the deliberate interference with the freedom of any person to express their views, or disruption, obstruction or prevention of the peaceful and orderly conduct of any CSCU activity, including, but not limited to: classes, lectures, quiet study, research, events, speaker presentations, administration, Student Conduct proceedings, the living/learning environment, or other CSCU or BOR activities or meetings, on or off campus; or of other non-CSCU activities when the conduct occurs on CSCU premises; or of the living environment, on or off-campus.

3. Disorderly, lewd, indecent (including, but not limited to, public nudity and sexual activity in areas generally open to members of a campus community) behaviors, breach of peace, aiding, abetting or procuring another person to breach the peace on CSCU premises or at functions sponsored by, or affiliated with the University or College, or offensive conduct which causes interference, annoyance, alarm, or recklessly creates a risk thereof at CSCU or on CSCU premises, any function sponsored by CSCU, or CSCU-controlled web or social media sites. This does not apply to speech or other constitutionally protected expressions.

4. Any action that threatens or causes physical harm or endangers the well-being, health, or safety of another person.

5. Harassment, which is defined as the severe or pervasive use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another individual that objectively and subjectively has the effect of: a. Unreasonably interfering with an individual’s work or equal access to education. b. Creating an

intimidating, hostile, or offensive work or academic environment. c. Causing physical or emotional harm to the individual or damage to the individual's property; placing the individual in reasonable fear of harm to the individual and/or the individual's property; and/or d. Infringing on the rights of other CSCU community members to fully participate in the programs, activities, and mission of the CSCU. In determining whether an act constitutes harassment, the Student Conduct Officer, in collaboration with Equity and Civil Rights staff, when necessary, will consider the full context of the conduct, giving due consideration to the protection of CSU climate, individual rights, freedom of speech, academic freedom, and advocacy. Not every act that might be offensive to an individual or a group constitutes harassment and/or a violation of the Student Code. Any action that constitutes prohibited behavior under the Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy are administered under the associated procedures.

6. Failure to comply with public health or safety guidance set forth by the BOR, CSCU, federal, state, or local authorities, partner/affiliated institutions, and/or host governments or institutions while abroad.

7. Violations of privacy including, but not limited to, voyeurism and the use of web based, electronic or other devices to make a photographic, or video record of any person without his or her express consent, especially when such a recording is intended or likely to cause injury or distress. Publicizing or threatening to publicize such records without the consent of the individuals involved is considered a violation of this Code.

8. Hazing, as defined by the CSCU Hazing Prevention and Reporting Policy.

9. Use, possession, purchase, sale, distribution of alcoholic beverages, except as expressly permitted by law and CSCU regulations, or presence under the influence of alcohol. Alcoholic beverages may not, under any circumstances, be used by, possessed by, or distributed to any person under twenty-one (21) years of age. a. Consuming, carrying, or possessing an open container of alcohol in the public right-of-way, or on private property without the consent of the landowner or tenant, except as permitted by law.

10. Operating a motor vehicle while impaired by or under the influence of alcohol, narcotics or other controlled substances.

11. Use, possession, purchase, sale, distribution or manufacturing of narcotics, or being under the influence of controlled substances and/or drugs, including, but not limited to, marijuana and or heroin, or possession of drug paraphernalia which can be demonstrated to be linked to drug or controlled substances activity, except as expressly permitted by federal law. The use or possession of marijuana (medical or otherwise) on campus and/or any CSCU Premises is restricted by federal laws, such as the federal Safe and Drug Free Schools and Communities Act and the Drug-Free Workplace Act. Accordingly, CSCU Colleges and Universities prohibit the use or possession of marijuana, including medical marijuana, on campus and/or any CSCU Premises.

12. Use, possession or distribution of firearms, ammunition for firearms, other weapons or dangerous instruments, facsimiles of weapons or firearms, fireworks, explosives or dangerous chemicals. A dangerous instrument is any instrument, article or substance that, under the circumstances in which it is being utilized, can cause death or serious physical injury. The possession of a deadly weapon or dangerous instrument on campus and/or any CSCU Premises is strictly prohibited, even if such an item is legally owned.

13. Failure without just cause to comply with the lawful direction of a CSCU College or University Official, or other lawful authority having just cause and acting in the performance of their duties and authority.

14. The setting of or participation in unauthorized fires or explosions; the false reporting of the presence of an emergency such as fires, bombs, incendiary or explosive devices; the

unauthorized or improper possession, use, removal, or disabling of fire safety equipment and warning devices; failure to follow standard fire safety procedures; and/or interference with firefighting equipment or personnel.

15. Assisting another person in the commission, or attempted commission of a violation of the Student Code, or knowingly in the presence of the commission of the violation(s) of the Student Code, including but not limited to conduct of the student's guest.

16. Behaviors in violation of published CSCU policies, College or University policies, rules, or regulations, including but not limited to: a. [BOR Information Technology Acceptable Use Policy \(BOR Policy IT-001\)](#), [BOR Information Technology Electronic Communication Policy \(BOR Policy IT-002\)](#), or the [BOR/CSCU Information Security Policy \(BOR Policy IT-004\)](#); b. Interim Discriminatory Harassment, Nondiscrimination, and Title IX Policy; c. The On-Campus Housing Contract; d. Academic Misconduct Policy

17. Theft, which includes, but is not limited to, attempted or actual theft of property or services.

18. Forcible entry and/or unauthorized presence in CSCU owned buildings or property, including but not limited to, construction of permanent or semi-permanent structures within CSCU owned buildings, in or on CSCU property for any activity, unless the construction itself is undertaken and/or approved by the State, BOR, College and/or University.

19. Unauthorized possession, access, duplication, or misuse of CSCU property or other personal or public property, including, but not limited to, records, electronic files, telecommunications systems, forms of identification, and keys.

20. Damage or misuse of property, which includes, but is not limited to, attempted or actual damage to or misuse of CSCU property or other personal or public property, or unauthorized use or misuse of CSCU intellectual property, including but not limited to, trademarks, logos, names, or images.

21. Violation of federal, state or local law, regulation and/or ordinance when such violation represents a substantial or negative impact on the CSCU or any member of the CSCU community.

22. Abuse of the CSCU Student Conduct system, including but not limited to: a. Disruption or interference with the orderly conduct of a Student Conduct Proceeding. b. Falsification, distortion, or misrepresentation of information to a Student Conduct officer or hearing body. c. Influencing or attempting to influence another person to commit an abuse of the Student Conduct system. d. Attempting to discourage or retaliate against an individual's proper participation in, or use of, the Student Conduct system. e. Attempting to intimidate or retaliate against a Student Conduct officer, member of the hearing body or any other participant prior to, during, and/or after a Student Conduct proceeding. f. Initiation of conduct or disciplinary proceeding knowingly without cause. g. Failure to comply with the sanction(s) imposed under the Student Code.

B. Conduct and Disciplinary Records

The written decision, or resolution, resulting from an administrative conference or a hearing under this Code shall become part of the students' educational record and shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). A student's disciplinary record shall be maintained separately from any other academic or official file maintained by the Institution. Disciplinary records will be maintained for a period of five (5) years from the date of the incident, except that the sanction of expulsion shall be noted permanently.

While student education records are generally protected from disclosure by FERPA, there are several exceptions to this rule. Students should be aware that a record concerning their behavior while a student at the College or University may be shared with other colleges or

universities to which the student may subsequently wish to transfer or be admitted. Student Conduct records may be shared within CSCU where there is legitimate purpose and a student has a continuing relationship with CSCU. Similarly, prospective employers may require a student to provide access to his/her education records as part of the employment application process. A record of having been sanctioned for conduct that violates Section III.A. of the Code may disqualify a student for admission to another college or university and may interfere with his/her selection for employment.

C. Interpretation and Revision

Questions regarding the interpretation of this Code shall be referred to the Senior Student Affairs Officer at the specific College or University.

The CSCU Associate Vice President for Enrollment and Student Success is responsible for periodic review and updates to this Policy, in consultation with the Office of General Counsel and other relevant CSCU stakeholders. The BOR reserves the right to revise this Policy as necessary.

D. Interim Administrative Action

The Senior Student Affairs Officer or designee may impose an interim Suspension, an interim Removal from Housing, an interim Loss of Recognition in the case of conduct relating to a student organization, and/or other necessary interim measures on a Respondent prior to a Student Conduct resolution of the alleged violation. Such action may be taken when, in the professional judgment of a CSCU official, a threat of imminent harm to persons or property exists. Interim administrative action is not a sanction. It is taken in an effort to protect the safety and well-being of the reporting party, Complainant, CSCU community, or of property. Interim administrative action is preliminary in nature; it is in effect only until there is a resolution of the Student Conduct matter.

IV. Enforcement

Sanctions which may be imposed for violations of the Student Code are listed below. In determining appropriate sanctions, the Hearing Body may take into consideration any and all prior violations of the Student Code for which the Respondent was determined to be responsible. The Hearing Body shall have the authority to defer the imposition of any sanction when deemed appropriate. The CSCU may withhold awarding a degree until the completion of the process set forth in this Student Code, including the completion of all sanctions imposed, if any.

The following sanctions may be imposed, individually or in various combinations, on any Respondent found to have violated the Student Code and will be entered into the Respondent's disciplinary records. Notation of disciplinary sanctions shall be on file only in the appropriate office in Student Affairs and shall not be released without the written consent of the Respondent except to appropriate CSCU enforcement personnel, College or University Police, staff and administrators, or as permitted by law.

1. **Warning:** A disciplinary warning is a written notice to a Respondent advising that the specific behavior or activity constitutes a violation of the Student Code and that the substantiated repetition of such behavior will likely result in the commencement of more serious disciplinary action by the issuing CSCU institution.

2. **Fine:** A sanction involving the imposition of a specified dollar amount due and payable by a specified date.

3. **Probation:** Disciplinary probation is a designated period during which a Respondent is given the opportunity to modify unacceptable behavior and/or to complete specific assignments to regain full student privileges within issuing CSCU institution's community. Disciplinary probation

may involve the imposition of certain restrictions and/or conditions upon the Respondent including, but not limited to, financial restitution, community service, fines, participation in educational programs, parental notification under limited circumstances, and ineligibility to participate in the issuing CSCU institution's activities or events. Periodic contact with a designated member of the CSCU community or noncollege professional may be required. If the Respondent fully complies with the terms and conditions imposed in connection with the disciplinary probation, full student privileges will be restored to the Respondent upon termination of the probationary period. Failure to comply with the terms and conditions of the disciplinary probation constitutes prohibited conduct that is separate from and in addition to the conduct for which the probation was imposed. A Respondent shall be given due notice of the alleged violation of the disciplinary probation and the procedures set forth in this Student Code shall be followed.

4. Loss of Privileges: Denial of specified privileges for a designated period.

5. Restitution: Compensation required of Respondent(s) in the theft, misuse, damage or destruction of institutional, group or private property. The amount of restitution is dependent on the extent of damage as well as what is determined to be the most appropriate way for Respondent(s) to make amends for the damage caused. The amount, form, and method of payment for restitution may be decided by a Senior Student Conduct Officer or their designee or a Hearing Body, as appropriate.

6. Discretionary Sanctions: Work assignments, essays, service to the CSCU, or other related discretionary assignments, participation in educational programs, parental notification under limited circumstances, and ineligibility to participate in issuing CSCU institution's activities or events. Periodic contact with a designated member of the CSCU community or non-CSCU professional may be required.

7. Residence Hall Warning: A written notice to a Respondent advising that specific behavior or activity constitutes a violation of the Student Code and that the substantiated repetition of such behavior will likely result in the commencement of more serious disciplinary action by the issuing CSCU institution.

8. Residence Hall Probation: A designated period during which a Respondent is given the opportunity to modify unacceptable behavior and/or to complete specific assignments in an effort to regain full student privileges within the residence hall in which the Respondent resides. Residence Hall Probation may include restrictions and/or conditions on the exercise of residence hall activities and privileges. Periodic contact with a designated member of the residence hall staff or professional may be required. If the Respondent fully complies with the terms and conditions imposed in connection with the residence hall probation, full residence hall privileges will be restored to the Respondent upon termination of the probationary period. Failure to comply with the terms and conditions of the Residence Hall Probation constitutes prohibited conduct that is separate from and in addition to the conduct for which the probation was imposed. A Respondent shall be given due notice of the alleged Residence Hall Probation violation and the procedures set forth in this Code shall be followed.

9. Residence Hall Suspension: A Residence Hall Suspension is a separation of the Respondent from the residence halls for a definite period, after which the Respondent is eligible to return. Conditions for readmission may be specified by the Hearing Body.

10. Residence Hall Expulsion: Permanent separation of the Respondent from the residence halls.

11. Suspension: Suspension is separation for a designated period after which the Respondent shall be eligible to apply for readmission to the issuing CSCU institution. Readmission to the issuing CSCU institution is not guaranteed. Conditions for consideration of readmission may be specified by the Hearing Body. A Respondent, who is on suspension, is prohibited from participating in any activity or program at the issuing institution. The individual may not be in or

on any property owned or leased by the issuing CSCU institution without securing prior approval from the Senior Student Conduct Officer or their designee. Suspension shall be effective on the date that the suspension notice is provided to the Respondent, or later, if so stated in the notice, and shall prescribe the date and conditions upon which the Respondent may petition for readmission to the issuing CSCU institution.

12. **Expulsion:** Expulsion is permanent disciplinary separation from the issuing CSCU institution and the denial of all student privileges. Expulsion shall be effective on the date that notice of expulsion is provided to the Respondent, or later, if stated in the notice. A Respondent separated by expulsion may not be in or on any property owned or leased by the issuing CSCU institution without securing prior approval from the Senior Student Conduct Officer or their designee.

13. **Revocation of Admission or Enrollment:** Upon the recommendation of the Hearing Body, admission to the University may be revoked by a College or University. Upon the recommendation of the Hearing Body, a degree conferred by the College or University may be revoked by the University with the approval of the BOR.

14. **Consequences of Failure to Comply with a Duly Assigned Sanction:** Failure to comply with sanctions which have been assigned through a formal conduct process may lead to one or more of the following consequences:

- a. Denial of access to certain CSCU services, including, but not limited to housing and parking;
- b. Denial of access to administrative processes, including, but not limited to, course add/drop, pre-registration, registration, and room selection; and/or
- c. Withholding of the privilege of participation in CSCU sponsored activities and/or public ceremonies, or formal disciplinary charges under this Code.

Sanctions Which May Be Imposed on Student Organizations

- 1. **Sanctions:** Those sanctions listed as available for individuals found in violation of the Code.
- 2. **Loss of recognition:** Loss of recognition for a specified period results in the loss of privileges, such as the use of CSCU space, access to student activity fee funding, and/or the privilege of functioning as a student organization. Conditions for future recognition may be imposed by the Hearing Body.

Aggravated Violations: If a student is in violation of the Student Code and the prohibited conduct was directed toward an individual or group due to race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, gender identity or expression, age, physical or mental disabilities, including learning disabilities, intellectual development disorders, and past/present history of a mental disorder, the Student Conduct officer or Hearing Body may consider such conduct as an aggravating factor when determining the sanctions

Appendix E - Interim Academic Misconduct Policy

CSCU Interim Academic Misconduct Policy

Policy Number	2.06
Resolution Reference	N/A
Adoption Date	June 26, 2025
Next Review Date	July 1, 2026
Effective Date	July 1, 2025
Policy Owner	Institutional Provosts; CSCU Associate Vice President for Academic Affairs
Contact	N/A
Applicability	N/A
Category	Student Affairs

Policy Purpose

CSCU is committed to fostering an environment of rigorous academic pursuit with honesty. To further this objective, the following policy defines academic misconduct and outlines necessary response provisions to ensure related processes are administered fairly.

Policy Text

1. Prohibited Behaviors

Academic misconduct, which includes, but is not limited to, plagiarism and all forms of cheating, is prohibited.

Plagiarism is defined as the submission of work by a student for academic credit as one's own work of authorship which contains work of another author without appropriate attribution.

Cheating includes, but is not limited to:

- use of any unauthorized assistance in taking quizzes, tests or examinations;
- use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments;
- the acquisition, without permission, of tests or other academic material belonging to a member of the college or university faculty or staff; and
- engaging in any other behavior specifically prohibited by a faculty member in the course syllabus.

2. Institution Responsibilities

To ensure fairness in adjudicating allegations of this nature, institutions must adopt procedures that include the following principles:

- Instructor's Role*: When the instructor of record or his or her designee believes that an act of academic misconduct has occurred, he or she shall notify the student of the allegation and save any evidence of such misconduct in its original form. (Copies of the Accused Student's work will be provided to the Student upon request.) In addition, the instructor shall not transmit a final grade to the Registrar until such time as the allegation(s) of academic misconduct are finally determined. Each institution shall establish implementation guidelines in accordance with this policy.
- Information from Person Other than Student's Instructor*: Any member of the CSCU Community may provide information which might lead to a complaint against a Student alleging academic misconduct.
- The Academic Misconduct Hearing Board*: There shall be an academic misconduct hearing board convened by the institution's Disciplinary Officer to consider allegations of academic

misconduct lodged against a Student. The institution's disciplinary officer shall be a non-voting member of the board and act as convener.

- d. *Hearing Process:* The Accused Student shall be afforded adequate notice of the allegation, an opportunity to discuss the allegation with the instructor, and adequate time to request and prepare for a hearing. All parties shall have an opportunity to be heard and a record of the proceedings shall be made. The decision of a hearing board shall be communicated in writing.
- e. *Sanctions:* If the academic misconduct hearing board determines that the Accused Student is "Not Responsible," the board shall not impose any sanctions. The board shall so advise the Student's instructor and the instructor shall reevaluate the student's course grade in light of the Board's determination. If the academic misconduct hearing board determines that the Accused Student is "Responsible," the academic sanction set forth in the instructor's course syllabus shall be imposed. The academic misconduct hearing board may make a recommendation to change the academic sanction imposed by the instructor on the basis of its hearing of the evidence of academic misconduct. (Should the academic sanction not be changed pursuant to this recommendation, the institution reserves the right to change the academic sanction.) Upon consideration of the Accused Student's record of misconduct and/or the nature of the offense, the academic misconduct hearing board may impose additional non-academic sanctions in proportion to the severity of the misconduct. These sanctions may include the following: warning, written reprimand, discretionary sanctions, suspension and/or expulsion, as described in the Student Code of Conduct.
- f. *Appeals:* The decision rendered by the academic misconduct hearing board may be appealed to the Provost/Academic Vice President, who shall review the record of the hearing, including any and all documents presented to the academic misconduct hearing board. An appeal shall be in writing and shall be delivered to the Provost/Academic Vice President within three (3) calendar days of receipt of the academic misconduct hearing board's written decision. An appeal may be brought on any of four grounds: (a) a claim that error in the hearing procedure substantially affected the decision; (b) a claim that new evidence or information material to the case was not known at the time of the hearing; (c) a claim that the non-academic sanction(s) imposed were not appropriate for the violation of the Code for which the accused student was found responsible; and/or (d) a claim that the academic sanction imposed has resulted in a palpable injustice. The Provost/Academic Vice President shall have the right to deny an appeal not brought on any of the foregoing grounds. The decision rendered by the Provost/Academic Vice President shall be final and there shall be no further right of appeal.

Enforcement

Students found responsible for violating this policy may be subject to sanctions consistent with the course's syllabus and in cases of repeated or egregious misconduct, additional sanctions available under the Student Code of Conduct.

