



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

**Friday, March 7, 2014 – 9:30 a.m.
61 Woodland Street, Hartford, CT 06105
3rd Floor Board Conference Room**

1. Approval of Minutes – January 10, 2013

CONSENT CALENDAR

2. Termination of Existing Academic Programs
 - a. Electronics Technology Certificate [Tunxis CC]
 - b. B.S. German – Central CSU]
3. Modifications of Programs
 - a. Information Systems A.S. [Middlesex CC]
 - b. Help Desk Technician Certificate [Middlesex CC]
 - c. Networking Certificate [Middlesex CC]
 - d. Software Developer Certificate [Middlesex CC]

ACTION ITEMS

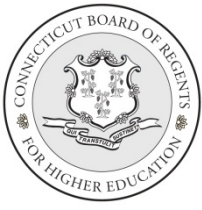
4. New Programs
 - a. Accounting Graduate Certificate [Southern CSU]
5. Endowed Chair Appointment [Eastern CSU]
6. Honorary Degree nominees
7. Faculty Award nominees
8. Creation of new STEM School at Central CSU
9. Student Code of Conduct Policy
10. Sexual Misconduct Policy

UPDATES

11. Common Calendar
12. Multiple Measures Summit
13. Governor's budget – legislation

INFORMATION ITEMS

14. FERPA Policy Draft
15. Below Threshold
 - a. Computer Information – A.S. Major (Naugatuck Valley CC)
 - b. Event Management Minor (Southern CSU)
16. NEASC Affirmation of Accreditation – Northwestern CT CC



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting January 10, 2014
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

- Regents Present: Naomi Cohen, Eugene Bell, Tom Failla, Sarah Green (by conf.), Merle Harris (by conf.), Craig Lappen
- Regents Absent: Lawrence DeNardis, Catherine Smith
- Staff Present: Tom Clark, Maureen McClay, Nancy Melnicsak, Ernestine Weaver, Ted Yungclas
- Other Attendees: Steven Breese (SCSU), Rhona Free (ECSU), Elliott Horch (SCSU), Steven Kliger (CCSU), Linda Ladder (SAC Vice Chair)

Regent Naomi Cohen called the meeting to order at 9:42 a.m.

1. Minutes of December 6, 2013 – **A motion to approve was made by C. Lappen, seconded by M. Harris and unanimously approved.**

CONSENT AGENDA. The Consent Agenda was **moved for recommended approval by C. Lappen, seconded by M. Harris and unanimously approved.**

Consent items included:

2. Termination of Existing Academic Programs
 - a. Client/Server Systems Certificate [Naugatuck Valley CC]
 - b. Microcomputer Networking Customer Support Certificate [Naugatuck Valley CC]
 - c. Sales Support and Service Certificate [Naugatuck Valley CC]
3. Modifications of Programs
 - a. Administrative Medical Office Skills Certificate (name change) – Quinebaug Valley CC

ACTION ITEMS

4. Licensure of New Programs
 - a. Finance Major – B.S. – Eastern CSU
Dr. Yungclas described the program and introduced Dr. Rhona Free, Provost at ECSU. Dr. Free gave details noting it will help ECSU retain those finance business students who desire a finance major as well as attract others looking for that major including out-of-state students. (ECSU participating in the New England Board of Higher Education reciprocity program permits the University to offer lower tuition costs for most out-of-state students). The program will exist under Business Administration and the budget is cost-effective. It also will meet Connecticut's employment needs. Regent Harris asked a general question of how ECSU, as a liberal arts college, may differ in its approach to this major from other institutions. Dr. Free stated the Finance major itself did not differ, however, the college's liberal arts program in general builds from one tier to the next. Regent Cohen asked about the New England regional program and Dr. Free noted the NEBHE regional program means students may attend from other participating states. In response to a question of how enrollment projections are made, Dr. Free noted they had

looked at students already in their finance business program and increased by 25%. The committee would like to review the actual enrollments vs. projections for 2014 year student participation. **A motion to recommend approval was made by C. Lappen, seconded by M. Harris and unanimously approved.**

5. Accreditation of Existing Program

a. Applied Physics – M.S. –Southern CSU

Dr. Yungclas introduced the program and Dr. Steven Breese and Dr. Elliott Horch from SCSU. Dean Breese spoke about the importance of sciences at SCSU and the new science building, also noting the Masters in Applied Physics was on track. He introduced the program coordinator, Dr. Horch, who gave a brief overview, noting it was a unique, inter-disciplinary program with emphasis on research and high-tech industry. He mentioned it meeting the needs of businesses in Connecticut, particularly in two areas – nanotechnology and advanced optics. Dr. Horch also mentioned their internships, noting that new students are attracted because of the research strength, innovative courses and internships. The first graduating class is scheduled for 2014. Regent Bell asked who chose the specific areas (nanotechnology and advanced optics). Dr. Horch stated the full physics department and their faculty had discussed, with the expertise of the faculty and needs in Connecticut as determinations. **A motion to recommend approval made by S. Green, seconded by C. Lappen and unanimously approved.**

6. Appointment to Wm. A. O'Neill Endowed Chair – Central CSU. Dr. Yungclas introduced Dr. Steve Kliger, Executive Director for the Center for Public Policy & Research from CCSU. Dr. Kliger gave a brief history of the O'Neill Endowed Chair, noting the original resolution from the former Board of Trustees. Governor O'Neill was the first chair holder. The last chair holder was Senator William Dyson. Former Senator Eileen Daly has now been nominated, recommended by Mrs. O'Neill, and is highly qualified with significant legislative background as well as local political experience. The position will now be a half-time, durational position. Ms. Daily will be lecturing, team teaching, setting up forums and more. Her experience in finance, the environment and juvenile justice will serve the Center well. Dr. Kliger mentioned the Center trains public officials, including town clerks and others. Ms. Daily is strongly supported by all involved and is expected to make important contributions. There was a question regarding funding and if the endowment covers all. Dr. Kliger thought that the half-time position will be covered sufficiently by the endowment, mentioning, however that the last chair holder, Mr. Dyson, was full-time and additional funding was raised. Regent Cohen noted she knew Ms. Daily and thought she was an excellent choice. **A motion to recommend approval was made by M. Harris, seconded by C. Lappen and unanimously approved.**

DISCUSSION

7. Draft: Revised Student Code of Conduct/Sexual Misconduct Policy – Ernestine Weaver. Regent Cohen introduced Ernestine Weaver, Counsel for the system office. Ms. Weaver noted this revised proposed policy was a draft being shared with the ASA Committee first and would be shared with the campuses afterward. It is fully comprehensive including everything in the former boards' original policies and now covers all 17 institutions. The sexual conduct policy is part of the full student code of conduct, noting the need to address the whole policy. Regent Cohen expressed concern that being just part of the full code may not make it important enough. Ms. Weaver noted it, remarking it could become a separate policy but would also need to continue to be part of the student code of conduct. Ms. Cohen also discussed the need for more specific instructions for students, e.g. what one number students could call and from which students could be referred to one of several entities depending on the circumstances of the student's call. It was noted that specific telephone numbers do not need to be in the general policy from the system office but should be added at the

campuses. Dr. Harris agreed there should be some consistencies. Regent Failla remarked that input from the campuses was important and should include the Deans of Student Affairs as well as faculty. Regent Harris also stated that the policies and cultures are different at the community colleges and universities but hoped this policy would move toward greater consistency and would be simpler for students with Regent Cohen mentioning the goal is to make students as comfortable as possible getting through the process. Regent Harris also noted one thing stressed at the legislature was that students understand what conduct is expected of them and the institutions should address new students (at orientations) but also annually. Regent Bell agreed with the notion of training noting it should not just be in the code of conduct. In addition, when the process has started for a student reporting, Regent Cohen noted the student should be told ahead of time who would be on the hearing panel so there would be an opportunity to object to a particular panel member if the student felt uncomfortable because of previous interaction with a particular person.

Regent Cohen then asked about the timeline for implementation of the policy. Ms. Weaver said they would begin work immediately to incorporate the Regents' comments, then send to campuses for their input and, finally, come back to the Committee and the full Board for their March meetings.

There was a further question from Regent Bell regarding sanctions for the code and would they be from the Board level or from the institutions. Ms. Weaver noted the sanctions are not being revised and remain the same at the institutions and the individual hearing boards. Regent Lappen wondered if there should be consistency across the system. Ms. Weaver said the different cultures at the different institutions would make that difficult. Regent Green noted she thought institutions do need flexibility, with agreement by others. Regent Failla suggested that the sanctions listed on pages 20 and 21 of the Code also be included in the "definitions" section. Regent Harris and Cohen thanked Ms. Weaver for her work on this project.

INFORMATION ITEMS

8. Sabbaticals 2014-2015 – Regent Cohen indicated the information item of the 2014-15 sabbaticals noting it was not an action item.
 - a. Central CT State University
 - b. Eastern CT State University
 - c. Southern CT State University
 - d. Western CT State University
9. Below-Threshold Program notification – Regent Cohen noted this also was for information only and no action was needed.
 - a. Costume & Fashion Design-minor [Eastern CSU]
 - b. Film Studies-minor [Eastern CSU]
10. Other business. There was no other business.

Adjournment

A motion to adjourn was made by C. Lappen, seconded by M. Harris and unanimously approved. The meeting adjourned at 10:53 a.m.

ITEM

Termination of a program in Electronics Technology leading to a Certificate at Tunxis Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Electronics Technology leading to a Certificate at Tunxis Community College to be effective Fall, 2014

BACKGROUND

Central Connecticut State University has requested to terminate a major in German leading to a Bachelor of Science (B.S.) degree, Certifiable for Secondary Teaching. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

The Electronics Technology certificate is being requested for formal termination as it is no longer viable due to lack of enrollment and the curriculum is outdated. One course (EET 182 Machine Design with lab) is obsolete and there are no plans to offer it anymore. This certificate doesn't fit in the Technology Studies Pathways established by the College of Technology.

TEACH-OUT STRATEGY

There are no students currently enrolled in this certificate, so no teach out strategy is required.

RESOURCES

No resources are required to make this change.

02/12/2014 – Academic Council

03/07/2014 – BOR-Academic and Student Affairs Committee

ITEM

Termination of a major in German leading to a Bachelor of Science (B.S.) degree, Certifiable for Secondary Teaching, at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in German leading to a Bachelor of Science (B.S.) degree, Certifiable for Secondary Teaching, at Central Connecticut State University, to be effective May 1, 2014

BACKGROUND

Central Connecticut State University has requested to terminate a major in German leading to a Bachelor of Science (B.S.) degree, Certifiable for Secondary Teaching. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

The Department of Modern Languages at Central Connecticut State University has proposed discontinuation of the Bachelor of Science in German due to insufficient demand and insufficient number of faculty members who can teach the required courses of this 36-credit program. Enrollment started declining over ten years ago, when two full-time professors coordinated German offerings. Currently, there are no CCSU students who wish to be certified in German, and no full-time instructors of German who could ensure and justify continuation of the program. The Bachelor of Arts in German will continue to be offered. A proposal for deletion of the Bachelor of Science in German has been submitted to the University Curriculum Committee, and has been approved by both the Curriculum Committee and the Faculty Senate. CCSU's Modern Language Department asks for the Board of Regents' authorization to officially discontinue this B.S. program.

TEACH-OUT STRATEGY

Since there are no B.S. students currently majoring in German, no phase out/teach out strategy is needed.

RESOURCES

No resources are required to make this change.

02/12/2014 – Academic Council

03/07/2014 – BOR-Academic and Student Affairs Committee

ITEM

Modification of a program in Information Systems leading to an Associate of Science degree at Middlesex Community College updating curriculum and changing the name

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Information Systems leading to an Associate of Science degree at Middlesex Community College updating curriculum and changing the name to Computer Information Technology

BACKGROUND

Middlesex Community College has requested that the name of its Information Systems program leading to an Associate of Science degree be changed to Computer Information Technology and program requirements revised.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE

The original Information Systems program was developed more than 43 years ago at a time when business and industry demanded primarily mainframe programmers. Since that time the computer industry has experienced many shifts. In response to the dynamic changes in the industry, revisions have been made to the degree over time to give students current training and the flexibility to explore various areas of information technology. The need for highly skilled computer professionals to satisfy the needs of today's workforce continues to be an area of concern. As the demand for IT skills has grown in the marketplace, there has been a renewed interest in computer careers. The student seeking to enter the field with an associate degree will likely be hired as an entry-level computer technician or support specialist in some capacity which will require a broad range of expertise from operating systems installation to application support.

The term used most often in our current vocabulary to refer to this career pathway is IT (Information Technology), the combination of hardware, software, data, and infrastructure. The current name of the program (Information Systems) reflects the era in which it was developed, but it is not a term that is meaningful to the generation of learners that we are seeking to attract today. Even with respect to the labels used in this industry, there has been a clear paradigm shift from Data Processing, to Information Systems, and now Information Technology.

In the Information Systems degree program there has been a concerted effort to promote the growing need for computer skills among area high schools, on our campus, and within our community. As a result of these initiatives and the shifting landscape of employment opportunities within the field, there have been appreciable gains in enrollment in the intake courses within the Information Systems program. Data gathered from employers, program advisors, and students indicate a need to revise the program to reflect the current industry demands, while maintaining the program's flexible nature that allows a candidate to carve out a

specific niche of specialty. The program modifications are needed to more adequately prepare today's student for the workplace and for higher education. The proposed program modifications are listed below:

1. Update the name of the degree program to make it more identifiable to today's culture. Use the term Computer Information Technology instead of Information Systems. This will more clearly identify the program's goals. The inclusion of the 'Computer' in front of Information Technology with further clarify the technical nature of the degree and cluster this program with similar degrees listed in the BOR web site and other searches.
2. Increase exposure to newer technology to more adequately prepare students for today's changing workplace.
3. Provide course options for students to learn object-oriented programming using visual development tools.
4. Ensure that students are well prepared for the collaborative nature of the IT industry.
5. Expose students to the important role of technology in solving business problems

The employment outlook for computer support specialists, according the BLS, is expected to grow 18 percent from 2010 to 2020. There is a growing need for these skills as organizations upgrade their computer equipment and software to newer technology. Additionally, mobile computing and health care IT require new software application which will increase the demand for specialized application development skills. The Connecticut Department of Labor projects technical occupations are expected to gain more new jobs than any other occupational group. The nationwide and local trends all indicate that there will be a significant need of skill IT professionals to meet the growing demands of the Connecticut labor force. The changes being proposed to this degree program to include courses such as mobile device programming, network security, and new approaches to computer programming will help to improve the technical foundation afforded to the students pursuing careers in Information Technology.

This degree is intended for workplace preparedness primarily and seeks to give students the option to specialize in an area of study consistent with their career interest. Students pursuing this degree are generally interested in gaining skills that can be quickly applied to their IT search, and some have already completed degrees in other programs. As such, it is not geared toward one particular baccalaureate degree program. With that being said, the core courses in the program do transfer on a course-by-course basis to ConnSCU colleges. Additionally, the general education component is consistent with the Transfer Articulation Policy (TAP) Framework. Articulation of individual courses, such as network security and Java programming, has been arranged with Central Connecticut State University.

The proposed modifications will offer students more technical skills that are needed to compete in today's marketplace. It is meant to also more clearly identify clusters of courses for specific career paths. It also takes into account the adoption of the ConnSCU TAP framework.

ITEM

Modification of a program in Help Desk Technician leading to a Certificate at Middlesex Community College updating courses.

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Help Desk Technician leading to a Certificate at Middlesex Community College

BACKGROUND

Middlesex Community College has requested modification of courses in a program leading to a Certificate in Help Desk Technician.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE

The new Help Desk Technician Certificate has been revised to focus on more technical courses to better prepare students for the skills that can be applied to computer support responsibilities. Courses no longer required have been removed and courses more accurately reflecting training offered and career opportunities have been added. The modification of the Information Systems degree program does not include any additional costs.

All the courses in the new Help Desk Technician Certificate can be applied to the Computer Information Technology degree.

The Connecticut Department of Labor projects that Computer Support Specialists occupations are expected to grow by 15.7% between 2010 and 2020. According to a report of the U.S. Bureau of Labor Statistics, *“employment of computer support specialists is projected to grow 17 percent from 2012 to 2022, faster than the average for all occupations. More support services will be needed as organizations upgrade their computer equipment and software. Employment growth also should be strong in healthcare industries.”*

Students in this certificate program will be gaining valuable skills in a variety of skills related to technical support positions. The experiential component will position them to enter the workplace as well-trained contributors.

ITEM

Modification of a program in Networking leading to a Certificate at Middlesex Community College updating courses.

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Networking leading to a Certificate at Middlesex Community College

BACKGROUND

Middlesex Community College has requested modification of courses in a program leading to a Certificate in Networking.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE

The new Networking Certificate has been expanded to include more technical courses to better prepare students for the breadth of networking opportunities that exist in industry.

All the courses in the new Networking Certificate can be applied to the Computer Information Technology degree that was recently revised, and which include a concentration in networking.

The Connecticut Department of Labor projects that Network and Computer Systems Administrator occupations are expected to grow by 20.6% between 2010 and 2020. Information Security Analysts and Computer Network Architects expect to see gains of 15.7% in the same period. Students in this certificate program will be gaining valuable skills in networking and security that can be applied immediately to help employers through the internship component of the certificate. The experiential component will position them to enter the workplace as well-trained contributors.

The modification of the Information Systems degree program does not include any additional costs.

11/13/13 – ConnSCU Academic Council

12/06/13 – BOR-Academic and Student Affairs Committee

ITEM

Modification of a program in Software Developer leading to a Certificate at Middlesex Community College updating courses.

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Software Developer leading to a Certificate at Middlesex Community College

BACKGROUND

Middlesex Community College has requested modification of courses in a program leading to a Software Developer Certificate.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE

The Software Developer Certificate is being revised to incorporate newer programming languages and platforms. All the courses in the Software Developer Certificate can be applied to the Computer Information Technology degree that was recently revised, and which includes a concentration in programming. The modification of the Information Systems degree program does not include any additional costs.

Students in this certificate program will be gaining valuable skills in programming and related database design skills. The addition of mobile device programming will give students experience in current development technology that is growing in industry demand.

The Connecticut Department of Labor projects that Software Developers, Systems Software occupations are expected to grow by 31.7% between 2010 and 2020. Computer Programmers expect to see gains of 7.0% in the same period.

The BLS reports, “employment of software developers is projected to grow 22 percent from 2012 to 2022, much faster than the average for all occupations. Employment of applications developers is projected to grow 23 percent, and employment of systems developers is projected to grow 20 percent. The main reason for the rapid growth is a large increase in the demand for computer software. Mobile technology requires new applications. The healthcare industry is greatly increasing its use of computer systems and applications.”

Software developers usually have a bachelor’s degree, and in some cases employers prefer a master’s degree in a related field. However, a certificate may be an attractive option for career changers who already possess a degree in a non-technical field. The inclusion of courses such as mobile programming is expected to give graduates an added advantage in the marketplace.

ITEM

Licensure of a program in Accounting leading to a certificate (27 credits) at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education license a program in Accounting leading to a certificate (27 credits) at Southern Connecticut State University.

BACKGROUND

Southern Connecticut State University has applied for license of a program in Accounting leading to a certificate. The Certificate in Accounting aligns with the mission of Southern Connecticut State University in issuing a credential for the pursuit of the professional discipline of Accounting. The Certificate in Accounting Program is proposed in response to high interest in accounting careers by individuals who currently hold a bachelors degree in another discipline. The Certificate provides the courses necessary in order to be eligible to sit for the CPA exam. The format is extremely accessible allowing students with a bachelor's degree in another discipline to enroll. The program is an excellent example of service for the public good as it graduates students with sufficient knowledge in a professional discipline where there are many employment opportunities. The program will support the significant demand for Certified Public Accountants.

Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-35a).

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, as required by Board policy.

PLANNING ASSESSMENT

Conformance with institutional mission

The program is consistent with the missions of the University and the School of Business.

Need

There is significant demand for Certified Public Accountants (CPAs). The Bureau of Labor Statistics predicts employment of accounting and auditors will grow by 22 percent between 2008 and 2018—much faster than the average for other occupations. Another reason young CPAs will be in demand is the great exodus of soon-to-be retired CPAs. The Certificate in Accounting program is designed for individuals interested in pursuing a career in accounting who currently hold a Bachelor's degree from a regionally accredited college in a discipline other than accounting. Students in the program take eight required courses for a total of 27 credit hours. Graduates from the program will be eligible to sit for the CPA providing they have also earned 22 credit hours in general business courses. (Note that after taking the courses necessary to sit for the CPA exam, there are additional education credits that must be met. After passing the CPA exam, to obtain a CPA license, a cumulative total of 36 hours in accounting and 30 hours in business education are required.)

The Certificate Program makes use of the professional expertise and practical experience of the Accounting Department faculty. In addition, a unique feature of the SCSU School of Business is its accessibility to students in terms of geographic location and affordable price. Offering the accounting courses necessary to sit for the CPA exam would be very attractive to students pursuing a second career in accounting in this setting.

A new study examining supply and demand trends in accounting found that the profession is thriving—with college enrollments, degrees awarded, and demand for new accounting graduates all reaching all-time highs¹. Top students are being offered internships with the Big Four, at international firms, and in business and industry. Students with Spanish and Asian language skills are particularly in high demand

Unnecessary duplication of programs

Constituent units, The University of Connecticut, Central Connecticut State University, Eastern Connecticut State University, Western Connecticut State University and Charter Oak State College do not offer Certificate in Accounting Programs.

Various certificate programs in accounting are offered at nine of the twelve Connecticut Community Colleges, however, requirements for and philosophies of many of these programs are very different from the proposed program.

¹ Baysden, C. 2013. "Demand for accounting grads reaches all-time high." *Journal of Accountancy*. September.

Generally, the Community College Certificates in Accounting:

1. Do not require a bachelor's degree, which is necessary to sit for the CPA exam.
2. Prepare students to be full charge bookkeepers, assistant accountants or for entry-level accounting positions

Norwalk Community College does offer a certificate for students with a bachelor's degree in a discipline outside of accounting. It is designed to meet the basic requirements of accounting credits necessary to sit for the CPA exam. However, this program does not include either Advanced Accounting or Auditing, which are important topics on the CPA exam -- the prerequisite for both classes is Intermediate II at a four-year institution. As a result, the certificate does not include the upper-division classes necessary to meet prerequisites for additional classes required to be licensed as a CPA.

The proposed Certificate of Accounting is distinct from Community Colleges certificates as it is a post-baccalaureate certificate offered by a comprehensive university. Credits earned may be transferred into a baccalaureate degree program and a prescribed program has been developed to feed students into the MBA program to meet additional educational requirements necessary to be licensed as a CPA.

University of New Haven offers a certificate in Accounting, which includes only graduate level accounting classes. This program is designed for students who already hold an accounting degree to earn an additional 12 credits of accounting beyond the undergraduate program.

Sacred Heart University offers both an undergraduate and graduate certificate in accounting. The undergraduate provides 15 credits in accounting and the graduate 12 for a total of 27 credits. Fairfield University offers an undergraduate certificate offering in accounting of 24 credits, which serves a very different population in lower Fairfield county.

Cost effectiveness

Students in the Certificate of Accounting program will be included in the regularly scheduled undergraduate accounting classes. There are currently both day and evening sections offered in all 200 and 300 level accounting courses and some 400 level courses. With additional enrollments from students pursuing the Certificate of Accounting, it is expected that the department will be able to offer day and evening sections of all 400 level accounting courses. This will benefit current undergraduate students as 400 level Accounting classes are frequently closed after one week of registration. It is estimated that the two additional full time faculty tenure track lines approved for Fall 2014 will be sufficient to staff the program

Transfer and Articulation

Two courses, Financial Accounting (ACC 200) and Managerial Accounting (ACC 220) may be transferred in from another university. All remaining courses must be taken at SCSU. All Accounting courses taken towards the Certificate in Accounting may later be applied towards a bachelor's degree in Business Administration. Both ACC 200 and ACC 220 may be transferred into the MBA program as MBA 506

Availability of adequate resources

No additional special resources are required for the proposed Certificate in Accounting.

PROGRAM QUALITY ASSESSMENTLearning Outcomes

1. Knowledge of the Accounting Cycle- each student will demonstrate knowledge of the accounting cycle which includes the identification and analysis of source documents, preparation of journal entries and adjusting journal entries, preparation of ledger and t-accounts and preparation of financial statements.
2. Knowledge of Sophisticated Financial Accounting Topics - each student will demonstrate a knowledge of the following sophisticated financial accounting topics including business combinations, governmental accounting, partnership accounting, and advanced financial accounting topics including accounting for:
 - a. Leases
 - b. Deferred income taxes
 - c. Pensions
 - d. Investments
 - e. Long-term liabilities
 - f. Earnings per share
3. Ability to evaluate financial results – each student will develop skills necessary to evaluate financial results through examination of relevant data (i.e., income statement, balance sheet, cash flow statement and budgets).
 - a. Cost-volume profit analysis
 - b. Product costing
 - c. Budget reports
 - d. Standard costs and variance analysis
 - e. Process and job order costing
 - f. Activity based costing
 - g. Balanced scorecard
4. Ability to prepare a federal individual tax return – each student will understand the concepts necessary to prepare a federal income tax return including determination of taxable income, calculation of deductions and losses, depreciation and cost recovery, property transactions and tax credits.
5. Ability to use current technology – each student will develop proficiency in using spreadsheet programs (e.g., excel).
6. Knowledge of Auditing Principles and Techniques - each student will understand the Audit risk model, planning and performing audits, audit reports, auditor's responsibility for fraud detection and reporting and an overall understanding of the audit process.

Assessment

Assessment is done at the course level as well as at the program level and includes both direct and indirect measures. At the course level, assessments include quizzes, tests, simulations, group and individual projects. At the program level, students’ performance on the CPA exam will be tracked. In addition, faculty, current student, and alumni surveys will provide documentation that will be used by the department to improve the program. All programs at SCSU go through a comprehensive self-study and review process on a seven-year cycle. This program will be part of the Accounting Department’s self-study process.

Enrollment Projections

PROJECTED Enrollment	First Term Year 1 - FY2015		First Term Year 2 - FY2016		First Term Year 3 - FY 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers <i>(from other programs)</i>						
New Students <i>(first time matriculating)</i>		10		15		20
Continuing <i>(students progressing to credential)</i>						
Headcount Enrollment	0	10	0	15	0	20
Total Estimated FTE per Year						

Administration

The administration of the program could be handled as a collaborative effort by the Accounting Department and the MBA office of the School of Business. Since many students will be simultaneously applying to the MBA program to earn the accounting concentration, the MBA secretary and student workers will distribute and collect the application materials for the Certificate and filter them to the Accounting Department Chairperson for approval. During their program, Accounting Certificate Students will be advised by Accounting

Department Faculty and the Accounting Department Chairperson will monitor academic performance.

Curriculum

Course Number and Name	L.O. # ²	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
ACC 200 Financial Accounting	1,5	Sophomore status	4			
ACC 220 Managerial Accounting for Majors	3	ACC 200	3			
ACC 310 Intermediate Accounting I	1,2	ACC 200	4			
ACC 311 Intermediate Accounting II	2	ACC 310	4			
ACC 350 Federal Income Taxation	4	Junior status	3			
ACC 370 Accounting Information Systems	1,5	ACC 220	3			
ACC 410 Advanced Accounting	2	ACC 311	3			
ACC 461 Auditing	6	ACC 311	3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						

Program Outline

The Certificate in Accounting entails 27 credits of program core requirements.

Admission to the Certificate of Accounting Program requires the following:

- An earned bachelor’s degree in any discipline.
- A minimum overall GPA of 2.3 at the undergraduate level.

Admission to the MBA, after completing the Certificate of Accounting, requires that students meet *one* of the following:

- A 3.0 GPA in all undergraduate courses.
- 200*GPA+GMAT should be at least 1,000.
- A promising student admitted on the condition of earning a 3.00 in the first four courses in the program.

² From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

Resources

It is not anticipated that there will be a need for additional special resources to support the Certificate in Accounting.

Faculty

Two faculty positions have already been approved for Fall 2014 which is expected to be sufficient to staff the certificate program. They will teach 24% of the credits for the program.

The current adjunct faculty ratio of the Accounting Department is 20%.

With two additional full time tenure track positions (searches in progress), the adjunct ratio would be reduced to 10%.

Faculty teaching in the Certificate of Accounting program must meet qualifications established by AACSB standards.

Full-Time Faculty teaching in the program will be:

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Wafeek Abdelsayed	Ph.D. in Accounting – University of Connecticut	Auditing and Financial Accounting	
Dr. Robert Kirsch	Ph.D. in Accounting -- University of South Carolina	International and Financial Accounting	
Dr. Emmanuel Emenyonu	Ph.D. in Accounting -- University of Glasgow, Scotland	Accounting Information Systems, Financial and International Accounting and Fraud and Forensic Accounting	
Dr. Kevin Feeney	D.P.S. in Accounting and Information Systems – Pace University	Financial and Managerial Accounting and Accounting Information Systems	
Dr. Janet Phillips	Sc.D in Management Systems – University of New Haven	Financial Accounting, Not-for-profit Accounting and Federal Income Tax	Department Chairperson
Dr. Young Park	Ph.D. in Accounting – University of Pittsburgh	Auditing and International Accounting	

ITEM

Designation of Dr. Paul Torcellini to fill the Endowed Chair in Sustainable Energy Studies in the Center for Sustainable Energy Studies at Eastern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Trustees for the Connecticut State University System designates Dr. Paul Torcellini to fill the Endowed Chair in Sustainable Energy Studies at Eastern Connecticut State University, to begin service in Fall 2014.

BACKGROUND

The endowed chair in Sustainable Energy Studies at Eastern Connecticut State University was established by actions of the Board of Trustees for the Connecticut State University System and the Board of Governor for Higher Education. On July 14, 2000, the CSU Board of Trustees approved Resolution No. 00-74 establishing the *Center for Sustainable Energy Studies* and ECSU and Resolution No. 00-75 establishing the *Endowed Chair in Sustainable Energy Studies*. The Board of Trustees established the Center for Sustainable Energy Studies in the Department of Environmental Earth Science at Eastern Connecticut State University and designated the Center as a *Connecticut higher education Center of Excellence*.

The goals of the Center for Sustainable Energy Studies are to enable all students to understand the crucial role and impacts of energy resources and energy consumption in society and to prepare students for post-graduate employment and advanced education through the study of the scientific, environmental, economic, political, and social implications of energy science and energy policy. This study includes energy conservation and efficiency, environmental impacts associated with energy consumption, conventional and renewable energy industries, energy resources and energy uses, energy management, energy politics, and current developments in energy science, energy technology, energy economics, energy-related business, and public energy policy.

Eastern Connecticut State University has requested the appointment of Dr. Paul Torcellini to the Endowed Chair in Sustainable Energy Studies in the Center for Sustainable Energy Studies at Eastern Connecticut State University. This appointment is for a tenure-track position within the Environmental Earth Science Department to begin Fall 2014. This proposed appointment has been reviewed and recommended by the search committee, the Chair of the Department of Environmental Earth Studies, the Interim Dean of the School of Arts and Sciences, the Provost and has the full approval of the President.

Dr. Torcellini earned a Ph.D. in Mechanical Engineering from Purdue University in 1992 and since 1994 has been employed as Principal Engineer and Group Manager at the National Renewable Energy Laboratory (NREL) in Golden, Colorado. He most recently completed a 3-year assignment to the U.S. Department of Energy, Buildings Technologies Program in Washington, DC as a special technical advisor. At NREL Dr. Torcellini supervised a staff of 40 research engineers, student interns, subcontractors and consultants. He managed staff, funding and deliverables for \$12,000,000 annually in commercial buildings research projects for the U.S. Department of Energy and other clients. His work entailed facilitating design charrettes, providing process guidance on renewable energy

integration; developing and executing long-term research plans; designing, instrumenting, and evaluating energy efficient buildings; and evaluating photovoltaic systems and other renewable systems. Dr. Torcellini led the U.S. technical team for the International Green Building Challenge and was co-creator of a high-performance building database now used by the Department of Energy, US Green Buildings Council, American Institute of Architects, Federal Energy Management Program, and BuildingGreen Inc. He has published over 60 articles and reports related to energy efficient buildings, energy design, and renewable energy design, decision making processes for enabling a culture of sustainability and strategies for implementing sustainable campus environments.

Throughout his career at NREL, Dr. Torcellini has maintained a connection to teaching and to the college classroom. When in Colorado he consistently taught as an adjunct assistant professor at the Colorado School of Mines and the University of Denver.

Dr. Torcellini has received numerous awards including the Research and Development 100 award for “Treat Building” Simulation Software (2005), the Association of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE) 2005 Best Paper award, the Department of Energy Office of Science – Outstanding Student Mentor Award (2004), the ASHRAE Technology Award and the Energy User News Efficient Building Award.

As the Endowed Chair in Sustainable Energy Studies Dr. Torcellini’s responsibilities will include teaching nine credits each semester of introductory and advanced classes related to sustainability, renewable energy, and energy efficiency. He will continue his research on changing the current path of energy consumption of buildings, on secondary impacts of the built environment on water resources and agricultural sustainability, and on the cradle-to-grave impacts of products and services. Dr. Torcellini is particularly interested in mentoring undergraduate researchers and implementing project based education, consistent with the current emphasis on hands-on education in the Environmental Earth Science Department. In addition, as the leader of the Center for Sustainable Energy Studies, Dr. Torcellini will be a liaison to Eastern's Institute for Sustainable Energy and will act as an advocate for sustainability on the campus and in the community.

ITEM

The Board of Regents Faculty Awards

RECOMMENDED MOTIONS FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2013-14 academic year.

That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards, Scholarly Excellence Awards and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2013-14 academic year.

BACKGROUND

The Board of Regents Faculty Awards were established by a Board resolution on May 16, 2013. Five award categories, with 38 individual awards of \$1,000 each, were established to recognize junior faculty members at ConnSCU institutions who distinguish themselves as outstanding teachers or those who are engaged in exceptional research/creative work. The individual awards are the campus-based awards in the categories of Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards; and a single system award for each of those categories wherein an individual award recipient is deemed to be the system's best in exemplifying "high quality teaching" or "high-quality research/creative achievement." Additionally, there are two system awards selected from institutional nominations for the Adjunct Faculty Teaching Awards.

PROCESS

Per the guidelines approved by the Board, the institutions have submitted their nominations for the Board's consideration. Subsequently, five selection committees have reviewed and assessed the nomination packages, and made their recommendations to the Board for the system awards.

ITEM

Approval of the creation of a STEM School at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD**RESOLUTION:**

Whereas STEM education is based on the idea that the disciplines of science, technology, engineering and math are interdependent and their boundaries permeable;

And whereas effective STEM education is grounded in a broad and comprehensive liberal arts education;

And whereas STEM education is more responsive to the needs of industry and to the evolution of technology than a narrow undergraduate specialization in a single traditional discipline;

And whereas the shortage of STEM educated students limits our state's ability to compete, and new educational models must be set up to address both the shortage and the needs of the workforce itself;

Be it resolved that the Board of Regents for Higher Education approves the creation of a STEM School at Central Connecticut State University that will be comprised of the following ten departments: Biology, Biomolecular Sciences, Chemistry, Computer Science, Computer Electronics and Graphics Technology, Engineering, Manufacturing and Construction Management, Mathematical Sciences, Physics and Earth Science, and Technology & Engineering Education.

Be it further resolved that the new School will endeavor to:

- Provide premier undergraduate and graduate programs in engineering, technology, computing, life and physical sciences, and mathematics
- Assure its students the grounding in literacy, numeracy, critical thinking, and liberal arts education necessary for success in the workforce and in society
- Offer a flexible and diverse curriculum that will focus on bridging the boundaries between disciplines and devote attention to disciplinary interfaces where, increasingly, the most important and exciting discoveries are being made
- Provide a technology-rich learning environment that offers students a rewarding academic experience through experiential and active learning
- Partner with local industries to offer students real-world problem-solving work experience, applied research, and technical leadership
- Serve a student population that mirrors the diversity of the region and includes many international students
- Develop a skilled STEM workforce of qualified engineers, scientists, and STEM educators that will allow our state to enjoy a leadership position in research and development and in economic competitiveness

Be it further resolved that, upon approval by the Board of Regents, the constituent departments of the new School will appoint a Steering Committee of representatives to develop

recommendations and plans for addressing such practical considerations as naming the new School, reallocating budgets, ensuring IT and administrative support, modifying webpages, and publicizing the new School. The Steering Committee will seek input from different constituencies affected by the formation of the new School, and shall complete its charge by the end of the spring 2014 semester.

Be it further resolved that budgetary matters related to the creation of the new School will take effect at the beginning of the fiscal year, July 1, 2014, and other recommendations regarding the creation of the new School will take effect by the beginning of the 2014-15 Academic Year.

03/07/2014 – BOR Academic and Student Affairs Committee

BACKGROUND

Central CSU proposes to create a new Academic School to replace the existing School of Engineering & Technology. The new School would be comprised of ten Academic Departments. These are the Departments of Biology, Biomolecular Sciences, Chemistry, Computer Science, Computer Electronics and Graphics Technology, Engineering, Manufacturing and Construction Management, Mathematical Sciences, Physics and Earth Science, and Technology & Engineering Education. All ten departments have voted to form the new School.

Rationale & Vision

STEM education grows out of the idea that the boundaries between science, technology, engineering, and math are permeable. Moreover, the four disciplines are interdependent. By endeavoring to blend science, technology, engineering, and math in its approach, STEM education seeks to create 21st century learning opportunities and skill development for new generations of technical professionals. Historically, STEM education has been responsive to the needs of industry and to the evolution of technology. Narrow undergraduate specialization in a single traditional discipline is no longer the most desired path. The new School will devote more attention to disciplinary interfaces where, increasingly, the most important and exciting discoveries are being made. This proposed new School will focus on bridging the boundaries between disciplines.

The shortage of STEM educated students limits our state's ability to compete, and new educational models must be set up to address both the shortage and the needs of the workforce itself. Investing in STEM education and research and in the development of a skilled STEM workforce will allow our state to enjoy a leadership position in research and development and in economic competitiveness. Engaging and rigorous undergraduate STEM disciplines provide the foundation for the STEM workforce.

The new School will provide every student an innovative and unique educational experience and develop the most qualified engineers, scientists, and STEM educators. The School will be a leader in developing cross-disciplinary initiatives and produce graduates for a multidisciplinary world through a flexible and diverse curriculum. The new School will provide premier undergraduate and graduate programs in engineering, technology, computing, life and physical sciences, and mathematics. The

School will provide a technology-rich interdisciplinary learning environment that offers students a rewarding academic experience through experiential and active learning. The school will partner with local industries to offer students real-world problem-solving work experience, applied research, and technical leadership. The School will strive to serve a student population that mirrors the diversity of the region and includes many international students. The School aspires to become a leading force in offering a number of creative outreach programs designed to encourage and support all students to pursue careers in science and engineering.

Implementation Plan for the new STEM School

Central Connecticut State University requests that the Board of Regents for Higher Education approve a resolution supporting the creation of the new STEM School.

With BOR approval, Central CSU will appoint a Steering Committee of representatives from the new School to develop recommendations and plans for addressing such practical considerations as naming the new School, reallocating budgets, ensuring IT and administrative support, modifying webpages, and publicizing the new School. The Steering Committee will seek input from different constituencies in completing its charge by the end of the spring 2014 semester. During this time, Faculty Senate committees will make necessary adjustments in committee bylaws to reflect the redistribution of faculty among academic schools.

Recommendations regarding the creation of the new School will take effect at the beginning of the 2014-15 Academic Year.

ITEM

The Board of Regents for Higher Education establishes and adopts the "CSCU Student Code of Conduct" that shall be applicable to each of the Connecticut State Colleges and Universities in relevant part.

BACKGROUND

Public Act 12-78 An Act Concerning Sexual Violence on College Campuses requires a certain protocol be followed for disciplinary hearings involving sexual assault or intimate partner violence. This change in law necessitated that all of the CSCU Student Codes of Conduct be revisited and revised. Given this exercise, in addition to adding a portion to address the concerns of Public Act 12-78, the Codes were restructured to provide uniformity.

ANALYSIS

In accordance with Public Act 12-78 the Student Code of Conduct has been revised to add a "Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner and Domestic Violence Cases". However, in addition to this change, the code has been restructured to provide consistency. As a result, the explanation and description of prohibited conduct is consistent throughout CSCU so that behavior that is unacceptable on any campus is unacceptable at all campuses.

However, the policy acknowledges that there are intrinsic environmental, cultural and mission differences among CSCU. These differences are recognized by distinguishing the disciplinary procedures that are applicable to that environment. For example, Charter Oak State College as a distance learning environment may conduct its hearings either in person or on the phone. Likewise, penalties at the universities may at times be more severe than the sanctions provided at the colleges.

Although the Student Code is being offered for consideration to the Board as one document, in actuality it will be divided into three separate documents. The institutions would only be required to reproduce those portions of the Code applicable to its student body. Consequently the Code would appear on campuses as:

State Universities

- Student Code of Conduct
- Conduct and Disciplinary Procedures Applicable to State University Students

Community Colleges

- Student Code of Conduct
- Conduct and Disciplinary Procedures Applicable to Community College Students

Charter Oak

- Student Code of Conduct
- Conduct and Disciplinary Procedures Applicable to Charter Oak State College Student

Understanding that the Student Code of Conduct provides structure to the social and academic relationship between students and the colleges and universities, it is a dynamic document that is constantly subject to revision. It is not the intention that approval of this policy conclude discussion but that it creates a benchmark that is consistent with the law.

RECOMMENDATION

That the Board of Regents for Higher Education to adopt the policy regarding "CSCU Student Code of Conduct."

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CSCU Student Code of Conduct

March 13, 2014

- WHEREAS, 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.; and
- WHEREAS, CSCU has certain self-defined institutional values; principal among these values is respect for the dignity, rights, and individuality of each member of the CSCU Community; and
- WHEREAS, In accordance with the BOR's and CSCU's commitment to principles of pluralism, mutual respect, and civility, certain activities are not acceptable on CSCU campuses and it is the BOR's and CSCU's responsibility to protect students' right to learn by establishing an environment of civility; and
- WHEREAS, 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; and
- WHEREAS, The 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; therefore be it
- RESOLVED, that the Board of Regents adopts the attached "CSCU Student Code of Conduct" effective immediately.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

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I. 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 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.

Disclaimer: This Code 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.

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 at a Community College, the Provost at Charter Oak State College or their designee shall make the final determination 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, 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: Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Quinebaug Valley Community College, Three Rivers Community College, Tunxis Community College, 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; Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College,

Quinebaug Valley Community College, Three Rivers Community College, Tunxis Community College, 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 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 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 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 course or CSCU conducted program, whether full-time or part-time, and whether pursuing undergraduate, graduate or professional studies; (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; Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Quinebaug Valley

Community College, Three Rivers Community College, Tunxis Community College, 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 available electronically and/or in a printed publication to students, faculty and staff. The office responsible for Student Affairs will 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 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. A University’s Vice President for Student Affairs, a Community College’s Dean of Students, or Charter Oak State College’s Provost shall be the person designated by the institution President to be responsible for the administration of the 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 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 by a student for academic credit as one's own 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** may include 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).

(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, AND DOMESTIC VIOLENCE CASES

In addition to disciplinary procedures applicable to State University students in Section II, Community College students in Section III, or Charter Oak State College Students in Section IV, for any hearing conducted involving allegations of sexual misconduct, the accuser and the accused student shall each have the following rights:

1. At any meeting or proceeding, both the alleged victim and accused 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;
2. The alleged victim of sexual misconduct, sexual exploitation, sexual harassment, sexual assault, intimate partner or domestic violence is entitled to request that disciplinary proceedings begin promptly;
3. Any hearing regarding an accusation of sexual misconduct, sexual assault, sexual exploitation, sexual harassment, intimate partner or domestic violence shall be conducted by an impartial hearing party or panel trained in issues relating to sexual misconduct, sexual, intimate partner and domestic violence;
4. In accordance with the Family Educational Rights and Privacy Act (FERPA), the accused and the alleged victim have the right to keep their identities confidential;
5. Normally no later than within one business day of the conclusion of a hearing, receive a written report from a CSCU Official indicating the determination of the impartial party or panel and the sanction(s) imposed on the accused student, if any;
6. Request review of the decision of the impartial panel or party.

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 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 Academic Affairs 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.

II. CONDUCT AND DISCIPLINARY PROCEDURES APPLICABLE TO STATE UNIVERSITY STUDENTS

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

PART A: DISCIPLINARY PROCEDURES - ACADEMIC MISCONDUCT

1. Instructor's Role:

When the instructor of record or his or her designee believes that an act of academic misconduct has occurred, he or she shall notify the student of the allegation and save any evidence of such misconduct in its original form. (Copies of the Accused Student's work will be provided to the Student upon request.) In addition, the instructor shall not transmit a final grade to the Registrar until such time as the allegation(s) of academic misconduct are finally determined.

2. Information from Person Other than Student's Instructor: Any member of the CSCU Community may provide information which might lead to a complaint against a Student alleging academic misconduct.

3. The Academic Misconduct Hearing Board: There shall be an academic misconduct hearing board convened by the University's Disciplinary Officer to consider allegations of academic misconduct lodged against a Student. The University's disciplinary officer shall be a non-voting member of the board and act as convener.

4. Hearing Process: The Accused Student shall be afforded adequate notice of the allegation, an opportunity to discuss the allegation with the instructor, and adequate time to request and prepare for a hearing. All parties shall have an opportunity to be heard and a record of the proceedings shall be made. The decision of a hearing board shall be communicated in writing.

5. Sanctions: If the academic misconduct hearing board determines that the Accused Student is "Not Responsible," the board shall not impose any sanctions. The board shall so advise the Student's instructor and the instructor shall reevaluate the student's course grade in light of the Board's determination. If the academic misconduct hearing board determines that the Accused Student is "Responsible," the academic sanction set forth in the instructor's course syllabus shall be imposed.

The academic misconduct hearing board may make a recommendation to change the academic sanction imposed by the instructor on the basis of its hearing of the evidence of academic misconduct. (Should the academic sanction not be changed pursuant to this recommendation, the University reserve the right to change the academic sanction.)

Upon consideration of the Accused Student's record of misconduct and/or the nature of the offense, the academic misconduct hearing board may impose additional non-academic sanctions in proportion to the severity of the misconduct. These sanctions may include the following: warning, written reprimand, discretionary sanctions, suspension and/or expulsion, as described in II.D of this Student Code of Conduct.

6. Appeals: The decision rendered by the academic misconduct hearing board may be appealed to the Provost/Academic Vice President, who shall review the record of the hearing, including any and all documents presented to the academic misconduct hearing board. An appeal shall be in writing and shall be delivered to the Provost/Academic Vice President within three (3) calendar days of receipt of the academic misconduct hearing board's written decision.

An appeal may be brought on any of four grounds: (a) a claim that error in the hearing procedure substantially affected the decision; (b) a claim that new evidence or information material to the case was not known at the time of the hearing; (c) a claim that the non-academic sanction(s) imposed were not appropriate for the violation of the Code for which the accused student was found responsible; and/or (d) a claim that the academic sanction imposed has resulted in a palpable injustice. The Provost/Academic Vice President shall have the right to deny an appeal not brought on any of the foregoing grounds. The decision rendered by the Provost/Academic Vice President shall be final and there shall be no further right of appeal.

PART B: DISCIPLINARY PROCEDURES - NONACADEMIC MISCONDUCT

The following procedures shall be followed in addressing allegations of non-academic misconduct.

1. Providing Information leading to a Complaint: Any person may provide information leading to the filing of a complaint against a Student or a Student Organization alleging a violation of the Student Code. A complaint must be made in writing and submitted to the University's Disciplinary Officer or Conduct Administrator.
2. Disciplinary Proceedings Against a Student Charged with a Violation of Law and a Violation of the Code: University proceedings may be instituted against an Accused Student who has been charged with a violation of state or federal law for conduct which also constitutes a potential violation of this Code (that is, if both possible violations result from the same factual situation) without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this Student Code may be carried out prior to, simultaneously with, or following the institution of civil or criminal court proceedings against the Accused Student. Determinations made or sanctions imposed under this Student Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of University rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

3. Disciplinary Proceedings Against a Student Charged with Sexual Assault, Sexual, Intimate Partner, Domestic Violence or Other Sex Related Offense: See Section I.E
4. Pre-Hearing Investigation and Administrative Disposition: The Disciplinary Officer or Conduct Administrator may conduct an investigation to determine if there is reason to believe the student has committed a violation of any part of Section I.D. of the Code and, after considering both the possible violation and the prior conduct record of the student, if the Disciplinary Officer or Conduct Administrator determines that a sanction of less than residential hall separation or suspension or expulsion from the University is appropriate, the Disciplinary Officer or Conduct Administrator shall schedule an administrative conference with the student. The student shall be given reasonable notice of the time and place of the conference. At the administrative conference, the student shall have the opportunity to present information for the Disciplinary Officer's or Conduct Administrator's consideration. At the conclusion of the administrative conference, the Disciplinary Officer or Conduct Administrator shall determine whether it is more likely than not that the student has violated the Policy and, if so, impose a sanction less than residential hall separation, or suspension or expulsion from the University. The Disciplinary Officer or Conduct Administrator shall provide the student with a written explanation for the determination. The decision of the Disciplinary Officer or Conduct Administrator shall be final.
5. Hearing Bodies: A Student accused of misconduct has the right to be heard by an impartial Hearing Body. Any dispute surrounding the impartiality of the Hearing Body or any member thereof will be referred to the Vice President for Student Affairs or his or her designee, who will review the matter and make a determination. Any Hearing regarding an accusation of sexual assault, sexual misconduct, intimate partner, domestic violence or other sex related offense or intimate partner violence shall be conducted by an impartial Hearing Body trained in issues relating to sexual assault, sexual violence, intimate partner, and domestic violence.
6. Hearing Procedures:
 - a. Notice of Hearing: Normally, a hearing will be conducted within ten (10) calendar days of the Accused Student being notified of the charges. Notice may be provided to the Accused Student by in-hand delivery, by registered mail, with delivery receipt attached or by certified mail, return receipt requested by University email or by overnight delivery with signature of recipient required. Should the Accused Student refuse to accept in-hand delivery, a written statement of the attempted delivery of the notice signed by the person attempting to make such delivery shall constitute notice. Should the Accused Student refuse to sign for registered or certified mail, the postal document indicating such refusal shall constitute notice.

The notice shall advise the Accused Student of each section of the Student Code alleged to have been violated and, with respect to each such section, a statement of the acts or omissions which are alleged to constitute a violation of the Code,

including the approximate time when and the place where such acts or omissions allegedly occurred.

The Accused Student shall be afforded a reasonable period of time to prepare for the hearing, which period of time shall not be less than three (3) Calendar Days. The Accused Student, the Reporting Party and/or any alleged victim may request a delay of the hearing due to extenuating circumstances. Any decision to postpone the hearing shall be made by the Disciplinary Officer or Conduct Administrator or by the Hearing Body, or by the designee of the Vice President for Student Affairs.

- b. Hearing: Hearings shall be closed, but the Hearing Body may, in its discretion, admit any person into the hearing room. The Hearing Body shall have the authority to discharge or to remove any person whose presence is deemed unnecessary or obstructive to the proceedings.

The Accused Student, the Reporting Party and any alleged victim shall have the right to be present at all stages of the hearing process except during the private deliberations of the Hearing Body and the presentation of sanctions. In hearings involving more than one Accused Student, the Hearing Body may determine that, in the interest of fairness, separate hearings should be convened.

In any Hearing alleging sexual assault, sexual, intimate partner, domestic violence or other sex related offense, any alleged victim and the Accused Student are entitled to:

- 1) be accompanied to any meeting or proceeding by an advisor or support person of their choice, provided that the advisor or support person does not cause a scheduled meeting to be delayed or postponed;
- 2) present evidence and witnesses on their behalf;
- 3) in accordance with the Family Educational Rights and Privacy Act (FERPA), to have their identities kept confidential.

In addition, the alleged victim of sexual assault, sexual, intimate partner, domestic violence or other sex related offense is entitled to request that disciplinary proceedings begin promptly.

- c. Record of Hearing: When expulsion or suspension from the University or residence hall separation is a possibility, the University shall make a recording of the hearing. The recording shall be the property of the University. No other recordings shall be made by any person during the hearing. Upon request, the Accused Student may review the recording in a designated University office in order to prepare for an appeal of the decision rendered by the Hearing Body. Further disclosure of the recording shall be governed by applicable state and federal law.

- d. Opportunity to Present a Defense: The Accused Student shall have the full opportunity to present a defense and information, including the testimony of witnesses, in his or her behalf. The Reporting Party and the Accused Student may question the statements of any person who testifies in a manner deemed appropriate by the Hearing Body. The Reporting Party and the Accused Student may make concluding statements regarding the charges made and the information presented during the hearing. The Hearing Body may question the Accused Student and the Reporting Party, any witness presented by the Accused Student or the Reporting Party, and any other witness(es) the Hearing Body may choose to call to testify.
- e. Accused Student Can Choose Whether or Not to Testify in His or Her Own Defense: The Accused Student who is present at the hearing shall be advised by the Hearing Body that he or she is not required to testify, to answer questions, or to make any statement regarding the complaint or the allegations set forth in the complaint. Refusal to do so shall not be considered by the Hearing Body to constitute evidence of responsibility.
- f. Non-Appearance of Accused Student at Disciplinary Hearing: If an Accused Student does not appear at a disciplinary hearing, the Hearing Body shall enter a plea of “not responsible” on behalf of such student and the hearing shall proceed in the normal manner of hearing evidence, weighing facts, and rendering judgment. The failure of an Accused Student to appear at the disciplinary hearing shall not be considered by the Hearing Body to constitute evidence of responsibility.
- g. Advisors and Support Persons: The Reporting Party, any alleged victim, and the Accused Student shall each have the right to be accompanied by an Advisor and Support Person. The Advisor and the Support Person should be someone whose schedule allows attendance at the scheduled date and time for the disciplinary hearing because delays will not normally be allowed due to the scheduling conflicts of an Advisor or Support Person.
- h. Presentation of Evidence: Only evidence introduced at the hearing itself may be considered by the Hearing Body in determining whether it is more likely than not that the alleged violation was committed by the accused student.
- i. Evidence of Prior Convictions or Disciplinary Actions: Evidence of prior criminal convictions or University disciplinary actions may be presented to the Hearing Body only after a determination of responsibility has been made and only for consideration in connection with determining the sanction.
- j. Accommodation of Witnesses: The Hearing Body may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the Reporting Party, the Accused Student, and/or other witnesses during the hearing by providing separate facilities, by using a visual screen, and/or by permitting

participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, where and as determined in the sole judgment of the Hearing Body to be appropriate.

- k. Written Notice of Decision: The Accused Student shall receive written notice of the decision of the Hearing Body that shall set forth the decision rendered, including a finding of “responsible” or “not responsible,” and the sanctions imposed, if any. The decision of the Hearing Body, as well as the sanction(s) imposed, if any, generally will not be released to third parties without the prior written consent of the Accused Student. However, certain information may be released if and to the extent authorized by state or federal law.

With respect to Hearings alleging sexual assault, sexual, intimate partner, domestic violence or other sex related offense, any alleged victim shall receive written notice of the decision of the Hearing Body at the same time as the Accused Student, 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 any alleged victim of sexual assault, sexual, intimate partner, domestic violence or other sex related offense shall contain only the following: the name of the student, the violation committed and any sanction imposed against the student.

- 6. Review: An Accused Student may request that the decision of the Hearing Body be reviewed by the Vice President for Student Affairs or his or her designee. A request for review must be made in writing to the Vice President for Student Affairs or his or her designee within three (3) Calendar Days of the Accused Student’s receipt of the written notice of decision. For good cause shown, the Vice President for Student Affairs may extend the three-University Calendar Day limitation on filing a request for a review. An Accused Student may request only one review of each decision rendered by the Hearing Body. A decision reached as a result of an Administrative Disposition may not be reviewed.
 - a. Grounds for Review: The Accused Student has the right to request a review of the decision of the Hearing Body on the grounds that: (i) the procedures set forth in this Code were not followed and, as a result, the decision was substantially affected; (ii) the sanction(s) imposed were not appropriate for the violation of the Code for which the Accused Student was found responsible; and/or (iii) new information, sufficient to alter the decision, or other relevant facts were not brought out in the original hearing because such information and/or facts were not known to the Accused Student at the time of the original hearing. The review shall be limited to a review of the record except as required to explain the basis of new information.
 - b. Review Procedures: In order to prepare for the review, the Accused Student may review the recording of the original hearing in a designated University office but will not be permitted to remove the recording from that office or make copies.

The review will not be heard by anyone involved in the initial hearing. The review shall be considered and a decision rendered within ten (10) Calendar Days of the filing of the request for review.

If a request for review is granted, the matter shall be referred to the original Hearing Body for reconsideration of its original determination or to a newly-constituted Hearing Body for a new hearing, or the sanction imposed may be reduced, as appropriate. If a request is not granted, the matter shall be considered final and binding upon all involved.

- c. Status of Student Pending Review: All sanctions imposed by the Hearing Body shall be and continue in effect pending the outcome of a review. Any request to delay the commencement of sanctions pending a review must be made by the Accused Student, in writing, to the Vice President for Student Affairs or his or her designee.
- d. With respect only to Hearings related to sexual assault, sexual, intimate partner, domestic violence or other sex offense, the alleged victim shall have the same right to request a review in the same manner and on the same basis as shall the Accused Student as set forth above; however, in such cases, if a review by any alleged victim is granted, among the other actions that may be taken as set forth above, the sanction of the Hearing may also be increased.

Upon review, if the decision or sanction of the disciplinary proceeding is changed, any alleged victim must be notified in writing of the change in decision or sanction at the same time that the Accused Student is notified.

PART C: INTERIM SUSPENSIONS AND RESIDENCE HALL SEPARATIONS

In certain circumstances, the Vice President for Student Affairs, or his or her designee, may impose an interim suspension or residence hall separation on an Accused Student prior to the hearing before the Hearing Body.

1. Basis for Imposition of Interim Suspension or Residence Hall Separation: An interim suspension may be imposed upon an Accused Student only: (i) to ensure the safety and well-being of members of the University Community or preservation of University property; (ii) to ensure the Student's own physical or emotional safety and well-being; or (iii) if the student poses an ongoing threat of disruption of, or interference with, the normal operations of the University.

A residence hall separation may be imposed if a Student's continued presence will disrupt the academic and social well-being of the residential community. Residence hall separation is the removal of a student from the University residence hall in which he or she resides. Such separation may include a restriction of access to all or designate

University residence halls. During the period of the separation, the removed Student shall not be permitted to enter the designated hall(s) as a guest of another resident.

An interim suspension or residence hall separation is not a sanction and will continue in effect only until such time as a hearing on the alleged violation has been completed.

2. Effect of Interim Suspension or Residence Hall Separation: During the interim suspension or residence hall separation, the removed Student shall be denied access to the residence halls and/or to the campus (including classes) and/or all other University activities or privileges for which the Student might otherwise be eligible, as the Vice President for Student Affairs, or his or her designee, may determine to be appropriate.
3. Procedure: The Accused Student shall be notified, either orally or in writing, of the pending imposition of an interim suspension or residence hall separation. Whenever possible prior to the imposition of the interim suspension or suspension, the affected Student will be afforded an opportunity to meet with the Vice President for Student Affairs, or his or her designee. Otherwise, the meeting will be held on the first Calendar Day that the Student is available.

At that meeting, the Accused Student will be advised of his/her reported behavior and be offered the opportunity to provide information upon which the determination may be based whether or not the Student engaged in conduct warranting an interim suspension or residence hall separation.

Any Student placed on an interim suspension will be given an opportunity to appear at an administrative conference or a formal hearing on the misconduct charges lodged against him or her in accordance with II.B.5 of this Code within ten (10) Calendar Days of being placed on such suspension, or as soon as practical after the Accused Student is prepared to participate in such a hearing.

PART D: DISCIPLINARY SANCTIONS

Sanctions which may be imposed for violations of the Student Code are listed below. In determining appropriate sanctions, the Hearing Body may take into consideration any and all prior violations of the Code for which the Accused Student was determined to be responsible. The Hearing Body shall have the authority to defer the imposition of any sanction when deemed appropriate. The University may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Code, including the completion of all sanctions imposed, if any.

1. Sanctions Which May Be Imposed for Violations of the Code: The following sanctions may be imposed, individually or in various combinations, on any student found to have violated the Student Code, and will be entered into the Student's disciplinary records. Notation of disciplinary sanctions shall be on file only in the appropriate office in the Division of Student Affairs and shall not be released without the written consent of the

Student except to appropriate University enforcement personnel, University police, staff and administrators, or as required by law.

- a. Warning: A disciplinary warning is a written notice to a Student advising him or her that specific behavior or activity constitutes a violation of the Code and that the repetition of such behavior will likely result in the commencement of more serious disciplinary action by the University.
- b. Fine: A sanction involving the imposition of a specified dollar amount due and payable by a specified date.
- c. Probation: Disciplinary probation is a designated period of time during which a Student is given the opportunity to modify unacceptable behavior and/or to complete specific assignments in an effort to regain full student privileges within University Community. Disciplinary probation may involve the imposition of certain restrictions and/or conditions upon the Student including, but not limited to, financial restitution, community service, fines, referral for professional services such as counseling, participation in educational programs, parental notification under limited circumstances, and ineligibility to participate in University activities or events. Periodic contact with a designated member of the University Community or non-college professional may be required. If the Student fully complies with the terms and conditions imposed in connection with the disciplinary probation, full student privileges will be restored to the student upon termination of the probationary period. Failure to comply with the terms and conditions of the probation constitutes prohibited conduct that is separate from and in addition to the conduct for which the probation was imposed. A Student accused of violation of probation will be given due notice of the alleged violation and the procedures set forth in this Code shall be followed.
- d. Loss of Privileges: Denial of specified privileges for a designated period.
- e. Restitution: Compensation for loss, damage to real or personal property. This may take the form of appropriate service and/or monetary or material replacement.
- f. Discretionary Sanctions: Work assignments, essays, service to the University, or other related discretionary assignments, referral for professional services such as counseling, participation in educational programs, parental notification under limited circumstances, and ineligibility to participate in University activities or events. Periodic contact with a designated member of the University Community or non-college professional may be required.
- g. Residence Hall Warning: A written notice to a Student advising him or her that specific behavior or activity constitutes a violation of the Code and that the repetition of such behavior will likely result in the commencement of more serious disciplinary action by the University.

- h. Residence Hall Probation: Residence hall probation is a designated period during which an Accused Student is given the opportunity to modify unacceptable behavior and/or to complete specific assignments in an effort to regain full student privileges within the residence hall in which the Student resides. Residence hall probation may include restrictions and/or conditions on the exercise of residence hall activities and privileges. Periodic contact with a designated member of the residence hall staff or professional may be required. If the Accused Student fully complies with the terms and conditions imposed in connection with the residence hall probation, full residence hall privileges will be restored to the Student upon termination of the probationary period. Failure to comply with the terms and conditions of the probation constitutes prohibited conduct that is separate from and in addition to the conduct for which the probation was imposed. A Student accused of violation of probation will be given due notice and the procedures set forth in this Code shall be followed.
- i. Residence Hall Separation: Separation of the Student from the residence halls for a definite period of time, after which the Student is eligible to return. Conditions for readmission may be specified.
- j. Residence Hall Expulsion: Permanent separation of the Student from the residence halls.
- k. Suspension: Suspension is temporary disciplinary separation from all universities among CSCU and the denial of all student privileges. Suspension shall be effective on the date that notice of the suspension is provided to the Accused Student, or later, if so stated in the notice, and shall prescribe the date and conditions upon which the Student may petition for readmission to the University. A Student separated from all universities within CSCU by suspension may under the terms of the suspension be excluded from the premises of all CSCU premises when in the judgment of the suspending authority, the Student's continued presence would constitute a danger to persons or property or a threat to the academic process. Notwithstanding the foregoing, the suspending authority of the suspended Student's home University or his or her designee may authorize a suspended student who has been excluded from all University premises to enter the premises of the student's home University for designated purposes.
- l. Expulsion: Expulsion is permanent disciplinary separation from all universities within CSCU and the denial of all student privileges. Expulsion shall be effective on the date that notice of expulsion is provided to the Accused Student, or later, if so stated in the notice. A student separated from all universities of CSCU by expulsion may under the terms of the expulsion be excluded from all CSCU Premises when in the judgment of the expelling authority the Student's presence would constitute a danger to persons or property or a threat to the academic process.

2. Revocation of Admission and/or Degree: Upon the recommendation of the Hearing Body, admission to or a degree awarded from the University may be revoked by the University, acting through its President (or his or her designee) for fraud, misrepresentation, or other violation of University standards in obtaining admission or the degree.

3. Consequences of Failure to Comply with a Duly Assigned Sanction: Failure to comply with sanctions which have been assigned through a formal judicial process may lead to one or more of the following consequences:
 - a. Denial of access to certain university services, including, but not limited to housing and parking;
 - b. Denial of access to administrative processes, including, but not limited to, course add/drop, pre-registration, registration, and room selection; and/or
 - c. Withholding of the privilege of participation in university sponsored activities and/or public ceremonies, or formal disciplinary charges under II.B hereof.

4. Sanctions Which May Be Imposed on Student Organizations
 - a. Sanctions: Those sanctions listed in subsections 1.a through f of Section II.D.
 - b. Loss of recognition: Loss of recognition for a specified period of time results in the loss of privileges, such as the use of university space, access to student activity fee funding, and/or the privilege of functioning as a student organization. Loss of recognition for more than two (2) semesters shall require that an organization reapply for University recognition. Conditions for future recognition may be imposed by the hearing body.

III. 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 the 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 Dean of Students, Dean of Academic Affairs or other designee of the President (hereinafter referred to as “the Dean”), 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, the Dean 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 Dean 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. If upon the conclusion of the Dean's investigation, the Dean 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.
4. If upon the conclusion of the Dean's investigation, the Dean 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 Dean shall schedule an administrative conference with the Student. The Student shall be given reasonable notice of the time and place of the conference. At the administrative conference, the Student shall have the opportunity to present information for the Dean's consideration. At the conclusion of the administrative conference, the Dean 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 Dean shall provide the Student with a written explanation for the determination. The decision of the Dean shall be final.
5. If upon the conclusion of the Dean's investigation, the Dean 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 Dean shall provide the Student with reasonable written notice of a meeting and shall inform the Student that his/her failure to attend the meeting or to respond to the notice may result in the imposition of the maximum permissible sanction. At the meeting, the Dean 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 Dean, or may request a hearing by notifying the Dean in writing, which must be received by 5:00pm on the following business day.
6. If the Student requests a 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 Dean;
 - b. if the Dean 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.
7. 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 Dean and shall contain the reasons for the assertion that the person(s) is (are) not impartial. The decision of the Dean shall be final.
 8. The written decision 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 decision shall be provided to the Student.
 9. Sanctions imposed by an impartial party or panel are effective immediately. The President 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 President may continue to suspend imposition of the sanctions until he has reviewed and acted on the Student’s request.
 10. A written request for review of the decision of the impartial party or panel must be received by the President 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.
 11. 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.

IV. CONDUCT AND DISCIPLINARY PROCEDURES APPLICABLE TO CHARTER OAK STATE COLLEGE STUDENTS

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

PART A: RIGHTS AND RESPONSIBILITIES OF HEARING PARTICIPANTS

Hearing participants may include the accused student(s), a complainant, witnesses, support person(s), and the members of the hearing body.

The complaining party, any alleged victim, and the student who has been charged shall each have the right to:

1. Be notified of all charges.
2. Review any written complaint(s) submitted in support of the charge(s).
3. Be informed of the hearing process.
4. Request a delay of a hearing due to extenuating circumstances.
5. Be accompanied by a support person during the hearing.
6. Be present at all stages of the hearing process except during the private deliberations of the hearing body.
7. Submit a written statement regarding the incident.
8. Give a personal statement.
9. Question all statements and other information presented at the hearing.
10. Present information and witnesses when deemed appropriate and relevant by the hearing body.
11. Be informed of the finding(s) as well as any sanctions imposed.
12. Present a personal or community impact statement to the hearing body upon a finding of "Violation."

In addition to the above-mentioned rights, a student who has been charged with a violation of the Student Code of Conduct shall have the right to:

1. Be notified of the proposed information to be presented and to know the identity of witnesses who have been called to speak at the hearing when the Chair of the disciplinary hearing knows such information.
2. Request an alternate hearing panel member when there is reasonable cause to believe that the hearing panel will be unable to conduct an impartial hearing.
3. Be presumed not to be in "violation" of the code unless the facts presented at the hearing prove otherwise.
4. Deny or admit violating the Code of Conduct.
5. Decline to give a personal statement.
6. Present Character Witnesses, if appropriate.
7. Receive a written notice of the sanction(s) imposed.

PART B: DISCIPLINARY PROCEDURES

The Administration and the Faculty of Charter Oak State College believe that all members of the academic community are entitled to expect compliance with Section I.D.1 Prohibited Conduct. Accordingly, any Student or employee of the College may initiate a disciplinary process in the manner specified by this section. Once the process has been initiated, all subsequent decisions concerning possible discipline of a Student or students rest with the appropriate College officials. The President shall designate the Provost or another College official to have responsibility for the disciplinary procedures.

1. A statement of possible violation must be filed in writing with the Provost within thirty (30) business days of the date of the alleged violation or within thirty (30) business days of the date the alleged violation was known. Said statement must specify the Student conduct in question and the part or parts of Section I.D.1 Prohibited Conduct, which it is alleged said conduct violates, if applicable.
2. If the Provost determines that the alleged conduct may violate the provisions of the or otherwise threatens the safety or order of the College, the Provost shall, within ten (10) business days of receiving a written statement, provide written notice to the Student of the statement of possible violation(s) and the fact that the allegations will be investigated. The investigation shall be conducted by the Provost and/or his or her designee(s), and may include but not be limited to interviews with witnesses, the complainant(s), and review of any pertinent materials and information, and shall include an interview with the Student suspected in engaging in misconduct conduct unless the Student suspected declines to be interviewed. The investigation shall be completed within thirty (30) business days of the Provost's receipt of the written statement of possible violation. A record of the investigations will be maintained.
3. Following completion of the informal investigation specified above, the Provost will (a) determine that there is insufficient basis in fact and dismiss the matter or (b) conclude that there is a sufficient factual basis for discipline.
4. If the Provost determines there is a sufficient factual basis for moving forward with disciplinary proceedings, he or she shall cause a written statement of charges to be provided to the Student. Said statement shall contain (a) a concise statement of the facts on which the charge is based; (b) a citation of the rule or rules alleged to have been violated; (c) a statement of the maximum penalty sought; (d) a statement that the Student may request a hearing by responding in writing to the Provost within thirty (30) business days requesting such hearing; and (e) a statement that failure to request a hearing may result in imposition of the penalty sought.
5. If the Student requests a formal hearing, the Student is entitled to the following: (a) a hearing be conducted within thirty (30) business days after receipt by Provost of a written request for a hearing; (b) to be heard by an impartial panel chaired by the Dean of the Faculty or his/her designee and composed of no fewer than two members of the Charter Oak State College Faculty appointed by the Dean of the Faculty and one Student appointed by the Student Association; (c) to appear in person or through a conference call or other mutually agreed upon electronic means, or to have a representative attend on his/her behalf; (d) be accompanied by a support person during the hearing; (e) to hear and have a reasonable opportunity to question adverse witnesses and to present evidence and testimony in his/her behalf; and (f) to receive a written decision within ten (10)

business days following the hearing specifying the panel's findings and the penalty assessed, if any. The hearing shall be taped and a record shall be maintained of this hearing.

6. Hearing: A hearing shall be conducted following the guidelines specified below:

On-site:

- a. A hearing shall be conducted in private.
- b. Admission of any person into the hearing room shall be at the discretion of the chair of the hearing body. The chair, who is the Dean of the Faculty or his/her designee, shall have the authority to discharge or to remove any person whose presence is deemed unnecessary or obstructive to the proceeding.
- c. Except as directed by the chair, support persons shall limit their role in a hearing to that of a consultant to the accused, to the complainant or to the victim.
- d. The complainant and the accused are responsible for presenting their respective witnesses, any additional information, and any concluding statements regarding the charges and the information.
- e. In a manner deemed appropriate by the chair, the complainant and/or the accused may question the statements of any person who testifies.
- f. The hearing panel may question any witness presented by the accused and the complainant, including the complainant and the accused as well as any other witnesses the chair may choose to call.
- g. Pertinent records, exhibits, and written statements may be accepted as information for consideration by the Hearing Body at the discretion of the chair.
- h. All procedural questions are subject to the final decision of the chair or the Provost.
- i. After the hearing has concluded, the hearing panel, in private, will decide whether the Student charged with misconduct is in violation of the Student Code of Conduct. The Dean of the Faculty or his/her designee may participate in the discussion, but is a non-voting member. Only evidence introduced at the hearing shall be considered in the determination of the decision. Each decision shall be made on the basis of whether or not the information presented at the hearing substantiates the charges in a more likely than not manner.
- j. If the panel finds that the student violated the Student Conduct Code, the panel, in private, shall review the Student's academic transcript and disciplinary record, hear a character witness, if appropriate, and impose the appropriate sanction (s). The decision of the panel will be provided in writing to the Provost. The decision and sanction will be sent to the student in writing by the Provost.
- k. A taped record of the hearing will be maintained. The record shall be the property of the College.

Via the Phone:

- a. For the accused or complainant who cannot attend in person, Charter Oak State College will set up a conference call.

- b. Twenty-one (21) business days before the hearing, the Provost must receive all materials to be presented by the accused and by the complainant, including the names and relationships of the character witnesses and support persons. The Provost will send copies of the materials to the hearing panel, the accused, and the complainant at least seven (7) business days before the hearing. The Provost will arrange for the conference call.
- c. The procedures outlined in the "on- site" section will be followed, unless they specifically apply only to the on-site hearing.
- d. Within ten (10) business days of the conclusion of the formal hearing, a Student may appeal the decision, in writing, to the President. An appeal shall be limited to a consideration of the verbatim record of the hearing and supporting documents for one or more of the following: a.) the process set forth in the guidelines was not followed and resulted in prejudice to the Student; b.) the evidence presented was insufficient to justify the decision; and c.) sanction(s) imposed was/were disproportionate to the gravity of the offense. The President may accept the decision of the hearing panel, overturn their decision, return the matter to the original hearing panel, or appoint a new hearing panel. The decision of the original hearing panel or the new hearing panel or the President will be sent to the Student in writing by the President and will be final.
- e. During any appeal period, any sanctions will remain in place and the Student will not be allowed to participate in a graduation ceremony nor graduate until the review process has been completed and a final decision rendered.

PART C: INTERIM ADMINISTRATIVE ACTION

The President or his/her designee may impose an interim "College Suspension" and/or other necessary restrictions on a Student prior to a hearing on the Student's alleged violation. Such action may be taken when, in the professional judgment of the President or his/her designee, a threat of imminent harm to persons or property exists.

Interim Administrative Action is not a sanction. Rather, it is an action to protect the safety and well-being of an accused Student, or other members of the College community, or greater community or to protect property. Such action is in effect only until a hearing is completed.

PART D: DISCIPLINARY SANCTIONS

Disciplinary penalty shall mean any action affecting the status of an individual as a Student taken by the College in response to a Student's misconduct in violation of Section I.D.1 Prohibited Conduct above, which penalties shall include but not be limited to:

1. Warning - A written notice that the Student has violated College Policy and a warning that another violation will likely result in a more severe sanction.
2. Restitution - Compensation for loss of or damage to property.
3. Academic Sanctions
4. Suspension - Suspension is a temporary disciplinary separation from the College involving denial of all Student privileges, including entrance to College premises. A notation of "suspension" will be placed in the Student database but will not be placed on the Student transcript. Charter Oak State College will not accept credits earned at

another institution or through any other means during a period of suspension.
Suspensions shall range from one semester to two years.

5. Students who are suspended will receive no refund of tuition or fees.
6. A Student who has been suspended must apply for re-matriculation if he/she plans to return.
7. Expulsion - Expulsion is mandatory separation from the College involving denial of all Student privileges, including entrance to college premises for a minimum of 5 years. After the length of the term for expulsion has expired, the Student may request in writing directed to the Provost permission to re-matriculate. That permission must indicate why Charter Oak State College should allow the Student to return.
8. Charter Oak State College will not accept credits earned at another institution or through any other means during a period of expulsion. A permanent notation of "Dismissed" shall be placed on the Student's transcript.

Failure to comply with requirements of Restitution or Academic Sanctions above will result in dismissal from the institution. The Student must complete the requirements of the sanction before he/she would be allowed to apply for readmission and/or graduate.

ITEM

The Board of Regents for Higher Education establishes and adopts a policy regarding “Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy” that shall be applicable to each of the Connecticut State Colleges and Universities.

BACKGROUND

The Connecticut General Assembly enacted Public Act 12-78 An Act Concerning Sexual Violence on College Campuses. That act specifically requires that each institution of higher education adopt policies regarding sexual assault and intimate partner violence. Although the Connecticut State Colleges and Universities have guidelines and policies for addressing sexual misconduct, sexual assault and intimate partner violence, the policies are not consistent. This policy is drafted to supply the CSCU campuses with a template that conforms to the requirement of Public Act 12-78.

ANALYSIS

In accordance with Public Act 12-78 the proposed policy has been drafted to inform the campuses of BOR policy as well as instruct and require the campuses to provide requisite information and assistance to students who report being the victim of sexual assault or intimate partner violence. The policy provides for detailed procedures that students who report being a victim of sexual assault may follow after the commission of such violence. The policy requires, consistent with state law, that the campuses provide resources including persons or agencies to contact and information regarding the preserving physical evidence and provide, if requested professional assistance in accessing and utilizing campus, local advocacy, counseling, health and mental health services.

In accordance with the Public Act, the policy requires that students be informed of their rights, including notification of law enforcement and receiving assistance from the campus authorities in making such notification; obtaining protective orders; notifying students of reasonably available options for and available assistance with changing academic, living, transportation or working situations in response to sexual violence. The policy also provides a summary of the disciplinary process to be adhered to for sexual misconduct and a range of sanctions that may be imposed for in responses to sexual assault or violence.

RECOMMENDATION

That the Board of Regents for Higher Education to adopt the policy regarding “Sexual Misconduct, Sexual Assault, and Sexual Intimate Partner Violence.”

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Policy Regarding

“Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy”

March 13, 2014

- WHEREAS, The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college or university community has the opportunity to participate fully in the process of education and development; and
- WHEREAS, The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual misconduct and relationship violence. 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 relationship violence; and
- WHEREAS, Public Act 12-78 An Act Concerning Sexual Violence on College Campuses requires that each institution of higher education adopt policies regarding sexual assault and intimate partner violence, and details the provisions that should be stated or provided therein; and
- WHEREAS, Current institutional policies regarding sexual misconduct and sexual assault, although generally compliant with the Public Act, vary greatly in uniformity; and
- WHEREAS, The Board of Regents consistent with the goal providing safe environments at all of its campuses for all who frequent them, has developed a policy regarding “Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy”; therefore be it
- RESOLVED, that the Board of Regents adopts the attached policy regarding “Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy” effective immediately.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

Board of Regents for Higher Education
Connecticut State Colleges and Universities
Policy Regarding

Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy

Statement of Policy

The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college or 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 and relationship violence. 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 relationship violence.

The BOR strongly encourages the reporting of sexual misconduct, including sexual harassment, sexual assault and intimate partner violence, as an effective means of taking action by reporting such acts to the appropriate officials and pursuing criminal or disciplinary remedies, or both. The only way that action can be taken against anyone who violates another in such a manner is through reporting. Each and every BOR governed college or university shall provide those who report sexual misconduct with many supportive options, including referral to agencies that provide medical attention, counseling, legal services, advocacy, referrals and general information regarding sexual assault. Each and every BOR governed college or university will preserve the confidentiality of those who report sexual misconduct to the fullest extent possible and allowed by law. All BOR and CSCU employees, victim advocates or community victim advocates being consulted will make any limits of confidentiality clear before any disclosure of facts takes place.

Sexual intimacy is permissible only if it is agreed to by all participants and all activity is affirmatively consensual at all times. Sexual misconduct, including sexual harassment, sexual assault, sexual exploitation and intimate partner violence, against anyone is unacceptable and is both a crime under State law and a violation of BOR policies. The BOR and each of its governed colleges and universities are committed to providing an environment free of personal offenses. Consensual sexual relationships between staff, faculty and students are discouraged pursuant to BOR policy.

Mandated Reporting

The BOR requires that a report be made to the Connecticut Department of Children and Families whenever a person under eighteen (18) years of age may have been sexually assaulted. Further, pursuant to BOR Policy on Suspected Abuse or Neglect of a Child, any BOR or CSCU employee who has a reasonable cause to suspect or believe that a person under the age of 18 years has been abused or neglected, has been placed in imminent harm or has had a non-accidental injury is required by Board policy to report the incident as soon as practicable to their immediate supervisor. Employees are required to report possible sexual assault of persons 18 years old or older and those CSCU employees who qualify as Campus Security Authorities under the Jeanne Clery Act have a duty to report possible sexual assault regardless of the age of the reported victim.

Confidentiality

When a BOR governed college or university receives a report of sexual assault all reasonable steps will be taken by the appropriate CSCU officials to preserve the privacy of the reported victim while promptly investigating and responding to the report. While the institution will strive to maintain the confidentiality of the information reported, which information is subject to privacy requirements of the Family Education Rights Privacy Act (FERPA), the institution also must fulfill its duty to protect the campus community.

Confidential resources, such as off campus counseling and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center are bound by state statutes and professional ethics from disclosing information about reports without written releases. Information provided to a confidential resource by a victim of a sexual assault or the person reported to have been assaulted cannot be disclosed legally to any other person without consent, except under very limited circumstances, such as an imminent threat of danger to self or others or if the reported victim is a minor. Therefore, for those who wish to obtain the fullest legal protections and disclose in full confidentiality, she/he must speak with a confidential resource. Each BOR governed college or university will provide a list of such confidential resources in the College or University's geographic region to victims of assault as well as publish these resources on-line and in various publications.

Where it is deemed necessary for the institution to take steps to protect the safety of the reported victim and/or other members of the campus community, the institution will seek to act in a manner so as not to compromise the privacy or confidentiality of the reported victim of a sexual assault to the extent reasonably possible.

Rights of Those Who Report

Those who report any type of sexual misconduct, including sexual harassment, sexual assault or intimate partner violence, to any BOR governed college or university employee will be informed in a timely manner of all their rights and options, including the necessary steps and potential outcomes of each option. When choosing a reporting resource the following information should be considered:

- All reports of sexual misconduct, including sexual harassment, sexual assault and intimate partner violence, will be treated seriously and with dignity by the institution.
- Referrals to off-campus counseling and medical services that are available immediately and confidential, whether or not those who report an assault feel ready to make any decisions about reporting the assault to police, the Dean of Students or the Campus's Title IX Coordinator.
- Those who have been assaulted have the right to take both legal action (criminal/civil action) and action against the individual allegedly responsible.
- Those who seek confidentiality may contact a clergy member(s) and/or the Sexual Assault Crisis Center of Connecticut – all of whom are bound by state statutes and professional ethics to maintain confidentiality without written releases.

Options for Changing Academic, Transportation and Working Arrangements

The colleges or universities will provide assistance to those involved in a report of sexual harassment, sexual assault or intimate partner violence, including but not limited to, reasonably

available options for changing academic, campus transportation, housing or working situations as well as honoring lawful protective or temporary restraining orders. Each and every BOR governed college or university shall create and provide information specific to its campus detailing the procedures to follow after the commission of such violence, including people or agencies to contact for reporting purposes or to request assistance, and information on the importance of preserving physical evidence.

Support Services Contact Information

It is BOR policy that whenever a college or university Title IX Coordinator or other employee receives a report that a student, faculty or staff member has been subjected to sexual misconduct, including sexual harassment, sexual assault or intimate partner violence, the Title IX Coordinator or other employee shall immediately provide the student, faculty or staff member with contact information for and, if requested, professional assistance in accessing and using campus, local advocacy, counseling, health, and mental health services. All CSCU campuses shall develop and distribute contact information for this purpose as well as provide such information on-line.

Right to Notify Law Enforcement & Seek Protective and Other Orders

Those who report being subjected to sexual misconduct, including harassment, sexual assault or intimate partner violence, shall be provided written information about her/his right to:

- (1) notify law enforcement and receive assistance from campus authorities in making the notification; and,
- (2) obtain a protective order, apply for a temporary restraining order or seek enforcement of an existing order. Such orders include:
 - standing criminal protective orders;
 - protective orders issued in cases of stalking, harassment, sexual assault, or risk of injury to or impairing the morals of a child;
 - temporary restraining orders or protective orders prohibiting the harassment of a witness;
 - relief from physical abuse by a family or household member or person in a dating relationship; and
 - family violence protective orders.

Student Conduct Procedures

The **Student Code of Conduct** provides the procedures for the investigation, definitions of terms, and resolution of complaints regarding student conduct, including those involving sexual harassment, sexual assault and intimate partner violence.

The Title IX Coordinator can assist in explaining the student conduct process. The Student Code of Conduct provides an equal, fair, and timely process (informal administrative resolution or a formal adjudication) for complainants and accused students.

Reported victims of such assault or violence shall have the opportunity to request that disciplinary proceedings begin promptly and such disciplinary proceedings shall be conducted by an official

trained in issues relating to sexual assault and intimate partner violence and shall use the preponderance of the evidence standard in making a determination concerning the alleged assault or violence. Both the reported victim of such assault or violence and the accused are entitled to be accompanied to any meeting or proceeding relating to the allegation of such assault or violence by an advisor or support person of their choice, provided the involvement of such advisor or support person does not result in the postponement or delay of such meeting as scheduled, and each shall have the opportunity to present evidence and witnesses on their behalf during any disciplinary proceeding. Both the reported victim and accused are entitled to be informed in writing of the results of any disciplinary proceeding not later than one business day after the conclusion of such proceeding. Sanctions may range from a warning to expulsion, depending upon the behavior and its severity. To the extent permitted under state or federal law or as necessary for the disciplinary proceeding, the college or university shall not disclose the identity of the reporter or the accused.

Terms and Usage

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** may include 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. Sexual assault is further defined sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b or 53a-73a of the 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.

Consent is the equal approval, given freely, willingly, and knowingly of each participant to desired sexual involvement. Consent is an affirmative, conscious decision – indicated clearly by words or actions – to engage in mutually accepted sexual contact. Consent cannot be assumed because there is no physical resistance or other negative response. 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. 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).

Intimate partner violence any physical or sexual harm against an individual by a current or former spouse of or person in a dating relationship with such individual that results from any action by such spouse or such person that may be classified as a sexual assault under section 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b or 53a-73a of the general statutes, stalking under section 53a-181c, 53a-181d or 53a-181e of the general statutes, or domestic violence as designated under section 46b-38h of the general statutes. “The offenses that are designated as “domestic violence” are against family or household members or persons in dating relationships and include assaults, sexual assaults, stalking, and violations of protective or restraining orders issued by a Court. Stalking is one person's repetitive and willful following or lying in wait behavior towards another person that causes that other person to reasonably fear for his or her physical safety. Relationship violence may also include physical abuse, threat of abuse, and emotional abuse.

Family Educational Rights and Privacy Act (FERPA) Notice and Directory Information Policy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College or University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College or University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College or University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request amendment of an education record that the student believes is inaccurate. Students may ask an appropriate College or University official to amend a record that they believe is inaccurate. However, FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. Consequently, FERPA amendment requests do not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.

To request amendment of an education record, the student should write to the official, clearly identifying the part of the record he or she wants changed and specifying why he/she believes it is inaccurate. The institution will notify the student of the decision. If the institution decides not to amend the record as requested by the student, a College or University official will advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosure without consent to school officials with legitimate educational interests. A "school official" includes but is not limited to the following: a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement and security personnel, counseling and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, collection agent or official of the National Student Clearinghouse); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

FERPA also permits disclosure of education records without consent in connection with, but not limited to:

- To comply with a judicial order or a lawfully issued subpoena;
- To appropriate parties in a health or safety emergency;
- To officials of another school, upon request, in which the student seeks or intends to enroll;
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
- To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
- To accrediting organizations to carry out their functions;
- To organizations conducting certain studies for or on behalf of the College or University;
- The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime.
- Directory information as defined in the policy of the Board of Regents.

4. The right to refuse to permit the College or University to release directory information about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3 above. To do so, a student exercising this right must notify the University's or College's Registrar, in writing. Once filed, this notification becomes a permanent part of the student's record until the student instructs the College, in writing, to remove it. A student may exercise his or her right to opt out of directory information, prohibiting disclosure of the student's information without the student's consent as noted in section 4..

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605**

Directory Information Policy

It is the policy of the Board of Regents for Higher Education for the Connecticut State Colleges and Universities that disclosure of directory information is at the discretion of the college or university. Colleges and universities may disclose directory information without prior consent only as designated above.

The Board of Regents for Higher Education has designated the following as directory information for access and dissemination by or within the Board of Regents for Higher Education Connecticut State Colleges and Universities or its affiliated Foundations:

- Student name
- Permanent mailing address
- Month and day of birth
- Photo identification
- Student identification number
- Email address
- Telephone number
- University or college attended or currently attending
- Dates of attendance
- Full vs. part-time student status,
- Awards and honors
- Class standing
- Academic concentration(s) or program of study,
- Degrees earned or candidacy
- Previous institutions attended
- Graduation expected /completion dates

For purposes of access by military recruiters only, the following is designated as directory information:

- Student's name
- Permanent mailing address
- Dates of attendance
- Telephone number
- Age
- Level of education

For purposes of participation in any recognized activity or sports, the following is designated as directory information:

- Student's name
- Permanent mailing address
- Dates of attendance
- Activity or sport
- Photos and videos

Height and weight of athlete

For purposes of the general public, the following is designated as directory information:

Student's name

Permanent mailing address

Photo identification

Dates of attendance

DRAFT

INFORMATION ITEM

Non-substantive change to make curriculum changes to an existing accredited program in Computer Information Systems leading to the Associate of Science (A.S.) degree at Naugatuck Valley Community College

INFORMATION ITEM – NO RESOLUTION IS REQUIRED

No resolution is necessary. Approval by the Board is not required, although the program is reported for informational purposes (10a-34-3(e)).

BACKGROUND

Naugatuck Valley Community College proposes several curriculum changes only to an existing Computer Information Systems program. The changes will include program requirements and electives, removal of a course and a change of the total credits. There are no new course offerings proposed. These modifications are necessary to maintain the relevancy of the course offerings resulting from technology advances.

RATIONALE

The Computer Information Systems program is built on a foundation of strong technical knowledge in information systems. The program emphasizes the areas of computer programming, database systems, Internet development, computer networking, Internet security, and systems analysis. It also reinforces a broad understanding of other disciplines related to information systems, such as accounting, math, management, and communication. None of the program changes will affect changes in the existing full time/ adjunct staffing levels or their skill sets.

Summary of Changes:

Current Program Offering	Proposed Program Change
<i>ENG H202 Technical Writing</i>	Change the reference to ENG H202 Technical Writing course requirement to read, "Either ENG 102, or ENG 200 or ENG 202".
<i>ACC H117 Principals of Managerial Accounting</i>	Make CST H130 Network Essentials a Program Requirement Make ACC H117 Principals of Managerial Accounting an Elective
<i>CSC H236 Introduction of Client/Server Systems.</i>	Removal of CSC H236 Introduction of Client/Server Systems from the program
Total Credits of 63-64	Total Credits of 60-61
	No other program changes are requested. Other than this proposal, all course offerings are as on page 69 of the NVCC course catalog

INFORMATION ITEM

Non-substantive change to add a Minor in Event Management at Southern Connecticut State University

INFORMATION ITEM – NO RESOLUTION IS REQUIRED

No resolution is necessary. Approval by the Board is not required, although the program is reported for informational purposes (10a-34-3(e)).

BACKGROUND

The proposed minor in Event Management includes eighteen (18) credits intended to prepare students to successfully contribute to the event management profession. The minor is an appropriate addition to the Recreation and Leisure Studies curriculum. It provides students the opportunity to add value to their major by developing marketable skills in the area of event management. The program is not a duplication of any existing programs at SCSU.

Learning Objectives

- Identify the philosophical and sociological importance of festivals and special events in past and present societies.
- Demonstrate and understanding of the concepts of project management, strategic planning and strategic visioning.
- Understand the relationship between goals, objectives, policies, procedures, action items, evaluation and renovation.
- Identify event stakeholders and determine how they impact events.
- Examine the decision making process as it relates agency missions to special events.
- Understand economic impact characteristics and measurements.
- Recognize the economic potential of festivals.
- Implement a cost –benefit analysis.
- Conceptualize a budget as a tool for fiscal control, communication, planning and evaluation.
- Acquire an understanding of, and implement basic accounting and fiscal practices
- Identify the elements in successful sponsorship development and management.
- Identify the benefits and components of an event risk management plan.
- Understand the complexities of market analysis and penetration.
- Develop human resource management strategies for event staff and volunteers.
- Identify procedures for professional services management through contract development and implementation.
- Identify best practices in service delivery and evaluation.
- Develop site selection and management policies and procedures.
- Develop strategies for concession management.
- Identify key elements of site safety, crowd and traffic management.
- Understand the role of technology in event management.
- Successfully complete a professional practicum experience

Need and Benefits

Event management is a viable professional career choice and a critical strategic element in many commercial businesses, educational, non-profit and governmental agencies. Meeting and event planning is a multi-billion dollar global industry. Event managers are found in education, government, private business and industry, and the non-profit sectors. A sample of the types of jobs available in this field can be viewed at <http://institute-of-event-management.com/job-listings>. Special events have many positive benefits influencing community identity and well-being, economic development, cultural advancement, destination tourism, and a sense of place for many metropolitan areas as well as smaller communities. The introduction of well-planned events can have a positive impact on the perception of a community. Planned special events represent an important organizational aspect in support of the goals of many professional organizations. Health fairs, fitness events, recreational events, sporting events, concerts and the like all require an understanding of and ability to create meaningful experiences for participants. The educational benefits of this program extend to individuals beyond the RLS department as special events are important vehicles for public relations, fundraising, cultural awareness and marketing for a variety of professions. It is envisioned that students in this program would be available to provide support for a variety of university sponsored events throughout the year.

CURRICULUM

• REC 100 Introduction to Recreation and Leisure	3 credits
• REC 356 Marketing and Sales in Recreation, Sport and Tourism	3 credits
• REC 363 Event Management	3 credits
• REC 364 Event Management Advanced Applications	3 credits
• REC 401 Practicum	3 credits
Choose one of the following:	
• REC 261 Travel and Tourism Principles and Practices	3 credits
• REC 361 Commercial Recreation	3 credits
• REC 463 Tourism Impacts	3 credits
• REC 461 Seminar in Commercial Recreation	<u>3 credits</u>
Total	18 credits

RESOURCES

The new minor includes one new course offering REC 364 Event Management Advanced Applications. It is not anticipated that the new minor will have any negative financial challenges or repercussions for the RLS department. No new faculty are needed for this minor. Additions to the library holdings will be necessary to expand the resources in this area of study. It is anticipated that students in the program will contribute many volunteer hours to events held by the University. The minor will be offered to students across campus as this area of study would be beneficial to many major areas of study. The minor will be sustained though the regular offering of the courses to the campus community. Following one academic cycle, an assessment will be made as to the need to expand the number of course sections.



Founded in 1885

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January 23, 2014

Dr. Barbara L. Douglass
President
Northwestern Connecticut Community College
Park Place East
Winsted, CT 06098-1798

Dear President Douglass:

I am pleased to inform you that at its meeting on November 22, 2013, the Commission on Institutions of Higher Education took the following action with respect to Northwestern Connecticut Community College:

that Northwestern Connecticut Community College be continued in accreditation;

that the College submit a report for consideration in Fall 2015 that gives emphasis to the institution's progress in:

1. evaluating the impact of changes in state-wide governance structures on the College's mission, with an emphasis on continuing to maintain financial stability and assuring the sufficiency of resources to support its programs and services;
2. analyzing assessment data and using the results to inform decision-making and continuous improvement, with an emphasis on using course-level assessment results to inform the assessment of academic programs;

that the College submit a fifth-year interim report for consideration in Spring 2018;

that the next comprehensive evaluation be scheduled for Spring 2023.

The Commission gives the following reasons for its action.

Northwestern Connecticut Community College is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*.

The Commission commends Northwestern Connecticut Community College (NCCC) for submitting a comprehensive and candid self-study. We concur with

the visiting team that NCCC's strengths include a capable leadership team, faculty and staff that are passionate about serving students and contributing to the success of the institution, attractive and well-maintained facilities, and an exceptional library facility that houses exemplary resources and student support services. NCCC's successful fundraising efforts, which enabled the development of a nursing program and the implementation of high quality online programming in General Studies, are notable accomplishments. Further, we are gratified to learn of the engagement of faculty in the assessment of student learning outcomes. With a campus community that is committed to addressing future challenges in ways that will strengthen the institution's capacity and support its priorities, combined with committee structures and a comprehensive framework of planning firmly in place, the institution is well positioned to further its mission through the development and implementation of its next strategic plan.

The items the institution is asked to report on in Fall 2015 are related to our standards on *Financial Resources*, *The Academic Program*, and *Organization and Governance*.

We recognize that NCCC is adjusting to changes in the Connecticut higher education governance system and note with favor the College has established a Policy Committee to assess the potential impact of changes on the institution, as well as to ensure that the College's policies and procedures align with changes at the state level. In addition, we understand that NCCC experienced a 5% (\$315,000) rescission of its general fund appropriation from the state in FY2013, and an accumulated \$1.4 million reduction since FY2010. While we are heartened to learn that the College received additional, unexpected state funding in July 2013 that allowed the institution to reinstate extended library hours and hire a faculty member, the College has discontinued some student services, including access to childcare, and removed two academic management positions from the budget in response to reduced state appropriations. Further, we note that NCCC is designing a program review process that will not "assume continuance of programs" and the College is "poised to make hard decisions" in the 2015 faculty union bargaining agreement. We ask that the progress report, submitted for consideration in Fall 2015, update the Commission on the impact of changes in state-wide governance structures on the College's mission and its efforts to ensure that "[t]he institution preserves and enhances available financial resources sufficient to support its mission" (9.1). In addition, our standard on *Organization and Governance* is relevant here:

In multi-campus systems organized under a single governing board, the division of responsibility and authority between the system office and the institution is clear. Where system and campus boards share governance responsibilities or dimensions of authority, system policies and procedures are clearly defined and equitably administered (3.11).

We are gratified to learn that NCCC has "embraced a long-term agenda of assessment" as evidenced by the development of strategic initiatives that include clarifying the definition of student success, enhancing student engagement with faculty and others, and analyzing the results of student advising to "help identify how to better help students." It is also noteworthy that NCCC has recently formed an Academic Assessment Committee to enhance the use of assessment results for improvement; course-level outcomes will be mapped to program-level outcomes; capstone projects, rubrics and e-portfolios will be used to evaluate each program; and assessment results will be used to identify program strengths and set priorities. We share the judgment of the visiting team that NCCC could strengthen its overall assessment efforts by "closing the loop" so that the College's many achievements can be used as direct evidence of institutional effectiveness. We look forward to being apprised, in the report submitted in Fall 2015, of the College's success in analyzing assessment data and using the results to inform decision-making and continuous improvement, with an emphasis on using course-level assessment results to inform the evaluation of academic programs. Our standard on *The Academic Program* provides guidance here:

The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are

expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded (4.48).

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.49).

The scheduling of a fifth-year interim report in Spring 2018 is consistent with Commission policy and required of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review.

The scheduling of a comprehensive evaluation in Spring 2023 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Northwestern Connecticut Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you and Dr. Scott Knapp, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Ms. Yvette Meléndez. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,



Jean A. Wyld

JAW/jm

Enclosure

cc: Ms. Yvette Meléndez
Visiting Team