



FACULTY HANDBOOK

Academic Year
2023-2024

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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.

Levy Brown, Ed.D.
Provost and Vice President for Academic Affairs
Connecticut State Community College
BrownL@ct.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. The Connecticut State (CT State) Community College 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 will be able to 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

The 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

The 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 (BOR) 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 advances 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

Connecticut State Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, intellectual disability, mental disability, learning disability, physical disability, including, but not limited to, blindness or deafness, sexual orientation, gender identity or expression, veteran status, criminal record, genetic information or any other federal or state protected class in its employment, programs, and activities. For information regarding nondiscrimination, disability, and Title IX policies/procedures, please contact: John-Paul Chaisson-Cardenas, Vice President for Diversity, Equity and Inclusion, CT State Community College, (860) 612-7056, JP-Cardenas@ct.edu.

CT State Transitional Strategic Plan

CT State's Transitional Strategic Plan 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, will establish a dashboard on progress towards benchmarks and issue a progress report to the CT State Cabinet and Leadership Council. The Executive Strategic Planning Council will reconvene during Spring 2024 to assess and recommend adjustments needed to a college-wide, long-term continuous improvement planning process.

To view the July 2023 to June 2025 Transitional CT State Strategic Plan, click: [CT State | Transitional Strategic Plan](#). Log in may be required.

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 | College 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: [BOR | Ethics Statement](#).

See also: [State of CT | Public Official 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.

CENTRAL OFFICE DIRECTORY

185 Main Street, New Britain, CT 06051

(www.ctstate.edu)

CT State Office of the President

John Maduko, MD, President, Connecticut State Community College

CTState-President@ct.edu

CT State President's Cabinet

Levy Brown, Ed.D.

Provost and Vice President for Academic Affairs

BrownL@ct.edu

John-Paul Chaisson-Cardenas, Ph.D., MSW

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JP-Cardenas@ct.edu

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ColeyT@ct.edu

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Interim Vice President of Enrollment Management

DavisT@ct.edu

Ann Harrison

Associate Vice President of Communications & Strategic Marketing

Chief of Staff to President Maduko

HarrisonA@ct.edu

Kerry Kelley

Vice President of Finance & Administration

KelleyK@ct.edu

CAMPUS DIRECTORY

ASNUNTUCK CAMPUS

170 Elm Street, Enfield, CT 06082

[Asnuntuck | Campus Directory](#)

Main Campus Number: (866) 526-6008

OFFICE OF THE CHIEF EXECUTIVE OFFICER

Michelle Coach, Ed.D., Chief Executive Officer

MCoach@asnuntuck.edu

CAPITAL CAMPUS

950 Main Street, Hartford, CT 06103

[Capital | Campus Directory](#)

Main Campus Numbers: (860) 906-5000 Local or (800) 894-6126 Toll-Free

[Capital | Map and Driving Directions](#)

[Capital | Campus Hours](#)

OFFICE OF THE CHIEF EXECUTIVE OFFICER

G. Duncan Harris, Ed.D., Chief Executive Officer

GHarris@ccc.commnet.edu

GATEWAY CAMPUS

20 Church Street, New Haven, CT 06510

[Gateway | Campus Directory](#)

Main Campus Number: (203) 285-2000

Gateway @ North Haven

88 Bassett Road, North Haven, CT 06473

[Gateway | Map and Driving Directions](#)

OFFICE OF THE CHIEF EXECUTIVE OFFICER

Scott Kalicki, Ph.D., Interim Chief Executive Officer

SKalicki@commnet.edu

HOUSATONIC CAMPUS

900 Lafayette Boulevard, Bridgeport, CT 06604

[Housatonic | Campus Directory](#)

Main Campus Number: (203) 332-5000

[Housatonic | Map and Driving Directions](#)

OFFICE OF THE CHIEF EXECUTIVE OFFICER

Manuel Gomez, Ph.D., Interim Chief Executive Officer

MGomez@commnet.edu

MANCHESTER CAMPUS

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

[Manchester | Campus Directory](#)

Main Campus Number: (860) 512-3000

[Manchester | Map and Driving Directions](#)

[Manchester | Campus Hours](#)

OFFICE OF THE CHIEF EXECUTIVE OFFICER

Nicole Esposito, Ed.D., Chief Executive Officer

NEsposito@mcc.commnet.edu

MIDDLESEX CAMPUS

100 Training Hill Road, Middletown, CT 06457

[Middlesex | Campus Directory](#)

Main Campus Numbers: (860) 343-5719 Local or (866) 526-6008 Toll-Free

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

[Middlesex | Map](#)

[Middlesex | Driving Directions](#)

OFFICE OF THE CHIEF EXECUTIVE OFFICER

Kimberly Hogan, M.S., Chief Executive Officer

KHogan@mxcc.commnet.edu

NAUGATUCK VALLEY CAMPUS

750 Chase Parkway, Waterbury, CT 06708

[Naugatuck Valley | Campus Directory](#)

[Naugatuck Valley | Professional Staff Directory](#)

Main Campus Number: (203) 575-8000

Naugatuck Valley @ Danbury

190 Main Street, Danbury, CT 06810

Main Campus Number: (203) 437-9699

[Naugatuck Valley | Map](#)

[Naugatuck Valley | Interior Map](#)

[Naugatuck Valley | Driving Directions](#)

[Naugatuck Valley @ Danbury | Driving Directions](#)

[Naugatuck Valley @ Danbury | Parking](#)

OFFICE OF THE CHIEF EXECUTIVE OFFICER

Lisa Dresdner, Ph.D., Office of Chief Executive Officer

LDresdner@nvcc.commnet.edu

NORTHWESTERN CAMPUS

Park Place East, Winsted, CT 06098

[Northwestern | Campus Directory](#)

[Northwestern | Department Directory](#)

Main Campus Number: (860) 738-6300

[Northwestern | Map](#)

[Northwestern | Driving Directions](#)

[Northwestern | Driving Directions](#)

OFFICE OF THE PRESIDENT

Michael A. Rooke, Ph.D., President

MRooke@nwcc.commnet.edu

NORWALK CAMPUS

188 Richards Avenue, Norwalk, CT 06854

[Norwalk | Campus Directory](#)

Main Campus Number: (203) 857-7000

[Norwalk | Driving Directions and Hours](#)

OFFICE OF THE CHIEF EXECUTIVE OFFICER
Cheryl C. De Vonish, J.D., Chief Executive Officer
CDevonish@ncc.commnet.edu

QUINEBAUG VALLEY CAMPUS

742 Upper Maple Street, Danielson, CT 06239

[Quinebaug Valley | Campus Directory](#)

Main Campus Number: (860) 932-4000

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

[Quinebaug Valley | Campus Hours](#)

OFFICE OF THE CHIEF EXECUTIVE OFFICER
Karen Hynick, Ed.D., Chief Executive Officer
KHynick@qvcc.commnet.edu

THREE RIVERS CAMPUS

574 New London Turnpike, Norwich, CT 06360

[Three Rivers | Campus Directory](#)

Main Campus Number: (860) 215-9000

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

[Three Rivers | Map](#)

[Three Rivers | Driving Directions](#)

[Three Rivers | Campus Hours](#)

OFFICE OF THE PRESIDENT
Mary Ellen Jukoski, Ed.D., President
MJukoski@trcc.commnet.edu

TUNXIS CAMPUS

271 Scott Swamp Road, Farmington, CT 06032

[Tunxis | Campus Directory](#)

[Tunxis | Faculty Directory](#)

Main Campus Number: (860) 773-1300

Tunxis @ Bristol

430 North Main Street, Bristol, CT 06010

Main Campus Number: (860) 314-4700

[Tunxis | Map](#)

[Tunxis | Driving Directions](#)

OFFICE OF THE CHIEF EXECUTIVE OFFICER

Darryl Reome, Ed.D., Chief Executive Officer

DReome@tunxis.commnet.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:

[CT State | Faculty Resources](#)

Click the “Academic Leaders by Campus” button. Log in may be required.

CT STATE 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.

CT State Chief Academic Officer

- Levy Brown, Ed.D.
Provost and Vice President for Academic Affairs
Connecticut State Community College – Central Office, LBrown@commnet.edu

CT State Academic Affairs Leaders

- Tamara O'Day-Stevens, Ph.D.
Associate Vice President
Connecticut State Community College – Central Office, TODayStevens@commnet.edu
- Michael Stefanowicz
Interim Associate Vice President
Connecticut State Community College – Central Office, MStefanowicz@commnet.edu

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

Ryan J. Pierson
Director of Scheduling & Online Programs
CT State Academic Affairs, PiersonR@ct.edu

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

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

CT State Academic Deans

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

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

School of Arts & Humanities

B.L. (Brad) Baker, CT State Academic Dean, (860) 612-7055
BBaker@commnet.edu

School of Business & Hospitality

Jimmy Adams, Jr., M.B.A., Ed.D., CT State Academic Dean, (860) 612-7047
JAdams@commnet.edu

School of Engineering & Technology

H. Justin Moore, Ph.D., CT State Academic Dean, (860) 612-7048
HMoore@commnet.edu

School of Nursing & Health Careers

Paula Dowd, Ed.D., CT State Academic Dean, (860) 612-7054
PDowd@commnet.edu

School of Science & Mathematics

David DiMattio, Ph.D., CT State Academic Dean, (860) 612-7066
DDimattio@commnet.edu

School of Social & Behavioral Sciences

Joshua Searcy, Ed.D., Ed.S., M.Ed., CT State Academic Dean, (860) 612-7074
JSearcy@commnet.edu

For further information on the Schools of Study, click:

[CT State | Schools of Study](#)

CT STATE ACADEMIC PROGRAMS

For further information about CT State's 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](#)

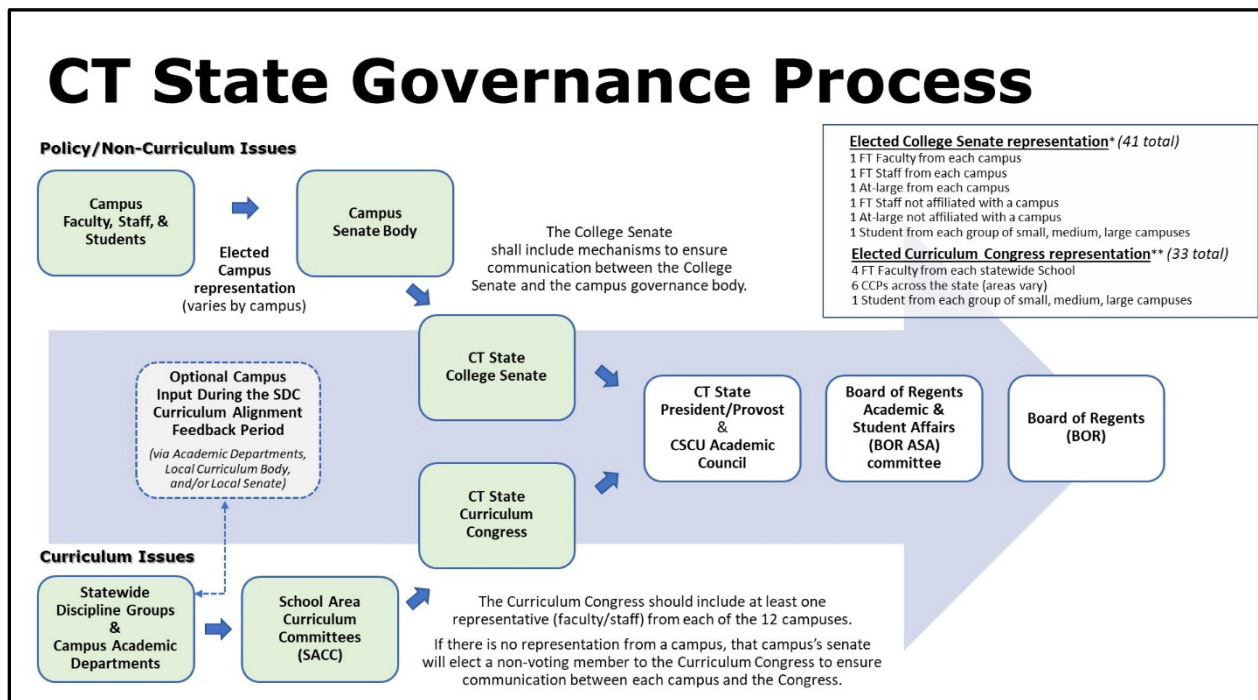
CT STATE SHARED GOVERNANCE

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).

CT State Shared Governance Process



CT State Governance Bodies

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

[CT State | Shared Governance](#)

CT State College Senate

(Elected via statewide voting)

The CT State 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 College Senate will develop a mechanism to gather feedback and/or recommendations from the CT State Curriculum Congress prior to final action.

MEMBERSHIP: College Senate is comprised of 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 CT State College Senate.

CT State Curriculum Congress

(Elected via statewide voting)

The primary charge of the CT State 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 CT State Curriculum Congress to the CT State Provost and President. When applicable, the CT State Provost and/or CT State President will forward the curriculum to the CSCU system approval process and Board of Regents (BOR) .

MEMBERSHIP: Curriculum Congress is comprised of 33 elected voting members.

- 24 full-time faculty members (4 from each statewide CT State School of Study)
- 6 community college professional (CCPs) members from across the state (1 Advising staff member, 1 Library staff member, 1 Registration staff member, 1 CCP member with direct curricular responsibilities, and 2 “at-large” nonmanagement staff members)
- 3 students (1 Student Government Association [SGA] representative from each group of small, medium, and large campuses)

The CT State Provost, or designee, serves as an ex officio member of the CT State Curriculum Congress.

CT State School Area Curriculum Committees (SACCs)

(Elected via statewide voting)

The primary charge of the CT State School Area Curriculum Committees (SACCs) is to review curriculum proposals forwarded by Statewide Discipline Councils (SDCs) through the lens of each CT State School and with consideration of campus recommendations brought forward by the campus SACC representatives (i.e., recommendations for approval or recommendations for additional revision).

- Curriculum proposals may include courses, certificates, degrees, AP/CLEP exam equivalencies, and/or other curriculum modifications, additions, discontinuations, or recommendations.
- The SACC will negotiate recommended changes to proposals with the appropriate SDC, vote on proposals, report results of accommodation negotiations to local campus departments and the applicable SDC, and forward approved proposals to the Curriculum Congress.
- All curricular recommendations will be applicable to CT State, including local unique campus programs that may only be currently offered at a single campus.

MEMBERSHIP: 6 statewide School Area Curriculum Committees (SACCs)

- 12 voting faculty members per SACC (1 from each campus, representing each CT State School)

Each CT State School of Study Academic Dean serves as an ex officio member of the applicable CT State School Area Curriculum Committee.

CT State SACCs

The six CT State School Area Curriculum Committees (SACCs) are:

School of Arts & Humanities SACC	School of Nursing & Health Careers SACC
School of Business & Hospitality SACC	School of Science & Mathematics SACC
School of Engineering & Technology SACC	School of Social & Behavioral Sciences SACC

CT State Statewide Discipline Councils (SDCs)

(Elected via campus voting)

The primary charge of the CT State Statewide Discipline Councils (SDCs) is to:

- Develop and support proposed curriculum proposals, including courses, certificates, and degrees through activities such as:
 - Reviewing initial proposals submitted to the SDC
 - Ensuring alignment takes place among the applicable campus program/discipline coordinators of the proposed curriculum
 - Seeking input from campus constituents by posting draft proposals for 2 to 4 weeks to gather feedback, incorporating feedback as appropriate, and updating proposals
 - Forwarding and presenting approved proposals to the appropriate SACC and sending updates to campus academic departments
- Review and provide input to specialized accreditation and/or program reviews, as applicable.
- Engage in discipline-level curricular alignment as appropriate, such as credentialing, credit for prior learning (including AP and CLEP exams), etc.

MEMBERSHIP: Each CT State campus elects a full-time faculty representative to each Statewide Discipline Council (SDC) for which the campus offers a specified degree or certificate related to that SDC.

- Up to 12 full-time faculty members per SDC (1 from each campus where discipline programming is available)

CT State SDCs

The CT State Statewide Discipline Councils (SDCs) by School of Study are as follows:

SCHOOL OF ARTS & HUMANITIES

Art and Design SDC - Art History, Digital Arts Technology, Game Design, Graphic Design, Interior Design, Museum Studies, New Media Production, Photography, Visual Art

Communication SDC - Communication, Humanities, Journalism, Logistics, Media Production, Philosophy, Public Relations, Religion

English SDC

ESOL, Languages & Cultures SDC - Advanced English Proficiency, Deaf Studies, English as a Second Language, French, German, Interpreter Training, Italian, Spanish

Performing Arts SDC - Dance, Music Industry, Music Studies, Musical Theater, Theater, Theater Design & Production

SCHOOL OF BUSINESS & HOSPITALITY

Accounting, Business Administration, & Economics SDC - Accounting, Business Administration, Business Studies, Economics, Entrepreneurship, Finance, Management, Marketing, Small Business & Entrepreneurship

Business Office Technology & Business Specialties SDC - Administrative Support Specialist, Banking, Bookkeeping, Business Intelligence, Business Office Technology, Customer Services Specialist, Electronic Health Records Specialist, Fashion Merchandising & Retail Management, Legal Administrative Support Specialist, Medical Insurance Specialist, Office Application Skills, Public Utility Management, Social Media Specialist, Sport & Leisure Management

Culinary & Hospitality SDC - Culinary Arts, Dietary Supervision, Foodservice Management, Hospitality & Tourism Management, Hotel Management, Meetings & Conventions & Special Events Management, Professional Baker, Restaurant Management

Paralegal SDC

SCHOOL OF ENGINEERING & TECHNOLOGY

Construction, Transportation & Resource Management SDC - Architectural Design, Architectural CAD, Automotive Technology, Aviation Technology, Construction Technology, Construction Management, Energy Management, Firefighter 1 & 2, Fire Technology Administration, Railroad Engineering Technology, Water Management

CIS, Cyber, MIS & Networking SDC - Computer Information Systems, Cybersecurity, Management Information Systems, Networking, Programming

Computer Sciences SDC - Computer Science Options, Computer Science Transfer

Engineering, Engineering Technology, CAD & Manufacturing SDC - Computer Aided Design (all options except ARCH), Engineering Science, Engineering Technology (all options except Railroad), Environmental Engineering Technology, Manufacturing, Technology Studies

SCHOOL OF NURSING & HEALTH CAREERS

Health Careers Group 1 SDC - Exercise Science, Health Science, Massage Therapy, Nutrition

Health Careers Group 2 SDC - Medical Assisting, Phlebotomy

Health Careers Group 3 SDC - Dental Assisting, Dental Hygiene, Medical Lab Technician, Ophthalmic Design & Dispensing

Health Careers Group 4 SDC - Occupational Therapy Assistant, Paramedic, Physical Therapy Assistant, Respiratory Care

Health Information Technology SDC - Data Management, Clinical Coding, Medical Billing & Outpatient Coding Specialist, Healthcare Administration, and Outpatient Medical Coding & Auditing

Nursing SDC

Radiologic Sciences SDC - Computerized Tomography, Diagnostic Medical Sonography, Magnetic Resonance Imaging, Mammography, Nuclear Medicine Technology, Radiation Therapy, Radiography

Surgical & Veterinary Technician SDC - Surgical Technician, Veterinary Technician

SCHOOL OF SCIENCE & MATHEMATICS

Biological Sciences SDC - Biology, Biotechnology

Environmental & Physical Sciences SDC - Astronomy, Biochemistry, Cannabis, Chemistry, Earth Science, Environmental Science, Horticulture, Physics

Mathematics & Data Science SDC - Data Analytics, Data Science, Mathematics

SCHOOL OF SOCIAL & BEHAVIORAL SCIENCES

Criminal Justice SDC - Criminal Justice, Criminology

Education SDC - Early Childhood Education, Pathways to Teaching Careers

Global & Human Studies SDC - Anthropology, Civic Engagement, Geography, History, Human Services, Political Science, Sociology

Liberal Arts, General Studies, & Student Success SDC - College & Career Success, General Studies, Liberal Arts & Sciences, Library Technology

Psychology SDC - Drug & Alcohol Recovery Counselor, Disability Specialist, Psychology, Speech Language Pathology, Therapeutic Recreation

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, Academic Discipline Coordinator, or Statewide Discipline Council Representative.

CT State Faculty

- One faculty member or faculty group convenes with their program/discipline peers across CT State to complete the draft proposal paperwork.
- The draft proposal is then sent to the Chair of the appropriate SDC.

CT State Statewide Discipline Councils (SDCs)

- The SDC meets to discuss the proposal and ensure alignment has been completed.
 - When possible, the draft proposal originator or designee attends the SDC meeting to present the proposal to the SDC.
- Proposals are shared publicly, and campuses have 2 to 4 weeks to provide feedback.
- SDCs incorporate feedback/update proposals.
 - The draft proposal originator or designee must attend the SDC meeting after feedback is gathered to make changes in collaboration with the SDC.
 - If changes are substantial (i.e., involve name, credit, or other significant changes), the proposal is sent back to all applicable campus Program/Academic Discipline Coordinators to ensure consensus of the changes/updates.
- The proposal originator or designee brings the updated proposal back to the SDC for approval the following meeting (no additional public feedback is needed).

- If changes are unsubstantial/minor, the proposal is moved forward to SACC upon approval by vote of the SDC.
- The SDC-approved proposal is forwarded to the SACC and a copy is sent to campus academic departments for optional votes to recommend approval or revision at the SACC level.
- The SDC Chair presents the aligned proposal to the SACC.
 - The proposal originator or designee must attend the SACC meeting to answer any questions about the proposal.

CT State School Area Curriculum Committees (SACCs)

- The SACCs review the campus recommendations, negotiate changes with the appropriate SDC to accommodate recommendations (not to exceed 1 month in the governance cycle).
- SACCs vote to approve or reject a proposal at the end of negotiations.
- The SACCs forward approved proposals to the Curriculum Congress.
- Denials or requests for additional edits are sent back to the SDC.
- SACCs report results of accommodation negotiations to local campus departments and the SDC.
- Chairs of the appropriate SACC and SDC present the aligned proposals to Curriculum Congress.

CT State 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 SACCs.
- Executive summaries are prepared to post for public record.

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

[CT State | Shared Governance](#)

CT STATE ACADEMIC CALENDAR

The CT State 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 2023

Full-Term Courses

August 29, 2023 - December 18, 2023

Late Start Term

September 12, 2023 - December 18, 2023

First 7-Week Term

August 29, 2023 - October 16, 2023

Second 7-Week Term

October 24, 2023 - December 18, 2023

SPRING 2024

Full-Term Courses

January 19, 2024 - May 13, 2024

To view the complete CT State Academic Calendar, click: [CT State | Academic Calendar](#).

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 CSCU System. Each spring, full-time faculty submit a proposal to the campus Academic Dean of Faculty or campus Dean responsible for faculty affairs 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 [Collective Bargaining Agreement](#) 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.

Class Meetings (Dates and Times)

Consult the CT State 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. Instructional periods for laboratory, clinical, and studio courses 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. **Final exams are held after the last class day during the scheduled Final Exam period identified on the Academic Calendar unless the Department Chair has approved a different date/time.**

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	

Workforce Development and Continuing Education Courses

Workforce Development and Continuing Education class dates and times are determined by the department based on necessary hours and credentials needed. Please consult your local Office of Workforce Development and Continuing Education for a current schedule. These courses can be offered year-round and do not traditionally follow the CT State Academic Calendar.

Classrooms

All instructors (both faculty and non-credit lecturers [NCLs]) 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.

Workforce Development and Continuing Education Courses

Inquiries about classroom keys/key codes for non-credit classes should also be directed to campus Public Safety or to your campus Office of Workforce Development and Continuing Education.

Changing Your Classroom

Do not move classes into another classroom without prior approval. To seek another classroom assignment, contact your campus Academic Affairs department for assistance. For non-credit classes, contact the campus Office of Workforce Development and Continuing Education.

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 – generally held monthly and are led by the campus CEO/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 CT State 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. Questions regarding office spaces for non-credit lecturers (NCLs) should be directed to your campus Office of Workforce Development and Continuing Education.

Faculty Categories

CT State's teaching faculty includes instructors, assistant professors, associate professors, and full professors. The College also employs part-time 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 ([CT State | HR Labor](#)) 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 faculty 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 CT State campus by October 1.

This provision notwithstanding, the Board of Regents (BOR) 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 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 which 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.

Non-Credit Lecturers (NCLs)

Please consult your campus Director of Workforce Development and Continuing Education to ensure a course evaluation is completed.

Faculty/Non-Credit Lecturer (NCL) 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.edu 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/Non-Credit Lecturers (NCLs)

Regular attendance of our adjunct faculty/non-credit lecturers (NCLs) 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/NCLs to maintain a constant presence through stable 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, NCLs, 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, NCL, 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.edu 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.

Unanticipated Absences — Non-Credit Lecturers (NCLs)

1. As soon as possible, **the NCL must notify the campus Office of Workforce Development and Continuing Education of any absence.** Report the CRN#, course title, date of the class being cancelled, start time of the class being cancelled, and building/room number.

The department will document the phone call/email on the Class Cancellation Form and assure that a copy of the Class Cancellation Form is posted on the door of the classroom.

2. The NCL should also contact students via email through myCTState.edu and post an announcement in Blackboard, if possible.

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.

Workforce Development and Continuing Education Courses

Non-credit lecturers (NCLs) 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. NCLs can plan for make-up assignments through a variety of ways including, but not limited to, extended class time or online/additional class assignments. Appropriate make-up plans must meet the needs of everyone in the class and must be approved by the campus Director of Workforce Development and Continuing Education.

If arrangements involve additional room use, room availability must be ensured. Contact your campus Office of Workforce Development and Continuing Education for assistance.

NCLs should be familiar with any program requirements related to class hours and student attendance. NCLs must document expectations for making up missed class time for students in the 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. Questions regarding mailboxes for non-credit lecturers (NCLs) should be directed to your campus Office of Workforce Development and Continuing Education.

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 CT State 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
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

Instructional Method Code	Course Location	Schedule	Instructional Method Description	Technology Needs
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.

Non-Credit Lecturers (NCLs)

Non-credit lecturers (NCLs) 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.

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.

Workforce Development and Continuing Education Courses

Overrides can only be approved by the campus Director of Workforce Development and Continuing Education.

Reading Days

Reading Days 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 CT State's Academic Calendar, click: [CT State | Academic Calendar](#).

CLASSROOM MANAGEMENT

Academic Engagement

CT State students are expected to actively engage in learning. Current Board of Regents (BOR) 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, as well as 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\(I\)](#) must meet the definition of “academic engagement” under [34 CFR 600.2](#).

In accordance with Board of Regents (BOR) 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:

- Living in institutional housing.
- Participating in the school's meal plan.
- 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 (2) 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 our 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 as listed in the criteria above.

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

The Enrollment & Retention Services team will be responsible for dropping students for whom there was no evidence of active participation by the designated deadline. Students who are dropped from class(es) are not permitted 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

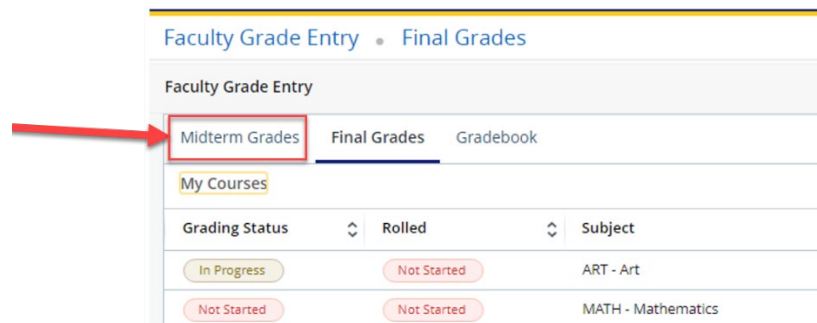
Faculty will be sent an email at the beginning of each semester with detailed instructions and deadlines for “Roster Reconciliation Responses” to determine if every student registered in a course has demonstrated academic engagement for that course.

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.

Faculty Grade Entry • Midterm Grades

Faculty Grade Entry

Midterm Grades Final Grades Gradebook

My Courses

Grading Status	Subject	Course	Section	Title	Term	CRN
In Progress	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

Step 5. To report student engagement, you will 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.

Faculty Grade Entry • Midterm Grades

Faculty Grade Entry

Midterm Grades Final Grades Gradebook

My Courses

Grading Status	Subject	Course	Section	Title	Term	CRN
In Progress	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

You will have two options to select from.

Not required for academic engagement

Enter Grades

Full Name	ID	Midterm Grade	Last Attend Date	Hours Attended
[Blurred]	[Blurred]	[Dropdown]	[Empty]	[Empty]
[Blurred]	[Blurred]	[Dropdown]	[Empty]	[Empty]
[Blurred]	[Blurred]	[Dropdown]	[Empty]	[Empty]
[Blurred]	[Blurred]	[Dropdown]	[Empty]	[Empty]
[Blurred]	[Blurred]	[Dropdown]	[Empty]	[Empty]
[Blurred]	[Blurred]	[Dropdown]	[Empty]	[Empty]

Records Found: 7

Save Reset

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.

The screenshot shows the 'Faculty Grade Entry' interface with the 'Midterm Grades' tab selected. A table lists courses with columns for Grading Status, Subject, Course, Section, Title, Term, and CRN. Below the table, the 'Enter Grades' section has fields for Full Name, ID, Midterm Grade, Last Attend Date, and Hours Attended. A red box highlights the 'Midterm Grade' dropdown menu, which has 'H' selected. A red arrow points to this box with the text 'Example of "H" entered.' Purple boxes highlight the 'Last Attend Date' and 'Hours Attended' fields, with a purple arrow pointing to them from the text 'Leave blank'.

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

This screenshot is similar to the previous one, but the 'Midterm Grade' dropdown menu now has 'NP' selected. A red arrow points to this box with the text 'Example of "NP" entered.' Purple boxes highlight the 'Last Attend Date' and 'Hours Attended' fields, with a purple arrow pointing to them from the text 'Leave blank'.

- **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.”

The screenshot shows the 'Faculty Grade Entry' interface with the 'Final Grades' tab selected. A green notification banner at the top right says 'Save Successful' with a checkmark icon. The interface includes tabs for Grades and Gradebook.

After you click save, go to the top of the page, select a new course, 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, the Enrollment & Retention Services team shall be responsible for communicating this change in enrollment status 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 ([CT State | HR Labor](#)) for further information.

See also: [The 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 which 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 [Student Code of Conduct](#).

See also: [The 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.

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 identify SafeAssign training options, visit: [CSCU | Faculty Professional Development](#).

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 (BOR) 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 (credit and non-credit courses)

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 your 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*.
5. Once the term is selected, the course(s) you are the instructor in will display.
6. 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.
7. Student contact and biographical information is provided in the class roster by clicking on the student's name within the roster.

(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 CT State website. Log in may be required.

Course Syllabi (credit and non-credit courses)

Credit Courses: To view a sample CT State course syllabus template, click the "Course Syllabus Template" link on the [CT State | Faculty Resources](#) page of the CT State website.

Non-Credit Course: A non-credit CT State course syllabus template will be available in Fall 2023. Please note: Non-credit lecturers (NCLs) do not need to provide a syllabus for Personal Enrichment courses, but they should provide a course outline to students.

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. However, **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 location (if fully online, indicate no assigned campus)
- Class location (if fully online, indicate no assigned location)
- 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 Office of Workforce Development and Continuing Education)
- 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 [CT State | 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 CT 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 the 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 utilize 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 which 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 which 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" link on the [CT State | Faculty Resources](#) page of the CT State website. 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 & 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 & 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):

Non-Credit Courses (all campuses)	Campus Workforce Development and Continuing Education Office
Asnuntuck Credit Courses	Email to: Jenna-Marie Jonah, JJonah@acc.commnet.edu
Capital Credit Courses	Email to: Crystal Morris-Crenshaw, CMorris@ccc.commnet.edu
Gateway Credit Courses	Email to: Shelly Frosolone, SFrosolone@gwcc.commnet.edu
Housatonic Credit Courses	Email to: Robin Avant, RAvant@hcc.commnet.edu

Manchester Credit Courses	Email to: MA-Syllabi@mcc.commnet.edu
Middlesex Credit Courses	Email to: MX-Syllabi@mcxx.commnet.edu
Naugatuck Valley Credit Courses	Email to: NV-Syllabi@nv.edu
Northwestern Credit Courses	Email to: Debbie Payne, DPayne@nwcc.edu
Norwalk Credit Courses	Email to: Judy deArmas, JDearmas@ncc.commnet.edu
Quinebaug Valley Credit Courses	Email to: Lois Kelley, LKelley@qvcc.edu
Three Rivers Credit Courses	Email to: Marie Hoffman, MHoffman@threerivers.edu
Tunxis Credit Courses	Email to: THatcher@tunxis.edu and JYork@tunxis.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 [CT State | 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

The Connecticut State Colleges and Universities (CSCU) adopted a common academic calendar for credit courses that observes a traditional “Final Exam” 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, 7-1-7 classes will meet as normally scheduled during finals week (week 7).

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 scheduled exam dates. If this happens, exams will be rescheduled for that day, regardless of which day(s) of the week your class met during the semester. Inform your students of this possibility, even if it is unlikely to happen.

You are required to include your designated final exam 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 final exam periods begin at a time different from your regular class period starting time. This is necessary to avoid exam periods overlapping for students who take back-to-back evening courses.

Faculty are required to provide some form of instructional activity for assigned courses during Final Exam Week. Although titled “Final Exams,” 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.

Faculty teaching on-ground and hybrid courses are required to be in attendance, in their classrooms, during their exam periods. Online courses, internships, and practica are not required to have on-campus sessions, but faculty must schedule final exams/final activities during Final Exam Week.

When preparing the Final Exam schedule, all efforts are made to ensure that faculty do not have conflicts in their exam periods. Alert your Program Coordinator or the campus Dean of Faculty or campus Dean responsible for faculty affairs immediately if there is a final exam scheduling conflict. Alternate arrangements may be necessary in the unlikely event that individual students have a conflict; a complete change of exam period may be necessary if a faculty member has a conflict.

Final examinations are given in the same room in which your class is held.

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 form (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 form and an Emergency Contact form. In some cases, a No Consumption Agreement form 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 which contains information as to course objectives, topics and assigned timeframes, indication of evaluative and grading mechanisms to be utilized, 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.

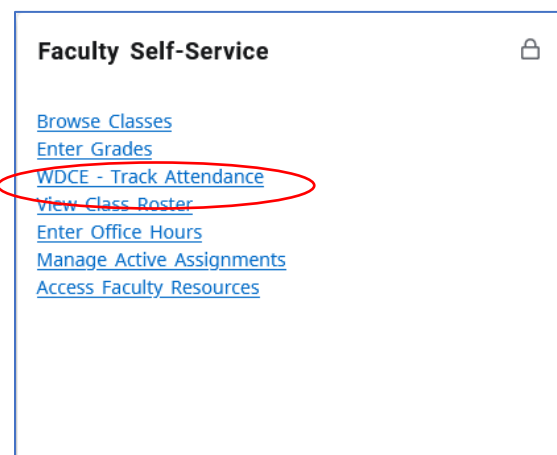
Workforce Development and Personal Enrichment Students

Attendance records are necessary for students enrolled in non-credit courses. Industry credentials often have minimum contact hour requirements for students to be eligible for certifications. Attendance must also be reported for students who are receiving funding through government workforce programs. For these reasons, non-credit lecturers (NCLs) must record attendance during each class.

NCL Instructions for Recording Attendance

Step 1. Log into my.ctstate.edu.

Step 2. Under Faculty Self Service, select "WDCE – Track Attendance."



Step 3. Find the CRN you wish to access.

Attendance Tracking • Course List • Take Roll

MY COURSES Search

Term	CRN	Subject	Co...	Sec...	Title	Schedule	Time	Ses...	Meeting ...	
202110	10003	English	103	01	20th Century American Lit.	S M T W T F S	10:00	01	Class	Take Roll
202110	10005	Mathematics	101	01	Math Fundamentals	S M T W T F S	08:00	01	Class	Take Roll
202110	10007	Mathematics	104	1	Calculus I	S M T W T F S	12:00	01	Class	Take Roll
202110	10012	Business	141	1	Basic Appraisal Principles	S M T W T F S	09:00	01	Class	Take Roll
202110	10015	Nursing	310	1	Clinical & Emergency Prep	S M T W T F S	12:00	01	Class	Take Roll
202110	1002	English	999	0	Variable Course	S M T W T F S	None	01	Class	Take Roll

CRN: 10003
Course: 103
Campus: Main
Meeting Type: Class

Section Dates: 05/08/2020 - 12/15/2020
Meeting Dates: 05/08/2020 - 12/15/2020

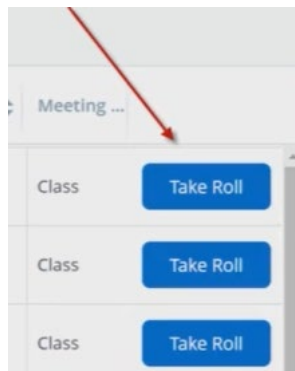
Meeting Occurrences
95

Meetings Transpired
80

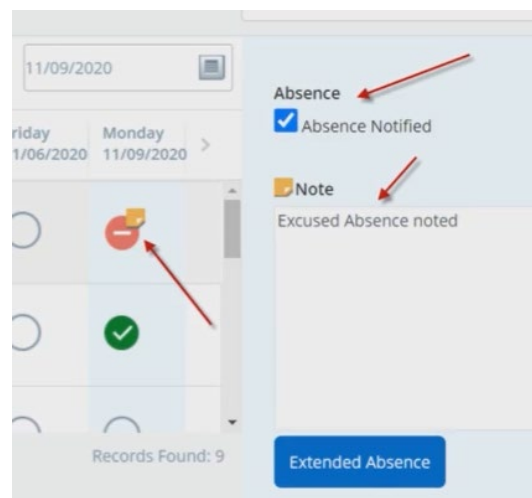
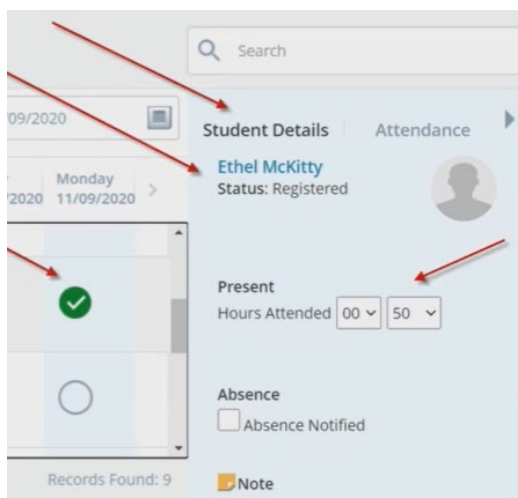
Attendance Completed
2

Students
Registered: 9
Current Students: 9

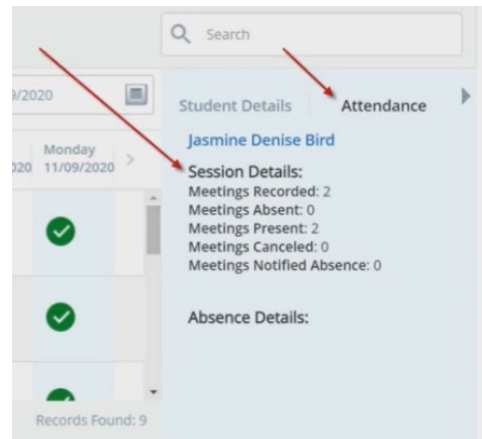
Step 4. Select the “Take Roll” Button. The student roster will be displayed.



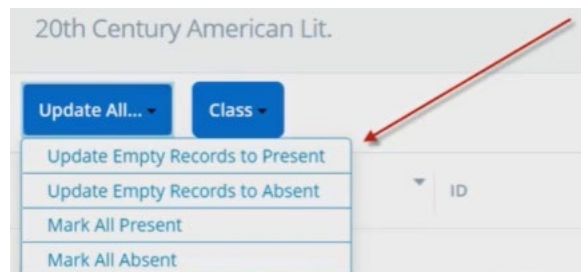
Step 5. To take attendance, select a student. On the right-hand side, you will see the option of “Present – Hours Attended” or “Absent.” Indicate the number of hours attended or if the student is absent. You can also add a note explaining the absence if you choose.



- Step 6.** To view a full report on a student, simply select a student from the roster. On the right-hand side it will display the total meetings recorded, absent, present, cancelled meeting, and other details about an individual student.



- Step 7.** As an instructor, you can “Update Empty Records to Present,” “Update Empty Records to Absent,” “Mark All Present” or “Mark All Absent.” This can be a useful tool if you miss attendance for a week or need to submit this on a quick request. It will automatically update the records with your preferred choice.



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.edu page 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 & 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 & 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

Non-Credit Courses

Non-credit courses are evaluated by students on the last day of class. Lecturers should ask for a student volunteer to monitor the process while they step out of the room. The student monitor hands out the forms and then collects the completed forms and places them in the manila envelope. The student then seals the envelope and signs across the seal. The monitor returns the envelope to the campus Office of Workforce Development and Continuing Education.

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 CT State 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 website](#) 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 & 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: [OER @ 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.

Non-Credit Courses

Workforce Development, Business and Industry, and Personal Enrichment courses are considered non-credit and, therefore, are not considered when calculating the GPA. Workforce Development courses are graded using a letter grade, number grade, or Pass/Fail grade. Personal Enrichment courses are graded Pass/Fail or not graded.

Number Grades: 0 – 100. A grade of 70 or above is a passing grade when assigning number grades.

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%
W(Withdrawal)	

Instructor grade books **MUST** be retained for five (5) 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
W (Withdrawal)	-	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

The grade point average (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 utilize 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 midterm 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 (credit and non-credit courses)

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 CT State 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 CT State 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.

Non-Credit Courses: Final grades for non-credit courses must be entered within 48 hours of the last date of the course.

Entering Grades (credit and non-credit courses)

Instructors must submit their students' mid-term and final grades by the due date established by the Director of Registration & 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 Registrar's Office 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.
- If you assign an “Incomplete” grade, you must submit a completed Incomplete form to the campus Dean of Faculty or campus Dean responsible for faculty affairs.

(**Note:** Non-credit class Incomplete forms are submitted to the campus Director of Workforce Development and Continuing Education.)

- 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

EDITORIAL NOTE: *The BOR Incomplete Grade reporting policy is currently under review by CSCU/CT State.*

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 that 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 Registrar, and other appropriate parties, as needed, using a common form.

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.
 - For Fall 2023, the Grade Change form will be located online in the faculty form repository. The online form will also be available in Faculty Self Service (date to be determined).
 - Non-credit lecturers (NCLs) can obtain a Grade Change form from the campus Director of Workforce Development and Continuing Education.

- Submit the Grade Change form to the campus Dean of Faculty or campus Dean responsible for faculty affairs for approval.
 - NCLs should submit the form to the campus Director of Workforce Development and Continuing Education.

The campus Dean of Faculty/campus Dean responsible for faculty affairs or campus Director of Workforce Development and Continuing Education will either approve/disapprove the grade change in accordance with CT State policy and forward an approved request to the campus Registrar. Disapproved requests will be returned to faculty/NCLs 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 and Non-Credit Lecturers (NCLs)

All adjunct faculty and non-credit lecturers (NCLs) 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:

Non-Credit Lecturers (NCLs) (All Campuses)	Campus Office of Workforce Development and Continuing Education
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	Robin Avant, Campus Dean of Students and Faculty, Room 278A
Manchester Adjunct Faculty	Mary Lou Vredenburg, Associate Dean of Faculty, LRC, A237A
Middlesex Adjunct Faculty	Linda Kaupas, Room 306A
Naugatuck Valley Adjunct Faculty	Office of Academic Affairs: Susan DiMascia or Selina Kamo
Northwestern Adjunct Faculty	Dawn Gorack, Office of the Campus Academic Dean
Norwalk Adjunct Faculty	Judy deArmas, Administrative Assistant to the Campus Academic Dean
Quinebaug Valley Adjunct Faculty	Lois Kelley, Assistant to the Dean, Room E229
Three Rivers Adjunct Faculty	Adelaida Sarisley, Room C213
Tunxis Adjunct Faculty	Jessica York, Campus Interim Dean of Students and Faculty/Associate Dean of Faculty, Room I-095 (100 Building)

Grade Reports

Current students may access their grades at myCTState.edu approximately one week after the semester exam period.

Academic Appeal (Grade Appeal)

Please refer to the “Grade Appeals” section of the [CT State | College Catalog](#) for further information regarding the CT State 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 [CT State | 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 [CT State | One Stop Enrollment Services 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 (BOR) 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 CT State College Catalog ([CT State | FERPA](#)).

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

CT State Curriculum Resources

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

[CT State | Faculty Resources](#)

Log in may be required.

Currently included on this site are the following informational resources:

- **ACME Placements** – English, ESOL, Math Placement for 2023-2024
- **BOR Historical Documents** – all aligned CT State degrees and certificates as approved by the Board of Regents (BOR).
- **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 – coming Fall 2023** – 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 in Fall 2023.
- **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 & Completion of Math & English), click: [CT State | ACME](#).
- **APR** (Academic Program Review), click: [CT State | APR](#).
- **CCC** (College & Career Success), click: [CT State | CCC](#).

CT State College Catalog

The [CT State | 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.

CT State Student Handbook

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

Educational Technology and Distance Learning

Campus Education Technology and Distance Learning departments provide 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 utilize software and web technology for your on-ground courses, the Education Technology and Distance Learning staff can help. One-on-one campus training is available upon request throughout the year. In addition, the Board of Regents (BOR) 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: [ConnSCU Learning Technology Training Calendar](#).

iTeach Essentials Certificate

Online teaching is not about knowing which buttons to push in Blackboard or in any learning management system. Although technical proficiency supports online teaching, the skills for communicating effectively online, facilitating assignments, clarifying learning objectives, and creating an accessible course structure are paramount to the success of online learning.

Earning an iTeach Essentials Certificate requires both of the following:

1. *Completion of a 6-week facilitated Best Practices of Online Pedagogy (BPOP) Course*

Topics in this fully online course focus on pedagogical concepts and best practices of online teaching and classroom management. This is a moderated course that faculty complete during six sequential weeks.

2. *Five technical badges*

These badges are earned through unassisted (live or virtual) demonstrations of five technical skills and can be completed before, during or after BPOP. Faculty should attempt to earn all five badges sequentially during the same meeting and should schedule a badging appointment only when prepared to do so.

- Course Design/Management
- Communications: Announcements, Discussions, Email, Messages
- Assignments
- Tests
- Grade Center

Further information on iTeach can be found at:

[CSCU | iTeach Essentials Certificate](#)

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 Locations
Asnuntuck Phone: 860-253-3170 Email: AS-LRCREF@acc.commnet.edu
Capital Phone: (860) 906-5020 Email: CA-LibraryResearchHelp@ccc.commnet.edu
Gateway Phone: (203) 285-2057 Email: library@gatewayct.edu
Housatonic Phone: (203) 332-5070 Email: hc-libraryservices@hcc.commnet.edu
Manchester Phone: (860) 512-2872 Email: circulation@mcc.commnet.edu
Middlesex Phone: (860) 343-5834 Email: mx-library@mxcc.commnet.edu
Naugatuck Valley Phone: (203) 575-8024 Email: library@nv.edu
Northwestern Phone: (860) 738-6480 Email: nw-librequests@nwcc.commnet.edu
Norwalk Phone: (203) 857-7200 Email: NCCLibrary@ncc.commnet.edu
Quinebaug Valley Phone: (860) 932-4007 Email: library@gvcc.edu

Campus Library Locations
Three Rivers Phone: (860) 215-9051 Email: TRCCLibrary@trcc.commnet.edu
Tunxis Phone: (860) 773-1550 Email: tx-reference@tunxis.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 CT State 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, select one of the links below:

[Capital | Early Childhood Center](#)

[Naugatuck Valley | Early Childhood Center](#)

[Gateway | Early Childhood Center](#)

[Norwalk | Early Childhood Center](#)

[Housatonic | Early Childhood Center](#)

[Tunxis | Early Childhood Center](#)

[Manchester | Early Childhood Center](#)

Food Services/Cafeteria

Snacks, drinks, and hot/cold meals are available for purchase in most of CT State's 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 information desk or Public Safety office at that campus location.

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 CT State 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 CT State 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 CT State 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 shall 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 shall 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 CT State 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 \$3,000.00.

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, please follow the link below to connect with your campus advising office.

<u>Asnuntuck Guided Pathways</u>	<u>Naugatuck Valley Guided Pathways</u>
<u>Capital Guided Pathways</u>	<u>Northwestern Guided Pathways</u>
<u>Gateway Guided Pathways</u>	<u>Norwalk Guided Pathways</u>
<u>Housatonic Guided Pathways</u>	<u>Quinebaug Valley Guided Pathways</u>
<u>Manchester Guided Pathways</u>	<u>Three Rivers Guided Pathways</u>
<u>Middlesex Guided Pathways</u>	<u>Tunxis Guided Pathways</u>

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, 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.

CT State Workforce Development and Continuing Education non-credit students are not currently assigned to a Guided Pathways Advisor. Student questions or concerns should be directed to their home campus Office of Workforce Development and Continuing Education. See the [Workforce Development and Continuing Education](#) section of this Handbook for contact information.

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.

CT STATE GUIDED PATHWAYS ADVISOR CONTACT INFORMATION	
Asnuntuck	CASA, Room 111 – Phone: (860) 253-1207 AS-Advising@Asnuntuck.edu

CT STATE GUIDED PATHWAYS ADVISOR CONTACT INFORMATION	
Capital	3 rd Floor, Room 316 – Phone: (860) 906-5040 CA-Advising@capitalcc.edu
Gateway	Central Office, Room N213 – Phone: (203) 285-2090 GW-studentsuccesshelp@gatewayct.edu
Housatonic	Lafayette Hall, Room L112 – Phone: (203) 332-5097 GPAdvising@hcc.commnet.edu
Manchester	Student Services Center, Room L108 – Phone: (860) 512-3320 geninfoGPAdvising@manchestercc.edu
Middlesex	Founders Hall, Room 132 – Phone: (860) 343-5826 MX-Advising@mxcc.edu
Naugatuck Valley	Kinney Hall, Room K520 (Liberal Arts & Behavioral Sciences) Elkstrom Hall, Room E500 (Business & STEM) Founders Hall, Room F217-234 (Health Careers & Nursing) Danbury Campus, 2 nd Floor (All programs) – Phone: (203) 575-8025 GuidedPathways@nv.edu
Northwestern	Green Woods Hall (GW), Room 208 – Phone: (860) 738-6328 rturner@nwcc.commnet.edu
Norwalk	East Campus, Room 104 – Phone: (203) 857-7033 NK-GPAdvising@norwalk.edu
Quinebaug Valley	Student Success Center, Room C129 (Danielson) Phone: (860) 932-4008 (Danielson) – Phone: (860) 230-6129 (Willimantic) Advising@qvcc.edu
Three Rivers	A Wing, Room A110 – Phone: (860) 215-9017 Advising@trcc.commnet.edu
Tunxis	Bidstrup Hall – Phone: (860) 773-1510 TX-advising@tunxis.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.

The Student Educational Planner (SEP) is a Degree Works tool that a student and their advisor can use to plan out a course schedule for a number of semesters in the future. The goal is to enable students to make informed decisions about their coursework, the sequence of classes for their major, and provide a clear path toward graduation.

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 is 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 home campus Admissions Office 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 CT State 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 which 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 [CT State | 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: [CT State | Student Exemption for CCS 1001](#).
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 select the link for your home campus below.

[Asnuntuck | Career Services](#)

[Naugatuck Valley | Career Services](#)

[Capital | Career Services](#)

[Northwestern | Career Services](#)

[Gateway | Career Services](#)

[Norwalk | Career Services](#)

[Housatonic | Career Services](#)

[Quinebaug Valley | Career Services](#)

[Manchester | Career Services](#)

[Three Rivers | Career Services](#)

[Middlesex | Career Services](#)

[Tunxis | 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 CT State Office of Equity and Civil Rights at: <https://ctstate.edu/equity-civilrights> [link pending at publication].**

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 119B
Capital	(860) 906-5204 – Room 314
Gateway	(203) 285-2231 – Main Campus, Room S202
Housatonic	(203) 332-5018 – Lafayette Hall, Room L115
Manchester	(860) 512-3590 – SSC, Lowe, Room 131
Middlesex	(860) 343-5879 – Chapman Hall, Room 707
Naugatuck Valley	(203) 575-8086 – Kinney Hall
Northwestern	(860) 738-6318 – Greenwoods, Room 303
Norwalk	(203) 857-7192 – East Campus, Room E101
Quinebaug Valley	(860) 932-4299 – Danielson Campus, Room W107
Three Rivers	(860) 215-9265 – Room A-124
Tunxis	(860) 773-1530 – Room 6-109
	Accommodate System

All disability procedures are listed at:

<https://ctstate.edu/equity-civilrights/procedures>

[link pending at publication]

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
- Appeal decisions regarding the determination or provisions of accommodations, modifications, academic adjustments and/or auxiliary aids and services. These appeals can be filed by contacting the CT State Office of Equity and Civil Rights at: <https://ctstate.edu/equity-civilrights> [link pending at publication].
- File a complaint or an appeal when a faculty or staff member, or another student has violated their rights (See “*CT State Student Complaints 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
- 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 of Disability/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
- Request notification, through an Accommodation Letter, of a student's need for reasonable accommodations
- Contact the campus Office of Disability/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 will be reviewed by the CT State Office of Equity and Civil Rights.

Faculty have the responsibility to:

- Contact the campus Office of Disability/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
- 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 of Disability/Accessibility Services those students who request accommodations, but have not provided an Accommodation Letter
- Maintain the confidentiality of information regarding any student disability issues

CT State has the right to:

- Maintain CT State's academic, technical, and institutional standards
- Request and receive, through Disability/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 Disability/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 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 Disability/Accessibility Services Office (see contact information and Accommodate System link [above](#)). 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 from the Office of Disability/Accessibility Services by accessing the Accommodate System 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 of Disability/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/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 Disability/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 must be current; 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) do not guarantee receipt of the same accommodations; and
 - **While secondary school accommodation plans such as IEPs or 504 Plans are helpful, they often do not provide sufficient information to establish eligibility for 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 Disability/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 Disability/Accessibility Services with the information needed, the treating qualified evaluator submits a completed *Disability Provider Form* when a complete and recent evaluation report is not available. These forms can be obtained from your home campus [Office of Disability/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 Disability/Accessibility Services Office 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, Disability/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 an academic adjustment, modification or reasonable accommodation, Disability/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 of Disability/Accessibility Services](#) to discuss the documentation, provider releases.
- For more information on the process for requesting reasonable accommodations, please visit: <https://ctstate.edu/equity-civilrights/procedures> [link pending at publication].

CT State Student Complaints 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 home campus Office of Disability/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 of Disability/Accessibility Services, they may direct questions, concerns, or complaints to the CT State Office of Equity and Civil Rights Office at: <https://ctstate.edu/equity-civilrights> [link pending at publication].

CT State 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 which 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: <https://ctstate.edu/equity-civilrights> [link pending at publication].

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](https://www.ed.gov/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. **CT State's Medical Leave of Absence procedures, including the potential financial and academic impact of such leaves and return protocols, are currently under development.**

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 [CT State | Student Handbook](#).

TimelyCare

CT State Community College has partnered with **TimelyCare** to make mental telehealth counseling free and available to all students. TimelyCare will help supplement our current on-campus Mental Health and Wellness services.

Students can go to [TimelyCare](#) to create an account with their school (.edu) email address, or students can sign-up/register for an account by downloading the TimelyCare mobile app to begin seeing providers.

TimelyMD will provide key services to our community. Free services available to students 24/7 from anywhere in the U.S.:

- TalkNow: 24/7, on-demand mental health support to talk about anything
- 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, please select the link below for your home campus.

Asnuntuck Tutoring/ASC	Naugatuck Valley Tutoring/ASC
Capital Tutoring/ASC	Northwestern Tutoring/ASC
Gateway Tutoring/ASC	Norwalk Tutoring/ASC
Housatonic Tutoring/ASC	Quinebaug Valley Tutoring/ASC
Manchester Tutoring/ASC	Three Rivers Tutoring/ASC
Middlesex Tutoring/ASC	Tunxis Tutoring/ASC

Veterans Services

The federal government offers a wide variety of services to veterans through the U.S. Department of Veterans Affairs (VA) ([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 [CT State | 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 Progress, please refer to the [CT State | College Catalog](#).

Select the link for your home campus for further information or review the [CT State | Student Handbook](#).

Asnuntuck Veterans Services	Naugatuck Valley Veterans Services
Capital Veterans Services	Northwestern Veterans Services
Gateway Veterans Services	Norwalk Veterans Services
Housatonic Veterans Services	Quinebaug Valley Veterans Services
Manchester Veterans Services	Three Rivers Veterans Services
Middlesex Veterans Services	Tunxis Veterans Services

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 are 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 wellbeing 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.

The CT State CARE Team has also developed a two-page quick-reference guide, ["Responding to Students in Distress"](#). **We recommend that you print and have this resource available when working with students.**

CT State has also prepared a brief, four-minute instructional video overview of **"How to Respond to a Student in Distress."** To view this video, click: [CT State | CARE Teams](#) and select the "How to Respond to Students in Distress" drop-down menu.

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 [CT State | CARE Referral](#) using the link for the specific campus at which your concern is related.

For more information, please visit: [CT State | 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 expectations 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 CT State CARE 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 CT State 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 other's 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 [CT State | Conduct Report](#) using the link for the specific campus at which your concern is related.

For more information, visit: [CT State | 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 [CT State | One Stop Enrollment Services Center](#).

Refer to the [CT State | 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 [CT State | 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 Services 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 Services Center.

Full-Semester Courses: No faculty permission is required to add or drop a course during the add/drop time periods identified in the CT State 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.

Asnuntuck Emergency Aid	Naugatuck Valley Emergency Aid
Capital Emergency Aid	Northwestern Emergency Aid
Gateway Emergency Aid	Norwalk Emergency Aid
Housatonic Emergency Aid	Quinebaug Valley Emergency Aid
Manchester Emergency Aid	Three Rivers Emergency Aid
Middlesex Emergency Aid	Tunxis Emergency Aid

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 CT State's online [CT State | 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 CT State's online [CT State | Financial Aid Guide](#). Please also refer to the [CT State | 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, select the link for their home campus below.

[Asnuntuck | Food Pantry](#)[Naugatuck Valley | Food Pantry](#)[Capital | Food Pantry](#)[Northwestern | Food Pantry](#)[Gateway | Food Pantry](#)[Norwalk | Food Pantry](#)[Housatonic | Food Pantry](#)[Quinebaug Valley | Food Pantry](#)[Manchester | Food Pantry](#)[Three Rivers | Food Pantry](#)[Middlesex | Food Pantry](#)[Tunxis | Food Pantry](#)

Foundations

CT State's 12 campus foundations are nonprofit organizations that support efforts to provide quality, affordable post-secondary education to our students.

Office of Enrollment & Retention Services

The CT State Office of Enrollment & Retention Services is responsible for the maintenance and security of all current and former student records. The Office of Enrollment & Retention Services also handles transcript requests, degree evaluations, enrollment verifications, graduation eligibility evaluations, and more. Campus One Stop Enrollment Services Centers will be able to assist students with a variety of enrollment needs.

[Asnuntuck | Enrollment](#)[Naugatuck Valley | Enrollment](#)[Capital | Enrollment](#)[Northwestern | Enrollment](#)[Gateway | Enrollment](#)[Norwalk | Enrollment](#)[Housatonic | Enrollment](#)[Quinebaug Valley | Enrollment](#)[Manchester | Enrollment](#)[Three Rivers | Enrollment](#)[Middlesex | Enrollment](#)[Tunxis | Enrollment](#)

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 Ticket* 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 & Sciences and to 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 [CT State | 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 [CT State | One Stop Enrollment Services Center](#) by given deadlines noted in the [CT State | Academic Calendar](#). The form may be submitted online or obtained at the One Stop Enrollment Services 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. **It is also recommended that students receiving financial assistance consult with the Financial Aid Office prior to withdrawal.** Withdrawal forms are available in the One Stop Enrollment Services 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 [CT State | Academic Calendar](#) to identify the withdrawal period.

Workforce Development and Continuing Education (WD/CE)

The Workforce Development and Continuing Education division at CT State Community College offers short-term licensure and certificate training programs and courses designed to meet the needs of residents and businesses. These high-quality programs provide individuals who are re-entering the workforce or seeking to develop new technical skills an opportunity to advance in their careers. Our intensive non-credit training is available to those interested in all career industries, including business, healthcare, hospitality, information technology, advanced manufacturing technology, and social services and provide opportunities for career growth. CT State Community College provides many programs that prepare individuals to sit for industry credential examinations. Further details may be found on the individual program web pages.

CT State Community College also provides Continuing Education for those in the greater community seeking lifelong personal enrichment education on topics of interest that lead to personal growth. These include English for other language speakers and opportunities to learn about gardening, fine arts, culture, history and more.

In addition to individual courses, we contract with many companies and government agencies to provide customized training for their employees. These classes are held in the workplace or may be offered online or at campus locations throughout Connecticut. CT State Community College is ready to meet the demand for job growth and skill development of today's fast paced organizations.

Our programs are constantly changing to reflect the ever-changing needs of the businesses and communities we serve. By browsing through our programs and services, we are sure that students will find a variety of opportunities that are right for them.

For further information, please select the link below for your home campus.

[Asnuntuck | WD/CE](#)[Naugatuck Valley | WD/CE](#)[Capital | WD/CE](#)[Northwestern | WD/CE](#)[Gateway | WD/CE](#)[Norwalk | WD/CE](#)[Housatonic | WD/CE](#)[Quinebaug Valley | WD/CE](#)[Manchester | WD/CE](#)[Three Rivers | WD/CE](#)[Middlesex | WD/CE](#)[Tunxis | WD/CE](#)

STUDENT COMPLAINT 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 at: <https://ctstate.edu/equity-civilrights/procedures>** [link pending at publication]. 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 CT State campus Student Affairs leaders can be found via links in the [CT State Campus Directory](#) section of this Handbook or on the CT State [campus websites](#).

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 below.

CAMPUS DEI COORDINATORS	
Asnuntuck	Bonnie L. Solivan, MSW, Med Room 113, (860) 253-3165, BSolivan@acc.commnet.edu
Capital	Carl Guerriere Room 314G, (860) 906-5195, CGuerriere@capitalcc.edu
Gateway	Jamicia Lackey JLackey@gwcc.commnet.edu
Housatonic	Carlos Reinoso, Jr., MS Room BH249, (203) 332-5293, CReinoso@hcc.commnet.edu
Manchester	Wanda Reyes-Dawes, MS-Counseling Room L286, (860) 512-3206, WReyes-Dawes@manchestercc.edu
Middlesex	Nutan Mishra, Ph.D. SNOW 509, 100 Training Hill Road, Middletown, NMishra@mxcc.commnet.edu
Naugatuck Valley	Antonio R. Santiago, MS 750 Chase Parkway, Waterbury, (203) 575-8260, ASantiago@nv.edu

CAMPUS DEI COORDINATORS	
Northwestern	Bilal Tajildeen, MA Admin Building, Room 105, (860) 738-6333, BTajildeen@nwcc.commnet.edu
Norwalk	Pracilya A. Titus Room E104, (203) 857-6822, PTitus@ncc.commnet.edu
Quinebaug Valley	Tanaya M Walters, Ed.D. Room E233, (860) 932-4184, TWalters@gvcc.commnet.edu
Three Rivers	Alycia Ziegler Room F211, (860) 215-9292, AZiegler@trcc.commnet.edu
Tunxis	Sydney Lake 100 Building, (860) 773-1644, SLake@txcc.commnet.edu

CAMPUS DISABILITY/ACCESSIBILITY SERVICES COORDINATORS	
Asnuntuck	Jillian Sullivan, M.Ed., B.C.S.E. Room 119B, (860) 253-3005, JSullivan@acc.commnet.edu
Capital	Helena Carrasquillo, MS Equity Center, Room 314B, (860) 906-5204, HCarrasquillo@ccc.commnet.edu
Gateway	Ron Chomicz, M.Ed., SYC RChomicz@gwcc.commnet.edu
Housatonic	Marilyn Wehr, MS, LPC Room L115 – Lafayette Hall, (203) 332-5018, MWehr@hcc.commnet.edu
Manchester	Joseph Navarra JNavarra@mcc.commnet.edu
Middlesex	Hilary Phelps, MA Chapman Hall, Room 707, (860) 343-5735, HPhelps@mxcc.commnet.edu
Naugatuck Valley	Vincent McCann, MS Waterbury and Danbury Campuses Kinney Hall, Room K406 (Waterbury), (203) 596-8608 VMccann@nvcc.commnet.edu
Northwestern	Daneen Huddart, MA DHuddart@nwcc.commnet.edu

CAMPUS DISABILITY/ACCESSIBILITY SERVICES COORDINATORS	
Norwalk	Fran Apfel, Ph.D. East Campus, Room E101, FApfel@ncc.commnet.edu
Quinebaug Valley	Morgan B. Conway, M.A., GCertPDS W107B, (860) 932-4299, MConway@qvcc.edu
Three Rivers	Matthew Liscum A-124, (860) 215-9265, MLiscum@trcc.commnet.edu
Tunxis	Deborah “Debbie” Kosior, MS 600 Building, Academic Success & Tutoring Center, (860) 773-1526 DKosior@txcc.commnet.edu

CAMPUS DEPUTY TITLE IX COORDINATORS	
Asnuntuck	Dawn Bryden, Ed.D. Room 101, (860) 253-1277, DBryden@asnuntuck.edu
Capital	Jason Scappaticci, Ed.D. Room 210A, (860) 906-5085, JScappaticci@ccc.commnet.edu
Gateway	Alese Mulvihill Room N200 (New Haven), (203) 285-2210, AMulvihill@gatewayct.edu
Housatonic	Yannick Brookes, JD Room LH-L118, (203) 332-5108, YBrookes@hcc.commnet.edu
Manchester	Trent “TJ” Barber, MS Student Service Building, Room L287, (860) 512-3203, TBarber@manchestercc.edu
Middlesex	Sara Hanson, Ed.D. Founders Hall, Room 107, (860) 343-5883, SHanson@mxcc.commnet.edu
Naugatuck Valley	Sarah E. Gager, MBA Kinney Hall, Room K509 (Waterbury), (203) 575-8086, SGager@nvcc.commnet.edu
Northwestern	Ruth Gonzalez, Ph.D. RGonzalez@nwcc.commnet.edu
Norwalk	George A. “Tony” Pepper, Ph.D. Rooms E216/W104, (203) 857-7309/(203) 857-6887, GPepper@ncc.commnet.edu

CAMPUS DEPUTY TITLE IX COORDINATORS	
Quinebaug Valley	Tanaya M. Walters, Ed.D. Room E233, (860) 932-4184, TWalters@gvcc.commnet.edu
Three Rivers	Rebecca Kitchell, Ed.D. Room C131, (860) 215-9240, RKitchell@trcc.commnet.edu
Tunxis	Sydney Lake 100 Building, (860) 773-1644, SLake@txcc.commnet.edu

In addition, the CT State Office of Diversity, Equity, and Inclusion (<https://ctstate.edu/dei>) [link pending at publication] 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.

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 ([CSCU | Office 365 Access](#)) 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.edu](#). Your NetID account is created automatically as soon as your employment information is entered in Banner.

PLEASE NOTE: Your NetID (e.g., 00123456@collegedomain.edu) is NOT the same thing as your email address. Do not use your NetID as an email address.

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? [[Click here for instructions](#)]

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 the [CT State | IT Online Help Desk](#) to chat or create a case, or contact IT by phone at (860) 723-0221.

For local IT resources, please click your home campus link below.

CT STATE – CAMPUS INFORMATION TECHNOLOGY HELP RESOURCES			
Asnuntuck	Housatonic	Naugatuck Valley	Quinebaug Valley
Capital	Manchester	Northwestern	Three Rivers
Gateway	Middlesex	Norwalk	Tunxis

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) will now be 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: Your BannerID Number (without the @ sign)
2. Domain: @collegedomain.edu

For example, a faculty member at Capital with a BannerID of @01234567, will have the following NetID: [01234567@CCC.Commnet.edu](#)

Your NetID is NOT the same thing as your email address. Do not use this as an email address.

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: &
3. The last four (4) digits of your Social Security Number. For example: 2400
4. For Example: Dec&2400

Log-In to Computer for First Time

1. Enter your NetID Username; if you do not know your NetID, click: [CSCU | IT Support Center - NetID Lookup](#).
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 (8) characters.
- Password must be complex and difficult to guess. A password must contain characters from three (3) of the following four (4) 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: [CSCU | IT Support Center - NetID Reset](#).

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 student 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.edu](#) using your account to login.

Blackboard

Blackboard is a web-based learning management system. Blackboard's online instructional tools enable any faculty member to enhance the 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 is 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.edu. 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. Useful information can be found at: [CSCU | Welcome to Blackboard Help](#).

Use your NetID to log into myCTState.edu. 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.

Spirion

Spirion is installed on all office computers to scan for DCL3 data. All CT State employees are required to run Spirion scans once a month on every CT State owned computer. Contact the Help Desk if you need assistance running Spirion.

CAMPUS SAFETY

CT State Chief of Police & Director of Public Safety
Christopher Chute, (860) 612-7065, CChute@commnet.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 (BOR) authorized replacement fee of \$10.00 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 by your home campus on their website, Facebook, Instagram, and/or Twitter platforms, as well as to local radio and television stations. 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 Notification System (ENS)

CT State has an Emergency Notification System (ENS) developed by Everbridge to provide notification for 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 ENS 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 Everbridge Emergency Notification System (ENS)

Faculty, staff, and students of CT State should update the ENS System with their Emergency Contact information through their myCTState portal whenever their current contact information changes.

Update Contact Information Directions:

1. Log into my.ctstate.edu.
2. Once in your myCTState portal, navigate to *Everbridge/Emergency 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.

Note: *CT State is currently in the process of developing a new opt-in process for ENS messages. Once completed, it will allow all users to select which campuses from which they receive emergency notifications.*

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.

Campus Emergency Response Plans

Each CT State campus Emergency Response Plan is located on its [campus website](#). Faculty are strongly encouraged to become familiar with all protocols and the process for reporting incidents.

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 persons 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 College 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 Videos

CT State employees can view Public Safety procedure and practice videos by visiting any of the CT State [campus websites](#). All CT State students and faculty should familiarize themselves with the “Run, Hide, Fight” procedure for their home campus location or any other CT State campus on which they visit. “Run, Hide, Fight” videos can be viewed on CT State [campus websites](#).

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.

- **Campus Garage Parking**

Garage parking is available at four CT State campuses. Click the appropriate link below for further information about parking at these locations.

[Capital | Garage Parking*](#)

[Gateway | Garage Parking](#)

[Housatonic | Garage Parking](#)

[Naugatuck Valley | Garage Parking**](#)

***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 NVCC 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:

1. Know and comply with the parking regulations.
2. Maintain a current valid driver's license.
3. **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.
4. 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.
5. 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 [CT State | Campus Directory](#) section of this Handbook, the [campus website](#), 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 the following:

Asnuntuck Campus	<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 Campus	<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 Campus	<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 Campus	<ul style="list-style-type: none"> • Public Safety Office, Beacon Hall, Room 110 • Public Safety Office, Lafayette Hall, Room A127
Manchester Campus	<ul style="list-style-type: none"> • Campus Police dispatch office, Student Services Center, L174
Middlesex Campus	<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 Campus	<ul style="list-style-type: none"> • Main Public Safety Office, Room C122 • Student Center, Room S520 • Public Safety Satellite Office, Room C101.
Northwestern Campus	<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 Campus	<ul style="list-style-type: none"> • East Campus Information Desk • West Campus Main Lobby Security Post
Quinebaug Valley Campus	<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 Campus	<ul style="list-style-type: none"> • Security, Main Lobby entrance desk
Tunxis Campus	<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 Security and Uniform Campus Crime Reports (SUCCR) can be accessed on each CT State [campus website](#). Upon request, a copy of the report for your home campus can be obtained from that campus's Associate Dean of Campus Operations.

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: [CT State | HR Labor](#).

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 ([CT State | HR Labor](#)) 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 HR Shared Services.

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 [Human Resources Generalist](#) 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 in the CT State system.

Dual Employment

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 [Human Resources Generalist](#).

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 ([CT State | HR Labor](#)) for further information.

Human Resources

CT State Human Resources (HR) shared services has a Center of Excellence (COE) model. 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](#).

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 *MyHR* tab).

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)**.

Holidays

Faculty will be granted holidays pursuant to the terms of their collective bargaining agreements with CT State. Refer to your collective bargaining agreement ([CT State | HR Labor](#)) 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.

Payroll Services

CT State pays most of its employees on a bi-weekly basis with a two-week holdback. 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@commnet.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 here: [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@commnet.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 affairs
- 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.

Payroll Information for Non-Credit Lecturers (NCLs)

Pay schedules for non-credit lecturers (NCLs) are determined by the Payroll Department. Total pay for the course or courses the NCL is teaching is divided by the number of pay periods that the course(s) run. Note, an NCL cannot be placed on the payroll until all required information, forms, and signed contract(s) are provided to the Human Resources office. 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 CEO/campus President shall 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@commnet.edu.

Seniority Pool for Part-Time Lecturers

Reference your respective collective bargaining agreement ([CT State | HR Labor](#)) 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 ([CT State | HR Labor](#)) for further information.

Board of Regents (BOR) Faculty Awards

The Board of Regents (BOR) 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 & Universities (CSCU).

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 may nominate a campus-based awardee and a systemwide awardee will be chosen from this group. During each academic year, the Board of Regents (BOR) 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 (BOR) 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 (BOR) 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 CSCU 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 (BOR) 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 ([CT State | HR Labor](#)) for further information on **Merit Awards** and **The Educational Excellence & Distinguished Service Award Program**.

Board of Regents (BOR) Policies

Policies of the CT Board of Regents can be found [here](#). 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 the CT Community College campus can be found [here](#). Policies Include:

- Americans with Disabilities Act (ADA) Procedures
- College Closings, Delayed Openings, Early Release
- Financial Aid Code of Conduct
- IT Policies, Standards & Procedures
- Sexual Harassment Policy
- Violence Prevention and Response Policy
- Connecticut State College and Universities (CSCU) 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 [Human Resources](#) office.

Union-funded professional development opportunities are not associated with the [CT State | Office of Teaching & 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 CEO/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> [link available September 2023].

Promotion

Promotion is one way to recognize performance quality. Each union has its own contract requirements regarding promotions. Refer to your collective bargaining agreement ([CT State | HR Labor](#)) 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 ([CT State | HR Labor](#)) for information on eligibility and the sabbatical leave process.

Sabbatical Leave Application Deadline: November 15th

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 ([CT State | HR Labor](#)) for information on eligibility and the tenure process.

Tenure Application Deadline: First day of Spring Semester

OFFICE OF TEACHING & 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 & 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

The Office of Teaching & Learning publishes a bi-monthly newsletter that covers a host of different activities and content to enrich the professional lives of our faculty, staff, and administration in their work to support student success. To access an archive of prior newsletters, click: [CT State | Teaching & Learning 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 & 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 the CT State Community College system. 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 – click: [CT State | FSOI](#).

CT State Leadership Academy

The CT State Leadership Academy is a program that is free to all members of our professional community: full-time or part-time, faculty, staff, and administration. It focuses on empowering and equipping faculty, staff, and administration across the entire system – for both their current roles as well as future opportunities. Using a cohort-based approach, participants will have opportunities to get to know colleagues from across the CT State system as they explore leadership challenges and learn new approaches to overcoming those obstacles. **Watch your CT State email for future enrollment opportunities.**

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 & 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

Getting Started

Listed below are the current CT State Affinity Groups (AG) and Professional Learning Communities (PLC), along with their respective facilitators. If interested in participating or learning more, please reach out to the group facilitator.

Group – AG / PLC	Facilitator(s)	Email
Adjunct Faculty – AG	Brian Keiser	BKeiser@trcc.commnet.edu
Black Professionals – AG	Athalie Cayo Jamicia Lackey Angela Skyers	ACayo@nvcc.commnet.edu JLackey@gwcc.commnet.edu ASkyers@nvcc.commnet.edu
Hispanic Professionals – AG	Manuel Gomez Ingrid Ornella Rivera	MGomez@commnet.edu IORellanarivera@mxcc.commnet.edu
LGBTQIA+ Professionals – AG	Tom Bayley Brandi Stalnecker	TBayley@trcc.commnet.edu BStalnecker@gwcc.commnet.edu
Women in Higher Ed – AG	Gayle Barrett Jasmine Huff	GBarrett@commnet.edu JHuff@ccc.commnet.edu
Working Parents – AG	Caroline Dunlap Kristina Veselak	CDunlap@ccc.commnet.edu KVeselak@gwcc.commnet.edu
Academic Advising – PLC	Jennifer Barry Emily Santaniello	JBarry@txcc.commnet.edu ESantaniello@acc.commnet.edu
Learning Assessment – PLC	Joe Cullen	JCullen@commnet.edu

Group – AG / PLC	Facilitator(s)	Email
Math – PLC	Debora Rimkus	DRimkus@qvcc.commnet.edu
Social and Emotional Learning – PLC	Sarah Gager Jean Main	SGager@nvcc.commnet.edu JMain@txcc.commnet.edu

Don't see a group above that meets your needs? Email the [CT State | Director of Professional Development](#) to learn how CT State can help organize an affinity group or PLC to best support you!

Professional Learning Days

At CT State, faculty and staff engage in statewide discussions where we share, discuss, and examine best and emerging practices within our respective programs and disciplines to best support our students. If you were unable to attend a prior panel discussion, you can find some of the videos from these panel discussions posted online. Click: [CT State | Professional Learning Days](#) to view a video and/or the presentation materials.

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 which 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 click: [CFT](#).

For available programming and resources, click:

- [Statewide Programs](#): Programs open to all community college faculty and staff.
- [Campus Programs](#): Frequent local programs at your home campus.
- [Teaching and Learning Resources](#): Resources relevant for all disciplines.

DIVERSITY, EQUITY, AND INCLUSION

CT State Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning or physical disability, sexual orientation, gender identity or expression, veteran status, criminal record, genetic information, or any other federal or state protected class in its employment, programs, and activities. For information regarding nondiscrimination, disability, and Title IX policies/procedures, contact the CT State Office of Equity and Civil Rights at: <https://ctstate.edu/equity-civilrights> [link pending at publication].

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.

BOR/CSCU Statement of 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 (BOR) 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 Statement of Title IX Policy (BOR Policy 4.11): [Click Here](#).

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 Board 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, by valuing the diversity we all share.

Sexual Misconduct Reporting, Support Services, and Processes Policy

The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to ensuring that each member of every BOR governed college and university 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 misconduct, including, sexual harassment, sexual assault, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy, and support to victims of sexual misconduct and intimate partner violence.

PLEASE NOTE: The foregoing excerpts are provided for informational purposes only. To read the complete Sexual Misconduct Reporting, Support Services and Processes Policy: [Click Here](#).

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

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 BOT 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 and 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.

The 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 & 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: [HELP4U text messaging service](#).

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**

- [CT State | College Catalog](#)

❖ **[The Clery Act](#) – Disclosure of Campus Security Policy and Campus Crime Statistics**

- | | |
|-------------------------------------|---|
| • Asnuntuck Campus | • Naugatuck Valley Campus |
| • Capital Campus | • Northwestern Campus |
| • Gateway Campus | • Norwalk Campus |
| • Housatonic Campus | • Quinebaug Valley Campus |
| • Manchester Campus | • Three Rivers Campus |
| • Middlesex Campus | • Tunxis Campus |

❖ **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: [Click Here](#).

❖ **Drug and Alcohol Abuse Policy and Prevention Plan**

- [BOR Policy 5.11 - Opioid Overdose Prevention and Awareness Policy](#); also click [here](#)
- [Alcohol and Other Drug Resources](#)
- [CSCU/CT State Student Code of Conduct](#)

❖ **Equity in Athletics**

- [U.S. Department of Education - Equity in Athletics Data Analysis](#)

❖ **[Family Educational Rights and Privacy Act \(FERPA\)](#)**

- [BOR Policy 2.2 - Family Educational Rights and Privacy Act \(FERPA\) Notice and Directory Information Policy](#)
- [U.S. Department of Education - FERPA](#)

❖ **[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 Campus:	Emergency Calls – (860) 253-3013 Routine Calls – (860) 253-3013
• Capital Campus:	Emergency Calls – (860) 906-5075 Emergency Calls – dial ** from any campus phone Routine Calls – (860) 906-5075
• Gateway Campus:	Emergency Calls – (203) 285-2246 Routine Calls – (203) 285-2246
• Housatonic Campus:	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 Campus:	Emergency Calls – (860) 512-3111 Emergency Calls – dial 2-3111 from any campus phone Routine Calls – (860) 512-3680
• Middlesex Campus:	Emergency Calls – (860) 463-5062 Routine Calls – (860) 463-5062
• Naugatuck Valley Campus:	Emergency Calls – Waterbury – (203) 575-8112 Emergency Calls – Danbury – 911 Routine Calls – (203) 575-8113
• Northwestern Campus:	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 Campus:	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 Campus:	Emergency Calls – (860) 951-9056 Routine Calls – (860) 932-4915
• Three Rivers Campus:	Emergency Calls – (860) 215-9053 Emergency Calls – dial 5-5555 from any campus phone Routine Calls (860) 215-9066
• Tunxis Campus:	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](https://www.suicidepreventionlifeline.org)
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: <https://ohl.rainn.org/online/>
1-800-656-HOPE (1-800-656-4673)
- **CT Domestic Violence 24-Hour Hotline**
Text CCADV or call CTSafeConnect: 1-888-774-2900
Visit ctsafecconnect.org
- **National Domestic Violence Emergency:**
Visit www.TheHotline.org
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](http://www.nationalcenterforvictims.org)
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](#). Relevant sections are excerpted below.

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

PREAMBLE

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 a basic component of quality higher education.

All members of CSCU must at all times 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 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 and CSCU’s fundamental principles and values. It is the BOR’s and CSCU’s responsibility to protect our students’ right to learn by establishing an environment of civility.

The disciplinary process is intended to be part of the educational mission of CSCU. Student disciplinary proceedings are not criminal proceedings and are not subject to court rules of procedure and evidence.

INTRODUCTION

This Student Code of Conduct (hereinafter the “Student Code” or “Code”) is intended to present a clear statement of student rights and responsibilities established by the Board of Regents for Higher Education. The BOR has charged the President of the Board of Regents for Higher Education with developing procedures to protect those rights and to address the abdication of

responsibilities in collaboration with the four State Universities, the twelve Community Colleges and Charter Oak State College. The Student Code describes the types of acts that are not acceptable in an academic community.

PART A: DEFINITIONS

The following list of defined terms utilized throughout this Student Code is provided in an effort to facilitate a more thorough understanding of the Code. This list is not intended to be a complete list of all the terms referenced in the Student Code that might require interpretation or clarification. The Vice President for Student Affairs at a University, the **Dean of Students/Dean of Students and Faculty** at a Community College, the Provost at Charter Oak State College or their designee shall make the final decision of the interpretation of the definition of any term found in the Student Code. For purposes of interpretation and application of the Student Code only, the following terms shall have the following meanings:

1. **“Accused Student”** means any student accused of violating this Student Code.
2. **“Advisor”** means a person who accompanies an Accused Student or an alleged victim to a hearing (or a proceeding pertaining to a report of sexual violence) for the limited purpose of providing advice and guidance to the student. An advisor may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process (or other proceeding pertaining to a report of sexual violence).
3. **“Appellate Body”** means any person or persons authorized by the University Vice President for Student Affairs, Community College **Dean of Students/Dean of Students and Faculty**, Charter Oak State College Provost or their designee to consider an appeal from a determination by a Hearing Body that a student has violated the Student Code.
4. **“Calendar Days”** means the weekdays (Mondays through Fridays) when the University or College is open.
5. **“College”** means either collectively or singularly any of the following institutions: **Connecticut State Community College campuses of Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern, Norwalk, Quinebaug Valley, Three Rivers, Tunxis**, and Charter Oak State College.
6. **“Complainant(s)”** means the person(s) who initiates a complaint by alleging that a Student(s) violated the code.
7. **“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 campuses of Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern, Norwalk, Quinebaug Valley, Three Rivers, Tunxis**; and Charter Oak State College.
8. **“CSCU Affiliates”** means individuals and/or entities with whom or with which the College or University has a contractual relationship.
9. **“CSCU Official”** means any person employed by the College, **CT State** or University to perform assigned administrative, instructional, or professional responsibilities.

10. **“CSCU Premises”** means all land, buildings, facilities, and other property in the possession of, or owned, used and/or controlled by, the University or College, either solely or in conjunction with another entity.
11. **“Disciplinary Officer” or “Conduct Administrator”** means a University, College, **CT State** or CSCU official who is authorized to determine the appropriate resolution of an alleged violation of the Code and/or to impose sanctions or affect other remedies as appropriate. Subject to the provisions of this Code, a disciplinary officer or conduct administrator is vested with the authority to, among other duties: investigate a complaint of an alleged violation of the Code decline to pursue a complaint, refer identified disputants to mediation or other appropriate avenues of resolution, establish charges against a student, enter into an administrative agreement developed with an Accused Student in accordance with Section II-B-3 of this Code, advise a Hearing Body, and present the case before the Hearing Body.
12. **“Hearing Body” or “Hearing Panel”** means any person or persons authorized by the University Vice President for Student Affairs, Community College **Dean of Students/Dean of Students and Faculty/Student Conduct Officer** or Charter Oak State College Provost to determine whether a student has violated the Code and to impose sanctions as warranted, including a hearing officer or hearing board.
13. **“Institution”** means the University or College within CSCU.
14. **“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.
15. **“Member of the CSCU Community”** means any person who is a student, an official or any other person who works for CSCU, either directly or indirectly (e.g., for a private enterprise doing business on a CSCU campus).
16. **“Policy”** means the written regulations, standards, and student conduct expectations adopted by the BOR and found in, but not limited to the Student Handbook, the Residence Life Handbook, the housing contract, the graduate and undergraduate catalogs, and other publicized University and College notices.
17. **“Prohibited Conduct”** means the conduct prohibited by this Code, as more particularly described in Part I-D of this Code.
18. **“Reporting Party”** means any person who alleges that a student has violated this Code.
19. **“Student”** means either (1) any person admitted, registered, enrolled or attending any CSCU **or CT State** course or CSCU **and CT State** conducted program, whether full-time or part-time, and whether pursuing undergraduate, graduate or professional studies, or continuing education; (2) any person who is not officially enrolled for a particular term but who has a continuing relationship with a CSCU; or (3) any person within two calendar years after the conclusion of their last registered Community College course unless the student has formally withdrawn, graduated or been expelled from the College.
20. **“Student Code” or “Code”** means this Student Code of Conduct.
21. **“Student Organization”** means an association or group of persons that have complied with the formal requirements for University or College recognition.

22. **“Support Person”** means a person, who accompanies an Accused 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.
23. **“University”** means any of the following institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University, whichever the alleged violation of the Code occurred.
24. **“Shall” and “will”** are used in the imperative sense.
25. **“May”** is used in the permissive sense.

PART B: APPLICATION, DISTRIBUTION, AND ADMINISTRATION OF THE STUDENT CODE OF CONDUCT

1. Application of the Student Code: The Student Code shall apply to the four Connecticut State Universities, the twelve Community Colleges, and the on-line college: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University; ***the campuses of Connecticut State Community College – Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern, Norwalk, Quinebaug Valley, Three Rivers, Tunxis***; and Charter Oak State College.

An alleged violation of the Student Code shall be addressed in accordance with the Code of Conduct, even if the accused Student has withdrawn from the Institution prior to the completion of the disciplinary procedures.

The Student Code shall apply to Students and to University Student Organizations. The term “student” shall generally apply to the student as an individual and to a Student Organization as a single entity. The officers or leaders of a particular Student Organization usually will be expected to represent the organization during the disciplinary process. Nothing in this Student 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 this Code.

2. Distribution of the Student Code: The Student Code shall be made readily available electronically and/or in a printed publication to students, faculty and staff. The office responsible for Student Affairs will annually distribute and make available to students, faculty and staff, electronically and/or in a printed publication, any revisions to the Code.
3. Administration of the Student Code: A University’s and Charter Oak State College’s Provost or a Community College’s ***Dean of Students/Dean of Students and Faculty*** shall be the person designated by the institution President to be responsible for the administration of the Academic Misconduct portion of the Student Code. A University’s Vice President for Student Affairs, a Community College’s ***Dean of Students/Dean of Students and Faculty***, or Charter Oak State College’s Provost shall be the person designated by the institution President to be responsible for the administration of the Non-Academic Misconduct portion of the Student Code.

PART C: SCOPE OF AUTHORITY

A Student who is found responsible for engaging in conduct that violates the Student Code on any CSCU campus, **CT State campuses** or on property controlled by the BOR or by any CSCU Affiliate or any CSCU sponsored function or event shall be subject to the sanctions described in this Code. The Student Code of Conduct also applies to online activities, where applicable. Students who attempt to engage in conduct that violates this Code, who knowingly encourage, aid or assist another person in engaging in such conduct, or who agree with another person, explicitly or otherwise, to engage in such conduct, may also be subject to disciplinary action.

Off-campus misconduct by University students may be subject to the jurisdiction of the University and addressed through its disciplinary procedures if one of the following conditions is met: (i) a Student engages in prohibited conduct at an official University event, at a University-sanctioned event, or at an event sponsored by a recognized University Student Organization; or (ii) a Student engages in prohibited conduct under such circumstances that reasonable grounds exist for believing that the Accused Student poses a threat to the life, health or safety of any member of the CSCU or to the property of the CSCU.

Community College students conduct is subject to the Code on campus and off-campus whenever such conduct impairs College-related activities or affairs of another member of the College community or creates a risk of harm to a member or members of the College community. Students must be aware that, as citizens, they are subject to all federal and state laws in addition to all CSCU regulations governing student conduct and responsibilities. Students do not relinquish their rights nor do they shed their responsibilities as citizens by becoming members of the CSCU Community. However, where a court of law has found a student to have violated the law, an institution has the right to impose the sanctions of this Code even though the conduct does not impair institution-related activities of another member of the university or college community and does not create a risk of harm to the college or university community. The decision to exercise this right will be in the sole discretion of the President of the impacted institution or his/her designee.

Charter Oak State College applies this Code to matriculated and non-matriculated students, including those participating in portfolio assessment, credential evaluation, testing, or contract learning. Jurisdiction shall be limited to student conduct that occurs while students are taking Charter Oak State College courses or availing themselves of Charter Oak State College services. However, if a matriculated Charter Oak State College student is found guilty of student misconduct at another institution, including but not limited to misrepresentation of records from other institutions, the student may be subject to disciplinary action at Charter Oak State College.

PART D: PROHIBITED CONDUCT

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

1. Academic misconduct, which includes, but is not limited to, plagiarism and all forms of cheating.

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: (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 University faculty or staff; and (iv) engaging in any other behavior specifically prohibited by a faculty member in the course syllabus.

2. Acts of dishonesty, including but not limited to the following:
 - a. Misuse of University or College 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.
 - b. Knowingly furnishing false information to any CSCU Official faculty member or office.
3. Theft of property or services, or damage to, defacement or destruction of, or tampering with, real or personal property owned by the State of Connecticut, CSCU/BOR, the institution, or any member of the CSCU Community.
4. Actual or threatened physical assault or abuse, threatening behavior, intimidation, or coercion.
5. Sexual misconduct may include engaging in one of more behaviors:
 - (a) **Sexual harassment**, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education; submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting the individual; or such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment. Examples of conduct which may constitute sexual harassment include but are not limited to:
 - sexual flirtation, touching, advances or propositions
 - verbal abuse of a sexual nature
 - pressure to engage in sexual activity
 - graphic or suggestive comments about an individual's dress or appearance
 - use of sexually degrading words to describe an individual
 - display of sexually suggestive objects, pictures or photographs
 - sexual jokes
 - stereotypic comments based upon gender
 - threats, demands or suggestions that retention of one's educational status is contingent upon toleration of or acquiescence in sexual advances.
 - (b) **Sexual assault** shall include but is not limited to a sexual act directed against another person when that person is not capable of giving consent, which shall mean the voluntary agreement by a person in the possession and exercise of sufficient mental capacity to make a deliberate choice to do something proposed by another.

A person who initially consents to sexual activity shall be deemed not to have consented to any such activity which occurs after that consent is withdrawn. Consent cannot be assumed because there is no physical resistance or other negative response. A lack of consent may result from mental incapacity (e.g., ingestion of alcohol or drugs which significantly impair awareness or judgment) or physical incapacity (e.g., the person is unconscious or otherwise unable to communicate consent). Consent must be affirmative. (See *Sexual Misconduct Reporting, Support Services and Processes Policy*).

Sexual assault is further defined in sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b and 53a-73a of the Connecticut General Statutes.

(c) **Sexual exploitation** occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:

- Prostituting another person;
- Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
- Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- Going beyond the bounds of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- Engaging in non-consensual voyeurism;
- Knowingly transmitting an STI, such as HIV to another without disclosing your STI status;
- Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; or
- Possessing, distributing, viewing or forcing others to view illegal pornography.

6. Intimate partner violence is defined as:

- Including intimate partner violence, which is any physical or sexual harm against an individual by a current or former spouse or by a partner in a dating relationship that results from (1) sexual assault, as defined in section 5 above; (2) sexual assault in a spousal or cohabiting relationship; (3) domestic violence; (4) sexual harassment, as defined in section 5 above or, (5) sexual exploitation, as defined in section 5 above.
- Physical abuse, which can include but is not limited to, slapping, pulling hair or punching.
- Threat of abuse, which can include but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
- Emotional abuse, which can include but is not limited to, damage to one's property, driving recklessly to scare someone, name calling, threatening to hurt one's family members or pets and humiliating another person.

7. Violations of privacy, including, but not limited to, voyeurism and the use of web-based, electronic or other devices to make a photographic, audio or video record of any person without his or her express consent, when such a recording is intended or likely to cause injury or distress. This includes, but is not limited to: (i) surreptitiously taking pictures or videos of another person in spaces such as sleeping areas, bathrooms, gymnasiums, locker rooms, and changing areas; and (ii) sexually exploiting another person by electronically recording or permitting others to view or electronically record, consensual sexual activity without a partner's knowledge or permitting others to view or listen to such video or audio

tapes without a partner's knowledge and consent. Publicizing or threatening to publicize such records will also be considered a violation of this Code.

8. Hazing, which is defined as an act which endangers the mental or physical health or safety of a Student, or which destroys, damages, or removes public or private property for the purpose of initiation or admission into, affiliation with or as a condition for continued membership in a group or organization. The express or implied consent of the victim will not be a defense to an allegation of hazing. Consenting to the activity by remaining silent or not objecting in the presence of hazing is not a neutral act and is also a violation of this Student Code.
9. Stalking, which is defined as repeatedly contacting another person when:
 - a. The contacting person knows or should know that the contact is unwanted by the other person; and
 - b. The contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life.

As used in this definition, the term "contacting" includes, but is not limited to, communicating with (including internet communication via e-mail, instant message, on-line community or any other internet communication) or remaining in the physical presence of the other person.

10. Harassment, which is defined as conduct which is abusive or which interferes with a person's pursuit of his or her customary or usual affairs, including, but not limited to, such conduct when directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation or expression, age, physical attribute, or physical or mental disability or disorder, including learning disabilities and mental retardation.
11. Conduct that is disorderly, lewd or indecent (including, but not limited to, public nudity and sexual activity in areas generally open to members of the campus community), breach of peace or 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.
12. Behavior or activity which endangers the health, safety, or well-being of oneself or others.
13. Offensive or disorderly conduct which causes interference, annoyance or alarm or recklessly creates a risk thereof at CSCU or CSCU premises, CSCU web or social media sites, at a CSCU-sponsored activity or in college or university courses, including cyber bullying. This offense does not apply to speech or other forms of constitutionally protected expression.
14. Unauthorized possession, duplication or use of keys (including, but not limited to, card access, card keys, fobs, etc.) to any CSCU premises or forcible and/or unauthorized entry on or into CSCU premises.
15. Starting fires, causing explosions, falsely reporting the presence of fire, bombs, incendiary or explosive devices, or falsely reporting an emergency.
16. Unauthorized or improper possession, use, removal, tampering or disabling of fire and/or safety equipment and warning devices, failure to follow standard fire and/or emergency safety procedures, or interference with firefighting or emergency response equipment or personnel.
17. Use, possession, purchase, sale or distribution of alcoholic beverages, except as expressly

permitted by law and CSCU regulations. Alcoholic beverages may not, under any circumstances, be used by, possessed by, or distributed to any person under twenty-one (21) years of age.

18. Use, possession, purchase, sale, distribution or manufacturing of narcotics, controlled substances and/or drugs, including, but not limited to, marijuana and heroin, or drug paraphernalia, except as expressly permitted by law.
19. 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, is capable of causing death or serious physical injury. The possession of a deadly weapon or dangerous instrument on campus is strictly prohibited, even if such item is legally owned.
20. Gambling, including, but not limited to, promoting, wagering, receiving monies for wagering or gambling for money or property on CSCU premises.
21. Disruption or obstruction of any College or University function, activity or event, whether it occurs on or off the campus, or of any non-University or College function, activity or event which is authorized by the institution to occur on its premises.
22. Intentional obstruction of the free flow of pedestrian or vehicular traffic on CSCU premises or at University or College-sponsored or supervised functions or interference with entry into or exit from CSCU premises or with the free movement of any person.
23. Failure to comply with the directions of CSCU officials or law enforcement officers acting in the performance of their duties and/or failure to identify oneself to these persons when requested to do so.
24. Conduct that violates published BOR/CSCU policies, rules, and regulations, including, but not limited to, residence hall rules and regulations.
25. Conduct prohibited by any federal, state and/or local law, regulation or ordinance.
26. Unauthorized use of CSCU property or the property of members of the CSCU Community or of CSCU Affiliates.
27. Theft, unauthorized use, or abuse of University or College computers and/or peripheral systems and networks, including, but not limited to:
 - a. Unauthorized access to CSCU computer programs or files;
 - b. Unauthorized alteration, transfer or duplication of CSCU computer programs or files;
 - c. Unauthorized use of another individual's identification and/or password;
 - d. Deliberate disruption of the operation of CSCU computer systems and networks;
 - e. Use of the Institution's computing facilities and resources in violation of copyright laws (including unauthorized peer-to-peer file sharing of copyrighted material, including, but not limited to, copyrighted music, movies, and software);

- f. Use of computing facilities and resources to send obscene messages (which are defined as messages which appeal mainly to a prurient, shameful or morbid interest in nudity, sex, excretion, sadism or masochism, go well beyond customary limits of candor in describing or representing such matters, and are utterly without redeeming social value); and
- g. Violation of the BOR Policy Statement on Acceptable and responsible use of Information Technology resources and/or any applicable BOR computer use policy.

28. Abuse of the CSCU conduct and disciplinary system, including but not limited to:

- a. Failure to obey the notice from a Hearing Body or CSCU Official to appear for a meeting or hearing as part of the Student Conduct system;
- b. Falsification, distortion, or intentional misrepresentation of information to a Disciplinary Officer or Conduct Administrator, or before a Hearing Body;
- c. Initiation of a conduct or disciplinary proceeding knowingly without cause;
- d. Disruption or interference with the orderly conduct of a disciplinary proceeding;
- e. Attempting to discourage an individual's proper participation in, or use of, the disciplinary system;
- f. Attempting to influence the impartiality of a Disciplinary Officer, Conduct Administrator or member of a Hearing Body prior to, and/or during the course of, the disciplinary proceeding;
- g. Harassment (verbal or physical) and/or intimidation of a Disciplinary Officer, Conduct Administrator, or member of a Hearing Body prior to, and/or during the course of the disciplinary proceeding;
- h. Failure to comply with the sanction (s) imposed under the Student Code; and
- i. Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

PART E: HEARING PROCEDURES FOR SEXUAL MISCONDUCT, SEXUAL INTIMATE PARTNER, DOMESTIC VIOLENCE & STALKING REPORTS

In addition to disciplinary procedures applicable to State University students in Section II, Community College students in Section III, and Charter Oak State College Students in Section IV, for any hearing conducted involving allegations of sexual misconduct, including sexual harassment, sexual assault, sexual exploitation, stalking and intimate partner violence the Complainant and the Respondent shall each have the following rights:

1. All complaints of sexual misconduct will be reviewed by the ***Equity and Civil Rights Office or a Deputy*** Title IX Coordinator who will determine supportive measures and whether the complaint falls within the scope of Title IX.
2. If the institution's ***Deputy*** Title IX Coordinator ***or Equity and Civil Rights Office*** determines that the alleged harassment is:
 - (1) so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an education program or activity; or,
 - (2) implicates an employee of the institution, alleging that the employee conditioned a provision of an aid, benefit, or service upon the complainant's participation in unwelcome sexual conduct; or,
 - (3) alleges "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v)¹, "dating violence" as

¹ 20 U.S.C. 1092(f)(6)(A)(v), The term "[sexual assault](#)" means an offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

defined in 34 U.S.C. 12291(a)(10)², “domestic violence” as defined in 34 U.S.C. 12291(a)(8)³, or “stalking” as defined in 34 U.S.C. 12291(a)(30)⁴ as defined in 34 U.S.C. 12291(a)(30)⁵

and

- (4) the alleged harassment occurred within the United States on property owned or controlled by the institution or any building owned or controlled by a student organization officially recognized by the institution; and
- (5) at the time of the filing the Complainant was participating or attempting to participate in the educational program or activity;

The **Office of Equity and Civil Rights Office** will initiate the Title IX Process.

The Title IX Process and Procedures are available on-line and through the **Office of Equity and Civil Rights**.

3. If the institution’s Title IX Coordinator determines that the alleged harassment does not meet the factors in Section 2 above, but the alleged misconduct violates the Student Code of Conduct, the following procedures apply:
 - a. At any meeting or proceeding, both the Complainant and Respondent (Respondent means the person who has been reported to **have violated** the Student Code of Conduct) may be accompanied by an advisor or support person of the student’s choice provided the advisor or support person does not cause a scheduled meeting or hearing to be delayed or postponed and provided an advisor or support person may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process (or other proceeding or pertaining to a report of sexual misconduct);
 - b. Both the Complainant and Respondent are entitled to request that disciplinary proceedings begin promptly;
 - c. Any hearing regarding an accusation of sexual misconduct shall (i) be fair, prompt and impartial; (ii) be conducted by a Hearing Body annually trained in issues relating to sexual misconduct (iii) use the preponderance of evidence (more likely than not) standard; (iv) shall allow both the Complainant and Respondent the opportunity to present evidence and witnesses on their behalf during any disciplinary proceeding; (v) provide both the Complainant and Respondent with equal access to any information that will be used during

² 34 U.S.C. 12291(a)(10) The term “[dating violence](#)” means violence committed by a person - (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship. (ii) The type of relationship. (iii) The frequency of interaction between the persons involved in the relationship.

³ 34 U.S.C. 12291(a)(8) The term “[domestic violence](#)” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or [youth](#) victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

⁴ 34 U.S.C. 12291(a)(30) (30) The term “[stalking](#)” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to - (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

⁵ 34 U.S.C. 12291(a)(30) (30) The term “[stalking](#)” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to - (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

meetings and hearings; (vi) invoke the standard of “affirmative consent⁶” in determining whether consent to engage in sexual activity was given by all persons who engaged in sexual activity; (vii) presume that the Respondent is not responsible until the conclusion of the process; and (viii) the hearing will be held live.

- d. In accordance with the Family Educational Rights and Privacy Act (FERPA), Complainant and Respondent have the right to keep their identities confidential;
- e. Complainants and Respondents shall be provided written notice of the decision of the Hearing Body simultaneously, normally within one (1) business day after the conclusion of the Hearing. In accordance with the Family Educational Rights and Privacy Act (FERPA) the notice to parties to sexual misconduct shall contain only the following: the name of the parties, the violation committed, if any, and any sanction imposed against the Respondent.
- f. Both parties shall have the same right to request a review of the decision of the Hearing Body (appeal rights) in the same manner and on the same basis; however, if a request for review is determined to be properly made and if the review determines there is sufficient grounds for altering the decision of the Hearing Body, among the other actions that may be taken as set forth above, the sanction of the hearing may be increased or decreased.

Notwithstanding the foregoing, in any hearing pertaining to sexual misconduct both the Complainant and Respondent are entitled to be simultaneously provided notice of any change in the results of the hearing prior to the time when the results become final, as well as to be notified when such results become final.

If the institution’s Title IX Coordinator determines that the allegations do not constitute a violation of Title IX, Board ***or institutional*** policy and can make no finding of responsibility, complainant and respondent will be notified that the matter will be closed.

PART F: CONDUCT AND DISCIPLINARY RECORDS

The written decision resulting from an administrative conference or a hearing under this Code shall become part of the student’s 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 a number of exceptions to this rule. Students should be aware that a record concerning his/her 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. 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 I.D. of the Code may disqualify a student for admission to another college or university and may interfere with his/her selection for employment.

PART G: INTERPRETATION AND REVISION

Questions regarding the interpretation of this Code shall be referred to the University’s and Charter Oak State College’s Provost or a Community College’s ***Dean of Students/Dean of***

⁶ The standard of “Affirmative Consent” is set forth in the BOR Sexual Misconduct Reporting, Support Services and Processes Policy and is incorporated herein by reference.

Students and Faculty or their designees for the administration of the Non-Academic Misconduct portion of the Student Code and to the University's Vice President for Student Affairs, a Community College's **Dean of Students/Dean of Students and Faculty** or Charter Oak State College's Provost or their designees for the administration of the Academic Misconduct portion of the Student Code.

This Code shall be reviewed and revised, if and as necessary, every five (5) years, or as directed by the President of the Board of Regents for Higher Education.

CONDUCT AND DISCIPLINARY PROCEDURES **APPLICABLE TO COMMUNITY COLLEGE STUDENTS**

Procedures for Community College students differ from those procedures applicable to either the Universities or Charter Oak State College. This is due to the environmental, cultural, and administrative differences within the types of institutions comprising CSCU. Procedures for addressing allegations and sanctions regarding academic misconduct (as defined in Section I.D.1 above) for Community College Students as set for in this Section III of the Code.

PART A: DISCIPLINARY PROCEDURES (Academic and Non-Academic Misconduct)

In regard to College Students, the following procedures shall govern the enforcement of the Code:

1. Information that a student may have violated the Code should be submitted to **the Conduct Administrator designated by the Dean of Students/Dean of Students and Faculty**, or other designee of the President (hereinafter referred to as "the **CA**"), normally within thirty (30) calendar days of the date of a possible violation or within thirty (30) calendar days of the date that the facts constituting a possible violation were known.
2. Upon receipt of information relating to a possible violation **from the CA**, the **Dean of Students/Dean of Students and Faculty** may immediately place restrictions on or suspend a student on an interim basis if, in the judgment of the Dean, the continued presence of the student at the College or continued participation in the full range of college activities poses a danger to persons or property or constitutes an ongoing threat of disrupting the academic process.
 - a. "Interim restrictions" are limitations on the Student's participation in certain College functions and activities, access to certain locations on campus or access to certain persons, that do not prevent the Student from continuing to pursue his/her academic program. A Student upon whom the Dean has placed interim restrictions shall be afforded written reasons for the restrictions, as well as the time period during which the interim restrictions shall apply. The decision of the Dean regarding interim restrictions shall be final.
 - b. "Interim suspension" is the temporary separation of the Student from the College that involves the denial of all privileges, including entrance to College premises. Prior to imposing an interim suspension, the Dean shall make a good faith effort to meet with the Student. At this meeting, the Dean shall inform the Student of the information received and provide the Student an opportunity to present other information for the Dean's consideration. Based upon the information available at that time, the Dean shall determine whether the Student's continued presence on campus poses a danger to persons or property or constitutes an ongoing threat of disrupting the academic process. A Student

suspended on an interim basis by the Dean shall be provided written reasons for the suspension and shall be entitled to an administrative conference or a hearing as soon as possible, normally within ten (10) calendar days from the date the interim suspension was imposed. The decision of the Dean regarding an interim suspension shall be final.

3. Following the imposition of interim restrictions or interim suspension, if any, the **CA** shall promptly investigate the information received by meeting with individuals who may have knowledge of the matter, including the accused Student, and by reviewing all relevant documents.
4. In cases where the respondent has an approved disability accommodation that may be relevant to the investigation, the CA will consult with the Campus disability coordinator before finalizing the investigation. If upon the conclusion of the **CA's** investigation, the **CA** determines that there is insufficient reason to believe the Student has committed a violation of any part of Section I.D. of this Policy, the Dean shall dismiss the matter and shall so inform the Student in writing.
5. If upon the conclusion of the **CA's** investigation, the **CA** determines that there is reason to believe the Student has committed a violation of any part of Section I. D. of this Code and, after considering both the possible violation and the prior conduct record of the Student, that a sanction of less than suspension or expulsion is appropriate, the **CA** shall schedule **a meeting with the Student to informally resolve the issue**. The Student shall be given reasonable notice of the time and place of the **meeting**. At the **meeting**, the Student shall have the opportunity to present information for the **CA's** consideration. At the conclusion of the **meeting**, the **CA** shall determine whether it is more likely than not that the Student has violated the Policy and, if so, impose a sanction less than suspension or expulsion. The **CA** shall provide the Student with a written explanation for the determination. **The decision of the CA may be appealed to the Dean based on the criteria note in #10.**
6. If upon the conclusion of the **CA's** investigation, the **CA** determines that there is reason to believe the Student has committed a violation of any part of Section I.D. of this Code and, after considering both the violation and the prior conduct record of the Student, that a sanction of suspension or expulsion is appropriate, the **CA** shall provide the Student with reasonable written notice of **an administrative conference with the CA** and shall inform the Student that **their** failure to attend the **administrative conference** or to respond to the notice may result in the imposition of the maximum permissible sanction. At the meeting, the **CA** shall provide the Student with a written statement that shall include the following:
 - a. a concise statement of the alleged facts;
 - b. the provision(s) of Section I.D. that appear to have been violated;
 - c. the maximum permissible sanction; and
 - d. a statement that the student may resolve the matter by mutual agreement with the **CA**, or may request a hearing by notifying the **CA** in writing, which must be received by 5:00pm on the following business day.

7. If the Student requests **an administrative** hearing, he/she is entitled to the following:
 - a. to be heard within five (5) days or as soon as reasonably possible, by an impartial party or panel whose members shall be appointed by the **CA**;
 - b. if the **CA** appoints an impartial panel, to have a Student on the panel if requested by the Student;
 - c. to appear in person and to have an advisor who not shall attend as a representative of the Student. However, if there is pending at the time of the hearing a criminal matter pertaining to the same incident that is the subject of the hearing, a lawyer may be present for the sole purpose of observing the proceedings and advising the Student concerning the effect of the proceedings on the pending criminal matter;
 - d. to hear and to question the information presented;
 - e. to present information, to present witnesses, and to make a statement on his or her behalf; and
 - f. to receive a written decision following the hearing.
8. As used herein, the term “impartial” shall mean that the individual was not a party to the incident under consideration and has no personal interest in the outcome of the proceedings. Prior to the commencement of the hearing, the Student who is subject to the hearing may challenge the appointment of an impartial party or panel member on the ground that the person(s) is (are) not impartial. The challenge shall be made in writing to the **CA** and shall contain the reasons for the assertion that the person(s) is (are) not impartial. The decision of the **CA** shall be final.
9. **A written recommendation** of the impartial party or panel shall specify whether, based on the information presented, it is more likely than not that the Student committed the violation(s) reported and shall state the sanction to be imposed, if any. The written **recommendation shall be sent to the Dean who will review the recommendation and communicate the final outcome to the student.**
10. Sanctions imposed by an impartial party or panel are effective immediately. The **Dean** may, for good cause, suspend imposition of the sanctions imposed by the impartial party or panel to allow the Student time to prepare a written request for review. If a written request is received, the **Dean** may continue to suspend imposition of the sanctions until he has reviewed and acted on the Student's request.
11. A written request for review of the decision of the impartial party or panel must be received by the President/**CEO** within three (3) calendar days after the Student is notified of the decision and must clearly identify the grounds for review. The review by the President is limited to the record of the hearing, the written request, and any supporting documentation submitted with the request by the Student. The decision of the impartial party or the panel shall be upheld unless the President finds that:
 - a. a violation of the procedures set forth herein significantly prejudiced the Student; and/or
 - b. the information presented to the impartial party or panel was not substantial enough to justify the decision; and/or,
 - c. the sanction (s) imposed was (were) disproportionate to the seriousness of the violation.
12. Decisions under this procedure shall be made only by the college officials indicated.

PART B: DISCIPLINARY SANCTIONS

The prior conduct record of a Student shall be considered in determining the appropriate sanction for a Student who has been found to have violated any part of Section I.D. of this Code. Sanctions shall be progressive in nature; that is, more serious sanctions may be imposed if warranted by the prior conduct record of the Student.

A “sanction” may be any action affecting the status of an individual as a Student taken by the College in response to a violation of this Policy, and for the purposes of this Section III of the Code include but are not limited to the following:

1. “Expulsion” is a permanent separation from the College that involves denial of all Student privileges, including entrance to College premises;
2. “Suspension” is a temporary separation from the College that involves denial of all Student privileges, including entrance to college premises for the duration of the suspension, and may include conditions for reinstatement;
3. “Removal of College Privileges” involves restrictions on Student access to certain locations, functions and/or activities but does not preclude the Student from continuing to pursue his/her academic program;
4. “Probation” is a status that indicates either (a) serious misconduct not warranting expulsion, suspension, or removal of College privileges, or (b) repetition of misconduct after a warning has been imposed;
5. A “Warning” is a written notice to the Student indicating that he or she has engaged in conduct that is in violation of Section I.D. of this Code and that any repetition of such conduct or other conduct that violates this Code is likely to result in more serious sanctions;
6. “Community Restitution” requires a Student to perform a number of hours of service on the campus or in the community at large.

EDITORIAL NOTE: The Student Code of Conduct is currently under review by CSCU/CT State. Minor editorial revisions to original text, made for purposes of Handbook clarity, are noted in bold italics.

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