



*Education That Works For a Lifetime*

# **POLICY MANUAL**

**Board of Trustees  
of  
Community-Technical Colleges**

**61 Woodland Street  
Hartford, Connecticut 06105**

*[updated December, 2011]*



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## 1.1 Bylaws of the Board of Trustees of Community-Technical Colleges

### Article I Board Organization

*Section 1. Officers, Elections, and Terms:* The officers of the board shall be a chairperson, vice chairperson and secretary. The chairperson shall be designated by the governor in accordance with section 4-9a of the general statutes, and the remaining officers shall be elected at the regular September meeting in odd-numbered years for a term of two years and until the election and qualification of their successors. A vacancy occurring in any office other than that of chairperson may be filled for the balance of the unexpired term at any regular meeting of the board or at a special meeting called for that purpose.

*Section 2. Duties:* The chairperson shall preside at board meetings and shall have the same right to vote and participate in discussion as any other member. The vice chairperson shall act in the absence of the chairperson. In the absence of the chairperson and vice chairperson, the secretary of the board shall act as chair, and in the absence of the officers of the board, the board shall elect a temporary chairperson from among its members present. The secretary shall be responsible for records of proceedings of the board and their custodianship, which responsibilities may be delegated to the board's executive staff. In the absence of the secretary, the chairperson may appoint a temporary secretary who shall act as and perform all the duties of the secretary.

The chancellor shall review unapproved minutes in order to ensure that they accurately reflect the proceedings of the board prior to their distribution to the board. After the board has voted approval of the minutes of a meeting, they shall be signed by the secretary or by the presiding officer.

*Section 3. Committees:* Standing committees of the board shall be the committee on academic policies and student affairs, the committee on finance, budget and facilities, the committee on personnel, and the audit committee. The responsibilities of standing committees shall be those which the board may, from time to time, assign to them by policy. Other committees may be created by board action, and the chairperson of the board may establish temporary ad hoc committees as he or she deems appropriate to serve for periods not to exceed two years, provided, however, that such ad hoc committees may be discharged at any time by a majority vote of the board. The members and chairpersons of all board committees shall be appointed by the chairperson of the board.

Article II  
Procedure and Regulations

*Section 1. Meetings:* Regular meetings of the board shall be held on the fourth Monday of January, February, and July and on the third Monday of each other month except August. Regular meetings shall be held at 61 Woodland Street, Hartford, Connecticut except that such regular meetings may be held at a Community College which shall be specified in the annual schedule of regular meetings filed with the secretary of the state in January of each year. Any change in the location of a scheduled regular meeting shall be communicated to each board member and to the secretary of the state. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. Special meetings may be held on call of the chairperson of the board or in his or her absence by the vice chairperson, or in the absence of both, by the chancellor. The notice shall specify the time and place of the special meeting and the business to be transacted and no other business shall be considered at such special meetings. Upon written request of two members of the board submitted to the chairperson, said official shall call a special meeting to be held not later than ten days after receipt of such request. In the absence of the chairperson, such requests may be submitted to the vice chairperson, or in the absence of both to the chancellor, who shall call such a meeting. Any meeting may be cancelled by the chairperson of the board with such notice as shall be practicable, provided, however, that meetings called pursuant to the written request of two board members as provided herein may be cancelled only for lack of a quorum or in a bona fide emergency.

*Section 2. Quorum:* Fifty percent of the membership of the board shall constitute a quorum. For the purposes of this section, the term membership shall not include any vacancies in the statutory membership of the board.

*Section 3. Order of Business:* Except as it may be modified by vote of the board for special purposes, the general order of business at each regular meeting shall be as follows:

Attendance and establishment of quorum	Committee reports
Adoption of agenda	Unfinished business
Approval of minutes	New business
Communications	Addendum
Consent Agenda	Staff reports
	Adjournment

Except as it may be modified by vote of the board for special purposes, the general order of business at the regular meeting in September of each odd-numbered year shall be as follows:

- |   |                        |
|---|------------------------|
| 1. Attendance and establishment of quorum | 7. Consent Agenda      |
| 2. Adoption of bylaws                     | 8. Committee reports   |
| 3. Election of Officers                   | 9. Unfinished business |
| 4. Adoption of agenda                     | 10. New business       |
| 5. Approval of minutes                    | 11. Addendum           |
| 6. Communications                         | 12. Staff reports      |
|   | 13. Adjournment        |

*Section 4. Consent Agenda:* Resolutions and other proposed actions of a routine nature, as determined by the chairperson of the board or the chancellor, shall be entered on the consent agenda, provided that all such items have been provided to board members for review prior to the date of the meeting. All items on the consent agenda shall be adopted on motion without discussion unless, at any time prior to the motion for adoption, a member requests removal of an item, in which case the item shall be so removed and assigned by the chairperson to a place on the regular agenda.

*Section 5a. Executive Session:* The board may hold an executive session, at which the public is excluded, upon an affirmative vote of two-thirds of the members present and voting. Said vote shall be taken at a public meeting of the board, and the reasons for the executive session, as defined in State Statute Sec. 1-200 (6), shall be stated at the time of the vote.

*Section 5b. Closed Session:* The board may convene in closed session upon an affirmative vote of a majority of the members present and voting, exclusively for the purpose of considering or acting upon matters pertaining to strategy or negotiations with respect to collective bargaining. Attendance at a closed session shall be limited to members of the board and persons invited by the board to be present.

*Section 6. Voting:* Adoption or revision of the board's annual budget request, election of officers, and amendment of these bylaws shall be decided by a majority of the members of the board. All other matters shall be decided by a majority of the members present, except as provided in Sections 5 and 8.

*Section 7. Amendments:* The bylaws of the board may be amended at any regular meeting by a majority vote of the members of the board, provided that a copy of such amendment shall have been mailed to board members at least ten days prior to such meeting.

*Section 8. Suspension of Bylaws:* Any provision of these bylaws may be suspended by a vote of two-thirds of the board members.

*Section 9. Parliamentary Authority:* The rules contained in Robert's Rules of Order (latest edition) shall govern the board in all cases to which they are applicable but not inconsistent with these bylaws.

*Section 10. Chancellor and Presidents:* The board shall appoint a chancellor, who shall be the chief executive officer of the system, and shall establish and maintain a council of college presidents. The chancellor, each college president, and the council of presidents shall serve in such capacities and perform such duties as the board may from time to time assign to them.

(Adopted September 18, 1995; Amended September 19, 2005; Amended September 18, 2006)

### **1.1.1 Responsibilities of Board Standing Committees**

#### **1.1.1.1 Committee on Planning and Assessment**

It shall be the responsibility of the committee on planning and assessment

- to relate current and anticipated developments in demographics, technology, economics, etc., to system planning to accommodate those developments;
- to examine the results of the mechanisms designed to assess the effectiveness of the programs and services of the system in meeting the needs of students and of the state economy;
- to identify implications of such information for board deliberation and to prepare policy alternatives for board consideration;

The committee shall meet not less than semi-annually;

The committee shall provide a comprehensive report to the Board of Trustees not less than annually, preferably in the context of a board retreat for the consideration of issues of long-range concern;

The committee's membership shall include representatives from all other standing committees of the board in order to facilitate the comprehensive integration of planning and assessment issues across committee jurisdictions;

The committee shall provide opportunities for representatives of the business/industry community and other constituencies of the system to provide information and perspectives to inform the work of the committee.

(Adopted September 20, 1993)

### **1.1.1.2 Committee on Academic Policies and Student Affairs**

#### *Current and Continuing Responsibilities*

Review and recommend action regarding

- Policy development/modification/review regarding academic and student affairs and community services
- System mission statement and institutional role and scope statements
- College plans for new associate degree and certificate programs, new options, modifications, terminations and off-campus programs
- Other topics as required by legislation, regional and/or state accreditation regulations and policies, other state agencies, collaborative statewide committees, etc.
- System-wide planning documents
- Transfer/articulation agreements with other constituent units
- Results of comprehensive evaluations of colleges for maintaining continuing institutional accreditation status with the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc. (regional accreditation) and for continuing state (BOG) accreditation

#### *Potential New or Expanded Areas of Responsibility*

Developments including

- new/revised federal requirements
- success of programs and graduates
- institutional assessment plans
- transfer/articulation efforts
- BOG/DHE initiatives
- activities of ad hoc advisory committees, task forces, etc.
- institutional assessment issues
- student outcomes

(It is highly recommended that the student trustees should serve on this committee.)

(Adopted September 20, 1993)

### **1.1.1.3 Committee on Budget and Facilities**

#### *Current and Continuing Responsibilities*

Review and recommend action as appropriate regarding

- Biennial operating budget request
- Biennial capital budget request
- Tuition and fee rates
- Property acquisition and leases
- Policy with respect to system financial administration
- Management compensation
- Annual budget distribution among the elements of the system
- Bond allocation requests for major capital projects
- Acceptance and disposition of major gifts
- Facilities master plans for long-range campus development

#### *Potential New or Expanded Areas of Responsibility*

- Review of effectiveness of institutional resource allocation programs to achieve system mission/goals
- Comparative analysis of college funding levels and expenditure priorities in relation to available regional and national data for Community Colleges

#### *Responsibilities to be Discontinued*

Review and recommendation regarding

- Operating Fund allocation adjustments
- Quarterly expenditure reports
- Bond allocations for system and/or individual college minor capital projects
- Audit reports
- Student loan collection reports
- Competitive bid contracts for student insurance and financial aid audits
- Lease renewals

(Adopted September 20, 1993)



#### **1.1.1.4 Committee on Personnel**

##### *Current and Continuing Responsibilities*

Review and recommend action regarding

- Appointments to dean/associate dean level positions
- Appointments which are exceptions to board policy
- Leaves of absence with pay
- Transfer with tenure
- Management personnel policies
- Position classifications and qualifications

##### *New or Expanded Areas of Responsibilities*

- Equal opportunity and affirmative action issues, including review of institutional profiles and recommendations for policy
- Institutional staffing patterns in relation to system mission/goals, program delivery and student service
- Review of employee demographics and related information
- Impact of legislative changes in the statutes impacting system personnel administration
- System response to the mandates of the Americans with Disabilities Act as they relate to personnel
- Employee benefit programs

##### *Responsibilities to be Discontinued\**

Review and recommendation regarding

- Unclassified staff appointments below the level of dean/assoc. dean
- Leaves of absence without pay
- Reclassifications and revisions of appointment
- Sabbatical leaves
- Promotions
- Tenure

(Approved September 20, 1993)

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\*Approval of the appointment of personnel below the level of associate dean who meet the minimum requirements of board policy for the positions in question is delegated to the chancellor.

## **1.2 Elections**

### **1.2.1 Procedure for the Election of Community College Student Members of the Board of Trustees and Student Members and Alternate Members of the Standing Committee of the Board of Governors**

During September of each year, the student government at each Community College shall elect a prescribed number of representatives to a student electoral assembly, in accordance with B, below. Such representatives may be full-time or part-time currently enrolled students, but need not be members of the student government.

Representation in the student electoral assembly shall be based upon each college's combined fund credit headcount enrollment. Each college shall have two representatives, one student enrolled in a technical program and one student enrolled in a non-technical program, for the first two thousand enrolled credit students or less and shall have one additional representative for each one thousand students in excess of two thousand.

The college presidents shall notify the chancellor by October 1 each year of the students who have been elected from each college to the student electoral assembly and shall certify the program in which each such student is enrolled.

During October of each year, the chancellor or his or her designee shall convene the student electoral assembly for the purpose of electing a Community College student member of the Board of Trustees of Community-Technical Colleges to serve for a two-year term and student members and alternate student members of the standing committee of the board of governors, each to serve for a one-year term.

1. The assembly shall elect a presiding officer and a secretary and may elect such other officers as it deems necessary.
2. The assembly shall conduct its affairs in accordance with the following:
  - a) A majority of the membership of the assembly shall constitute a quorum for the transaction of business.
  - b) A majority of the members present and voting shall be necessary to elect student members of the Board of Trustees and the standing committee of the board of governors.
  - c) To be eligible for election to the Board of Trustees, an individual must be enrolled for at least six credits at a Community College as follows: in odd-numbered years such individual must be enrolled in a technical program, and in even-numbered years such individual must be enrolled in a non-technical program.

- d) To be eligible for election to the standing committee of the board of governors as a technical student, an individual must be enrolled as either a full-time or part-time student in a technical program at one of the five Community Colleges which includes a former technical college but may not be a student member of the Board of Trustees. To be eligible for election to the standing committee as a non-technical student, an individual must be enrolled in a non-technical program at a Community College and may not be a student member of the Board of Trustees.
  - e) The order of election by the assembly shall be first to elect a Community College student member of the Board of Trustees, second to elect a technical student member and alternate member of the standing committee of the board of governors, and third to elect a non-technical student member and alternate member of the standing committee.
  - f) To the extent not inconsistent with the foregoing, Robert's Rules of Order (latest edition) shall govern the assembly in the conduct of its business unless it adopts other rules of procedure.
3. The presiding officer and the secretary of the assembly shall certify to the chancellor the individuals who have been elected by the assembly to the Board of Trustees and to the standing committee of the board of governors, respectively, and the chancellor shall certify the same, respectively, to the secretary of the state and to the commissioner of higher education.
- E. In the event that a vacancy occurs in the student membership of the Board of Trustees between November 1 and April 30, the chancellor shall reconvene the last elected student electoral assembly for the purpose of electing a student member to fill such vacancy for the balance of the unexpired term. Any vacancy in the representation of a college to the assembly shall be filled by appointment by the college's student government body. In the event that a vacancy occurs in the student membership of the Board of Trustees between May 1 and October 31, the vacancy shall be filled by the next convened student electoral assembly. Any vacancy in the student membership of the standing committee of the board of governors shall be filled by the alternate member for the balance of the unexpired term.

(Adopted August 11, 1975; amended June 12, 1980, September 20, 1982, July 18, 1983, September 18, 1989 and September 20, 1993)

## **1.2.2 Procedures for the Election of a Non-technical Faculty Member and Alternate Member of the Standing Advisory Committee of the Board of Governors of Higher Education**

### **1. Definition of Non-technical Faculty**

For the purposes of these procedures, non-technical faculty means persons serving in the following classifications in the Congress of Connecticut Community Colleges bargaining unit: professor, associate professor, assistant professor, instructor, lecturer, and Community College professional 8 through 24 with the parenthetical title of counselor I, II, III, IV or librarian I, II, III, IV.

### **2. Nominations**

- a) The non-technical faculty of each college shall be entitled to nominate one candidate for election to the standing advisory committee of the board of governors to serve for a term of two years.
- b) In the fall of each even-numbered year, each college president shall convene the non-technical faculty of the college by a date specified by the chancellor for the purpose of making such a nomination, and the president shall promptly transmit the nomination, when made, to the chancellor.
- c) To be eligible for nomination and election, a candidate must be a full-time staff member in a non-technical faculty classification as defined in section 1 above on a standard or tenured appointment. Lecturers shall not be eligible.

### **3. Election**

- a) The chancellor shall prepare and distribute to each college election ballots listing the candidates nominated by the several college faculties.
- b) Non-technical faculty members may vote for one candidate listed on the ballot. Ballots on which votes are cast for more than one candidate shall be void.
- c) Each president shall provide for the distribution of ballots to the non-technical faculty, for voting to be conducted in secret, and for the collection and transmittal of the ballots to the chancellor.
- d) The chancellor shall appoint a three-member panel to count the ballots. The candidate receiving the greatest number of votes shall be elected as the non-technical faculty member of the standing advisory committee, and the candidate receiving the second greatest number of votes shall be elected as the alternate non-technical faculty member of the standing advisory committee.

#### 4. Vacancies

Any vacancy in the position of non-technical faculty member of the standing advisory committee of the board of governors shall be filled for the balance of the unexpired term by the alternate faculty member. Any vacancy in the position of alternate faculty member shall be filled for the balance of said term by the person receiving the third highest number of votes in the preceding election. Any further vacancies shall be filled by special election for the balance of the unexpired term.

(Adopted October 18, 1982; amended  
November 18, 1986 and December 21, 1992)

#### **1.2.2.1 Procedures for the Election of a Technical Faculty Member and Alternate Member of the Standing Advisory Committee of the Board of Governors of Higher Education**

##### 1. Definition of Technical Faculty

For the purposes of these procedures, technical faculty means persons serving in the following American Federation of Teachers bargaining unit classifications: professor, associate professor, assistant professor, instructor, lecturer, counselor, and librarian.

##### 2. Nominations

- a) The technical faculty of each college shall be entitled to nominate one candidate for election to the standing advisory committee of the board of governors to serve for a term of two years.
- b) In the fall of each even-numbered year, each college president shall convene the technical faculty of the college by a date specified by the chancellor for the purpose of making such a nomination, and the president shall promptly transmit the nomination, when made, to the chancellor.
- c) To be eligible for nomination and election, a candidate must be a full-time staff member in a technical faculty classification as defined in section 1 above on a standard or tenured appointment. Lecturers shall not be eligible.

##### 3. Election

- a) The chancellor shall prepare and distribute to each college election ballots listing the candidates nominated by the several college faculties.

- b) Technical faculty members may vote for one candidate listed on the ballot. Ballots on which votes are cast for more than one candidate shall be void.
- c) Each president shall provide for the distribution of ballots to the technical faculty, for voting to be conducted in secret, and for the collection and transmittal of the ballots to the chancellor.
- d) The chancellor shall appoint a three-member panel to count the ballots. The candidate receiving the greatest number of votes shall be elected as the technical faculty member of the standing advisory committee, and the candidate receiving the second greatest number of votes shall be elected as the alternate technical faculty member of the standing advisory committee.

#### 4. Vacancies

Any vacancy in the position of technical faculty member of the standing advisory committee of the board of governors shall be filled for the balance of the unexpired term by the alternate technical faculty member. Any vacancy in the position of alternate technical faculty member shall be filled for the balance of said term by the person receiving the third highest number of votes in the preceding election. Any further vacancies shall be filled by special election for the balance of the unexpired term.

(Adopted October 1990; amended  
December 21, 1992)

### **1.2.3 Procedures for the Election of a Non-technical Administrative Member and Alternate Member of the Standing Advisory Committee of the Board of Governors of Higher Education**

#### 1. Definition of Non-technical Administrator

For the purposes of these procedures, non-technical administrator means persons serving in the following Congress of Connecticut Community Colleges bargaining unit, management, or confidential classifications established by the Board of Trustees: president, provost, executive dean, dean, associate dean, administrator I, II, III, IV, V, educational assistant, system office professional staff classification, and Community College professional 8 through 24 except those with the parenthetical title of counselor I, II, III, IV or librarian I, II, III, IV.

#### 2. Nominations

- a) The non-technical administrators of each college and the system office shall be entitled to nominate one candidate for election to the standing advisory committee of the board of governors to serve for a term of two years.

- b) In the fall of each even-numbered year, by a date specified by the chancellor, each college president shall convene the non-technical administrators of the college and the chancellor shall convene the administrators of the system office for the purpose of making such a nomination, and such nominations, when made, shall be promptly transmitted to the chancellor.
- c) To be eligible for nomination and election, a candidate must be a full-time staff member of the system serving in a non-technical administrative classification as defined in section 1 above on a standard, extended, or tenured appointment.

### 3. Election

- a) The chancellor shall prepare and distribute to each college election ballots listing the candidates nominated by the non-technical administrators of the several colleges and the system office.
- b) Non-technical administrators may vote for one candidate listed on the ballot. Ballots on which votes are cast for more than one candidate shall be void.
- c) Each president shall provide for the distribution of ballots to the non-technical administrators, for voting to be conducted in secret, and for the collection and transmittal of the ballots to the chancellor.
- d) The chancellor shall appoint a three-member panel to count the ballots. The candidate receiving the greatest number of votes shall be elected as the non-technical administrative member of the standing advisory committee, and the candidate receiving the second greatest number of votes shall be elected as the alternate non-technical administrative member of the standing advisory committee.

### 4. Vacancies

Any vacancy in the position of non-technical administrative member of the standing advisory committee shall be filled for the balance of the unexpired term by the alternate administrative member. Any vacancy in the position of alternate non-technical administrative member shall be filled for the balance of said term by the person receiving the third highest number of votes in the preceding election. Any further vacancies shall be filled by special election for the balance of the unexpired term.

(Adopted October 18, 1982; amended  
November 17, 1986 and December 21, 1992)

### **1.2.3.1 Procedures for the Election of a Technical Administrative Member and Alternate Member of the Standing Advisory Committee of the Board of Governors of Higher Education**

#### **1. Definition of Technical Administrator**

For the purposes of these procedures, technical administrator means persons serving in the American Federation of State, County and Municipal Employees Unclassified bargaining unit.

#### **2. Nominations**

- a) The technical administrators of each college shall be entitled to nominate one candidate for election to the standing advisory committee of the board of governors to serve for a term of two years.
- b) In the fall of each even-numbered year, by a date specified by the chancellor, each college president shall convene the technical administrators of the college for the purpose of making such a nomination, and such nominations, when made, shall be promptly transmitted to the chancellor.
- c) To be eligible for nomination and election, a candidate must be a full-time staff member of the system serving in a technical administrative classification as defined in section 1 above on a regular or continuing appointment.

#### **3. Election**

- a) The chancellor shall prepare and distribute to each college election ballots listing the candidates nominated by the technical administrators of the several colleges.
- b) Technical administrators may vote for one candidate listed on the ballot. Ballots on which votes are cast for more than one candidate shall be void.
- c) Each president shall provide for the distribution of ballots to the technical administrators, for voting to be conducted in secret, and for the collection and transmittal of the ballots to the chancellor.
- d) The chancellor shall appoint a three-member panel to count the ballots. The candidate receiving the greatest number of votes shall be elected as the technical administrative member of the standing advisory committee, and the candidate receiving the second greatest number of votes shall be elected as the alternate technical administrative member of the standing advisory committee.



#### 4. Vacancies

Any vacancy in the position of technical administrative member of the standing advisory committee shall be filled for the balance of the unexpired term by the alternate technical administrative member. Any vacancy in the position of alternate technical administrative member shall be filled for the balance of said term by the person receiving the third highest number of votes in the preceding election. Any further vacancies shall be filled by special election for the balance of the unexpired term.

(Adopted October 1990; amended  
December 21, 1992)

#### **1.2.4 Procedure for the Election of Student Members of the Technical and Technological Education Advisory Council to the Board of Trustees**

The student body at each Community College which offers technical or technological education programs shall elect one representative and one alternate to the technical and technological education advisory council to the Board of Trustees. Such election shall be held annually prior to October 1, except that in 1992, the election shall be held prior to November 30.

Any full- or part-time student currently enrolled in a technical or technological education program shall be eligible for election to the council.

Council members shall serve a one-year term from November 1 until October 31 of the following year, except that in 1992 they shall serve from December 1, 1992 to October 31, 1993. A vacancy in a college's membership before the next election shall be filled by the college alternate.

College presidents shall notify the chancellor by October 15 each year of the students who have been elected, except that this notification shall occur by December 1 in 1992.

(Adopted October 19, 1992)

### **1.3 Oral Presentations at Board Meetings**

The Board of Trustees of Community-Technical Colleges welcomes thoughtful communications from within the Community College system and from the public on specific matters pending before the board and on other matters of concern to the Community Colleges generally. The board encourages presentation of such communications in written form in order that they may be made available to all board members for careful review and consideration.

Recognizing that, on occasion, oral presentations at meetings of the board can also provide an effective means of receiving valuable information which can be helpful to the board in its deliberations, the board desires to make provision for such oral presentations, consistent with the necessity of ensuring that board members have sufficient time to discuss and act upon the matters pending before them. Therefore, the Board of Trustees adopts the following policy for oral presentations at public meetings of the Board of Trustees:

1. Oral presentations may be made to the board during the communications portion of the board's agenda. The total period of time allotted for receiving such communications is fifteen minutes.
2. Requests to address the board shall specify the subject to be commented upon and shall be made in writing to the board chairman or the chancellor no later than four hours before the meeting. Such requests, when granted, shall be honored in the order in which they were filed, until the fifteen minute period for communications has elapsed. The chancellor will see that a list of all requests to speak is recorded in the order received up until the time of the meeting. Any other such requests shall be considered only in accordance with 5 below.
3. Oral presentations shall be limited to five minutes for the first speaker on a subject and three minutes for subsequent speakers on the same subject from the same organization. Organizations shall present not more than two speakers. Supplemental information may be provided in written form for distribution to the board members.
4. Except during the communications portion of board meetings, the board chairperson shall recognize for comments no one other than members of the board, the chancellor, and system office staff and college presidents or their representatives when designated by the chairperson or the chancellor.
5. Exceptions to the above provisions may be made only upon motion duly made and seconded and voted by a majority of board members present and voting.

(Adopted November 17, 1975)

### **1.3.1 Notice of Matters to Be Discussed in Executive Session**

1. In recognition of the fact that the appointment of public employees may be discussed in executive session, all appointments subject to approval by the board shall include notice to the appointee of the requirement for board approval and an explanation of rights of the appointee with respect to a board decision to discuss the appointments in executive session.
2. Board members who have concerns about a particular appointment should be mindful that public discussion may adversely affect the individual being considered and should, therefore, take place in executive session. Accordingly, upon receipt of materials for consideration at an upcoming meeting of the board, any board member who feels that a particular personnel matter which is scheduled for consideration in public session should be discussed in executive session, shall so inform the chancellor. The chancellor shall take appropriate steps to notify affected individuals that the discussion may take place in executive session so as to afford them an opportunity to require that the matter be discussed in public.
3. If notice to affected individuals is given and no objection received, the matter may be moved to the executive session agenda and discussed at the scheduled meeting of the board upon an affirmative vote of two-thirds of the board members present and voting. If any affected individual does object, the matter shall remain on the board's public session agenda.
4. If notice to an affected individual is not able to be given, or a response is not able to be obtained, prior to the scheduled board meeting, the matter shall be put over to the next meeting of the board to allow for such notice and response if the board, by a two-thirds vote of those members present and voting, affirms that it wishes to consider the matter in executive session.
5. If a request that discussion of a matter be deferred to executive session is made during the public session of a board meeting and approved by a two-thirds vote of board members present and voting, the matter shall be put over to the next meeting of the board so that appropriate notices may be given.
6. The foregoing provisions reflect the policy of the board. They are not to be construed as the board's interpretation of its obligation under law. The board reserves the right to modify this policy.

(Adopted May 16, 1994)

## **1.4 Board Members**

### Authority

Each board member, as an individual, has no legal authority outside the meetings of the board and may not speak for the board except when authorized to do so by the board. Each board member, therefore, should conduct his or her relationships with the Community College staffs, the local citizenry, and all media of the community on the basis of this fact.

(Adopted November 20, 1978)

### Distinction among Board Members

No official distinction exists among members of the board based upon the manner or nature of their selection to serve on the board.

(Adopted November 20, 1978)

### **1.4.1 Requests for Information by Board Members**

In order to carry out its legitimate functions, the Board of Trustees may, from time to time, request information which is in the custody and control of the chancellor or members of the chancellor's staff. Such a request may be made by the full board, by a committee of the board, or by an individual board member. This policy is intended to cover requests made by individual board members.

- A. It is understood that an individual board member may seek information in his or her capacity as board member only for purposes related to the legitimate interests of the board. Such requests for information shall be directed to the chancellor or senior members of the chancellor's staff. When information sought by a board member is routine or ministerial in nature, the information requested will be provided as promptly as is feasible. If the chancellor determines that the information sought is not routine and/or where a response necessarily will entail a significant expenditure of staff time or resources, the chancellor shall refer the request to the Board of Trustees for determination as to whether the information is of sufficient interest to the board as a whole that it should be prepared and presented to the full board.
- B. It is also recognized, however, that board members are citizens and, as citizens, they may have additional rights to information pursuant to state law. Generally, those rights may include the right to inspect or receive copies of public documents maintained on file, but not the right to require the creation of documents which do not otherwise exist. The provisions of section A of this policy are not intended to interfere with any board member's right to information to which he or she is entitled as a citizen. A board member requesting information in his/her private capacity shall communicate the request directly to the chancellor, indicating that he/she is requesting such information in his/her private capacity. The chancellor shall respond to such requests in a manner consistent with applicable state law, pursuant to which a charge of up to twenty-five cents (.25) per page may be imposed for information provided to a board member in his/her capacity as a private citizen.
- C. Requests for non-routine information made by an individual board member pursuant to section B above shall be reported to the full board.

(Adopted March 22, 1993, technical amendment January, 2006)

### **1.4.2 Employment of Student Trustees**

The code of ethics for public officials, Connecticut general statutes chapter 10, part I, prohibits public officials or state employees from having any financial interest in or engaging in any activity which is in substantial conflict with the proper discharge of their duties or employment. Since student trustees are neither “public officials” nor “state employees” for purposes of the code of ethics, they are not prohibited by that law from employment with the board.

Notwithstanding the above, however, the board believes that there are inherent conflicts of interest which exist when an employee is also a member of the body which is the employer. As employer, the board is charged with fixing the compensation of its personnel, prescribing their duties and qualifications, and establishing terms and conditions of employment or negotiating same with the unions that represent its employees. A student trustee-employee who participates in these decisions as a member of the board is in the untenable position of acting upon issues which directly affect him/her as an employee of the board. Moreover, the board believes it is not enough that a student trustee-employee refrain from participation in official board actions which might affect him/her. Those who participate in the process of selecting the best candidate for a position should not have to choose from a group which includes one who bears an employer relationship to them. Similarly, but more significantly, system personnel should not be put in the position of supervising and holding accountable a person who bears an employer relationship to them. In the board’s view, therefore, the offices of student trustee and board employee are not compatible.

Accordingly, it shall be the policy of the board that no student trustee shall be eligible for regular employment in the Community College system. This policy, however, shall not apply to student work-study assignments which are part of a student trustee’s bona fide financial aid award.

This policy shall take effect for student trustee terms of office beginning on or after November 1, 1993.

(Adopted May 17, 1993)

## 1.5 Statement on Relationships

### *THE BOARD OF TRUSTEES OF COMMUNITY-TECHNICAL COLLEGES, THE CHANCELLOR, AND THE COMMUNITY COLLEGE PRESIDENTS*

The purpose of this statement is to provide for orderly administration of the Connecticut Community College system, with an appropriate opportunity for the exchange of ideas, concerns, and suggestions for the good of the system.

The chancellor is the chief executive officer of the system. He or she is directly responsible to the Board of Trustees and has the responsibility to provide compliance with its actions. Each president is the chief executive officer of the college under the direction of the chancellor. Close cooperation of these officials is vital to the continuing success of the system. The chancellor also has responsibility for the proper functioning of the Board of Trustees and its committees. The presidents will participate in standing committee work of the board as nonvoting members. Presidents are encouraged to make recommendations on policy and procedural matters. It is understood presidents are free to communicate with the board chairperson or other board members with respect to matters of special concern.

#### I. The Role and Duties of the Board of Trustees

The primary function of the Board of Trustees of Community-Technical Colleges is to establish policies for the development and maintenance of the educational programs and services of the Community Colleges. The board shall be the policy-determining body on all matters relating to the proper management of the colleges.

The board will establish and maintain appropriate working relationships with the board of governors of higher education, the Board of Trustees of The University of Connecticut, the Board of Trustees for the Connecticut State University, the governing boards of the private colleges of Connecticut, regional and national associations for higher education, and the departments and agencies of the state and federal governments.

The board, therefore, shall establish policies and take action as needed on matters including, but not limited to, the following:

1. Plans for the continuing development of the Community College system which will ensure maximum educational opportunity for the citizenry of the state.
2. The administration of each college and the Community College system.
3. Personnel policies for the recruitment, appointment, evaluation, tenure, compensation, dismissal, professional improvement, and assignment of duties of all unclassified personnel.

4. Educational programs, community services, and other educational services in all colleges.
5. Operating and capital budgets and physical plant needs of the colleges individually and the presentation of such needs to appropriate commissions and agencies of the state government.
6. Admission of students and enrollment projections for the colleges.
7. Preparation of materials to be considered by the state legislature and other state agencies in behalf of the Community Colleges.

## II. The Role of the Chancellor

Under policies established by the Board of Trustees, the duties and responsibilities of the chancellor include, but are not limited to, the following:

1. Serves as the chief executive officer for the system of Community Colleges and reports directly to the Board of Trustees.
2. Directs the operation and the personnel of the system, enforces the policies and regulations adopted by the Board of Trustees, and possesses the authority requisite to that end, including implementation of the collective bargaining agreements in force with unions.
3. Submits to the Board of Trustees information and recommendations concerning any phase of system policy or administration as may seem necessary to the best interests of the Community College system, including, but not limited to, appropriate personnel policies, procedures, and salary structure for the system, criteria for evaluation of professional personnel, and plans or programs for in-service training and professional staff development.
4. Acts, customarily through the presidents, as the official medium of communication between the Board of Trustees and the colleges in the system.
5. Serves as the official representative, along with the board chairperson, for the system of Community Colleges in all matters affecting the Community Colleges which come before the general assembly.
6. Serves as the official representative of the Board of Trustees in all matters affecting the system of Community Colleges which involve other departments and agencies within and without the state government.
7. Supervises the preparation of the annual operating and capital budgets for consideration and approval of the Board of Trustees and supervises the use of funds as allocated by the Board of Trustees.



8. Works with the presidents, the management team, and professional staff organizations to encourage among all elements of the system the communication and consideration of information which will promote the understanding, integration, and coordination of the educational program of the Community College system.
9. Assists the Board of Trustees in the (a) selection of presidents of the Community Colleges; (b) development and maintenance of public relations; (c) provision of adequate secretarial and other staff assistance for the Board of Trustees and its committees; (d) preparation of agendas for meetings and maintenance of official records; and (e) operation of the committees of the board.
10. Provides guidance to the presidents in their professional development and provides the Board of Trustees with an evaluation of each president annually.
11. Prepares such reports as are required by the Board of Trustees and the state and federal governments.
12. Performs specific functions as assigned by the Board of Trustees and its committees.
13. In the interval between regular meetings of the board, the chancellor is authorized to make necessary professional appointments within budgetary limitations and subject to subsequent ratification by the board.

### III. The Role of the Community College President

In accordance with policies established by the Board of Trustees, the duties and responsibilities of each Community College president include, but are not limited to, the following:

1. Serves as the chief academic and chief executive officer of the college, and in this capacity reports and recommends directly to the chancellor of the Board of Trustees.
2. Develops and maintains an appropriate administrative organization and management team for the college, consistent with board policies.
3. Provides and maintains educational programs in cooperation with the professional staff of the colleges as authorized by the Board of Trustees and other state authorities.
4. Serves as an educational leader in the community and may be called upon to assume a leadership role in a variety of community affairs, consistent with the time limits imposed by the president's responsibilities to the college.

5. Serves as chief spokesperson for the college and develops and maintains effective relations with all elements of the community served by the college.
6. Encourages the participation of the professional staff and other elements of the college community in the planning, development, and operation of the institution while preserving the ultimate executive authority and responsibility of the president and the Board of Trustees. In so doing, he or she should make clear that the president does not have the authority to approve, agree to, or acquiesce in policies, practices or procedures which, expressly or by implication, limit or condition the authority of the president to carry out his or her responsibilities as chief academic and executive officer of the college, unless the contrary is indicated by action of the board and duly recorded in its records.
7. Recommends to the Board of Trustees all personnel for appointment, except as the board may otherwise provide; supervises and evaluates all personnel in accordance with salary schedules, personnel policies established through the Board of Trustees and the collective bargaining agreements, and provides guidance to members of the professional staff in their professional development; and determines that affirmative action and equal opportunity procedures and policies are effectively implemented.
8. Directs and supervises, in cooperation with the chancellor, the planning and development of the college's plant and facilities.
9. Directs the expenditures of funds within allocations made by the Board of Trustees from appropriations authorized by the general assembly and endeavors to develop and secure other sources of funding, including federal and private funds, to augment and enhance the educational programs of the college.
10. Prepares budgets according to agreed-upon formulas as required by the Board of Trustees, the department of higher education, and other state agencies, submitting same to the chancellor for coordination and consolidation and recommendation to the Board of Trustees.
11. Provides suitable and necessary statistical and financial data for projects, studies, and other purposes as requested by the board and/or the chancellor or other state agencies or as agreed to by the presidents and the chancellor.
12. Meets on a regular basis with the chancellor as a means of maintaining necessary communication and orderly procedural functions of the system office and the Community Colleges.
13. Prepares and submits to the Board of Trustees, either through the chancellor or the appropriate board committees, (a) items of information, (b) items of an emergency nature, and (c) resolutions for action.

14. Prepares an annual report for the Board of Trustees which clearly reveals the strengths, weaknesses, needs, and limitations of the preceding year of operation and which provides recommendations for future action and planning.

#### IV. Role of the Council of Presidents

There shall be a council of Community College presidents, which shall function in the following manner:

1. Membership and Organization. The council of presidents shall consist of the president of each Community College and the chancellor. The chancellor shall be the chairperson of the council but shall have no vote in any of its proceedings. The council may designate such other officers as it deems necessary.
2. Purpose. The council of presidents may submit advice and recommendations to the chancellor and/or the Board of Trustees concerning any aspect of system policy and administration which the council believes would best serve the interests of the Community College system. Such advice and recommendations to the Board of Trustees may be conveyed through the chancellor or a college president of the council's choosing. It shall be the responsibility of the chancellor, however, to provide the Board of Trustees with his or her own professional judgment and advice on any recommendations submitted by the council of presidents.
3. Meetings. The council of presidents shall meet monthly in accordance with a schedule approved by the council and shall meet at other times on the call of the chancellor, the chairperson of the Board of Trustees, or by a majority of the council.
4. Other Provisions. The council of presidents may adopt such rules of procedure and may establish such committees as it deems necessary to carry out its responsibilities.

(Adopted June 30, 1975; amended December 15, 1975,  
August 21, 1978, December 18, 1978, and March 15, 1982)



## Section Two - General Policies

- 2.1 Affirmative Action and Equal Opportunity
  - 2.1.1 - Civil Rights Act of 1964 - Compliance
  - 2.1.2 - Equal Opportunity Policy
  - 2.1.3 - Affirmative Action Grievance Procedure
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- 2.2.3 CSU/CTC Joint Statement on Transfer and Articulation
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  - 2.3.3 - May 17, 1976 Statement
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- 2.4 Personal Data Regulations
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- 2.6 Tuition and Financial Aid - Philosophy
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- 2.9 Foundations
- 2.10 Policy on Aids and Other Communicable Diseases
- 2.11 Board of Trustees Awards Program
- 2.12 Policies and Procedures for the Granting of Honorary Associate Degrees
- 2.13 Policy on Violence Prevention and Response

## **2.1 Affirmative Action and Equal Opportunity**

### **2.1.1 Civil Rights Act of 1964 - Compliance**

The Board of Trustees of Community-Technical Colleges agrees to comply in all respects with the provisions of the civil rights act of 1964. The chancellor and the president of each college are directed to execute a certificate of compliance. The chancellor is directed to see that all provisions of said act are followed.

(Adopted June 27, 1976)

### **2.1.2 Equal Opportunity Policy Statement**

This statement establishes a policy framework for the implementation of equal opportunity and affirmative action principles within the Community College system. The purpose is to set forth an appropriate and consistent standard for each college and the system office. The statement constitutes the policy statement required by section 46a-68-63 of the regulations of Connecticut state agencies.

The chancellor is authorized to promulgate a supplement to this statement in order to achieve compliance with paragraphs 3 and 8 of the subject regulation, which supplement shall be an integral part of this policy statement. The chancellor is further authorized to establish system-wide standards for the implementation of affirmative action and equal opportunity consistent with the requirements of applicable law, regulation, and executive orders.

#### *The Role and Purpose of Affirmative Action*

The Board of Trustees recognizes that historically certain groups have been excluded from full participation in educational and employment opportunities and that if they are to overcome the present effects of this past exclusion affirmative steps beyond simple neutrality are required. Without such affirmative action, society runs the risk of the perpetuation of the status quo ante.

Affirmative action in employment involves taking additional steps to recruit, employ, and promote members of protected groups. More particularly, the board endorses and expects full compliance with the requirements of law, including but not limited to positive action designed to identify and remove practices, policies, or other job related requirements which act as barriers to equal employment opportunity for women, blacks, hispanics, and other protected groups found to be underutilized in the work force or affected by policies or practices having an adverse impact.

Similarly, the board endorses and expects that there will be efforts made to reach out to groups within our society which have historically been excluded from or are disproportionately represented in postsecondary education. The mission of the

Community Colleges is particularly well suited to include and provide an environment of success for members of such historically underrepresented groups.

### *Need for Immediate Action*

Both the executive and legislative branches of government have identified the need for positive and effective affirmative action in employment and services offered to the public through the agencies of the state of Connecticut. The board recognizes, adopts, and pledges its support for such affirmative action as a necessary and immediate objective for all the Community Colleges and the system office of the Board of Trustees.

In considering the need for affirmative action, it is useful to distinguish between affirmative action and equal employment opportunity. The latter implies an absence of discrimination. In contrast, affirmative action recognizes that a simple stance of neutrality is not sufficient to surmount existing patterns of underrepresentation and underutilization both in employment and education.

While it is understood that affirmative action relates to societal groups based on such characteristics as race and sex, the Board of Trustees also recognizes the special problems of the aged and people with disabilities as requiring particular attention and sensitivity in the implementation of equal opportunity and affirmative action. To this end, each college and the system office shall identify problem areas, if any, and where appropriate establish program goals to achieve full and fair utilization of such individuals in the workplace.

### *Nondiscrimination Policy*

The Community College system of the state of Connecticut will not discriminate against any person on the grounds of race, color, religious creed, sex, gender identity or expression, age, national origin, ancestry, present or past history of mental disability, genetic information, marital status, mental retardation, sexual orientation, learning disability, or physical disability, including, but not limited to, blindness, or prior conviction of a crime, unless the provisions of sections 46a-60(b), 46a-80(b), or 46a-81(b) of the Connecticut General Statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the above protected groups. With respect to the foregoing, discrimination on the basis of sex shall include sexual harassment as defined in section 46a-60(8) of the Connecticut General Statutes. Although it is recognized that there are bona fide occupational qualifications which provide for exception from employment prohibitions, it is understood these exceptions are to be applied pursuant to section 46a-68-33 of the administrative regulations.

Further, the system will not discriminate against any person on the grounds of political beliefs or veteran status.

## *Affirmative Action in Employment*

The employment process consists of recruitment, selection, placement, promotion, transfer, tenure consideration, salary and fringe benefit determination, separation and termination, and job training. The role of affirmative action is to provide an environment for the application of equal opportunity principles and to monitor the employment process to prevent instances of illegal discrimination from arising or existing.

The affirmative action influence on the employment process seeks to assure that

1. recruitment and hiring of protected group members reflect their availability in the job market;
2. selection, tenure, placement, and related activities are based upon job-related factors, and criteria and practices which have an illegal discriminatory impact have been identified and eliminated;
3. salary and fringe benefits, including opportunities for training and education, are administered in an equitable manner;
4. transfer, reassignment, separation, and termination decisions are nondiscriminatory and do not result in an illegal adverse impact upon members of protected groups, and, where there is a negative impact upon protected groups, alternative approaches to separation and termination are explored.

(Adopted October 10, 1975; amended May 17, 1982, July 19, 1982, April 15, 1985, November 17, 1986, February 26, 1990 and March 22, 1993; technical amendment May 1, 2002 in compliance with Public Acts 98-180 and 01-28; technical amendment in compliance with Public Act 11-55 eff. October 1, 2011)

### **2.1.3 Affirmative Action Grievance Procedure**

*Purpose.* The purpose of the affirmative action grievance procedure is to provide an informal structure for expeditious resolution of allegations of unlawful discrimination while assuring that legal options for filing complaints with enforcement agencies are not foreclosed. Employees who utilize the grievance procedure will not be subject to retaliation.

*Who may use this procedure?* The Board of Trustees encourages employees to use this internal grievance procedure when an employee believes that he or she has been subjected to discrimination in violation of the board's equal opportunity policy statement.

*Equal Opportunity Policy Statement.* The Community College system of the state of Connecticut will not discriminate against any person on the grounds of race, color, religious creed, sex, gender identity or expression, age, national origin, ancestry,



present or past history of mental disability, genetic information, marital status, mental retardation, sexual orientation, learning disability, or physical disability, including, but not limited to, blindness, or prior conviction of a crime, unless the provisions of sections 46a-60(b), 46a-80(b), or 46a-81(b) of the Connecticut General Statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the above protected groups. With respect to the foregoing, discrimination on the basis of sex shall include sexual harassment as defined in section 46a-60(8) of the Connecticut General Statutes. Although it is recognized that there are bona fide occupational qualifications which provide for exception from employment prohibitions, it is understood these exceptions are to be applied pursuant to section 46a-68-33 of the administrative regulations.

Further, the system will not discriminate against any person on the grounds of political beliefs or veteran status.

*How to file an informal grievance.* A complaint must be made in writing to the college equal employment opportunity officer within fifteen calendar days of the alleged discrimination. Where the action complained of relates to an opportunity for appointment to a position for which a single vacancy exists, the complaint is to be filed with the chancellor as soon as possible.

A written complaint consists of a statement of the facts which relate to the alleged discrimination, the date of the alleged discrimination, the basis of the grievant's complaint (e.g., sex, race, disability), and the remedy requested.

Recourse to other procedures. Utilization of this grievance procedure does not preclude the grievant from filing complaints under applicable collective bargaining agreements and state or federal law. Employees may file formal discrimination complaints with state and/or federal agencies.

Complaints may be filed with the Connecticut commission on human rights and opportunities; United States equal employment opportunity commission; United States department of labor, wage and hour division; and any other agencies, state, federal, or local, that enforce laws concerning discrimination in employment. The Connecticut commission on human rights and opportunities can provide assistance in filing complaints and determining the legal options which may be available. In general, complaints must be filed within 180 days of the alleged discrimination. An exception exists for complaints which allege unlawful reliance on criminal records; Connecticut law requires that the complaint be filed within thirty days.

Noncompliance with affirmative action program. If an employee believes that there has been a failure to comply with the board's affirmative action program, a written complaint may be submitted to the president. If the response of the president is unsatisfactory or if the alleged violation is attributed to the president, a written complaint may be filed with the chancellor. If the response of the chancellor is unsatisfactory or if the alleged violation is attributed to the chancellor, a complaint may be filed with the chairperson of the Board of Trustees. Review hereunder is separate from the grievance steps below.

*Notice.* The college president or designee is responsible for providing a notice to all employees indicating that an affirmative action grievance procedure is available. This notice shall provide a guarantee of nonretaliation for the exercise of rights granted pursuant to the affirmative action grievance procedure and state the name and work location of the college affirmative action person.

It will further provide advisement to employees of the legal options to file complaints with the Connecticut commission on human rights and opportunities; the United States equal opportunity commission; the United States department of labor, wage and hour division; and any other agencies, state, federal, or local that enforce laws concerning discrimination in employment. A model notice to grievants is attached.

*Training.* A plan for periodic training in counseling and grievance investigations will be developed and implemented by the equal employment opportunity officer at the system office in cooperation with the equal opportunity council and such other individuals and agencies as the chancellor may designate. Periodic training will be made available to all appropriately designated personnel responsible to administer affirmative action grievances.

*Affirmative action plan reports.* In accordance with section 46a-68-46(c), a summary of matters alleged in grievances, the results of the grievance, and the time required to process it will be provided to the commission on human rights and opportunities. Where an informal complaint results in a formal complaint with an enforcement agency, such complaint and its status shall also be reported to the commission.

All records of grievances shall be reviewed on a regular basis by the equal employment opportunity officer to detect any patterns in the nature of the grievances. All records relevant to employee grievances filed under this section shall be maintained by the college.

*Grievance procedure steps.*

1. The grievant must file a written complaint, as provided above. Although not mandatory, grievants are encouraged to seek informal resolution of complaints filed with the college equal employment opportunity officer. The equal employment opportunity officer or other designated representative is available to the grievant for counseling. Such counseling shall be confidential, consistent with applicable law.
2. Upon receipt of the complaint, the equal employment opportunity officer should meet with the grievant. The purpose of this meeting is to clarify the complaint and to elicit relevant information and documents from the grievant.
3. The equal employment opportunity officer or other designated representative of the president will investigate all grievances. Following completion of his or her investigation, the equal employment opportunity officer shall make a report to the president. The report shall summarize the claim and the factual basis asserted by

the grievant, the facts which the investigation has revealed, and whether the equal employment opportunity officer recommends (a) informal resolution or (b) further review by the president. The equal employment opportunity officer is not expected to determine the merits of the complaint or to make conclusions with respect to facts in dispute. Where the conduct complained of relates to the president, a copy of the report shall be submitted to the chancellor. After consultation with the president, the equal employment opportunity officer may be authorized to attempt to mediate the dispute. The purpose of this mediation is to effect prompt resolution of informal grievances.

4. The disposition of the complaint at the college level shall be determined by the president and communicated in writing to the grievant. Steps (2) through (4) should be completed within fifteen working days, except where informal resolution is implemented. In this case, the president may extend this period for up to an additional fifteen working days. If the process is not completed within thirty working days, the grievant may move the grievance to the level of the chancellor, as provided in paragraph (5).
5. Within fifteen calendar days of receipt, the grievant may appeal the president's response by submitting a written statement of appeal to the chancellor.
6. The appeal shall be reviewed by a designee of the chancellor and two campus equal employment opportunity officers. In the case of appeals made directly to the chancellor (claims regarding single vacancies), he or she shall make or authorize such investigation as is appropriate to the time frame. The responses of the chancellor shall be made in writing to the grievant within thirty working days of the date the grievance is received at his or her level or within seventy-five days of the initiation of the process specified in paragraph (2), whichever is later.

(Adopted October 10, 1975; amended February 19, 1983, April 23, 1984, November 17, 1986, March 23, 1987, February 26, 1990, and March 16, 1998; technical amendment May 1, 2002 in compliance with Public Acts 98-180 and 01-28; technical amendment in compliance with Public Act 11-51, eff. June 30, 2011; technical amendment in compliance with Public Act 11-55, eff. October 1, 2011)

## **MODEL NOTICE**

### **MEMORANDUM**

**TO:** Employees who may wish to utilize the affirmative action grievance procedure

**FROM:** President

The affirmative action grievance procedure is a component of the college's commitment to ensure that employment decisions are free from unlawful discrimination. The procedure affords an informal means to raise concerns and for the college to make adjustments where appropriate. Employees who utilize the grievance procedure will not be subject to retaliation.

The equal employment opportunity officer will investigate all grievances. After consultation with the president, the equal employment opportunity officer may attempt to mediate the dispute. The purpose of this mediation is to effect informal resolution of the complaint. The equal employment opportunity officer does not make conclusions about the merits of a complaint or resolve disputes about the facts of a case. If it is not possible to reach an amicable understanding, the employee retains the right to pursue other options.

Complaints may be filed with the Connecticut commission on human rights and opportunities; United States equal employment opportunity commission; United States department of labor, wage and hour division; and any other agencies, state, federal, or local, that enforce laws concerning discrimination in employment. The Connecticut commission on human rights and opportunities can provide assistance in filing and determining the legal options which may be available. In general, complaints must be filed within 180 days of the alleged discrimination. An exception exists for complaints which allege unlawful reliance on criminal records; Connecticut law requires that the complaint be filed within thirty days.

#### **2.1.4 Affirmative Action Grievance Procedure - Technical Revision**

The Board of Trustees authorizes the chancellor to revise the affirmative action grievance procedure in order to effect technical compliance with evolving interpretations of applicable regulations.

(Adopted June 15, 1987)

#### **2.1.5 Racism and Acts of Intolerance - Policy Statement**

##### **POLICY ON RACISM AND ACTS OF INTOLERANCE**

The Community Colleges have long been committed to providing educational opportunities to all who seek and can benefit from them, as evidenced in the mission statements and policies concerning student rights, affirmative action, and equal opportunity. The board and the colleges recognize that an important part of providing opportunity is creating a welcoming environment in which all people are able to work and study together, regardless of their differentness. At the same time, colleges and universities have traditionally been at the cutting edge of protection of our most cherished freedoms, most notably freedom of speech and non-violent action, which protect even unpopular or divisive ideas and perspectives.

Such constitutionally-protected expression can contribute to an unwelcoming and even offensive social and educational environment for some individuals in the college community, particularly when it concerns race, religion, sex, sexual orientation, disability, national origin, or ethnicity, and the first amendment does not preclude colleges from taking affirmative steps to sensitize the college community to the effects of creating such a negative environment.

Therefore, the Community Colleges recognize that they have an obligation not only to punish proscribed actions, but also to provide programs which promote pluralism and diversity and encourage the college community to respect and appreciate the value and dignity of every person and his or her right to an atmosphere not only free of harassment, hostility, and violence but supportive of individual academic, personal, social, and professional growth.

Acts of racism or harassment directed against individuals or specific groups of individuals will not be tolerated and will be dealt with under the employee affirmative action grievance procedures and the student grievance and disciplinary procedures.

Each college will provide a comprehensive educational program designed to foster understanding of differentness and the value of cultural diversity. This will include plans to (1) promote pluralism, (2) educate the college community about appropriate and inappropriate behaviors to increase sensitivity and encourage acceptance, and (3) widely disseminate this policy statement to the entire college community.

(Adopted February 26, 1990)

## **2.1.6 People with Disabilities: Policy Statement**

### People with Disabilities in the Community Colleges

The Board of Trustees of Community-Technical Colleges and all of the colleges under its jurisdiction are committed to the goal of achieving equal educational opportunity and full participation for people with disabilities in the Community Colleges. To that end, this statement of policy is put forth to reaffirm our commitment to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity on a Community College campus or in the system office of the Board of Trustees.

The board recognizes that a physical or functional impairment is a disability only to the extent that it contributes to cutting the person off from some valued experience, activity, or role. Higher education is therefore especially important to people with disabilities, since it aims to increase every student's access to valued experiences, activities, and roles. Improving access for students and employees means removing existing barriers that are physical, programmatic, and attitudinal; it also means taking care not to erect new barriers along the way.

The efforts of the Community Colleges to accommodate people with disabilities should be measured against the goals of full participation and integration. Services and programs best promote full participation and integration of people with disabilities when they complement and support, but do not duplicate, the regular services and programs of the college.

Achieving the goal of full participation and integration of people with disabilities requires cooperative efforts within and among higher education. The Board of Trustees will work with the board of governors to achieve a higher level of services and appropriate delivery methods at all Connecticut Community Colleges.

This statement is intended to reaffirm the board's commitment to affirmative action and equal opportunity for all people and in no way to replace the equal opportunity policy statement.

(Adopted November 20, 1989)

### **2.1.6.1 ADA Grievance Procedure for the General Public**

#### ADA Grievance Procedure for the General Public

A grievance is an allegation that an agent of the college has discriminated against the grievant on the basis of disability in violation of the Americans with Disabilities Act, 42 U.S.C. 12101 et. seq. (ADA). The following procedure shall apply only to members of the public.\*

1. How to file a grievance: A grievance must be submitted in writing to the ADA coordinator or such other college official as the president may designate within thirty days of the date the grievant knew or reasonably should have known of the alleged violation. The written grievance shall describe the discriminatory action and state briefly the underlying facts.
2. Procedure for grievance resolution: The ADA coordinator shall investigate the grievance in consultation with the college's affirmative action person and, within thirty days from the time the grievance was submitted, recommend to the president a disposition of the grievance. The president may accept or reject the recommendation or direct such further investigation as he or she deems appropriate. The president shall notify the grievant of the final disposition of the grievance within fifteen days of receiving the recommendation.

(Adopted December 21, 1992)

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\* Members of the public include all those who are not employees or students of the Connecticut Community College system. Employees shall use the affirmative action grievance procedure and students shall use the student grievance procedure.

### **2.2.3 Transfer - CSU/CTC Joint Statement**

The Board of Trustees approves the Connecticut State University system and Community College system joint statement on transfer and articulation, as provided below.

Connecticut State University System  
Connecticut Community Colleges  
Joint Statement on Transfer and Articulation

#### I. Introduction and Background

The presidents of the Connecticut Community Colleges (CCCs) and the Connecticut State University (CSU) system agree that sound public policy and good educational practice make it essential for them to establish effective policies and mechanisms of transfer between the two systems. Only in this way can students enrolled in the CCCs gain full access to the opportunities available in Connecticut public colleges and universities, and only in this way can these institutions fulfill their fundamental mission to be accessible to the citizens of the state.

The report of the advisory committee on transfer and articulation to Connecticut's board of governors for higher education (June 1990, p.1) underscores the importance of this commitment:

The board of governors' strategic plan for higher education identifies transfer and articulation as an important strategy for its expanding access to higher education. The purpose for strengthening transfer opportunities and improving articulation of two-year and four-year educational programs is to ensure that students attending two-year colleges have mobility and clear predictable paths to completion of baccalaureate education. The importance of enhancing transfer opportunities for graduates of two-year colleges also involves equity, effective use of state resources, and the coordination of two-year and four-year educational programs.

Many factors have combined in recent years to challenge some of the traditional assumptions which have shaped the structure of academic programs in public higher education. There has been a dramatic shift from full-time to part-time study and significant growth in the proportion of adults pursuing higher education. In addition, it is the clear responsibility of public colleges and universities to serve minority and economically disadvantaged students. These factors, plus the growing importance of lifelong learning, suggest that both associate and baccalaureate institutions should reassess the structure of academic programs and reconsider the value and limitations of traditional educational terminology.

It is common, for example, to distinguish some programs in both Community Colleges and the baccalaureate institutions as "career programs," "professional programs," or



"transfer programs." But all associate and baccalaureate degree programs are now considered in some way to be related to career education or professional preparation. It is all the more important, therefore, that for all associate degree programs to be regarded as having at least the potential to transfer, whether in whole or in part, to baccalaureate programs. The CCCs and the CSU system have agreed that issues of transfer and articulation must be assigned a position of high priority on their respective campuses. In April 1988, the president of the CSU system and the executive director of the regional Community College system established a joint task force to study transfer and articulation policies and procedures. Over a period of several months, the task force gathered information concerning existing agreements, policies, procedures and practices of transfer and articulation; studied successful models of transfer between Community Colleges and four-year institutions in other states; and explored several options for improving and expanding opportunities for students to transfer between the two systems with full academic credit.

In August 1990, a working group of presidents from the regional community and technical colleges and the CSU system met to review the issues raised by the joint task force. This presidential committee, consisting of Presidents DeVaughn, Menack, Daube, and Gonzalez-Sullivan from the regional Community Colleges and Presidents Shumaker, Adanti, Carter, and Feldman from the CSU system, has developed the following statements of principles and specific recommendations for review and approval by their respective boards of trustees.

## II. Principles

The committee of presidents endorses the following principles and assumptions to guide the development of new articulation policies and procedures for the two systems:

- A. The focus of all efforts to clarify and improve the process of articulation and transfer must be upon the needs of the students. Campuses of the community and technical colleges and the CSU system are committed to expanding and optimizing opportunities for students to take full advantage of programs and opportunities which they offer. The needs of the students are of overarching importance in all discussions of these matters.
- B. Discussions concerning transfer and articulation should take place in an atmosphere of collegiality, good faith, and mutual respect. Faculty and administrators at both the CTC and campuses of the CSU system agree to work together as professional colleagues committed to the development of institutional policies and curricula that will best serve the students of Connecticut.
- C. Both systems agree to accept responsibility as public institutions to 1) establish policies and procedures that will expedite transfer for students; and 2) provide information necessary for students to take full advantage of educational opportunities available in both systems; and 3) help students identify transfer objectives and options as early as possible and to help them plan accordingly.

- D. Programs and curricula at the CTC and CSU have been developed and are taught by qualified instructional faculty. Since these programs have been approved by the respective boards of trustees and have received appropriate licensure and accreditation, they have prima facie academic integrity sufficient to justify close links between associate and baccalaureate degree programs.
- E. In both the CTC and CSU systems, members of the teaching faculty, working collaboratively with campus administrators, have primary responsibility for the formation of academic policy as well as for the quality, design, evaluation, and quality of the curriculum.
- F. Effective articulation of academic programs and expanded opportunities for the transfer of students between and among institutions depend upon policies and procedures which are flexible by design and consistent in application.
- G. Procedures established to expedite transfer should enhance the students' completion of baccalaureate requirements with little or no need to repeat course work taken in the Community College. Both the CTC and the CSU system agree to make every effort to facilitate this process. In the words of the report of the advisory committee on transfer and articulation (page 21),

The primary mechanism for course transfer will be the establishment of procedures to determine comparability or equivalency of courses. In addition, institutions will provide for alternative mechanisms for assessment of individual courses that may not have been assessed for equivalencies. Such measures may include provisional approval of credit, challenge exams, validation based upon successful completion of higher level courses, and approval based on assessment of text, course content, and examinations.

Both systems agree to take steps to assure transfer of courses and credits taken as part of the associate degree. In addition, both systems agree to work towards adopting the broadest approach to determine course equivalence, comparability, and/or validation in all fields as part of formal transfer and articulation agreements.

- H. Information and analysis of issues related to transfer is an extremely important aspect of any successful agreement for transfer and articulation. Both the CTC and campuses of the CSU system agree to work closely together to improve the collection, publication, and analysis of data. The systems also agree to develop innovative joint admissions procedures and other forms of collaborative programming which will enhance students' ability to complete programs and degrees.

### III. Recommendations

The presidential committee endorses the following specific recommendations:

## A. Establishment of a Joint CTC/CSU Standing Committee on Transfer and Articulation

We recommend that the respective boards of trustees of the CTC/CSU systems establish a standing committee on transfer and articulation. The committee will be composed of members of the faculty and administration from each system. Its charge will be

1. To serve as a repository for all formal articulation agreements between the campuses of the two systems and to monitor their implementation;
2. To recommend to the respective boards policies and procedures that will improve the effectiveness of transfer and articulation;
3. To identify and discuss problems in the articulation process and to recommend to each board, as appropriate, a solution to these problems;
4. To sponsor activities which promote regular inter-system contact between faculty and administration in order to maintain an atmosphere of cooperation and collegiality among academic and administrative staff;
5. To establish working subcommittees of faculty and staff from both systems to study specific problems and issues as they arise and make recommendations for their solution.

The standing committee on transfer and articulation should consist of four CSU faculty, four faculty from the CTC, three administrators from the CSU system, three administrators from the CTC -- all nominated by campus presidents and appointed, as appropriate, by the president of the CSU system, or the chancellor of the CTC. The committee will be co-chaired by one representative from the CSU system and one representative from the CTC system, as appropriate, appointed by the president of the CSU system and the chancellor of the CTC.

## B. Transfer Issues: Recommended Guidelines

1. Transfer of degrees. The completion of an associate's degree in a college transfer program shall normally give students junior standing upon admission to the baccalaureate institution.
2. Transfer of credits.
  - a. Credit for passing grades (as defined in specific transfer and articulation agreements) from the sending institution shall be accepted by the baccalaureate institution;

- b. While this agreement focuses upon students holding the associate's degree, both systems expect that any student who transfers into the CSU system will normally receive the transfer credit on the same basis.
    - c. The CSU/CTC standing committee on transfer and articulation will serve as an appeals body for students; it will establish appropriate procedures for receiving appeals from students after they are heard at the campus level. It will issue advisory opinions to each Board of Trustees and to individual campuses involved in specific appeals.
3. Transfer of general education courses. In order to satisfy university general education distribution requirements, the baccalaureate institution shall accept for transfer comparable courses from the CTC. Collaborative efforts should be instituted to establish clear criteria for comparability of such courses.
4. Course validation. In recognition of the fact that Community Colleges at times offer courses which may be considered by baccalaureate institutions to be upper division, a consistent policy and procedure shall be established for contingent acceptance of these courses for transfer into the baccalaureate program. Acceptance of these courses shall be dependent upon successful validation as defined in specific transfer and articulation agreements.
5. Baccalaureate degree requirements.
  - a. Baccalaureate degree institutions shall provide information to CTC concerning proposed program changes as far in advance as possible of planned implementation in order to provide for adequate consultation.
  - b. Once baccalaureate degree requirements have been adopted and published, baccalaureate institutions shall, before such changes are implemented, allow a reasonable grace period (normally two years), to be negotiated by program, as part of each formal transfer and articulation agreement.
6. Transfer admission.
  - a. Policies and requirements for transfer admission shall be clearly stated and [e.g., in college catalogues and other literature] widely disseminated.
  - b. Each Community College and each campus of the CSU system will identify and individual or office to facilitate the transfer process (including a preliminary and unofficial evaluation of transcripts) and to serve as liaison with the other system.
  - c. The assessment of transfer credits at campuses of the CSU system shall be made following a review of the student's official transcript, preferably at the time of application for admission.

- d. Community College students from institutions having an official transfer and articulation agreement with the receiving campus of the CSU system, and who will transfer with the associate's degree, will upon entry and to the extent possible be afforded the same access to programs, housing, registration, and financial aid as native students.

Once these recommendations have been approved by the Board of Trustees of the CTC and the Board of Trustees of the CSU system, the CSU/CTC joint standing committee on transfer and articulation will be established. Then each campus of CSU, within the context of principles and actions presented in this document, will begin immediately to work with Community Colleges to create detailed articulation agreements to reflect the unique elements and requirements of programs at the CSU campus and the Community College. During this process campuses will also bring existing agreements into conformity with the principles and procedures outlined in this agreement. The objective of this effort is to design formal transfer and articulation agreements between each campus of the CSU and all CTC campuses. Agreements will be filed with the CTC/CSU steering committee on transfer and articulation.

(Adopted April 15, 1991)

## **2.3 Mission**

### **2.3.1 Mission - May 10, 1971 Statement**

The comprehensive Community College is committed to improving the life of the citizenry in the region it serves. This is achieved by developing and offering in cooperation with people and organizations in a region a variety of educational programs. A well-established comprehensive Community College offers transfer curricula, general education, vocational curricula, apprentice training, remedial programs, workshops for industrial, business and labor organizations and groups, sponsors forums and lectures, and operates occupational testing and guidance centers.

A comprehensive Community College, in its functions and programs, reflects the varied culture and sociology of the region -- rural, suburban, and inner-city. It exists for both the advantaged and disadvantaged. The administrative staff, the faculty, and student groups, therefore, must give considerable attention to the identification of pressing problems and the economic, social, political, and cultural needs of the region.

The comprehensive Community College functions with the open door concept. This means that personal and academic counseling is an important function, enabling students to select those courses and programs for which they are most suited at the time of admission. The comprehensive Community College thus offers educational advancement up through the associate degree from a logical point of beginning to the level attainable by each student in keeping with his or her ability and motivation. It provides means also for efficient dropping out and in for adults who need a course or courses to meet a particular job requirement or opportunity.

There are great resources among our citizenry, but in many instances these people still live in islands of neglect. A comprehensive Community College reaches out as well as brings in. It comes to people through off-campus locations as a means of encouraging the hesitant citizen, the reticent individual, to try to improve himself or herself and his or her knowledge or skill in living. It attempts to awaken the slumbering interests of people. Oriented to the needs of the people of a region, the comprehensive Community College is a catalytic agent for processes, training, and education which emphasize the positive values and actions of a democratic and free society.

(Adopted May 10, 1971)

### **2.3.2 Mission - December 20, 1971 Statement**

The Board of Trustees of regional Community Colleges believes Community Colleges should be comprehensive two-year colleges with appropriate associate degree, certificate, and community service programs suitable for each region served. The Board of Trustees, the system office staff, the presidents of the colleges, the faculty, and the administrators are committed to the comprehensive Community College two-year concept and would oppose the conversion of any of the Community Colleges into four-year colleges in view of the increasing demands of the Connecticut economy for an expanded supply of two-year college graduates with vocational-occupational training.

(Adopted December 20, 1971)

### **2.3.3 Mission - May 17, 1976 Statement**

The Community Colleges have been established by the state of Connecticut to offer a comprehensive program of services which include these primary functions and responsibilities:

- to offer programs of occupational, vocational, and technical career education designed to provide training and retraining for immediate employment and update in skills to meet individual needs, as well as community and state workforce needs;
- to provide programs of general study at the postsecondary level aimed at improving basic knowledge, thereby providing the opportunity for personal growth, as well as the acquisition of basic functional skills;
- to offer programs of study transferable to four year degree granting colleges or universities;
- to provide programs in adult and continuing education;
- to provide remediation and self development courses for Connecticut citizens who lack the basic skills for suitable job placement and/or who need and desire specialized knowledge and skills to become more effective as individuals and as employees or employers;
- to provide community service activities and programs, including (a) lectures, workshops, forums, concerts, plays, and other activities designed to enrich the intellectual, cultural and social life of the community served by each college; (b) educational services designed to promote development of skills

- for effective use of leisure time; (c) programs and activities designed to assist in the identification and solution of community problems; and (d) utilization of college facilities and college services by community groups;
- to provide student support services, including admissions, counseling, testing, placement, individualized instruction, and services and/or instruction to a wide variety of students, including many who are nontraditional, such as the homebound, the elderly, the institutionalized, and the disabled.

The various programs and courses needed to carry out the above may lead to an associate degree or certificate. Too, individual courses may be selected as desired by any student or any of our Connecticut adult population.

The Board of Trustees believes that adult and postsecondary education should be available to all adults who seek these services. It has established an open door admissions policy to enable students to initiate their self-development at appropriate and realistic levels. It will carry out this policy to the extent state funding permits. Certain specialized programs require minimum entrance requirements. Admittance to these specialized programs is not possible until certain requirements have been met in satisfactory fashion.

Financial support does not allow the Board of Trustees to offer all curricula, programs, and services at each Community College. Therefore, the Board of Trustees shall determine at which of the Community Colleges specialized curricula and services shall be provided.

(Adopted May 17, 1976)



## 2.3.4 Mission Statement

### THE COMMUNITY COLLEGE SYSTEM MISSION 1992

Subject to statewide policy and guidelines, the Board of Trustees of Community-Technical Colleges administers the publicly supported Connecticut Community Colleges\* and is responsible for planning for the expansion and development of the institutions within its jurisdiction.

#### OVERVIEW

The following twelve institutions constitute the Connecticut Community College System.\*

- ASNUNTUCK COMMUNITY COLLEGE, Enfield
- CAPITAL COMMUNITY COLLEGE, Hartford
- GATEWAY COMMUNITY COLLEGE, New Haven/North Haven
- HOUSATONIC COMMUNITY COLLEGE, Bridgeport
- MANCHESTER COMMUNITY COLLEGE, Manchester
- MIDDLESEX COMMUNITY COLLEGE, Middletown
- NAUGATUCK VALLEY COMMUNITY COLLEGE, Waterbury
- NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE, Winsted
- NORWALK COMMUNITY COLLEGE, Norwalk
- QUINEBAUG VALLEY COMMUNITY COLLEGE, Danielson
- THREE RIVERS COMMUNITY COLLEGE, Norwich
- TUNXIS COMMUNITY COLLEGE, Farmington

#### Statutory Mandate

The primary responsibilities of the Community Colleges are delineated by the Connecticut General Assembly in public act 92-126, which created twelve comprehensive Community Colleges with a mission broader in scope and content and including greater access to expanded opportunities in technical education and student support services.

The legislative mandate for Community Colleges\*, as provided in public act 92-126, section 27(a) states

- (a) The primary responsibilities of the regional Community Colleges shall be (1) to provide programs of occupational, vocational, technical and technological and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet

individual, community and state manpower needs; (2) to provide programs of general study including, but not limited to, remediation, general and adult education and continuing education designed to meet individual student goals; (3) to provide programs of study for college transfer representing the first two years of baccalaureate education; (4) to provide community service programs as defined in subsection (b) of this section and (5) to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs, (b) As used in this section, "community service programs" means educational, cultural, recreational and community-directed services which a Community College may provide in addition to its regular academic program. Such community service programs may include, but shall not be limited to, (1) activities designed to enrich the intellectual, cultural and social life of the community, (2) educational services designed to promote the development of skills for the effective use of leisure time, (3) activities and programs designed to assist in the identification and solution of community problems and (4) utilization of college facilities and services by community groups to the extent such usage does not conflict with the regular schedule of the college."

The Board of Trustees, cognizant of its responsibility to the citizens of the state, also recognizes that it is imperative for the Community Colleges to be assured that they will have the flexibility and the resources needed to permit them to express through positive change their commitment to continuous improvement and to fulfill the various responsibilities included in their mandate.

### Students Served

Connecticut has no asset more valuable than its human resources. The Board of Trustees believes that it is essential that the state of Connecticut invest in its human capital by adequately supporting high quality Community College education and training programs which permit citizens to reach their full potential and which produce a highly skilled, productive and flexible work force. Through their open door policy, Connecticut Community Colleges offer maximum development of the state's human potential by providing lifelong access to educational opportunities.

Connecticut Community Colleges have recognized and responded to dramatic shifts from full-time to part-time students and from younger to older students. Approximately two-thirds of the students who enroll in Community Colleges attend on a part-time basis; more than half are twenty-five years old or older, and more than sixty percent are women. Nearly two thirds of African-American and Hispanic undergraduates who enroll in Connecticut public institutions of higher education enroll in Community Colleges.

Many Community College students have earned baccalaureate degrees and now seek additional skills for a new career, a career change or job advancement. Rapid technological changes have eliminated job opportunities for many who, in the past, had

little or no chance for postsecondary education and are now confronted with an employment picture that demands more education and training.

The ability to respond to the individual needs of students who wish to attend Community Colleges is dependent upon the availability of extensive instructional and student support services designed to assess and accommodate individual levels of competence.

#### Admission to Community Colleges

The admissions policies established by the Board of Trustees ensure that needed educational opportunities are available, within budget limits, to all who meet the minimal requirements of graduation from high school or the achievement of a high school equivalency certificate. Efforts to reach older and/or educationally disadvantaged students are facilitated by the fact that formal admissions requirements may be waived in appropriate circumstances.

These open door policies thus enable students to enter Community Colleges and to initiate their learning experiences at appropriate and realistic levels.

#### Admission to Specialized Programs

Admission to a specific program of study is not automatic or guaranteed. Certain specialized associate degree programs require specific prior preparation and thus have established entrance requirements. Admission to these specialized programs is possible after such requirements have been met.

### INSTRUCTIONAL AND STUDENT SUPPORT SERVICES

Community Colleges strive to provide instructional and student support services within an environment that promotes academic excellence, civic responsibility, cultural appreciation and international understanding.

The Board of Trustees is committed to providing to a broad student clientele a comprehensive array of relevant and timely programs and services which vary in substance, scope and depth in response to the ever-changing needs of individual students and of the state's economy.

Each Community College is unique with regard to certain individual efforts, emphases and priorities. However, the twelve institutions provide a wide variety of high quality technical, career, general and liberal arts and sciences courses of study which may lead to associate degrees, certificates, transfer to four-year institutions or simply to the short-term acquisition of specific skills.

At any Community College, it is possible for qualified students who wish to do so to limit their enrollment to a few courses focusing on special interests or on certain specialized job skills.

However, Community College associate degree programs are alike in that each includes a general education component to provide students who enroll in such programs with a broader educational experience.

The Connecticut general statutes authorize Community Colleges to award associate degrees and certificates appropriate to their curricula.

The following degrees may be awarded:

- Associate in Science
- Associate in Applied Science
- Associate in Arts

Certificate programs may be comprised of single courses or small groups of courses generally intended for technical or career training, upgrading of skills or retraining.

### Student Support Services

The Community College system provides instructional and student support services to an increasingly diverse population, including many who are well prepared for college as well as many who are initially unprepared or under prepared to meet college-level course requirements in an effective manner.

In response to the needs of their students, Community Colleges currently offer the following kinds of support:

- testing to identify special needs
- counseling to assist students in selection of courses and programs compatible with their level of development at the time of entrance
- remedial/developmental courses designed to improve basic skills in, for example, reading, written and oral communication, mathematics and technical studies
- courses designed to build college study skills
- honors courses for advanced students
- opportunities for bilingual students to build English language proficiency
- services designed to meet individual needs of students with disabilities
- services designed to meet the needs of parents whose access to educational opportunity may be limited because of their obligations to young children
- opportunities for unprepared students to enhance self-esteem and to develop career awareness and motivation
- opportunities for students to increase awareness of racial, cultural and sexual diversity

Community Colleges provide quality instructional services to a wide variety of students, including those who are nontraditional, homebound, elderly, institutionalized or disabled. Their services are provided at both on-campus and off-campus locations in

the effort to assure that they are accessible at times when and where students can take advantage of them.

In response to the varied needs of their constituents, Community Colleges provide educational programs and services through a wide variety of delivery systems including, for example, traditional classroom instruction, televised instruction, utilization of new educational technologies and other learning resources, assessment of prior or noncollegiate sponsored learning, independent study and cooperative arrangements with other providers of instruction.

## Technical Education

Within the context of the overarching Community College system mission, the Board of Trustees responds to public act 92-126 by providing for comprehensive educational opportunities which broaden the diversity of students in technical education by assuring statewide access to technical programs and services. The Board of Trustees embraces the principle that the residents of every area of the state deserve access to technical programs and an extensive inventory of specialized services spanning the ever-changing technological continuum and emphasizing the development of skills for current and future careers and use of state-of-the-art technology. Accordingly, Community Colleges strive to meet this responsibility through efforts including, but not limited to, the following:

- identifying current and emerging technical education needs and appropriate responses, including flexible and innovative programs and services
- providing associate degree programs focusing on principles of basic science and technology, with emphasis on engineering technology, as well as nondegree certificate programs and continuing education opportunities focusing on specific entry-level or advanced technical skills
- incorporating within programs a sound base of applied mathematics, analytic techniques and methodologies leading to practical results
- developing and supporting transfer/articulation of technical education opportunities
- providing noncredit instruction and technical assistance to individuals, businesses, industries, agencies, departments and other organizations

## RESEARCH

The Community Colleges are primarily recognized as teaching institutions. Their statutory mandate does not call for research activities. However, they may conduct such institutional research as is appropriate to sustain and enhance the effectiveness of the colleges or to respond to local, regional or state needs. Various research efforts focus on students, student achievement, assessment and educational programs and services.

## PUBLIC (COMMUNITY) SERVICE

Community Colleges provide a comprehensive array of community services in response to identified needs in each college service region. Community services reflect the colleges' responses to current or projected needs or interests and are not restricted to a single funding source, credit or non-credit designation, instructor pool, schedule or location. They often address career, personal, instructional, cultural and public interests.

Community services include primarily short-term credit and non-credit instruction or activities related to avocational interests, municipal services, community outreach, conferences, workshops, televised or individualized instruction, speakers bureaus, use of facilities, contract and grant projects, inter-agency cooperation and special events.

In addition to the general population, community services activities may be targeted to specific groups (e.g., youth, older adults, women, military service members, inmates, minorities and people with disabilities).

In its broadest context, the practice of community services helps to promote the Community College as a focus for lifelong learning. Continuing education programs respond to state and regional work force needs. They help support the economic development of the state through specialized education, training and services for workers, businesses and industries. These often custom-tailored programs use college or community-based resources in working with federal and state agencies, municipal offices, public interest groups, professional associations, labor organizations, and other education and training providers.

Community services and continuing education facilitate the return of a wide variety of students to the learning process so that new knowledge can be applied continually to living and working in an increasingly technological world. They attract one-time students of all ages who have a special interest in a given topic, and they often mark the first entry point for those students into college-level study. These qualities enhance access to higher education and offer recurrent educational opportunities.

\* The title Community-Technical College was changed by the Board of Trustees in October, 1999 to become Community College for the 12 comprehensive institutions under its jurisdiction.”

(Adopted October 19, 1992; amended  
December 21, 1992)

## **2.4 Personal Data Regulations**

The chancellor hereby is authorized to effectuate the requirements of chapter 55 (personal data act) of the general statutes, as amended.

(Adopted December 19, 1977)

## **2.5 Regional Advisory Councils - Guidelines**

### Regional Advisory Councils for Connecticut Community Colleges

The Board of Trustees of the Community-Technical Colleges, upon the recommendation of the chief executive officers of the regional Community Colleges, shall appoint for each regional Community College a regional council, representative of the geographical area served. Each such council shall advise the board and the chief executive officer of each regional Community College with respect to appropriate educational programs to meet the needs of the communities in the region which it represents.

Connecticut general statutes  
Section 10a-73, as amended

### *Role, Function, and Responsibilities*

The Board of Trustees of Community-Technical Colleges directs that advisory functions shall involve direct relationships between the college president and the council. The regional council, as the name implies, is a means devised for the individual colleges and the system of colleges to receive important and relevant input from individuals living in the geographic area served by the college. The total input is valuable to the governing board in making its recommendations to related state agencies in regard to capital projects, operational budget, new curricula, and specialized programs and activities.

The Board of Trustees is charged with certain legal responsibilities. These it cannot reassign to regional councils. For example, the board is legally responsible for the selection, appointment, evaluation, promotion, and, if need be, the dismissal of professional staff members.

The following guidelines, however, indicate many of the essential functions, responsibilities, and opportunities for service which are available to the regional councils:

1. help the president promote the development of a program of Community College education consistent with the goals of public higher education in Connecticut, under the administration and supervision of the Board of Trustees;
2. assist the president in developing, and aid in promoting, the public information program for the Community College;
3. assist in eliciting the participation of business, industry, and the community in program planning and development, and appoint, with the assistance of the president, local citizens advisory committees to aid the president and faculty in the development of specialized programs and occupational curricula;
4. assist the Board of Trustees to meet the needs of businesses, industries, and communities in the regions they represent;
5. assist the president and his or her staff in the development and approval of the community service program of the college;
6. submit to the Board of Trustees periodic reports which indicate, among other things, the council's evaluation of the progress the college is making in developing curricula and programs needed in the region;
7. serve as the local citizens advisory committee to the Board of Trustees on selection of the college's permanent site and the development of permanent facilities;
8. recommend to the Board of Trustees a name or names for the Community College and recommend, where appropriate, names for any facilities on the campus;
9. assist the college in developing from private sources financial aid for students;
10. assist in the location and securement of contributions of equipment that might be valuable in the conduct of a particular academic program;
11. assist the Board of Trustees and the college president in relations with the state legislature and the executive branch of the state government.



## *Membership*

1. The members of regional councils shall be appointed for a term of two years.
  - a. The term of appointment of members of regional councils for the following colleges shall begin January 1 of odd-numbered years:

Manchester	Asnuntuck
Middlesex	Norwalk
Northwestern CT	Tunxis

- b. The term of appointment of members of regional councils for the following colleges shall begin January 1 of even-numbered years:

Capital	Three Rivers
Housatonic	Gateway
Naugatuck Valley	Quinebaug Valley

2. The Board of Trustees shall schedule action on appointments to regional councils in December prior to the beginning of a new term.
3. The Board of Trustees shall fill any vacancies in the membership of regional councils by appointment for the balance of the unexpired term.
4. The membership of each regional council shall be representative of the communities and the businesses and industries in the geographical area served by the Community College.

## *Officers, Committees, and Meetings*

Each regional council may elect from its members a chairperson, a vice chairperson, a secretary, and such other officers as it deems necessary to serve for the term of the council and may establish committees, make appointments thereto, and define the function of such committees.

Each regional council shall meet at least four times in each academic year.

(Adopted March 15, 1969; amended June 7, 1971, November 20, 1989; August 10, 1992; and December 21, 1992)

## **2.6 Tuition and Financial Aid - Philosophy**

The Board of Trustees of Community-Technical Colleges supports the establishment of the lowest possible tuition level for Community College students and supports increased student financial aid by the state government so that no individuals who wish to attend a Community College for the purpose of improving themselves, personally and vocationally, and their contributions to society will be prevented from doing so because of the lack of funds.

(Adopted January 17, 1972)

### **2.6.1 Financial Aid Policy**

#### **A. Objective**

To establish a uniform policy of awarding financial aid by meeting the direct educational costs of students who demonstrate financial need in the Connecticut Community College System.

#### **B. Award Procedure**

When a student's need equals or exceeds direct costs, colleges will award grants equal to direct costs, to the extent funds are available. Students who demonstrate need less than direct costs will receive grants to meet their demonstrated need.

At the discretion of the financial aid office a college may award grants beyond direct costs to students with remaining need.

All students must meet satisfactory academic progress standards in order to be awarded financial aid.

Each college's financial aid office has the authority to make exceptions to this policy for individual students, particularly when necessary to meet the legitimate needs of a student or to most effectively utilize available funds.

#### **C. Packaging Procedure**

The director of financial aid is responsible for development and implementation of the rationale utilized in the construction of a financial aid award package for each eligible student.

The following programs will be awarded as listed below, and the student will be made aware of their eligibility through the use of an award letter issued by the financial aid office.

**Federal Pell Grants:** Pell Grants are based on need and are intended to be the floor from which all other Financial Aid is based. Pell Grants can be combined with other forms of aid to meet the direct cost of education. Every student in attendance who may need financial assistance must apply for this grant utilizing the Free Application for Student Aid.

**Federal Supplemental Educational Opportunity Grant (FSEOG):** This program provided grants to eligible students demonstrating financial need. Preference is given to students with exceptional need.

**Connecticut Aid for Public College Students:** State of Connecticut Grants are awarded to Connecticut residents who have financial need. Grants can range up to a student's demonstrated need, and are awarded based on satisfactory academic progress, financial need and the availability of funds.

**Community College Grant Program:** This state program allows for the remission of tax-supported tuition, fees, and the cost of books for Connecticut residents who demonstrate financial need.

#### D. Definitions

**Cost of Attendance (COA):** the student's estimated costs for the academic year, according to Title IV criteria.

**Direct Costs:** the student's tuition and fees, and an allowance for books and supplies, for the academic year, as established by the awarding institution.

**Family Contribution (FC):** the student's expected contribution toward COA, according to the federal methodology, including the parent contribution for dependent students.

**Financial Need:** Cost of Attendance (COA), including direct and indirect costs, minus Family Contribution (FC).

(Adopted December 20, 1999)

### 2.6.2 Financial Aid Code of Conduct

#### **Purpose Statement**

This Code of Conduct is intended to ensure that the relationships between providers of education loans and other forms of financial aid to students of the Connecticut Community College System and the representatives of the Community Colleges with whom they deal are free from all conflicts of interest, actual and perceived. Students of the Community Colleges or, in appropriate cases, their parents, shall be the sole beneficiaries of all forms of financial aid.

## I. Definitions

- A. "College" shall mean any college in the Community College System or the Community College System, including the Board of Trustees for the Community-Technical Colleges.
- B. "Lending Institution" or "Lender" shall mean any entity that itself, or through an affiliate, engages in the business of making or guaranteeing loans to students, parents or others for purposes of financing higher education expenses. "Lending institution" or "Lender" shall not include any college in the Community College System, the Community College System, the Board of Trustees for Community-Technical Colleges or the State or the Federal Government.
- C. "Compensation" shall mean anything of value including, but not limited to, money, credits, loans, discounts, payments, fees, forgiveness of principal or interest, reimbursement of expenses, charitable contributions, stock options, consulting fees, educational grants, vacations, prizes, gifts or other items of value, whether given directly or indirectly.
- D. "Trade Association" shall mean any higher education financial aid, lending or banking trade, industry or professional association that has received compensation within the preceding 12-month period from any Lending Institution or Lender.
- E. "Outside Director" shall mean a member of a lender's board of directors or board of trustees who receives compensation from such lender in connection with his or her service on the board of directors or board of trustees and who receives no other compensation from the lender as an officer, employee, or agent of the lender.
- F. "Agent" shall mean an employee or other person acting as a representative of and at the direction of or under the control of a college where such person's responsibilities relate primarily to the college's activities involving financial aid or higher education loans.
- G. "Affiliated Organization" shall mean an alumni association, booster club, foundation, athletic organization, social organization, academic organization, professional organization or other organization which is affiliated with a college and which is not a separately existing legal entity.
- H. "Opportunity Loan" shall mean a loan to any student who, because of his/her credit history or lack of credit history, does not have access to student loans on reasonable terms.

## II. Code of Conduct

### A. Prohibition of Certain Compensation to College Employees

1. No college trustee, director, officer, or agent, including any employee who is employed in the financial aid office of a college, or who otherwise has responsibilities with respect to higher education loans or other financial aid at the college, and no spouse or dependent child of any such person ("family member") shall accept compensation of more than nominal value (not to exceed the gift limitations established in the State Code of Ethics), directly or indirectly, from or on behalf of a lending institution or trade association. This provision shall not be construed to prohibit any trustee, director, officer, agent or employee of a college or any of their family members from receiving compensation for the conduct of non-college business with any lending institution or trade association or from accepting compensation that is offered to the general public, provided receipt of such compensation is permitted by the State Code of Ethics.
2. Notwithstanding the prohibitions set forth in subsection II.A.1 above or any other provision of this Code of Conduct, (i) a college may hold a membership in any nonprofit professional association; and (ii) a college trustee, director, officer, or employee who does not have responsibilities with respect to higher education loans or financial aid may serve as an outside director of a lending institution or trade association and receive compensation at the lending institution's or trade association's established compensation rates for outside directors, provided that any college trustee, director, officer or employee serving on the board of the lending institution or trade association is precluded from participating in such board's discussions or decisions that might affect the interests of the college, and provided further that such college trustee, director, officer or employee complies with the Community College System Ethical Conduct Policy and receives annual written notice of the requirements of this Code of Conduct and of the System Ethical Conduct Policy.
3. Notwithstanding the prohibitions set forth in subsection II.A.1 above, a trustee, director, officer or employee of a lending institution or trade association who does not have responsibilities with respect to higher education loans or financial aid shall not be prevented from serving on the Board of Trustees of the Community-Technical Colleges solely by virtue of his or her position with the lending institution or trade association, provided that any such person is precluded from participating in the Board's discussions or decisions that might affect the interests of such lender or trade association.

4. Nothing in this Code of conduct shall be construed to conflict with the requirements of Connecticut General Statutes §§10a-201 et seq., including without limitations §10a-203(a), and §§10a-221 et seq.
5. The prohibitions set forth in this subsection II.A shall also include, but not be limited to, a ban on any payment or reimbursement by a lending institution or trade association to a college employee or family member for lodging, meals, or travel to conferences or training seminars unless such payment or reimbursement is related solely to non-college business or is otherwise permitted pursuant to the State Code of Ethics, Connecticut General Statutes §1-84(k). College employees whose duties relate to financial aid may accept food or refreshments provided or paid for by a lender or trade association at a meeting, conference or seminar related to their professional development or training, as permitted under the State Code of Ethics. College employees are not precluded from attending any educational or training program related to financial aid or higher education loans where no registration fee is charged to any attendee because of a lender's or trade association's sponsorship or support of the program, and provided that any registration fee is limited to covering the costs associated solely with the education or training component of the program, if permitted pursuant to the State Code of Ethics.

#### **B. Limitations on Participation on Lender Advisory Boards**

No college trustee, director, officer, agent or employee, or any of their family members shall serve on an advisory board for a lender unless such service is unrelated in any way to financial aid or higher education loans. Lenders can obtain advice and opinions of financial aid officials on financial aid products and services through trade associations, industry surveys or other mechanisms that do not require service on lender advisory boards.

#### **C. Prohibition of Certain Compensation to a College**

1. No college or any of its affiliated organizations may accept any compensation from any lending institution or trade association in exchange for any advantage or consideration provided to the lending institution or trade association related to the lending institution's or trade association's financial aid or education loan activity. This prohibition shall include, but not be limited to: (i) revenue sharing by a lending institution or trade association with a college or affiliated organization; (ii) the receipt by a college or affiliated organization from any lending institution or trade association of any equipment or supplies, including, without limitation, computer hardware and software, for which the college or affiliated organization pays below-market prices; and (iii) printing costs or services, provided that a

college or affiliated organization shall not be prohibited from accepting a lender's or trade association's own standard printed brochures or informational material that does not contain the college logo or otherwise identify the college.

2. Notwithstanding anything else in this subsection II.C, a college may accept assistance comparable to the kinds of assistance provided by the Secretary of the U.S. Department of Education to schools under or in furtherance of the Federal Direct Loan Program.
3. Nothing in this subsection shall prohibit a college or affiliated organization from accepting endowment gifts, capital contributions, scholarship funding, or other financial support from a lender or trade association, so long as the college gives no competitive advantage or preferential treatment to the lender or trade association related to its education loan activity in exchange for such support.

#### **D. Preferred Lender Lists**

In the event that a college promulgates a list of preferred or recommended lenders or similar ranking or designation ("preferred lender list"), then:

1. Every brochure, web page or other document that sets forth a preferred lender list must clearly disclose, textually or by clearly designated hyperlink, the process by which the college selected lenders for said preferred lender list, including but not limited to the criteria used in compiling said list and the relative importance of those criteria; and
2. Every brochure, web page or other document that sets forth a preferred lender list or identifies any lender as being on said preferred lender list shall state in the same font and same manner as the predominant text on the document that students and their parents have the right and ability to select the education loan provider of their choice, are not required to use any of the lenders on said preferred lender list, and will suffer no penalty from the college for choosing a lender that is not on said preferred lender list;
3. A college's selection of preferred lenders and decision as to where or how prominently on the list the lending institution's name appears shall be based solely on the best interests of student and parent borrowers, utilizing stated criteria that are limited to benefits provided to borrowers (such as competitive interest rates and repayment terms, quality of loan servicing, and whether loans will be sold) and the ability to work efficiently and effectively with the college to process loans, without regard to the pecuniary interest of the college or to any benefits

provided by lending institutions to the college or any of the college's trustees, officers, directors, agents or employees or their family members or to its affiliated organizations. A college's selection of any preferred lender shall be limited to the types of loans for which that lender has been selected, based on the benefits to the borrower for those types of loans, and the college's preferred lender list shall indicate the types of loans for which each lender has been selected as a preferred lender. Nothing in this provision is intended to restrict a college's ability to exercise its discretion in making its own, final judgment about which lenders best meet the college's criteria and the needs of its student and parent borrowers.

4. Colleges shall review their preferred lender lists at least annually;
5. Colleges shall require that all preferred lenders commit, in writing to disclose to the borrower, at the time a loan is issued: (i) whether the loan may be sold to another lender; (ii) that the loan terms and benefits will not change if the loan is sold to another lender; and (iii) that the loan benefits may change if the borrower chooses to consolidate his or her loans.
6. Colleges shall ensure that any preferred lender list that they publish to students contains no fewer than three (3) lending institutions.

**E. Prohibition of Lenders' Staffing of a College Financial Aid Office**

1. No employee or other agent of a lending institution may staff a college financial aid office at any time. Colleges shall ensure that no employee or other representative of a lending institution is ever identified to students or prospective students of the college or their parents as an employee or agent of the college. The foregoing prohibitions notwithstanding, if a college believes that it would benefit students, the college may allow representatives of lenders to conduct informational sessions, such as exit interviews and presentations on loan payment and loan consolidation options, so long as: (i) student attendance is voluntary; (ii) a college representative explains that other lenders may provide similar services; (iii) the affiliation of the lender representative is disclosed at the start of the presentation; (iv) the lender representative does not promote the products or services of any lender, and (v) the college takes reasonable steps to ensure compliance with the requirements of this paragraph.
2. In the event that a college permits a lender to conduct information sessions or exit interviews as set forth in subsection II.E.1 above, the college must retain control of any such session or interview conducted by the lender. Control of an in-person information session or exit interview conducted by a lender may be evidenced by: (i) a college



employee attending such interview or presentation; or (ii) the college recording or videotaping the session or interview. Control of an information session or exit interview conducted electronically, via the internet, may be evidenced by the college creating or approving in advance the content of such session or interview.

#### **F. Proper Execution of Master Promissory Notes**

Colleges shall not link or otherwise direct potential borrowers to any electronic master promissory note or other loan agreement unless the master promissory note or agreement allows borrowers to enter the lender code or name for any lender offering the relevant loan, or unless the college's link to the electronic master promissory note or agreement informs borrowers of alternative means of entering into a master promissory note or agreement with any lender of the borrower's choice. Any information that a college provides to borrowers about completing a master promissory note or agreement with a preferred lender must provide the information required in subsections II.D.1 and II.D.2 above.

#### **G. Requirements for Opportunity Loans**

Colleges may enter into arrangements with lenders to provide opportunity loans to students whose credit rating would otherwise preclude them from obtaining loans with reasonable rates and terms. Such arrangements may be made with a preferred lender after a college has selected preferred lenders in accordance with the provisions of subsection II.D above, or it may use a separate process for selecting lenders to provide opportunity loans, so long as that process also complies with the provisions of subsection II.D above. Colleges shall not request, accept, solicit or consider a lending institution's offer to provide opportunity loans in exchange for a college's providing concessions, benefits or promises to the lender.

#### **H. Revolving Door Prohibition**

1. In the event a college hires an employee who will be employed in the financial aid office of the college or who otherwise will have responsibilities with respect to higher education loans or other financial aid and such employee was employed by a lender during the 12-month period prior to the date of hire by the college, such employee shall be prohibited from having any dealings or interactions with such lender on behalf of the college for a period of twelve (12) months from the date such employee's employment with the lender was terminated.
2. In the event a lender hires an employee who was employed by the college during the 12-month period prior to the date of such employee's hire by the lender, the college shall be prohibited from having any dealings or

interactions with such employee for a period of twelve (12) months from the date such employee's employment with the college was terminated.

## **I. Miscellaneous Provisions**

All provisions of this Code of Conduct should be read in conjunction with the System Ethical Conduct Policy and with the Code of Ethics for Public Officials, CGS section 1-79 et seq. and with any amendments thereto.

(Adopted September 15, 2008)

### **2.7 Child/Day Care Centers - Authorization, Establishment, and Operation**

The Board of Trustees supports the principle of child/day care centers at Community Colleges. The board authorizes the individual colleges to establish, as auxiliary enterprises, such centers, provided that the centers are duly licensed, if necessary, and that the receipt and expenditure of monies conforms to policies and procedures established by the comptroller, the commissioner of finance and control, and other cognizant state agencies.

The Board of Trustees believes that efforts should be made to increase access to educational opportunities for parents who are limited in access by their obligations to young children. Within this context, the Board of Trustees believes that child/day care centers provide the following important benefits to Community College students:

- Child/day care centers enable parents to take advantage of educational programs and services, to achieve educational and career goals, and to assure that their preschool children are provided with a quality educational experience.
- Child/day care centers may serve as laboratory settings for use in instructional programs.

Accordingly, the Board of Trustees establishes the following requirements for the establishment and operation of child/day care centers and/or drop-in operations.

#### **I. Establishment of Child/Day Care Centers and/or Drop-In Operations**

- A. Each Community College president shall provide for periodic needs assessment to monitor the extent and type of need and the availability of child/day care services in the college service region.
- B. On the basis of determined needs, each president should provide for the establishment of a child/day care center or group day care home and/or

drop-in child care operations in accordance with state statutes, regulations, and Board of Trustees policy.

- C. Community College students and their children should be the principal beneficiaries of child/day care services.

## II. Organization and Administration of Child/Day Care Centers or Drop-In Operations

- A. Each center or drop-in operation shall generally be supervised by a director who is qualified in early childhood education\* \* and who shall be responsible to a supervisor designated by the president.
- B. Each center or drop-in operation shall be housed in the most appropriate division or administrative unit as determined by the college president; centers utilized as laboratory settings should be affiliated with an academic division, with non-instructional personnel to be supported by options provided in III.
- C. Colleges operating both a center and an early childhood education/development or child care program should designate the center as one of the sites to be utilized by students enrolled in the program for observation, work experience, etc.

## III. Methods of Financing Child/Day Care Centers or Drop-In Operations

Currently, child/day care centers or drop-in operations may be provided through any combination of the following options:

A separate corporation, either profit or nonprofit, may be established to provide child/day care services; presumably, revenues from tuitions or donations would support expenses of such services.

College child/day care services contracted for by the college at one or more centers in the region as a service to students (preferably at a volume discount) may be financed through the operating fund, with some of the costs to be paid by students and deposited to the auxiliary account.

A college may designate an annual percentage of its operating fund to be used to support child/day care services.

To the extent to which such a center is utilized to support an early childhood education/development, child care, or other instructional program, support for the cost may come from the general fund.

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\* State statutes or regulations

Federal or state grants may provide support for child/day care services.

#### IV. Waiver of These Requirements

Any Community College president finding it inappropriate to provide child/day care services under any of the options cited above shall so report to the chancellor who may, in special circumstances, recommend that the Board of Trustees waive these requirements on an annual basis. Recommendations for a waiver should be based on specific evidence of

- lack of interest or demand
- lack of funds
- lack of suitable facilities.

#### V. Monitoring Progress in Meeting These Requirements

The chancellor shall, by February 1 of each year, report to the Board of Trustees concerning the methods employed by each college president to respond to identified needs and the basis for each recommendation to waive these requirements.

(Adopted July 29, 1974; amended April 15, 1975, February 19, 1979, and March 21, 1994)

## **2.8 Computing Resources**

### **2.8.1 Information Technology Resources**

The Connecticut Community College (CCC) System provides information technology resources (IT resources) to faculty, staff and students for academic and administrative use. IT resources may also be available to members of the college community through college libraries and websites. This policy applies to all users of IT resources.

IT resources include, but are not limited to, computers and peripheral hardware, software, networks, databases, electronic communications and Internet connectivity. CCC IT resources are the property of the Board of Trustees. Use of such resources is a privilege and is subject to such IT policies, standards and procedures as may be promulgated from time to time.

IT resources shall be used solely for legitimate and authorized academic and administrative purposes, and in furtherance of CCC mission and goals. They shall not be used for personal purposes, including monetary gain. Use of IT resources may be monitored by the appropriate CCC authority to ensure proper and efficient usage, as well as to identify problems or to check for security violations.

Any unauthorized or illegitimate use of IT resources may subject the user to disciplinary action, up to and including dismissal or expulsion, as well as loss of computing privileges. Users must comply with all applicable state and federal laws and may be subject to criminal prosecution for violation thereof under state and federal laws.

The Chancellor is authorized to promulgate necessary and appropriate IT policies, standards and procedures, including but not limited to those affective acceptable uses of IT resources, electronic communications and network security. Colleges shall ensure that users of IT resources are aware of all IT policies, standards and procedures, as appropriate.

(Adopted October 21, 2002)

[This policy replaces that adopted on July 22, 1985.]

### **2.8.2 Computing Resources - Standardization of Administrative Data Processing Equipment**

Substantial progress has been made in establishing administrative data processing systems for the Community College system. The Board of Trustees finds that the standardization of data processing equipment and software can afford significant economies in time and expense and enhance the benefit to all Community Colleges from the system's investment in the acquisition of new equipment. The board desires to foster continued progress in the development of administrative data processing systems through the standardization of equipment and software used to produce accounting, statistical, and other information, consistent with the commitment of the board to preserving the distinct institutional identity of each college and its capacity to respond to the educational needs of its region.

Therefore, within the Community College system, data processing equipment used for administrative purposes shall be standardized and compatible with equipment installed or soon to be installed in the system data center, and as such standardized equipment may be installed at remote locations, each location, where applicable, shall utilize the software currently within the system or participate in efforts to design and implement software for systemwide use.

(Adopted October 18, 1982)

### **2.8.3 Computing Resources - Standardization of Microcomputers**

The effective utilization of microcomputers in the Community College system is dependent upon student familiarity with the equipment, adequate training for staff and faculty, user support, hardware and software compatibility, and cost-effective maintenance. Therefore, microcomputers purchased by the Community Colleges shall be standardized on the following brands: Apple, Digital Equipment Corporation (DEC), International Business Machines (IBM), Tandy/Radio Shack, NCR Corporation, and Zenith. Such standardization does not preclude the bidding of other brands when specific needs must be met.

(Adopted July 27, 1987)

## **2.9 Foundations: Relationships**

### Board of Trustees of Community-Technical Colleges Policies Governing Relationships with Private Foundations

#### *Preamble*

The Board of Trustees recognizes and often depends upon the benefits of combining the charitable purposes of the foundations with the educational objectives of the colleges to enhance their missions, especially when no other support is available.

The state of Connecticut has determined that it has a legitimate interest in the relationships between state institutions and the foundations which support them and that it has an obligation to assure that these relationships will be managed at all times in a manner worthy of the public's confidence.

Accordingly, as required by the provisions of Connecticut general statutes 4-37e through 4-37i and by the guidelines of the board of governors for higher education, the Board of Trustees is responsible, with the chancellor and the college presidents, to assure compliance with all state and federal laws pertaining to these relationships.

These policies shall govern the relationships between the Community Colleges under the jurisdiction of the Board of Trustees of Community-Technical Colleges and the foundations recognized by the Board of Trustees as having been established to support, promote, or improve the system or its individual colleges.

## I. APPLICATION OF POLICIES

The term "foundation" means an organization, fund or any other legal entity which is (A) exempt from taxation pursuant to section 501 (c)(3) of the internal revenue code of 1986, as amended, and (B) established for the principal purpose of receiving or using private funds for charitable, scientific, cultural, educational or related purposes that support or improve any one or all of the Community Colleges under the jurisdiction of the Board of Trustees. Such an organization, fund or other legal entity shall not be deemed a state agency or a public agency, as defined in Section 1-200 of the Connecticut General Statutes.

## II. FOUNDATION GOVERNANCE AND RELATIONSHIPS WITH THE INSTITUTION

- A. Governing Board. The foundation shall have a governing board to oversee its operation.
- B. Nonvoting Members of the Governing Board. Unless the bylaws of the foundation provide that they be voting members, the foundation governing board shall have the following nonvoting members:

For the college foundation

1. the president of the college, or his/her designee;
2. a student enrolled at the college elected for a one-year term by the students at the college; and
3. a faculty member at the college elected for a two-year term by the faculty at the college.

Elections for the student and the faculty members shall take place no later than October 31 of the election year. By November 1, the election results shall be reported to the chancellor.

For the Community Colleges foundation

1. the chancellor of the Community Colleges or his/her designee;
2. a student enrolled at a Community College elected for a one-year term by the student electoral assembly;
3. a faculty member at a Community College elected for a two-year term by the faculty of the Community College system; and
4. a president at a Community College elected for a two-year term by the presidents of the Community College system.

Election for the student member shall take place at the annual student electoral assembly convened by the chancellor or his/or her designee. Election for the faculty member shall follow the Board of Trustees procedures for the election of a faculty member to the standing advisory committee of the board of governors for higher education.

- C. Membership List. The governing board of the foundation shall annually file an updated list of its members and officers with the president and the chancellor.
- D. Conflict of Interest. The foundation bylaws, administrative guidelines or other similar document shall include a process to ensure that any potential for conflict of interest is avoided in foundation operations and transactions and in the relationship between the foundation and the college.

### III. WRITTEN AGREEMENT

Written agreements between the colleges and the foundation shall be subject to the approval of the chancellor, with subsequent ratification by the Board of Trustees. Agreements shall meet the requirements of Board of Trustees policies and shall include, but not be limited to, these provisions:

- A. Facilities and Resources. Any use by the foundation of the college's facilities and resources including, but not limited to, office space, storage space, office furniture and equipment, utilities, telephones, photocopying services, computer systems and the maintenance by the college of the books and records of the foundation, provided any such books and records maintained by the college shall not be deemed to be public records and shall not be subject to disclosure pursuant to the provisions of section 1-19 of the general statutes.
- B. Protection from Liability. The Board of Trustees and its members, employees and agents shall have no liability for the obligations, acts or omissions of the foundation.
- C. Reimbursement for Expenses. The foundation shall reimburse the college for expenses the college incurs as a result of foundation operations, if the college would not have otherwise incurred such expenses. The foundation may provide an additional general reimbursement for overhead expenses.
- D. Dissolution of the Foundation. If the foundation ceases to exist or ceases to be a foundation, as defined in section 1 of public act 89-267,
  - 1. the foundation shall be prohibited from using the name of the college,



2. the records of the foundation, or copies of such records, shall be made available to and may be retained by the college, provided any such records or copies which are retained by the college shall not be deemed to be public records and shall not be subject to disclosure pursuant to the provisions of section 1-19 of the general statutes, and
  3. there shall be procedures for the disposition of the financial and other assets of the foundation.
- E. Protection for Employees. The foundation shall develop, in conjunction with the Auditors of Public Accounts, and implement a written policy
1. for the investigation of any matter involving corruption, unethical practices, violation of state laws or regulations, mismanagement, gross waste of funds, abuse of authority or danger to the public safety occurring in such foundation,
  2. prohibiting any officer or employee of the foundation from taking or threatening to take any personnel action against any foundation employee who transmits information concerning any such matter,
  3. providing that any foundation employee who is found to have knowingly and maliciously made false charges concerning such matter under subdivision (1) of this section shall be subject to disciplinary action by the employee's appointing authority, up to and including dismissal, and
  4. requiring the foundation to provide a copy of any such policy to its employees and to periodically notify the employees of the existence of the policy.
- F. Investment and Spending Policies. The foundation will establish and adhere to an investment policy and a spending policy that are consistent with sections 45a-526 to 45a-534, inclusive, of the general statutes.

#### IV. ADMINISTRATION AND FOUNDATION OPERATING RESOURCES

- A. Payments to State Employees. No officer or employee of the state shall receive a salary, fee, or loan or any compensation or other thing of value from the foundation or withdraw funds from a foundation account for any purpose, without the written approval of
1. the president, for an officer or employee of the college;
  2. the chancellor, for the college president; or
  3. the chairperson of the Board of Trustees, for the chancellor.

The president and, in the case of the Community Colleges foundation, the chancellor shall receive quarterly reports of the amounts disbursed and

the purposes for which they were used by the officer or employee for whom the written approval was granted. Also, the chancellor shall receive annual reports of all such disbursements and shall provide an annual report to the chairperson of the Board of Trustees.

- B. Foundation Staff Salaries and Benefits. The salaries, benefits and expenses of officers and employees of the foundation shall be paid solely by the foundation.
- C. Investment Income and Unrestricted Funds. The foundation governing board shall have an approval process to authorize and to change the use of investment income and unrestricted funds. Investment income and unrestricted funds may be used to defray foundation operating costs, including fundraising, but each such use shall follow the approval process.
- D. Solicitation and Confidentiality. Any person soliciting funds or any other thing of value for donation to a foundation by a person, firm, corporation or other entity shall, at the time of such solicitation or in any receipt for or other written confirmation of such donation, clearly and conspicuously disclose to the person, firm, corporation or other entity that the funds or other things of value donated are to be provided to the foundation and that the person, firm, corporation or other entity may request in writing that its identity be confidential, and, upon such request, the identity of the person, firm, corporation or other entity shall not be publicly disclosed.

## V. FISCAL AND AUDITING PROCEDURES

- A. Accounting Principles. The foundation shall use generally accepted accounting principles in its financial record-keeping and reporting.
- B. Fiscal Year. As used in these policies, "fiscal year" means any twelve-month period adopted by a foundation as its accounting year.
- C. Full Audit. A foundation which has in any of its fiscal years receipts and earnings from investments totaling \$100,000 per year or more shall have completed on its behalf for such fiscal year a full audit of the books and accounts of the foundation by an independent certified public accountant.

Each audit shall be conducted in accordance with generally accepted auditing standards and shall include financial statements, a management letter and an audit opinion which address the conformance of the operating procedures of the foundation with these policies and recommend any corrective actions needed to ensure such conformance. In addition, the audit report shall disclose the receipt or use by the foundation of any public funds in violation of these policies or of any relevant general statutes.

- D. Financial Statement. A foundation which has receipts and earnings from investments totaling less than \$100,000 in each fiscal year during any three of its consecutive fiscal years beginning October 1, 1986, shall have completed on its behalf for the third fiscal year a full audit of its books and accounts by an independent certified public accountant. For each fiscal year in which an audit is not required, the foundation shall send financial statements to the president for forwarding to the chancellor who shall send them to the Board of Trustees.

For the fiscal year to which it applies, each financial statement shall include the total receipts and earnings from investments of the foundation and the amount and purpose of each receipt of funds by the college from the foundation.

- E. Distribution of the Audit Report. The foundation shall send a copy of the audit report to the president who shall review the report with the chief fiscal officer at the college. The president shall confirm in writing to the chancellor that such a review occurred and that, to the best of the president's knowledge and belief, the report accurately reflects the fiscal operations and the management relationships between the college and the foundation for the audit period.

The chancellor shall make available copies of the audit report to the budget and facilities committee of the Board of Trustees, the board of governors for higher education, and the auditors of public accounts.

- F. Review by the auditors of public accounts pursuant to section 3 of public act 89-267, if the audit report indicates that
1. funds for deposit and retention in state accounts have been deposited and retained in foundation accounts, or
  2. state funds, personnel, services or facilities may have been used in violation of these policies or of relevant general statutes, then a full audit of the books and accounts of the foundation may be conducted by the auditors of public accounts who shall have access to the relevant working papers compiled by the certified public accountant in the preparation of such audit.
- G. Limited Purchases. Notwithstanding any provision of the general statutes to the contrary, the college may purchase by "competitive negotiation," supplies, materials, equipment and contractual services, as defined in section 4a-50 of the general statutes, when the supplies, materials, equipment or contractual services are
1. required to implement a grant, contract or financial agreement between the college and the donor of funds or other things of value which are given with an obligation for service primarily to the donor by the college, and

2. specified in such grant, contract or financial agreement.

## VI. DEPOSIT AND RETENTION OF FUNDS

- A. State Accounts. The following funds shall be deposited and retained in state accounts:
  1. all funds or other things of value received through proposals or other means with an obligation for service primarily to the donor by the college including, but not limited to, research, training, education or public service activities, except for such funds or other things of value given to a foundation by a charitable trust which, on or before October 1, 1989, does not permit the giving of its funds or other things of value to a state agency;
  2. gifts and donations, including cash, endowments, stock, real estate, personal property or other property of value, made to the college; and
  3. funds received by the college from the foundation.
- B. Foundation Accounts. Gifts and donations made to the foundation with no obligation for service to the donor expected, implied or required from the college or its employees shall be deposited in foundation accounts.

## VII. TRANSFERS FROM THE FOUNDATION TO THE COLLEGE

- A. Authority to Accept Gifts and Donations. In accepting gifts and donations from the foundation to a college, the Board of Trustees will follow the requirements of section 10a-150 of the general statutes. The acceptance of gifts and donations by the president must be consistent with advancing the educational mission of the college. A college president is not obligated to accept gifts and donations which are not consonant with the college or system mission, purposes, and policies.
- B. Obligation of the Foundation. Prior to accepting restricted gifts, it is incumbent upon the foundation to determine whether donor expectations can be met.
- C. Gifts of Cash for Student Financial Aid. Each president is authorized to accept gifts or pledges of cash from its foundation designated for student financial aid programs to be administered by the college in accordance with donor terms and conditions and applicable financial aid procedures.
- D. Other Gifts of \$7,500 or Less. Each president is authorized to accept gifts or pledges of cash, securities or property valued at \$7,500 or less to be used for support of academic programs, community service programs,

- student support services and institutional support services. All such gifts or pledges shall be acknowledged by the president in writing and administered in accordance with any terms and conditions specified by the donor. Gifts for which no conditions are specified may be expended for any purpose in support of the mission of the college as determined by the president.
- E. Other Gifts of More Than \$7,500. All other gifts or pledges of cash, securities or property valued at more than \$7,500 to any college shall be referred to the Board of Trustees for formal acceptance. All gifts or pledges so accepted by the board shall be administered by the college in accordance with any terms and conditions specified by the donor. Except as the board may otherwise provide, any income from such gift may be expended for any purpose in support of the mission of the college as determined by the president. Any expenditure of the principal of such unrestricted gifts shall be subject to the approval of the Board of Trustees.
  - F. Authority to Accept Transfers. The acceptance of gifts, pledges and donations from the foundation shall be authorized in writing by the president and, in the case of gifts, pledges and donations to the Community Colleges foundation, by the chancellor or his designee.
  - E. Records of Transfers. Records of foundation transfers to the college, including dollar amounts or approximate value, purposes and recipients, shall be reported at least quarterly to the president and to the governing board of the foundation. Where restrictions apply to transfers, the college shall have access to any relevant documentation concerning donor intent.
  - F. State Guidelines and Procedures. Cash and other funds transferred from the foundation to the college shall be disbursed by the college according to state guidelines and procedures, and shall be consistent with original donor intent, where specified.
  - G. Conveyance of Real Estate. Conveyance of real estate from the foundation to the college shall be subject to all approvals required by statute for acceptance of gifts of real estate by the Board of Trustees.

(Adopted November 20, 1989, amended July 26, 1999, July 23, 2001, February 14, 2005.)

**SAMPLE LETTER OF AGREEMENT BETWEEN**

\_\_\_\_\_ **COLLEGE**

**AND THE**

\_\_\_\_\_ **FOUNDATION**

This letter of agreement details the relationship between A-B-C College (hereinafter referred to as "college") and X-Y-Z Foundation (hereinafter referred to as "foundation") unless modified or amended by the written agreement of both parties or terminated by either party upon a notice of 60 days.

The agreement recognizes the private status of the foundation as defined by its articles of incorporation and the public status of the college as governed by state statutes and by Board of Trustees of Community-Technical Colleges policies.

It also recognizes that the benefits of combining the charitable purposes of the foundation and the educational objectives of the college are derived, in large part, from effective policies and from a mutually developed agreement, especially as it relates to the general exchange of services.

The bylaws of the foundation, the policies of the Board of Trustees of Community-Technical Colleges, and Public Act 89-267 shall govern the relationship between the foundation and the college. In addition, the requirements of Public Acts 88-351 and 89-253 are hereby incorporated and made a part of this agreement.

This agreement and any subsequent changes shall be approved by the foundation, the college, and the Board of Trustees of Community-Technical Colleges. The agreement shall include these provisions:

1. **FACILITIES AND RESOURCES** Any use by the foundation of the college's facilities and resources including, but not limited to office space, storage space, office furniture and equipment, utilities, photocopying services, computer systems and maintenance by the college of the books and records of the foundation, provided any such books and records maintained by the college shall not be deemed to be public records and shall not be subject to disclosure pursuant to the provisions of Section 1-19 of the General Statutes;
2. **PROTECTION FROM LIABILITY** The foundation shall provide acceptable evidence that the Board of Trustees and its members, employees, and agents shall have no liability for the obligations, acts or omissions of the foundation;

3. REIMBURSEMENT FOR EXPENSES The foundation shall reimburse the college for expenses the college incurs as a result of foundation operations, if the agency would not have otherwise incurred such expenses; and
4. DISSOLUTION OF THE FOUNDATION If the foundation ceases to exist or ceases to be a foundation, as defined in Section 1 of Public Act 89-267, (i) the foundation shall be prohibited from using the name of the college, (ii) the records of the foundation, or copies of such records, shall be made available to and may be retained by the college, provided any such records or copies which are retained by the college shall not be deemed to be public records and shall not be subject to disclosure pursuant to the provisions of Section 1-19 of the General Statutes and (iii) there are procedures for the disposition of the financial and other assets of the foundation.

A-B-C COLLEGE

X-Y-Z FOUNDATION

Signed  
by \_\_\_\_\_

Signed  
by \_\_\_\_\_

Typed  
Name \_\_\_\_\_

Typed  
Name \_\_\_\_\_

Title \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

THE BOARD OF TRUSTEES OF  
COMMUNITY-TECHNICAL COLLEGES

By \_\_\_\_\_

Name  
Chancellor

Date \_\_\_\_\_

## 2.10 Policy on AIDS and Other Communicable Diseases

### POLICY ON AIDS AND OTHER COMMUNICABLE DISEASES\*

The Community College system reaffirms its commitment to provide a safe and healthy educational environment, safeguard the rights of individuals, and comply with state and federal antidiscrimination laws and regulations. Sound and compassionate legal, ethical, moral, and educational principles require that students and employees with AIDS, HIV infection, and other communicable diseases be accorded the same rights and assume the same responsibilities as all other members of the Community College community. It is recognized that the best method of allaying fears and promoting understanding is education: the dissemination of information based on fact and current scientific knowledge.

1. People with AIDS and other communicable diseases shall be accorded the same rights as all other students and employees. State and federal laws and regulations prohibit discrimination against and harassment of individuals solely because of disability. No individual shall be discriminated against in any college programs, services, or employment solely because of his or her status as AIDS- or HIV-infected or having any other communicable disease.
2. Each college shall provide information and educational programs and activities concerning AIDS and other communicable diseases for students and employees. Such information and programs shall rely on the most current knowledge about such diseases and shall focus on how such diseases are and are not transmitted, how they can be prevented, and the rights of persons with such diseases.
3. Each college president shall designate an individual responsible for coordination, delivery, and evaluation of the college AIDS education program. A committee representative of the college community should be involved in formulating educational and information activities.
4. Restrictions shall not be placed on admission, programs, services, or employment offered to an individual on the basis of a diagnosis of AIDS, HIV infection, or other communicable disease, except in individual cases when it has been medically determined that there is risk of infection or danger to others or in programs from which individuals with specific communicable diseases are excluded by law or regulation.

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\* All Community College employees are further subject to the June 3, 1988 "AIDS Policy for State Personnel" and the January 1987 "AIDS Guidelines for State Personnel."



5. Colleges shall not require testing of students or employees for AIDS, HIV infection, or other communicable diseases for participation in employment, programs, or services of the college, except as required by law or regulation. Where possible, colleges shall maintain a listing of local referral sources for such testing and shall publish such listing with other educational information.
6. All student or employee information related to inquiries, testing, and disclosure of AIDS, HIV, or other infection status shall be treated confidentially as all other health records. All reasonable steps shall be taken to protect the identity of an individual with AIDS.
7. Students and employees involved in the direct delivery of health care services and those who might otherwise come in contact with blood and other body fluids (such as in science laboratories or allied health practica) shall at all times follow the guidelines regarding precautions to be taken in the handling of such fluids disseminated by the Department of Health Services (January 1987, provided as Appendix A) or other approved guidelines.
8. Violations of any part of this policy shall be dealt with under the appropriate disciplinary procedures for students or employees.
9. This policy shall be published in all college catalogs and student handbooks and shall be made available to all employees.

(Adopted February 21, 1989)

## **2.11 Board of Trustees Awards Program**

The Board of Trustees establishes the following awards programs:

Connecticut Community Colleges  
Medal for Distinguished Service

### STATE AWARD

*Name:* The Community Colleges medal for distinguished service

*Criteria:*

1. Recognition of
  - some extraordinary service or a lifetime commitment to the cause of Connecticut's Community Colleges or

- sustained support to the advancement of Connecticut's higher education generally or
  - contributions to the advancement of the Community College movement nationally.
2. The reputation of the individual should be widely acknowledged and the service recognized. Letters of recommendation should manifest the broadness of that reputation. Affiliation with the state of Connecticut should be regarded as a favorable factor but should not be a sufficient condition for the award.
  3. The activities of the individual may include but not be necessarily limited to scholarly contributions to the teaching and learning process, public service, or business.
  4. The committee will seek to maintain a balance among various areas of endeavor in any given year or in a cycle of years.
  5. The committee will make an effort to recognize the achievement of women and minorities, consonant with the board's commitment to equal opportunity.
  6. The distinguished service medal award cannot be awarded to an active member of the Board of Trustees, the faculty, or administrators of the system or to an appointed or elected official of the Connecticut state government while he/she is so serving.

*Procedures:*

1. The marketing and development committee will nominate candidates for the Community Colleges distinguished service medal.
2. No individual may nominate himself/herself. The nominator will be responsible for preparing a complete dossier which will include the following components:
  - a. a narrative letter which indicates the nature and importance of the achievement(s) and the reasons they ought to be honored by the board, and
  - b. a biographical sketch describing professional activities, education, honors, and other pertinent information.
2. The office of the chancellor will assemble all dossiers and check for completeness before submitting them to the marketing and development committee for review. The committee's selection(s) will be presented to the full Board of Trustees in executive session at which time the Board of

Trustees will make its selection(s) and determine the date and event for the presentation.

3. The chancellor will inform the nominee(s) who are to receive the medal.

## REGIONAL AWARD

*Name:* The Board of Trustees Merit Award

*Criteria:*

1. Recognition of some extraordinary service or lifetime commitment to a community or technical college.
2. The reputation of the individual should be regionally acknowledged and the service recognized. Letters of recommendation should manifest the broadness of that reputation.
3. The activities of the individual may include but not be limited to scholarly contribution to the teaching and learning process, public service or business.
4. The colleges will seek to maintain a balance among various areas of endeavor in any given year or cycle of years.
5. The colleges will make every effort to recognize the achievement of women and minorities, consonant with the board's commitment to equal opportunity.
6. The Board of Trustees merit award cannot be awarded to an active member of the Board of Trustees, the faculty, or administrators in the system or to an appointed or elected official of the Connecticut state government while he/she is so serving.
7. No more than one Board of Trustees merit award will be presented in the name of the Board of Trustees by each college annually.

*Procedures:*

1. The president will issue announcements of the solicitation for nominations for the Board of Trustees merit award by November each year, with a deadline for submission by January.
2. A campus committee appointed by the president of each college will nominate through the president an individual and two alternates to the chancellor by February. No individual may nominate himself/herself. The nominator will be responsible for a complete dossier which will include the following components:

- a. a narrative letter which indicates the nature and importance of the achievement(s) and the reasons they ought to be honored by the board, and
  - b. a biographical sketch describing professional activities, education, honors, and other pertinent information.
3. The office of the chancellor will assemble all dossiers and check for completeness before submitting them to the marketing and development committee for review at the March meeting (first Tuesday in March). The committee's selection(s) will be presented to the full Board of Trustees in executive session at the March board meeting, at which time the Board of Trustees will make its selection(s).
4. The chancellor will notify the presidents of the board's selection during the first week in April.
5. The Board of Trustees merit award will be presented annually at the college's commencement ceremony.

(Adopted September 17, 1990)

## **2.12 Policies and Procedures for the Granting of Honorary Associate Degrees in the Connecticut Community College System**

The purpose of granting honorary associate degrees is to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut Community College system.

No member during his or her term as a member of the Board of Trustees and no person during his or her employment by the Connecticut Community College system shall be granted an honorary degree. No Connecticut resident holding elective office from a Connecticut constituency and no Connecticut resident holding appointive office in the legislative, executive, or judicial branches of state government shall be considered for an honorary degree during the term of his or her election or appointment.

Honorary degrees shall be granted only when unusual and exceptional circumstances warrant such action. It is expected that no more than one honorary degree will be awarded by a college in any one year, and it is possible that in some years no honorary degree will be awarded.

Identification of potential recipients of honorary associate degrees will be made under the supervision of the college president, who is required to develop an institutional process for this identification. The president shall endeavor to maintain the confidentiality of the name of the potential recipient until the process

has been concluded and the prospective recipients has agreed to accept the honorary degree.

The college president shall forward to the Chancellor of the Connecticut Community College system the name of a potential recipient, with an explanation as to why the individual merits the honor, a thorough discussion of the nominee's background, and an assessment of the potential benefits and/or controversy, if any, that may result from the nominee's being granted an honorary degree.

With the approval of the Chancellor, the prospective recipient will be asked to confirm in writing his or her commitment to accept the offered degree at a specific place, time, and ceremony, and if requested, his or her commitment to deliver an address. Upon receipt of that commitment, the nomination will be presented to the full Board of Trustees for confirmation.

All honorary degrees will be conferred by the Chairperson of the Board of Trustees or by a Trustee designated by the Chairperson. Following is the wording to be used when conferring the honorary degree: *“By virtue of the authority vested in me, the Trustees of the Connecticut Community College system concurring, I confer upon you the degree, associate in humane letters honoris causa, and invest you with all the rights and privileges pertaining thereto. In token thereof, I present you with this diploma and Board of Trustees medallion.”*

The Board of Trustees shall approve the format of the diploma presented to the recipients of honorary degrees.

(Adopted December 20, 1999)

## **2.13 Policy on Violence Prevention and Response**

On August 4, 1999, Governor John G. Rowland signed Executive Order No. 16 instituting a “zero tolerance” Violence in the Workplace Prevention Policy for all state agency personnel, contractors, subcontractors and vendors. In accordance with this directive and in an effort to provide a safe environment for employees, students, visitors and guests while on the premises of the Community Colleges, the Board of Trustees of Community-Technical Colleges has adopted and expanded the application of the Governor's policy. Executive Order No. 16 is attached to this Board policy and is fully incorporated herein.

For purposes of this policy, “violence” is defined as an overt act or threat of harm to a person or property, or any act that poses a substantial threat to the safety of any person or property. “Premises” is defined as any space owned or leased by the Community Colleges or any of its constituent units, including vehicles and any location where college or system business or activities are conducted.

Conduct that may violate this policy includes, but is not limited to, the following:

- Intimidating, harassing or threatening behaviors

- Physical abuse, including hitting, slapping, poking, kicking punching, grabbing, etc.
- Verbal abuse, including yelling, shouting, use of sexually, racially or ethnically charged epithets, etc.
- Vandalism
- Carrying or possessing weapons or dangerous instruments of any kind on Community College premises, unless properly authorized
- Using such weapons
- Any other act that a reasonable person would consider to constitute a threat of violence, including oral or written statements, gestures or expressions that communicate a direct or indirect threat of physical harm

### **Reporting Threats or Violent Act**

A person who feels that he or she has been subjected to threats or acts of violence as defined herein, or a person who witnesses such threats or acts, must report the incident to a supervisor, manager or to the Human Resources office. Supervisors and managers who receive such reports shall seek advice from the Human Resources office regarding investigating the incident and initiating appropriate action. **Serious incidents or serious threats of imminent danger to the safety of persons or property should immediately be reported to proper law enforcement authorities and/or to the campus Public Safety/Security Department.**

Any individual who has applied for or obtained a protective or restraining order which lists the premises of the Community Colleges as protected areas, must provide to the Human Resources office a copy of the petition and declaration used to seek the order, a copy of any temporary protective or restraining order that is granted, and a copy of any protective or restraining order that is made permanent. The sensitivity of the information requested is understood and colleges are responsible for treating such information in a manner that recognizes and respects the privacy of the reporting person.

### **Enforcement of this Policy**

All reported incidents of violence will be taken seriously and will be dealt with appropriately, including prompt evaluation, investigation and response. An individual who makes a substantial threat of violence or commits an act of violence as defined in this policy shall be removed from the premises. Any weapon or dangerous instrument will be confiscated and turned over to appropriate law enforcement/public safety authorities. There is no reasonable expectation of privacy with respect to such items on college premises.

Violations of this policy, including knowingly providing a false report, or failing to cooperate fully with an investigation, may lead to disciplinary action up to and including dismissal from employment or expulsion from the college. Violations may also result in criminal penalties.

## **Threat Assessment Team**

Each college will establish a Threat Assessment Team to oversee the implementation of this policy. The Threat Assessment Team should include representatives of management, human resources, employee unions, public safety, and facilities management.

One goal of the team approach is to ensure that people are prepared to work together to deal with violent or potentially violent situations. Although violence cannot always be prevented, planning ahead and being prepared to act swiftly to deal with threats, intimidation and other disruptive behavior at an early stage can reduce the risk. The Assessment Team has three major functions:

- **Identifying the potential for violence.** This involves analyzing trends in incidents relating to particular units, jobs, activities, time of day and so forth.
- **Prevention.** This includes recommending procedures to prevent violence, such as conducting violence prevention and response training for employees and students, establishing mechanisms for employees, students and others to discuss their concerns about violence, conducting inspections of college premises, evaluating working environments of employees and students to ascertain any unusual risks, conducting employee/student surveys, recommending changes in physical plant, equipment and practices to enhance campus safety.
- **Responding to individual acts of violence.** Incidents reported to the Human Resources office and/or the Public Safety department should be shared with the Threat Assessment Team which may advise and assist in the investigation if appropriate. The Team may also assist in the management of threats or incidents of violence by planning a response to mitigate further damage, coordinating responses with local law enforcement and the community and managing media inquiries.

## **Publication of Policy on Violence Prevention and Response**

This policy shall be distributed to all members of the college community and shall be posted prominently in areas where students, staff and guests may gather. The policy should also be included in orientation materials for new employees and students and published in college newsletters, catalogues, handbooks, as appropriate. The policy should be reissued once a year as a reminder of the importance of this issue in our community. Contractors, subcontractors, and vendors doing business with the college shall be advised that compliance with this policy is mandatory.

For further information on the subject of workplace violence, please consult the State of Connecticut Violence in the Workplace Policy & Procedures Manual for

Human Resource Professionals, September 1999, which can be found on the Office of Policy & Management website at the following address:  
[www.opm.state.ct.us/olr/wpv/wpv.htm](http://www.opm.state.ct.us/olr/wpv/wpv.htm).

(Adopted December 20, 1999)



### **Section Three - Academic Affairs**

- 3.1 Common Course Numbers
- 3.2 Academic Calendars
- 3.3 Associate Degrees
  - 3.3.1 President's Authority to Award
  - 3.3.2 Community College System Definitions
  - 3.3.3 Semester Credit Hour Requirements
  - 3.3.4 General Education Component
  - 3.3.5 Multiple
  - 3.3.6 General Studies
  - 3.3.7 English as a Second Language
- 3.4 Certificates
  - 3.4.1 Programs - Definition and Requirements
  - 3.4.2 Attendance and Participation
- 3.5 Grades
  - 3.5.1 Granting of an Incomplete
  - 3.5.2 Administrative Transcript Notations—Letters other than A-F
- 3.6 Community Service
  - 3.6.1 Mission - Guidelines
- 3.7 Assessment of Student Services
- 3.8 Satisfactory Progress
  - 3.8.1 Fresh Start
- 3.9 Nontraditional Learning
  - 3.9.1 Experiential Learning
  - 3.9.2 Noncollegiate Sponsored Instruction
  - 3.9.3 Credit by Examination - CLEP
  - 3.9.4 Evaluation
- 3.10 Cross-Registration - Guidelines
- 3.11 Library Materials Selection
- 3.12 Physical Education Activities and Athletics
- 3.13 Professional Activities
- 3.15 Program Evaluation and Special Areas of Study
- 3.16 Academic Programs
  - 3.16.1 Name Change
  - 3.16.2 Options
  - 3.16.3 Termination
- 3.17 Transfer
  - 3.17.1 Acceptance of Credit
- 3.18 TV Community College
- 3.19 Assessment - Entering Students
- 3.20 Board of Trustees Medallion for Academic Excellence
- 3.21 Honors – Semester and Graduation



### **3.1 Common Course Numbers**

The Chancellor or the Chancellor's Designee is authorized to implement a common course number system, taking such actions as may be required to this end and making periodic reports to the Board of Trustees on the progress of the implementation process, until such time as it shall be completed.

The Chancellor or Chancellor's Designee is authorized to establish such system policies, procedures, and instruments as may be required to maintain the common course number system, including, but not limited to, assigning and coordinating numbers and titles for new courses and programs, promoting the further development of common course numbers, and resolving discrepancies.

(Adopted October 16, 2000)

### **3.2 Academic Calendars**

The Board of Trustees of Community-Technical Colleges establishes the following policy in the formulation of academic calendars, effective with the establishment of the academic calendars for 1976-77:

1. Each semester or term shall have an official starting date listed in the college catalog which shall indicate the date on which all full-time faculty, professional staff, and classified staff should be available to be on campus for all college functions, except as approved for absence by the president. The beginning date of the first semester or term of the regular academic year shall be the third day following the beginning date of the appointment period of ten-month personnel.
2. Each semester or term shall have an official termination date listed in the catalog which shall be after the submission of final grades. The ending date of the final semester or term of the regular academic year, excluding summer sessions, shall be the ending date of the appointment period of ten-month personnel.
3. All faculty are expected to be available for fulfillment of duties and responsibilities between the official starting date and ending date for each semester or term, except for vacation days listed in the catalog.
4. During the regular academic year, excluding summer sessions, the period between the ending date of each semester or term and the starting date of the following semester or term shall not exceed twenty-two calendar days,

- unless official college activities occur between the first and second semester which require faculty services.
5. A two-semester academic year shall have as a minimum each semester fifteen full weeks of classes which have a fifty-minute period each, or a total of a minimum of 2,250 minutes per semester for a three-credit (semester) hour course, or the equivalent.
  6. Each president shall establish an academic calendar and present it to the Board of Trustees for information by November 1 of each academic year.

(Adopted October 20, 1975)

### **3.3 Associate Degrees**

#### **3.3.1 Associate Degrees - President's Authority to Validate and Award**

Pursuant to the responsibility to confer academic degrees contained in section 10a-72 of the Connecticut general statutes, the Board of Trustees of Community-Technical Colleges authorizes the administrative heads of the colleges within its jurisdiction to validate and award diplomas signifying the conferring by the board of the associate degree upon students who have completed requirements of programs approved by the Board of Trustees and who have been recommended for such degrees by the faculty of the college.

(Adopted July 28, 1969)

#### **3.3.2 Associate Degrees: Community College System Definitions**

##### Associate in Arts

The associate in arts degree parallels the first two years of a baccalaureate degree program and permits transfer to a four-year institution or provides enrichment in liberal arts for those wishing to acquire only an associate degree. The associate in arts programs emphasize courses in liberal arts and sciences. The associate in arts degree may require completion of a foreign language course sequence. Within specific distribution requirements, associate in arts programs are sufficiently flexible to allow students to plan exact course patterns to facilitate transfer to a variety of baccalaureate institutions.

### Associate in Science

The associate in science degree is designed to include a general education component and electives and courses in a major field which often emphasize career preparation. An associate in science program may be a transfer program, depending on the specific objectives of the program.

### Associate in Applied Science

The associate in applied science degree includes a general education component and is designed to prepare for immediate employment in a specialized career field.

(Adopted May 15, 1987)

### **3.3.3 Associate Degrees: Semester Credit Hour Requirements**

A minimum of sixty semester credit hours and a maximum of sixty-eight semester credit hours are required in an approved program for an associate degree.

College plans to seek program accreditation by a national specialized accrediting body shall be presented to the Board of Trustees for recognition and approval, within either the original program application or a separate request.

(Adopted April 22, 1968; amended  
December 20, 1993; and June 20, 1996)

### **3.3.4 Associate Degrees - Definition of General Education Component**

The general education component of associate degree programs shall include a balanced distribution of required courses or restricted electives in the humanities, arts, natural and physical sciences, mathematics, and social sciences, comprising at least one third of the minimum requirements for the degree. All courses which are available to the general college population for enrollment shall be considered in the calculation of the general education component.

(Adopted May 18, 1987)

### **3.3.5 Associate Degrees - Multiple**

A student who already holds an academic degree may earn a second degree in a different curriculum at a Community College. Such a student shall be treated similarly to a transfer student with respect to the minimum number of credits he or she must take for the second degree. This will require that a student meet all program requirements and earn at least twenty-five percent of the minimum requirements for the new curriculum at the college through which the second degree is to be conferred.

A student may earn two degrees simultaneously at a Community College by fulfilling all requirements stated above.

Requests for additional degrees beyond the second require prior approval from the academic dean. Students who receive approval must then complete all program requirements, including earning at least twenty-five percent of the minimum requirements for the new curriculum at the college through which the degree is to be conferred.

Completion of the requirements of an additional program option does not constitute a different degree.

(Adopted May 15, 1978; amended  
October 19, 1987)

### **3.3.6 Associate Degrees - General Studies**

#### **DEFINITION OF AND REQUIREMENTS FOR COMMUNITY COLLEGE ASSOCIATE DEGREE GENERAL STUDIES PROGRAMS**

#### **1. General Education**

The general studies program at each college shall include a core with a balanced distribution of required courses or restricted electives in communications, humanities/arts, natural/physical sciences, mathematics, and social sciences. The core requirements shall include at least twenty-four to twenty-seven of the required sixty to sixty-eight semester hours, constituting forty percent of the program.

#### **2. General Studies Program**

##### **a. Definition**

The general studies program is intended to provide a flexible interdisciplinary program for those students who wish a broad general education background. It is particularly suited to those students who have not yet decided on a specific academic or career goal and to those who

wish to structure a degree program to meet individual needs. Students who plan to transfer to a four-year institution must consult with an advisor regarding the choice of electives and transferability of courses. No options or majors are permitted in the general studies program. The associate in science will be conferred upon candidates who successfully complete a general studies curriculum of sixty to sixty-eight semester hours. At least twenty-four to twenty-seven semester hours in the program will consist of a general education core curriculum. The remaining hours of open electives will be chosen in consultation with an advisor with no more than fifteen hours selected from any one subject area. Courses taken to satisfy the general education core requirements will not be counted in the calculation of the fifteen hours.

- b. Guidelines  
Each college will provide students with written guidelines for the development of individual student programs that provide for a coherent program of study.
- c. Advising  
Faculty advisement will be available at each college to assist each student in the design of his/her general studies program.
- d. Upper-level courses  
Students will be required to take a minimum number of upper-level courses in order to graduate from the program, in accordance with collegewide policy.
- e. Transfer and experiential learning  
The policies of the Board of Trustees of Community-Technical Colleges regarding acceptance of transfer credits, credit for prior learning, and credit for noncollegiate sponsored learning will apply to students in the general studies program as defined in a., above.
- f. Remedial instruction  
Credit awarded for remedial instruction will not apply toward a degree in general studies.
- g. Transfer/career label  
Since the purpose of the general studies program is not limited in scope to either transfer or career purposes, it is recommended that such labels be omitted from catalogue descriptions of the program.

(Adopted November 14, 1988)

### **3.3.7 English as a Second Language**

The Connecticut Community College System shall award academic credit, specifically foreign language credit, to students enrolled in English as a Second Language (ESL) courses at the intermediate through advanced ESL levels. The number of applicable credits shall be determined by existing foreign language credit limitations.

(Adopted July 23, 2001)

### **3.4 Certificates**

#### **3.4.1 Certificate Programs - Definition and Requirements**

The Board of Trustees adopts the following definition and requirements for establishment of new certificate programs:

Certificate programs may be comprised of single courses or small groups of courses generally intended for occupational training, upgrading, or retraining. Regardless of their duration or composition, certificate programs

1. require less than the minimum number of semester hours established by the Board of Trustees for associate degree programs and

generally heavily emphasize skills required for employment or for career advancement.

Proposals to establish new certificate programs require favorable review by the academic policies and student affairs committee and approval by the Board of Trustees.

Proposals to establish new certificate programs should be submitted to the chancellor.

(Adopted December 18, 1978;  
amended October 19, 1987)

#### **3.4.2 Certificate for Attendance and Participation in Courses or Programs**

Board of Trustees approval or authorization is required for the presentation of a diploma or certificate when a degree or college credit is awarded, but not for the presentation of a certificate given to acknowledge attendance and participation in courses or programs without college credit.

(Adopted May 15, 1967)



### 3.5 Grades

All colleges will use the same system of values for grades awarded, which values shall be used for all calculations of grades, averages, and related matters, as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

This system shall be effective beginning with the Fall 2000 semester. Colleges will revise all policies and procedures to bring them into consonance with this system, and all documents and publications shall be changed to reflect this change.

The calculation of the Grade Point Average (GPA) shall be to two decimal places truncated, and this policy shall be implemented immediately for use in the Spring 2001 semester.

The letter grades shown above, with an additional designator, shall also be used for grades awarded to students in developmental courses. The current practice is that a zero ("0") shall be added immediately following the grade.

(Adopted June 19, 2000;  
amended January 22, 2001;  
amended July 28, 2003)

### 3.5.1 Granting of an Incomplete

1. An Incomplete is a temporary grade assigned by the faculty member when coursework is missing and the student agrees to complete the requirements. Although a student may request an Incomplete, the faculty member is not required to honor the request. The faculty member should assign an Incomplete when there are extenuating circumstances such as illness that prevent a student from completing the assigned work on time and the student has completed most of the course requirements and, in the judgment of the faculty member, the student can complete the remaining work within the time limit established by system policy.
2. A faculty member who assigns an Incomplete shall file a system report form that includes:
  - (a) a brief description of the requirements to be completed;
  - (b) the date by which the coursework must be submitted to the faculty member, which is the end of the tenth week of the next standard semester;
  - (c) a statement that the Incomplete will change to a specified letter grade if the work is not completed by the end of the tenth week of the next standard semester.

The faculty member shall keep the original signed form, with copies to the student, the academic dean, the registrar, and such other appropriate parties as the college may identify. The form, shown in the attachment, shall be standard for all colleges.
3. All Incompletes must convert to a letter grade by the end of the following semester. If a student submits the required work on time, the faculty member shall calculate a grade to replace the Incomplete and submit it to the registrar by the end of the semester. If a student fails to complete the required work or fails to submit the work by the specified time, or if the faculty member fails to submit a replacement grade, the registrar shall convert the Incomplete to the letter grade specified in the report form, and that letter grade shall be entered on the student transcript.
4. Students with an Incomplete are temporarily ineligible for semester or graduation honors. Upon conversion of the Incomplete to a letter grade, students may retroactively receive semester or graduation honors, and such recognition shall appear on the transcript, provided that the student has earned the required grade point average.

(See the following page for a copy of the report form.)

(Adopted July 23, 2001)

( \_\_\_\_\_ COMMUNITY COLLEGE)

Assignment of an Incomplete

Name of Student \_\_\_\_\_

Student Banner ID Number \_\_\_\_\_

Name of Faculty Member \_\_\_\_\_

Course Number/Section \_\_\_\_\_ Term \_\_\_\_\_

Policy

An Incomplete (I) is a temporary grade assigned to a student who, because of special circumstances, cannot complete the requirements of a course within the regular semester, and who has received a written time extension from the faculty member. The course work must be completed by the end of the tenth week of the next standard semester, and the Incomplete converted to a letter grade, or it automatically converts to the grade of \_\_\_\_\_ (*Faculty Member Must Indicate*).

Requirements

In order to complete the course requirements, the student must (attach additional pages if needed):

(Optional) The student has already completed the following assignments and tests and earned the following grades:

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Faculty Member's Signature \_\_\_\_\_

Student's Signature \_\_\_\_\_

Academic Dean's Signature \_\_\_\_\_

Date signed \_\_\_\_\_

Copies: Student, Academic Dean, Registrar.

Faculty member retains the original signed copy of this agreement.

### **3.5.2 Administrative Transcript Notations – Letters other than A-F**

1. All colleges will use the same system of letters, other than A-F, as administrative transcript notations for student records, when required. Except for the “I”—Incomplete, for which a separate Board policy exists (3.5.1) designating it as a temporary grade, these letters are to be termed administrative transcript notations.
2. The following letters other than A-F will be used as administrative transcript notations, with the meanings indicated, and any and all such other letters, whether called administrative notations, transcript notations, non-academic grades, etc., currently in use, will be eliminated.

#### **AU      Audit**

An administrative transcript notation for students auditing a course.

Students not wishing credit may audit a course. This status will allow them to participate in class activities without being required to meet the examination requirements of the course. Students may ask to have papers critiqued, but faculty members are not required to grade an auditor’s course work. Full tuition and fees are charged for courses audited. A student who wishes to change from credit to audit status must request this within the first four weeks of the course, using such forms and procedures as the college may prescribe. Students auditing a course may not change to credit status.

#### **I            Incomplete**

A temporary grade assigned by the faculty member when course work is missing and the student agrees to complete the requirements. The use and management of this grade is prescribed in Board of Trustees policy 3.5.1—Granting of an Incomplete, adopted July 23, 2001.

#### **M            Maintaining Progress**

An administrative transcript notation used only for development courses to indicate that the student is maintaining progress but not at the usual rate. It may be given to a student for a course only twice.

#### **N            No Grade**

An administrative transcript notation for any situation where there is no grade reported at the end of the traditional semester (i.e., no grade received from a faculty member, courses in progress, or no basis for a grade).

#### **P            Pass**

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

#### **TR         Transfer**

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

## **W      Withdrawal**

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

3. Colleges are responsible for developing the necessary procedures and form to implement and maintain this policy. In so doing, they must be cognizant of any collateral implications, such as those affecting student financial aid awards and status, and provide timely and adequate information to students.
4. This policy will be included in all college catalogs and student handbooks, and on college websites.

(Adopted January 28, 2002)

## **3.6 Community Service**

### **3.6.1 Community Service Mission - Guidelines**

#### Community Services Program Components

Affirmation that it is a primary responsibility of the Board of Trustees to provide community service appears in every major document pertaining to the Community College system. Community service programs help to promote the Community College as a focus for lifelong learning. They facilitate the repeated return of a wide variety of students to the learning process so that new knowledge can continually be applied to living and working. They attract students of all ages who have a special interest in a given topic. They may include credit and/or noncredit offerings, and they may be provided at special times and/or at off-campus locations.

Community service programs may include, but shall not be limited to, the following kinds of activities and services\* :

Activities designed to enrich the intellectual, cultural, and social life of the community (e.g., TV courses; newspaper courses; film, lecture, and concert series; local history courses)

1. Educational services designed to promote the development of skills for employment or for a change in employment or to enhance the skills of persons already employed (e.g., preparation for real estate licensure examination; nurse refresher courses; career development for bilingual

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\* NOTE: Many of the examples listed above may actually be representative of more than one kind of community service activity.

- students; job-oriented preparation in basic reading, writing, and math skills; courses to prepare persons affected when a business or industry enters or leaves a region)
2. Educational services designed to promote the development of skills for effective use of leisure time (e.g., cross-country skiing instruction; courses in self defense, quilting, flower-arranging, crafts, photography, antiques)
  3. Activities and programs designed to assist in the identification and solution of community problems (e.g., environmental studies; volunteer programs; health clinics; self-defense for the elderly; substance abuse workshops; day care centers; pre-retirement counseling)
  4. Utilization of college facilities and services by community groups to the extent that such usage does not conflict with the regular academic schedule of the college.

#### Administration and Operation of Community Service Activities

The Board of Trustees is committed to the principle that community service activities should be supported by the general fund. Since it has not been possible to fulfill the community service responsibility through general fund resources, much activity is presently accomplished on a self-supporting basis. However, many community service programs which are of great social urgency cannot produce sufficient revenue for them to achieve self sufficiency. Such programs must be provided if Community Colleges are to respond to their mission; accordingly, increasing support from general fund resources is required to permit these programs to serve critical needs.

#### 1. State

A full-time community service professional staff member should serve as part of the system office staff of the Board of Trustees.

#### 2. Local Community College

- a. At least one full-time professional staff member (with supporting staff as appropriate) shall be responsible for directing and administering community service on a full-time basis at each college.
- b. Within the scope of the community service mission as outlined in this document, individual Community College presidents shall be responsible for assessing -- in close consultation with their community service administrators -- community/regional needs and designing programs and services to support these needs. In this effort, they shall also be responsible for utilizing the expertise and experience of appropriate community groups and college staff to develop short- and long-range

plans for appropriate activities in accord with regional needs and consistent with these guidelines.

- c. Campus-based student support services shall be made available to all community service students who desire and who are able to avail themselves of these services. Additional student support services which are specifically appropriate to community service students shall also be made available.
- d. The college shall maintain a permanent transcript of a student's participation in noncredit courses which award the continuing education unit (CEU), defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction (full explanation of the CEU is contained in The Continuing Education Unit Criteria and Guidelines of the Council on the Continuing Education Unit, January 1986).

(Adopted February 28, 1977;  
amended October 19, 1987 and  
March 21, 1994)

### **3.7 Assessment of Student Services**

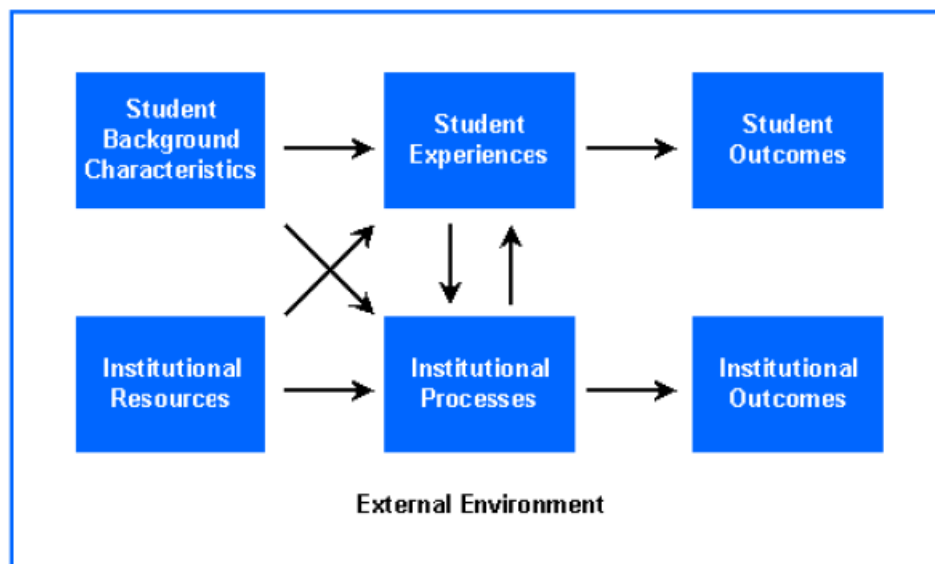
#### **Mission**

The mission of student services in the Connecticut Community College System is to provide comprehensive programs and services which are an integral part of the educational process. These programs and services promote student engagement, equal access and retention, and enable students to identify and achieve their educational and career goals. This mission commits us to a periodic review of all student affairs units within our system.

#### **\*Core Domains (Values)**

1. Cognitive Complexity
2. Knowledge acquisition, integration and application
3. Humanitarianism
4. Civic Engagement
5. Interpersonal and Intrapersonal Competence
6. Practical Competence
7. Persistence and Academic Achievement

### *A Program Review Model for the Assessment of Student Services*



#### **The Review Process**

The review, which is an essential part of ongoing strategic planning, will include both self study and external peer review. The review will provide a means to monitor the status and effectiveness of the student services division under review and to evaluate future directions needed to achieve the overall mission of the system and college.

The review schedule will be coordinated with the Chief Academic and Student Affairs Officer of the community college system on a five-year basis and will be synchronized with other reviews which may be required by agencies external to the system and college.

The primary responsibility for overseeing the reviews rests with the Dean responsible for the student services function at the various colleges. The Dean, in conjunction with the system's Chief Academic and Student Affairs Officer, will provide guidance and oversight for the review process.

#### **The Self Study**

The self study is designed to be an assessment of the mission, organization, resources, policies and procedures, personnel, administration, professional development, fiscal management, strategic planning, general management, and relationships to other units and customers, of student services. Throughout the self-study the relationship of student affairs to the overall mission of the college and the system is to be assessed.



## ***Self Study Format***

### I. Introduction

- A. Organization of the division/unit
- B. Brief history of the division/unit
- C. Brief description of the self study process

### II. Mission

- A. Mission of the division/unit
- B. Relationship of the division mission to the missions of the college/system
- C. Relationship of unit missions to the mission of the division

### III. Description of the Division/Unit

- A. Programs and service activities [Identify “customers”, policies, brief history, relationships to other programs.]
- B. Personnel resources [Identify personnel for each program, by ethnicity and highest degree.]
- C. Financial resources
- D. Facilities [Identify both those within Division/unit and available campus-wide.]
- E. Number of students served in most recent fiscal year. [Articulate means of assessment relevant to Division/unit.]
- F. Goals, objectives, and strategies of the Division/unit.

### IV. Self-Study Assessment

- A. Quality assurance [Identification of developmental and process outcomes, as appropriate for the division/unit; criteria, measures and methods of assessment; the results of these assessments; what these assessments mean; and how they will be used by the division/unit program improvement.]
  - 1. Program and services as reported in student evaluations, outcome assessment studies and/or service records.
  - 2. Personnel
    - a) Educational qualifications, related work experience, and productivity
    - b) Teaching, research and/or service activities
    - c) Honors and awards
  - 3. Personnel Administration
    - a) Professional development activities
    - b) Performance evaluation program
    - c) Staffing levels
  - 4. Organizational Quality
    - a) Organizational climate (student perspective)
    - b) Communications methods
- B. Relationship to missions of the division and/or college: narrative statement not to exceed one page
- C. Need, Utilization and Outcomes

1. Need for programs from students and other units (on campus and in the community)
  2. Uniqueness compared to other programs (on campus and in the community)
  3. Areas of cooperation and collaboration with other units (on campus and in the community)
  4. Student satisfaction
  5. Student utilization
  6. Student learning and development outcomes
- D. Fiscal Management
1. Use of financial resources
    - a) Planning
    - b) Reporting and controls
    - c) Allocations
  2. Adequacy of financial resources
  3. Costs, i.e., charges for services rendered and/or level of support for each "customer" served
  4. Comparative cost analysis
  5. Generation of external funding, if appropriate
- E. How Were the Results of the Last Review Used for Improvement?

#### V. Planning

- A. Division/Unit Strategic plan (consistent with college plan) to achieve division/unit goals; connecting the results of the self study to program improvement.
- B. Relationship of plan to missions of the college/division
- C. Timetable for implementation of the plan
- D. Financial considerations of the plan

### **The External Review**

The purpose of the external review is to provide an independent assessment and advice from peers outside of the division/unit. The review team will be composed of a minimum of at least three recognized peers from similar programs at other community colleges (in-state or out-of-state). Membership of the Review Committee should include a dean of students, a student, and a counseling type staff person. It is also recommended that a faculty person be included if feasible. The primary responsibility for selecting the external review team lies with the Dean responsible for the student services function at the various colleges. The Dean will solicit nominations from the staff of each unit undergoing review as part of the process of identifying potential external reviewers.

### ***Preliminaries to the Visit***

At least 30 days in advance of the external review visit, the Dean will provide the team with:

- A copy of the review guidelines.
- The self study.

- The final report from the most previous review.
- Specific questions from the Dean and/or unit.
- A time line for the review including the schedule for the visit and deadline for receipt of the final external report.
- An itinerary for the visit.
- Travel information.

### ***The External Review Visit***

The external review team visits with staff and administrators in the Division/unit and in related units on campus. The team should have a tour of the Division's/unit's facilities. Time should also be allotted for meeting with students and/or customers who work for/or are served by the Division's/unit's programs. The team should have time for entrance and exit interviews with the leadership of the Division/unit. In addition, the team should be given time to work on its report during the campus visit. In most cases a one and a half day visit should be the maximum length of time scheduled for the External Review.

### ***External Review Report***

The external review team should present its major findings and recommendations verbally during the exit interview. The final written report should be provided to the program review's Division/unit liaison by the review team according to the agreed upon time table, usually within 30 days of their campus visit.

### ***Follow-up on the External Review Team Report***

The Division/unit undergoing review should respond internally to the findings and evaluations of the External Review Report within 20 working days. This response may include suggested revisions to the Planning section of the Self Study. The Dean and the program review liaisons will meet with the staff of the Division/unit to discuss the External Review Report.

### ***Final Acceptance of the Program Review***

The Dean of the Division/unit will submit a final report, written as a plan for implementation based on the final self study and external review report within 20 working days of the review meeting. This final report will be prepared by the program review liaisons from the Division/units in consultation with the Dean and be submitted to the President of the college so that agreement can be reached on the plans and recommendations for the Division/unit that have resulted from the program review process. When the President accepts the plan for implementation, the report will be forwarded to the Chief Academic Officer of the community college system for discussion and dissemination as appropriate.

Ultimate responsibility for the final report's recommendations lies with the Dean of the Division.

### ***Local Implementation***

Colleges will have autonomy and flexibility in local implementation. Colleges may initially select to implement only a few of the core domains, or they may choose to have only one or two departments pilot the assessment model. To accommodate local resources and needs, use of a modified evaluation is acceptable, if consistent with the philosophy and goals of this evaluation system.

(Adopted January 28, 2008)

**3.7.1 and 3.7.2** Counseling Services – Repealed and incorporated into 3.7  
[1/28/08]

### **3.8 Satisfactory Progress**

#### STATEMENT ON SATISFACTORY PROGRESS

1. The grading system employed by each college should accurately reflect the academic achievement of the student. In order to ensure appropriate use of state resources available for the education of its citizens, each college will develop procedures to monitor satisfactory progress through its warning, probation and suspension policy.
2. This policy shall be applicable to all students enrolled for developmental and/or credit courses, no matter the number of credits for which they are enrolled.
3. No course may be repeated for credit more than twice. The highest grade received will be used in calculating the student's academic average. This does not apply to those courses that are designed to be repeated for additional credit.
4. Satisfactory completion of fifty percent of the credits attempted (this phrase means actual continued enrollment beyond the add/drop period) will be the minimum standard for good standing.
5. Students who have completed 11 or fewer credits whose Cumulative Grade Point Average (CGPA) falls below 1.5 will be given a written warning. Students who have completed between 12 and 30 credits inclusive whose CGPA falls below 1.7, and those who have completed 31 or more credits whose CGPA falls below 2.0, will be given a written notice that they are placed on academic probation.
6. Students placed on academic probation will be required to take a reduced course load for one semester.

7. Students who, after being placed on academic probation for one semester and after taking a reduced course load, fail to attain the required CGPA as shown above will be notified in writing that they are suspended for one semester.
8. After the period of suspension, students may be reinstated, either as regular or probationary students, upon application to the college.
9. An appeals process will be established by each college, which provides for due process.
10. College procedures will be included in appropriate publications and communications.

(Adopted October 17, 1993; amended January 28, 2002; amended February 23, 2004; amended September 20, 2004; amended February 14, 2005)

### **3.8.1 Fresh Start**

1. Colleges shall have a policy, called Fresh Start, which will allow students who have not attended college for a period of two or more years and who have a poor academic record to refresh their Grade Point Average (GPA) and develop a more favorable academic record. Students accepted for enrollment under Fresh Start will meet with a designated college official to determine their academic status for re-entry into the college.
2. All grades previously earned will remain on the student's transcript. The semesters for which Fresh Start is invoked will include a transcript symbol indicating that the policy is in effect. The original GPA will not be included in any subsequent computation of the new GPA. If the Fresh Start option is approved, the student will receive credit for courses with a grade of C-minus or above, including "P" (Pass).
1. The Fresh Start option can be used only once.
2. The Fresh Start option does not apply to any completed degree or certificate.
3. A student must complete a minimum of 15 credits after returning to college under the Fresh Start option to be eligible for a degree or certificate, and for graduation honors.
4. Each college is responsible for developing its own procedures for managing Fresh Start, including where and how the student applies, what forms are used, who approves the application, and how the student's progress is monitored.

(Adopted July 28, 2003; Amended June 19, 2006)

### **3.9 Nontraditional Learning**

#### **3.9.1 Nontraditional Learning - Credit for Prior Experiential Learning**

##### CREDIT FOR PRIOR EXPERIENTIAL LEARNING

Each college shall establish written policies and procedures for the award of credit for prior experiential learning. These policies and procedures shall be subject to the following requirements and standards:

##### I. Methods of Assessment

- A. Nationally recognized standardized and competency-based examinations such as CLEP, ACT, and DAN TES provide an acceptable method of assessment.
- B. Individual written or oral tests developed and administered by qualified faculty provide an acceptable method of assessment. The development and administration of college-based tests shall be subject to the review and approval of the academic dean of the college or other designee of the president.
- C. A portfolio review process also provides an acceptable method of assessment of prior experiential learning. Portfolio review policies and procedures are subject to the following requirements:
  - 1. Complete written procedures shall be established.
  - 2. In order to be eligible for credit, the prior experiential learning must meet the following criteria:
    - a. The learning shall have a subject matter or knowledge base.
    - b. The learning shall have general applicability outside of the specific situation in which it was acquired.
    - c. The learning shall be equivalent to college-level work in terms of quality.
    - d. The students must be able to demonstrate that they know the relationship between what they have learned and other related subject fields and their own goals.
    - e. The learning must be verifiable. The students must be able to demonstrate that they possess the learning which they have claimed.
  - 3. Adequate documentation and verification of prior experiential learning are required. Documentation may include official

transcripts, certificates, licenses, examination scores, evaluative letters, or other written evidence that verifies and evaluates the learning.

4. A panel of experts shall be formed to measure and evaluate for college credit the prior experiential learning. Membership of the panel shall be appointed by the academic dean or other designee of the president at the institution and must include at least two faculty members from the institution qualified in pertinent subject areas.
5. No credit shall be awarded via portfolio review outside of subject areas encompassed by the approved curricula of the institution.
6. A credit or noncredit course shall be established and offered to support the development of portfolios. Students must complete this course to be eligible for formal assessment. Student academic program planning shall be an integral component of this course. Within this course, the student shall systematically and comprehensively measure, evaluate, and document his or her prior experiential learning. These processes are defined as follows:
  - a. Measurement is the process by which someone determines how much one has learned as a result of his or her learning experiences.
  - b. Evaluation is the process of relating the measurement of learning to standards in order to determine how much credit or recognition should be awarded for the learning.
  - c. Documentation is the process of reporting the measurement and evaluation in a formal, written format suitable for permanent records.
7. Appropriate records shall be maintained, subject to the following requirements:
  - a. The written portfolio shall become a part of the student's permanent record. Comprehensive records of evaluation and credit decisions shall be maintained by the institution. The records shall specify the experience for which credit was awarded, the method(s) of assessment, the names and titles of faculty members and administrators who recommended approval of credit, and the number of credits awarded. Sufficient information shall be entered on the student transcript, or attached to it, to enable registrars at other institutions or employers to understand the basis for the award of credit.
  - b. The self-assessment documentation shall be treated like other official documents with normal assurances and confidentiality.

- c. Necessary precautions shall be taken to assure that all documents are authentic and that the credentialing process meets all standards established by the institution for the awarding of academic credit.

## II. Other Requirements

- A. No more than fifty percent of an approved associate degree program shall be awarded for prior experiential learning.
- B. The institutional policies and procedures shall contain an established time frame (not to exceed one year) for final resolution of a request for assessment of prior learning.
- C. An appeals process shall be established for an applicant requesting credit for prior experiential learning.
- D. Each college shall assure the continuation of practices that meet national and regional standards and that comply with policies of the Board of Trustees and the board of governors.

(Adopted July 27, 1987)

### **3.9.2 Nontraditional Learning - Credit for Noncollegiate Sponsored Instruction**

#### **POLICY FOR THE ASSESSMENT OF AND AWARD OF CREDIT FOR NONCOLLEGIATE SPONSORED INSTRUCTION**

The Board of Trustees of Community-Technical Colleges has demonstrated its steadfast commitment to the belief that college-level learning occurs in many settings which include, but are not limited to, traditional college classrooms. Consistently, the Board of Trustees has endorsed and promoted college efforts to extend educational opportunities to an increasingly diverse student clientele through utilization of a broad range of educational delivery and assessment systems. The Board of Trustees has also supported and encouraged the use of a variety of mechanisms for awarding college credit for demonstrated competence gained through nontraditional learning experiences. Such experiences include instructional programs offered by noncollegiate organizations (e.g., corporate training programs, public and private [proprietary] vocational programs, hospital-based nursing and allied health educational programs). The board believes that it is proper to assess noncollegiate instructional programs for the purpose of developing appropriate



recommendations for the award of college credit to students who complete such programs successfully.

Accordingly, the Board of Trustees establishes the following policy for the assessment of and award of credit for noncollegiate sponsored instruction.

- A. Within the Community College system, the assessment of and award of credit for noncollegiate sponsored instruction shall be coordinated by the system office.
- B. The chancellor shall establish a system credit for prior learning advisory committee to assist the system office with coordination efforts. The advisory committee shall be broadly representative and shall be convened by the system office for the following purposes:
  1. reviewing assessment results and proposed credit awards
  2. providing recommendations to the system office regarding credit awards
  3. monitoring implementation of this policy and providing to the system office recommendations for improvement.
- C. When an assessment of noncollegiate sponsored instruction is initiated, an assessment team shall be selected, under the direction of the system office, for the purpose of conducting a comprehensive and systematic credit assessment. The team shall include faculty qualified in each area being evaluated, representing at least two Community Colleges, including the college initiating the assessment. An assessment team may also include faculty from other institutions of higher education. For credit assessments that are limited to a single course, representation on the assessment team may be reduced to qualified faculty from the institution conducting the assessment.
- D. The assessment of noncollegiate sponsored instruction within the Community College system shall provide for the following:
  1. Evaluation and credit equivalency recommendations on a course-by-course basis.
  2. Limitation of evaluation and credit recommendations to subject areas in approved program areas.
  3. Verification of equivalency to college-level instruction, including review of such areas as the following:
    - course objectives
    - administrative supervision
    - adequacy of resources, including staff, facilities and equipment
    - faculty qualifications
    - criteria/standards for admission
    - criteria/standards for evaluating student achievement

- instructional materials for each course, including course syllabi, textbooks, reference materials, audiovisual materials, assignments and workbooks
- class time and out-of-class requirements (In order to recommend the award of one semester hour of credit, there should be approximately fifteen class hours of instruction and thirty hours of student work assignments outside the classroom.)
- library and learning resources, including staff support
- academic records.

E. The results of all assessments shall be submitted to the system office, including the following information in the format provided by the system office, for review and, with the advice of the system credit for prior learning advisory committee, for approval for systemwide application:

- a description of the instructional activity evaluated
- method(s) of assessment
- names and qualifications of evaluators who made the credit equivalency recommendation and the subject areas they evaluated
- the written report of the assessment team
- the number of credits recommended, on a course-by course equivalency basis

F. To receive credit for noncollegiate sponsored instruction, a student must be enrolled in an approved program at the Community College granting the credit.

G. No more than fifty percent of the credits required for a degree may be awarded for noncollegiate sponsored instruction and/or prior experiential learning.

H. Credit awarded for noncollegiate sponsored or prior experiential learning shall not constitute an option to a general studies associate degree program.

I. Sufficient information must be entered on Community College transcripts, or attached to them, to enable registrars at other institutions or employers to understand the basis for the award of credit. All credit for prior learning shall be recorded on the college transcript on a course-by-course basis.

J. The system office shall maintain a comprehensive record of all Community College assessment reports and credit equivalency recommendations and decisions pertaining to noncollegiate sponsored learning. This record shall be made available to all Community Colleges and to the board for state academic awards, which will serve as a state

clearinghouse for credit recommendations made in compliance with board of governors policy.

- K. Credit assessments of noncollegiate sponsored instruction shall be reviewed by the Community College system at least once every five years. An annual status report shall be submitted by the noncollegiate institution to the institution which conducted the original assessment, with copies to the system office and the system credit for prior learning advisory committee.
- L. Community College publicity relating to the award of credit for noncollegiate sponsored learning must describe awards on a course-by-course basis. Noncollegiate organizations may not represent their instruction as college credit instruction, nor advertise that it is transferable to Community Colleges for college credit.
- M. Community Colleges individually may elect to award credit through credit assessment services provided by ACE or the New York Regents or through other nationally recognized standardized assessment processes accepted by the board of governors.
- N. Cooperative associate degree and certificate programs may be developed between the Community College system and noncollegiate institutions, in accord with state and system requirements.
- O. In the event that a non-collegiate sponsored instructional program does not fall within currently approved Community College system program areas or that a new cooperative Community College system and non-collegiate institution associate degree or certificate program could provide a desirable response to identified needs, the non-collegiate sponsored program may be assessed in accord with this policy. The results and recommendations for a new cooperative system degree or certificate program shall be submitted to the system office for the requisite Board of Trustees and board of governors approvals.

The Community College(s) authorized to award the degree shall develop written, clear procedures for maintaining quality control in cooperative programs through mechanisms including, but not limited to, the following:

*Faculty expertise:* qualified faculty member(s) to help oversee instructional activity on behalf of the college(s)

*Administrative Control:* college control over the program, including admissions, curriculum and faculty appointments

*Accreditation:* professional accreditation of the non-collegiate component by a postsecondary accrediting association recognized by the commissioner

*Licensing exams:* evidence of successful student performance on a professional licensing examination that reflects college level learning

*Consulting faculty or faculty advisory committee:* close involvement in program design and periodic evaluation must be demonstrated

- P. Non-collegiate organizations cooperating with the Community College system in assessment and credit awards must maintain official records of student participation and performance in each course covered by a Community College system credit recommendation and make available on request copies of official student records.
- Q. Non-collegiate organizations shall be responsible for expenses related to Community College assessment of their instructional offerings.

(Adopted July 27, 1987; amended May 16, 1988, and October 17, 1988; approved by commissioner of higher education December 9, 1988; amended October 16, 1989; approved by commissioner October 17, 1989; amended August 10, 1992; approved by commissioner April 22, 1993)

### **3.9.3 Nontraditional Learning - Credit by Examination**

The Board of Trustees of Community-Technical Colleges believes that the educational progress of any qualified individual should not be delayed or limited for lack of participation in traditional academic programs, and the board has encouraged and supported efforts by the colleges to assess and award credit for competencies acquired through nontraditional learning experiences.

The board finds that the college level examination program (CLEP) is one of several means which has proved effective in the evaluation of nontraditional college level education. It is a program which is nationally accepted and which presents an opportunity to realize significant savings in the cost of education for both students and the state by accelerating the educational process of qualified individuals.

Accordingly, the Community Colleges are authorized to administer, and directed to accept, all of the tests of the college entrance examination board as a means of establishing and awarding college credit, subject to the following conditions, which shall be effective at all colleges beginning with the fall semester of 1975:

1. The colleges will accept all CLEP general and subject examinations, awarding credit for scores earned according to current CLEP guidelines, based on national norms, and within the limits established by the board policy on the acceptance of transfer credit.
2. No fee shall be charged for reviewing CLEP scores and entering them on a student's transcript.

(Adopted August 11, 1975)

### **3.9.4 Nontraditional Learning - Evaluation of Learning Acquired in Nontraditional Ways**

Evaluation of all material submitted in support of application for package of nontraditional credits equivalent to more than one course:

1. Nontraditional credit shall be defined in these cases as a credit package awarded as a result of evaluation of learning acquired through life experience, work experience, on-the-job training, or vocational training programs. The limits of a nontraditional credit package shall be established in accord with board policy.
2. A student who applies for such credit shall submit for evaluation detailed supporting evidence of competence in the area(s) for which nontraditional credit is sought. College publications and staff must clearly counsel students to accumulate and present all such evidence at one time in support of a single application; that is, resumes, scores from all relevant tests taken, employment records, etc., should be submitted at the same time for the one evaluation.
3. The colleges are authorized to charge a one-time extension fund portfolio assessment fee as approved by the board for the evaluation of all previously unevaluated evidence a student elects to submit with an application at a given time. No tuition charge shall be made for credits awarded as a result of the evaluation. No fee shall be charged for credits awarded to a student for completion of a training program which has already been evaluated and approved for credit by the college.

Evaluation of individual college-produced examinations:

Credits awarded as a result of successful performance on individual college-produced examinations may lead to advanced placement in or to exemption from a single course; the objectives of such examinations are similar to those of CLEP examinations.

These credits are sought on an individual course basis rather than as part of a single application for a nontraditional credit package. These credits, like CLEP credits, shall be treated as transfer credits; that is, as provided by the board's CLEP policy, no general fund tuition shall be charged for entering such credits on a student's transcript. However, the colleges are authorized to charge an extension fund academic evaluation fee as approved by the Board of Trustees for preparation, administration, and evaluation of each such examination.

Evaluation of commercially-prepared standardized examinations (other than, but similar in purpose to CLEP examinations) for which standard fees are charged by the producer of the examination:

Neither the extension fund academic evaluation fee nor tuition shall be charged for credits awarded for successful performance on commercially-prepared standardized examinations other than, but similar in purpose to, CLEP examinations for which standard fees are charged by the producer of the examination. These credits, like CLEP credits and credits for college-produced examinations, shall be treated as transfer credits.

(Adopted March 21, 1977)

### **3.10 Cross-Registration - Guidelines for Exchange of Students Among Institutions of Public Higher Education**

The Board of Trustees of Community-Technical Colleges approves the following guidelines for exchange of students among institutions in the state system of higher education, which will provide an opportunity for students enrolled in a Community College, state university, or the University of Connecticut to benefit significantly by taking a course or courses not available where they are registered but offered at another state institution.

1. Preliminary, informal inquiry should first establish that there is a substantial degree of interest on the part of one or more qualified students enrolled at the home institution in a particular course offered by the host institution but not by the home institution.
2. The host institution, after making accommodation for its own students, will determine the number of vacant student places in the course that could be filled without exceeding the acceptable limit on class size.
3. The home institution will recommend not more than this number of its students to the host institution, which will examine these students' qualifications for taking the course in question.
4. Students admitted to a course or courses will register under the procedures for unclassified students in the host institution, which will issue a transcript record of credit earned after the successful completion of the course.
5. The home institution will accept this credit in transfer under its own procedures, making it a part of the student's record at his or her home institution.
6. Students who have paid the tuition and fees of full-time students at their home institutions shall be exempt from further charges. Copies of their receipted fee bills should be accepted by the host institution in lieu of payment.
7. Part-time students shall not be exempt, but shall pay the tuition and fees required of unclassified students who take the same course at the host institution.

(Adopted January 16, 1973)

[NOTE: For information on cross registration of students within the Community College System see 6.2.]

### **3.11 Library Materials Selection Policy**

The librarians of the system act to implement the policies adopted by the Board of Trustees of Community-Technical Colleges. Guidelines for Two-Year College Library Learning Resource Centers, adopted in 1972 by the American Association of Community and Junior Colleges and the Association for College and Research Libraries, recommend that a written materials selection policy for libraries and learning resource centers be adopted by governing boards. Connecticut Community College students should be provided basic materials needed in their studies, faculty members should be provided materials necessary for instruction, and administrators and staff should be provided materials needed to further the growth and development of the colleges. Cooperative efforts to provide access to the collections of all the Community College libraries will not only avoid unnecessary duplication of many specialized materials but will also improve service to each college's students, faculty, and local community. A selection policy should ensure that all materials selected will represent a balanced spectrum of opposing sides of an issue without regard to an author's race, color, age, sex, creed, nationality, or political beliefs. Therefore, upon the recommendation of the council of presidents, the council of academic deans, and the council of librarians, the following statement of policy for the selection of materials in the libraries or learning resource centers of the Community Colleges is adopted:

1. The library or learning resource center should provide an organized and readily accessible collection of appropriate materials and equipment to support the instructional program of the college.
2. Under the direction of the college president and/or the appropriate dean, the director of the library or learning resource center should have major responsibility for the development of the collection. Advice and guidance should be actively sought from faculty and staff in their areas of expertise or interest.
3. Librarians should participate in inter-institutional cooperative activity and encourage interlibrary exchange as a means of enlarging the service offered to the college community.
4. Librarians subscribe to the basic policies expressed in the American Library Association's Library Bill of Rights, adopted in 1948 and amended in 1961, 1967 and 1980 (attached).

(Adopted April 17, 1978)

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and other information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's rights to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961, June 27, 1967, and January 23, 1980 by the ALA Council.



### **3.12 Physical Education Activities and Athletics - Policy**

The Board of Trustees believes in the value of opportunities provided for Community College students to participate in physical education activities and athletics.

The board recognizes, however, that each year the clientele served by Community Colleges is comprised of more students who are part-time, older, employed, women, and/or parents than are the clienteles served by more traditional types of institutions.

Accordingly, the Board of Trustees affirms the following policy on physical education activities and athletics as appropriate to accommodate changing needs.

#### *1. Program Availability*

Within reasonable limits as to necessary priorities, cost, time involved, and the amateur spirit, each college should attempt to provide a varied program designed to meet the disparate needs of both full-time and part-time students. The total program may include, for example, the following kinds of activities.

##### a. Academic Courses

Apart from courses required as part of a degree or certificate program directly related to physical education or recreation, these may include elective credit courses in lifetime skills such as tennis, golf, swimming, badminton, volleyball, karate, and bowling. Such courses may be chosen by students to complement their academic programs in accord with their needs and interests.

##### b. Community Services

These may include physical activity, recreational activities, and/or noncredit courses sponsored or conducted by the Community College both for its students and individual citizens or specific groups within its region (e.g., summer camp for children, youth activities, adult and senior citizen activities, ballroom dancing, square dancing, folk dancing, health and first aid courses, hiking, bicycling, mountain climbing, skiing, physical fitness clinics, coaching clinics, tournaments, play days for regional schools, and benefit games).

##### c. Athletics

###### 1) Intramural Activities

These may include games, sports, and other activities offered within a college as leisure time, competitive activities for all types of individuals, whether skilled or unskilled.

###### 2) Extramural Activities

These may include games, sports, and other activities offered between two or among several colleges or between colleges and community groups without regard to skill level, academic, or athletic eligibility or the formalized programs common to intercollegiate athletics.

### 3) Intercollegiate Athletics

These may include individual and team sports for those students with a high level of ability and interest who are desirous of competing with similar students at other institutions. Because intercollegiate athletics are more formal in their organization than are other aspects of the total program, they are subject to formal regulation.

## 2. *Standards: Preparation for and Participation in Intercollegiate Competition*

- a. Region: Intercollegiate athletics competition, including preseason practice competition, shall be limited to region III (upper New York), region XV (lower New York), region XIX (New Jersey), and region XXI (New England). Exceptions shall be limited to participation in regional or national championship tournaments, subject to the approval of the college president and the chancellor and contingent upon the availability of funds in the athletic budget.
- b. Travel: All travel outside of regions III, XV, XIX, and XXI for preseason team preparation or for participation in an athletic contest must be approved by the college president and the chancellor; such travel should fall within vacation periods, not unduly interfere with the academic program of the college, be reasonable in cost, and fall within the limits of the athletic budget.
- c. System and Regional Organization:
  - 1) Connecticut Community College Athletic Association (CCCAA): Each college, if it so desires, may appoint one or more representatives to the CCCAA, which is the administrative body for intercollegiate athletics for the system and which serves as an advisory body in policy matters, recommending directly to the council of presidents and, through the council of presidents and the chancellor, to the board. The CCCAA has the responsibility of developing specific rules and regulations for eligibility for participation in intercollegiate competition; the CCCAA-recommended rules and regulations shall be followed by those colleges which agree to participate in Connecticut Community College league competition. Such standards are intended to protect the student athlete from exploitation and to ensure that each student athlete is attempting to make reasonable academic progress. The CCCAA also has the responsibility of reviewing and approving schedules for all teams participating in the Connecticut Community College league.
  - 2) National Junior College Athletic Association: Eligibility to participate in intercollegiate competition within regions III, XV, XIX, and XXI, as well as nationally, is also regulated by the National Junior College Athletic Association.

## 3. *The Open Door*

The Board of Trustees is committed to the open door concept, which provides that opportunities for postsecondary education should be available to all who seek and who can benefit from them. Admission to a Community College is on a first-come, first-served basis and is the responsibility of the admissions office in conjunction

with counseling staff and, when appropriate, financial aid personnel. The only specified admission requirement is a high school diploma or its equivalent. This requirement may be waived under appropriate circumstances. Any activity which offers to an applicant for admission preferential treatment of any kind purely because he or she possesses special athletic talent is contrary to system philosophy and objectives.

#### 4. *Equal Opportunity*

In accord with Title IX of the education amendments of 1972 and department of health, education, and welfare regulation 45 CFR 86 promulgated thereunder, the total program of physical education activities and athletics shall have as an objective the effective accommodation of the interests and abilities of both sexes. This regulation, effective July 21, 1975, does not require educational institutions to duplicate their men's programs for women; rather, the thrust should be on the contribution of the total program to the goal of providing equal opportunity for both men and women to compete in athletics in accord with their interests.

#### 5. *Financial Support for Physical Education and Athletics*

- a. All expenditures of funds shall be in accord with state policies and procedures as well as with the policies enunciated herein.
- b. Courses required as part of degree or certificate programs directly related to physical education or recreation shall be supported by general fund resources. General fund or extension fund resources will be used to support elective credit courses in lifetime physical education or athletic skills offered to supplement academic program requirements.
- c. Community Services: Except as the board may specifically authorize the use of general fund monies, community service physical activity, recreational programs, and/or related noncredit course offerings shall be supported through the operating fund. Funding of these activities at any college shall be based on a specific budget allotment of funds within a particular account as approved by the president. If new needs or interests are identified during a budget year at any college, they may be accommodated provided that the president can make budgetary adjustments within the total allocation in the account used for these activities.
- d. Athletics
  - 1) No general fund resources shall be used directly to support intramural activities, extramural activities, or intercollegiate athletics.
  - 2) Direct expenses for intramural activities, extramural activities, and/or intercollegiate athletics at any college shall be the responsibility of the auxiliary account. With the exception of student activity funds, no other fund shall be used to support these activities. No more than thirty percent of the annual income from the college services fee shall be used to support intramural activities, extramural activities, and intercollegiate athletics. All direct expenses for intramural activities, extramural activities, and

intercollegiate athletics -- including but not limited to personal services costs plus fringe benefits, operation, maintenance, repair, custodial services, supplies, equipment, travel expenses, and facilities lease or rental costs -- shall be included within the thirty percent. The board may grant a waiver of this limitation annually for individual colleges in cases where it is demonstrated that the increasing costs of operating athletic programs at levels in effect for the two preceding years can no longer be met within the limitation. In no instance, however, will the board authorize use of an amount in excess of thirty-three and one-third percent of the annual income from the college services fee to support intramural activities, extramural activities, or intercollegiate athletics.

- 3) Fundraising at any college to support intramural activities, extramural activities, or intercollegiate athletics shall be coordinated with any and all other fund raising at the college.

(Adopted May 17, 1976; amended February 1983 and March 21, 1994)

### **3.13 Professional Activities - Funding**

The chancellor is authorized to provide for funding of professional activities which serve a system or regional purpose, including but not limited to workshops, seminars, and conferences. The funding of said activities shall be from the board's appropriation and for the present fiscal year shall not exceed a total of \$2,000.00, provided that the chancellor may recommend that the board authorize additional funding in excess of \$2,000.00. Funding for said activities shall be determined by the board annually.

(Adopted December 20, 1976)

### **3.15 Program Evaluation and Evaluation of Special Areas of Study**

Program evaluation is the assessment of how well a program of study leading to a degree or certificate actually meets its own stated objectives as well as how well it responds to identified state, system, and institution objectives and needs. Evaluation of special areas of study is also important for those disciplines which form an important part of the community college curriculum (for example, general education areas such as mathematics, English, or history), but which do not have an associated occupational degree program.

On July 24, 2000, the Board of Trustees authorized colleges, effective the 2000-2001 academic year, to pilot the program review process developed by Gateway Community College as part of the 21<sup>st</sup> Century Best Practices, Academic Models, in lieu of the process then authorized by Board of Trustees' policy, with the statement that at the conclusion of the pilot, the system would recommend a permanent revision to existing policy. Having piloted that process for five years, the following revised process for evaluation of degree programs and areas of study has been designed:

## **I. Evaluation Standards**

The assessment process will use the *Critical Success Indicators, Measures, and Standards for Programs* (for degree programs) or *for Disciplines* (for areas of study not leading to a degree). The critical success indicators, measures and standards for successful program operation have been developed to support NEASC requirements, the system's goals, and each college's goals and objectives.

Identified Critical Success Indicators include:

- I. Program (or Discipline) Mission
- II. Program (or Discipline) Design
- III. Program (or Discipline) Outcomes
- IV. Program (or Discipline) Resources
- V. Program (or Discipline) Support Services

The complete text of the *Critical Success Indicators, Measures and Standards for Programs* and *for Disciplines* follows Section 3.15.

## **II. Schedule**

Each program or discipline will perform a full program or discipline review at least every five years, on a schedule to be developed at each college by the President and Academic Dean/Chief Academic Officer.

## **III. Procedure**

The procedure for implementing Program (Discipline) Review includes: 1) selecting programs (President and Academic Dean/Chief Academic Officer); 2) orienting program coordinators/department chairs and other appropriate faculty (Academic Dean/Chief Academic Officer); 3) writing the self-study (Program Coordinator or Department Chair, and faculty in the program or discipline); 4) gathering and documenting evidence (Program Coordinator or Department Chair and faculty in collaboration with the College's Director of Institutional Research); 5) reviewing with College President and Academic Dean/Chief Academic Officer; 6) selecting a visiting team and arranging a visit by the review team; 7) reviewing the recommendations of the visiting team; 8) developing the action plan; 9) annually updating the status of the action plan (Note: steps 6-9 involve discussion between the Department Chair or Program Coordinator, faculty, and the Academic Dean/Chief Academic Officer, with final approval of each step by the President and Academic Dean/Chief Academic Officer).

Colleges may substitute for this system the results of program evaluations performed by national or state licensing or accreditation agencies, such as those for specialized professions.

## **IV. Instrument to be Used for Self-Study Portion of Process**

Each college must use an assessment instrument that ensures an appropriate, in-depth evaluation in relation to each standard in the *Critical Success Indicators, Measures, and Standards* for the program or discipline. The System Office will maintain and make available sample appropriate instruments to be used in gathering the information needed to make the assessment, including, but not limited to, the original

System model; the Gateway model piloted between 2000 and 2005; and variations piloted at Manchester Community College and Northwestern Community College in 2005-06. The President and Academic Dean/Chief Academic Officer of each college will determine which assessment instrument best suits the college needs.

The sample instruments, and a detailed explanation of the program and discipline review process, will be maintained on the System Office website.

## **V. Outcomes of the Program (Discipline) Review Process**

A. Each program (discipline) review process will result in an Action Plan (to be approved by the President and Academic Dean/Chief Academic Officer) including how the program (discipline) plans to address each of the concerns and opportunities the self-study process (including the report of the visiting team) has identified.

C. Each program (discipline) will update its Action Plan on an annual basis, based on the achievements and changes of the previous year, and submit the update to the College's Academic Dean/Chief Academic Officer for review, discussion and approval. Updated Action Plans will form part of the basis for the College's strategic planning initiatives.

(Adopted February 26, 2007  
replacing Policy 3.15 adopted July 24,  
2000, Policy 3.15.1 adopted September  
13, 1976, and amended September 18,  
1978, and Policy 3.15.2, adopted July  
22, 1985)

## **CONNECTICUT COMMUNITY COLLEGES PROGRAM REVIEW**

### **CRITICAL SUCCESS INDICATORS, MEASURES AND STANDARDS**

#### **I. PROGRAM MISSION**

##### ***I.1 Mission Statement***

- I.1a. Programs establish missions and goals that are derived from and in support of the mission of the institution. **(NEASC 1.3, 4.2)**
- I.1b. Planning guides continuous program improvement. **(NEASC 2.2 4.9) (delete 4.4)**
- I.1c. Programs determine and document ongoing program need. **(NEASC 4.9)( delete 4.2)**

##### ***I.2 Professional Accreditation***

- I.2a. Programs with mandatory state, federal, or national licensure, certification or registration requirements meet the standards of the respective agency.

#### **II. PROGRAM DESIGN**

##### ***II.1 Admission and Program Policies***

- II.1a. Admission policies for programs with special admission requirements must be consistent with the educational purposes of the institution.
- II.1b. Program information materials should be developed to include program specific policies and procedures.

##### ***II.2 Completion Requirements***

- II.2a. Degree programs meet minimum NEASC, BOT, AND DHE standards, and, if applicable, other accrediting agency

### **II.3 Curriculum**

- II.3a. Curriculum is directly related and appropriate to program purpose and goals and the certificate or degree awarded. **(NEASC 4.1)**
- II.3b. Learning outcomes and skill standards required by the workforce are documented. **(NEASC 4.3,4.4 ) (delete 4.18)**

### **II.4 Linkages, External Agreements and Affiliations**

- II.4a. Programs have external agreements with schools and universities.
- II.4b. Programs are actively involved with business/industry and provide documented evidence.

### **II.5 Instruction**

- II.5a. Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed. **(delete NEASC 10.1)**
- II.5b. Methods of instruction must be appropriate to the goals of each course and the capabilities of the students. **(NEASC 5.15 ) (delete 4.29)**
- II.5c. Instruction must be evaluated regularly and results used to ensure quality instruction. **(NEASC5.16 (delete 4.30)**
- II.5d. Instructional methodologies support nontraditional delivery.

## **III. PROGRAM OUTCOMES**

### **III.1 General Education**

- III.1a. Associate degree program graduates earn a minimum of 21 semester hours in general educational courses. **(NEASC 4.17)**

III. 1 b. Associate degree program graduates demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind. **(NEASC 4.18)**

### **III.2 Student Completion**

- III.2a. Course completion rates demonstrate program need and program effectiveness.

### **III.3 Graduate Employment**

- III.3a. Graduate follow up reflects the successful employment of graduates.

### **III.4 Customer Satisfaction**

- III.4a. Programs measure and document employer satisfaction.
- III.4b. Programs measure and document student satisfaction.

### **III.5 Licensure and Certification Exam Reports**

- III.5a. Pass rates for licensure and certification exams demonstrate satisfactory completion of program.

## **IV. PROGRAM RESOURCES**

### **IV.1 Faculty**

- IV.1a. The number of faculty is adequate to support the program. **(NEASC 5.3) (delete 4.2)**
- IV.1b. Faculty meet competency requirements for teaching in the program area. **(NEASC 5.2)**
- IV.1c. Programs provide professional development opportunities for faculty and demonstrate that such development occurs. **(NEASC 5.12) (delete 4.31)**  
Full-time program faculty participate in professional development activities each year. **(NEASC 5.12)**

### **IV.2 Budget Adequacy**

- IV.2a. Budget is adequate to support the program. **(NEASC 4.3, 9.1) (delete 4.2)**

## **V. PROGRAM SUPPORT SERVICES**

### **V.1 *Library and Other Learning Resources***

- V.1a. Students and faculty are provided convenient, effective access to the library and other learning resources needed in their program. **(NEASC 7.2) (delete 7.1)**
- V.1b. Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution's academic offerings. **(NEASC 7.2, 7.7)**
- V.1c. The institution provides appropriate orientation and training for use of these resources. **(NEASC 7.5, 7.8) (delete 7.4)**

### **V.2 *Instructional Support***

- V.2a. Equipment and facilities meet current technology standards and are adequate to support the program. **(NEASC 8.1, 8.2)**
- V.2b. Facilities and instructional support services are adequate and easily accessible for program faculty and students.

### **V.3 *Information/Educational Technology Resources and Systems***

- V.3a. Information technology resources support programs at the appropriate levels.

### **V.4 *Student Development Services***

- V.4a. Student development services support student success. **(NEASC 6.8) (delete 6.1)**

### **V.5 *Advisory Committee***

- V.5a. Program Advisory committee membership reflects diversity of occupational field.
- V.5b. Program Advisory Committee meets at least once a year, maintains written minutes in appropriate format reflecting industry involvement, advises on curriculum matters and encourages opportunities for increasing underrepresented populations in the program.



**CONNECTICUT COMMUNITY-TECHNICAL COLLEGES  
DISCIPLINE REVIEW**

**CRITICAL SUCCESS INDICATORS, MEASURES AND STANDARDS**

**I. DISCIPLINE MISSION**

***I.1 Mission Statement***

- I.1a. Discipline establishes mission and goals that are derived from and in support of the mission of the institution. **(NEASC 1.3, 4.2)**
- I.1b. Planning guides continuous discipline improvement. **(NEASC 2.2, 4.9 ) (delete 4.4)**
- I.1c. Discipline complements/supports enrollment in other college programs.

**II. DISCIPLINE DESIGN**

***II.1 Curriculum***

- II.1a. Curriculum is directly related and appropriate to the purpose and goals of the institution. **(NEASC 4.1)**
- II.1b. Learning outcomes and skill standards required by the workforce/transfer institutions are documented. **(NEASC 4.3, 4.4) (delete 4.18)**
- II. 1 c. For disciplines whose courses form part of the general education requirements for associate degree programs, the curriculum clearly and directly addresses one or more of the goals of general education (written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy; knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind.)(NEASC 4.18)

***II.2 Linkages, External Agreements and Affiliations***

- II.2a. Disciplines have external agreements with schools and universities.

***II.3 Instruction***

- II.3a. Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed. **(NEASC 10.1)**
- II.3b. Methods of instruction must be appropriate to the goals of each course and the capabilities of the students. **(NEASC 5.15) (delete 4.29)**
- II.3c. Instruction must be evaluated regularly and results used to ensure quality instruction. **(NEASC 5.16) (delete 4.29)**
- II.3d. Instructional methodologies support nontraditional delivery.

**III. DISCIPLINE OUTCOMES**

***III.1 Identification of students in the discipline***

- III.1a. Student enrollments in discipline courses is adequate.

***III.2 Student Completion***

- III.2a. Course completion rates demonstrate discipline need and discipline effectiveness.
- III.2b. Students progress satisfactorily to upper-level courses.

***III.3 Customer Satisfaction***

- III.3a. Disciplines measure and document student satisfaction.

**IV. DISCIPLINE RESOURCES**

***IV.1 Faculty***

- IV.1a. The number of faculty is adequate to support the discipline. **(NEASC 5.3 (delete 4.2)**
- IV.1b. Faculty meet competency requirements for teaching in the discipline area. **(NEASC 5.2)**
- IV.1c. Disciplines provide professional development opportunities for faculty and demonstrate that such development occurs. **(NEASC 5.12) (delete 4.31)**

Full-time discipline faculty participate in professional development activities each year.  
(NEASC 5.12)

**IV.2 Budget Adequacy**

IV.2a. Budget is adequate to support the discipline. (NEASC 4.3) (delete 4.2, 9.1)

**V. DISCIPLINE SUPPORT SERVICES**

**V.1 Library and Other Learning Resources**

- V.1a. Students and faculty are provided convenient, effective access to the library and other learning resources needed in their discipline. (NEASC 7.1, 7.2)
- V.1b. Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution's academic offerings. (NEASC 7.2)
- V.1c. The institution provides appropriate orientation and training for use of these resources. (NEASC 7.4)

**V.2 Instructional Support**

- V.2a. Facilities/equipment, and institutional support services meet current technology standards and are adequate to support the discipline. (NEASC 8.1, 8.2)
- V.2b. Facilities and instructional support services are adequate and easily accessible for discipline faculty and students.

**V.3 Information/Educational Technology Resources and Systems**

- V.3a. Information technology resources support disciplines at the appropriate levels.

**V.4 Student Development Services**

- V.4a. Student development services support student success. (NEASC 6.8) (delete 6.1)

**V.5 Advisory Committee**

- V.5a. Department/discipline Advisory committee membership reflects diversity of the community.
- V.5b. Department/discipline Advisory Committee meets at least once a year, maintains written minutes in appropriate format reflecting industry involvement, advises on curriculum matters and encourages opportunities for increasing underrepresented populations in the discipline.

### **3.16 Academic Programs**

#### **3.16.1 Programs - Name Change**

A proposal to change the name, but not the substance, of a program already approved by the board of governors for higher education and in operation requires favorable review by the academic policies and student affairs committee and approval by the Board of Trustees. Proposals shall be directed, with explanation, to the chancellor. Subsequent to and contingent upon committee approval, the academic policies and student affairs committee will recommend that the Board of Trustees consider and act upon the proposed name change.

(Adopted February 11, 1974)

#### **3.16.2 Programs - Options**

The board approves the following format for colleges to submit to the chancellor proposals to initiate new options to approved and operating associate degree programs:

Proposal for New Option to Existing Associate Degree Program \*

1. College
2. Name of Parent Program Option \*\*
3. Curriculum Outline: Curriculum Outline:
4. Objective(s) of New Option
5. Relationship to Existing Degree/Certificate Programs in System and in Other Institutions in College's Service Region
6. Resources Required to Initiate New Option

(Adopted December 19, 1977; amended October 19, 1987)

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\* Proposals to establish new options require favorable review by the academic policies and student affairs committee and approval by the Board of Trustees.

\*\* Option may not alter more than fifteen (15) semester hours of parent program requirements

### 3.16.3 Programs - Termination

The termination of associate degree/certificate curricula shall be subject to favorable review by the academic policies and student affairs committee and approval of the Board of Trustees. Colleges seeking authorization to terminate programs shall submit requests in the format specified as follows:

#### RECOMMENDATION TO SUSPEND/TERMINATE ASSOCIATE DEGREE OR CERTIFICATE PROGRAM\*

1. Title of Program College
2. Reason(s) for recommendation to suspend/discontinue program
3. Dates of Last Program Evaluations  
for system  
\*\* for BOG licensure/accreditation  
\*\* for special accreditation
4. What modifications and/or additional resources are required to sustain program viability?
5. Current Enrollment

First-Year	Second-Year
Full-time	Full-time
Part-time	Part-time
Total	Total
6. Degrees Granted

Current year
Previous year

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\* To be submitted to chancellor at least ten months prior to proposed date for suspension/termination. Staff analysis and review by appropriate board committee(s) may require thirty to sixty days; full Board of Trustees review and action may require an additional thirty to sixty days. Upon receipt of notice of action by Board of Trustees, the college may proceed with necessary activities (planning for suspension, termination, or adjusted continuation; appropriate notification of students, accrediting agencies, etc.). A record of the board action authorizing termination will be forwarded to the commissioner of higher education.

\*\* Please attach copy of report

\*\* Please attach copy of report

Two years ago

7. Duration of proposed phaseout period
8. Assurance that specific provisions would enable currently enrolled students to complete program
9. What similar degree/certificate programs are offered by other Community Colleges and by other institutions in college's service region?
10. Feasibility of transferring this program to another Community College or consolidating this program with a similar program at this -- or at another -- Community College

RECOMMENDED BY

\_\_\_\_\_  
Date

\_\_\_\_\_  
President

(Adopted May 15, 1978)

### **3.17 Transfer**

#### **3.17.1 Transfer - Acceptance of Credit at Community Colleges**

At all Community Colleges, degree and certificate credit shall be granted only for credit courses completed at all institutions within the Connecticut state system of higher education and at all other collegiate institutions accredited by an agency recognized by the Council for Higher Education Accreditation as either a "Regional Accrediting Organization" or a "Specialized and Professional Accrediting Organization" in accordance with the following:

1. Degree and certificate credit shall be granted for all credit courses that are applicable to the objectives of, or equivalent to the course requirements of, the curriculum in which the transferring student enrolls. Credit work that is not applicable or equivalent to curriculum requirements shall be accepted for credit at the discretion of the college. Degree and certificate credit shall also be granted on the basis of performance on examinations in accordance with standards and limits approved by the Board of Trustees.
2. Degree and certificate credit shall be granted for credit courses completed with a letter grade of "C-minus" or better, or with a grade of "P" (Pass). Such credit courses shall be accepted only for credit, and letter grades assigned by other institutions shall not be recorded or included in computations of student grade point averages.
3. Notwithstanding the number of degree or certificate credits which shall be granted in accordance with the foregoing, the student must complete at least twenty-five percent of the minimum credit requirements for the degree or certificate through coursework at the college awarding the degree or certificate.
4. When a student seeks transfer credit for technical or specialty courses into a program that is also accredited by a national or regional specialized accrediting agency, such credits must be from a comparably accredited program. In the case of a request for transfer credit for technical or specialty courses from a non-specialty accredited program, the college shall provide appropriate means for the validation of the student's competency in the technical specialty course areas.
5. This policy shall appear in all college catalogs.

(Adopted January 16, 1973; amended November 19, 1979; May 16, 2005; May 21, 2007)

### **3.18 TV Community College - Policy**

The Board of Trustees endorses TV Community College as one of several alternative methods of providing educational opportunities to a wide variety of students who are not served by traditional forms of instruction.

1. General fund tuition shall be charged for TV Community College (TVCC) courses. Students shall be responsible for purchasing their own books, study guides, and other materials.

2. All students enrolled in TVCC courses shall be charged a TVCC student fee as approved by the board to be deposited to the extension fund for the support of promotional and other special expenses for televised courses.
3. All other fees shall be waived unless the student is enrolled in other courses being offered by the college for which regular tuition and/or extension fees, general fees, and special fees shall be charged as appropriate.
4. TVCC will operate under the direction of the chancellor and designated system office staff.
5. Every Community College within range of the program signals is expected to offer the approved TVCC courses.
6. College presidents will continue to be responsible for necessary local staffing.
7. TVCC lecturers will be compensated as approved by the board.
8. Research and evaluation efforts will monitor the success of TVCC and emerging developments in televised instruction.
9. Consistent systemwide procedures and records will be maintained.
10. A systemwide TV Community College coordinating committee will be established by the chancellor, broadly representative of colleges and disciplines, including both faculty and administrators. This committee will
  - a. make recommendations to the chancellor, who may refer such recommendations to appropriate individuals and/or groups for further review, with final decisions to be made by the chancellor or his or her designee;
  - b. make systemwide recommendations related to long-range plans, including curriculum, course selection, supplementary course materials, advertising, recruiting/outreach, research, evaluation, costs, and funding;
  - c. establish subcommittees as necessary.

(Adopted May 16, 1977; amended April 17, 1978 and May 18, 1981)

### **3.19 Assessment – Entering Students**

#### **ASSESSMENT OF SKILLS AND COMPETENCIES OF ENTERING STUDENTS**

Consistent with its statutory mandate and mission, the Board of Trustees of Community-Technical Colleges has endorsed and promoted a host of system planning efforts rooted in recognition of

- the need to extend to an increasingly diverse student clientele access to educational opportunity

- the need to provide a wide variety of instructional and student support services to assist students to achieve their objectives
- the need to enhance the quality of Community College system programs and services.

Accordingly and within this context, the board of trustees approves the following recommendations for implementation of a systemwide program for assessment of the skills and competencies of students who enter a Community College:

1. The Accuplacer computerized adaptive test shall be used for purposes of assessment placing of entering Community College students.
2. Each college shall use, at a minimum, the reading comprehension, sentence skills and the algebra sections of the test.
  - a. In order for students to place into ENG\* 101 Composition, a minimum score of 88 on Accuplacer Sentence Skills and a minimum score of 83 on Accuplacer English Comprehension must be attained. Students may challenge the outcome of these specific tests by requesting an essay prompt. The prompt will require the student to read, summarize, and respond to a text. It will be scored using the New Jersey rubric.
  - b. An alternative method to place into ENG\* 101 Composition will be a score of 450 or higher on the SAT Verbal or SAT Essay, or a score of 21 or higher on the ACT English portion or a score of 47 or higher on the ACT English and Reading portions.
  - c. All students will begin the Accuplacer Math test with the Elementary Algebra subtest. An Arithmetic score should be available adaptively, for students placing below MAT\* 095, to allow selection into an array of developmental courses, which are configured differently at different colleges.
  - d. To place out of developmental courses into Intermediate Algebra, the minimum Elementary Algebra score will be in the band between 54 and 66.
  - e. An alternative method of placement into Intermediate Algebra will be a score between 500-549 on the SAT Math section, or a score of 18-21 on the ACT Math test.
  - f. Placement out of Intermediate Algebra into some, but not all, higher-level courses will require a score of 40 or higher on the College Level math portion of Accuplacer.
  - g. An alternative method of placement out of Intermediate Algebra will be a score of 550 or higher on the Math section of the SAT, or a score of 22 or higher on the ACT Math test. These scores would place students into some, but not all, courses above Intermediate Algebra in the system.
3. Students seeking Ability to Benefit (ATB) in order to qualify for Federal financial assistance shall be tested, at a minimum, in the reading comprehension, sentence skills, and arithmetic sections of the Accuplacer test.



4. The Chancellor is authorized to develop an alternative assessment program to pilot the validity of testing instruments such as certain state tests to be used for student academic assessment at the point of entry to a Community College. Colleges designated to participate in an alternative assessment program will be required to follow the standards established for the program and to report the research findings for systemwide use.
5. Students with previous college-level English and/or Mathematics credits with a grade of C (2.0) or better will be exempt from placement testing in that specific discipline, except in situations where specialized accreditation or licensure standards pertain, or in situations where the prior credit is not relevant to the student's program of study.
6. Resources shall be made available to assist colleges in implementation of the testing program and for appropriate research studies.
7. Working towards common standards and sequences of courses across the system, each college will establish prerequisites at the developmental level for those college-level courses which require writing, reading, and mathematics.
8. All courses offered at the developmental level (courses with an initial number of "0" whose credits do not count towards graduation) must be pre-collegiate, defined as part of a sequence of courses which lead to college-level work. Courses deemed to be basic skills which are not pre-collegiate, as defined in this section, cannot be offered as part of the developmental sequence.
9. Consistent with these prerequisites, entering students who need courses at the developmental level will be strongly advised by the college to enroll during their first year of matriculation in the necessary developmental English and Mathematics courses.

(Adopted May 16, 1988; amended May 16, 2005;  
amended May 19, 2008; amended May 23, 2011;  
amended June 20, 2011)

### **3.20 Board of Trustees Medallion for Academic Excellence**

The Board of Trustees medallion for academic excellence is awarded in recognition of outstanding academic accomplishment of associate degree graduates of the Community Colleges and is presented at commencement.

Annually, each Community College shall determine the students eligible to receive the medallion in accordance with the following criteria:

- Recipients must be graduating students who have earned a cumulative quality point ratio of 4.000.

- Recipients must have completed the degree requirements of an approved associate degree program and must have completed at least 50% of the degree requirements in residence at the Community College awarding the degree.
- Graduates shall not be disqualified from receiving the award on the basis of having a "W" or other similar transcript notation of official course withdrawal(s).

This policy shall be implemented in recognition of the existence and intent of "fresh start" policies of Community Colleges.

(Adopted March 22, 1993)

### **3.21 Honors - Semester and Graduation**

#### **Semester Honors**

There shall be a Dean's List of students, both full-time and part-time, who earn a semester grade point average of 3.4 or higher. Part-time students who pursue three credits or more in a semester shall be eligible for semester honors. A course Withdrawal or Incomplete shall make the student ineligible for Dean's List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively.

#### **Graduation Honors**

Students with exemplary academic performance shall be recognized at graduation with the following designations, either in Latin or English, as the college may choose:

- Summa Cum Laude/Highest Honors for students with a 3.9 – 4.0 grade point average
- Magna Cum Laude/High Honors for students with a 3.7 – 3.89 grade point average
- Cum Laude/Honors for students with a 3.4 – 3.69 grade point average

Students with an Incomplete may become eligible retroactively for graduation honors upon completion of the course requirements, and recognition shall appear on the transcript, provided that the student has earned the required grade point average.

Grades received for developmental courses may be used to determine eligibility for semester honors. However, they cannot be used to determine eligibility for graduation honors.

(Adopted July 23, 2001; amended  
July 28, 2003)

## **Section Four - Campus Operations/Fiscal Management**

- 4.2 Budget - Board Approval
- 4.3 Collections
  - 4.3.2 - Cancellation of Uncollectible Claims
  - 4.3.3 - Delinquent Accounts - Central Collections
  - 4.3.4 - Delinquent Accounts - Private Agency
  - 4.3.5 - Defaulted Student Accounts - Legal Action
- 4.4 Contracted Services
- 4.5 Disturbances on Campus
- 4.6 Emergencies
  - 4.6.1 - Bomb Threats
  - 4.6.2 - Medical
- 4.7 Facilities
  - 4.7.1 - Selection
  - 4.7.2 - Naming of Buildings on College Campuses
  - 4.7.3 - Temporary/Portable
  - 4.7.4 - Repair and Improvement
  - 4.7.5 - Use of Facilities
    - 4.7.5.1 - CLEP Centers
- 4.8 Funds
  - 4.8.2 - Activity Funds
  - 4.8.3 - Venture Loan
  - 4.8.4 - Hospitality
  - 4.8.5 - Welfare
  - 4.8.6 - Technical Education
  - 4.8.7 - Endowment Fund
- 4.9 Gifts
- 4.10 Grants
- 4.11 Health Services
- 4.12 Signature Authorizations
  - 4.12.1 Signature Authorizations – Executive Authorizations
- 4.13 Traffic Regulations
- 4.14 Resources - Use of
- 4.15 Drugs and Alcoholic Beverages Policy
- 4.16 Financial Aid - Distribution
- 4.17 Volunteers
- 4.18 Credit Cards
- 4.19 Library Materials
  - 4.19.1 - Surplus, Disposal
  - 4.19.2 - Library Books and Media, Purchase
- 4.20 Weapons - CNVRHEC
- 4.21 Travel Authority
- 4.23 Weapons Policy
- 4.24 Simplified Vendor Payment and Autonomous Checkwriting
- 4.25 Bookstore Policy on Used Books



#### **4.1 Audit Report Policy**

[Repealed December 17, 2001 and incorporated into Section 6.4]

#### **4.2 Budget - Matters Requiring Board Approval**

The following items require action of the Board of Trustees for approval:

1. Operating and capital budget requests
2. General and operating fund system distribution, which includes the following budget categories:
  - personal services
  - other expense
  - equipment
  - refunds of tuition
  - student financial assistance
  - specialized line item appropriations
3. Operating fund appropriations
4. Bond allocation requests

The chancellor is authorized to transfer funds within the general fund, tuition fund, auxiliary services fund, and educational extension fund, provided such transfers are reported to the board.

(Adopted June 20, 1966;  
amended October 19, 1987)

#### **4.3 Collections**

##### **4.3.1 Collections - Accounts Receivable, Collections, and Write-offs**

[Repealed 3/94 and incorporated into 6.4]

##### **4.3.2 Collections - Cancellation of Uncollectible Claims**

Pursuant to section 3-7 of the general statutes, as amended, the chancellor may authorize the cancellation of any claim for an amount of two hundred dollars or less upon the books of the Community Colleges when the chancellor determines, in accordance with procedures he or she shall specify, that each such claim is uncollectible.

(Adopted July 20, 1981; amended  
October 19, 1987)

#### **4.3.3 Collections - Delinquent Accounts - Central Collections**

The Board of Trustees authorizes the chancellor, subject to established state procedures, to enter into an agreement with the central collections, department of administrative services concerning the collection of delinquent accounts.

(Adopted October 21, 1974)

#### **4.3.4 Collections - Delinquent Accounts - Private Agency**

The Board of Trustees of Community-Technical Colleges authorizes the chancellor to enter into a contract with a private collection agency for the purpose of pursuing individuals indebted to the Community College system.

(Adopted July 16, 1979)

#### **4.3.5 Collections - Defaulted Student Accounts - Legal Intervention**

The Board of Trustees authorizes the chancellor, the deputy chancellor, or the assistant chancellor to sign the necessary documents to effect legal action for defaulted student accounts when efforts to collect defaulted accounts without legal intervention appear ineffective.

(Adopted June 21, 1982)

#### **4.4 Contracted Services**

The chancellor or his or her designee is authorized to negotiate contracts with firms to negotiate and enter into agreements for contracted services for the following purposes:

1. to contract for services provided by an independent contractor;
2. to meet temporary employment needs;
3. to provide non-personnel vendor services;
4. to provide specialized facilities not otherwise available, contracting for a license to use space.

(Adopted May 17, 1966 and November 18, 1968; amended October 19, 1987)

#### **4.5 Disturbances on Campus - Guidelines**

In the interest of assisting in the preservation of academic freedom, including the important characteristics of access to sources of knowledge, freedom to reach unpressured conclusions, and respect for freedom of movement, and the performance of responsibilities relating to this, the Board of Trustees of Community-Technical

Colleges sets forth the following policies to guide faculty, students, and administrators in cases of disruptions on campuses of the public Community Colleges in Connecticut.

1. College staff, faculty, and students shall be free to exercise their rights as professional staff, students, and citizens of the United States or as foreign nationals protected by the laws of the United States respecting those professional and humane courtesies which contribute to the success of the academic community.
2. The president, staff, faculty, and students should work to maintain study and research of ideas and facts of humanity and the universe, lawful free assembly, access to sources of knowledge, and the freedom of staff to perform teaching and administrative functions.
3. The Board of Trustees believes that activities as listed below and those akin to them might result in the need to take disciplinary action to maintain the right and opportunities for all segments of the campus community to learn and to teach and to administer:
  - occupying and preventing authorized use of facilities;
  - damaging, removing, or destroying college property;
  - preventing instruction, research, or other authorized activity by disorderly conduct and/or interfering with access to facilities;
  - physically detaining or removing any person engaged in lawful and/or normal college functions;
  - failing to comply with directives from college officials or law enforcement personnel issued in the performance of their duties.

(Adopted November 16, 1970)

## **4.6 Emergencies**

### **4.6.1 Emergencies - Bomb Threats**

The Board of Trustees authorizes the chancellor and the presidents of the respective colleges to use their best judgment, experience, and advice of staff in meeting emergency situations caused by bomb scare phone calls, keeping in mind it is one of their primary responsibilities to protect life and property and to assure the maintenance and operation of the college under satisfactory conditions and suggesting that it is probably better to err on the side of protecting lives than to be too hesitant in evacuating buildings.

(Adopted October 26, 1970)

## **4.6.2 Emergencies - Medical**

Employees of the Board of Trustees of Community-Technical Colleges may be faced with medical emergencies in which prompt action is required. Unless an employee's job responsibilities provide to the contrary, employees are not required by the Board of Trustees to render assistance in the event of emergencies occurring on a college campus or other facilities under the supervision of the Board of Trustees. However, if an employee renders such assistance as a part of his or her job responsibilities, such employee shall be considered to be acting within the scope of employment. If an employee voluntarily renders such assistance, he or she shall be considered to be acting within the scope of employment.

(Adopted June 16, 1980)

## **4.7 Facilities**

### **4.7.1 Facilities - Selection**

The following statement shall be used as a guideline in determining the location and characteristics of Community College campuses:

Priorities in Construction of Buildings or in Leasing Facilities.

First priority is given to academic-instructional buildings, supporting facilities, and equipment with sufficient parking space for automobiles to allow students to take advantage of the programs offered.

Second priority is given to building space for student services, including counseling, admissions, student records, and administration.

Third priority is given to physical education facilities and auditorium facilities.

Location

Information gained from experience across the nation, including reports of public institutions and agencies in other states and reports and recommendations of consulting firms, shall be considered in determining the location of buildings. Other criteria include projected enrollment of the college, present and future student population distribution data, public transportation availability, street and highway patterns and projected development, land costs, construction costs, percentage of students likely to drive to the college, other educational institutions in the area, major thrust of academic programs, and educational and vocational skill needs of the citizens of the region to be served.

Characteristics

The Board of Trustees believes there are no set or predetermined acreage or physical characteristics required for a Community College. It is assumed that every Community College campus in this state will differ -- on small acreage or large, with one- or two-



story buildings or five- to eight-story buildings, at locations best serving their communities. The buildings and facilities and the campus as a whole should be adequate to support the instructional programs and support services for these programs; inviting to the people, encouraging them to improve their skills and education; provided with ample parking and, in urban or high population density locations, accessible to public transportation; well-designed and constructed; and structured so as to make efficient use of land and building space.

(Adopted March 20, 1972)

#### **4.7.2 Facilities - Naming of Buildings on College Campuses**

The Board of Trustees of Community-Technical Colleges adopts the following policy under its authority to name buildings in the system.

Buildings or substantial portions thereof, including the library, auditorium, dining hall, or exterior campus areas, may be named in memory of persons or after subjects of historic, cultural, academic, geographic or other nature. It is intended that persons qualified to be so memorialized shall have made a significant and enduring contribution and, if a state, civic, or public employee, shall have retired from active service.

When a substantial financial contribution towards a capital project of any type is made by donors and supporters of the community college system or a constituent unit thereof, the building, or major component thereof, may be named for a person, persons, or organization suggested by the donor/s.

Recommendations for naming buildings or substantial portions thereof must be transmitted by the president of the college involved to the chancellor for consideration by the board. The transmittal shall include all documentation required by the college's naming policies, and any contributory schedule, to support the recommendation.

Each community college, in its discretion, is authorized to apply plaques or other suitable forms of recognition to the rooms or other areas of college facilities to acknowledge significant financial contributions to the college by donors or to memorialize persons designated by the donors.

(Adopted April 17, 1973; amended June 20, 1983; amended September 18, 2006)

#### **4.7.3 Facilities - Temporary/Portable - Lease/Purchase**

The chancellor is authorized to negotiate contracts to lease and/or to lease with option to purchase temporary facilities, e.g., trailers or movable buildings, for use as faculty and business offices, bookstores, athletic facilities, student lounges, and similar purposes at the colleges where adequate facilities are not available.

(Adopted November 21, 1966)

#### **4.7.4 Facilities - Repair and Improvements**

The chancellor is authorized, subject to established state procedures, to request repair and improvements to Community College facilities which are to be financed from capital improvement and repair appropriations.

(Adopted November 18, 1968)

#### **4.7.5 Facilities - Use of Community College Facilities**

The policies enunciated herein derive from a conviction that the facilities of the Community Colleges should be generally available to the greater community. This conviction rests on two assumptions. The first holds that an institution of higher education should be an open forum for the exchange of ideas. The second relates to the community service function of the comprehensive Community College, a key component of which is the use of college resources by responsible persons and groups within the region served by the college. This implies that the college should reach out into the community to encourage utilization of the resources of the college, including its physical facilities.

However, no organization whose primary purpose is other than academic or student-centered shall be domiciled or have permanent location at a college facility without the approval of the Board of Trustees. The board reserves the right to grant exceptions to the facilities use policy if it determines that an arrangement is consonant with the mission of the comprehensive Community College.

Utilization of college facilities shall be afforded without regard to the race, color, religious creed, sex, gender identity or expression, age, national origin, ancestry, present or past history of mental disorder, marital status, mental retardation or physical disability, including but not limited to blindness, prior conviction of a crime, political beliefs, veteran status, or sexual preference of the applicant unless there is a bona fide qualification excluding persons in one of the above groups.

The following guidelines for the use of campus facilities are provided for the implementation of this policy. The responsibilities assigned to the president by these guidelines may be delegated.

1. Commercial endeavors, including solicitations, are discouraged. If the president determines that a commercial activity is beneficial to the educational function of the college, he or she may authorize such activity, provided that in so doing he or she ensures that the name of the college is not associated with the activity and that the college does not appear to have endorsed the endeavor.
2. The name of the college shall not be associated with any group which is not a bona fide college organization, except that the president may authorize the co-

sponsorship of activities which are consonant with the philosophy of the comprehensive Community College.

3. No organization may use the facilities of a college for the purpose of raising funds, except that the president may grant permission for such activities to bona fide charities, college foundations, and public service organizations.

When college facilities are utilized by an outside organization, the following requirements apply. The term outside organization includes any person, group or legal entity authorized to use the facilities of a Community College whose authorization does not include sponsorship or cosponsorship by the college. Authority granted by a college to use the facility constitutes a license subject to the conditions stated below.

1. An outside organization is required to obtain public liability and property damage insurance in the amount of \$500,000 for combined single limit coverage. A certificate of public liability and property damage insurance on the college facilities which provides coverage and names the college as an additional insured for the total period the organization occupies the facilities must be submitted to the college at least one week prior to the commencement of the leasing period.
2. The outside organization must obtain all necessary state and local permits. Copies must be filed with the college at least one week prior to the event.
3. The outside organization shall be responsible for the collection and payment of required state admission tax.
4. The president shall establish a schedule of fees for the use of college facilities and equipment and the services of college personnel by an outside organization. The schedule of fees should meet only the additional costs incurred by the college and should not be structured to yield the college a profit. Outside organizations utilizing college security and custodial personnel shall be billed directly by the college for said services. Said personnel shall be compensated at their regular rate, including overtime and benefits. Necessary security and maintenance services shall be provided by college personnel, unless supplemental personnel such as state or local police are deemed necessary.
5. The outside organization shall meet all applicable state regulations as to legality and compliance with appropriate civil rights legislation. The civil rights compliance number or, in lieu thereof, assurance of compliance in writing shall be obtained. See Appendix A.
6. The outside organization may be required to make special arrangements with the college if the facility is to be used outside the normal operating hours of the college. An appropriate college employee must be present at all such times.
7. Any outside organization using college facilities shall be responsible for any damage to college property. The organization granted license shall indemnify and hold harmless the college, the Board of Trustees, and the state of Connecticut against any claim.

8. The use of college facilities by outside organizations must comply with all applicable general statutes, state regulations, and Board of Trustees and college policies.
9. It shall be the duty of the person or organization granted a permit to ascertain and abide by any and all rules and regulations pertaining to college property.
10. Consumption of alcoholic beverages shall be in compliance and consistent with the Board of Trustees system policy on drugs and alcohol in the Community Colleges.
11. No vendors shall be permitted in the building or on the premises, except by special permission of the college.
12. The college reserves the right to revoke or change the date of any permit granted in case of emergency or conflict with college programs.

The guidelines for utilization of facilities by outside organizations shall be reproduced as part of the application for use of the facilities. Said application must contain the schedule of fees established by the president and may contain college-promulgated requirements not inconsistent with these guidelines. The application shall also contain the nondiscrimination clauses contained in Appendix A.

(Adopted September 17, 1973;  
amended April 16, 1990; technical  
amendment in compliance with Public  
Act 11-55 eff. October 1, 2011)

#### APPENDIX A

The applicant agrees and warrants that no person shall be denied the benefits of or otherwise subjected to discrimination under any program or activity for which the applicant uses the facilities of the college because of race, color, religious creed, sex, gender identity or expression, age, national origin, ancestry, present or past history of mental disorder, marital status, mental retardation or physical disability, including, but not limited to, blindness, or prior conviction of a crime, political beliefs, veteran status, or sexual preference, unless there is a bona fide qualification excluding persons in one of the above protected groups.

[If the applicant has been assigned a civil rights compliance number, said number should be provided on the application.]

#### **4.7.5.1 Facilities - Establishment of CLEP Test Centers**

The Board of Trustees of Community-Technical Colleges has made a public commitment to the policy of acceptance of higher education credits earned by examination, including credits earned through the college level examination program of the college entrance examination board. Subject to annual review of the chancellor, each college of the Community College system is authorized to enter into an agreement

with the educational testing service of Princeton, New Jersey, acting in behalf of the college entrance examination board, to establish and operate test centers for college level examination program administrations.

The chancellor, in consultation with the college presidents, is authorized and directed to arrange for establishment of such centers on an open basis at convenient locations throughout the state.

(Adopted February 14, 1972)

## **4.8 Funds**

### **4.8.1 Operating Fund Policy**

Repealed December 17, 2001 and incorporated into Section 6.1.2

### **4.8.2 Funds/Accounts - Activity Funds**

Pursuant to sections 4-52 through 4-55 of the general statutes, the Board of Trustees authorizes the chancellor to establish an activity fund or funds for the benefit of employees or students of the Community Colleges.

(Adopted January 17, 1966)

### **4.8.3 Funds/Accounts - Venture Loan Fund**

The Board of Trustees authorizes the chancellor to establish and maintain, within the general and special funds of the board, a venture loan fund to provide start-up funds, under the business services initiative, for Community Colleges to undertake the development of new or expanded courses and services directed at meeting the needs of Connecticut businesses.

(Adopted June 16, 1986)

### **4.8.4 Funds/Accounts - Hospitality Fund**

The Board of Trustees authorizes each college president to accept and execute a budget voluntarily made available and duly approved by the student government in an amount not to exceed \$1,000 per year, within the student activity fund of the college, to cover the cost of meals, refreshments, and other expenses not usually covered by general and tuition account appropriations in connection with official visitors and activities of the college.

(Adopted March 20, 1972; amended January 22, 1990)

### **4.8.5 Funds/Accounts - Welfare Fund**

Pursuant to section 4-56 of the general statutes, the Board of Trustees authorizes the chancellor to establish an institutional general welfare fund at each Community College for the benefit of the students of the college. The operation of each college institutional

general welfare fund shall be in accordance with procedures established by the secretary of the office of policy and management and the state comptroller.

(Adopted August 21, 1978)

#### **4.8.6 Technical Education Fund**

The chancellor is authorized to establish and maintain a technical education fund to support the development of new programs in technical education which are responsive to the need to broaden the range of programming in technical fields and to assist in the development of the technically-skilled workforce required for Connecticut to maintain its competitive edge.

(Adopted June 15, 1992)

#### **4.8.7 Endowment Fund**

##### **A. Establishment and Administration**

The is authorized to establish and maintain a permanent Community College System Endowment Fund which may contain (1) state endowment fund matching grants; and (2) interest or other income earned on the investment of moneys in the Community College Endowment Fund pending application or transfer or use of the earnings on the principal of the fund. Eligible gifts made on behalf o the system as a whole shall also be deposited in the Community College System Endowment Fund.

Each college through its foundation may establish an endowment fund for its college to contain (1) gifts made on behalf of the college; (2) interest or other income earned on investment of such gifts; (3) state matching grants; and (4) earnings on the state match. Eligible gifts made to a foundation on behalf of an individual college shall be deposited to the permanent endowment fund created for each college. A portion of the interest earned on the principal of the Community College System Endowment Fund shall be transferred to such college foundation on the ratio of the total amount of such gifts made to the college to the total amount of all such gifts made to all the colleges and the system as a whole.

Each college will develop a memorandum of understanding with its foundation for the administration of the eligible gifts and state matching grants the foundation has received as part of the endowment fund matching program. Administration means the foundation will establish the major accounts of the endowment fund matching program; accept, record, and certify eligible gifts; invest the principal of those gifts; receive and invest state match; track the principal, earning and spending of each account or subaccount; and report on the program, as required. Generally accepted accounting principles (GAAP) will be used in financial records and reporting.

The chancellor, or his designee, is authorized to develop other operating guidelines pursuant t Public Act No. 97-293, An Act Concerning Advancement of Public Institutions of Higher Education, for (a) the solicitation of CC Endowment Fund eligible gifts from private donors, and (b) for governing the acceptance of gifts made by a

foundation established pursuant to Sections 4-37e and r-37f of the General Statutes, to a Community College or its employees.

The chancellor shall provide an annual Community College Endowment Fund report to the Board of Trustees.

**B. Receiving State Matching Grant**

Endowment contributions maybe matched beginning in the fiscal year ending June 30, 2000, and ending with the fiscal year ending June 30, 2014. All eligible gifts will be matched on a one-to-two basis, i.e. one dollar of state matching funds for every two dollars donated.

As conditions require, the chancellor may apportion the maximum state match among community-technical colleges and the system to allow for the greatest use of these state funds and to make them available on a fair basis to each. The maximum amount of state matching funds available for each of the respective years is as follows:

<b>Calendar Year Gift Received</b>	<b>Fiscal Year Matched</b>	<b>Maximum State Match*</b>
1998	1999 - 2000	\$2,000,000
1999	2000 - 2001	\$2,500,000
2000	2001 - 2002	\$3,000,000
2001	2002 - 2003	\$3,500,000
2002	2003 - 2004	\$4,000,000
2003	2004 - 2005	\$4,500,000
2004	2005 - 2006	\$5,000,000
2005	2006 - 2007	\$5,000,000
2006	2007 - 2008	\$5,000,000
2007	2008 - 2009	\$5,000,000
2008	2009-2010	\$5,000,000
2009	2010-2011	\$5,000,000
2010	2011-2012	\$5,000,000
2011	2012-2013	\$5,000,000
2012	2013-2014	\$5,000,000

\* Notwithstanding the maximum state match available each fiscal year, the total state match available from FY2000 to FY2014 is \$39,500,000.

In any fiscal year in which the total of eligible gifts received exceeds the state grant maximum for such fiscal year, the amount in excess shall be carried forward and shall be eligible for a matching grant within available matching funds in any succeeding fiscal year from FY2001 through FY 2014.

Following the appropriation of the required state match to the Department of Higher Education, the state matching grant will be received and deposited into the Community College System Endowment Fund or into the college foundation endowment fund, as provided in section 7 of Public Act 99-285. The state matching grant and the appropriate portion of earnings on such grant, including capital appreciation, shall be transferred annually to the college foundation(s) within thirty (30) days of the receipt of

the state matching grant by the Community College System Endowment Fund, provided the provisions of section 4-37f of the general statutes, as amended, are satisfied.

### C. Investment of State Matching Grants

The Community College System Endowment Fund or the college foundation endowment fund will be managed professionally, consistent with the best fiscal and ethical practices. Matching money deposited in the Community College System Endowment Fund or the college foundation endowment fund will be invested, subject to the provisions of Public Act 98-252 and Public Act 99-285, and according to policies and guidelines established by the Board of Trustees.

(Adopted September 15, 1997; amended July 26, 1999; amended July 23, 2001)

### **4.9 Gifts - Authority to Accept and Acknowledge Gifts to Community Colleges**

Pursuant to the authority granted to the Board of Trustees under section 10a-150 of the general statutes, the receipt and disposition of gifts to Community Colleges shall be subject to the following provisions:

- a. Gifts Cash for Student Financial Aid. Each president is authorized to accept gifts or pledges of cash designed for student financial aid programs to be administered by the college in accordance with donor terms and conditions and applicable financial aid procedures.
- b. Other Gifts of \$7,500 or less. Each Community College president and the chancellor is authorized to accept gifts or pledges of cash, securities, or property valued at \$7,500 or less to be used for support of academic programs, community service programs, student support services, and institutional support services. All such gifts or pledges shall be acknowledged by the president or chancellor in writing and administered in accordance with any terms and conditions specified by the donor. Gifts for which no conditions are specified may be expended for any purpose in support of the mission of the college or system as determined by the president or chancellor.
- c. Other Gifts of more than \$7,500. All other gifts or pledges of cash, securities, or property valued at more than \$7,500 to any Community College or to the system shall be referred to the Board of Trustees for formal acceptance. All gifts so accepted by the board shall be administered by the college in accordance with any terms and conditions specified by the donor. Except as the board may otherwise provide, any income from such gift may be expended for any purpose in support of the mission of the college or system as determined by the president or chancellor. Any expenditure of the principal of such unrestricted gifts shall be subject to the approval of the Board of Trustees.
- d. Pledges. All pledges, or promises to pay, must be verifiable and therefore shall be in writing, indicating the intent by a donor (including a college foundation) to give cash or other assets, the cash amount or asset value, the timing of when the donor



plans on giving, and the purpose for which the gift should be used. Prior to accepting and recording any pledge, the president or chancellor shall assess the ability of the donor to make good on the pledge.

- e. Assurance. The acceptance of gifts and donations by the Board of Trustees, Chancellor, or College President must be consistent with advancing the educational mission of the college or system. The Board of Trustees, Chancellor, or College President are not obligated to accept gifts and donations which are not consonant with the college or system mission, purposes, and policies.
- f. Report of Gifts. Annually the chancellor shall provide the board with a summary report of all gifts or pledges of cash, securities or property valued at more than \$1,000 to any Community College, including gifts to any college from its foundation.

(Adopted March 16, 1970; amended October 19, 1987, March 21, 1994, February 14, 2005)

#### **4.10 Grants - Public and Private**

The Board of Trustees establishes the following policy regarding public and private grants:

1. Applications for public and private grants shall be initiated and prepared by the respective colleges.
2. Applications must be consistent with the academic development of the college and funds for the matching portion (if any) must have been established with
  - a. funds available within present allocations to the college;
  - b. funds that may be made available to the college by special allocation of the board; or
  - c. funds from other identified sources.

Funding of the matching portion must be explained in a letter of transmittal to the central office.

3. The notification of the grant award by the public or private agency and the receipt of such funds shall be deemed as an allocation by the board to the college for the purpose and period for which such funds have been made available.
4. Receipt, allotment, and expenditure of public and private grant funds are to be processed in accordance with the general statutes and established state procedures.
5. The receipt and expenditure of public and private grant funds shall be reported to the Board of Trustees in a financial report issued by the chancellor each fiscal year.

(Adopted January 12, 1971)

#### **4.11 Health Services**

The Board of Trustees of Community-Technical Colleges endorses a program of health services at each college during the hours of operation which provides for (1) immediate availability of a registered nurse and (2) availability of a physician on call for medical emergencies.

(Adopted November 16, 1970)

#### **4.12 Signature Authorizations**

##### **4.12.1 Signature Authorizations - Executive Authorizations**

1. The Board of Trustees authorizes the Chancellor and Deputy Chancellor, in accordance with applicable laws policies and procedures, to represent the Board and to enter into such contractual agreements, as may be necessary for the discharge of their respective duties, to effectuate the decisions, policies and programs of the Board.
2. The Board of Trustees authorizes college Presidents, in accordance with applicable laws, policies and procedures, to represent the Board and the Chancellor and to enter into such contractual agreements, as may be necessary for the discharge of their respective duties, to effectuate the decisions, policies and programs of the Board and the Chancellor as they relate to the respective college. Such authorization is subject to any limitations that may be imposed in writing by the Chancellor.
3. The Board of Trustees authorizes members of management appointed to the following positions, in accordance with applicable laws, policies and procedures, to represent the Chancellor or their respective President, and to enter into such contractual agreements, as may be necessary for the discharge of their respective duties to effectuate the decisions, policies and programs of the Board, the Chancellor and the respective college President. Such authorization is subject to any limitations that may be imposed in writing by the Chancellor or the respective President.

In the Chancellor's Office, as agent for the Chancellor:

Chief Academic Officer  
Chief Information Officer  
Chief Financial and Administrative Officer  
Director of Accounting and Finance  
Director of Budget and Finance  
Director of Facilities Planning  
Manager of Human Resources  
Manager of Labor Relations/Assistant Counsel

At the Colleges, as agent for the President:

Deans  
Human Resource Directors

In the Chancellor's Office or at the Colleges:

Other named managers designated in writing by the Chancellor or President as permitted by applicable laws, procedures and policies

(Adopted May 15, 1995; amended September 16, 1996; amended October 19, 1998, September 21, 1999, January 22, 2001, September 24, 2001, June 16, 2003; amended September 19, 2005)

Section 4.12.2 [Deleted September 19, 2005]

Section 4.12.3 [Deleted September 19, 2005]

Section 4.12.4 [Deleted September 19, 2005]

## 4.13 Traffic Regulations

### TRAFFIC COMMITTEE

#### 1. Establishment and Function

- a. There shall be a traffic committee at each Community College. The membership of said committee shall number not less than three persons and shall include at least one faculty member and one student.
- b. The president shall appoint the membership of the traffic committee and may designate an existing college committee to serve in this capacity, provided that the membership of said committee is consistent with the provisions of subsection (a) above.
- c. The traffic committee shall serve for a term of one year from September 1. The president shall fill any vacancies in the membership of the committee for the balance of the unexpired term. A vacancy shall exist when a committee member resigns or when his or her relationship with the college is severed, including when a student is no longer registered for courses and/or a faculty or staff member is no longer an employee of the college.
- d. The committee shall review the traffic regulations at the college at least once a year and initiate any necessary changes.

#### 2. Regulations

The traffic committee may establish regulations which (a) prohibit, limit, or restrict the parking of passenger vehicles; (b) determine speed limits; (c) restrict roads or portions thereof to one-way traffic and designate the location of crosswalks on any portion of any road or highway subject to the care, custody, and control of the college; (d) order erected and maintained signs designating such prohibitions or restrictions; and (e) impose a fine of not more than twenty-five dollars upon any person who fails to comply with any such prohibition or restriction. If the committee determines that it wishes to accomplish any or all of the above, it shall promulgate regulations which clearly specify the following:

- a. The application of the regulations and the responsibility for familiarity therewith;
- b. All driving and parking regulations must be clearly stated and published for the benefit of students, faculty, and staff;
- c. All sanctions provided for the violation of the regulations, including the possibility of criminal prosecution, must be clearly stated and published for the benefit of students, faculty, and staff;
- d. The availability of an appeal and the procedures therefor must be clearly stated and published for the benefit of students, faculty, and staff;

- e. Speed limits and parking limitations shall be indicated by the erection of appropriate signs.

### 3. Committee Procedure

- a. The committee shall elect a chairperson and a vice chairperson/secretary.
- b. Prior to the adoption of any regulation, the committee shall provide an opportunity for the college community to comment on any proposed regulation. The committee shall afford at least seven days notice of said hearing and provide means whereby copies of proposed regulations are available for study prior to the hearing.
- c. All regulations must be submitted for approval to the college president and the state traffic commission prior to their implementation.

## APPEALS

### 1. Traffic Appeals Committee

There shall be a traffic appeals committee at each Community College. The membership of said committee shall number not less than three persons and shall include at least one faculty member and one student. The president shall appoint the membership of the traffic appeals committee and may designate an existing college committee to serve in this capacity, provided that the membership of said committee is consistent with the provisions of this section. The committee shall serve for a period of one year beginning September first of each year. The president shall make such additional appointments as may be necessary.

### 2. Procedures

- a. The traffic appeals committee shall meet as necessary to decide appeals. Appeals shall be made in writing, and decisions thereon shall be rendered on the basis of the written representation unless a majority of the committee votes that a request for a personal appearance by the appellant is warranted.
- b. The traffic appeals committee shall prepare and make available an appeal form.
- c. The committee may deny the appeal or void the ticket. The decision of the committee shall be conveyed in writing to the appellant and the president or his or her designee.

## ENFORCEMENT

The responsibility of enforcement rests with the president. He or she may provide that all passenger vehicles operated on the campus by faculty, staff, and students be

registered with the college and properly identified as such and that violations of the regulations promulgated by the traffic committee receive citations.

The president may provide for institutional sanctions in the case of repeated violations and/or refusal to pay fines levied, and he or she may recommend criminal prosecution in the circuit court.

In the case of violations by vehicles not registered with the college, the president may obtain from the motor vehicle department the name of the person to whom the vehicle is registered. If the person is a student or an employee of the college, or if the automobile is used by a student or employee of the college, the president may take appropriate steps to compel compliance with the regulations. In the case of noncompliance by persons not students or employees of the college, the president may request prosecution in the circuit court.

#### BOARD SCHOLARSHIP FUND

All fines shall be made payable to the scholarship fund of the individual college. The chancellor and Community College presidents are authorized to establish separate scholarship accounts at each college according to such fiscal procedures as the chancellor may specify.

(Adopted November 19, 1973; amended April 15, 1975, February 25, 1985 and June 15, 1992)

#### **4.14 Community College Resources - Use**

##### **1. Facilities**

- a. The policy statement on use of Community College facilities by both college and non-college organizations, as adopted by the Board of Trustees on September 17, 1973, shall continue to be effective.
- b. Scheduling. The use of college facilities for meetings or any other purpose by any organizations, including employee organizations, may be authorized only to the extent such usage does not conflict with the college's scheduled use of such facilities and to the extent it does not interfere with or impair the college's normal operations.

2. College Equipment. College equipment, including but not limited to telephones, stationery, postage, and reproduction equipment, may not be used by any organization or individual, including employee organizations and college staff members, for any purpose other than bona fide college business. The use of any such materials for any purpose directly or indirectly related to the activity of a union is expressly prohibited in accordance with labor relations notice no. 75-1 of the commissioner of personnel.

3. Faculty Mailboxes. Mailboxes may be utilized for the distribution of communications from college organizations, including employee organizations, provided that the use of such mailboxes does not interfere with the normal operation of the mail system.

4. Bulletin Boards. Within the president's discretion and based on local conditions, the use of college bulletin boards for the posting of notices by various organizations, including employee organizations, may be authorized, provided that any such material is submitted to the administration prior to being posted.

(Adopted September 15, 1975)

## 4.15 Policy on Drugs and Alcohol in the Community Colleges

### Drugs and Alcohol in the Community Colleges

The Board of Trustees of Community-Technical Colleges endorses the statement of the network of colleges and universities committed to the elimination of drug and alcohol abuse, which is based on the following premise:

American society is harmed in many ways by the abuse of alcohol and other drugs -- decreased productivity, serious health problems, breakdown of the family structure, and strained social resources. Problems of illicit use and abuse of substances have a pervasive effect upon many segments of society -- all socio-economic groups, all age levels, and even the unborn, Education and learning are especially impaired by alcohol abuse and illicit drug use.\*

The board recognizes that education regarding alcohol and substance abuse is an appropriate and even necessary part of contemporary college life. Since the unauthorized use of controlled substances, in addition to the potential harmful effect it may have on students and employees, is contrary to state and federal law and regulation, it must be prohibited in any college activity, on or off the college campus. Although the conditions of alcohol and drug dependency may be considered disabilities or handicaps under state and federal law and regulation and Board of Trustees policy, and employees and students will not be discriminated against because they have these disabilities, all students and employees are considered to be responsible for their actions and their conduct.

These provisions shall apply to all colleges under the jurisdiction of the board:

1. No student or employee shall knowingly possess, use, distribute, transmit, sell, or be under the influence of any controlled substance on the college campus or off the college campus at a college-sponsored activity, function, or event. Use or possession of a drug authorized by a medical prescription from a registered physician shall not be a violation of this provision.
2. All colleges shall develop and enforce policies regarding the sale, distribution, possession, or consumption of alcoholic beverages on campus, subject to state and federal law. Consistent with previous board policy, the consumption of alcoholic beverages on campus may be authorized by the president subject to the following conditions, as appropriate:
  - a. when a temporary permit for the sale of alcoholic beverages has been obtained and dram shop act insurance has been purchased;
  - b. when a college permit has been obtained;

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\* Statement of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse



- c. when students bring their own beverages;
  - d. when alcoholic beverages are provided by a student organization and no fee is charged for attendance or for said beverages.
3. All colleges shall provide educational programs on the abuse of alcohol and other drugs and referral for assistance for students and employees who seek it. Colleges are encouraged to establish campuswide committees to assist in development of these programs in response to particular campus needs and identification of referral resources in their respective service planning regions.
  4. This policy shall be published in all college catalogs, faculty and staff manuals, and other appropriate literature.
  5. Failure to comply with this policy will result in invocation of the appropriate disciplinary procedure and may result in separation from the college and referral to the appropriate authorities for prosecution.

(Adopted November 20, 1989)

#### **4.16 Financial Aid - Distribution**

The availability of federal student assistance funds is as important to the Community Colleges as it is to students in making it possible for significant numbers of citizens to take advantage of the educational opportunities offered by the Community Colleges. In the administration of such programs, significant delays often occur in the distribution of funds to students, some of which delays are unavoidable, but some of which may be unnecessary.

Therefore, the Board of Trustees urges that the financial aid office of each Community College assign a high priority to the prompt verification and certification of eligible student aid recipients and aid amounts at the close of the add and drop period of each semester and that the business office of each Community College make every effort, consistent with its other essential responsibilities, to process the necessary papers for the distribution of aid to students as promptly as possible.

(Adopted November 20, 1978)

#### **4.17 Volunteers - Policy**

Community Colleges are part of their community and, as a result, are involved in and with their resources. The human resources on any campus are limited and cannot provide some services that are desirable. There is a dramatic increase in the numbers of very capable people who are now retired or no longer interested in full-time employment but who wish to remain active and contributing members of society. Connecticut public act 79-385 encourages the use of volunteers in state service. Therefore, Community College presidents are authorized to appoint volunteers to perform services to students and the public consistent with the mission of the regional Community Colleges, subject to the following:

No volunteer may be utilized so as to displace a paid state employee.

There must be a statement of duties approved by the chancellor.

The volunteer must be under the supervision of an employee of the Board of Trustees.

Board and college functional position titles may not be utilized for volunteer positions; volunteers appointed pursuant to this authorization may be referred to as associates, e.g., associate in community service.

(Adopted February 16, 1981)

#### **4.18 Authorization of Credit Cards**

The Board of Trustees authorizes the acceptance of credit cards for payments for tuition and/or fees for courses or programs offered through the auxiliary services account, educational extension account, student activity fund, and tuition account, subject to the following:

A single contract will be negotiated with one bank which can serve all the Community Colleges with respect to such credit card transactions;

Service charges related to such transactions shall be a direct expense of the account/fund through which the activity is offered (service charges related to bookstore credit card transactions shall be a direct expense of operating the bookstore);

All colleges in the system shall implement the acceptance of credit upon consummation of a systemwide contract.

(Adopted January 18, 1982 and January 21, 1985)

## **4.19 Library Materials**

### **4.19.1 Surplus Library Materials - Authority for Disposal**

Pursuant to section 10a-72a of the general statutes, the Board of Trustees authorizes each Community College, subject to the supervision of the college president, to sell, trade, or otherwise dispose of any unwanted, duplicate, out-of-date, or irrelevant materials within the college library, provided that any such materials acquired as gifts shall be treated in accordance with the terms of the gift and that the monetary proceeds shall be used for the purchase of other appropriate library materials.

(Adopted July 18, 1983)

### **4.19.2 Library Books and Media - Authority for Purchase**

Pursuant to section 10a-151a of the general statutes, the Board of Trustees shall annually designate from the funds available for equipment an amount to be spent by each Community College for the purchase of library media and library books. The expenditure of such funds and the purposes therefor shall be under the jurisdiction of the chief executive officer of each college, provided that

The purchase of library media shall be made from the most competitive source, whether that source be an open market, an agent, a publisher, a state contract, or other source.

Such purchases shall be subject to such policies as the board may from time to time establish.

(Adopted June 18, 1984; amended June 18, 1990)

## **4.20 Weapons Policy - Central Naugatuck Valley Region Higher Education Center**

All employees at the Central Naugatuck Valley Region Higher Education Center having been trained at the Connecticut state police academy and certified as police officers, pursuant to Connecticut general statutes section 29-18, are hereby empowered to carry firearms while on duty at the CNVRHEC.

(Adopted February 26, 1990)

#### **4.21 Travel Authority - Delegation**

Pursuant to the provisions of section 6 of public act 90-201, the chancellor is authorized to establish policies to delegate to presidents the authority to approve travel and travel reimbursement for faculty and professional employees of the colleges.

(Adopted July 23, 1990)

#### **4.23 Weapons on College Campuses**

##### **Weapons on Campus**

The use or possession of weapons (as defined in Section 53-206 of the Connecticut General Statutes)\* is prohibited on college campuses or at college activities except as authorized by Board or college policies. Colleges are hereby authorized to develop policies which allow for specific exemptions to the extent permitted by law.

(Adopted May 18, 1992)

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\* Sec. 53-206: "slung [sic] shot, air rifle, BB gun, black jack, sand bag, metal or brass knuckles, or any dirk knife, or any switch knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one half inches in length, or stiletto, or any knife the edged portion of which is four inches or over in length, or any martial arts weapon or electronic defense weapon, as defined in section 53a-3, or any other dangerous or deadly weapon or instrument" Sec. 53a-3(6): "any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, bill, blackjack, bludgeon, or metal knuckles."

#### **4.24 Simplified Vendor Payment and Autonomous Checkwriting**

##### Simplified Vendor Payment and Autonomous Checkwriting

Pursuant to section 3-117 of the Connecticut general statutes, as amended, the chancellor or his designee is authorized to certify to the comptroller that articles or services for which claims against the Community Colleges are made have been properly received or performed or, if not yet received or performed, are covered (1) by contracts properly drawn and executed or (2) under procedures approved by the chancellor and that such claims are supported by vouchers or receipts and records as specified in section 3-117 of the Connecticut general statutes.

Pursuant to comptroller procedures developed in accordance with sections 3-25 and 3-117 of the Connecticut general statutes, as amended, the chancellor or his designee is authorized to act on behalf of the Community Colleges to take those procedural and administrative actions required to implement simplified controls for vendor payments and/or autonomous checkwriting.

(Adopted May 16, 1994)

#### **4.25 Bookstore Policy on Used Books**

The Board of Trustees, in compliance with Public Act No. 99-285, as amended, requires that on or after July 1, 1999, any system or college contract negotiated with a vendor for the provision of course books for purchase by students shall ensure that such contract: (1) includes a provision requiring the vendor to post its policies concerning the return of used books and the exchange rate for books used the previous semester that are in good condition, and (2) does not prevent student organizations from holding used book exchange programs.

(Adopted July 26, 1999)



## **Section Five - Student Affairs**

- 5.1 Admission Policy
  - 5.1.1 - Sex Offenders on Campus
  - 5.1.2 - NEBHE
  - 5.1.3 - Advanced Placement - High School Students
  - 5.1.4 - High School Partnerships Program
  - 5.1.5 - Home Schooled Students
- 5.2.1 Policy on Student Conduct
- 5.2.2 Policy on Student Rights
- 5.3 Student Insurance
- 5.4 Library Resources - Student Use
- 5.5 Student Workers - Employment
- 5.6 Student Veterans - Report Procedures
- 5.7 FERPA [Notification of Rights Under the Family Educational Rights and Privacy Act

## **5.1 Admission - Policy**

Admission at the Community Colleges shall be as follows:

1. Applicants for admission to a Community College should present evidence of graduation from an approved secondary school or should have been awarded a state high school diploma or its equivalent, or be qualified under the provisions of Board Policy 5.1.5 – Home Schooled Students.
2. An applicant should have such maturity and other qualities which indicate an ability to profit from a program offered by the college.
3. Applicants meeting these qualifications should be admitted to the limits indicated by available funds and space, and applications received beyond these limitations should be placed on a waiting list.
4. The college president may grant a special waiver of these requirements for individuals.
5. Notwithstanding the foregoing, whenever in the judgment of the college president the admission, readmission or registration for any course, whether credit or non-credit, of any person as a student would constitute an unreasonable threat to the safety of the people, the security of property or the integrity of academic processes or functions of the college, such person may be denied admission or readmission to the college or registration for the course.

(Adopted March 21, 1966;  
readopted May 17, 1966; amended May 10,  
1971, April 18, 2005, December 17, 2007)

### **5.1.1 Sex Offenders on Campus**

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

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

The decision of the president shall be final.

(Adopted December 17, 2007)



### **5.1.2 Admission - New England Board of Higher Education (NEBHE) Students**

The Board of Trustees adopts the following recommendations of the New England board of higher education (NEBHE) for reciprocity among the New England states through the New England regional student program, with the reservation that priorities go to Connecticut students in the event of budget and/or space limitations:

1. Nonresident students whose traveling time would be less if attending a Connecticut Community College than if attending a similar instate institution are permitted to attend the Connecticut institution at the NEBHE tuition rate, which is fifty percent above the resident tuition rate, pursuant to section 10a-67 of the general statutes, as amended.
2. Nonresident students who wish to enroll in a Connecticut Community College degree program which does not exist in their home states are permitted to enroll in such program at the NEBHE tuition rate.

(Adopted November 20, 1967; amended May 15, 1978, June 21, 1982, and May 21, 1990)

### **5.1.3 Admission - Advanced Placement - High School Students**

Community Colleges are authorized to accept for advanced placement high school students who demonstrate sufficient scholastic ability and who are approved by the high school principal or his or her designated representative, with the understanding that no additional general fund class sections will be created to accommodate them except as approved by the board.

(Adopted June 25, 1973; amended March 15, 1982)

### **5.1.4 Admission - High School Students - High School Partnerships Program**

The Board of Trustees approves the establishment of Community College high school partnerships programs as outlined below and authorizes the chancellor to implement administrative policies and procedures necessary for the operation of the program. The chancellor is authorized to allocate an amount determined annually by the board from the resources of the tuition fund to support the cost of tuition for high school students in the programs.

#### **COMMUNITY COLLEGE HIGH SCHOOL PARTNERSHIPS PROGRAMS**

In August 1986, the national governors association issued a comprehensive report on education at all levels in the nation. One concern expressed in the report addressed the conviction that educational effectiveness and responsiveness are best achieved when students have choices about the programs and institutions they will attend. While

making a number of recommendations concerning the expansion of choice for students, one which is of particular interest to the Community Colleges concerns a call for states to expand opportunities for high school students to attend accredited public postsecondary degree-granting institutions during their junior and senior years.

Such opportunities can provide especially talented high school students with more challenging educational experiences than may be available in high school. Particularly for such students in school districts which are unable to provide a broad range of course options, being able to enroll in a college course can benefit both the student and the school district by making those options available. For capable students who may be turned off by high school, having the option to enroll in a college course or two, perhaps to meet high school graduation requirements, may prove an incentive to remaining in high school to graduate rather than dropping out.

Community Colleges can benefit from such a program by providing opportunities to make high school students more aware of the range of Community College programming available to them after high school as well as by offering the possibility for high school students to design a coherent program combining the junior and senior years of high school with the first two years of college to prepare for immediate employment opportunities after earning an associate degree.

In furtherance of the goal of expanded educational opportunity for high school students through increased educational choices, the Community College high school partnerships programs are established. In the implementation of the programs, it is intended to go beyond traditional programs which concentrate primarily on serving gifted high school students. Rather, it is intended that the high school partnerships programs be more expansive in providing an early college experience to a more diverse group of high school students, consistent with the missions of the Community Colleges.

Admission of high school students to classes under the high school partnerships programs shall be accomplished consistent with the following guidelines.

Each Community College, acting through the president, may enter into written agreements with (a) the superintendents of schools of area school districts, (b) the directors of state regional vocational-technical high schools, and (c) the administrative heads of parochial high schools for the admission of high school students to Community College classes. For the purposes of this program, high school shall include any local or regional high school and those incorporated or endowed high schools or academies operating as quasi-public institutions under sections 10-34 through 10-36 of the Connecticut general statutes, and any nonprofit, nonpublic secondary parochial school approved by the state board of education, provided that no such Community College classes may be held at a parochial school.

Commonly accepted admissions guidelines must be established by the Community College and the school district, within the following parameters:

Juniors and seniors with a minimum of eighty percent scholastic average will be eligible for admission.

Final selection will be based on the recommendation of the high school program coordinator and the principal.

With the recommendation of the school principal, a flexible interpretation of the minimum scholastic average will be permissible.

The school district may offer concurrent or supplemental high school credit for courses taken at a Community College in accord with program guidelines.

High school students admitted to the program will be eligible to enroll in a maximum of two Community College credit courses each semester on a space-available basis following the initial registration period for that semester. In the case of high school seniors in their last term, the two-course limit may be exceeded on the recommendation of the school principal.

The college must make provision for academic advisement and other appropriate supportive services for the participants in the program.

The college should utilize the preregistration process to assist participating high school students to make their preliminary selection of college courses when they are preparing their high school schedules for the forthcoming term.

The college may provide courses which would be of interest to high school students at existing off-campus sites in order to increase access to the program for high school students lacking transportation.

The college should attempt to schedule sufficient courses at times convenient for high school students to attend college classes (e.g., late afternoons, evenings, and Saturdays).

The college will pay the costs of tuition for the high school students participating in the program and will waive all fees.

High school partnerships program tuition will be paid for general fund credit courses only; extension and noncredit course costs will not be supported through the program.

The school district and/or the participating students will be responsible for the cost of books and transportation. The school district will be encouraged to purchase books to loan or give to participating students.

Subject to the limitation on the number of high school students who may be admitted to an individual college within the program resources available to the Community Colleges as a whole, the college and the school district should agree upon the total number of participating students prior to the beginning of each semester.

(Adopted June 15, 1987; amended  
February 22, 1988 and November  
20, 1989)

### **5.1.5 Home Schooled Students**

1. A home-schooled student is defined, for purposes of this policy, as someone who has completed a secondary school education in a home school setting that is treated as a home school or private school under state law, or who is in the process of doing so.
2. Home schooled students who wish to attend a Community College and pursue a degree or certificate must meet the same admission requirements as any other applicant, except for providing evidence of graduation from a secondary school or obtaining a state equivalency diploma. This includes, but is not necessarily limited to, completing an application, paying admission fees, submitting evidence of inoculation against measles, mumps, and rubella, taking placement tests, etc.
  - a. Home schooled applicants may also submit a copy of a transcript from any secondary school attended, whether or not they may have graduated therefrom, or a copy of a federal or state equivalency diploma, or a summary of the secondary program of study they pursued, and a certificate of successful completion thereof, signed by the parent or other provider of the home schooling.
  - b. Home schooled applicants may be required to submit transcripts, or records of study, if such are required for other applicants.
6. Home schooled applicants who wish to enroll at a Community College, but not pursue a degree or certificate, shall be treated as any other non-matriculated student at the college.
7. Home schooled applicants may, at the discretion of the college to which they are applying, be required to have an in-person interview with the college's director of admissions, or such other officer as the college may direct, to assess the applicant's ability to benefit from the program of study.
8. Each college shall develop such procedures, forms, and other materials as may be necessary to manage this policy.
9. Each college shall also establish an appeals process, with appeals going to a designated dean, who may, in special circumstances, waive the requirements of the policy.
10. If and when the State of Connecticut enacts laws or issues policies regarding home schooled students or their admission to public colleges, this policy will be revised and reissued, as may be necessary, to ensure compliance therewith.

(Adopted April 18, 2005)

## **5.2.1 Policy on Student Conduct**

### **Section 1: Student Conduct Philosophy**

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. This Policy is intended to ensure that members of the College community are able to pursue their goals in an atmosphere free from unreasonable interference or threat of interference.

This Policy is also intended to foster the development of important values, including accountability, responsibility, fairness, respect for self and others, appreciation of personal freedoms and a recognition of the importance of physical safety in the College community. Compliance with the Policy provides an opportunity to develop and practice skills in leadership, group process, decision making and ethical and moral reasoning. Students who demonstrate these values and possess these skills are more likely to find success and fulfillment in their academic, professional, family and personal endeavors.

This Policy sets forth a number of expectations for student conduct and prescribes procedures for enforcement. Since students are assumed to be at various stages of moral and social development, sanctions imposed should attempt to assist students in their growth and development, wherever possible. However, the paramount consideration must always be to protect members of the College community and the educational process from harm.

### **Section 2: Application of the Student Conduct Policy**

This Policy applies to student conduct on campus and on other property or facilities owned, controlled or used by the College. It also applies to student conduct on premises not owned, controlled or used by the College if the off-campus conduct impairs College-related activities or affairs of another member of the College community or creates a risk of harm to any member or members of the College community.

Conduct on or off College premises that is prohibited by federal, state or local law, codes and ordinances is also covered. Students who engage in behavior prohibited by law may be subject to civil or criminal sanctions as well as to the sanctions of this Policy.

Additionally, where a court of law has found a student to have violated the law, a College has the right to impose the sanctions of this Policy even though the conduct does not impair the College-related activities of another member of the College community and does not create a risk of harm to the College community. The decision to exercise this right will be in the sole discretion of the President or his/her designee.

For purposes of the Policy on Student Conduct, a "student" is any person who has registered for at least one (1) course, credit or non-credit, at the College. Student status continues in effect for two (2) calendar years after the conclusion of the last course in which the student was registered, unless the student has formally withdrawn from the College, graduated or been expelled.

### **Section 3: Expectations for Student Conduct**

Consistent with the Student Conduct Philosophy set forth in Section 1 of this Policy, students are expected to:

1. Demonstrate respect for the College community by acting in accordance with published Board policies and College rules and regulations;
2. Demonstrate academic integrity by not engaging in conduct that has as its intent or effect the false representation of a student's academic performance, including but not limited to:
  - a. cheating on an examination,
  - b. collaborating with others in work to be presented, contrary to the stated rules of the course,
  - c. plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own,
  - d. stealing or having unauthorized access to examination or course materials,
  - e. falsifying records or laboratory or other data,
  - f. submitting, if contrary to the rules of a course, work previously presented in another course, and
  - g. knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed;
3. Demonstrate respect for the property of the College and of others by not damaging or destroying or attempting to damage or destroy such property, and by not possessing or attempting to possess such property without authorization, including unauthorized entry to or use of College premises;
4. Demonstrate respect for others by:
  - a. refraining from conduct that constitutes a danger to the personal health or safety of one's self or other members of the College community and guests or licensees of the College, including intentionally causing or attempting to cause injury;
  - b. refraining from conduct that obstructs or seriously impairs or attempts to obstruct or seriously impair College-sponsored or College-authorized activities; and
  - c. refraining from harassment, which is defined as conduct that is abusive or which substantially interferes with a person's pursuit of his or her customary or usual affairs;
5. Demonstrate respect for others by refraining from sexual misconduct (see the Sexual Misconduct and Relationship Violence Statement);

6. Be truthful in all matters and not knowingly make false statements to any employee or agent of the Board or the College with regard to a College- related matter, nor forge, alter or otherwise misuse any document or record;
7. Comply with the directions of College staff members acting within the scope of their employment responsibilities;
8. Contribute to a safe and healthy learning and working environment by refraining from the unauthorized possession or use of weapons or dangerous instruments as defined by law and pursuant to Board Policy, and by refraining from possessing or using other objects in a manner that causes harm, threatens or endangers oneself or others;
9. Respect oneself and others in the community by refraining from knowingly possessing, using, transferring, selling or being under the influence of any controlled substance, as defined by law, or possessing or consuming alcoholic beverages unless specifically authorized, pursuant to Board Policy. Use or possession of a drug authorized by prescription from a licensed medical practitioner is not covered by this statement;
10. Refrain from any unauthorized use of electronic or other devices to make an audio or video record of any person while on College premises without his/her prior knowledge or without his/her expressed consent;
11. Demonstrate good citizenship by not engaging in conduct prohibited by federal, state or other laws.
12. Conduct oneself in a civil and respectful manner, both within and outside the College.

Students who are found to have violated any of the above-stated expectations by any means, such as electronic, computer, telephone, internet, text, electronic storage devices or any other means of any kind whatsoever wherever it may occur or whether or not on campus may be sanctioned.

Students may be sanctioned for behavior that is not in accordance with the above-stated expectations.

#### **Section 4: 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 3 of this Policy. 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, including but 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 3 of this Policy and that any repetition of such conduct or other conduct that violates this Policy 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.

## **Section 5: Procedures**

The following procedures shall govern the enforcement of this Policy:

1. Information that a student may have violated this Policy should be submitted to the Dean of Students or other designee of the President (hereinafter referred to as "the Dean"), normally within thirty (30) days of the date of a possible violation or within thirty (30) 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) business 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 3 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 3 of this Policy 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 3 of this Policy 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 3 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 a 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) business 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 a nonlawyer advisor. 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 in his or her behalf; and
  - f. to receive a written decision following the hearing.

(See Section 6 for additional procedures regarding sexual misconduct.)

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.

### **Section 6: Additional Hearing Procedures for Sexual Misconduct Cases**

In any hearing conducted pursuant to Section 5, paragraph 6 of this Policy and involving allegations of sexual misconduct, the accuser and the accused student shall each have the right to:

- a. be accompanied by a support person during the hearing (see Section 5, paragraph 6c of this policy regarding limited right to have a lawyer present.); and
- b. receive a written report from the Dean indicating the determination of the impartial party or panel and the sanction(s) imposed on the accused student, if any.

### **Section 7: Miscellaneous**

The written decision resulting from an administrative conference or a hearing under this Policy 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). While student educational 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 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 College records as part of the employment application process. A record of having been sanctioned for conduct that violates Section 3 of the Policy may disqualify a student for admission to another college or university, and may interfere with his/her selection for employment.

Any question concerning the interpretation or application of this Policy on Student Conduct should be referred to the President or his/her designee.

### **Section 8: Publication of Student Conduct Policy**

This Policy shall be published in College catalogs and student handbooks and should be distributed in other ways that are likely to ensure student awareness of the Policy.

### **Section 9: Policy Review**

Five years following adoption of this Policy, and as often thereafter as the Chancellor shall deem appropriate, the Chancellor shall designate a committee to review the Policy on Student Conduct, as necessary.

## **Sexual Misconduct and Relationship Violence Statement**

To insure that each member of the Connecticut Community College community has the opportunity to participate fully in the process of learning and understanding, the Connecticut Community Colleges strive to maintain a safe and welcoming environment free from acts of sexual misconduct and relationship violence. It is the intent of the Colleges to provide safety, privacy and support to victims of sexual misconduct and relationship violence.

**Sexual Misconduct** is defined as:

- Non-consensual sexual intercourse, which includes any sexual intercourse (anal, oral, or vaginal), however slight, with any body part or object, by a man or a woman, without effective consent.
- Non-consensual sexual contact, which includes sexual touching, however slight, with any object, by a man or a woman, without effective consent.
- Sexual exploitation, which includes non-consensual, unjust or abusive sexual advantage taken by a student of another, for his or her own advantage or benefit, or to benefit or advantage any one other than the one being exploited, and that behavior does not otherwise constitute non-consensual sexual intercourse, non-consensual sexual contact or sexual harassment. Examples of sexual exploitation include, but are not limited to: prostitution, videotaping consensual sex without a partner's consent, peeping tommery and knowingly transmitting sexually transmitted infections without a partner's knowledge.

### **Definition of Consent**

Consent must be informed, freely and actively given, involving an understandable exchange of affirmative words or actions, which indicates a willingness to participate in mutually agreed upon sexual activity. It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement. The lack of a negative response is not consent. Consent may not be given by a minor or by any individual who is incapacitated, whether voluntarily or involuntarily, by drugs and/or alcohol. Past consent of sexual activities does not imply ongoing future consent.

**Stalking** is defined as:

Any behaviors or activities occurring on more than one (1) occasion that collectively instill fear in the victim and/or threaten her/his safety, mental health and/or physical health. Such behaviors or activities may include, but are not limited to, whether on or off campus, non-consensual communications (face to face, telephone, e-mail, etc.), threatening or obscene gestures, surveillance or being present outside the victim's classroom or workplace.

**Relationship Violence** is defined as:

- 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 pets and humiliating another person.
- 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.

The definitions contained in this statement are in addition to any applicable provisions of state law.

### **Confidentiality**

While the College will treat reports of sexual misconduct and relationship violence seriously and with sensitivity for all concerned, the College can not assure complete confidentiality in all instances with respect to such information, particularly when that information pertains to an offense or an alleged offender that may affect the safety of others on campus or is mandated to be reported.

### **Time for Reporting**

Normally reports must be received by the Dean of Students or other designee of the President within thirty (30) days of the date of a possible violation or within thirty (30) days of the date the facts constituting a possible violation were known. However, the College recognizes that the decision to file a report of sexual misconduct or relationship violence is difficult and may take some time. Because memories may fade and witnesses may become inaccessible, the sooner information is gathered, the greater is

the ability of the College to effectively investigate and resolve the matter fairly to all parties concerned.

(Adopted October 18, 1976; amended February 19, 1979, April 20, 1981, July 20, 1981, November 16, 1987, and February 26, 1990; entirely replaced February 26, 2007, amended February 22, 2010)

## **5.2.2 Policy on Student Rights**

### Section 1: Rights of Students

It is the policy of the Board of Trustees of Community-Technical colleges that the educational offerings of the Community Colleges be available to students without regard to the individual's race, color, religious creed, sex, gender identity or expression, age, national origin, ancestry, present or past history of mental disability, genetic information, marital status, mental retardation, sexual orientation, learning disability, or physical disability, including, but not limited to, blindness, or prior conviction of a crime (unless the provisions of sections 46a-60(b), 46a-80(b), or 46a-81(b) of the Connecticut General Statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the above protected groups). With respect to the foregoing, discrimination on the basis of sex shall include sexual harassment as defined in Section 46a-60(8) of the Connecticut General Statutes. Further, the system will not discriminate against any person on the grounds of political beliefs or veteran status.

Students are entitled to an atmosphere conducive to learning and to impartial treatment in all aspects of the teacher-student relationship. The student should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or his or her own part in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs. Students are free to take reasoned exception to the data or views offered in any course of study, but they are responsible for learning the content of the course of study as defined by official college publications.

Community College students are both citizens and members of the academic community. As citizens they enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy, and as members of the academic community they are subject to the obligations which accrue to them by virtue of this membership.

### Section 2 : Student Grievance Procedure

1. *Definition:* A grievance is an allegation by a student that, as to him or her, an agent of the college has violated board or college policies relating to students other than assignment of grades or other academic evaluation (see Section 3: Review of Academic Standing).

2. *How to file a grievance*: A grievance is to be submitted in writing to the dean of student affairs or such other college official as the president may designate (hereinafter, the dean of student affairs), within thirty days of the date the grievant knew or reasonably should have known of the alleged violation. The written grievance shall specify the right claimed to have been violated and state briefly the underlying facts.
3. *Procedure for grievance resolution*: The dean of student affairs shall investigate the grievance and, within thirty days from the time the grievance was submitted recommend to the president a disposition of the grievance, except as provided hereinafter:
  - a. In the course of each investigation, the dean of student affairs shall consult with the dean responsible for the area of college operations in which the grievance arose.
  - b. In the case of a grievance alleging discrimination based on race, color, religious creed, sex, gender identity or expression, age, national origin, ancestry, present or past history of mental disorder, marital status, mental retardation or physical disability, prior conviction of a crime, political beliefs, veteran status, or sexual preference, the dean of student affairs shall consult with the college's affirmative action person during the course of the investigation.
  - c. In the case of a grievance against a dean, the grievance shall be filed with the president.

The president may accept or reject the recommendation, or direct such further investigation as he or she deems appropriate. The president shall notify the student of the final disposition of the grievance within fifteen days of receiving the recommendation, except for good cause or as provided in 4., below.

4. *Advisory Committee*: The president may establish an advisory committee of students and staff which may be charged with the responsibility of making recommendations at either the level of the deans or the president. The president may appoint and remove members of the committee. If an advisory committee is appointed, the president shall establish a reasonable time frame within which the committee must make recommendations.

### Section 3: Review of Academic Standing

A student may seek review of the assignment of a grade or other decision affecting academic status in accordance with the following procedure:

1. *The grade or academic decision* affecting academic status should be discussed informally with the instructor or official responsible for the decision within fifteen calendar days of the student's awareness of the decision.
2. *If the matter is not satisfactorily adjusted* within ten calendar days of this appeal or the instructor is not available, the student may refer the matter to the academic dean by filing a written appeal. The appeal must be filed with the academic dean within

thirty calendar days of the student's awareness of the decision which is being appealed.

Upon receipt of such appeal, the dean shall meet with the instructor, if he or she is available, to determine that step 1 has taken place or is not possible and to receive relevant information from the instructor responsible for the decision. The dean may then refer the matter to the academic supervisor for informal consideration prior to step 3 below.

3. *The academic dean or other designated official(s) shall afford review as provided below. The president may designate an official or an academic appeals committee to provide review at this step in lieu of the academic dean.*

The student shall be afforded the right to present a statement of appeal and relevant information in support of it. It is the student's responsibility to show that the decision in question is arbitrary, i.e., without a reasonable basis, or was made for improper reasons in violation of section 1 of this policy. The student is entitled to a written response within thirty days of the completion of his or her presentation. A decision to change the grade or modify the decision which has been appealed is advisory to and subject to the approval of the president.

4. *The foregoing decision may be appealed to the president by filing a statement of appeal within ten calendar days of the date of the decision. Review by the president shall be on the basis of the written record unless he or she decides that fairness requires broader review. The decision of the president shall be final.*
5. *The time frames provided herein may be modified by the president for good cause shown.*

(Adopted October 18, 1976; amended February 19, 1979, April 20, 1981, July 20, 1981, November 16, 1987, February 26, 1990, March 16, 1998, and November 15, 1999; technical amendment May 1, 2002 in compliance with Public Acts 98-180 and 01-28, technical amendment in compliance with Public Act 11-55, eff. October 1, 2011.)

### **5.3 Insurance - Accident - Full- and Part-time Students**

The Board of Trustees authorizes the purchase of student accident insurance for all full-time and part-time students through the resources of the auxiliary services fund, with the selection of the insurance carrier and the premium rate to be determined as necessary by the board. Colleges participating in intercollegiate or club sports are required to purchase separate insurance to cover student athletes participating in these activities.

(Adopted June 21, 1976; amended July 25, 1988)



#### **5.4 Library Resources - Student Use of**

Any full-time or part-time student at a Connecticut Community College shall be permitted to utilize the library facilities and services of any Connecticut Community College in accordance with the college library regulations applicable to native students.

In implementing this policy, each host Community College may require students of other Community Colleges to hold a valid library card issued by the host college in order to borrow library materials.

(Adopted April 17, 1978)

#### **5.5 Student Workers - Employment Policy**

In order to establish uniform practices in the employment of student workers, the following policy is established:

1. The student must be matriculated at the campus where employed.
2. To be eligible for summer session work the student must have been enrolled during the prior semester and must certify in writing his or her intention of attending the college during the next semester or be completing degree requirements during the summer session.
3. When classes are in session, a full-time student may work up to twenty hours per week and a part-time student up to thirty-five hours per week, summer sessions excluded.
4. During vacation periods a student may work a maximum of forty hours per week, summer sessions included.
5. The aforementioned conditions 1 through 4 shall not apply to persons employed under the federal college work study program. The employment of persons under the federal college work study program shall conform to the federal laws and regulations established for that program.

(Adopted August 21, 1978)

## **5.6 Student Veterans - Veteran Attendance Report Procedures**

The board adopts the following procedures and/or conditions to be followed by each college in the system to establish minimum standards for the reporting of educational progress of veterans enrolled who are claiming educational benefits in accordance with veterans administration regulations.

1. Adequate records shall be kept by each college to show the progress of each veteran or eligible person. The records shall be sufficient to show continued pursuit at the rate for which enrolled and the progress being made. They shall include a final grade in each subject for each term, quarter, or semester; record of withdrawal for resident course; and record of re-enrollment in subjects from which there was a withdrawal; and may include such records as attendance for resident courses, periodic grades, and examination results per interpretations in DVB, IB, 22-76-3 Section 1, paragraph 1, dated 2/12/76.
2. The college shall maintain a written record which includes a transcript of previous education and training of the veteran or eligible persons and which clearly indicates that appropriate credit has been given by the college for previous education and training, with the minimum training enrollment period shortened proportionately, and the person and the VA so notified. The record shall be cumulative in that the results of each enrollment period are included so that it shows each subject undertaken and the final results, i.e., passed, failed, incomplete, or withdrawn.
3. The college shall have a policy which it enforces relative to standards of conduct and progress required of the student. The college policy relative to standards of progress shall be specific enough to determine the point in time when educational benefits should be discontinued, when the veteran or eligible person ceases to make satisfactory progress within the parameters agreed to by the veterans administration. It is understood that student veterans may not be eligible for veterans benefits where there is evidence of a pattern of repeated enrollment, non-attendance, and/or withdrawal without penalty. The policy shall include the grade or grade point average that is to be maintained if the student is to graduate. For the purpose of the GI Bill benefits only, the policy shall include a probationary period of only one semester when the student falls below the required average. The college may allow more than one semester on probation, but it is understood that the veterans administration will finance no more than one such semester.
4. The college shall maintain adequate attendance records for veterans and eligible persons enrolled in certificate courses -- noncredit resident courses not leading to a standard college degree.
5. The college shall use with all veterans a veterans accountability agreement (attached). The objective is to identify expectations and thus avoid developments damaging to the veteran or the institution.

(Adopted May 17, 1976)

**VETERANS ACCOUNTABILITY AGREEMENT**

I am responsible for taking the following actions:

1. Inform immediately the college's veterans coordinator at any point I reduce my credit load, discontinue attendance, or withdraw from a course or from college.
2. Follow the official withdrawal procedure of the college if I decide to withdraw.

I understand that my failure to carry out (1) and (2) above will subject me to liability for recovery of overpayment and any institutional assessment arising as a consequence of my failure to execute (1) and (2) above.

I, \_\_\_\_\_, have reviewed  
(Print Name)

and understand all items enumerated above, have secured answers to any questions involved, and certify that I will comply with the above VA and college regulations.

\_\_\_\_\_  
(Legal Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Permanent Address)

\_\_\_\_\_  
(Local Address)

As the veterans coordinator of this college, I verify the authenticity of the above signature and understanding of the agreement.

\_\_\_\_\_  
Veterans Coordinator or other College Official

(Adopted May 17, 1976)

## 5.7 Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA)

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 receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official [*colleges may specify further if they wish*], written requests that identify the record(s) they wish to inspect. The College 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 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 official to amend a record that they believe is inaccurate. The student should write to the College official, clearly identify the part of the record he or she wants changed, and specify why he/she believes it is inaccurate. The College will notify the student of the decision. If the College decides not to amend the record as requested by the student, the College 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.

**NOTE:** FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. For example, the right of challenge does not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.

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); a person serving on the Board of Trustees who is authorized to act on its behalf; 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;
  - 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 Trustees.
4. **The right to refuse to permit the College 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 Office of Registrar in writing [*location to be inserted by each College*]. Once filed, this notification becomes a permanent part of the student's record until the student instructs the College, in writing, to remove it.
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**

The Board of Trustees has designated the following as directory information: student names and addresses, dates of attendance, full vs. part-time student status, awards, major/program of study, honors and graduation date. For purposes of access by military recruiters only, telephone listings and, if known, age and level of education are also designated as directory information.

Colleges may disclose directory information without prior consent, unless a student has exercised the right to refuse to permit the College to release directory information in accordance with paragraph 4 above.

(Adopted March 20, 2006;  
*amended March 15, 2010*)



## **Section Six - Tuition and Fee Policies**

- 6.1 Sources and Uses of Funds
  - 6.1.1 Resources Available to Support Mission
  - 6.1.2 Operating Fund Policy
- 6.2 Budget
  - 6.2.1 Operating Budget
- 6.4 Accounting and Financial Reporting
  - 6.4.1 Generally Accepted Accounting Principles
  - 6.4.2 Annual Financial Statements
  - 6.4.3 Net Assets
  - 6.4.4 Unrestricted Net Asset Balances, Reserves and Current Ratio
  - 6.4.5 Financial Statement and Other Audits
- 6.5 Tuition and Fee Schedule
  - 6.5.1 Tuition and Fees Authorized
  - 6.5.2 Tuition and Fee Waivers
  - 6.5.3 Payment of Tuition, Fees, and Other Student Charges
  - 6.5.4 Refunds of Tuition and Fees

## **6.1 Sources and Uses of Funds**

### **6.1.1 Resources Available to Support Mission**

In order for the Connecticut Community Colleges to provide on a consistent basis educational services which meet the statutory missions of instruction, community service, and related student support services, through high quality credit and non-credit programs which provide for certificate and associate degrees, transfer, workforce development, personal development and other mission-related programs, it is the policy of the Board to ensure access to Community College education by maintaining the lowest possible tuition and student fees, and by making available student financial aid which, to the extent possible, at a minimum meets the direct costs of eligible students demonstrating financial need.

Further, the Board recognizes the importance of ensuring that recurring revenues are available to meet recurring expenditure requirements, so that instructional, community service and student support services can be maintained at a quality level that reflects current academic and technological standards and requirements, and so that both inflationary expenditure increases and appropriate program expansion can be supported. In order to ensure the availability of necessary resources, the Board directs the Chancellor, or his/her designee(s), to utilize all available and appropriate methods to generate recurring resources to support on-going operations, including resources generated from:

- State support, including General Fund appropriation increases sufficient to cover inflationary collective bargaining, new facility, and other state supported current services operating costs, as well as above-current services expansions, where appropriate;
- Student support, including tuition and fee increases sufficient to cover the appropriate student share of higher education operating budget inflation and program expansion, consistent with maintaining the lowest rates possible;
- Government and private grants and gifts, including the development of federal, state, local and private grant and gift revenues to support and expand designated, mission-related services;
- Other revenues, including revenue from self-supporting bookstore, daycare and other auxiliary activities and credit and non-credit extension programs;
- Reallocation of resources, including college and system redistribution of resources generated through improved operating efficiencies and identification of low priority programs and activities.

(Adopted December 17, 2001)



### 6.1.2 Operating Fund Policy

Pursuant to section 10a-77 of the general statutes, the Board of Trustees authorizes the Chancellor to establish and administer a fund to be known as the Regional Community-Technical Colleges Operating Fund. In accordance with the statutes, as they may be amended from time to time, this fund shall include the following resources:

- Tuition and Fee Revenues, including tuition revenues for regular credit courses supported primarily by state general fund appropriations and tuition charges; extension fee revenues for self-supporting credit and non-credit instructional and community service programs, including summer programs and business and industry contract programs; and various student fees.
- Transfers of state government appropriations as allowed by law.
- Federal, state, local and private gift, grant and contract revenues, including financial aid and scholarship grants.
- Endowment principal and earnings as allowed by law.
- Other miscellaneous revenues, including sales related to educational and auxiliary activities, commissions, interest and other miscellaneous and incidental revenues. Agency funds, including student activity and institutional welfare funds, may also be accounted for within the college operating fund.

The Board of Trustees establishes the following policy for the use of the Operating Fund, subject to such temporary exceptions as the board may approve in circumstances it deems appropriate. The Chancellor is authorized to establish procedures for the implementation of this policy, and for the management and administration of the Operating Fund and as may be necessary to comply with the requirements of state statutes, the Board of Trustees or other appropriate state agencies, and higher education financial standards-setting bodies.

Operating Fund resources are primarily expendable for general operations which support the instructional and public service missions of the Connecticut Community Colleges. In addition, certain loan, endowment, agency and capital resources and expenditures may be included within the Operating Fund. Other than as required by external legal, donor, or other restriction, it is the intention of the Board to provide latitude to the Colleges and System Office in the use of Operating Fund resources, within the guidelines provided in this policy.

In general, Operating Fund resources may be used for any purpose appropriate to the instructional and public service missions of the Community College system, provided that they are used in accordance with externally imposed restrictions and within the context of the Board's approved priorities and plans as translated into annual operating and capital budgets, and provided that fund balance reserves are maintained in accordance with this policy. Such uses may include but are not limited to:

- personal services and related fringe benefits;

- other expense supplies, services and equipment for instructional (including direct and indirect cost of credit, credit-free, academic year, summer, and contract instruction), public service, library, academic support and student service (including educational and auxiliary activities such as child care, bookstores, food service operations, athletic programs, student centers, and other academic and student services and cultural activities), institutional support and physical plant purposes;
- student aid, refunds and waivers;
- plant additions, improvements, renewals and replacements; and
- other appropriate expenditures or use of resources consistent with the instructional and public service missions of the Connecticut Community Colleges.

(Adopted March 21, 1994; amended  
December 17, 2001)

## **6.2 Budget**

### **6.2.1 Operating Budget**

As part of the annual planning process, credit enrollment and tuition revenue goals shall be determined for the academic year in consultation with each college. Pursuant to section 10a-77 of the general statutes, the Chancellor shall establish an equitable policy for allocation of tuition revenues to the separate institutional and system Operating Fund accounts. The projected tuition revenue to be generated, along with the appropriation of resources from general revenues of the state, shall form the basis of the annual revenue and expenditure budget plan. To this basic plan, each institution shall also add a projection of the additional resources to be generated and used, in providing other instructional and public services programs and related support services under extension, grant, endowment or other activities appropriate to the missions of the college and the Community College system.

Total operating budget resources actually generated and used shall be monitored throughout the year and compared with the budgetary plan, and adjustments made as necessary to maintain spending levels within the limits of actual resources generated and available, or as desired to utilize additional resources which may be generated above the initial budget plan. Additional budget adjustments may also be made in order to maintain compliance with the Board's policy for designation of unrestricted and expendable net assets (section 6.4.3).

(Adopted December 17, 2002)

**6.3** Section 6.3 Tuition & Fee Waivers Repealed July, 2002 [incorporated into 6.5.3]

## **6.4 Accounting and Financial Reporting**

### **6.4.1 Generally Accepted Accounting Principles**

Accounting and financial reporting practices for the Connecticut Community Colleges shall be in conformity with Generally Accepted Accounting Principles (GAAP) applicable to public institutions of higher education. The Chancellor or his/her designee shall

ensure that procedures are in place to identify, interpret, communicate and apply new and existing requirements applicable to the Community College system.

(Adopted December 17, 2001)

#### **6.4.2 Annual Financial Statements**

Annual financial statements shall be prepared for the system in compliance with GAAP and other applicable requirements, with supplementary detail for each college and the System Office, reflecting the operations and financial condition of the Connecticut Community Colleges. Other financial reporting requirements of the Federal or State government, or State oversight agencies shall, wherever possible, conform to GAAP accounting or shall provide supplementary information where necessary to provide an accurate understanding of financial condition.

(Adopted December 17, 2001)

#### **6.4.3 Net Assets**

As part of the annual budgeting and financial statement preparation cycles, the Colleges and System Office will identify net asset balances in accordance with generally accepted accounting principles and industry practice.

1. Invested in Capital Assets, Net of Related Debt Capital assets, including restricted capital assets, net of accumulated depreciation and related debt, if applicable.
2. Restricted – Nonexpendable. Net assets subject to externally imposed stipulations that are required to be retained in perpetuity, such as permanent endowments.
3. Restricted – Expendable. Net assets subject to externally imposed constraints imposed by grantors, contributor or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation.
4. Unrestricted. Net assets that do not meet the above definitions of “invested in capital assets” or “restricted”, but which may be designated internally by Board or management decision.

(Adopted March 21, 1994; amended December 17, 2001, February 14, 2005)

#### **6.4.4 Unrestricted Net Asset Balances, Reserves and Current Ratio**

1. College and system budgets shall be programmed to ensure that unrestricted net asset balances are maintained at zero except as necessary
  - a. to ensure that sufficient unrestricted net assets are available to cover outstanding encumbrances,
  - b. to maintain the required current asset: liability ratio, and
  - c. except as otherwise permitted in this policy.

Whenever unrestricted net assets fall below the required level, college and/or system budgets shall be programmed to reach the required level within the succeeding three years. Colleges at or below the required level must obtain chancellor approval to draw down the unrestricted net asset balance.

2. College and system budgets shall be managed to ensure that the balance sheet ratio of unrestricted current assets to unrestricted current liabilities at each college and for the system as a whole is maintained at a level to be determined by the chancellor, sufficient to cover all short term obligations and to provide short term financial flexibility to cover additional temporary obligations resulting from fluctuation in operations or in available budgetary resources. Current assets so utilized to provide short term financial flexibility are not intended to support continuing obligations beyond one year; continuing resource needs which extend beyond one year should be met through new recurring revenues or existing expense reallocation or reduction.
3. Unrestricted net asset balances above the amount required to cover outstanding encumbrances or to maintain the current asset:liability ratio may be accumulated and designated for specific one-time needs only, as approved by the chancellor, including
  - a. An optional reserve for new facility furnishings, equipment and telecommunications, not to exceed the difference between 20% of the construction budget and the amount actually funded within the capital budget or elsewhere, provided that the chancellor may authorize reserves above 20% where deemed necessary.
  - b. College or system-wide projects and initiatives not funded (or fully funded) elsewhere, or which will require more funds than would be available in a single year's budget, such as for new program initiatives, technology and telecommunications upgrades and operating costs, and for campus physical plant operations.
4. Unrestricted net asset balances above the amount required to cover unliquidated encumbrances or other designated reserves, or to maintain the current asset:liability ratio, which are more than 2-3% of college operating expense, may be reallocated and budgeted for expenditure at the chancellor's discretion, following consultation with the college president(s) impacted.
5. The chancellor shall also maintain a system contingency reserve equal to 1.2% of the total system operating expense, or a minimum of \$2.5 million, whichever is greater, and optionally the chancellor may maintain additional system reserves to offset shortfalls in individual college unrestricted net assets.

(Adopted November 15, 1971; amended December 17, 2001, February 14, 2005)

#### **6.4.5 Financial Statement and Other Audits**

Effective with fiscal year 2002, the Community College financial statements shall be audited annually by an appropriate independent auditing firm, which shall express its opinion as to whether the financial statements present, in all material respects, the financial position of the system as a whole and the results of its operation and cash flows for the year then ended in conformity with generally accepted accounting principles. Other required audits shall be performed either by an appropriate independent auditing firm or by the state auditors of public accounts or by other required parties depending upon the topic.

The Board shall be advised periodically, through the Budget and Facilities Committee, of the results of such audits, including actions taken or planned to resolve any significant findings or recommendations.

The Board of Trustees further directs that

1. Recommendations made by the auditors be implemented or resolved as soon as practicable;
2. A written response to the auditors' recommendations be prepared by the college and sent to the chancellor which includes the status of each recommendation cited in the auditors' report and the steps taken to implement and resolve the recommendation;
3. Audit recommendations which cannot be resolved at the college level be referred to the chancellor for determination of appropriate action;
4. The final response to the audit report be forwarded to the auditors by the system office;
5. Recommendations of the auditors be reviewed periodically by the college and appropriate system office staff during the course of implementation;
6. The chancellor encourage interested state agencies to direct queries relative to the audit reports of Community Colleges to the system office for appropriate response.

(Adopted November 15, 1971; amended  
December 17, 2001, February 14, 2005)

#### **6.5.1 Tuition and Fee Schedule**

In accordance with section 10a-77 of the Connecticut general statutes, the Board of Trustees shall determine and adopt a schedule of all tuition and fees for each academic year, consistent with applicable policies of the board of governors. All tuition and fees are subject to change at any time following further review and approval of the board.

The approved tuition and fee schedule will be distributed to the colleges by fiscal memorandum each year.

(Adopted March 21, 1994)

## 6.5.2 Tuition and Fees Authorized

### I. Tuition Charges

A tuition charge per semester hour, up to a maximum full-time rate for twelve or more semester hours per semester, shall be made for each credit course supported primarily by general fund and tuition resources. Community College TV courses shall also be charged the same tuition rate.

- A. In State, Out of State and NEBHE - Separate rate schedules shall be established for in-state students, for out-of-state students defined in accordance with C.G.S. 10a-27 through 10a-30, and for students eligible for admission under board policy 5.1.2 at rates established pursuant to C.G.S. 10a-67 regarding the New England Board of Higher Education (NEBHE).
- B. GENEX - For the purpose of charging tuition, students enrolled in both general fund and GENEX courses in excess of twelve semester hours shall be determined to be full-time students and to pay only the full-time tuition rate. The tuition payment shall be deposited in full to the tuition account.

### II. Auxiliary Fees

- A. College Services Fee - The board approves the collection of the general college services fee for students enrolled in credit courses, provided that students enrolled in general/tuition courses and/or extension courses carrying twelve semester hours or more in total will be classified as full-time students for fee purposes. The college services fee will not apply to students enrolled only in TV courses. The college services fee for on-line courses shall be at the standard (in-state) rate. The college services fee may be waived or not charged for contract credit courses in accordance with section 6.2 III.A.3.
- B. Mandatory Usage Fees – The board approves the collection of the following mandatory course or program fees, for students enrolled in credit courses or degree programs which meet the specified criteria, in order to defray costs associated with the additional required instructional component of such courses or programs. These fees will be established as a percentage of the per credit tuition rate, and will be adjusted automatically whenever the tuition rate changes. The chancellor or designee, shall determine administrative procedures to ensure the consistent identification of applicable courses and programs and the consistent charging and collection of said fees.
  - 1. Laboratory Fee – A mandatory laboratory fee shall be charged to all students for each registration in an allied health, developmental, math, science, computer, technology or other course with a required laboratory component in which total contact hours for the lecture and laboratory component exceed total credit hours earned.

2. Studio Fee – A mandatory studio fee shall be charged to all students for each registration in an art, theater, photography, music or other course with a required studio component in which total contact hours for the lecture and studio component exceed total credit hours earned.
  3. Clinical Fee – A mandatory clinical fee shall be charged to all enrolled students who have matriculated in and declared their major to be an allied health program which has been designated as a Level 1 or Level 2 program with a required clinical component. The fee shall be charged each Fall and Spring semester, notwithstanding the actual number of clinical hours taken in a given semester, in order to defray costs associated with clinical rotations required over the full program course of study. In the case of allied health programs which have a required, full-time summer course of study, the clinical fee shall also be charged for such programs only, for the required Summer semester.
    - Level 1 programs shall be those programs whose total clinical hours for the program exceed 400;
    - Level 2 programs shall be those programs whose total clinical hours for the program are 400 or fewer.
    - Clinical fees shall be established at a consistent level across all colleges; therefore, assignment to Level will be based on the predominant number of clinical hours required for similar programs at all colleges.
- C. Special fees, as established by the Board of Trustees, shall be collected where applicable, as follows:
1. Application Fee - A mandatory application fee shall be charged to all first-time applicants for admission to the Community College system.
  2. Program Enrollment Fee - A program enrollment fee shall be charged to all students applying for matriculation into an academic program, except that this fee is not applicable if the student has previously paid the application fee.
  3. Late Registration Fee - A late registration fee may be charged to all general/tuition and extension students who register after the deadline prescribed by the college for regular registration.
  4. Graduation Fee – Effective with academic year 2009-2010 (spring 2010 graduation), there shall be no separate graduation fee charged to students graduating from an approved certificate or associate degree program. Graduating students who have paid or made payment arrangements covering required College Services Fees as part of their regular semester charges, and who are otherwise eligible for graduation, shall be eligible to participate in graduation activities at no additional cost.
  5. Replacement of Lost ID Cards Fee - This fee may be charged by a college to defray the cost of replacing a student's lost ID card.
  6. Personal Liability Insurance Fee - A personal liability insurance fee may be charged to students enrolled in specialized programs, to cover the cost of student personal liability insurance required by the clinical setting(s) to which the

student is assigned. In lieu of paying the fee, the student may present written evidence of similar coverage obtained privately. Where the fee is collected, the college shall be responsible for purchasing the required insurance on behalf of the enrolled students. The amount of this fee may be determined by the college to cover the cost of such insurance, provided that applicable purchasing policies have been followed.

7. Installment Payment Plan Fee – Effective July 1, 1996, an installment payment plan fee shall be assessed and collected by any Community College which provides an installment tuition and fee payment plan option to its students.
8. Transcript Fee – Effective July 1, 2008, no transcript fee shall be charged for each request to issue an official transcript which carries the college certification and seal, and which is provided directly (via U.S. Postal Service) from the college to other institutions of higher education; current or potential employers; or to other organizations; as authorized by the requesting student.
9. Late Payment Fee – Effective with the summer 1998 term, colleges are authorized to charge a late payment fee for any tuition and fee payment received after the established due date, including late installment plan payments.
10. Returned Check Fee – Effective with the summer 1998 term, colleges are authorized to charge a returned check fee for any checks which are not honored by the banking institution on which they are drawn.

### III. Extension Fees

Fees for credit, noncredit and special programs and activities supported by extension revenues shall be charged as follows.

- A. Credit Programs - A credit extension fee per semester hour shall be charged for each credit instructional program supported primarily by extension resources. The credit extension fees chargeable to individual students or outside organizations for credit instructional programs shall be established by the Board of Trustees for each academic year.
  1. GENEX courses - Where authorized by the chancellor pursuant to 4.8.1 section II C 3, a GENEX extension fee per semester hour may be charged for credit extension account courses in an amount equal to the general fund tuition rate per credit hour. For students enrolled in both general fund and extension courses, taking twelve semester hours or less, the tuition and extension fees shall be determined based on the separate part-time tuition and extension fee schedules. For students enrolled in both general fund and extension courses in excess of twelve semester hours, tuition shall be charged at the full-time rate.
  2. Subsidized Credit Courses - Where credit instruction is provided under grant or contract and funded by an outside source, and space is available for additional students who are not in the target population addressed by the grant or contract, such students may be enrolled at a subsidized extension fee per semester hour



equal to the general fund tuition charge which would be applicable based on the student's full time or part time credit load, provided that:

- the maximum enrollment of such courses is determined by agreement between the college and funding organization, and
- all direct instructional and administrative costs are paid by the outside funding source.

3. Contract Credit Courses – When a college, or group of colleges, enters into a contract with a customer (e.g. company, corporation, organization or agency) for the delivery of credit course(s), or for a combination of courses bearing credit and CEU values to students (i.e. employees, inmates, or other special populations) who are responsible to the customer, and that activity is restricted, primarily, to members of the customer group; then the amount of Credit Extension Fee which the college(s) may charge for that activity shall be agreed upon between the college(s) and the fiduciary authority of the customer. This policy assumes that such charges represent the reasonable and fair market value of the instruction, provided that the charges are not less than the total direct costs to the college(s) for the delivery of instruction and related services. Such costs may include but not be limited to: course development, direct instruction, textbooks, consumables, non-instructional services, hardware, software, and in addition indirect costs such as administrative overhead, maintenance, and security may also be included. The Credit Extension Fee agreed upon between the college(s) and the customer may be assessed to the customer on either a per seat, per student or per contract (flat rate) basis. College services fees and student activities fees may be waived or not charged by the college(s) if those fees are not applicable to the customer as part of the contract and/or service delivery.

B. Noncredit Programs - Noncredit extension fees chargeable to individual students or outside organizations for noncredit instructional and public service courses and activities shall be established by each college to take into account direct instructional, public service, administrative and other costs of such courses or activities in total, plus a reasonable allowance for institutional and administrative overhead. Individual projects need not be self-supporting, however total extension account courses and programs must remain self-supporting.

At the college option, any student transportation program approved in accordance with section 6.5.2 IV for students enrolled in credit courses and programs, may also be extended to students enrolled in non-credit programs, provided that such students shall pay 100% of the per student cost per semester, that such cost shall be specifically incorporated into the non-credit fee pricing structure of the particular course or program, and that the eligible students are specifically identified in accordance with an internal procedure determined by the college.

C. Special Extension Program Activities - Special extension fees as established by the Board of Trustees for special extension program activities may be charged as follows.

1. Portfolio Assessment - Each college is authorized to charge a one-time portfolio assessment fee for the assessment of all previously unevaluated evidence a student elects to submit with an application at a given time. No general fund tuition charge shall be made for credits awarded as a result of the evaluation. No fee shall be charged for credits awarded to a student for completion of a training program which has already been evaluated and approved for credit by the college.
2. Academic Evaluation - Each college is authorized to charge an academic evaluation fee to students taking college-produced examinations for the award of course credit. Such fees may be used to defray the cost of development, administration, and evaluation of such college-produced examinations. Neither this academic evaluation fee nor the general fund tuition shall be charged for credits awarded for successful performance on commercially-prepared standardized examinations, including CLEP examinations and others similar in purpose, for which standard fees are charged by the producer of the examination. Course credits awarded as a result of CLEP or other similar commercially-prepared examinations, or for college-produced examinations, shall be treated as transfer credits.
3. TV Community College Promotion - All students enrolled in TV Community College courses shall be charged a TV student fee (in addition to tuition) [to be deposited to the extension account] for the support of promotional and other special expenses for televised courses.

Section 6.5.2, III, D. -- repealed December 16, 2002.

#### IV. Student Activity Fee

The board approves the collection of the general student activity fee for students enrolled in credit courses except those enrolled only in TV courses. Students enrolled in general/tuition funded courses and/or extension funded courses carrying twelve semester hours or more in total will be classified as full-time students for student activity fee purposes. Those students carrying eleven and a half semester hours or fewer in total will be classified as part-time students for student activity fee purposes.

At local option, the college may also charge the standard student activity fee for on-line credit courses.

The student activity fee may be waived or not charged for contract credit courses in accordance with section 6.2 III.A.3.

The student activity fee shall be deposited to the student activity fund to be used for the benefit of students as authorized by the policies and procedures applicable to the student activity fund.

The board authorizes the chancellor, or his designee, to approve optional college increases in the student activity fee for the purpose of providing access to public transportation, subject to the following conditions:

1. The authorization is provided to allow colleges to pilot projects to provide students with greater access to public transportation;
2. The optional increase is subject to the recommendation of the Student Government Association (representative student organization) and approval by a campus-wide student referendum;
3. The optional increase may not exceed a reasonable per student cost per semester as recommended by the chancellor during the initial two-year pilot period, and subsequently approved by the board under subsection 5 or 6 below;
4. The increased fee shall be recognized as a mandatory fee and shall be included in the cost of attendance budget utilized in the calculation for student financial assistance;
5. Colleges will prepare and submit an annual report to the chancellor on the success of the pilot project to determine a recommendation for continuation of the optional fee after two years, as a permanent fee increase subject to Board of Trustees approval;
6. Continuation of such optional fee increase and any changes thereto shall be subject to board review and approval in accordance with the normal schedule and practice for review and approval of tuition and fee rates.

The board further authorizes colleges to optionally offer participation in an approved transportation program, to non-credit students as part of their non-credit extension fee, in accordance with section 6.5.2. III. B.

#### V. CLEP Examination Fee

This fee is payable to the college entrance examination board and is not deposited or held in state accounts. CLEP examination fees are subject to change by said board.

#### VI. Cross Registration

Tuition and fees for students who register for general tuition funded courses at multiple colleges within the Community College system shall be charged as follows:

- A. Full-Time Students - Students who have paid the tuition and fees of a full-time student at their "home" institution shall be exempt from further charges. Copies of the student tuition and fee receipt from the "home" institution should be accepted by the "host" institution in lieu of payment.
- B. Part-Time Students - The charges for students who have paid the tuition and fees of a part-time student at their "home" institution and register for additional courses at a "host" institution shall not exceed the applicable amount charged for a full-time student, if the student's combined registration at the "home" and "host" institutions would classify them as a full-time student. Copies of the student tuition and fee receipt from the "home" institution should be accepted by the "host" institution, and the "host" institution should charge the difference between the full-time charges for tuition and fees and the amount paid to the "home" institution as indicated on the "home" institution receipt. The "host" institution must notify the "home" institution of the multiple college registration. Any changes in student status which warrant a

refund of tuition and fees will be based on the combined registration at the "home" and "host" institutions. Students who register at multiple colleges whose combined student status is less than full-time shall be charged as a part-time student for the semester credits registered at each of the respective colleges.

## VII. Tier II Fee Policy

A. Pursuant to the board of governors student fee policy adopted June 1986, the following fees are defined as Tier II fees:

- ◆ Student Activity Fee
  
- ◆ Extension Fees
  - \* TV Course Fee
  - \* GENEX Credit Extension Fee
  - \* Academic Evaluation Fee
  - \* Portfolio Assessment Fee
  
- ◆ Auxiliary Fees
  - \* Application Fee
  - \* Program Enrollment Fee
  - \* Late Registration Fee
  - \* Graduation Fee
  - \* Replacement of Lost ID Card Fee
  - \* Installment Payment Plan Fee
  - \* Late Payment Fee
  - \* Returned Check Fee

B. Non-mandatory and special fees are charged at the same rate at all Community Colleges.

C. Consistent with applicable state policy, the Board of Trustees shall establish policy regarding the appropriate expenditure of fee revenues, including the allocation of funds and accounting and reporting requirements.

D. The Board of Trustees will consider increases in Tier II fees using the following as its basis for the fee review process:

1. an analysis of enrollment and financial projections;
2. an analysis of revenue for a three year period, including the prior, current, and projected fiscal years;
3. consistent with the requirements of the fee, an analysis of the expenditures for a three year period, including the prior, current, and projected fiscal years;
4. evaluation of the overall condition of the fund, including cash flow requirements and restricted and unrestricted fund balances;
5. increases approved will be limited to the annual increases in the inflation parameters used in preparation of the budget or to a specific and demonstrated

budget need appropriate to the use of the fee (if appropriate, collective bargaining increases and the comptroller's fringe benefit rates will be taken into account in reviewing annual inflation factors);

6. as recommended in the board of governors study of student fee policies, exceptions to increases based on general inflation parameters will be considered only under special circumstances and if supported by sufficient documentation of need;
  7. student reaction to proposed increases in the student activities fee will be sought and considered in the review process.
- E. In addition to the fees listed in A above, noncredit extension fees are defined as Tier II fees. Such fees shall be determined by the colleges in accordance with 6.2 III B and other applicable board policy.

(Adopted March 21, 1994; amended April 22, 1996; December 15, 1997; October 19, 1998; February 22, 1999; April 19, 1999, December 16, 2002, March 17, 2003; October 18, 2004, May 19, 2008; December 15, 2008; March 28, 2011; April 25, 2011)

### **6.5.3 Tuition and Fee Waivers**

#### **I. Student Financial Aid - Tuition Set-aside**

The chancellor is directed to establish administrative and fiscal policies and procedures by which each Community College will be authorized to implement the waivers/remissions of tuition, grants for educational expenses, and student employment authorized by subsection (e) of section 10a-77 of the general statutes, as amended, provided that only those persons classified as in-state students under sections 10a-26 through 10a-31 of the general statutes and enrolled as full-time or part-time matriculated students in a degree-granting program, or enrolled in a precollege remedial program, who demonstrate substantial financial need shall be eligible for tuition waivers, remissions, grants for educational expenses, and student employment under this policy.

Statutorily-Based Waivers - Pursuant to section 10a-77 of the general statutes, as amended, the tuition and/or fees of Connecticut residents in the following categories shall be waived as specified in the general statutes.

#### **A. Veterans**

Pursuant to section 10a-77(d)(2) of the general statutes, as amended, the payment of tuition fees shall be waived for any veteran having served on active duty in time of war as defined in section 27-103(a) of the general statutes, provided that the veteran is a resident of Connecticut at the time of registration.\* Proof of eligibility shall include official U.S. department of

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\* According to section 27-103(a), "(1) 'Armed forces' means the United States Army, Navy, Marine Corps, Coast Guard and Air Force; (2) 'veteran' means any person

defense discharge records and/or such other official records as the college deems necessary.

#### B. Dependent Children of Certain Veterans

Pursuant to section 10a-77 of the general statutes, the tuition of veterans and the dependent children of persons missing in action or former prisoners of war shall be waived, as provided below, at all Community Colleges effective with the fall semester of 1973:

1. The payment of tuition fees shall be waived for any dependent child of a person who, while serving in the armed forces of the United States after January 1, 1960, (a) was declared to be missing in action, or (b) was declared to have been a prisoner of war, provided that the person missing in action or the former prisoner of war was a resident of Connecticut.
2. The requirements for eligibility under this provision shall include the presentation of appropriate documentation from the U.S. department of defense concerning the status of a person as one who had been declared to be missing in action or as a former prisoner of war.

#### C. National Guard Members

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honorably discharged from, or released under honorable conditions from active service in, the armed forces; (3) 'service in time of war' means service of ninety or more days except, if the war, campaign, or other operation lasted less than ninety days, "service in time of war" means service for the entire duration of the war, campaign or other operation, unless separated earlier because of a service-connected disability rated by the Veterans' Administration, during the Spanish-American War, April 21, 1898, to August 13, 1898; the Philippine insurrection, August 13, 1898, to July 4, 1902, but as to engagements in the Moro Province, to July 15, 1903; the Boxer Rebellion, June 20, 1900, to May 12, 1901; the Cuban pacification, September 12, 1906, to April 1, 1909; the Nicaraguan campaign, August 28, 1912, to November 2, 1913; the Haitian campaign, July 9, 1915, to December 6, 1915; the punitive expedition into Mexico, March 10, 1916, to April 6, 1917; World War I, April 6, 1917, to November 11, 1918, but as to service in Russia, to April 1, 1920; World War II, December 7, 1941, to December 31, 1946; and the Korean Hostilities, June 27, 1950, to January 31, 1955; and shall include service during the Vietnam era, December 22, 1961, to July 1, 1975; and shall include service while engaged in combat or a combat support role during the peace-keeping mission in Lebanon, September 29, 1982 to March 30, 1984, the invasion of Grenada, October 25, 1983 to December 15, 1983, Operation Earnest Will, involving the escort of Kuwaiti oil tankers flying the United States flag in the Persian Gulf, February 1, 1987 to July 23, 1987, and the invasion of Panama, December 20, 1989 to January 31, 1990; and shall include service during Operation Desert Shield and Operation Desert Storm, August 1, 1990 to June 30, 1994; and shall include active duty for service in the demilitarized zone in South Korea after February 1, 1955, in Somalia after December 2, 1992, and in Bosnia after December 20, 1995, and shall include service during such periods with the armed forces of any government associated with the United States."

Pursuant to section 10a-77 of the general statutes, as amended, the tuition of any member of the Connecticut army or air national guard shall be waived, as provided below, at all Community Colleges:

1. To be eligible for such waiver, a member of the Connecticut army or air national guard must
  - a. be a resident of Connecticut,
  - b. be certified by the adjutant general or his or her designee as a member in good standing of the guard, and
  - c. be enrolled or accepted for admission in a Community College in a degree-granting program.
2. The tuition waiver authorized by this policy shall be reduced by the amount of any educational reimbursement received from an employer.
3. The chancellor shall establish administrative procedures necessary for the implementation of this policy.

#### D. Persons Over Sixty-two Years of Age

Pursuant to section 10a-77 of the general statutes, as amended, the tuition and fees of Connecticut residents sixty-two years of age or over shall be waived as provided below at all Community Colleges:

1. The application fee and all general fees shall be waived for any Connecticut resident sixty-two years of age or older who has been accepted for admission.
2. Tuition shall be waived for any Connecticut resident sixty-two years of age or older who has been accepted for admission, provided, at the end of the regular registration period, there is space available in the course in which the person intends to enroll.
3. The requirements for eligibility under this provision shall include the presentation of appropriate evidence of age.

#### E. Dependent Children of Certain Police or Firefighters

Tuition is waived for any dependent child of a police officer, as defined in section 7-294a of the general statutes, or a supernumerary or auxiliary police officer, or firefighter, as defined in section 7-323j, or member of a volunteer fire company, killed in the line of duty.

#### F. Dependent Child or Surviving Spouse of Specified Terrorist Victim

Tuition is waived for any Connecticut resident who is a dependent child or surviving spouse of a specified terrorist victim, as defined in section 1 of Public Act No. 02-126, who was a resident of Connecticut.

### III. Miscellaneous Fee Waivers and Transfers

- A. Application Fee Waiver - CONNTAC and Upward Bound - Presidents are authorized to waive the application fee in the cases of students applying through referral by the Connecticut talent assistance cooperative for higher education (CONNTAC) and students recommended for admission through their participation in the upward bound program.
  - B. Application Fee Waiver - Hardship Cases - One of the hurdles hindering disadvantaged minority group individuals from taking advantage of the open door education policy of the Community Colleges is the inability to pay the initial application fee. Therefore, each president is authorized to waive such fee in hardship cases where application has been made for such waiver, providing total waivers under this section do not exceed five percent of the total applications made.
  - C. Application Fee and Program Enrollment Fee Transfer - The board authorizes the transfer of the application fee and the program enrollment fee from any one of the Community Colleges in Connecticut to any one of the other public higher education units in which such student (full-time or part-time) thereafter enrolls, provided such enrollment occurs no later than sixty days after the beginning of the academic term in the institution to which the student originally applied. The board authorizes the transfer of such fees from one Community College to another Community College in Connecticut provided that the student presents evidence of payment and that enrollment in the second institution occurs no later than the following semester of the regular academic year. In lieu of actually transferring the fee, the colleges involved may agree to waive the fee at the second institution in which the student has enrolled.
  - D. Student Activity Fee Waiver - Off-campus Students - Presidents are authorized to waive the student activity fee for students enrolled in courses offered at off-campus locations.
  - E. Fee Waiver - Special Programs - Presidents are authorized to waive student fees for students enrolled in special programs when the circumstances of such students render them incapable of paying the fees or of benefiting from the services for which the fees are charged.
  - F. Fee Waiver - TV Courses - General fees (college services fee and student activity fee) shall be waived for a student enrolled in a TV course unless the student is enrolled for other courses being taught in college facilities for which regular tuition and general fees are charged.
- IV. Employee Waivers - The application fee, program enrollment fee, college services fee and student activity fee shall be waived at all Community Colleges for full-time employees of the Connecticut Community College system and their spouses and dependent children.



- A. Waiver of Tuition and Miscellaneous Fees - Bargaining Unit Unclassified Employees - The Board of Trustees authorizes the waiver of general fund tuition, the application fee, the program enrollment fee, the college services fee, and the student activity fee for members of the Congress of Connecticut Community Colleges, AFSCME Administrator and Federation bargaining units who work twenty or more hours a week and their spouses and dependent children at all Community Colleges. It is understood that implementation of such waivers shall not limit the board's right to provide for more limited waivers in the future. In addition, waivers of extension fees for non-credit course offerings and for extension credit course offerings may be granted in the discretion of the employer on a space available basis, in accordance with the 2002-05 collective bargaining agreements between the board and the unclassified employee unions and guidelines adopted by the Chancellor.
  
- B. Waiver of Tuition and Miscellaneous Fees - Non-bargaining Unit Unclassified Employees - Pursuant to authority granted by section 5-200(r) of the general statutes, the Board of Trustees authorizes the following benefits for its unclassified employees who work at least twenty hours per week, and are not covered under a prevailing bargaining unit contract: waiver of general fund tuition, the application fee, the program enrollment fee, the college services fee, and the student activity fee for such employees, their spouses, and their dependent children at all Community Colleges. In addition, waivers of extension fees for non-credit course offerings and for extension credit course offerings may be granted in the discretion of the employer on a space available basis, in accordance with guidelines adopted by the Chancellor.
  
- V. GENEX Waivers - All fee waivers applicable to students enrolled in general fund courses shall be applicable to students enrolled in GENEX courses.

(Adopted March 21, 1994; amended May 16, 1994, September 18, 1995, January 22, 2001, July 23, 2001, and July 22, 2002, December 16, 2002)

## 6.5.4 Payment of Tuition and Fees and Dropping Students for Non-Payment

The system must have an administrative process in place to manage and evaluate the implementation of this section which shall include periodic review and reporting on the status of deferments, collections, total receivables, and uncollectible accounts in order to minimize the level of uncollectible tuition and fee revenue. The goals of this policy include (1) establishing specific criteria to create consistency and accuracy across the system, (2) protecting students, and (3) maintaining responsible accounting and collection practices.

### Definitions:

Tuition:	Instructional charge assessed on credit courses.
Extension Fees:	Instructional charges assessed on self-supporting credit and non-credit courses.
Mandatory Fees:	Charges unique to a specific program of study or credit course.
Other Registration Fees:	Charges assessed all students enrolled in a credit bearing course.
Account Balance Due Deadline:	The account balance due date is set each term to be between three to six weeks prior to the first day of the term, or due at the time of registration, whichever is later.

### I. Payment of Tuition and Fees

The student's account must have satisfied payment policies and must appear paid in full including all charges, tuition, fees and prior term balances less the established threshold for Drop for Non- Payment (see section II, Dropping Students for Non-Payment) by the Account Balance Due Deadline.

A student shall be considered to have satisfied payment when:

- the student has paid in full, OR
- the student has enrolled in a payment plan, OR
- the student has pending financial aid or loan award, or has been selected for verification, OR
- the student has a pending contract or third-party arrangement, OR
- the student has a memo on file for pending outside scholarship or other extenuating circumstances

Documentation for satisfactory payment listed above must be on file with the Bursar's Office by the week following the Account Balance Due Deadline to avoid the drop process. Satisfying any one of these criteria will secure a schedule if the remaining balance due does not exceed the Drop for Non-Payment threshold. Students who registered one week prior who have not satisfied the payment policies will be subject to the drop process.

Refunds and Course Withdrawals are addressed in Board Policy Dated March 24, 2022.

### II. Dropping Students for Non-Payment

The initial Drop for Non-Payment process will be executed the week following the Account Balance Due Deadline, set each term. The Drop for Non-Payment process will continue weekly through the Add/Drop Period.

The threshold for Drop for Non-Payment balance is \$500. To avoid being dropped for non-payment, the student's balance due must not exceed the threshold amount.

Exceptions to the above Drop for Non-Payment policy may be made by the Registrar. The exception must have an expiration date no longer than two weeks and must be communicated in writing to the Bursar's Office by the week following the Account Balance Due Deadline. Requests to extend the exception past the original expiration date may be granted by the Associate Vice President of Enrollment and Retention Services and communicated in writing to the Bursar's Office.

### III. Deferments

- A.** Normal operating procedures assume that all payments to the college by students shall be on a pay-as-you-go basis. However, the board recognizes that circumstances may be such that students require other payment options. Therefore, the board authorizes certain deferments as set forth in section B, below.

However, no deferment of payment shall be approved or extended until outstanding accounts of prior sessions or semesters have been settled.

Under any deferment schedule which is approved, all required, non-refundable fees shall be paid in full before any payments are applied to tuition.

- B.** A student's payment may be deferred, and his or her registration shall only be considered complete, upon written assurance of payment on file with the college in accordance with one of the following:

1. Financial aid deferments. In order to receive a financial aid deferment, the college financial aid officer shall certify in writing that, based on his or her evaluation of information provided by the students, the college has reasonable assurance that the student meets eligibility requirements for receiving sufficient federal or state financial aid to cover the student's tuition and required fees.
2. In the absence of sufficient information which is judged by the financial aid office to provide reasonable assurance of forthcoming financial aid, a financial aid deferment shall not be issued and the student must provide assurance of payment in accordance with item 2, 3, or 4, below, even though financial aid may subsequently be applied for and, in fact, granted.
3. Third-party payer deferment. The student may provide written documentation from a responsible third party (e.g., sponsoring organization, government agency, employer) which guarantees payment.
4. Other deferments. In the absence of a financial aid or third-party deferment, the college president or designee may, at his/her discretion, defer payment of tuition only for no more than forty-five (45) days from the first day of classes. Such deferments should normally be based on temporary or unusual circumstances and an assessment by the college that the student will be able to pay at the end of forty-five days.

However, such deferments shall not be extended to a student if a previous deferment remains outstanding. When such a deferment is granted, the non-refundable college services and student activity fees shall be paid at the time of registration and the student, if he or she has reached majority, otherwise the parent or legal guardian, must provide written assurance in the form of a signed promissory note covering the balance of deferred tuition.

5. Deferred payment plan. The chancellor is authorized to establish policies and procedures for implementation at each college's option of a deferred payment plan for tuition, general fees and extension fees which provides for monthly or other periodic payments and which may be made available to all categories of students and/or programs offered by the college, including part-time or full-time students enrolled in general tuition funded courses or enrolled in special extension programs and courses.

#### **IV. Accounts Receivable**

Upon registration, accounts receivable shall be established for all students whose tuition and/or fees have been deferred. Accounts receivable shall also be established for any other student charges not paid by the established due date. Such receivables shall be maintained by account on a current basis with appropriate monthly reconciliation to control records.

The student's account receivable shall be adjusted to reflect changes in registration and applicable refund policy throughout the expiration of the add/drop period.

#### **V. Failure to Pay**

Failure to have made all applicable payments by the payment deadline will result in the withdrawal of the student's registration unless a deferred payment schedule has been approved. Failure to make payments in accordance with a deferred payment schedule shall also result in the withdrawal of the student's registration.

Students presenting bad checks must replace them with cash, money order, or bank check within seven days (one week) of the college's receipt of such notification; otherwise the student's registration shall be immediately withdrawn.

If the student's registration is withdrawn effective prior to the start of the semester, the account receivable will be cancelled and no hold placed on the student's academic records. If the student's registration is withdrawn effective after the start of classes, either because the student has officially dropped the course or has failed to pay, the account receivable will remain on the student's record, the college shall take reasonable measures to collect the amounts due, shall not issue the student's official academic records, and shall not allow the student to register for future semesters until such receivable is paid in full.

Following reasonable collection efforts, if the college deems the account uncollectible, the college may create an allowance for doubtful accounts as an offset to the account receivable for purposes of financial reporting and may discontinue further active collection efforts. The college shall maintain detailed records to support any allowance for doubtful accounts.

The chancellor may establish procedures for collections, for the financial write-off of inactive, uncollectible accounts, and for the related determination of student academic status.

Notice of this policy must be prominently displayed in the college catalogue and provided to all students receiving deferments and to all students at registration.

#### **VI. Late Registrations**

All registrations which occur after the payment deadline shall be accompanied by full payment of all tuition and fees applicable to the courses for which registered unless a deferred payment schedule has been approved.

**Adopted March 21, 1994; amended December 19, 1994, April 22, 1967, December 16, 2002, September 17, 2017, June 23, 2022**

### **6.5.5 Refunds of Tuition and Fees**

#### **I. Required Fees**

The college services fee and student activity fee paid by all students registering for credit general tuition funded courses, or credit extension funded courses, is non-refundable, except when course sections cancelled by the college would result in a change in fees otherwise due.

The mandatory clinical fee paid each Fall and Spring by enrolled students matriculated and declaring a major in a Level 1 or 2 allied health program as defined in 6.5.2.II B, is non-refundable, except that a student who drops out of the allied health program entirely or who has no enrollment in any credit courses as of the end of the college's official drop-add period, may request a full refund of the clinical fee or elimination of the fee receivable from his or her account.

The mandatory laboratory and studio fees paid by all students for each registration in a general/tuition or extension funded credit course with a laboratory or studio requirement as defined in 6.5.2.II B, is refundable according to the same terms and schedule as the applicable tuition or extension fee refund, and is 100% refundable when the course section is cancelled by the college.

## II. General Tuition Funded Courses

### A. Refund Schedule - General

For notice of withdrawal received prior to the first day of college classes for that semester, a refund of one hundred percent of total tuition will be granted for both full-time and part-time students.

For notice of withdrawal received on the first day of classes and through the fourteenth calendar day of that semester, a refund of fifty percent of total tuition applicable to the courses for which registered will be granted for both full-time and part-time students.

For a reduction in load which occurs on the first day of classes and through the fourteenth calendar day of that semester, fifty percent of the difference of the tuition applicable to the original and revised course schedule will be refunded.

No refund of tuition will be granted for either full-time or part-time students beyond the fourteenth calendar day after the first day of classes.

### B. Refund Schedule - Armed Services

One hundred percent refund of tuition and fees will be granted students entering the armed services before earning degree credit in any semester, upon submitting notice in writing of withdrawal accompanied by a certified copy of enlistment papers.

### C. Special Fees - The following special fees are non-refundable:

- application fee

- program enrollment fee
- late registration fee
- graduation fee
- replacement of lost ID card fee
- academic evaluation fee
- portfolio assessment fee

D. Students Covered - For purposes of the refund policy outlined above, an individual is considered a student when he or she has registered and paid, in part or full, either by cash or by obligation, by the first day of class.

E. Publication of Payment and Refund Policies - All colleges will insert in their college catalogs and brochures the information concerning tuition payment and refunds contained in this policy.

F. Special Waivers - College presidents are authorized to modify the tuition and fee refund policy for specific students on a case by case basis under the following extenuating or extraordinary circumstances: severe illness documented by a doctor's certificate; erroneous advisement by the college; and military transfer. Other extenuating or extraordinary circumstances may also be considered upon written request submitted by a college president to the chancellor. Exceptions which should not normally be considered include change in job, normal illness, and poor decision or change of mind by a student.

G. Change of Registration - General and Extension Courses - Where a student has changed his or her course schedule to a different mix of general and extension credit courses, the college may elect not to apply the refund policy which would otherwise be in effect with respect to the course(s) deleted, and may, instead, collect or refund only the net amount due based on the tuition and fee policies applicable to the total student course load.

III. Extension Funded Credit Courses - Extension fees may be refunded in accordance with the following:

A student who withdraws by the last business day before the first class meeting of the course(s) is entitled to a full refund of all extension [account] fees. A request for withdrawal must be received by the president or his or her designee no later than the end of the last regular business day of the college before the first meeting of the course(s).

A student reducing his or her extension course load will be entitled to a full refund of extension [account] fees appropriate to the course(s) dropped, provided the request for refund is received by the president or his or her designee no later than the end of the last regular business day of the college before the first class meeting of the course(s).

No refund will be made after the first class meeting of the course except in cases of serious illness or other extraordinary circumstances, at the discretion of the college president or his or her designee.

If a class is cancelled, a full refund of extension course fees will be made.

#### IV. Refund Policy for Students Participating in Federal Title IV Student Aid Programs

Refund or return of Federal Title IV funds shall be made in accordance with applicable Federal rules and regulations, as amended from time to time, which shall take precedence over these tuition and fee refund policies. The chancellor or designee shall implement procedures to ensure compliance with Federal requirements.

Section 6.5.5, IV A and IV B – Repealed December, 2002.

(Adopted March 21, 1994; amended  
July 22, 1996; June 19, 2000,  
December 16, 2002)





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