

Graduate Student Handbook 2019-20

Quinnipiac
UNIVERSITY

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Telephone Directory

Switchboard: 203-582-8200

Mailing address:

275 Mount Carmel Avenue
Hamden, CT 06518-1908

University website: qu.edu (<http://www.qu.edu>)

To schedule appointments and address inquiries, use the following list. If you need an individual telephone number, call the switchboard and an operator will be happy to connect you directly.

Office	Phone	Email
Academic Affairs	203-582-5337	
Administrative Services	203-582-8762	
Admissions, Undergraduate	203-582-8600	admissions@qu.edu
Admissions, Graduate	203-582-8672	graduate.admissions@qu.edu
Admissions, Transfer	203-582-8612	transfer@qu.edu
Admissions, Part-Time Students	203-582-8612	parttimeadmissions@qu.edu
Admissions, School of Law	203-582-3400	ladm@qu.edu
Admissions, School of Medicine	855-582-7766 (toll free) or 203-582-7766	medicine@qu.edu
Alumni Affairs	203-582-8660	alumni@qu.edu
Arts and Sciences, College of	203-582-8730	CASdeans@qu.edu
Athletics and Recreation	203-582-5388	athletics@qu.edu
Bursar	203-582-8650	bursar@qu.edu
Business, School of	203-582-8720	SBdeans@qu.edu
Campus Life, Mount Carmel Campus	203-582-8673	student.center@qu.edu
Campus Life, York Hill Campus	203-582-7225	student.center@qu.edu
CARE	203-582-2273	care@qu.edu
Communications, School of	203-582-8492	schoolofcommunications@qu.edu
Counseling Services (Health and Wellness)	203-582-8680	counseling.center@qu.edu
Cultural and Global Engagement	203-582-7987	
Dean of Students	203-582-8735	studentaffairs@qu.edu

Development	203-582-8660	alumni@qu.edu
Education, School of	203-582-3354	schoolofeducationinfo@qu.edu
Engineering, School of	203-582-7272	engineering@qu.edu
Facilities	203-582-8665	facilities@qu.edu
Financial Aid, Undergraduate	203-582-8750	finaid@qu.edu
Financial Aid, Graduate	203-582-8588	gradfinaid@qu.edu
Financial Aid, Online	203-582-8430	onlinefinancialaid@qu.edu
Financial Aid, School of Law	203-582-3405	lawfinaid@qu.edu
Health Sciences, School of	203-582-8710	SHSdeans@qu.edu
Information Services/Technology Center	203-582-4357	help@qu.edu
Ireland's Great Hunger Institute	203-582-6576	ighi@qu.edu
Ireland's Great Hunger Museum	203-582-6500	ighm@qu.edu
Law, School of	203-582-3200	law@qu.edu
Learning Commons, Mount Carmel Campus	203-582-8628	learningcommons@qu.edu
Learning Commons, North Haven Campus	203-582-5252	learningcommons@qu.edu
Library, Arnold Bernhard (Circulation Desk)	203-582-8634	ABL.circulation@qu.edu
Frank H. Netter MD School of Medicine	203-582-3797	medicine@qu.edu
Nursing, School of	203-582-8385	nursing@qu.edu
Office of Student Accessibility	203-582-7600	access@qu.edu
Public Affairs	203-582-8655	
Public Safety	203-582-6200	public.safety@qu.edu
QU Online	203-582-3918 or 877-403-4277	quonlineadmissions@qu.edu
Registrar	203-582-8695	registrar@qu.edu
Residential Life	203-582-8666	residentiallife@qu.edu
Rocky Top Student Center	203-582-7872	
Albert Schweitzer Institute	203-582-7875	schweitzer.institute@qu.edu
Student Affairs	203-582-8735	studentaffairs@qu.edu
Student Affairs, Graduate	203-582-4723	gradaffairs@qu.edu
Student Conduct	203-582-8753	
Student Health Services (Health and Wellness)	203-582-8742	studenthealthservices@qu.edu
Veteran & Military Affairs	203-582-8867	

Academic Calendar

2019–20 Academic Calendar ¹

Fall 2019

August 17	Saturday	New graduate student orientation
August 21–22	Wed–Thurs	First-year student orientation, session VI
August 23	Friday	Transfer student welcome, session II
August 23–25	Fri–Sun	Welcome Weekend
August 26	Monday	Undergraduate and graduate classes begin; online classes begin
August 27	Tuesday	Add/drop registration period ends for first 7-week online courses (Aug 26 – Oct 12)
August 30	Friday	Add/drop registration period ends for undergraduate and graduate 15-week courses (Aug 26 – Dec 14)
September 2	Monday	Labor Day – university holiday; no classes
September 20	Friday	Last day to withdraw from first 7-week online courses (Aug 26 – Oct 12) with a grade of W ²
September 21	Saturday	Open House for prospective undergraduate students
October 4–6	Fri–Sun	Parents and Family Weekend
October 7–12	Mon–Sat	Midterm examination period for 100-level courses
October 9	Wednesday	Yom Kippur – university holiday; no classes
October 12	Saturday	Online classes end for first 7-week online courses (Aug 26 – Oct 12)
October 18–19	Fri–Sat	Alumni Weekend
October 20	Sunday	Open House for prospective undergraduate students
October 21	Monday	Online classes begin for second 7-week online courses (Oct 21 – Dec 14)
October 22	Tuesday	Add/drop registration period ends for second 7-week online courses (Oct 21 – Dec 14)
October 23	Wednesday	Midterm grades due for 100-level courses
November 1	Friday	Last day to withdraw from undergraduate and graduate 15-week courses (Aug 26 – Dec 14) with a grade of W ²
November 9	Saturday	Open House for prospective undergraduate students
November 10	Sunday	Open House for prospective undergraduate students
November 15	Friday	Last day to withdraw from second 7-week online courses (Oct 21 – Dec 14) with a grade of W ²
November 25–30	Mon–Sat	No classes
November 28–29	Thurs–Fri	Thanksgiving holiday – university closed
December 7	Saturday	Undergraduate and graduate on-campus classes end

December 9–14	Mon–Sat	Final examination period – undergraduate and graduate on-campus classes
December 14	Saturday	Online classes end
December 16	Monday	Final grades due
December 23–January 3	Mon–Fri	University closed for Winter Break

January Term 2020

January 6	Monday	Undergraduate and graduate classes begin
January 7	Tuesday	Add/drop registration period ends
January 13	Monday	Last day to withdraw with a grade of W ²
January 17	Friday	Classes end; final examinations
January 20	Monday	Martin Luther King Jr. Day—university holiday; no classes ³
January 21	Tuesday	Final grades due

Spring 2020

January 14	Tuesday	New graduate student orientation
January 17	Friday	New undergraduate student orientation
January 20	Monday	Martin Luther King Jr. Day—university holiday; no classes ³
January 21	Tuesday	Undergraduate and graduate classes begin; online classes begin
January 22	Wednesday	Add/drop registration period ends for first 7-week online courses (Jan 21 – Mar 7)
January 27	Monday	Add/drop registration period ends for undergraduate and graduate 15-week courses (Jan 21 – May 9)
February 14	Friday	Last day to withdraw from first 7-week online courses (Jan 21 – Mar 7) with a grade of W ²
March 1	Sunday	Open House for prospective undergraduate students
March 2–7	Mon–Sat	Midterm examination period for 100-level courses
March 7	Saturday	Online classes end for first 7-week online courses (Jan 21 – Mar 7)
March 9–14	Mon–Sat	Undergraduate and graduate spring recess
March 16	Monday	Online classes begin for second 7-week online courses (Mar 16 – May 2)
March 17	Tuesday	Add/drop registration period ends for second 7-week online courses (March 16 – May 2)
March 18	Wednesday	Midterm grades due for 100-level courses
March 27	Friday	Last day to withdraw from undergraduate and graduate 15-week courses (Jan 21 – May 9) with a grade of W ²
March 28–29	Sat–Sun	Admitted Student Days
April 9	Thursday	Last day to withdraw from second 7-week online courses (March 16 – May 2) with a grade of W ²
April 10	Friday	Good Friday – university holiday; no classes ³
May 2	Saturday	Undergraduate and graduate classes end; online classes end

May 4–9	Mon–Sat	Final examination period – undergraduate and graduate on-campus classes
May 8–9	Fri–Sat	Graduate, Frank H. Netter MD School of Medicine, and School of Law Commencement ceremonies ³
May 11	Monday	Final grades due
May 16–17	Sat–Sun	Undergraduate Commencement ³

Summer Orientation and Open House 2020

May 18	Monday	New graduate student orientation
May 25	Monday	Memorial Day – university holiday; no classes ³
May 31	Sunday	Open House for prospective undergraduate students
June 4–5	Thurs–Fri	First-year student orientation, session I
June 8–9	Mon–Tues	First-year student orientation, session II
June 11–12	Thurs–Fri	First-year student orientation, session III
June 15–16	Mon–Tues	First-year student orientation, session IV
June 17	Wednesday	Transfer student welcome, session I
June 18–19	Thurs–Fri	First-year student orientation, session V

Summer I Term 2020

May 18	Monday	Undergraduate and graduate classes begin
May 19	Tuesday	Add/drop registration period ends
May 25	Monday	Memorial Day – university holiday; no classes ³
June 5	Friday	Last day to withdraw from 5-week courses (May 18 – June 19) with a grade of W ²
June 15	Monday	Last day to withdraw from 7-week courses (May 18 – July 2) with a grade of W ²
June 19	Friday	Undergraduate and graduate classes end (5-week courses)
June 22	Monday	Final grades due (5-week courses)
July 2	Thursday	Undergraduate and graduate classes end (7-week courses)
July 3–4	Fri–Sat	Independence Day – university holiday; no classes ³
July 6	Monday	Last day to withdraw from 12-week courses (May 18 – Aug 7) with a grade of W ² Final grades due (7-week courses)
August 7	Friday	Undergraduate and graduate classes end (12-week courses)
August 10	Monday	Final grades due (12-week courses)

Summer II Term 2020

July 6	Monday	Undergraduate and graduate classes begin
July 7	Tuesday	Add/drop registration period ends
July 24	Friday	Last day to withdraw from 5-week courses (July 6 – Aug 7) with a grade of W ²
August 3	Monday	Last day to withdraw from 7-week courses (July 6 – Aug 21) with a grade of W ²
August 7	Friday	Undergraduate and graduate classes end (5-week courses)
August 10	Monday	Final grades due (5-week courses)

August 21	Friday	Undergraduate and graduate classes end (7-week courses)
August 24	Monday	Final grades due (7-week courses)

2020–21 Academic Calendar ¹

Fall 2020

August 15	Saturday	New graduate student orientation
August 19–20	Wed–Thurs	First-year student orientation, session VI
August 21	Friday	Transfer student welcome, session II
August 21–23	Fri–Sun	Welcome Weekend
August 24	Monday	Undergraduate and graduate classes begin; online classes begin
August 25	Tuesday	Add/drop registration period ends for first 7-week online courses (Aug 24 – Oct 10)
August 28	Friday	Add/drop registration period ends for undergraduate and graduate 15-week courses (Aug 24 – Dec 12)
September 7	Monday	Labor Day – university holiday; no classes
September 18	Friday	Last day to withdraw from first 7-week online courses (Aug 24 – Oct 10) with a grade of W ²
September 28	Monday	Yom Kippur – university holiday; no classes
October 4	Sunday	Open House for prospective undergraduate students
October 5–10	Mon–Sat	Midterm examination period for 100-level courses
October 10	Saturday	Online classes end for first 7-week online courses (Aug 24 – Oct 10)
October 19	Monday	Online classes begin for second 7-week online courses (Oct 19 – Dec 12)
October 20	Tuesday	Add/drop registration period ends for second 7-week online courses (Oct 19 - Dec 12)
October 21	Wednesday	Midterm grades due for 100-level courses
October 25	Sunday	Open House for prospective undergraduate students
October 30	Friday	Last day to withdraw from undergraduate and graduate 15-week courses (Aug 24 – Dec 12) with a grade of W ²
November 7	Saturday	Open House for prospective undergraduate students
November 8	Sunday	Open House for prospective undergraduate students
November 13	Friday	Last day to withdraw from second 7-week online courses (Oct 19 – Dec 12) with a grade of W ²
November 23–28	Mon–Sat	No classes
November 26–27	Thurs–Fri	Thanksgiving holiday – university closed
December 5	Saturday	Undergraduate and graduate on-campus classes end

December 7–12	Mon–Sat	Final examination period – undergraduate and graduate on-campus classes
December 12	Saturday	Online classes end
December 14	Monday	Final grades due
December 24–January 1	Thurs–Fri	University closed for Winter Break

January Term 2021

January 4	Monday	Undergraduate and graduate classes begin
January 5	Tuesday	Add/drop registration period ends
January 11	Monday	Last day to withdraw with a grade of W ²
January 15	Friday	Classes end; final examinations
January 18	Monday	Martin Luther King Jr. Day – university holiday; no classes ³
January 19	Tuesday	Final grades due

Spring 2021

January 12	Tuesday	New graduate student orientation
January 15	Friday	New undergraduate student orientation
January 18	Monday	Martin Luther King Jr. Day – university holiday; no classes ³
January 19	Tuesday	Undergraduate and graduate classes begin; online classes begin
January 20	Wednesday	Add/drop registration period ends for first 7-week online courses (Jan 19 – March 6)
January 25	Monday	Add/drop registration period ends for undergraduate and graduate 15-week courses (Jan 19 – May 8)
February 12	Friday	Last day to withdraw from first 7-week online courses (Jan 19 – March 6) with a grade of W ²
February 28	Sunday	Open House for prospective undergraduate students
March 1–6	Mon–Sat	Midterm examination period for 100-level courses
March 6	Saturday	Online classes end for first 7-week online courses (Jan 19 – March 6)
March 8–13	Mon–Sat	Undergraduate and graduate spring recess
March 15	Monday	Online classes begin for second 7-week online courses (March 15 – May 1)
March 16	Tuesday	Add/drop registration period ends for second 7-week online courses (March 15 – May 1)
March 17	Wednesday	Midterm grades due for 100-level courses
March 20–21	Sat–Sun	Admitted Student Days
March 26	Friday	Last day to withdraw from undergraduate and graduate 15-week courses (Jan 19 – May 8) with a grade of W ²
April 2	Friday	Good Friday – university holiday; no classes ³
April 9	Friday	Last day to withdraw from second 7-week online courses (March 15 – May 1) with a grade of W ²
May 1	Saturday	Undergraduate and graduate classes end; online classes end

May 3–8	Mon–Sat	Final examination period – undergraduate and graduate on-campus classes
May 7–8	Fri–Sat	Graduate, Frank H. Netter MD School of Medicine, and School of Law Commencement ³
May 10	Monday	Final grades due
May 15–16	Sat–Sun	Undergraduate Commencement ³

Summer Orientation and Open House 2021

May 17	Monday	New graduate student orientation
May 31	Monday	Memorial Day – university holiday; no classes ³
June 6	Sunday	Open House for prospective undergraduate students
June 10–11	Thurs–Fri	First-year student orientation, session I
June 14–15	Mon–Tues	First-year student orientation, session II
June 17–18	Thurs–Fri	First-year student orientation, session III
June 21–22	Mon–Tues	First-year student orientation, session IV
June 23	Wednesday	Transfer student welcome, session I
June 24–25	Thurs–Fri	First-year student orientation, session V

Summer I Term 2021

May 17	Monday	Undergraduate and graduate classes begin
May 18	Tuesday	Add/drop registration period ends
May 31	Monday	Memorial Day – university holiday; no classes ³
June 4	Friday	Last day to withdraw from 5-week courses (May 17 – June 18) with a grade of W ²
June 14	Monday	Last day to withdraw from 7-week courses (May 17 – July 2) with a grade of W ²
June 18	Friday	Undergraduate and graduate classes end (5-week courses)
June 21	Monday	Final grades due (5-week courses)
July 2	Friday	Undergraduate and graduate classes end (7-week courses)
July 5	Monday	Independence Day – university holiday; no classes ³
July 6	Tuesday	Last day to withdraw from 12-week courses (May 18 – Aug 6) with a grade of W ² Final grades due (7-week courses)
August 6	Friday	Undergraduate and graduate classes end (12-week courses)
August 9	Monday	Final grades due (12-week courses)

Summer II Term 2021

July 6	Tuesday	Undergraduate and graduate classes begin
July 7	Wednesday	Add/drop registration period ends
July 23	Friday	Last day to withdraw from 5-week courses (Jul 6 – Aug 6) with a grade of W ²
August 2	Monday	Last day to withdraw from 7-week courses (July 6 – Aug 20) with a grade of W ²
August 6	Friday	Undergraduate and graduate classes end (5-week courses)
August 9	Monday	Final grades due (5-week courses)

August 20	Friday	Undergraduate and graduate classes end (7-week courses)
August 23	Monday	Final grades due (7-week courses)

- ¹ Excludes School of Law and School of Medicine
- ² For further details, see Withdrawal from a Course. (<http://catalog.qu.edu/university-policies/withdrawal-course>)
- ³ Tentative

The university reserves the right to revise this calendar.

Essential Learning Outcomes

Approved by the Faculty Senate on February 12, 2016

A Quinnipiac University education provides students with both specialized knowledge of a discipline, and a broad understanding of human cultures and the physical and natural world. Quinnipiac graduates can integrate and apply knowledge from multiple perspectives found inside and outside of the classroom. They have a sufficient command of key forms of literacy, as well as the requisite intellectual, social, and personal skills and understanding, to identify and respond effectively to contemporary problems. Quinnipiac graduates demonstrate a number of key outcomes essential to the life and practice of a responsible, educated citizen, consciously and decisively. Graduates acquire these Essential Learning Outcomes (ELOs) through a purposeful integration of the University Curriculum, requirements within one's major, and co-curricular experiences.

- Knowledge and Literacies
- Critical and Creative Thinking
- Effective Communication
- Inquiry and Analysis
- Social and Emotional Intelligence
- Intercultural Citizenship and Responsibility

By acquiring the Essential Learning Outcomes, Quinnipiac University graduates can...

- Demonstrate, integrate and apply knowledge
- Think critically and creatively
- Communicate effectively
- Conduct inquiry and analysis effectively
- Engage collaboratively and responsibly
- Act as responsible intercultural citizens of a diverse world

For more information about the Essential Learning Outcomes, please see Quinnipiac's internal website (<https://myq.quinnipiac.edu/LearningParadigm/Pages/Essential-Learning-Outcomes.aspx>).

Campus Offices

- Registrar (p. 7)
- Libraries (p. 7)
- Office of Cultural and Global Engagement (p. 8)
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- Facilities (p. 9)
- Athletics (p. 9)
- Department of Public Safety (p. 10)

Registrar

The Office of the Registrar maintains the academic records of all students. This office provides support to students and their families across a host of services, including, but not limited to: course registration, academic transcripts, enrollment verifications and enrollment reporting to third parties. A student's record may be disclosed only with his or her written consent. The registrar's staff is available to assist students and advise parents on the procedures for disclosing information. On the Mount Carmel Campus, the office is located in the Arnold Bernhard Library, Room 101 South; on the North Haven Campus, it is located in the Student Services Center. The email address is: registrar@qu.edu.

Libraries

- Arnold Bernhard Library (p. 7)
- Edward and Barbara Netter Library (p. 8)

Arnold Bernhard Library

The Arnold Bernhard Library serves the undergraduate and graduate populations of the university. Approximately 48,000 square feet in size, the library provides 600 seats, 16 group study rooms, more than 50 student computers, 10 public computer terminals and nearly 600 power/data connections for laptop computers. The library also offers wireless Internet access throughout the building.

In addition to the group study rooms, students at the Arnold Bernhard Library can select from individual study carrels, tables, soft seating and rocking chairs with magnificent views of the Mount Carmel Campus and the Sleeping Giant Mountain. A large variety of web-based resources including a substantial number of full text/full image databases and journals are available, as well as printed volumes, microforms, a CD music collection and several thousand DVD titles.

The Arnold Bernhard Library, the Edward and Barbara Netter Library and the Lynn L. Pantalena School of Law Library work in conjunction with each other to make their numerous resources available to students and faculty on all three campuses. The library also works closely with the Learning Commons and media services department to offer full student support. If you have questions or need further information, you can reach the Arnold Bernhard Library at 203-582-8634 (circulation desk) or email ablcirculation@qu.edu.

Library Hours

During the fall and spring semesters, the building is open 24 hours a day, seven days a week. Staff and services are available until midnight (5 p.m. on Fridays and Saturdays) with Public Safety staff on duty until library staff members return the following day). Holiday staffing hours vary.

Service Hours (please check MyQ (<https://myq.quinnipiac.edu>) for updates)

- Monday–Thursday, 8 a.m. to midnight
- Friday, 8 a.m. to 5 p.m.

- Saturday, 9 a.m. to 5 p.m.
- Sunday, noon to midnight

Key Phone Numbers

203-582-8634 Circulation/Hours of Operation
 203-582-8633 Reference
 203-582-3468 Director's Office

Edward and Barbara Netter Library

The Edward and Barbara Netter Library serves the Frank H. Netter MD School of Medicine, the School of Nursing and the School of Health Sciences. The library is located on the North Haven Campus in the Center for Medicine, Nursing and Health Sciences on the third floor. Staff members are available to assist students and faculty with questions, instruct them with the use of our exclusive electronic resources and help identify the most appropriate resource for the information sought.

There are networked computer workstations available as well as study carrels, soft seating and a group study table.

During the fall and spring semesters, the library is open Monday through Thursday, 8 a.m. to 8 p.m.; Friday, 8 a.m. to 5 p.m.; and Saturday and Sunday, noon to 2 p.m. During the summer and school recess periods, the library is open Monday through Friday, 8 a.m. to 5 p.m. For more information, call the library at 203-582-5266.

Office of Cultural and Global Engagement

Quinnipiac University fosters respect for each individual by honoring the differences inherent among people. As an intellectual community of learners and scholars, we recognize and appreciate our common humanity. Acknowledging that we live in a pluralistic society, we have a genuine desire to ensure that all members of the Quinnipiac community feel empowered to express their own individuality. These principles underscore our central mission of teaching and learning and are vital to achieving national prominence and excellence in education. They also serve as the foundation for promoting the economic, social and cultural well-being of our community, our nation and beyond.

The associate vice president for academic affairs and chief diversity officer oversees the Office of Cultural and Global Engagement and engages the campus and surrounding community to help define, enable and foster an inclusive campus culture that embraces the diversity of identities, ideas and values that embody Quinnipiac University.

The office fulfills its mission by offering programs, initiatives, services, partnerships and collaboration that support, assist and empower students regarding issues of inclusion, multiculturalism and globalism in education. Some of its programs include:

- advocacy for the cultivation of a sustainable campus environment that is supportive of a diverse student and professional body
- development of multicultural student organizations' leadership and active engagement in the university community
- academic and social mentorship for underrepresented students to live, work, lead and succeed in a multicultural and global world
- events and programs to enhance students' understanding and appreciation of cultural identities and international differences
- support for the university's growing international student community, including comprehensive immigration services and cultural programming
- international community service learning
- education abroad opportunities including semester, short-term, and QU faculty-led international experiences
- partnership with the University College Cork in Ireland

For more information, please contact the office at 203-582-7987.

Albert Schweitzer Institute

The Albert Schweitzer Institute is inspired by the ideals and example of 1952 Nobel Peace Prize Laureate, Dr. Albert Schweitzer, who was known for his philosophy of *reverence for life* and his call to service, to *make one's life one's argument*.

The institute conducts programs locally, and on a global basis and focuses on environmental, health and peace efforts. The institute's programs include:

- supporting community development in underserved areas of our local community and the world
- organizing conferences and speakers on peace globally, at the United Nations and on campus
- motivating young people to serve the community and the environment as a way of life

The institute is located adjacent to the Mount Carmel Campus at 660 New Road. For more information, please contact the office at 203-582-3144.

Auxiliary Services

The Office of Auxiliary Services is responsible for the QCard (Quinnipiac ID card) and its associated accounts and applications. The staff in this area is the liaison for off-campus merchants and our vendor-operated services: the dining hall and the bookstore, as well as vending and laundry machines. Further inquiries or requests should be made to John Meriano, associate vice president for auxiliary services, 203-582-8763 or email john.meriano@qu.edu.

QCard Office

The QCard Office, within Auxiliary Services, is responsible for the QCard and its associated accounts and applications. As your official university ID, the QCard is your passport to life at Quinnipiac. You'll use it for everything from checking out books from the library to getting through the door at the recreation center.

As a form of payment, you'll use your QCard to grab bagels in the morning at the cafeteria, to pay for laundry machines and to catch awesome on-campus concerts. The area's most popular off-campus businesses now accept the QCard. Textbooks, school supplies, groceries, restaurants, haircuts and other essential student services are all available through your QCard. Other features include:

- Convenient: Forget about carrying cash, checks or credit cards.
- Fast: With exact change every time, the QCard is even faster than cash!
- Safe: Your QCard lost or stolen? Simply notify us or visit [qu \(http://www.qu.edu/qcard\)](http://www.qu.edu/qcard) to suspend activity on your QCard.

- Quinnipiac Spirit: Your QCard shows off the Quinnipiac name with pride.

Visit qu (<http://www.qu.edu/qcard>) for all your QCard needs including a complete listing of terms and conditions and locations where you can use your QCard.

Admissions

The Graduate Admissions Office works with prospective students interested in enrolling in an on-campus graduate program at Quinnipiac University. The office hosts several information sessions for prospective graduate students each year, in fall, spring and summer. Students interested in continuing their education at the graduate level may contact Graduate Admissions by phone at 203-582-8672 or 800-462-1944 or by email at graduate@qu.edu. Visit us at our North Haven Campus office, MNH-275.

Bursar

The Office of the Bursar is the accounting office of Quinnipiac and is responsible for billing all student accounts and receiving tuition and other payments. The office provides information on all charges and assists officers of student organizations in setting up and maintaining financial records. Visit qu.edu/bursar for more information.

Facilities

The facilities building on the Mount Carmel Campus is located south of the Pine Grove and houses the Facilities Department. The Facilities Department is responsible for the care and maintenance of the campus buildings and grounds. In addition, the Facilities Department is responsible for the management and oversight of the university's events and scheduling software, which is used for all academic and non-academic functions that occur on university property.

Athletics

Quinnipiac recognizes the importance of athletics in student life. The university supports 21 highly competitive, Division I intercollegiate teams.

Athletics

NCAA Division I intercollegiate athletic teams for men include baseball, basketball, cross-country, ice hockey, lacrosse, soccer and tennis. Women compete in acrobatics and tumbling, basketball, cross country, field hockey, golf, ice hockey, indoor and outdoor track and field, lacrosse, soccer, tennis, rugby, softball and volleyball.

Quinnipiac has memberships in the following NCAA Division I conferences:

- Big East (Field Hockey)
- ECAC Men's and Women's Ice Hockey
- Metro Atlantic Athletic Conference (MAAC)
- National Collegiate Acrobatics and Tumbling Association
- National Intercollegiate Rugby Association (NIRA)

Spirit Groups

Several spirit groups lend their support to athletic teams. The Quinnipiac Pep Band, Boomer the Bobcat (mascot), Sideline Cheer, Ice Cats and

several dance groups (Dance Company, Dance Fusion, Kickline, Step to Perfection).

Athletic and Recreation Facilities

People's United Center

The People's United Center is a state-of-the-art, 185,000-square-foot facility featuring separate arenas for Quinnipiac University's NCAA Division I men and women's basketball and ice hockey teams. Additionally, the ice hockey arena is home to our intramural open skate and the men's and women's ice hockey program during the semester as well as host to the intramural basketball championship. The center is located on Quinnipiac's 250-acre York Hill Campus on Sherman Avenue and is accessible to Quinnipiac students via the university shuttle system.

Allotments of free tickets are available to Quinnipiac undergraduate students for all home games at the arena. For ticket information, log on to quinnipiacbobcats.com or call 203-582-3905 or visit the box office at the York Hill Campus.

Burt Kahn Court/Gymnasium

This hardwood floor facility located in the Athletic and Recreation Center on Mount Carmel Campus serves as the competitive site for Quinnipiac University Division I volleyball games. The gymnasium also is occasionally used for intramurals, open recreation and university events.

Recreation Center

The Recreation Center on Mount Carmel Campus has four multipurpose courts for open play. Curtains between each court allow for a variety of activities to take place simultaneously.

Fitness Centers

There are three fitness centers at Quinnipiac University. One is located in the Athletic and Recreation Center on the Mount Carmel Campus. Another is located in the Rocky Top Student Center on the York Hill Campus. Both have a full line of strength equipment, free weights and cardiovascular equipment including:

- Adaptive motion trainers
- Bicycles (recumbent, upright)
- Elliptical
- Free climbers/steppers
- Treadmills

The third fitness center is a satellite space on the North Haven Campus, with a few pieces of cardio equipment and free weights. The fitness centers are open to all members of the Quinnipiac community. Prospective users must complete an online waiver, which includes review of rules and regulations. This can be found in your WebAdvisor account. A validated Quinnipiac ID must be presented for entrance to the facility.

Dance Studios

Aerobics, fitness classes, dance groups and many other campus groups all share the university's three studios. The mirrored studios each contain state-of-the-art stereo equipment for professional and student use. Each studio also is equipped with audio. Equipment for all scheduled activities and classes is provided. Mats, steps, power bars and hand weights usually are available in the aerobic studio equipment storage area.

Quinnipiac community members may drop in during free time to use the studios for exercising or rehearsals.

Indoor Track

The suspended track encircles the four Recreation Center courts on the Mount Carmel Campus. Students and staff may walk and jog upstairs. Nine laps of the track equal one mile.

Cardio Corners

All four corners of the indoor track on the Mount Carmel Campus have been outfitted with various pieces of cardiovascular equipment. Each corner (approx. 2,800 square feet) has treadmills, elliptical, steppers and bikes. One corner is outfitted with multipurpose mats, stability balls and light weights.

Spinning[®] Room

There is a Spinning[®] room located in the fitness center on the York Hill Campus. There is an online bike reservations process. Use of this room is available during classes only.

Outdoor Venues and Fields

Quinnipiac's outdoor athletic facilities consist of venues for softball, baseball and women's rugby, as well as turf fields for men's and women's soccer, men's and women's lacrosse and field hockey. Additionally there are six lighted tennis courts, a hitting wall and basketball court adjacent to the Athletic & Recreation Center.

Sports Equipment

Quinnipiac supplies most recreation equipment, such as volleyballs, basketballs, and tennis rackets. Equipment may be signed out at the reception desk with a Quinnipiac ID.

Department of Public Safety

The mission of the Department of Public Safety is to provide a safe and secure environment for the university community through the efficient and effective use of resources such as education, crime prevention, technology and enforcement activities.

Although the mission is to ensure a safe environment, the ultimate responsibility for personal safety rests with each individual. Therefore, it is important for all members of the Quinnipiac community to be aware of their surroundings and potential risks. Take the time to familiarize yourself with the procedures for building evacuation, use of Code Blue Light Phones and how to contact the Department of Public Safety in the event of an emergency.

The Department of Public Safety is located in Irmagarde Tator Hall, Suite 118, on the Mount Carmel Campus at 275 Mount Carmel Ave., Hamden, CT, 06518. To contact the department, call 203-582-6200 (on campus dial 6200), or dial 911 for an emergency.

Public Safety Services

The Department of Public Safety provides the following services for the Quinnipiac community:

- patrols of all university properties 24 hours a day, 365 days a year
- responds to all requests for assistance
- responds to and investigates all complaints

- responds to all emergencies and assists at medical emergencies
- conducts regular checks of all residential and academic buildings for the safety and protection of the Quinnipiac community
- offers escort service (walking escort) 24 hours a day, seven days a week
- conducts regular foot patrol of all campus buildings and residential buildings
- provides perimeter security (traffic control post) at all entrances of the campus
- provides and maintains security for all student and Quinnipiac campus events
- maintains a working relationship with all law enforcement agencies and other emergency service agencies

Investigations

Public Safety Investigators review all written reports taken by the department. Upon review, investigators may determine that there is a need to conduct further investigative follow up. Therefore, students may receive a request by e-mail from the investigator to meet for an interview. Failure to comply with an interview request from a Public Safety Investigator may subject the student to disciplinary action for non-compliance.

Additional Services

In addition to day-to-day responsibilities and services, the Department of Public Safety also:

- conducts seminars and group discussions regarding personal safety and campus security
- conducts fire drills with residential life staff
- holds discussions regarding security and safety and students' responsibilities
- invites representatives from various police agencies to discuss law enforcement and how it affects Quinnipiac students
- provides information and guidance about security and safety on Quinnipiac property to any member of the campus community
- designs specific safety programs
- maintains a lost and found

Annual Security Report

In accordance with *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)*, the Quinnipiac University Annual Security Report is published October 1 of each year and can be found on the Quinnipiac University website (qu.edu) (<https://www.qu.edu/student-resources/university-policies.html>).

Security and Safety Regulations for All Students and Guests

- Building doors should never be propped open or blocked, to avoid problems and prevent unauthorized visitors from entering the building.
- All students and guests must stop at all traffic control posts on the perimeter of the campus. Students must carry their QCard at all times.
- Acts of vandalism should be reported to the Department of Public Safety immediately by dialing 6200.

- All fire safety regulations must be observed. In the case of a fire alarm, all occupants must evacuate the building and may not re-enter it until authorized to do so by the fire department or the Department of Public Safety.

Missing Persons

In the event that a student is deemed to be missing from the residence halls or campus, the person (or persons) discovering this fact are directed to first report it to the Department of Public Safety. Public Safety will notify without delay Residential Life, Student Affairs and the Hamden Police Department, and an investigation will be initiated upon receipt of the information.

All Quinnipiac students who are living in an on-campus student housing facility have the option to register one or more confidential emergency contact person(s) with the Student Affairs Office. This emergency contact person will be notified in the case that the student is determined to be missing. Students are made aware that their contact information will be registered confidentially. Only authorized university officials and law enforcement officers in furtherance of a missing person investigation may have access to this information.

All students are advised that any missing student younger than 18 years of age and not emancipated will have his or her parent or guardian notified in addition to any confidential contact and local law enforcement officials.

Specific Procedures

When a member of the university community becomes aware that a student is missing, it is urgent to immediately notify Public Safety. Upon receiving a report, the Public Safety Department will investigate without delay.

Upon determining a student is missing, the Public Safety Department will notify local law enforcement immediately with all available information concerning the missing student:

- Name and description of the student
- Location and time last seen
- Name of the person last seen with student if available
- Description of vehicle student may be driving
- Intended destination (and time of expected arrival)
- Name of student's parent(s) or guardian(s)
- Any medical issues
- Locations of places the missing student may frequently visit
- Name of missing student's companion(s) or colleague(s)

Public Safety will:

- Document all information regarding the circumstances and events surrounding the disappearance of the student
- Issue a "BOLO" (Be On the Look Out for) broadcast using the Department of Public Safety radio system. A photograph of the missing student will be accessed and utilized from the Colleague system
- Issue a university alert relative to the missing student
- Contact Hamden Police Department and report a missing student
- Contact Student Affairs, Residential Life and university officials to report a missing student

- Make an immediate search effort and attempt to contact the missing student via his/her cell phone
- Complete a report of the step-by-step efforts to locate the missing student

Rave Guardian

A free personal safety app is available for Smartphones and computers. Go to the App Store and search for Rave Guardian. Once you download the app, register using your Quinnipiac University email. The app lets you notify Public Safety in the event of an emergency both on and off campus, and alerts Public Safety emergency responders to your whereabouts. It's like having a Blue Light emergency call phone in the palm of your hand.

Parking and Transportation Services

Parking at Quinnipiac University is considered a privilege and provided free of charge. Faculty, staff, students and visitors all share the limited spaces available on our three campuses. The dynamic parking system is designed to allow the freedoms to come and go as one pleases, so long as everyone follows the rules.

A parking permit (window decal) is issued, free of charge, to all faculty and staff members. Students in their sophomore, junior, senior and graduate years of study are eligible for a student parking permit, at no cost. Freshman students are not permitted to have cars on campus, and are therefore not eligible to receive a parking permit.

Because parking spaces are limited, university faculty, staff, students and visitors are encouraged to explore alternate options such as public transit, carpooling, walking and/or bicycling to campus.

All vehicles operated on any Quinnipiac University property must be registered. All unregistered vehicles will be issued a citation and are subject to tow at the owner's expense.

Contact Information

Phone: 203-582-5381

Fax: 203-582-5268

Email: parkinginformation@qu.edu

Parking & Transportation Office Locations and Hours:

York Hill Campus

Rocky Top Student Center

Room: RTSC-103

275 Mount Carmel Avenue

Hamden, CT 06518

Phone: 203-582-5381

Email: parkinginformation@qu.edu

Office Hours – Walk-in services:

Monday and Wednesday:

10 a.m. to noon and 2 to 3 p.m.

Tuesday and Thursday:

12:30 to 3 p.m.

My Parking Online Platform

My Parking Website: go.qu.edu/myparking (https://qu.datacenter.adironacksolutions.com/qu_myparking_prod/security/qu_login.cfm)

This link is available on the MyQ website, under the quick links tab. Log in with your regular username and password.

Use your personal My Parking account to manage all of your parking needs:

- Vehicle Registration
- Account Payments – credit card, debit card & e-checks
- Parking Violation Appeals – must be submitted through My Parking within 10 days of issue date.

Parking Citation Payment(s):

- Online via the My Parking Platform – credit card, debit card & e-checks.

Parking Rules and Regulations

The complete parking rules and regulations can be found on the Department of Public Safety page on MyQ (<https://myq.quinnipiac.edu/Campus%20Offices/Security%20%20Safety/Pages/default.aspx>).

Shuttle Services

The Quinnipiac Shuttle Service is a free transportation service, available to the Quinnipiac University community through the Department of Public Safety. The shuttle system operates on both a fixed route schedule and on-demand. The fixed schedule provides safe, convenient and reliable transportation throughout the campus and surrounding community. Five separate shuttle busses loop the Mount Carmel Campus arriving approximately every 10 minutes. Those same busses also service the Westwoods, Whitney Village and Whitney parking lots and Quinnipiac Theatre Arts building. On the weekends, shuttle busses arrive at 15-minute intervals. For any shuttle questions or concerns, please email parkinginformation@qu.edu.

Four shuttle routes are available, including:

- Mount Carmel Campus loop
- North Haven Campus loop
- New Haven Town and Train route
- North Haven Shopping and Entertainment route

Quinnipiac has contracted with Propark Inc., which provides air-conditioned ADA-compliant vehicles with leather seats and free WiFi. Professionally licensed shuttle drivers have passed extensive background checks along with additional driver training.

On-Demand Shuttle Service can be accessed by calling 203-691-1512.

Shuttle App – Ride Systems

A free shuttle app is available for download on Smartphones and computers. Go to the App Store and search for Ride Systems. Once you download the app, enter “Quinnipiac” in the Agency or Provider field. The app lets you view a map and a real-time schedule of busses and routes.

GPS tracking shows each bus and its approximate arrival/departure time at the various shuttle stops.

Full shuttle schedules, can be found on the My Q website under the student services tab.

Campus Resources

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- Campus Recycling (p. 12)
- CARE (p. 13)
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- Post Office (p. 15)
- Student Council Office (p. 15)
- Alumni Association (p. 15)
- Parents (p. 16)

Financial Aid

The Office of Graduate Financial Aid is available to assist students in helping them pay a graduate education. Students wishing to receive federal financial aid must be enrolled either half-time (5-8 credits) or full-time (9 or more credits) each semester. Students enrolled in 4 credits or less are considered less than half-time and would only be eligible for private educational loans.

Students applying for financial aid must annually complete the Free Application for Federal Student Aid (FAFSA) at fafsa.gov (<http://www.fafsa.gov>) and the Quinnipiac University Financial Aid application (download from [QU.edu/gradforms](http://www.qu.edu/gradforms) (<http://www.qu.edu/gradforms>)). To be considered for University grant funds, completion of the Quinnipiac University Grant application at [QU.edu/gradforms](http://www.qu.edu/gradforms) (<http://www.qu.edu/gradforms>) (grants are awarded to students demonstrating high financial need) is required.

In addition, students must meet University program requirements including making satisfactory academic progress (SAP) which includes passing 67 percent of all course work attempted each semester and maintain a cumulative grade point average of 3.0 or better. Failure to meet these guidelines may result in not being eligible for aid.

For additional information, please contact our office. Staff can be contacted at gradfinaid@qu.edu or 203-582-8588. The Office of Graduate Financial Aid is located on the North Haven Campus in MNH-275.

Campus Recycling

Quinnipiac University is committed to building one of the most environmentally friendly campuses in America. As part of its overall sustainability plan, Quinnipiac is a single-stream recycling community. Therefore, we ask all members of the community to make a conscious effort to recycle the waste that they generate. Single-stream recycle bins are located throughout the campus. Items such as metal cans, glass bottles, newspapers, magazines and other paper items, as well as plastic

containers numbered 1 through 7 can be placed in the bins. No sorting is necessary.

To further support recycling, Quinnipiac urges its community members to reduce waste by conserving paper, conserving water and turning off lights and electronic devices when not in use.

CARE

Guided by university values of a student-oriented environment and a strong sense of community, the CARE (Community, Assessment, Response and Evaluation) team employs a caring, preventive, early intervention approach with students who exhibit concerning or disruptive behaviors. The multidisciplinary team meets weekly to review and discuss new referrals, ongoing cases and the best course of action to support the student of concern. CARE team members are trained through the National Behavioral Intervention Team Association (NaBITA) in both behavioral intervention and threat assessment. Objective risk rubrics are utilized for consistent and objective assessments of potential risks and emerging threats toward self or others. By partnering with members of the Quinnipiac community, the CARE team works to promote student well-being and success in the context of community safety.

More information about the CARE team, behaviors of concern, how to make a referral, and answers to frequently asked questions can be found on the CARE page (<https://myq.quinnipiac.edu/Student%20Life/CARE/Pages/default.html>) on MyQ.

Career Development

Career development services at Quinnipiac are provided within each individual school and college to give students targeted, specialized information. The Schools of Business, Communications, Engineering, Health Sciences and Nursing and the College of Arts and Sciences each have a career development office to support to help students navigate the career exploration process. Whether exploring majors, evaluating interests, writing a resume or preparing for interviews, staff members assist students every step of the way with developing a career plan and achieving their goals. Programs and services include individual career counseling and advising sessions; connections with alumni and employers; career fairs and on-campus recruiting; panels and workshops; job and internship listings; and graduate school information. The focus is on offering personal attention and a wide range of useful resources. Career support for alumni is provided through the Department of Development and Alumni Affairs.

Learning Commons

The Learning Commons is a group of academic programs that provide support to members of the Quinnipiac community. On the Mount Carmel Campus, the Learning Commons is located in the north wing of the Arnold Bernhard Library. Please call reception with questions: 203-582-8268. On the North Haven Campus, the Learning Commons is located on the second floor of the School of Law Center. Please call reception with questions: 203-582-5252. The Learning Commons offers the following support services:

Peer Academic Support

At Quinnipiac, the work a student does with his or her professor is complemented by a strong peer support system.

- A Study Table Program serves students enrolled in various 100-level courses, such as mathematics and chemistry. Held in the Common

Room, a study table is a venue of support where students can drop in with questions they may have on homework or an upcoming test. Study Table peers can support both individuals and groups. Different from the more sustained individual tutorials, students visiting a study table should bring prepared questions on specific topics so that there is a focus for the visit. Study tables are also useful for guided group support when students have similar questions in the same class. Study Table schedules are posted on the Learning Commons web page and also are available at the reception desks.

- A Peer Tutoring Program, certified by the College Reading and Learning Association, provides individual tutoring for the great majority of 100-level courses, many 200- and 300-level courses and supports many of the graduate degree programs. Students meet with peer tutors on an appointment basis to address material in a specific course. Tutors also can help students improve study skills, time and task management and academic goal-setting.
- A Peer Fellow Program, developed from the supplemental instruction model by a certified coordinator, provides weekly study groups for various classes. Trained in group dynamics and Socratic questioning, Peer Fellows attend each class meeting, develop a weekly agenda with the professor, and meet with interested students to work on topics and challenges.
- The Peer Catalysts Program supports our first-year students. In our First-Year Seminars, Peer Catalysts serve as both facilitators of student learning and as observers of student behaviors and attitudes. These functions are complementary and allow PCs to be valuable resources to both students and faculty. While not teaching assistants, PCs exemplify successful student behavior, particularly the self-reflective habits of mind that correlate to intentional learning, meet with students outside of class, support students with Personal Success Plans, registration for spring classes, and facilitate students' out-of-class experiences related to the First-Year Seminar.
- Peer Advisers are trained to help students with pre-advising needs. These include support with the Personal Success Plan, as well as access to and help with students' program assessments and other information necessary for an informed meeting with one's academic adviser. Successful students themselves, our Peer Advisers can help students navigate the various resources of the Quinnipiac community.

Support for Students with Disabilities

The Office of Student Accessibility (OSA), located in the Learning Commons on both campuses, provides students with disabilities equal access to all university activities and programs. The office is led by a director supported by learning services coordinators. Working collaboratively with all university departments to engage and support the intellectual and social development of students with disabilities, the Office of Student Accessibility employs policies that promote academic excellence and the development of self-advocacy skills. Accommodations are provided based on submission of appropriate documentation, which is reviewed by the OSA staff in compliance with university policy, section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). Questions and requests can be directed to access@qu.edu or 203-582-7600. More information, including our Accommodation Request Form, can be found on our website.

Opportunities for Students who come to English as a Foreign Language

Many of Quinnipiac's students bring with them another language, one in which they have been doing the bulk of their thinking and learning. In their journey to master academic English, we offer individual tutoring. Students work with a professional tutor who in turn communicates with students' advisers and professors. Students can work individually or in

groups on writing, speaking, conversation and other aspects of academic English.

Professional Academic Support

Students can work with one of our learning specialists to address their academic goals and challenges. Working closely with students' professors and other support staff, Quinnipiac's academic specialists provide students with opportunities to improve their academic choices. Students can develop an improvement plan, work on problem solving, discuss new learning strategies, and many other topics necessary to students embracing academic challenge. Our academic specialists also work with students who have been referred to our services by their faculty through Quinnipiac's Retention Alert program. This program helps direct individual students to appropriate academic support during the semester and facilitates dialogue among those working to support the student. Academic specialists also work with faculty to bring learning skills into the classroom.

Technology Resources

- University Laptop Program (p. 14)
- Computing Services (p. 14)
- Technology Center (p. 14)
- STAR Program (p. 14)
- Technology Knowledge Base (p. 14)
- Computer Facilities (p. 15)
- Computer Skills Classroom (p. 15)

University Laptop Program

Faculty design their courses with the expectation that students will have computer technology in the classroom when required. For that reason, all incoming undergraduate students must have a laptop that meets the university's academic requirements and technical standards. To facilitate this need, Quinnipiac offers a laptop program that is cost effective and exceptionally well supported both on and off campus. The recommended laptops are configured so that they meet the core needs of academic programs and are a key part of the campus computing infrastructure, designed to support new teaching and learning.

Visit [go.qu.edu/myqlaptop](https://myq.quinnipiac.edu/IT%20Libraries/Information%20Technology/Academic%20Technology/Pages/AT_Site_Redesign/StudentLaptops.html) (https://myq.quinnipiac.edu/IT%20Libraries/Information%20Technology/Academic%20Technology/Pages/AT_Site_Redesign/StudentLaptops.html) for more information about the Quinnipiac University laptop program.

Computing Services

All incoming undergraduate students are required to have a laptop computer readily available to them with no exceptions. Information Services annually recommends specific hardware and software laptop configurations that meet or exceed these technical standards. Visit the website at [go.qu.edu/myqlaptop](https://myq.quinnipiac.edu/IT%20Libraries/Information%20Technology/Academic%20Technology/Pages/AT_Site_Redesign/StudentLaptops.html) (https://myq.quinnipiac.edu/IT%20Libraries/Information%20Technology/Academic%20Technology/Pages/AT_Site_Redesign/StudentLaptops.html) for specific information

on the most current program. By selecting the recommended laptop, students will receive exceptional service and support both on and off campus. Students who elect to bring their own laptops to campus (other than the recommended one) also will be afforded technology assistance often of a less comprehensive nature due to the many possible variations

of alternatives. Ultimately, it is the responsibility of the student to perform in the classroom.

Although laptops meet the vast majority of student needs, for those disciplines that require more specialized hardware or software, the university has more than 350 computers in 12 computer laboratories throughout the campus. The university maintains a secure and advanced data network that connects all university computers on all three Quinnipiac campuses. Students, faculty and staff are able to access this secure network through wired and wireless access. Wireless access is found across all three campuses, including the residence halls, classrooms, athletic fields and public areas.

Technology Center

The main Technology Center, located on the Mount Carmel Campus in the Arnold Bernhard Library, combines the services of two previously separate departments: the Help Desk and Media Services. The Technology Center provides a range of services to students, faculty and staff, including computer configuration, computer repair, loaner laptops, digitizing, duplication, audiovisual event and classroom support, and loaner audio/visual equipment.

Loaner laptops are available for all faculty, staff and students who have a laptop either from the university or from the QU Laptop Purchase Program (note: every effort is made to provide a loaner laptop for students who did not purchase through the QU Laptop Program). Loaner laptops are strictly for academic use and will be given only to students who are currently enrolled in classes.

Student employees known as STARs (Student Technology Academic Resources) augment the full-time staff and are available for the entirety of the times the area is open. They are trained to offer computer and audiovisual support.

There are two other Technology Centers located on the North Haven and York Hill campuses. On the North Haven Campus, the center is located on the third floor of the Center for Medicine, Nursing and Health Sciences, MNH-338. On the York Hill Campus, the center is in the Rocky Top Student Center, Room RTSC-236. Hours of operation at each of these locations vary. Refer to MyQ for current hours and more details on the services and support that are available.

Telephone Extensions

Main Support: 203-582-4357
Help Desk Manager: 203-582-3596

STAR Program

Student employees known as STARs (Student Technology Academic Resources) provide technical support to Quinnipiac faculty, staff and students. The STARs are specially trained and possess superior communication, problem solving and critical thinking skills. STARs are stationed at all support locations (Arnold Bernhard Library and North Haven Campus).

Technology Knowledge Base

Quinnipiac Information Services maintains a technology knowledge base that students can use 24/7 for any technology questions. The knowledge base is an electronic repository of "articles" that address frequently asked questions, processes and procedures. These technology-related articles and tutorials are searchable and accessible from any internet

connection. To access the knowledge base, go to go.qu.edu/myqkb (<https://kb.quinnipiac.edu/index.php?>) or select it from the Applications Tab on the home page of MyQ.

Computer Facilities

The Cyber Cafe on the second floor of the Arnold Bernhard Library is available to all students. This facility consists of networked Windows-based computers and high-volume printers, which can be used for completing computer assignments, writing papers and accessing the Quinnipiac electronic system. There are additional computer labs around campus.

All Quinnipiac students have wireless access to the internet and email from all classrooms and the residence halls.

Computer Skills Classroom

Classrooms in TH-128, TH-130, SB-253 and SB-260 serve as teaching facilities. These rooms are equipped with computers for hands-on use in a lecture environment. A variety of classes and workshops are held in these rooms.

Banking

As the official banking partner of Quinnipiac University, People's United Bank is available on campus via multiple ATM machines, nearby full-service branches at 3496 Whitney Avenue (203-248-1115) and 2165 Dixwell Avenue (203-281-0531) in Hamden and online (<https://www.peoples.com>).

Bookstore

The Quinnipiac Bookstore, open to the Quinnipiac community and the public, is located at the Carl Hansen Student Center on the Mount Carmel Campus and the North Haven Campus on the first floor. The bookstore carries textbooks, general books, licensed Quinnipiac apparel and gifts, school supplies and snacks, health and beauty aids, class rings and diploma frames. Course materials include rental texts, used and new books, and digital textbook options. The Mount Carmel Campus store hours during the academic year are Monday through Thursday, 9 a.m. to 7 p.m.; Friday, 9 a.m. to 5 p.m.; and Saturday, 11 a.m. to 4 p.m. The bookstore is closed on Sundays. The North Haven Campus store hours during the academic year are Monday through Thursday, 8:30 a.m. to 5 p.m. and Friday from 8:30 a.m. to 2 p.m. Extended hours are posted for many events. The stores can be reached via phone (203-582-8640) or online at <https://www.bkstr.com/quinnipiacstore>, which contains course text listings and a merchandise catalog.

Commuter Lockers

Commuter lockers are conveniently located on the second floor of the Carl Hansen Student Center, and are available at the beginning of the academic year on a first-come, first-served basis. Commuter students who would like more information on reserving a locker should contact the Office of Campus Life at 203-582-8673 or via email at campuslife@qu.edu.

North Haven Lockers

Lockers are available to all student use who are enrolled in classes at the North Haven Campus. Students are encouraged to request a locker in advance as there are limited lockers available. Lockers are assigned on

a first-come, first-serve basis; the exception applies to certain academic programs which require students to be assigned a locker. Students can contact Graduate Student Affairs at 203-582-GRAD, visit us in MNH-276, or email gradaffairs@qu.edu for more information. Once approved, locker information will be sent via e-mail.

Food Service

Refer to the Campus Dining website at <https://www.dineoncampus.com/quinnipiac> for meal plan information, locations, hours of operation, etc.

Post Office

Post offices, located on the first floor of the Carl Hansen Student Center and the main floor of the Rocky Top Student Center, house mailboxes for all resident students. Mailboxes should be checked regularly for messages and letters. All mail must be addressed appropriately.

Example:

Jane Doe
Box 0000
Quinnipiac University
275 Mount Carmel Avenue
Hamden, CT 06518-1908

Both post offices are open Monday to Thursday from 11 a.m. to 4:30 p.m., and Friday from 11 a.m. to 4 p.m.

Student Council Office

The Graduate Student Council maintains office on the second floor of the Center for Medicine, Nursing and Health Sciences in MNH-240A. The GSC office is open to provide assistance to students and student organizations. Email GradStudentCouncil@qu.edu to contact the Graduate Student Council.

Alumni Association

The Quinnipiac University Alumni Association is composed of graduates of Quinnipiac University, the Frank H. Netter MD School of Medicine and Quinnipiac University School of Law in addition to the university and law school's predecessors: the Connecticut College of Commerce, the Junior College of Commerce, Larson College, Wethersfield School of Law and the University of Bridgeport School of Law. These alumni are an important factor in the continued growth and development of Quinnipiac. The association aims to create rewarding relationships among alumni and the Quinnipiac community. It seeks to stimulate the development, advancement and prestige of Quinnipiac, and it offers a means of communication between Quinnipiac and its alumni.

The alumni association has three strategic areas of interest, which are pursued for the benefit of all alumni and current students: career development, alumni engagement and philanthropy. The alumni association is organized on a regional basis with chapters in areas where significant numbers of alumni live. Each regional chapter is led by a president and a core committee.

Alumni are entitled to a range of exclusive benefits and resources, which include:

- a subscription to Quinnipiac Magazine, a publication for alumni, parents and friends of the university

- access to Bobcat Connect, the Online Alumni Directory, which allows alumni to search for friends
- invitations to alumni events including Reunion, Homecoming and regional activities including alumni gatherings, career networking events and athletic contests
- special discounts for the Quinnipiac bookstore and for Quinnipiac athletics tickets

Leadership of the association is invested in an elected board of governors. The president of the alumni association serves on the board of trustees of Quinnipiac. Various committee chairmanships are authorized and filled by appointment of the president.

The Alumni Association Endowed Scholarship offers financial assistance to “legacy” students (e.g., those whose grandparents, parents, siblings or other close relations have graduated from Quinnipiac). Scholarship recipients are screened by a selection committee of the board of governors.

Parents

From the day your daughter or son enrolls at Quinnipiac University, you are a valued member of our community. As a parent of a Quinnipiac student, you will receive Quinnipiac Magazine, an invitation to Parents & Family Weekend and our Parents & Family electronic newsletter that will provide you with up-to-date news and information from the university.

Parents Leadership

Parents Council

Quinnipiac University has long valued parents as partners in students’ education and success. With this in mind, the Quinnipiac Parents Council was created to provide a direct avenue for meaningful communication between the university administration and involved parents. Membership is open to parents making an annual philanthropic gift of \$2,500 and more to the program they choose to support.

Parents Council members are invited to informative meetings with university leadership and fellow council members, receive exclusive parent email updates and have the opportunity to attend many invitation-only events, including at the University Club. They are encouraged to partner in areas where they are most interested such as connecting with our Career Development Office, welcoming freshman families and acting as university ambassadors.

Parents and Family Fellows

In addition to receiving membership in the Parents Council with all its privileges, Parents and Family Fellows make a difference to the causes they care deeply about while strengthening and celebrating our Quinnipiac community in perpetuity. With annual gifts of \$10,000 and more each year, members are invited to join their philanthropic peers in exclusive gatherings with Quinnipiac’s president and top leadership. Fellows and their students enjoy a unique, highly individualized Quinnipiac experience while helping today’s student succeed, building a family legacy and making a difference to the world via the Quinnipiac education and influence.

Corporate matching gifts help you qualify for the Parents Council and Parents & Family Fellows (e.g., \$1,250 gift plus \$1,250 corporate matching gift = \$2,500 Parents Council gift; \$5,000 gift plus \$5,000 corporate matching gift = \$10,000 Parents and Family Fellows gift).

Contributions to Quinnipiac University are tax deductible for federal income tax purposes to the extent provided by law.

Campus Facilities

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Mount Carmel Campus

- Clarice L. Buckman Center (p. 16)
- Echlin Center (p. 16)
- Faculty Office Building (FOB) (p. 16)
- Dean Robert W. Evans College of Arts and Sciences Center (p. 16)
- Lender School of Business Center (p. 16)
- Ed McMahon Mass Communications Center (p. 17)
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Clarice L. Buckman Center

This building contains the Clarice L. Buckman Theater, specialized classrooms and laboratories for biology and chemistry, and faculty offices.

Echlin Center

The Echlin Center is home to undergraduate admissions, financial aid, faculty offices, classrooms, the Kresge lecture hall and the Perloth Boardroom. A satellite office for graduate admissions can also be found in this building.

Faculty Office Building (FOB)

The Faculty Office Building houses faculty from the Schools of Business, Communications and Health Sciences. Additionally the FOB houses Campus Copy and administrative staff from the G.A.M.E. Forum. More faculty offices are on the lower level of this building.

Dean Robert W. Evans College of Arts and Sciences Center

The Dean Robert W. Evans College of Arts and Sciences Center comprises three buildings. The buildings house various classrooms and offices.

Lender School of Business Center

The Lender School of Business Center’s state-of-the-art learning facilities include three case rooms, the Terry W. Goodwin ’67 Financial Technology Center, the Mancheski Executive Seminar Room, team study rooms, a

student resource room and standard classrooms. This building also houses offices for the dean and faculty of the School of Business.

Ed McMahon Mass Communications Center

The Lender School of Business Center also contains the Ed McMahon Mass Communications Center. The center features a spacious professional, all-digital high-definition television studio, two radio studios, a journalism technology center, a multimedia production facility, editing suites and labs, and a mini-theater. The center is equipped with state-of-the-art technology and is staffed with highly skilled media professionals to instruct and assist students.

Tator Hall

Tator Hall is the primary classroom building on the Mount Carmel Campus. It also is the home of several laboratories and various faculty offices.

Pasquale “Pat” Abbate ’58 Alumni House and Gardens

The original portion of this colonial residence was built in 1790. Expanded in 1986, the building now houses the Office of Development and Alumni Affairs, which provides services in the areas of alumni affairs, development and parent relations. The house and adjoining gardens, often the site of university receptions, are dedicated to the memory of the much-beloved former board chairman and Quinnipiac alumnus.

Bobcat Den

Located on Bobcat Way, the Bobcat Den is a place where students, faculty, staff and their guests gather to relax and socialize. Food is also available.

Center for Communications and Engineering

The Center for Communications and Engineering is a spacious facility shared by the engineering program and the School of Communications. The center houses a range of cutting-edge facilities for engineering students including: a machine shop and labs for thermodynamics and heat, environmental and hydraulics, geotechnical and advanced automation and production. Communications students take advantage of the center’s specialized multimedia lab and collaboration spaces. The building also houses the Office of Cultural and Global Engagement, the Center for Psychological Science, faculty and administrative offices, team study rooms and individual study carrels, and a large event space with tiered seating.

Carl Hansen Student Center

The Carl Hansen Student Center, located on the Mount Carmel Campus, is a multipurpose facility that provides opportunities for all members of the Quinnipiac community to come together in a relaxed atmosphere to enjoy a variety of academic and co-curricular programs, access to university departments and services such as dining, university post office and banking.

The Carl Hansen Student Center houses the following offices:

- Office of Campus Life
- Office of Community Service
- Chartwell’s Catering
- The university bookstore
- Student Government Association
- Office of Religious Life

In addition to the professional offices, the Carl Hansen Student Center houses the Mount Carmel Dining Hall, student employment, post office, mailboxes, commuter lockers, the campus information center and lost and found, student media suite, Greek suite, student organization suite with student organization lockers, meeting spaces and a multipurpose space—the piazza.

Ireland’s Great Hunger Institute

Ireland’s Great Hunger Institute is a scholarly resource for the study of the Great Hunger, also known as An Gorta Mór—the Famine that devastated Ireland from 1845-52. Through a strategic program of lectures, conferences, course offerings and publications, the institute fosters a deeper understanding of this tragedy and its causes and consequences. For more information about the institute, please contact the director at 203-582-4564.

Campus Reservations (Events and Scheduling)

Events and Scheduling is located in the Facilities Administration Building on the Mount Carmel Campus and is responsible for managing the room reservation system along with the university events calendar. All requests for university space on the Mount Carmel, North Haven or York Hill campuses must be submitted via the room reservation system available in the Quick Links menu of MyQ.

Center for Psychological Science

The Department of Psychology’s Center for Psychological Science serves as the hub for psychology faculty and student research and learning. Located in the lower level of the Center for Communications and Engineering, the Center for Psychological Science allows for teaching, learning, classwork, research and advising all in one spot. The center is easily accessible for off-campus study participants. It offers dedicated parking spots and a private entrance. For questions about the center, please contact the chairperson of the Department of Psychology, Carrie Bulger, at carrie.bulger@qu.edu or 203-582-3340.

York Hill Campus

- People’s United Center (p. 17)
- Rocky Top Student Center (p. 18)

People’s United Center

The People’s United Center is a state-of-the-art, 185,000-square-foot facility featuring separate arenas for varsity men’s and women’s basketball and ice hockey. The two arenas are joined by a common lobby and ticket office, the premier University Club, administrative and team offices, locker rooms with student-athlete lounges, conference and

meeting rooms, athletic training rooms and a strength and conditioning center. The building was opened in 2007.

Rocky Top Student Center

The Rocky Top Student Center, located on the York Hill Campus, is a multipurpose facility that provides opportunities for all members of the Quinnipiac community to come together in a relaxed atmosphere, to enjoy a variety of academic and co-curricular programs, access to university departments and services such as dining, university post office and a fitness center equipped with an aerobic space and SPIN room.

The Rocky Top Student Center houses satellite administrative offices for the following departments:

- Residential Life
- Student Affairs
- Student Government Association
- Residence Hall Council
- Athletics, recreation and intramurals
- Public Safety
- Health Services

In addition to the professional offices, the Rocky Top Student Center offers the following services:

- dining facilities
- fitness center
- meeting space and team study rooms that can be reserved through the MyQ reservation system
- a satellite Tech Help Desk
- a post office and mailboxes for all York Hill residents

North Haven Campus

- Center for Medicine, Nursing and Health Sciences (p. 18)
- School of Education (p. 18)
- School of Health Sciences (p. 18)
- School of Law Center (p. 18)
- Frank H. Netter MD School of Medicine (p. 18)
- School of Nursing (p. 18)

Center for Medicine, Nursing and Health Sciences

The Center for Medicine, Nursing and Health Sciences, opened Fall 2013, is home to the School of Health Sciences, School of Nursing and the Frank H. Netter MD School of Medicine.

School of Education

The School of Education occupies 5,600 square feet in a suite of rooms overlooking the beautiful pond and fountain on the North Haven Campus. The space is designed specifically for teachers in training. Two specially equipped classrooms feature touch-screen SMART boards as well as cabinet and storage space for curriculum materials. Classes take place in these two rooms and in other classrooms on the North Haven Campus.

School of Health Sciences

The School of Health Sciences is a 180,000-square-foot teaching facility that includes 12 classrooms; 16 seminar rooms and team-study rooms; 24 teaching labs; a model apartment to teach students how to provide care in residential settings; a SimMan® suite of life-size patient simulators; and a pediatric and neonatal lab. The building also houses a cafe, bookstore and health sciences library.

School of Law Center

The School of Law relocated to its new state-of-the-art building on the North Haven Campus in Fall 2014. This facility incorporates both standard and seminar-style classrooms plus a high-tech, collaborative classroom with full digital multimedia capabilities, a 150-seat courtroom with judge's chambers and a jury room, as well as an abundance of team study rooms and greatly expanded space for QU Law's extensive legal clinics. There is also a Dispute Resolution Suite for our highly successful competition teams—Mock Trial, Moot Court and Society for Dispute Resolution. Other features include numerous meeting rooms for student organizations and our three journals, and a student lounge area opening onto an outdoor third-floor patio terrace.

Frank H. Netter MD School of Medicine

The Frank H. Netter MD School of Medicine has been designed to be a model for educating diverse, patient-centered physicians who are partners and leaders in an interprofessional primary care workforce responsive to health care needs in the communities they serve. The medical school is housed in a state-of-the-art facility that features operating and examination rooms, classrooms, student and faculty offices and a morgue. The first medical school class began its studies in Fall 2013.

School of Nursing

The School of Nursing occupies one floor of a 180,000-square-foot teaching facility that includes 12 classrooms; 16 seminar rooms and team-study rooms; 24 teaching labs; a model apartment to teach students how to provide care in residential settings; a SimMan® suite of life-size patient simulators; and a pediatric and neonatal lab. Sharing facilities with other health sciences students encourages interprofessional collaboration and learning.

Off-Campus Facilities

- Ireland's Great Hunger Museum (p. 18)
- Quinnipiac University Theatre Arts Center (p. 19)
- Quinnipiac University Online (p. 19)
- Quinnipiac University Polling Institute (p. 19)

Ireland's Great Hunger Museum

Ireland's Great Hunger Museum, Músaem An Ghorta Mhóir, is located at 3011 Whitney Avenue in Hamden. The museum serves as home to Quinnipiac's collection of visual art, artifacts and printed materials relating to the starvation and forced emigration that occurred throughout Ireland from 1845 to 1852.

Quinnipiac University Theatre Arts Center

This state-of-the-art facility, located at 515 Sherman Avenue in Hamden, houses the university's main stage theater, where the university's annual theater productions are held. The Theatre Arts Center also houses faculty offices, rehearsal rooms, a design studio, a fully equipped scenic shop, dressing rooms and more. All university theater productions and student-run theater productions are housed in this building along with music concerts, dance shows, and other performances. In the summer, the building hosts professional theater companies from around the world.

Quinnipiac University Online

This facility, located at 3035 Whitney Avenue in Hamden, houses the offices for the university's online academic programs.

Quinnipiac University Polling Institute

The home of the nationally recognized Polling Institute is located at 60 West Woods Road, just across Whitney Avenue from the entrance to the Mount Carmel Campus.

The Quinnipiac University Poll regularly surveys residents in Colorado, Connecticut, Florida, Iowa, New Jersey, New York, Ohio, Pennsylvania, Virginia and nationally about political campaigns and issues of common concern. The Poll covers a wide range of topics, including national elections, and is a frequently cited resource for the media.

Student Affairs

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- Office of Campus Life (p. 19)
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- Office of Student Conduct and Community Standards (p. 23)
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- Counseling Services (p. 23)
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Dean of Students Office

The vision of Graduate Student Affairs is to provide opportunities for engagement and discovery to allow for personal and professional growth outside of the classroom.

The mission of Graduate Student Affairs is to enhance the quality of graduate student life by working with the individual student, graduate student groups, and campus partners in creating an inclusive, student-centered community with opportunities that support and encourage personal and professional development. GSA is inclusive in providing student support services to all graduate students.

Graduate Student Affairs offers a wide range of programs on professional development, academic support, personal enhancement and socials. GSA works with student groups in planning, fundraising and implementing programs. The office is responsible for graduate student orientation and assisting with the graduate Commencement ceremonies. In addition,

GSA oversees medical leaves of absence, graduate student conduct and advises the Graduate Student Council.

Graduate Student Affairs serves as the central resource for all graduate students. Students are always welcome to visit the office on the North Haven Campus in MNH-276. Please feel free to contact us at 203-582-GRAD (4723) or GradAffairs@qu.edu.

Your Graduate Student Affairs staff members are: Gina Frank, dean of graduate student affairs, and Stefano Fasulo, associate director of graduate student affairs.

The handbook was edited in August 2019 by the dean of graduate student affairs, with the Office of Integrated Marketing Communications. If you have questions about the content, please contact the dean of graduate student affairs at 203-582-4723.

This handbook is provided to students and applicants for their general guidance only. It does not constitute a contract, either express or implied, and is subject to change at the university's discretion.

Office of Campus Life

The Office of Campus Life is located on the Mount Carmel Campus, in the Carl Hansen Student Center. Campus Life is the center for co-curricular engagement where students find their place, pursue interests and develop passions, cultivate their leadership capacity, and nurture affinity for Quinnipiac. The office is committed to providing a variety of services, programs, and leadership opportunities while working with campus partners to ensure the Carl Hansen and Rocky Top Student Centers continuously provide opportunities for all members of the Quinnipiac community to come together in a relaxed atmosphere. The Office of Campus Life encompasses the Office of Student Centers & Student Involvement, Community Service and the Office of Fraternity & Sorority Life. The office also provides guidance and advisement to the following areas: student organization programs and services, new student and family orientation, Fraternity & Sorority Life student media organizations, Student Government Association, a programming board responsible for all undergraduate co-curricular programs, and student leadership programs. In addition the office employs more than 120 student staff, providing career development opportunities in the various positions that support the daily operations of the two student centers and community work study.

The Office of Community Service is the central resource for students, faculty and staff interested in volunteering in the local community. The office provides support to students and faculty interested in community service and service learning, and is responsible for both expanding and coordinating programs that encourage service, civic engagement and volunteerism at the local, national and international level.

The Office of Student Centers & Student Involvement offers a vibrant array of campus activities, programs and student center services that welcome, engage and attract the campus community and develop leadership skills.

The Office of Fraternity & Sorority Life is committed to advancing fraternities and sororities through intellectual and interpersonal development within the Quinnipiac University community and beyond. The office is guided by a set of shared values, known as the Four Pillars, which shape all community programming and initiatives from a student's new member experience through Commencement. The Four Pillars are Leadership through strength of character, Growth through intellectual

excellence, Service through civic engagement, and Community through diversity and inclusion.

The Office of Campus Life is open Monday through Friday, 9 a.m. to 5 p.m., and can be reached by phone at 203-582-8673, or email at campuslife@qu.edu (student.center@qu.edu).

Office of Residential Life

Quinnipiac recognizes that learning occurs both in and outside of the classroom. The Office of Residential Life provides rich opportunities that promote student learning and enhance personal development. Students have the unique opportunity to live with students from a variety of diverse backgrounds.

The Office of Residential Life has two convenient locations for students. The Mount Carmel office is located in the Student Affairs Center on Bobcat Way. The telephone number is 203-582-8666. The York Hill office is located on the fourth floor of the Rocky Top Student Center. The telephone number is 203-582-3615. Both offices are open Monday through Friday from 8:30 a.m. to 5 p.m.

Quinnipiac housing is guaranteed for three years for incoming freshmen. More than 4,400 students live in university housing, which includes traditional residence halls, suites, apartments and off-campus houses.

Graduate housing is available on a limited basis. Students have single bedrooms in our university-owned houses and apartments.

Residence Hall Staff and Organizations

Resident Assistants and Community Assistants

Resident assistants and community assistants serve as paraprofessional staff members in the Office of Residential Life. These 109 student leaders develop a sense of community among residents and assist students with their personal, interpersonal and academic development. Resident assistants work with first-year and sophomore students while community assistants work with juniors, seniors and graduate students.

Residence Hall Directors

A residence hall director is a full-time, live-in professional who serves as the supervisor and administrator of a residence hall community. Residence hall directors serve as part of a team that works with specific residence hall populations. Responsibilities include the development and training of paraprofessional staff members, coordinating programming to respond to the needs of the student population, crisis management and serving as student conduct officer.

Residence Hall Council

The Residence Hall Council is a body of students composed of elected members from each hall. Its purpose is to develop collective programming experiences and address student concerns in the residence halls.

Area Councils

Area Councils are located in each of the residential living areas. The purpose is to provide leadership opportunities for resident students and social activities within the residence areas.

National Residence Hall Honorary

The National Honorary represent the top 1 percent of the student leaders on campus and are those who have contributed extraordinary amounts of personal time and energy to make the residence halls more than a “dorm.”

Rho Alpha Sigma

Rho Alpha Sigma, part of a national organization, exists to recognize the outstanding efforts of resident assistants and community assistants, and to provide service back to the Quinnipiac community. Membership in this organization at Quinnipiac is limited to the top 10 percent of the paraprofessional staff.

General Information

Making Yourself at Home

Your residence hall is your home during your stay on campus. Quinnipiac supplies your room with a bed, dresser/wardrobe, desk and chair. To make yourself comfortable, you should bring extra-long twin sheets, pillow, curtains, towels, blankets, lamp, light bulbs and, if desired, rugs and extra furnishings. All university-supplied furniture must remain in the living unit. All common building furniture, including lounge, suite and apartment furniture must remain in the respective common areas.

Most residence areas are equipped with a variety of vending machines (water, juice, soda, candy). Washers and dryers are provided in each residence area. Apartment-style housing units are equipped with kitchenettes. Study lounges are located in Irma, Dana, the Complex, the Commons, the Ledges, the Crescent, Westview and Eastview.

Statement of Responsibility

Each student is required to agree to the Quinnipiac University Statement of Responsibility at the time they move into the residence hall. This document explains the expectations and responsibilities of the condition of their living unit.

Residence hall rooms are inspected for damage prior to opening at the beginning of the fall semester. If a student finds damage in his/her room at opening, the student should contact the residence hall staff by the end of the second week of classes. It is the responsibility of the student to report damage in the beginning of the year as well as damage that occurs throughout the year.

Work Request Systems

Quinnipiac students have access to both an online Facilities Work Request System and a Computer Help Desk Work Request System through the MyQ portal. If you experience a problem with your computer, room phone, cable or Internet connection, you should submit a work request through the Computer Help Desk web page and a professional from that department will address your concerns. If you are having a problem with something in your room (i.e., the light bulb has burnt out), you can submit a work request through the Facilities web page. Work requests are handled as quickly as possible, usually within 24–48 hours. Students living in university-owned houses will find the off-campus work request form in the Residential Life section of the MyQ portal. Work requests for laundry rooms are submitted directly to the laundry vendor except in certain off-campus properties.

QCard and Key Procedures

Students use their QCard to gain access to their hall and room. Students' QCards are activated at the start of the academic year and remain active when the residence halls are officially open. Students should be aware that their cards will not be active to access their hall or room during

vacation/break periods (except in the senior housing area). If you lose your QCard, you must go to the QCard Office, located at Administrative Services in the library, during business hours to obtain a new QCard. Students will be charged the current fee for replacing lost, stolen or damaged cards or keys. Students must carry their QCard with them at all times.

Lockouts

In the event you find yourself locked out of your building or room, contact the Office of Residential Life. After hours, you should contact the RA in central duty on your appropriate campus:

Mount Carmel Campus: 203-582-8622

York Hill Campus: 203-582-8291

Each resident student will be permitted two lockouts per academic year. Subsequent lockouts may result in a \$25 fine.

Security

For the protection and safety of the Quinnipiac community, closed-circuit security cameras monitor public areas and surrounding grounds of various residence halls. Security and safety concerns should be directed to Residential Life staff and Public Safety as appropriate.

Room Change Procedure

Students are permitted to change rooms on a space-available basis. Prior to any room changes, students need to meet with their resident assistant and residence hall director. A member of the Residential Life staff will assist with the next appropriate steps. Students will be encouraged to talk to roommates first regarding minor conflicts. The university reserves the right to fill any vacancies that occur in student rooms. Students changing rooms should go to the Office of Residential Life to have their QCard access changed.

Medical Accommodations

Students who request housing accommodations must complete a housing accommodations form that is available in the Office of Residential Life or online on MyHousing. Individual student requests will be reviewed on a case-by-case basis by the housing accommodations committee, which consists of representatives from Student Health Services, Learning Commons and Residential Life staff. New students needing accommodations must complete paperwork by June 15; returning students need to submit paperwork by March 1.

Residence Area Closing

The residence areas shut down over vacation and recess periods. With the exception of those who are approved to remain on campus, students must vacate the residential areas. All unauthorized students who do not vacate the residential areas by the designated time are subject to immediate removal, possible fine and disciplinary action.

Non-Quinnipiac Housing

The Office of Residential Life maintains a list of local properties available for rental, which is available through the MyQ portal. These facilities are not owned by Quinnipiac University and Quinnipiac is not responsible for them.

Financial Matters

Housing Policy/Deposits

Quinnipiac guarantees housing for the first three years of a student's college experience. Seniors and graduate students are housed on a space-available basis. Housing is guaranteed to two groups of students: incoming students who choose to live on campus at the time of their admission to the university and returning students who pay their housing deposit by the designated deadline. Each year students who wish to live in the residence halls for the following year must pay a non-refundable housing deposit by the established deadline. Failure to do so may result in loss of housing privileges. In addition, each student must pay a security deposit when they move onto campus.

Withdrawal and Refund Policy

Students wishing to withdraw from campus housing for the spring semester must complete a residence hall withdrawal form. At the end of the academic year, all students who are not returning to campus housing must complete this form to have their security deposit refunded. Students who withdraw from the residence halls forfeit their right to housing, and may be placed on a waiting list if they wish to return to the residence halls. For further information, refer to the Financial Information and Refund Policy effective each fall semester.

Eligibility to Reside on Campus

To be eligible for university housing, individuals must be full-time matriculating students, at least 17 years old, who are in good academic, student conduct and financial standing with the university and have paid their housing deposit according to established policies.

Roommate Bill of Rights

All residents are entitled to the following rights, regardless of agreements in the contract:

1. The right to read and study without interference, unreasonable noises and other distractions
2. The right to sleep without undue disturbance
3. The right to have privacy in one's own room
4. The right to live in a clean environment
5. The right to be free from intimidation, physical and emotional harm
6. The right to expect respect for one's belongings
7. The privilege to host guests, but with the understanding that the guests will honor other residents' rights

Residential Life Policies

- **Roommates' Rights**—For the purposes of this handbook, a roommate is defined as an individual who resides within the same room, suite, apartment or house. Disruption or interference with a roommate's right to study, sleep, live in a clean, secure environment and/or have full access to one's own room is prohibited. Each member living in a particular housing unit is responsible for ensuring that Quinnipiac University policies are followed by all of the residents and their guests and/or visitors.
- **Personal Belongings**—The university is not responsible for students' personal belongings. Personal items must be removed when a student moves out of university housing for any reason, including leaves of absence, withdrawal from university housing, withdrawal from the university or at the conclusion of the housing contract term. Items left behind will be discarded immediately.

- **Playing Sports**—The use of any sporting equipment in the hallways, common areas, individual rooms or courtyards is prohibited.
- **Pets, Service and Support Animals**—Pets, other than fish contained in a tank no larger than 10 gallons, are prohibited in the residential areas. Students requiring service or emotional support animals must complete the medical accommodation form when applying for housing and submit necessary information to the Office of Student Accessibility.
- **Health and Safety**—Resident students assume responsibility for the use and general care of their living space and its furnishings. Members of the Residential Life staff and Facilities staff inspect all rooms on a regular basis, including during each vacation period, for health, safety, damage, fire code and security reasons. Violations may result in a monetary fine and/or disciplinary action. **Any prohibited items that are found will be confiscated and not returned.**

During the routine inspection, items including but not limited to the following are evaluated:

- pictures, posters and other decorations improperly hung on the walls (only poster putty should be used)
- damage caused by nails, tacks, pins, screws, masking tape and/or scotch tape
- overloaded wastebaskets
- fire hazards (decorative door items may be placed only on the bulletin board)
- evidence of unauthorized animals
- condition and structure of university furniture
- missing university property
- damage or misuse of fire safety equipment
- evidence of vandalism
- violations of the student code of conduct
- **Administrative Moves**—An administrative move may occur when there is not an immediate resolution in a roommate dispute, there is behavior that is disrupting the room, a concern is being addressed or is under investigation. The director of residential life or their designee will determine when an administrative move is necessary, how long it will be for, and how many members of the living unit will be moved.

Prohibited items include, but are not limited to the following:

- alcohol or drug paraphernalia
- bars and bar-like structures
- collections and/or displays of alcohol containers (including empty boxes, bottles, cans)
- fire pits
- hot plates, waffle irons, panini presses, toasters, toaster ovens, coffee makers (except certain single-cup coffee makers without a hot plate), coil type burners and indoor grills. Students living at the Hill, Complex, Quinnipiac off-campus properties and the York Hill Campus are permitted to have toasters and coffee makers in the kitchen area only.
- non-university-approved air-conditioning units
- tapestries covering ceiling or light fixtures, ceiling fans or other items hanging from the ceilings
- overloaded electrical outlets
- candles, incense and other open-flame devices
- grill units and propane gas tanks
- fireworks, guns, weapons and explosives

- butane torches
- darts, dartboards and slingshots
- halogen lamps
- lava lamps
- Decorative lights, string lights, strip lights or copper wire lights, unless they are UL-listed with an attached tag, have LED bulbs, and feature a built-in on/off switch as part of the strand or a remote. Rope lights with bulbs encased in plastic are permitted.
- personal refrigerators larger than 3.6 cubic feet
- pools and tent-like structures
- live Christmas trees
- string lights
- smoke and fog machines
- flammable objects and/or substances
- hookah pipes or equipment
- non-university-owned lofts
- hoverboard devices
- electronic/motorized skateboards
- **Painting**—Painting residence hall rooms and/or university-owned residences is prohibited.
- **Window Screens**—Removing screens from any window is prohibited.
- **Quiet Hours**
 - All resident students and their guests and visitors must abide by the quiet hours that are in effect from Sunday–Thursday, 9 p.m. to 8 a.m., and Friday–Saturday, 2 a.m. to 8 a.m.
 - Courtesy hours are in effect at all times. Students are to respect the rights of others to read, study and sleep without interference, undue disturbance or unreasonable noise. Students living in university-owned or leased properties must be respectful of the greater community in which they live.
 - During the period of final exams, quiet hours are in effect 24 hours per day beginning at noon on the Friday before final exams. Exam hours are defined as 24-hour quiet hours during final exams.
- **Housing Agreement**—Students are responsible for maintaining and abiding by their housing agreement. The housing agreement can be viewed on MyHousing.
- **Senior Area Housing Regulations**—Additional policies and privileges specific to the senior area can be found in the Senior Experience Handbook that is distributed by email each year.

Office of Community Service

The Office of Community Service, within the Division of Student Affairs, is located on the second floor of the Carl Hansen Student Center. The Office of Community Service is the central resource for students, faculty and staff interested in volunteering in the local community. The office provides support to students and faculty interested in community service and service learning, and is responsible for both expanding and coordinating programs that encourage service, civic engagement and volunteerism at the local, national and international level.

The Office of Community Service provides the following services:

- serves as a resource and contact for students, faculty and staff in the development of community service opportunities
- assists faculty in the development of service learning and experiential learning opportunities

- assists students, student organizations, campus offices and departments in the development, coordination and funding of community service activities
- develops and organizes the Alternative Break Program that engages students in domestic service activities
- acts as an advocate for, and adviser to, student organizations committed to service
- develops and maintains a database of local community agencies and nonprofits searching for volunteer assistance or open to hosting one-time small group service activities
- develops and manages the Work Study program that offers students with work study the opportunity to work in an elementary school or community agency
- supports student groups, university departments and faculty in the design and coordination of events that advocate for and educate the community about the unmet needs and issues of social justice within our local communities.

Office of Student Conduct and Community Standards

The mission of the Office of Student Conduct and Community Standards is to assist students to make positive decisions and be responsible citizens in the Quinnipiac and surrounding communities. Using the Student Code of Conduct as a foundation for community standards, the office offers resources and education to students, staff and parents.

The staff members in the Office of Student Conduct and Community Standards, along with student conduct officers, assist students to: analyze their behavior and the effect on the community, identify the impact of their personal decisions, and define their personal values.

The Office of Student Conduct and Community Standards:

1. advises and assists parties involved in conduct proceedings
2. trains and advises student conduct officers and student leaders
3. reviews decisions of the code of conduct process
4. maintains all student disciplinary records
5. collects and disseminates research and analysis concerning student conduct
6. provides educational outreach programs for students regarding alcohol and drugs

The Office of Student Conduct and Community Standards is located in the Student Affairs Building on Bobcat Way and is open Monday through Friday, 9 a.m. to 5 p.m. For more information please call 203-582-8753.

Office of Religious Life

The Office of Religious Life oversees religious activities and programming at Quinnipiac University. The staff includes religious leaders representing the Catholic, Protestant and Muslim communities on campus. These religious leaders facilitate worship services, provide pastoral counseling, and offer a variety of educational, social and co-curricular programs. They advocate for students regardless of religious affiliation, and are available as a resource for faculty, students and staff. The office also supplies official religious representatives at formal university events.

The university's Center for Religion offers a wide-range of programs that help students to explore the religious dimension of contemporary issues,

as well as aid students in the development of ethical reflection and moral decision-making

Additionally, the office administers the Catholic Chapel located in the Center for Religion and a Muslim prayer room in the Carl Hansen Student Center. For information on the Jewish community at Quinnipiac University, please contact the Peter C. Hereld House for Jewish life at 203-582-8206.

Programs sponsored by the Office of Religious Life are open to everyone. For more information, contact the executive director of university religious life at 203-582-8257.

Counseling Services

Counseling Services provides access to care for students seeking help for emotional distress. The goal is to assist students through brief therapy while addressing concerns that may be impacting negatively on academic performance or on the student's quality of life within the university community. Our counselors and part-time psychiatrist are a resource for students struggling with stress, anxiety, depression, relationship problems, eating disorders and alcohol or drug abuse. Other common problems include difficulty making decisions, low self-esteem, procrastination or the stress of leaving home while adjusting to college life. Counseling staff members are available to assist any student who has been affected through physical or sexual violence or who may be grieving the loss of a loved one.

The following counseling services are available to all undergraduate and graduate students at no cost:

- individual counseling
- diagnostic evaluation
- family intervention
- urgent visits
- mental health referrals
- consultation to faculty, staff and medical staff

Counseling Services is located in the Health and Wellness Center on Bobcat Way. The office is open Monday through Friday from 9 a.m. to 5 p.m. Counseling services are available at the North Haven Campus by appointment.

Students wishing to schedule an appointment must complete a confidential counseling form. To schedule an appointment, please call Counseling Services at 203-582-8680 or see the appropriate link on MyQ.

In cases of emergency, call 911 or contact the Department of Public Safety at 203-582-6200.

Student Health Services

Mount Carmel Campus

Located in the Health and Wellness Center on Bobcat Way, Student Health Services is open Monday-Friday, 8 a.m. to 8 p.m. and Saturday & Sunday, 10 a.m. to 4 p.m. The health center is staffed by a licensed provider during all open times. Licensed providers include a doctor, nurse practitioner or physician's assistant. The highest priority of the staff is meeting the emergent health needs of the student population and providing ongoing health education opportunities as an integral part

of the college experience. All questions should be directed to Student Health Services at 203-582-8742.

Services are available only to students who have completed the Student Health Services requirements, which include an online personal health form, consent and signature page, tuberculosis screening/testing form and a copy of required immunizations. These can be found within the Patient Portal (<https://studenthealthservices.quinnipiac.edu>). Students who do not comply are not permitted to register for classes or receive their university housing assignments. The information provided becomes the basis for the student's confidential medical record within Student Health Services.

All charges for referrals, diagnostic procedures and lab work will be billed directly to the student at his/her home address. Quest Diagnostic Laboratory is the default laboratory, where all specimens are sent unless the student advises the health care provider otherwise. Student Health Services does not participate in third-party billing. To process bills for insurance reimbursement follow the instructions on the bill.

The following immunizations are required by law:

- Meningitis immunization (required of anyone living in university-owned housing and within five years of enrollment)
- Two MMR (measles, mumps and rubella) or positive titer, as indicated by lab report
- TB screening, per guidelines listed on the form
- Two Varicella (or proof of having the disease) or positive titer, as indicated by lab report
- Vaccination against Hepatitis B is strongly recommended and may be required by certain clinical programs.

Quinnipiac University has developed a health insurance plan especially for students. The plan provides coverage for illnesses and injuries that occur on and off campus and includes special cost-saving features to keep the coverage as affordable as possible.

This is a hard waiver program, which means that all students MUST maintain major medical insurance. A student may waive health insurance coverage if he or she presents evidence of other health insurance under a plan that provides benefits equal to or greater than the Quinnipiac University Student Health Insurance Plan. Students must document evidence of coverage and make an online waiver decision by the waiver deadline of June 12. Visit the Gallagher site at [gallagherstudent.com](http://www.gallagherstudent.com) (<http://www.gallagherstudent.com>) for additional information regarding the plan.

A nominal fee is charged for gynecological exams. Routine services and supplies are provided without charge. Prescriptions may be taken to local pharmacies to be filled at the usual and customary fee. Students have the option to purchase some medications through Student Health Services.

An allergy clinic is offered to students who are engaged in allergen immunotherapy prior to coming to Quinnipiac. The allergist of a student wishing to participate in this program must review and sign two forms: an allergy instruction form and an allergy treatment form. These forms are available in Student Health Services or may be downloaded from the website and printed for completion by their allergist. If necessary these forms may be mailed or emailed to students who will be participating in the program. In addition, students must make an appointment with the allergy nurse for administration of their extract. Allergy injections are provided at the York Hill Campus on Tuesdays.

Class excuses are not issued to students. Students who are ill are expected to contact their respective professors to inform them of their illness. Professors may phone Student Health Services to verify this information and will be told the student was or was not seen by a professional staff member. Particulars of student visits are not shared unless a student completes a release of information form. Parents or legal guardians are notified of serious illness and emergencies at the discretion of the professional staff. For additional information, visit the Student Health Services website (<https://studenthealthservices.quinnipiac.edu>) on the Student Life tab at the top of the page.

Students under the age of 18 must obtain written parental consent prior to obtaining treatment at Student Health Services. The only exceptions are when immediate medical attention is necessary or the student seeks:

1. testing for HIV;
2. an examination or treatment of a venereal disease;
3. mental health treatment;
4. an abortion, or
5. alcohol or drug rehabilitation.

York Hill Campus

Student Health Services also has a location on the York Hill Campus, on the ground floor of the Rocky Top Student Center, opposite the "H" entrance of the Crescent Residence Hall. A health care provider, under the direction of the Student Health Services medical director, is available Monday through Friday, noon to 8 p.m. Again, services are available only to those students who have submitted the required information as outlined above.

Allergy injections are provided at the York Hill Campus on Tuesdays.

Graduate Student Organizations

- Graduate Student Organizations Overview (p. 24)
- Student Organization Policies (p. 27)

Graduate Student Organizations Overview

The Office of Graduate Student Affairs advises and supports graduate student organizations exclusively. A student organization is a group of graduate students who are committed to enriching the learning environment through extracurricular engagement. Student organizations are open to all enrolled Quinnipiac graduate students. All student organizations and respective members are required to adhere to the university policies outlined in this handbook and must be approved by the Office of Graduate Student Affairs.

Graduate student organizations are approved and recognized through the Office of Graduate Student Affairs.

Graduate Student Organizations Biomedical Sciences Student Organization

The Biomedical Sciences Student Organization aims to foster a friendly and engaging community in an inclusive environment that encourages

student-faculty collaboration to better position students for success in various medical professions. A main goal is to provide career support to students aspiring to attend professional schools as well as employment in the Biotech and Pharmaceutical Industries.

Bobcat Project Management Club

The Bobcat Project Management Club is to educate students on the practices of project management and prepare them for working in the field. Members will be actively engaged in project management exercises, attend events, and network with professionals in the field. The organization will engage in projects on campus through collaboration of campus partners. Students will gain practical experience in project management.

EQUIP (Quinnipiac University Interprofessional Practice) Rehabilitation Clinic

The EQUIP Rehabilitation is a student-run, pro bono clinic that operates on Tuesday evenings at Quinnipiac's North Haven Campus. Our clinic offers inter-professional skilled rehabilitation to individuals in the Greater New Haven area who currently do not have access to physical and/or occupational therapy services due to lack of insurance coverage or for those clients who have exhausted their insurance benefits for a specified condition. Services are also available to those who are covered by the Connecticut Husky Plan. Quinnipiac students provide services to clients in teams led by graduate physical and occupational therapy students under the direct supervision of licensed faculty members. In addition to direct skilled rehabilitation services, we at EQUIP are committed to providing community education through a variety of outreach projects.

Graduate Physical Therapy Club

The Graduate Physical Therapy Club strives to increase the community's awareness of physical therapy as a profession as well as encourage students in the graduate PT program to further their knowledge of, and develop personal responsibility for the growth of, the profession. The club serves as a liaison between the graduate PT students, university faculty, and other graduate student organizations on campus. This helps to address student concerns and promote unity and involvement throughout Quinnipiac University's graduate-level programs. The Graduate PT Club sponsors several events and initiatives throughout the course of the year including (but not limited to) speakers/presenters, community service opportunities, and a PT mentorship program. The Graduate PT Club also has a Special Interest Group (SIG) that focuses on spinal cord injuries and issues. The SIG hosts an annual Walk and Roll event with all proceeds benefitting the Connecticut chapter of the National Spinal Cord Injury Association. This organization is open to graduate students in the PT program at Quinnipiac.

Graduate Student Council

The Graduate Student Council consists of students who serve as the governing body for graduate students at Quinnipiac. The organization acts as the medium for graduate student concerns and serves as the official voice of the graduate student population. The Graduate Student Council organizes, sponsors and promotes activities and events that further the interests of graduate students. Graduate students who are interested in getting involved or have a concern about graduate life should email graduatestudentcouncil@qu.edu or call 203-582-GRAD.

Council meetings are held on Sundays at 5 p.m. on the North Haven Campus.

Meetings are held at the North Haven Campus in MNH-165. The meetings are from 5 p.m. until 6 p.m and are open to all graduate students. The dates of the meetings are:

- September 8, 2019
- September 22, 2019
- October 6, 2019
- October 20, 2019
- November 3, 2019
- November 17, 2019
- December 1, 2019
- January 26, 2020
- February 9, 2020
- February 23, 2020
- March 15, 2020
- March 29, 2020
- April 19, 2020

Graduate Social Work Association

The Graduate Social Work Association is to provide support and be a voice for all graduate social work students. In addition, this group creates opportunities to discuss field education. Membership is open to all students currently enrolled in the Quinnipiac Master of Social Work program. This group helps to support Fresh Check which takes place at the Mount Carmel Campus during the fall semester.

Graduate Student Nurses Association

The Graduate Student Nurses Association is to support the development of a professional, scholastic and social community in the Graduate School of Nursing through interaction and inter-relations between all nursing students, faculty, alumni and the greater nursing community, as well as between all other graduate students. This organization is to provide an avenue for student input into programs and policies through such activities as representation on committees, as well as allow for sponsored activities, which will promote professional growth and provide for an atmosphere for ideas.

Quinnipiac Alzheimer's and Dementia Coalition

The Quinnipiac Alzheimer's and Dementia Coalition is to bring awareness to the impact that Alzheimer's disease has on an individual and their loved ones. Our main goal is to increase awareness through educating students, families, and community members, as well as doing our part to fundraise money for a cure. This group participants in the Walk to End Alzheimer's and partners with the Alzheimer's Association to raise awareness of this disease.

Quinnipiac Physician Assistant Student Society

The Quinnipiac Physician Assistant Student Society was established in 1994 by the first class of PA students at Quinnipiac. The purpose of this organization is to promote the physician assistant as a member of the health care delivery team and to participate in community service activities. Membership is open to all students in the QU PA program and

dues are determined on a yearly basis by the officers and members in the society. A PA program faculty member serves as the adviser and provides insight and direction in all student society activities. Each year the QU PA Student Society participates in numerous community-based service projects as well as the national Host City Prevention Campaign (HCPC), co-sponsored by the Student Academy, AAPA, PAF and PAEA. Students have made significant contributions to charitable organizations as well as provided help to those less fortunate. The Quinnipiac University Physician Assistant Student Society has been recognized by the American Academy of Physician Assistants for its significant charitable contributions.

Quinnipiac University MBAs (QUMBA)

The Quinnipiac University MBAs organization provides opportunities for professional discussions on topical issues and concerns, preparation for the workforce, and networking to enhance experiences for all MBA students. QUMBA's mission is to empower students toward leadership positions in the corporate world by providing support, education, professional development and networking opportunities. QUMBA is a great opportunity for graduate students, faculty members and alumnae to interact with one another to gain invaluable skills and knowledge as well as contacts for support.

Saudi Cultural Club at Quinnipiac University

The Saudi Cultural Club at Quinnipiac University is to promote Saudi culture. This club educates others on the stereotypes and public image of Saudi Arabia. The club organizes and celebrates special occasions which includes the two Islamic holidays and the national day in consultation with the Muslim Student Association (MSA) and the Muslim Chaplain. Students who wish to be involved with this group or have questions can contact them at graduatesaudiculturalclub@qu.edu.

Society of Professional Journalists (SPJ)

The Society of Professional Journalists is dedicated to the perpetuation of a free press as the cornerstone of our nation and our liberty. It encourages high standards and ethical behavior in the practice of journalism, fosters excellence, encourages diversity among journalists and inspires successive generations of talented individuals to become dedicated journalists. The chapter schedules workshops and lectures through the year. Information on joining the university chapter is posted at the start of the fall and spring semesters as well as through announcements on the Blackboard site for graduate journalism students.

Eligibility Requirements for Involvement

General Membership

Graduate students who are in good standing with Quinnipiac are eligible for membership in student organizations. Good standing with Quinnipiac, as it pertains to student involvement, is understood to mean that students must:

- possess the minimum 3.0 GPA (some organization requirements may be higher, particularly for leadership positions)
- have good conduct standing

- have met all obligations, financial and otherwise, to Quinnipiac
- adhere to all campus, local and federal regulations

Student Organization Requirements

- The organization must be unique from all other graduate student organizations.
- The purpose or actions of the organization cannot contradict university, state and/or federal policies and laws.
- A minimum of five graduate and/or undergraduate student members are required at all times to remain identified as a student organization by the Office of Graduate Student Affairs.
- Membership of a student organization cannot be limited on the basis of race, gender, religion, nationality, sexual orientation, age or physical limitation.
- Members will remain in good standing per the Eligibility Requirements for Involvement.
- The organization must have one faculty/staff member serving as the organization's adviser.
- The organization must meet with the dean for graduate student affairs or her designee each semester to review membership and budgetary needs.
- The organization must provide meaningful opportunities to enhance and develop leadership skills in members.

Student Organization Privileges

- The organization may use the name of Quinnipiac University in connection with its own name.
- The organization may solicit membership on campus under the organization's name.
- The organization may use Quinnipiac facilities for its programs and meetings in accordance with university policies.
- The organization will be included in the official listing of all graduate student groups.
- The organization may collaborate with other student organizations or university departments when sponsoring trainings and events.
- The organization may request assistance from the Office of Graduate Student Affairs.

Procedure for Establishing a New Student Organization

For a graduate student group to become a recognized organization, the Office of Graduate Student Affairs must formally approve it.

The following parameters must be met to gain approval:

- The proposed organization must be unique from current recognized student groups.
- A minimum of five graduate or undergraduate students are required to start the organization.
- Members must secure a faculty/staff member to serve as the organization's adviser.
- The purpose or actions of the club cannot contradict university, state and/or federal policies and laws.
- Organizations will not be recognized if there is a predetermined amount of liability and risk associated with club activities.

- Membership of the proposed club cannot be limited on the basis of race, gender, religion, nationality, sexual orientation, age, or physical limitation.
- Founding members should be in good standing per the Eligibility Requirements for Involvement.
- Quinnipiac University will not recognize any clubs that involve gambling or club sports.
- The proposed organization must provide meaningful opportunities to enhance and develop leadership skills in members.

If the aforementioned parameters are met, the organization seeking recognition must provide the dean for Graduate Student Affairs or designee the following items:

- a constitution/by-laws for the organization
- a list of leadership for the organization
- a list of at minimum five graduate and undergraduate students interested in being members of the organization
- a proposed budget for the academic year for the organization

Once all the items are received from the graduate student organization, the dean for Graduate Student Affairs or designee will review the documents and decide whether the organization is able to become recognized. If a student organization becomes recognized, but then becomes inactive for a period of one year, the group will have to submit all aforementioned documents to the dean for Graduate Student Affairs or designee again to be recognized and re-activated.

Student Organization Policies

- Membership (p. 27)
- Alcohol and Drugs (p. 27)
- Event Management (p. 27)
- Off-Campus Events (p. 28)
- Competing (p. 28)
- Finance (p. 28)
- Fundraising/Raffles (p. 28)
- Marketing/Advertising/Privacy Rights (p. 28)
- Communication (p. 29)

Membership

Student organizations are open to all enrolled Quinnipiac graduate students.

- Members of a student organization must meet the Eligibility Requirements for Involvement.
- Membership of a student organization cannot be limited on the basis of race, gender, religion, nationality, sexual orientation, gender identity, age and physical limitation.
- Undergraduate students cannot hold an officer position in graduate student organizations.

Alcohol and Drugs

The Office of Graduate Student Affairs, prior to the event, must approve any event with alcohol sponsored by a graduate student organization.

- The possession, sale, use or consumption of alcoholic beverages, while on Quinnipiac University premises or during a student

organization event, in any situation sponsored or endorsed by the student organization, or at any event on or off campus an observer would associate with the student organization, must be in compliance with any and all applicable state and local laws, Quinnipiac University and other organizational policies, and must comply with inter/national organization's third-party vendor guidelines.

- No alcoholic beverages may be purchased through or with student organization funds; nor may the purchase of alcoholic beverages for members or guests be undertaken or coordinated by any member in the name of or on behalf of the student organization, either formally or informally. The purchase or use of a bulk quantity or common source(s) of alcoholic beverages, for example, kegs or cases and/or common excessive quantities of alcohol, is prohibited.
- Open parties or gatherings, meaning those with unrestricted access by non-members of the student organization, without specific invitation, where alcohol is present, are prohibited.
- No members, collectively or individually, shall acquire, serve to, or sell alcoholic beverages to any individuals under the age of 21.
- The possession, sale or use of any illegal drugs or controlled substances while on Quinnipiac University premises or during an event on or off campus that an observer would associate with the student organization is strictly prohibited.
- An event at which alcohol is present may be conducted or cosponsored with a charitable organization if the event is held within the provisions of this policy.
- No member shall permit, tolerate, encourage or participate in games that promote consumption of alcohol at student organization events or at any event that an observer would associate with the student organization.
- For all events involving alcohol, including but not limited to socials, mixers, semifinals and/or formal, the following procedures must be adhered to:
 - The event must comply with all student organization policies and procedures including those listed in this policy.
 - The event must have prior written approval from a member of the Office of Graduate Student Affairs.
 - Food and nonalcoholic/alternative beverages must be provided in appropriate quantities.
 - Failure to meet aforementioned details will result in cancellation of the event.

Event Management

- Graduate Student Affairs must be notified and approve of any events being hosted or co-sponsored by graduate student organizations. An event is defined as a gathering of more than five members of a student organization and/or other students/guests. The following are all deemed events: indoor/outdoor programs, fundraisers, raffles and/or off-campus programs.
- All events being held on campus must reserve a space for the event through the Event Management System (EMS).
- Logistical set-ups provided in on-campus spaces (i.e., tables, chairs, staging, electric) may not be altered in any way without permission from the Office of Facilities.
- All registrations and space reservations must be made 14 days in advance of the proposed event date.
- At least one organizational member must be present at all events.

- Public Safety retains the right to dispatch officers to an event in which may require Quinnipiac University Public Safety or local law enforcement. Public Safety will determine the number of officers necessary.
- The sponsoring organization, in conjunction with Public Safety, is responsible for controlling access and egress to the event. Public Safety may require a security layout. This layout should be completed in conjunction with Public Safety and a copy should be provided to Graduate Student Affairs.
- Events that solicit people other than Quinnipiac students must obtain proper police and fire protection, as well as any required permits from the Hamden or North Haven chief of police. The organization sponsoring the event must pay for any required permits as well as police and fire personnel to be present in numbers proportionate to the size of the anticipated audience. Organizations may consult with the Office of Graduate Student Affairs.
- Outdoor events need to abide by the following additional policies:
 - Events will end no later than 10 p.m., or at the discretion of the Office of Graduate Student Affairs, Department of Public Safety, or the Department of Facilities.
 - Professional staff including, but not limited to, Public Safety, Division of Student Affairs and Facilities, reserves the right to request that sound levels be lowered should noise complaints be received. In addition, professional staff has the right to cancel or prematurely end any outside program deemed to be a danger or threat to the university community. (See Policy Statement on Noise (<http://catalog.qu.edu/handbook-grad/#policiestext>.)
 - No event will be approved to take place during quiet hours or exam hours. (see Quiet Hour/Exam Policy (<http://catalog.qu.edu/handbook-grad/#newitemtext>))
 - Organizations are expected to be courteous of the spaces they are utilizing.
 - Clean-up after event, including but not limited to throwing out all trash, wiping down white/chalk boards, counters and tables, arrange furniture in the way it was set up at the start of event, shut off all AV equipment, etc.
 - Do not run over the time allotted for the space. Another event may be in the space immediately afterwards.
 - If an event has been rescheduled/cancelled, cancel the EMS reservation and notify the Office of Graduate Student Affairs.

Off-Campus Events

- Student organizations are required to submit waivers for all event attendees. The waiver can be found in the Office of Graduate Student Affairs. All waivers must be submitted 24 hours in advance of the event to the Office of Graduate Student Affairs.
- When traveling off-campus, students may utilize their personal vehicles.
- If an event is an overnight event or one at which alcohol is being served/consumed, then an adviser is required to be present. An adviser must be a faculty/staff member employed by the university or a national/international organization representative. Student organizations are responsible for covering the cost of transportation, lodging and dining for the adviser.

Competing

- Student organizations are permitted to compete with the exception of recreational student organizations.

- Student organizations are not permitted to host or participate in events that involve gambling.

Finance

- Student organizations are permitted to acquire money through fundraising, the collection of dues, sponsorship, through a campus department/office or national/international organization, and/or the Office of Graduate Student Affairs.
- For a student organization to receive a budget, it must meet once semesterly with the dean of Graduate Student Affairs or her designee.
- Student organizations are not permitted to establish financial accounts with outside banking organizations.
- Student organizations are required to have a representative at Graduate Student Council meetings to receive funding from Graduate Student Affairs.

Fundraising/Raffles

- Organizations wishing to solicit off-campus companies for material donations (e.g., prizes or materials for events) must have approval for these activities from the Office of Graduate Student Affairs.
- Organizations wishing to charge admission to an event must have approval for these activities from the Office of Graduate Student Affairs.
- Organizations who raise money through fundraising must use that money for that purpose only. Any remaining donations and/or funds will be held. The only exemptions can only be made by the Dean of Graduate Student Affairs or her designee.
- Organizations may not solicit companies for monetary donations or corporate sponsorship, and the exclusive right of a single sponsor to be the sole supporter of any student organization or organizational program is prohibited unless permission has been granted by the dean of graduate student affairs (or his/her designee) and the vice president for development and public affairs (or his/her designee).
- Organizations wishing to host raffles must have approval for these activities from the Office of Graduate Student Affairs.
- Raffles must meet the requirements as stipulated in Connecticut state law. Connecticut state law prohibits giving alcoholic beverages as prizes for contests, drawings or raffles, and 50/50 raffles.
- Tobacco products may not be used as prizes.
- Items (ex. T-shirts, food products, etc.) and/or approved raffle tickets may be sold at approved organizational events only.

Marketing/Advertising/Privacy Rights

- Student organizations wishing to promote their group or an event must gain approval from the Office of Graduate Student Affairs.
- Fliers, posters and/or banners can be submitted for approval in the Office of Graduate Student Affairs (North Haven Campus, MNH-276), Student Organization Suite (Mount Carmel Campus, SC-216) or at the Rocky Top Information Desk. A manager or staff assistant will post the materials on/in the designated bulletin boards/locations. The Office of Residential Life must approve fliers, posters and/or banners to be posted in the residential living area.
- Banners may be hung in the Carl Hansen Student Center, 2nd floor railings of the East Dining wing, overlooking the café, in the Rocky Top Student Center, 3rd floor, overlooking the information booth and main entrance, or on the North Haven Campus in the Center for

Medicine Nursing and Health Science 2nd floor overlooking the stairs to the cafeteria. Banners will not be posted in any other areas.

- Fliers, posters and/or banners must state the name of the sponsoring organization.
- Approved fliers, posters and/or banners will be displayed for two weeks.
- No more than four fliers or posters may be posted at one time in the Carl Hansen Student Center, and two in the Rocky Top Student Center. Only one banner can be hung in each of the student centers.
- The maximum size for a flyer or poster is 18 by 24 inches. The maximum size for a banner is 6 feet by 4 feet.
- All other marketing materials wishing to be distributed must gain approval from the Office of Campus Life or the Office of Graduate Student Affairs.
- The Office of Campus Life, Office of Graduate Student Affairs, Office of Fraternity & Sorority Life and/or a student organization reserves the right to deny marketing materials/advertising including but not limited to those that:
 - promote the use of alcoholic beverages and/or tobacco products
 - advertise off-campus housing unless approved by Residential Life or Graduate Student Affairs
 - promote medical studies or medicines of any kind unless approved by Quinnipiac University
 - promote non-Quinnipiac degree and/or certificate programs of study
 - violate any local, state or federal laws, or university policies
- The Office of Campus Life and the Office of Graduate Student Affairs may choose to refuse advertising that can be considered libelous, defamatory, obscene, in poor taste, is demonstrably false, or otherwise conflicts with the values of the Quinnipiac University community.
- Consistent with the university's obligation to protect students' privacy rights, student organizations shall not publish or broadcast any stories involving student disciplinary matters, either academic or non-academic, until the matter is fully adjudicated by the university or information is released by the university or information is made publicly available by town/state police.

Communication

- Student organization members are required to respond to requests and/or correspondence from university officials within 48 hours.
- Student organizations are encouraged to visit the Office of Graduate Student Affairs in the Center for Medicine, Nursing and Health Science on the North Haven Campus, suite, MNH-276, or call 203-582-GRAD (4723).

Recreation

Campus Recreation

Quinnipiac University campus recreation encompasses a variety of activity programs—intramurals, fitness center/weight room, aerobic/activity classes, "open rec," and special events on all three campuses.

Club Sports

The 2019-20 Quinnipiac University calendar year will be the inaugural year of club sports. The university will recognize 10 club sport

teams beginning in the fall. Club sport teams compete against other universities without the time commitment of an NCAA Division I team.

Club sport teams also are student-run and allow for leadership opportunities. Elected positions include: president, vice president and treasurer.

Each team will announce its tryout process at the Quinnipiac Involvement Fair.

For more information on sports offered and contact info, please visit the Club Sports MyQ page (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmyq.quinnipiac.edu%2FAthletics%2FClubSports%2FPages%2Fdefault.aspx&data=02%7C01%7CMegan.Buda%40quinnipiac.edu%7C83eb7c2c57fe4a3d07ca08d6dd2f611e%7C0940985869fb4de9987990db22b52eaf%7C0%7C0%7C636939592891997569&sdata=Z%2F6WfZNkzCidlcm6rVsZkkyPyxG90V3ZricMGFM%2BRAU%3D&reserved=0>).

Intramural Program

The Quinnipiac intramural program offers a variety of competitive sports activities in a recreational setting. Participants have freedom of choice, equality of opportunity and responsibility for sharing in the planning, supervision and administration of their sports programs. Participants create their own teams, select their level of competition, and vie for coveted championship T-shirts. Nearly 75 percent of the student body participates in one or more intramural activities. Create an account on <http://www.imleagues.com/quinnipiac> to review the programs offered, review league/season deadline and details, create a team or join a team.

The intramural program has work-study positions available for referees and statisticians.

Intramural offerings include:

- Basketball (5-on-5 and 3-on-3)
- Dodgeball
- Flag football
- Ice hockey
- Kickball
- Open skate
- Soccer (indoor and outdoor)
- Tennis (singles and mixed doubles)
- Ultimate Frisbee
- Volleyball (4-on-4 and 6-on-6)
- Wiffle ball

Visit [go.qu.edu/myqintramurals](https://myq.quinnipiac.edu/Athletics/Intramurals/Pages/default.aspx) (<https://myq.quinnipiac.edu/Athletics/Intramurals/Pages/default.aspx>) for more information about intramural sports.

Fitness Classes and Programs

Campus Recreation offers a full schedule of free fitness classes taught by certified student instructors. Activities include a variety of the latest trends, including: Spinning[®], Ugfit[®], Bootcamp, Zumba[®], yoga and pilates.

Classes begin the second week of each semester and there is limited class availability during the summer and winter break. The classes are

scheduled throughout the week and have limited spots, which can be reserved 24 hours in advance. On the Mount Carmel Campus, most classes are open to 40 participants. Class size on the York Hill Campus is typically 15-25 people due to equipment and space.

Open Recreation

“Open Rec” hours are available in both the Recreation Center and the dance studios on Mount Carmel and York Hill campuses. Quinnipiac community members are encouraged to walk or jog on the track; and to play basketball or volleyball in the Recreation Center or use the mirrored dance studios to rehearse. Hours are posted beside the entrance doors of each facility. To see the schedule and reserve your space in a class 24 hours in advance, please go to <http://www.imleagues.com/quinnipiac> and go to the “fitness” tab.

Open Skate and Puck Time

Once a week from October until Finals Week, and the start of the Spring Semester through March, the People’s United Center ice is open for students, faculty and staff to “lace up the skates.” Open skate time is a great way to gather with friends and get a workout on the ice. Open puck time is for hockey players of all skill levels, as it is a non-check scrimmage time. Times change based on availability.

Tennis Court Reservation Procedure on the Mount Carmel Campus

The outdoor tennis courts are available for the Quinnipiac community when the varsity teams are not using them. The varsity tennis team practices daily on the outdoor courts.

Indoor tennis court reservations are available on occasion between the hours of 7 a.m. and 1 p.m. To make a reservation, call the Fitness Center front desk reception area (ext. 8280) or John Somers, fitness coordinator (ext. 6441). Be sure to leave your name and phone number in case they need to change or cancel the reservation. Reservations are on a first-come, first-served basis and subject to prior event reservations.

Fitness Center Policies and Procedures

(applies to Mount Carmel, North Haven and York Hill facilities)

- No one will be admitted without a validated Quinnipiac ID. A card is validated upon completion of the online waiver.
- Cards must be swiped to enter the Recreation Center and again to enter the Fitness Center.
- Appropriate workout clothing is required; full T-shirts are required (no sports bras or halter tops) in the Fitness Center.
- Our staff members are undergraduate work-study students—they are not personal trainers.
- Please wipe down equipment thoroughly after use; paper towels and cleanser are available in each corner in the Fitness Center and in each Cardio Corner of the track.
- Please replace all dumbbells and plates after use.
- The use of chalk is prohibited.
- Food and/or beverages are not permitted in any part of the Recreation Center; water fountains are located within or near every recreation area.

- The computerized sign-up for cardio equipment is located at the Recreation Center reception desk.
- You must sign up for all cardio equipment (limit: 30 minutes per piece).
- You must attend to sign up; no phone reservations.
- You may not sign up more than two hours in advance.
- Use of the facility is at your own risk. Request help if you are unfamiliar with the equipment.
- Immediately report any injury or facility/equipment irregularity to the staff member on duty. Injured parties must report to the Health Center.

Note: Policies and procedures are designed to enhance the safety and cleanliness of our recreational facilities. Please be considerate to the recreation staff and other patrons using the facility.

Hours (Mount Carmel Campus)

Monday–Friday: 7 a.m.–11 p.m.
Saturday and Sunday: 10 a.m.–11 p.m.

Hours (York Hill Campus)

Monday–Thursday: 7 a.m.–11 p.m.
Friday: 7 a.m.–9 p.m.
Saturday: 10 a.m.–9 p.m.
Sunday: 10 a.m.–11 p.m.

Hours (North Haven Campus)

Monday–Thursday: 7 a.m. –7 p.m.
Friday: 7 a.m. –4 p.m.
Saturday–Sunday: closed

Hours may change on university holidays and snow days. Check MyQ for updates.

Guest Policy

All guests must have a photo ID and complete a waiver/ consent form and an information card during their first visit. These forms are available at the Fitness Center reception desk. Each host is permitted one guest at a time who must be 18 years or older. The host must sign a waiver form, remain with his/her guest at all times and assume responsibility for the actions of that guest. The same person may be signed in as a guest only three times per year—regardless of who signs them in. Faculty and staff are not permitted to have guests in the Fitness Center. Family members (spouses, children) are not permitted to use the center.

Locks/Lockers/Attire

Locks may be signed out at the reception desk for daily use upon presentation of the QCard. Men’s locker rooms are located across from the Fitness Center; women’s locker rooms are upstairs opposite the dance studios. Full T-shirts are required in the Fitness Center.

All items left unattended are not the responsibility of the Fitness Center or its employees.

Student Code of Conduct Process

The purpose of the Student Code of Conduct process at Quinnipiac University is to review potential violations of Quinnipiac community standards. It must be emphasized that the legal responsibilities and

liabilities of Quinnipiac reside with the board of trustees. The board of trustees vests in the president or his designee the authority to hear and resolve final appeals in any matter. Further, the code of conduct represents the concept that a disciplinary process should be an educational experience that fosters responsibility for individual actions and how those actions impact the community.

Primary supervision of the Student Code of Conduct process rests with the vice president and dean of students. The associate dean of student affairs is responsible for advising the vice president and dean of students on administration of the Student Code of Conduct process.

The vice president and dean of students or designee has the authority to determine those very serious violations of the university's Student Code of Conduct that require immediate attention.

All other conduct cases are reviewed by a conduct officer under the direction of the director of student conduct and community standards. Individuals may request an appeal provided they attended their original conduct meeting, have grounds for an appeal as stated in this handbook, and complete appropriate paperwork. The appeal decision is final.

The day-to-day safety and health operations and business practices of Quinnipiac do not fall under the purview of the code of conduct process. Furthermore, an officer of Quinnipiac or a duly authorized individual acting on behalf of Quinnipiac may take immediate action toward a person(s), if that person(s) is perceived to be a threat to his/her life, health or safety and/or that of others.

Basic Policies and Principles

Every community has standards and traditions governing the behavior of its members to ensure the basic rights of individuals, as well as to reflect the practical necessities of the community. The Quinnipiac community is no exception and, perhaps more than others, depends upon the maturity and sense of responsibility of its members. These basic policies and principles and accompanying conduct procedures are designed to ensure that the rights of community members are protected, and that the educational process may proceed without impairment.

Advisers

Excessive legalism can be a disservice to Quinnipiac and its community of students, faculty and staff. Legal counsel/attorneys, parents and/or family members are not permitted to participate in any conduct meeting. A member of the Quinnipiac faculty, staff (excluding any relative employed by the university) or student body may attend the meeting in the role of an adviser. Advisers serve as a moral and emotional support for students during conduct meetings, and can assist them with their meeting preparation. Advisers are not permitted to advocate for a student or speak on their behalf during a conduct meeting. Students who are witnesses to an incident or are involved in the same student conduct matter cannot serve as advisers.

Amendments

Quinnipiac reserves the right to amend the Student Code of Conduct or related processes at any time.

Bias-Related Incidents

Quinnipiac University fosters respect for each individual by honoring the differences inherent among people. As a community of learners and scholars, we recognize and appreciate our common humanity. As such, bias-related violations of the Student Code of Conduct directed toward

a person or group because of factors such as race, religion, ethnicity, ability, national origin, age, gender identity, gender expression, sex, sexual orientation or veteran status may be assessed enhanced sanctions.

Fines and Restitution for Damages

Students responsible for damage and vandalism to Quinnipiac property may be required to pay restitution. In cases where damage or vandalism is done to common areas, and the student(s) who are responsible cannot be determined, students sharing that common area share in the cost of the restitution. Residents are responsible for reporting individual damages to their residence hall director, the Office of Facilities and/or the off-campus property management company, as soon as they occur. Residents are not permitted to make their own repairs.

While intentionally damaging the property of another person or entity is a violation of the Student Code of Conduct, the university will not assign, oversee, manage or assure restitution when the university is not a party.

The Dean of Students Office reserves the right to assign monetary fines for violations of the Student Code of Conduct as appropriate.

Identification

All Quinnipiac students must carry their university QCard and provide it to university personnel (i.e., residence hall director, public safety officer, resident assistant, etc.) upon request. Visitors must carry their university visitor pass and state-issued photo identification at all times.

Jurisdiction

The Student Code of Conduct shall apply to conduct that occurs on university-owned or leased property and at university-sponsored events. In addition, Quinnipiac reserves the right to address, through the Student Code of Conduct process, incidents that occur off campus that may endanger the health, safety and welfare of self or others and/or adversely affect the university and/or the pursuit of its objectives. Each student shall be subject to the Student Code of Conduct from the time of application for admission through the awarding of a degree at Commencement, as well as during periods between terms of actual enrollment, study abroad and leaves of absence or suspension. Complaints against people who have already withdrawn or graduated from Quinnipiac will not be subject to the Student Code of Conduct Process.

Facilities Access and Other Contraband Searches

The university reserves the right at any time with or without notice to search all university-owned or leased property and all vehicles, packages, containers, briefcases, backpacks, purses, lockers, desks, enclosures and persons entering or leaving its property for the purpose of determining whether any weapons or other contraband has been brought onto its property, for the purpose of inspection or repair, to preserve the health and safety of the university community, or for suspected violations of university policy. Any person who refuses to promptly permit a search under this policy may be denied immediate and future access to university property and/or subjected to the Student Code of Conduct process. Public Safety staff members will use their discretion to contact local law enforcement if weapons or other contraband are located during a search that constitutes a violation of Connecticut law.

Standard of Information

A conduct officer will find a student responsible for a conduct code violation if the violation is shown by a preponderance of the information presented; that is, based on information that the conduct officer finds credible and convincing, it is more likely than not that the student is responsible for violating the Student Code of Conduct.

Student Conduct Holds

Students who fail to complete student conduct sanctions by the assigned deadline will have a hold placed on their student account. Conduct holds may impact a student's ability to see his or her grades online, obtain a copy of his or her university transcript or register for housing or for classes.

Refunds

Students who are suspended, dismissed or expelled from the university for disciplinary reasons will only be entitled to a refund based upon the applicable refund percentage in effect at the time of the student's separation from the university (within the first five weeks of the semester). A student who is suspended, dismissed or expelled will be charged all administrative fees as prescribed.

Students who are suspended from university housing for disciplinary reasons are not entitled to a refund unless the suspension occurs within the first two weeks of the academic year, per the Refund Policy for Termination of Residency in University Housing. Students suspended from university housing forfeit all housing deposits paid to the university.

Students placed on an interim suspension from the university or university housing who are later reinstated to the university or university housing are not entitled to a refund for the period of their separation.

Title IX Grievance Procedures

Any incident that involves behaviors included under the Student Code of Conduct #6 (p. 32) and/or involves gender-related harassment or discrimination will fall under the investigation and grievance procedures established by the Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct (p. 81).

Victim Information

Community members who are victims of a reported crime against their person or property may be entitled to information, upon written request, about university disciplinary proceedings related to that crime pursuant to the Federal Educational Rights and Privacy Act and the Higher Education Opportunity Act of 2008, section 493. Students who are alleged victims of a sexual offense or one of the following crimes of violence, as defined by the U.S. Department of Education, may be entitled to information:

- arson
- assault offenses
- burglary
- criminal homicide
- destruction, damage and vandalism of property
- kidnapping/abduction
- robbery

Students who have requests or questions should contact the director of student conduct and community standards. All information provided by

the director of student conduct and community standards will be given verbally and directly to the victim. Information will not be provided to another person, even at the victim's direction or request.

Electronic Communications

Quinnipiac University encourages its students to become involved and connected to the community in as many ways as possible. The Internet has provided additional ways for communication to occur. However, with these additional means of networking and communicating, community members must exercise extra care and diligence. Students must be aware of the added responsibility associated with these opportunities for networking and communicating.

Communications on sites such as Facebook, Instagram, YouTube, Snapchat, Twitter and personal blogs, though logins are often required, represent public and open communication. Communications on such sites are not specifically monitored by Quinnipiac officials, but may be brought to the attention of officials when seen as possible violations of the Student Code of Conduct. As with other public arenas, information found on Internet sites is acceptable as information in conduct meetings and other proceedings. Information that is acceptable may include but is not limited to: wall postings, journal entries, blog postings, pictures, media, online comments, "tweets" and other openly accessible communications.

Messages between individuals—instant messages, text messages, email, Facebook messages, or other electronic forms of communication—may also be used in the conduct process.

Students should be aware that the Internet is considered a public forum and information posted there can be viewed by anyone. Students are encouraged to use caution with information made available to others online and through social media.

Student Code of Conduct

All Quinnipiac students are responsible for abiding by the standards of the Quinnipiac community, and those who violate them are subject to disciplinary action. Any attempt to violate the policies and regulations of Quinnipiac is considered sufficient information for having committed the violation itself. Moreover, Quinnipiac recognizes and respects local, state and federal laws and does not provide safe haven or sanctuary for students who violate such laws.

The university may pursue enforcement of its own policies, whether or not legal proceedings are underway or forthcoming, and may use information from third-party sources, including but not limited to law enforcement agencies, the courts and outside media to determine whether Quinnipiac's policies have been violated. Conversely, Quinnipiac makes no attempt to shield members of the university community from the law, nor does it intervene in legal proceedings against a member of the community. These standards are announced in writing to give students general notice of community standards. The standards should be read broadly and are not designed to define misconduct in exhaustive terms.

The Student Code of Conduct process may review and impose sanctions on an individual or group involved in any criminal or civil offense. Violations of specifically stated policies as written in the Student Handbook, or otherwise distributed or published rules of Quinnipiac, are prohibited. These include but are not limited to:

1. Alcohol

Students should review and are expected to abide by Connecticut state laws and the Quinnipiac alcohol policy as published in the Student Handbook, or otherwise distributed or published by Quinnipiac.

- A. Members of the Quinnipiac community or guests/visitors under the age of 21 may not possess or consume alcoholic beverages.
- B. Individuals may not distribute, transport, serve and/or purchase alcohol to/for minors.
- C. Students who are disruptive as a result of intoxicated behaviors due to the consumption of alcohol or illegal drugs are subject to disciplinary action.
- D. Kegs/beerballs, common sources, and/or excessive quantities of alcoholic beverages are prohibited.
- E. Large gatherings or events where alcohol is present are prohibited.
- F. Possession or use of drinking paraphernalia, devices and/or games that promote consumption of alcohol (i.e., beer bong, beer-pong tables, funnels, empty alcohol containers, etc.) are prohibited. Such items may be confiscated and not returned.
- G. Possession or consumption of alcoholic beverages in public areas, except where designated, or at university events where alcohol is not served, regardless of age, is prohibited.
- H. Selling of alcoholic beverages without a license is prohibited.

2. Controlled Substances

- A. The possession and/or use of illegal or harmful drugs is prohibited.
- B. The manufacture, distribution, possession with intent to sell and/or sale of prescription medication, illegal or harmful drugs is prohibited.
- C. The possession and/or use of drug paraphernalia is prohibited.
- D. The improper possession and/or misuse of prescription medication is prohibited.

3. Civility and Respect

Quinnipiac expects students to be mature, honest and responsible members of the campus and the larger community. Behavior that infringes upon the rights, safety, and privileges of another person, or impedes the educational process of Quinnipiac is unacceptable. Quinnipiac prohibits:

- A. conduct that is disruptive to the university community, disturbs the peace, obstructs university objectives and/or operations, interferes with the rights and/or activities of others and/or interferes with the performance and duties of university staff
- B. failure to comply with the Good Neighbor Policy
- C. failure to comply with the Bias, Harassment and Discrimination Policy
- D. violation of Residential Life Quiet Hours Policy

- E. Misconduct on the university shuttle and/or shuttle stop (including, but not limited to, damage, vandalism, verbal and/or physical abuse and intoxication)

4. Complicity

Quinnipiac prohibits students, through act or omission, from assisting another student or group in committing a violation of the Code of Conduct. Students who are present when the Code of Conduct is violated may be held responsible, even if they are not directly involved in the violation itself, when they could reasonably remove themselves from the situation.

5. Harassment, Abuse, Health and Safety

Quinnipiac prohibits:

- A. personal harassment, intimidation and/or verbal abuse
- B. the threat to inflict physical harm, physical abuse, or injury to any person
- C. actions that inflict physical harm, physical abuse, or injury to any person
- D. non-physical or physical coercion
- E. slanderous, false or malicious statement(s) about a person or defamation of character
- F. endangerment of the health and safety of self and/or others
- G. operating a motor vehicle while under the influence of any substance is prohibited.

6. Gender-Based Discrimination and Harassment

Quinnipiac University is committed to providing an environment free from gender-based or sexual discrimination and misconduct. Members of the university community, guests and visitors have a right to be free from sexual harassment, violence and gender-based discrimination and harassment. Please refer to the full Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct (<https://catalog.qu.edu/university-policies/titleix-policy>). Quinnipiac prohibits:

- A. sexual harassment
- B. non-consensual sexual contact
- C. non-consensual sexual intercourse
- D. sexual exploitation
- E. intimate partner violence
- F. stalking

7. Hazing

Hazing is defined as, but not limited to, any action taken or situation created intentionally as a method of initiation into any student organization, student athletic team or group of students, in which there is a perceived or real power differential between members, to create mental or physical discomfort, embarrassment, harassment, ridicule, physical or psychological shock, or possibly mental or physical injury. The expressed or implied consent of the person being hazed will not be a defense. Knowledge of, apathy toward or acquiescence in the presence

of hazing are not neutral acts and will be construed as violations of this standard.

8. Property

- A. Unauthorized use, misuse or possession of another's property or Quinnipiac property is prohibited.
- B. The theft of another's property or Quinnipiac property or unauthorized possession of another's property or Quinnipiac property is prohibited.
- C. Damage and/or vandalism to another's property or Quinnipiac property is prohibited.
- D. Tampering with locks and duplication or unauthorized use of Quinnipiac keys or access cards is prohibited.
- E. Propping or tampering with doors to prevent them from closing or locking is prohibited.
- F. Creating messes and littering on campus or university-owned property is prohibited.
- G. Throwing, launching or propelling objects is prohibited.
- H. Failure to report damage is prohibited.

9. Orders and Directions

- A. Failure to comply with reasonable directions of Quinnipiac officials (or someone acting in the name of Quinnipiac) is prohibited.
- B. Harassment, intimidation and/or verbal abuse of Quinnipiac officials (or someone acting in the name of Quinnipiac) acting within the scope of their duties is prohibited.
- C. Unauthorized entry into or use of Quinnipiac property or attempting to gain entrance to unauthorized premises is prohibited.
- D. Fleeing the scene of an incident is prohibited.
- E. False 911 and/or campus emergency system calls both on and off campus are prohibited.

10. Misuse of Documents/Property

- A. Knowingly using or furnishing false information or identification to a Quinnipiac official (or to someone acting in the name of Quinnipiac) is prohibited.
- B. Forgery, alteration or unauthorized possession of Quinnipiac documents, records or instruments of identification is prohibited.
- C. Forgery, alteration, possession or manufacturing or distribution of false identifications, documents or records is prohibited.
- D. Unauthorized use of Quinnipiac's name or logo or failure to use Quinnipiac's name or logo in a manner consistent with its designated objectives is prohibited.
- E. Violation of the Computer and Information Resources Policy (see below) is prohibited.

11. Fire and Fire Protection Systems

- A. Tampering, damaging or removing fire safety equipment is prohibited.
- B. Causing or attempting to cause a fire or false fire alarm is prohibited.
- C. Failure to evacuate during fire alarm or emergency is prohibited.
- D. The setting of fires, arson or adding to unauthorized fires is prohibited.

12. Firearms, Weapons and Explosives

- A. Possession, storage or use of firecrackers, fireworks, fire bombs, smoke bombs or any other explosive device is prohibited.
- B. Possession, transportation, storage or use of firearms, air guns, paint ball guns, BB guns, any other dangerous weapon or weapon facsimile is prohibited.
- C. Bomb scares or threats are prohibited.

13. Misuse of University Funds

- A. Embezzlement or misuse of the funds of the university and/or its student organizations is prohibited.
- B. Forgery, falsification or alteration of student employee timesheets or misuse of the Kronos system is prohibited.

14. Abuse of the Student Conduct Process

- A. Providing false statements during conduct proceedings is prohibited.
- B. Harassment and/or intimidation of a conduct officer, witness, victim, or other involved party prior to, during and/or after a conduct proceeding is prohibited.
- C. Failure to appear at an investigation meeting and/or failure to fulfill the terms and conditions of sanctions imposed is prohibited.

15. Gambling

Gambling or being part of a gambling ring, bookmaking or illegal transactions are prohibited.

16. Smoking and Tobacco

Violation of the Policy Statement on Smoking and Tobacco.

17. Solicitation and Promotion

Solicitation and promotion are prohibited at the university and in the residence halls.

- A. The direct sale of merchandise or services, and the solicitation of donations (with or without products or services rendered) without university approval is prohibited.
- B. Posting or distributing solicitation materials in unauthorized areas is prohibited.

18. Residential Life

Violation of Residential Life Policies (<http://catalog.qu.edu/handbook-undergrad/#residentiallifetext>), as listed in the Residential Life section of the Student Handbook.

19. Visitor and Guest Policy

Violation of the Policy Statement on Overnight Visitors and Guests (<http://catalog.qu.edu/handbooks/undergraduate/university-policies/overnight-visitors-guests>).

20. Federal, State and Local Laws

Students who are sanctioned, criminally or civilly, or formally charged and/or convicted of a violation of federal, state or local law, which adversely affects the community and/or the university and the pursuit of its objectives, may be subject to disciplinary action.

21. Risk Management Policy

Violation of the Policy Statement on Risk Management (<http://catalog.qu.edu/handbook-undergrad/#studentorgstext>) as listed in the Organizations section of the Student Handbook.

22. Student Organization Policy

Violation of the General Policy Statement for Student Organizations (<http://catalog.qu.edu/handbook-undergrad/#studentorgstext>) as listed in the Organizations section of the Student Handbook..

Student Code of Conduct System

The Quinnipiac University Student Code of Conduct System consists of conduct meetings and appeal meetings. All proceedings are conducted according to the procedures set forth in this handbook.

Students accused of an alleged violation of policy are notified and given their procedural rights in writing and/or electronically by a conduct officer. At the time of the conduct meeting, procedural rights are reviewed and students are asked to declare whether they are or are not responsible for the alleged violation. Students and parents are encouraged to contact the Dean of Students Office with questions about the code of conduct process and procedural rights.

Interim Measures

Interim Disciplinary Suspensions

Quinnipiac recognizes that its philosophy is linked with the protection of its students, faculty, staff and property. The vice president and dean of students or designee has the authority to immediately suspend from the university or residential housing any student who is a threat to self or others or who, due to the severity of the underlying incident, may be subject to a separation from residential housing or the university. Students placed on an immediate suspension from the university are not permitted on university-owned, operated or leased property.

No Contact Orders

The No Contact Order is a written directive on behalf of the University halting communication between current students during the course of an investigation or following the outcome of an investigation. The No Contact Order includes any contact or communication including by not limited to, physical contact (with person or property), telephone calls, voicemail, text and e-mail messages, all electronic communications, letters, parcels and notes. Failure to comply with the directive may result in a violation of the Code of Conduct. Students will be notified should there be a change of status in the No Contact Order.

Examination and Vacation Periods

During examination, vacation and other periods, conduct meetings may occur as necessary. A conduct meeting may be called during these

times if deemed necessary by the associate dean of student affairs or designee. All decisions rendered during this interim period must conform to the spirit of the code of conduct process as expressed in this handbook.

Proximity to Graduation

Exceptions may be granted only if a serious incident occurs within three weeks of the final semester of any graduating senior. Under such circumstances, the executive vice president/provost and vice president and dean of students may or may not allow a student to complete his/her course work for credit if such arrangement can be practicably accomplished without the student returning to campus and if such an accommodation is merited in their view based on circumstances on a case-by-case basis. An expelled student may not participate in graduation exercises or return to campus or the university for additional course work and, except for the possibility of a senior in his/her last three weeks of school, an expelled student will not receive a Quinnipiac diploma.

Conduct Procedures

The initial incident report describes the behavior and appropriate facts and details relating to the incident at issue and identifies witnesses where appropriate. Initial information about an incident is submitted or released to residential life staff, the public safety department or the Dean of Students Office for appropriate action. The information typically describes alleged behavior and facts detailing the incident.

Upon receipt of the information and, if necessary, a completed investigation by a university investigator, the assigned conduct officer schedules a conduct meeting, which is usually held within ten business days following the receipt of the information or investigation report. A notice of the time, date and place of the meeting is sent to the student via electronic mail at least 48 hours prior to the meeting.

A request for postponement of up to five additional business days for a conduct meeting can be made to the conduct officer. The request must be for good cause and is subject to the availability of the conduct officer. The parties involved are responsible for checking their Quinnipiac email account during examination and vacation periods. Not checking the student's email account is not an acceptable request for postponement. Conduct cases are heard as scheduled with or without the student present, and regardless of a student withdrawal from the University.

Student Procedural Rights in the Student Code of Conduct Process

A student who has been charged with a violation of the Student Code of Conduct is granted fundamental fairness in the form of the following rights as part of this process:

- **Notice**—The right to be informed, in writing, of the specific alleged violation(s) of the Student Code of Conduct in which the student is suspected of involvement.
- **Procedures**—The right to be informed verbally and/or in writing of the conduct procedures.
- **Information**—The right to know the nature of the information at the time of the meeting and object to information being heard that is unrelated to the incident cited in the report.
- **Witness Statements**—The right to present written witness statements in a conduct meeting.
- **Adviser**—The right to have a Quinnipiac faculty or staff member (excluding any relative employed by the university) or student attend the meeting in the role of adviser. This individual may not address

the conduct officer, but may consult freely with the student. Legal counsel/attorneys, parents and/or family members and students involved in the underlying incident are not permitted to attend any conduct meeting as an adviser.

- **Meeting**—The right to request a postponement, subject to the availability of the conduct officer, of up to five business days from the original conduct meeting.
- **Privacy**—The right to have all records, files and proceedings kept appropriately private.
- **Written Decision**—The right to have a written decision letter documenting the results of the conduct meeting.
- **Appeal**—The right to request an appeal of a conduct meeting, if found responsible. Students who fail to attend their conduct meeting forfeit their right to request an appeal.

Witness Statements

Witnesses are those individuals who provide information based on personal knowledge or experience of the incident. The conduct officer has the option of communicating with witnesses as deemed appropriate. Character statements are not considered valid witness statements.

Conduct Meeting

At a conduct meeting, a conduct officer, the student and their advisers are present. The conduct officer reviews the procedural rights of the student. The incident report may be read and the alleged violations based on the report are explained. The student is asked to declare if he/she is responsible for any of the alleged violations. The student has the option to waive his/her right of 48-hour notification.

The student presents their information, which may include witness statements acquired by the student. After the presentation, the conduct officer engages in a conversation with the student. The conduct officer decides if the student is responsible or not responsible for the charged violations. The sanction may be announced and explained either at the meeting or within three business days as determined by the conduct officer. At the time the decision is rendered, the student signs the conduct meeting agreement acknowledging the finding and sanction. The student has the right to request an appeal, if found responsible for any violation.

Recordings and Disciplinary Records

Students are not permitted to record conduct meetings. Disciplinary records, excluding dismissals and expulsions, are retained electronically for seven years after the incident date. All dismissal (if the student does not return to Quinnipiac) and expulsion records remain permanently on file. All conduct meetings are closed. The conduct officer, the student and his or her advisers, and a member of the Dean of Students Office or appropriate university staff member are the only individuals permitted to participate at a conduct meeting. The university does not permit the release of any recordings or disciplinary records to parties outside the university.

The university reserves the right to have university counsel present at any conduct meeting.

Findings

The student must receive the decision of the conduct officer in writing within three business days after the conduct meeting.

Sanctions

Violations of the Student Code of Conduct may bring one or more sanctions. Sanctions include, but are not limited to:

1. **Expulsion**—The permanent separation of the student from Quinnipiac University, university-related events/activities and Quinnipiac owned, operated or leased property. All expulsions will appear on the student's transcript.
2. **Dismissal**—The separation of the student from Quinnipiac University, university-related events/activities and Quinnipiac owned, operated or leased property for an indefinite period of time. Readmission to Quinnipiac may be possible in the future by petition and demonstration of satisfactory completion of conditions set forth by the student's decision letter to the appropriate conduct officer, after the date noted in the decision letter.
3. **Suspension from the University**—The immediate exclusion from classes, Quinnipiac-sponsored internships, externships or clinical assignments, residence halls and university-owned, operated or leased property. Suspension occurs for a specific period of time at the end of which a student is reinstated to his/her former student status.
4. **Deferred Suspension from the University**—A suspended removal from Quinnipiac University for a period of time. Any violation of policy committed during this period causes the suspension to take effect immediately. The length of time is determined by the conduct officer.
5. **Suspension from the Residence Halls**—A suspension and removal from the residence halls for a period of time. Students who are suspended from the residence halls may not reside in or visit any university-owned residential facility.
6. **Deferred Suspension from the Residence Halls**—A suspended removal from Quinnipiac University residential living area. Any violation of policy committed during this period causes the suspension to take effect immediately. The length of time is determined by the conduct officer.
7. **Campus Restriction**—The prohibition of a student from being present in a particular building or area of Quinnipiac property and/or taking part in a particular university-sponsored activity.
8. **Disciplinary Probation**—A period of time, not to exceed one calendar year, determined by the conduct officer, during which the student's actions are subject to close examination. Sanctions attached to disciplinary probation may include, but are not restricted to, the following:
 - Denial of the right to participate in certain Quinnipiac activities, or eligibility to represent Quinnipiac in any cocurricular activity or athletic event.
 - Prohibition from holding office in any student group or organization.
9. **Loss of Privileges**—A student is prohibited from participating in designated social events or activities, such as, but not limited to: attending athletic events, senior week, campus concerts, participation in student organization activities or other university events/activities.
10. **Student Conduct Warning**—A notice to the student informing him/her that further violations of the Student Code of Conduct may result in more severe sanctions, including placement on disciplinary probation.
11. **Restitution**—The student is required to make payment to Quinnipiac for damages incurred as a result of violations of the Student Code of Conduct.
12. **Fines**—Students may be fined for violations of specific policies or procedures as outlined in the Student Handbook and/or other published or distributed materials.

13. **Removal of Property**—A student may be requested to remove property that disturbs others, endangers an individual's health or safety or is involved in a violation of the Student Code of Conduct.
14. **Educational Sanctions**—Additional sanctions such as facilitating a program, writing a paper, attending a program/class, or completing an online program may be a part of any disciplinary sanction assessed for violations of the Student Code of Conduct.

Notification of any of the above may be sent to appropriate Quinnipiac offices and parents/legal guardians.

Appeals

Conduct meetings may be appealed to a conduct officer appointed by the director of student conduct and community standards. To receive an appeal meeting, the student must specify the grounds upon which the appeal is based, and how those grounds materially affected the outcome (responsibility or sanctions) of the original meeting. Appeals are accepted for the following grounds:

- Additional and/or new relevant information not available at the time of the conduct meeting.
- An error in the conduct process, as outlined in the Student Procedural Rights or the Student Code of Conduct process that materially affected the outcome of the conduct meeting.

Students must submit a completed appeal form (https://cm.maxient.com/reportingform.php?QuinnipiacUniv&layout_id=2) and a formal letter of appeal within two business days after receipt of the conduct meeting decision for the appeal to be considered. The letter of appeal must be completed by the student himself/herself submitted directly from the student's Quinnipiac account. Sanction(s) imposed by the conduct officer may be held in abeyance by the director of student conduct until the appeal is acted upon by the appeal officer. When the student is suspended from the residence halls or the university pending a conduct meeting, the suspension status remains as stated pending the appeal meeting. If it is determined the sanction is to be held in abeyance, it is not official until the formal letter of appeal is filed. The letter of appeal specifies the grounds upon which the appeal is based, and how those grounds materially affected the outcome of the original meeting. Students who fail to attend their original conduct meeting forfeit the right to request an appeal.

The appeal officer determines whether or not there are grounds for an appeal meeting. If the appeal officer determines that an appeal meeting should be granted, he or she may conduct a formal appeal meeting. Similar to the conduct meeting, students may bring an adviser to the appeal meeting. Parties from the initial conduct meeting, investigation and/or documentation may be called to attend the appeal meeting or spoken to separately by the appeal officer. If the sanction imposed by the conduct officer is expulsion, dismissal or suspension from the university, an appeal meeting is automatic should they request one.

The appeal officer may decide:

- To concur with the conduct officer. In this case, the initial decision is final.
- To modify the finding(s) and/or sanction(s) decided by the conduct officer(s).

The appeal decision is final.

Quinnipiac University Policies

- Academic Integrity Policy (p. 37)
- Academic Good Standing Policy for Undergraduate Students (p. 46)
- Student Records Policy (p. 47)
- Leaves of Absence (p. 48)
- Policy Statement on Disabilities (p. 49)
- Policy Statement on Student Exposure to Bloodborne Pathogens (p. 70)
- Policy Statement on Hazing (p. 70)
- Policy Statement on Animals (p. 71)
- Policy Statement on Noise (p. 76)
- Policy Statement on Parental Notification (p. 76)
- Policy Statement on Posting (p. 76)
- Policy Statement on Smoking and Tobacco (p. 77)
- Policy Statements Regarding Student Organization Use of Media (p. 77)
- Policy Statement on the Use of Computer and Information Resources (p. 77)
- Quinnipiac University Unmanned Aircraft System (UAS)/Drone Policy (p. 79)
- Policy Statement on the Prevention of Alcohol Abuse and Other Drug Use or Abuse (p. 79)
- Harassment and Discrimination Policy (p. 81)
- Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct (p. 81)
- Grievance Policy (p. 91)
- Good Neighbor Policy (p. 92)
- Policy Statement on University Shuttles (p. 92)
- Policy Statement on Overnight Visitors and Guests (p. 93)

Academic Integrity Policy

Quinnipiac University emphasizes integrity as one of its guiding principles.

This policy, overseen and administered by the Office of Academic Innovation and Effectiveness, is part of the larger educational effort at Quinnipiac University in which community members learn and practice ethical behavior. All members of the Quinnipiac University community are expected to commit themselves to personal and academic integrity. Read the full Academic Integrity Policy (<http://catalog.qu.edu/university-policies/academic-integrity-policy>).

Introduction

A. Integrity: The Foundation of Quinnipiac University ¹

In its Mission Statement, Quinnipiac University emphasizes its commitment to be an academic community. As an academic community, our students, faculty and staff work together to acquire and extend knowledge, develop skills and competencies and serve the greater good of our nation and local communities. Our individual and collective inquiry and pursuit of knowledge are only possible when each of us in the community is aware of and strives to maintain a code of ethical practice and integrity. All communities, though diverse in their individual members, are based on a shared set of beliefs and values that serve as

their foundation. **At Quinnipiac, our community has chosen integrity as one of its guiding principles.**

Integrity means upholding a code or standard of values. In its most general sense integrity also means being complete. As an academic community, the completeness that we seek includes asking each individual to see her/his life as a whole, and to understand how the actions that he/she takes affect self, others and the community. Individual actions also impact the community of higher education as a whole. In keeping with this commitment to the Quinnipiac community and the larger community of higher learning, Quinnipiac is a member of the Center for Academic Integrity (CAI), a consortium of institutions of higher education committed to the principle of integrity. Our Academic Integrity Policy is based on the five fundamental values outlined by the CAI: honesty, trust, responsibility, fairness and respect.

Quinnipiac expects all members of our community, students, faculty and staff, to uphold these five standards of integrity and to contribute to our larger culture of integrity.

Honesty

Honesty is the bedrock upon which integrity is based. Academic and professional honesty require that each individual conduct herself or himself openly and in keeping with the truth. Even more importantly, honesty requires actively searching for and upholding the truth. Honesty is critical for the production and exchange of knowledge and ideas that are the hallmark of an institution of higher learning.

Trust

Trust is essential for an academic community. Academic work almost always builds upon or extends from the work of others and all members of the community must respect the work of others. Each individual must trust that community members undertake their work in such a way that we build our knowledge, while freely and openly admitting our dependence upon the work of others. Community members also must endeavor to be worthy of the trust others have placed in us. This foundation of trust is vital to our community of inquiry and learning.

Responsibility

An academic or professional community provides its members with support, fellowship and intellectual stimulation. The price of these benefits is responsibility to the community. Therefore, all members of the university community must not only be committed to ethical practices themselves, but also must bear the responsibility of helping to encourage integrity among all community members.

Fairness

True communities celebrate the differences among their members while upholding the general principle that each individual should be treated equally. This basic principle of fairness to all is an aspect of integrity that guarantees each of us freedom to express our own individuality. This standard of fairness also carries the burden, however, of fair sanctions to those who violate the standards of the community.

Respect

The university is a gathering place where students and faculty come to learn about different ideas, cultures and ways of thinking – even those with which we may strongly disagree. This learning environment can be maintained only with mutual respect. This respect must be present in the classroom, in our everyday encounters with each other, and in our individual work. Respect means listening to others, evaluating and criticizing their ideas fairly, and properly acknowledging all sources of material that are not originally ours.

B. Expectations for Integrity at Quinnipiac University

This policy is part of the larger educational effort at Quinnipiac University in which community members learn and practice ethical behavior.

All members of the Quinnipiac University community are expected to commit themselves to personal and academic integrity and to the five fundamental values by

- Being honest in what they say, don't say, do and don't do
- Trusting others and being worthy of trust
- Acting responsibly and expecting responsible behavior from others
- Treating other members of the community fairly, and expecting fair consequences when mistakes are made
- Treating other members of the community and the educational process with respect, and expecting respect for oneself, one's views and one's abilities.

In keeping with these values, Quinnipiac University expects its community members to comply with the usual expectations for honest academic work. In general, community members

- May not cheat on any work
- Must properly cite sources in all academic work
- May not provide or procure unauthorized assistance on any assignment or test
- May not falsify or alter university documents, tests or assignments
- May not impede any other student in his/her course work
- May not do any other thing that violates or allows another person to violate the accepted standards of academic integrity. (See Appendix I for more details on specific violations (p.).)

Students, faculty and staff also should promote integrity by

- Educating each other
- Discussing integrity in their classes
- Reporting violations when they occur.

Quinnipiac recognizes that reporting violations is difficult; however, reporting is necessary to maintain fairness as well as standards of integrity on campus. Reporting is part of each individual's responsibility as a member of the community. (See Appendix II for community responsibilities (p.).)

This policy is overseen and administered by the Office of Academic Innovation & Effectiveness.

C. Resources

In its effort to uphold these standards of academic integrity, the university provides numerous educational and support resources to reduce academic integrity violations. These resources may be found on the Academic Integrity MyQ site (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>).

Academic Judicial Procedures for Student Violations

Students, faculty and staff shall report any violation including minor unintentional violations, directly to the director of academic integrity on the report form (see the Academic Integrity MyQ site (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)). Once a report of an alleged academic integrity violation has been filed, the case will be considered according to the procedures

set forth in this Academic Integrity Policy. All members of the university community are expected to follow this policy and to use its procedures.

Should it be necessary to invoke the academic judicial procedures during the January term or a Summer session, every effort will be made to assemble the necessary committees from the academic integrity board from the preceding academic year. Should that prove impossible due to absences from campus, however, the vice president of academic innovation & effectiveness or his/her designee and the director of academic integrity or his/her designee have joint authority to assemble the necessary committees. They should make every attempt to maintain the same ratios of faculty, staff and student representation described in this policy.

A. Minor Unintentional Violations

Students, faculty and staff shall report any violation including minor unintentional violations, directly to the director of academic integrity on the report form (see form in MyQ (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)).

1. If this is a first-time minor and unintentional violation and the faculty member and student can agree on an outcome, whether or not the instructor imposes a sanction, the instructor must submit a report form to the director of academic integrity so the university can monitor types of violations and take appropriate steps to remediate the cause. The student is also required to submit a response form. A joint resolution reflecting the terms of their agreement must be submitted to the director of academic integrity (see form in MyQ website (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)). A minor unintentional violation will be considered a first-time violation for the student and a subsequent offense will be treated as a second offense.
2. If the student denies responsibility for the minor and unintentional violation or if the faculty member and the student cannot agree on an outcome, the case will proceed on to case review.

B. Substantial or Intentional Violations

1. Students, faculty and staff shall report all substantial and all intentional violations. This written, formal report, presented on the report form, may be submitted by any member of the university community (student, faculty or staff) to the director of academic integrity. The integrity report form is available on the university's MyQ website (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>).
2. The report must provide the name of the student, the date(s) and a description of the alleged violation(s), detailed facts surrounding the alleged violation(s), the names of any witnesses and detailed factual information or documentation useful in determining the truth of the charge(s) made. If a report contains private or confidential information that is not related to the claim, extraneous prejudicial information, or information that cannot be verified by the academic integrity process, the director of academic integrity will reject the report. Upon revision, the report may be resubmitted. (See Appendix IV: Guidelines for Reporting Suspected Academic Integrity Violations (p.).)
3. Incidents involving multiple students must be reported on separate report forms to preserve each student's confidentiality. The director of academic integrity may, however, determine that two cases either involve collaboration between two students or are otherwise so connected that they should be considered as one case.
4. The director of academic integrity will provide written email notice to the student(s), staff and faculty member(s) involved to confirm that a complaint has been filed, to specify the alleged violation and to outline the academic judicial procedures. This notice will explain to the student that he/she is obligated to respond on the response form (see form in MyQ (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)) within 48 hours/two business days of such notice. The parties involved are responsible for checking their Quinnipiac email account even during examinations and vacation periods. Excuses for not checking the mailbox, email account or delays in mail delivery are not acceptable reasons for postponement of any deadline in the Academic Integrity Process.
5. The student must fill out the response form within the required time period. Here the student will indicate whether he/she accepts responsibility for the violation and how he/she wishes to proceed. If a student accepts responsibility, he/she is admitting to having committed the academic integrity violation(s) reported.
6. If the student accepts responsibility and has not been found responsible for a previous violation of the Academic Integrity Policy, the student may request:
 - a. The opportunity to communicate with the faculty member to discuss the violation and attempt to develop a joint student/faculty resolution.
 - i. If both parties agree to the statement of the violation(s) and the sanction(s), they will prepare the joint resolution form (see form in MyQ (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)). On this form they will specify the violation(s) and the jointly agreed sanction(s). This joint resolution will be forwarded to the director of academic integrity for final approval. If a conflict of interest occurs, the director can request Academic Integrity Board approval of joint resolutions.
 - ii. Faculty are not required to participate in a joint resolution session and may instead request that the case proceed to case review. It is anticipated and encouraged that a joint resolution will be worked out in a private meeting between the faculty member and the student(s) involved in a case. However, either the student or the faculty member can request that the director of academic integrity assign a member of the Academic Integrity Board to attend a joint resolution meeting as a neutral third party.
 - b. Not to communicate with the faculty member. The student can elect instead to proceed directly to case review (see Case Review (p.)).
7. A student who did not initially accept responsibility may, at any time, change his/her response to accept responsibility in order to have the joint resolution process available to him/her.
8. If the student accepts responsibility for an action which violates the Academic Integrity Policy, but is not related to a particular class, the joint resolution may be completed with the director of academic integrity. An example of this would be giving a fellow student a paper from a class taken in a previous semester. Joint resolutions completed with the director of academic integrity will be approved by the Academic Integrity Board.
9. If the student declares he/she is not responsible for the alleged violation, the case will proceed to a case review (see Case Review (p.)).
10. If the student has been found responsible for an academic integrity violation and accepts responsibility for the subsequent violation, the case may proceed to case review unless the student requests

a hearing. The case review team will decide on the appropriate sanction(s). If the student has been found responsible for a previous violation of the policy and denies responsibility for the subsequent violation, the case will automatically proceed to hearing (see Hearing (p. 40)). If a student has a second report filed against him/her before there has been a resolution in the first case, whether the second report arises from the same or another course, resolution of the second case will be postponed until there has been a resolution in the first case.

11. If grades are awarded while the case is in progress, the faculty member must assign a temporary grade of "incomplete" to the student pending the outcome of the academic integrity hearing board review process. A faculty member should **not** automatically assign a grade (other than an "I") when a student is suspected of a violation of this policy. When an incomplete grade is assigned in a prerequisite course, a student may be permitted to enroll in the subsequent course pending the outcome of the academic integrity case. If upon resolution of the academic integrity case, the student's grade does not meet the prerequisite requirements, the student will be withdrawn from the subsequent course.
12. If a student withdraws from a class prior to the resolution of an academic integrity violation report, the withdrawal shall not impact the process of the academic integrity case. If the student is found responsible for an academic integrity violation, a grade of WAI will be imposed to indicate that the withdrawal was undertaken after a violation of the university's Academic Integrity Policy. The Academic Integrity Board has full and unique authority to determine sanctions as part of a case review investigation or academic integrity hearing and may convert the WAI to an FAI grade.
 - a. The grade of WAI or FAI automatically will appear on a student's transcript.
 - b. Students may submit to the vice president of academic innovation & effectiveness a petition to have the WAI or FAI academic integrity notation removed from their record if two semesters/terms have passed from the time of the sanction with no further academic integrity violations or the student completes the requirements for graduation (whichever one occurs first). Students will be required to have completed the Academic Integrity Remediation Process with the Office of Academic Integrity in order to have the notation removed.
13. All members of the university community are encouraged to discuss alleged violations with the director of academic integrity prior to filing a report to clarify and confirm procedures.

C. Case Review

1. When a matter proceeds to case review, the director of academic integrity will act expeditiously to select, from the Academic Integrity Board, a case review team consisting of one student and one faculty or staff board member, and will provide written notification to the student(s), staff and faculty member(s) involved indicating that a case review team has been assigned. Any member of the Academic Integrity Board who has a conflict of interest in the case should make that conflict known to the director of academic integrity.
2. Acting with all reasonable dispatch, the case review team will interview separately the student(s), the faculty member(s) and any witnesses involved in the case. Although a student has the right to have an adviser present at the interview, the student is not permitted to have legal representation, parents, family members or students or faculty from the Quinnipiac University School of Law at the interview. The adviser can be any other member of the Quinnipiac University community. A student may make a written request to have an adviser

assigned by the director of academic integrity. If a student requests an assigned adviser and then refuses this adviser, no further advisers will be assigned. An adviser may assist the student in preparing for the interview and may attend the interview but may not speak during the interview process. The adviser is not permitted to provide guidance to the student on how to proceed. It is the responsibility of the student to notify the adviser of the date and time of the interview. As part of the investigation, the case review team will collect and review all evidence relevant to the case.

3. Upon completing the review, the case review team will meet as soon as reasonably possible to determine whether sufficient evidence of a violation exists.
 - a. If insufficient evidence of the alleged violation(s) is determined, the report and charges will be dismissed. Under these circumstances, no record of the report or the outcome will be retained. The director of academic integrity will inform the student(s) and other involved parties of this decision.
 - b. If sufficient evidence of a violation is determined, the case review team will determine the appropriate sanction to be issued in the case. This determination shall be the final resolution in the case.
 - c. The case review team will submit a written report of findings to the director of academic integrity. The director of academic integrity will notify the parties, in writing, of the case review team's final determination.

D. Hearing

1. When a case requires, the director of academic integrity will act with dispatch to convene a hearing board from the Academic Integrity Board.
2. Each hearing board will consist of five members selected from the Academic Integrity Board: three student and two faculty/staff members. The director of academic integrity or a designated member of the Academic Integrity Board will chair each hearing. Any member of the Academic Integrity Board who has a conflict of interest in the case should make that conflict known to the chair of the Academic Integrity Hearing Board and the director of academic integrity.
3. The director of academic integrity will notify the student(s) and faculty that are involved, in writing, of the academic judicial hearing procedures. The student may choose to meet with the director of academic integrity to be sure he/she fully understands the procedures that will be followed during the hearing. The hearing board will meet as soon as reasonably possible.
4. A hearing will be scheduled at a time that neither the student(s) nor faculty member involved in the case has a class conflict. Notice of the time, date and place of the meeting will be sent to the parties involved via electronic mail at least 48 hours/two business days prior to the meeting. This letter also will inform the student that he/she has the right to an adviser, who can be any member of the Quinnipiac University community other than a student or faculty member from the Quinnipiac University School of Law. A single request for postponement of up to five additional business days for an academic integrity hearing can be made to the director of academic integrity. The request must be for good cause and is subject to the availability of the hearing board and other parties involved in the case. Excuses for not checking the mailbox, email account or delays in mail delivery are not acceptable reasons for postponement. Academic integrity cases are heard as scheduled with or without the student present. All communications will be sent to the student's Quinnipiac email. If the student's Quinnipiac email has been disabled for any reason it is the responsibility of the student to notify the Office of Academic Integrity.

5. The student appearing before the hearing board will not be permitted to have legal representation, parents, family members or students or faculty from the Quinnipiac University School of Law at the hearing. A student may request, in writing, to have an adviser assigned by the director of academic integrity. If a student requests an assigned adviser and then refuses this adviser, no further advisers will be assigned. An adviser may assist the student in preparing for the hearing and may attend the hearing but may not speak during the hearing process. The adviser is not permitted to provide guidance to the student on how to proceed. It is the responsibility of the student to notify the adviser of the date and time of the hearing.
 6. Any cases which involve more than one student, will all be heard prior to any voting by the board on individual cases.
 7. The procedure for the hearing will be as follows:
 - a. Each party will present a statement. The hearing board will ask questions of each party, examine evidence and interview witnesses if necessary.
 - b. Upon conclusion of this discussion, each party will be asked if there is any additional information, discrepancies or questions that need to be presented or addressed.
 - c. All parties will be asked to leave the room while the hearing board deliberates. After its discussion, the board will decide if there is clear and convincing evidence that indicates that the student is responsible for violation(s) of the Academic Integrity Policy by way of a simple majority vote.
 - d. If the student is found to be responsible, the hearing board shall then be informed of the student's prior record so that the student's entire history of academic violation can be considered in issuing sanctions.
 - e. If the student is found responsible for the violation(s), the hearing board has full and unique authority to determine the sanction(s).
 8. Once the hearing board has reached a decision, the chair of the hearing board will ask the parties involved to return to the room, and the results of the deliberation will be presented. In addition, the chair of the hearing board will notify the parties involved and the director of academic integrity of the decision in writing via electronic mail following the hearing. The notice will explain the sanctions imposed by the hearing board and the appeal process.
 9. If insufficient evidence of the alleged violation(s) is determined, the report and charges will be dismissed. Under these circumstances, no record of the report or the outcome will be retained. The chair of the hearing board will inform the parties and the director of academic integrity of this decision in writing via electronic mail.
 10. If a student fails to respond to or comply with a letter/notification from the Academic Integrity Office, hearing board or case review team; attend a scheduled meeting with any academic integrity officer, hearing board or case review team member or faculty member; attend an academic judicial hearing; or abide by any of the procedures here noted in this policy, the student has forfeited his/her rights and options presented. The case may proceed without the student or faculty present and a decision will be rendered. If a hearing takes place without the student present, the student will be notified in writing via certified and electronic mail of the outcome of the hearing.
1. First offenses may result in probation as well as failure on the exam/assignment and/or failure of the course, but could lead to immediate suspension, dismissal or expulsion. Probation is a pre-suspension sanction.
 2. Repeat offenses will result in increasingly severe sanctions, including suspension, dismissal and expulsion. When a student on probation is found responsible for a subsequent academic integrity violation during the probationary period, the subsequent violation will automatically result in a one-semester suspension.
 3. If the student is sanctioned with failure of the course, a grade of FAI will be imposed to indicate that the failure was a result of an academic integrity sanction.
 4. In addition to above, the hearing board has the right to require the student to complete academic integrity projects, write letters of apology or any alternate educational sanction deemed appropriate for any violation, in addition to the automatic educational requirement implemented by the Office of Academic Integrity for every student found to be responsible for a violation of the Academic Integrity Policy.
 5. The hearing board has the authority to convert the W grade to an FAI upon finding the student responsible for an academic integrity violation.
 6. Any sanction resulting in a grade of WAI or FAI or in a suspension, dismissal or expulsion automatically will appear on a student's transcript. Students may submit to the vice president of academic innovation & effectiveness a petition to have this academic integrity notation removed from their record if two semesters/terms have passed from the time of the student with no further academic integrity violations, or the student completes the requirements for graduation (whichever one occurs first). Students will be required to have completed the Academic Integrity Remediation Process with the Office of Academic Integrity in order to have the notation removed.

F. Non-Compliance

1. Students who fail to comply with the sanctions determined in a joint resolution, will have their case proceed to a hearing where the academic integrity board will determine sanctions.
2. Students who fail to comply with the sanctions determined by a case review team or hearing board will be subject to a one-semester suspension.
3. Procedure:
 - a. Any student who appears to be in non-compliance with a joint resolution or a case review or a hearing board sanction will be notified by the director of academic integrity via email of the apparent noncompliance. The student will be informed of the non-compliance issues/facts and will be instructed to reply within 48 hours/two business days. The student also will be informed that he/she can request an extension for compliance, in writing, to the director. No more than one extension will be granted by the director. If the student requests an extension for compliance, he/she will be notified by the director of the extension's approval/denial and the reasons for such.
 - b. If the student does not reply within 48 hours/two business days of the notification of non-compliance, the student will be deemed to be non-compliant and the case will be required to attend a hearing (joint resolution) or the student will be subject to a one-semester suspension (case review or hearing).

E. Guidelines for Determining Sanctions

Below are guidelines for the Academic Integrity Board to consider when deciding which sanctions are appropriate in a case review determination or hearing board decision. However, the hearing board may deem alternate sanctions appropriate in individual cases.

- c. Appeal of the suspension will occur in the same manner as all other suspensions. (See Appeal (p. 42) section of the Academic Integrity Policy)

G. Appeal

1. An individual who has been found responsible for a violation of the Academic Integrity Policy may appeal the decision of the case review team or hearing board. Appeals must be made directly to vice president of academic innovation & effectiveness or his/her designee. During this appeal process, the original sanction is held in abeyance until an appeal decision has been made.
2. A detailed formal letter of appeal must be submitted within 48 hours/two business days of the student's receipt of written notification of the decision and must explain one or more of the following specific grounds for the appeal:
 - a. Improper academic judicial procedures that impacted the student's ability to present his/her case effectively.
 - b. Additional or new relevant information has been discovered.
 - c. The sanction was not consistent or appropriate with the nature of the violation.
3. The vice president of academic innovation & effectiveness or his/her designee will meet with the individual involved and may meet with other witnesses. He/she then will decide to:
 - a. Uphold the original decision on responsibility and the sanction imposed.
 - b. Uphold the original decision on responsibility and modify the sanction imposed.
 - c. Determine that improper procedures impacted the student's ability to properly present his/her case and order a new hearing to be held using proper procedures.
 - d. Overturn the decision on responsibility.
4. The vice president of academic innovation & effectiveness or his/her designee will notify all appropriate individuals involved in the case, the director of academic integrity and any appropriate Quinnipiac University personnel (dean, registrar, bursar, etc.) of the outcome of the appeal.

H. Record Keeping

1. All records regarding alleged violations and academic judicial procedures are confidential in accordance with The Family Educational Rights and Privacy Act (FERPA).
2. Records will be maintained by the Office of Academic Integrity and will be destroyed seven years after the case is concluded unless the sanction included dismissal or expulsion. These records will be maintained permanently by the Office of Academic Integrity.
3. Records of multiple offenses will be maintained by the Office of Academic Integrity and will be made available to the relevant Academic Integrity Board members in the sanctions phase of a hearing or case review.

I. Student Procedural Rights

A student who has been charged with a violation of the Academic Integrity Policy shall be granted the following procedural rights:

1. Confidentiality: In accordance with FERPA and the Student Records Policy (<http://catalog.qu.edu/university-policies/student-records-policy>), the right to have all records, files and proceedings kept confidential and shared with a Quinnipiac University official only when the official has a legitimate need to know.

2. Notice: The right to be informed in writing of the specific violation(s) and inappropriate behavior in which the student is suspected of being involved.
3. Procedures: The right to be informed orally and/or in writing of the academic integrity procedures.
4. Hearing: The right to be notified in writing of the date, time and place of his/her hearing.
5. Evidence: The right to be informed of the evidence against her/him and to present relevant evidence on his/her behalf.
6. Witnesses: The right to present evidence and witnesses on his/her behalf.
7. Adviser: The right to have any member of the Quinnipiac University community act as an adviser and attend the hearing. If the student so requests, the Office of Academic Integrity will appoint an adviser for the student.
8. Written Decision: The right to have written notice of the results of any case review or hearing.
9. Appeal: The right to appeal a decision of a case review team or hearing board within 48 hours/two business days of receiving written notification of the final decision.

¹ This policy, and its emphasis on five principles of integrity, relies heavily upon the "Fundamental Values Project, A Report from the Center for Academic Integrity (<http://www.academicintegrity.org/ica/assets/fvproject.pdf>)," October 1999, published by the Center for Academic Integrity. This section in particular draws on the "Fundamental Values Project" of the Center for Academic Integrity.

Appendix I: Academic Integrity Violations

Academic integrity violations encompass any act that compromises or subverts the integrity of the educational or research processes. Violations may fall under one or more category or violation. These offenses include, but are limited to:

A. Plagiarism, Misrepresentation and Fabrication

These violations include, but are not limited to, activities that misrepresent one's ideas, abilities or background.

1. Plagiarism

Plagiarism refers to representing another person's words or ideas as one's own in any academic exercise, whether intentional or not. Examples include:

- Copying information word for word from a source, without using quotation marks and giving proper acknowledgment/citation.
- Paraphrasing (i.e., putting into one's own words) a source's text, without providing proper acknowledgment/citation. This violation occurs when the ideas or arguments of another are presented in such a way as to lead the reader to believe that these ideas originated with the writer.
- Presenting as one's own any work (or portion thereof) that which has been prepared in whole or in part by someone other than oneself. This includes using unauthorized assistance in preparing one's work and acquiring written work from an outside source. Outside sources include other persons, commercial organizations, electronic sources and other sources.
- Reproducing (without proper citation) any other form of work of another person, such as a graphic element, a musical phrase, a proof, experimental data, experimental results, data or laboratory reports,

in full or in part. This includes turning in work of another student as one's own work.

It is the responsibility of all students to understand the methods of proper attribution and to apply those principles in all written, oral and electronic submissions.

2. Misrepresentation

Examples include, but are not limited to:

- Arranging for another student to substitute for oneself in class, during an examination session or in the completion of any course work.
- Taking credit for work not done, such as taking credit for a team assignment without participating or contributing to the extent expected.
- "Double Dipping" (multiple uses of the same work) or presenting the same or substantially the same written work (or portion thereof) as part of the course requirement for more than one project or course, without the express prior written permission of the instructor(s) involved.
- If a student does wish to use another assignment as a base for additional credit, faculty should give the student the opportunity to submit in writing an explanation of the unique educational benefits of the new project.

3. Fabrication

Fabrication refers to falsifying or misusing data in any academic exercise. Examples include, but are not limited to:

- Falsifying data collected for any academic purpose.
- Making up or presenting falsified data in papers, manuscripts, books or other documents submitted for publication or as course or degree requirements.
- Making up a source for use in any assignment.
- Citing a source one did not use.
- Falsifying material cited.
- Attempting to deceive any instructor by altering and resubmitting for additional credit assignments, tests, quizzes or exams that have been graded and returned.
- Attempt to deceive any instructor or supervisor with respect to attendance in any class, internship or clinical setting.
- Falsifying any information on any document relating to any course, internship or co-curricular activity (including signatures, hours, etc.)

B. Cheating and Stealing

Cheating refers to using (or attempting to use) unauthorized assistance in any academic exercise. It includes the stealing or unauthorized acquisition of a test or test answers or impeding the fair process of an examination in any way. Examples of this violation include, but are not limited to:

- Copying from someone else's exam, paper or assignment.
- Looking at someone else's exam before or during an examination.
- Unauthorized use or possession of notes, supplemental notes, access passwords or any unauthorized materials during an examination, quiz or other assignment or evaluation.
- Possessing an electronic device that contains unauthorized information for a test or assignment (e.g., programming one's computer or calculator inappropriately).

- Using unauthorized materials (e.g., notes, textbooks, calculators, computers or other online sources) in the preparation of a test or assignment.
- Violating test and assignment procedures and restrictions established by the instructor. If a student is uncertain or unaware of the instructor's expectations/procedures, the student must consult with the instructor beforehand.
- Communicating or attempting to communicate answers, hints or suggestions during an examination.
- Collaborating (without instructor permission) in the preparation and presentation of reports, laboratory reports or take-home examinations or other course assignments such as copying or giving aid or otherwise failing to abide by the university's or instructor's rules governing the exercise or examination.
- Using another person's answers for an assignment.
- Soliciting, obtaining, possessing or providing to another person an examination or portions of an exam, prior or subsequent to the administration of the exam, without the authorization of the instructor. Unless the instructor has given permission, students may not provide test questions to other students in any form—oral, written or electronic.
- Stealing, or attempting to steal, an examination or answer key.
- Sharing answers for or collaborating on a take-home assignment or examination without explicit permission from the instructor.
- Signing an attendance sheet for another student or having another student sign an attendance sheet on your behalf when attendance is a part of the course grade.
- Recording any portion of a classroom lecture or other instructional activity, or any conversation related to academics or the academic integrity process, without the express consent of the instructor, adviser or administrator.
- The unauthorized sale, purchase, posting, dissemination or use of academic lectures, academic computer software, instructional materials, papers/essays or research for papers/essays.

C. Impeding Fair and Equal Access to the Educational and Research Process

Examples of this violation include, but are not limited to:

- Altering or changing an examination or comparable document so as to mislead other users or the reader.
- Infringing upon the right of other students to fair and equal access to any library materials and comparable or related academic resources, including tampering with or damaging any library materials or comparable academic resources.
- Attempting to prevent access by other users to the university's computer system and its resources, to degrade its system performance, or to copy or destroy files or programs without consent.
- Intentionally disrupting the educational process in any manner.

D. Misrepresenting or Misusing One's Relationship with the University

Examples of this violation include, but are not limited to:

- Falsifying, misusing, omitting or tampering with information (in any form, including written, oral or electronic) such as test scores, transcripts, letters of recommendation or statements of purpose, to gain initial or continued access to the university's programs or facilities.

- Altering, changing, forging or misusing academic records or any official university form regarding oneself or others.
- Misrepresenting one's status or affiliation with the university.
- Misrepresenting one's own or another's identity for academic purposes or in an academic setting.
- Causing any false information to be presented at an academic proceeding or intentionally destroying evidence important to an academic proceeding.
- Failing to be fully cooperative and truthful if one has direct knowledge of an alleged violation of academic integrity.
- Reporting an academic integrity violation known to be false.
- Offering bribes (e.g., monetary remuneration, gifts or favors) to any university representative in exchange for special consideration or waiver of procedures.

E. Facilitation and Collusion

Facilitation refers to knowingly or intentionally assisting any person in the commission of an academic integrity violation. Students who engage in facilitation are also subject to discipline for integrity violations. Collusion refers to assisting another student in an act of academic misconduct. Collusion differs from collaboration in that collaboration may be permitted in various courses. It is the responsibility of the student to know whether and to what extent collaborative activity is permitted. Examples of these violations include, but are not limited to:

- Giving another student one's assignment or paper (or a portion thereof), for any reason, unless such sharing is specifically authorized by the instructor for whom the assignment was created.
- Giving another student answers to a test or assignment.
- Letting another student copy one's answers during an examination.
- Creating unfair opportunities for students in all sections of a class to do well on tests or other assignments. Thus one may not give any test (or assignment) information, questions or answers to students in another class or other sections of the same class because it gives students in later sections an unfair advantage. Instructors also may explicitly ask students not to share information with students in other classes regardless of semesters. In those cases, the sharing of information is also a violation.
- Posting any academic work or information on academic sharing websites or other electronic sites with the intent of providing unauthorized help to current or future students.

F. Retaliation

Quinnipiac University prohibits retaliation against anyone who reports an academic integrity violation, serves as a witness in an academic integrity case or participates in the investigation and resolution of academic integrity case.

Appendix II: Community Responsibilities

A. Academic Integrity Policy

Every member of the community is expected to comply with Quinnipiac's Academic Integrity Policy. Each student must read the university's Academic Integrity Policy and will sign a statement or login to the integrity website during Freshman and Transfer Orientation to attest that he/she understands the policy and the penalties for violating it. Failure to sign the statement does not exempt any student from the requirements of the policy.

B. Promotion and Support of Integrity

Members of the community should support the general culture of integrity at Quinnipiac by maintaining an atmosphere of honesty and integrity on campus, and by talking about the value of integrity to one's educational experience and individual development.

Faculty have a unique opportunity to promote the policy. They are encouraged to do so by:

1. Describing in writing the objectives and requirements of the course at the beginning of the semester.
2. Including a description of the Academic Integrity Policy and other materials promoting academic integrity on each course syllabus.
3. Discussing and reviewing the importance of academic honesty and integrity with students, and reminding students that they must do their own work.
4. Providing to students in writing the requirements and expectations for each academic assignment, including what practice and resources are authorized, to help students avoid inadvertent academic integrity violations.

Staff also can promote academic integrity by:

1. Discussing the Academic Integrity Policy and the importance of integrity in interactions with students, student organizations and faculty.
2. Emphasizing the importance of academic honesty and integrity with students and faculty and encouraging students to do their own work.

C. Proper Acknowledgment

Students, faculty and staff should understand the meaning of plagiarism and misrepresentation, understand how to properly acknowledge another's work, and apply these principles in all written, oral and electronic work.

D. Support of Policy

Each member of the community is expected to adhere to the Academic Integrity Policy personally and to support it generally. In keeping with their responsibility to the community, students, faculty and staff who are aware of inappropriate behavior and conduct with regard to the policy should report this information to the Academic Integrity Board.

E. Upholding Integrity

The community is expected to comply with the "spirit," not just the "letter," of this policy.

F. Mutual Respect

Treat all colleagues in the community (staff, faculty and students) with respect, fairness and honesty.

G. Confidentiality

Community members should ensure that all alleged incidents of academic dishonesty are kept confidential in accordance with FERPA.

H. Special Assignments

Faculty often require students to pursue their academic work according to explicit guidelines or with specific equipment. In these cases, faculty are obligated to make the special conditions of the assignment clear and to avoid arbitrary changes. Students are obligated to be sure they

understand the conditions and should question the instructor if they do not understand.

Appendix III: Academic Integrity Board

A. Responsibilities

The Academic Integrity Board is responsible for investigating and adjudicating alleged violations of the Academic Integrity Policy and educating the university community about academic integrity issues. The Academic Integrity Board works closely with the director of academic integrity and co-chairs of the Academic Integrity Board and Integrity Education Council.

B. Composition

The Academic Integrity Board consists of full-time faculty members from each of the university's schools and colleges; full-time university staff members; and full-time undergraduate and graduate students. Temporary board members may be appointed on an as-needed basis by the director of academic integrity.

C. Selection and Tenure

Positions on the Academic Integrity Board are open to all students, full-time faculty and administrative staff. Faculty board members are appointed by the individual schools and college in accordance with school/college-based processes and approved by the director of academic integrity. At least one board member from each school is required; schools with 25 or more faculty members should have one additional board member for every 25 full-time faculty members. Staff and student board members are selected by the director of academic integrity. Student members must have and maintain a minimum 2.5 GPA and cannot be under any type of academic or disciplinary sanctions. If a member of the Academic Integrity Board is unable to or fails to perform her/his duties for a prolonged period of time, the director of academic integrity will remove the member and appoint a permanent replacement.

Appendix IV: Guidelines for Reporting Suspected Academic Integrity Violations

When a member of the university community suspects that a student has committed an academic integrity violation, that member must submit an academic integrity report. Before reporting the allegation to the Office of Academic Integrity, the following steps should be taken.

Step 1—Investigate the Claim

When a course instructor suspects an academic integrity violation has occurred, the instructor should:

- Meet with the student suspected of violating the policy to discuss the matter.
- Gather information in support of the claim (i.e. papers and assignments).
- Speak with witnesses who may have information about the incident.

If after investigation, there is reasonable suspicion that an academic integrity violation has occurred, the instructor must file a report.

When a member of the university community (other than the course instructor) suspects a violation of the Academic Integrity Policy, he/she must:

- First discuss the matter with the course instructor. This is especially true when the allegation is based solely upon a student's account of what happened.
- This discussion will not only notify the faculty member of the suspicions but also prompt a preliminary investigation. The preliminary investigation should include gathering information to support the claim and speaking with potential witnesses.
- If after investigation, there is reason to believe a violation has occurred, the report may be filed by any member of the university community. Please note, the reporter's identity will be disclosed once notice is sent to the accused student.

Step 2—Promptly File the Report

All academic integrity reports must be filed in a timely manner. All suspected violations must be reported within 20 days of the date of the alleged incident or within 20 days of discovery of the alleged violation, whichever is later.

Step 3—Include All Relevant Information in the Report/Documentation

The report must include the name of the student accused of the academic integrity violation, the date and description of the alleged violation, detailed facts surrounding the alleged violation, and the names and contact information of any witnesses.

If witnesses are referred to but not identified within the report, their testimony cannot be verified by the academic integrity process and so the director of academic integrity will reject the report. Each instance of academic dishonesty involving a student must be reported separately unless the claims arise out of the same set of circumstances.

All reports must be substantiated by information that directly relates to proving the claim. Extraneous prejudicial information will be inadmissible. Information that cannot be verified through the academic integrity process also will be inadmissible.

Examples of inadmissible information:

- The report includes prejudicial information about the accused student's academic integrity history.
- The report includes hearsay information (i.e., when one witness says another witness told him that the accused student cheated on an exam).
- The report includes the testimony of an anonymous witness.
- Private or confidential information that is not related to the claim and for which there is no "need to know."

Step 4—Revision of the Report

This step will be necessary if inadmissible information is included in the initial report/documentation. When a report/supporting document contains inadmissible information, the director of academic integrity will reject the report. The reporter will be required to revise the report before the Office of Academic Integrity will accept and process the case.

The reporter will also be asked to revise the report if multiple students are accused of academic dishonesty in the same report. Incidents involving multiple students must be reported on separate forms to preserve each student's confidentiality.

Step 5—Confirmation of Notice

Once it has been determined that the report and supporting documents conform to the standards set out in this policy, the student accused of

the academic integrity violation will be notified of the claim. The reporter will receive a copy of the notice to confirm that the academic integrity process has been initiated.

Academic Good Standing Policy for Undergraduate Students

(Revised for May 2015)

Credit and GPA Requirements

To be in Academic Good Standing at Quinnipiac, undergraduate students must meet both minimum grade point average and completed credit requirements.

A student fails to meet Academic Good Standing requirements if his or her:

1. cumulative GPA is below 2.0
2. semester GPA is below 2.0 in any two consecutive semesters.

Any first-time, full-time student or first-time, full-time transfer student earning a GPA less than 2.0, but 1.2 or more, will be placed on Academic Warning in his or her first semester. Any first-time, full-time student or first-time, full-time transfer student earning a GPA less than 1.2 will be placed on Academic Probation. Students on Academic Warning are required to follow the same requirements as those on Academic Probation.

In addition to the GPA requirements, all students must complete coursework over a period no longer than 150 percent of their program length to maintain the satisfactory academic progress standards of the university. For example, a full-time student enrolled in a four-year degree program must successfully complete an average of 10 credits per semester registered.

A part-time student must complete an average of 6 credits per semester registered. Some individual degree programs have higher GPA and credit requirements for students to maintain program eligibility. Consequently, students should consult the program description in the Catalog for the requirements of their individual program.

The Academic Good Standing requirements for transfer students are based on the number of credits accepted for transfer. For example, students who enter Quinnipiac with 20 transfer credits are considered to have completed two semesters and are subject to the requirements of a third-semester student during her/his first semester at Quinnipiac. However, minimum GPA is based only on courses completed at Quinnipiac.

Students should also know that failure to meet the Academic Good Standing requirements may result in the loss of financial aid and or scholarship, and may affect their eligibility for campus housing. Also, individual programs may have other academic requirements to remain in good standing in the specific program. Students should refer to the program section of the catalog for information regarding individual program requirements.

Sanctions

Any student who fails to achieve any of the requirements above is subject to one of the following sanctions:

Academic Probation

Probation serves as an official notification of deficiency that requires students to promptly address their deficiency(s). After the close of the previous semester, the Office of Academic Innovation & Effectiveness notifies students of their probation. Prior to the start of each semester, students on probation and their academic advisers are notified about this sanction through Retention Alert; advisers and probationary students also are directed toward resources that support the Improvement Plan process. Before the end of the first week of classes, students on probation must submit an electronic copy of their Improvement Plan to their academic adviser and the Learning Commons. In their Improvement Plan, they should reflect on their past semester, and indicate how they will improve their academic performance to remedy their academic deficiencies. Probationary students must meet with their adviser within the first two weeks of the next semester to have the adviser approve or amend the plan. Approved plans are forwarded to both their school/college dean's office and the Learning Commons. Probationary students must meet personally with their adviser a second time during preregistration to discuss their progress in meeting the goals of their Improvement Plan and their course selection for the next semester. Additionally, probationary students must email their adviser with a progress update every two weeks during their semester on probation. The Learning Commons has a variety of programs to support students on probation. Students on probation may register for courses in the usual fashion. However, students on probation must attend and successfully complete an Advanced Learning Tutorial with an academic specialist at the Learning Commons during their probationary semester. These meetings provide students support and strategies to assist them in correcting their deficiencies. Normally, students are not permitted to appeal probationary status. However, students who failed to achieve the completed credits requirement for documented medical reasons may appeal a probation decision.

Students on probation or credit deficient at the close of the semester may use summer or winter classes to regain good standing to the degree this action follows existing academic policies. To remediate a deficiency in GPA, students must take a course offered by Quinnipiac University and comply with existing policies regarding summer and winter courses. To remediate credit deficiency with courses taken at another university, students must comply with the Policy Regarding Transfer Credit (<http://catalog.qu.edu/university-policies/policy-regarding-study-another-institution>) from other institutions. If they are able to remediate their deficiency, they must appeal the change of academic status through the office of the associate vice president for retention and academic success no later than the Friday of the first week of the subsequent semester. Appeals should be made in person and should include acknowledgement of current status, actions taken to remediate current status, and discussion of changes intended for the next semester. A change in academic status will not be made without a successful appeal. A successful appeal will result in a notation to the student's transcript that indicates a new standing of Academic Warning, which is discussed below. Appeals to reinstate financial aid may also be addressed during this appeal process.

Suspension

Students who have serious or repeated deficiencies are subject to suspension. Suspended students must leave Quinnipiac for a period of one semester. Suspended students are required to use this period of suspension to review their academic goals and to improve their academic skills. To facilitate this review and reflection, suspended students are assigned an academic specialist with whom to work during their suspension. Suspended students are encouraged to work closely with

Learning Commons staff and other resources to prepare for their return to Quinnipiac. Additionally, credit will not be given for courses taken during the suspension period. Suspended students may return to Quinnipiac after the completion of the suspension period; in the semester of their return, they will be on Academic Warning and subject to its requirements. Further, suspended students are expected to work with their advisers or their associate deans for course selection prior to their return. Students returning from suspension and intending to enroll in summer or J-term courses that might contribute to their program must meet with their adviser or their associate dean before doing so.

Dismissal

Students with serious or repeated academic deficiencies are subject to dismissal from Quinnipiac. After a period of at least one year, dismissed students who have demonstrated academic achievement elsewhere may file a new application for admission to Quinnipiac. Permission to reapply does not guarantee readmission to Quinnipiac or to the program from which the student was dismissed.

Procedures

Academic records will be formally reviewed at the end of the fall and spring semesters.

With the exception of the first-time, full-time students and first-time, full-time transfer students as noted above, students are usually placed on probation after their first deficient semester. Individual students may be continued on probation for subsequent semesters if they make progress in addressing their deficiency. However, students who are deficient after a total of three semesters on probation, two semesters after the freshman year, or two semesters after transferring to Quinnipiac are suspended or dismissed. Any student who has a GPA below 1.2 after two semesters is dismissed. *Suspended and dismissed students may appeal their sanction to the Academic Appeals Committee,* consisting of a representative from the Office of Academic Innovation & Effectiveness, undergraduate school and college deans or their designee (an associate dean), and two students appointed by the student government president.

The Appeals Committee may change a suspension or a dismissal to a lesser sanction. All notifications of decisions and of meeting times of the Appeals committee are sent to the permanent address of affected students by Federal Express or First-Class Mail (probation notices only). It is the responsibility of students to be sure they can be contacted and, if necessary, respond promptly to committee notices. No parents, family members, attorneys or any other third parties are permitted to attend or participate in any academic hearing.

Academic Warning

In an effort to support academic success, the university places under review students whose previous academic performance indicates a risk to academic success. Students whose semester grade point average is less than 2.0 and students who have successfully appealed a change in probationary status, as noted above, will be placed on review. While this review is not an official notification of deficiency and these students are not on probation, both conditions may indicate a challenge to academic success. Like those students on probation, however, students under review are contacted by the Office of Academic Innovation & Effectiveness just after the close of the semester. Prior to the start of the next semester, these students and their academic advisers are reminded of the low semester GPA and directed toward resources. Following a discussion of their academic record with their academic adviser or an academic specialist, students will be asked to develop an Improvement

Plan and to meet regularly with an academic specialist. This review semester is intended to help students regain their momentum toward academic success.

Math and English Requirements

Full-time students are expected to have completed EN 101, EN 102 and MA 110 (or their equivalent) by the end of three semesters. Part-time students are expected to have met these requirements by the time they have completed 30 credits. Students may not withdraw from EN 101 or EN 1011. The first time a student fails to complete EN 101 or EN 1011 successfully, a grade of "U" is issued. Each additional unsuccessful attempt at EN 101 or EN 1011 results in a grade of "F." For more information, please review the course description.

Student Records Policy

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

1. The right to inspect and review the student's educational records within 45 days of the day Quinnipiac University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. A Quinnipiac 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 Quinnipiac 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 the amendment of the student's education records that he or she believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the university to amend a record should write to the Quinnipiac official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If Quinnipiac decides not to amend the record as requested by the student, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he or she is notified of the right to a hearing.
3. The right to provide written consent before Quinnipiac discloses personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Quinnipiac University in an administrative, supervisory, academic, research or support staff position (including but not limited to law enforcement unit personnel, health staff, and athletic staff and coaches); a person or company with whom Quinnipiac has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; 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 educational record to fulfill his or her professional responsibility. Upon request, Quinnipiac also discloses educational

records without consent to officials of another school in which a student seeks or intends to enroll.

Public Notice Designating Directory Information

Quinnipiac University designates the following information as public or "Directory Information" under FERPA, that is, information that can be made available to the general public by Quinnipiac without the student's prior consent:

- Name
- Address
- Telephone number
- Email address
- Date and place of birth
- Secondary school
- Hometown or city at the time
- School or college
- Major field of study
- Degree sought
- Weight and height of athletic team members
- Expected date of completion of degree requirements and graduation
- Degrees and awards received
- Honor societies
- Dates of attendance
- Full- or part-time enrollment status
- Previous educational agency application for admission filed or institution attended
- Participation in officially recognized activities and sports
- Name and address of parent or guardian
- Photo images from ID cards

A student may refuse to permit the designation as "Directory Information" of any or all of the personally identifiable information listed above, except to school officials with legitimate educational interests and others as indicated. To do so, a student must make the request in writing to the Office of the Registrar (Registrar@quinnipiac.edu) by 5 p.m. on Friday of the first week of classes of the semester. Once filed, this request becomes a permanent part of the student's record until the student instructs Quinnipiac University, in writing, to have the request removed.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Quinnipiac University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

While students have the right to inspect and review their educational records, Quinnipiac does not release copies of educational records to students or their representatives, including attorneys, even with consent of the student, unless the student would otherwise be unable to obtain access to review his or her records.

Leaves of Absence

General Policies and Conditions for All Leaves

Leaves of absence are defined as a temporary separation from the university. Leaves of absence cannot be granted retroactively.

At the conclusion of the leave of absence, the student receives automatic readmission to the university. The granting of a leave of absence guarantees readmission to the major in which the student is enrolled when applying for a leave and permits the student to graduate by complying with the degree program requirements in effect when the leave is taken, provided that the courses are still offered. If requirements for graduation are changed after a student is first admitted to Quinnipiac, the student can choose to follow either the former or the new requirements. During the leave of absence, Quinnipiac retains the student's deposit until completion or withdrawal.

Leaves of absence are not granted for the purpose of allowing a student to study at another university. In general, courses taken at another institution while a student is on a leave of absence will not be transferred in for credit at Quinnipiac.

If a student takes a leave of absence and later is suspended, dismissed, placed on warning for unsatisfactory academic performance (including academic integrity sanctions), or suspended or expelled as the result of a conduct decision, the sanctions take precedence over the leave of absence and stand as a matter of record. Any academic warning becomes operative at the time of return to the university. An involuntary medical leave of absence takes precedence over a voluntary leave of absence and the student must comply with the terms of the medical leave.

Academic Leaves of Absence

Academic (non-medical) leaves of absence may be arranged for one or two semesters subject to departmental and school approval. Students may request a leave using the university's electronic Leave of Absence form (<http://forms.quinnipiac.edu/LeaveOfAbsence/form.html>).

Students who do not return after the specified leave of absence period will be administratively withdrawn and will be required to reapply for admission to return to the university. In such instances there is no guarantee of readmission.

Medical Leaves of Absence

Students who wish to withdraw from the university during an academic term for medical reasons (i.e., physical or mental health conditions that necessitate their absence), may request a medical leave of absence.

The student must provide supporting documentation of the medical condition from his or her treating physician to the director of health and wellness or designee, who will review the documentation with the appropriate university staff and with the university's consulting medical professional, if warranted. A medical leave of absence may be granted for one or two semesters. Students may request a leave using the university's electronic Leave of Absence form (<http://forms.quinnipiac.edu/LeaveOfAbsence/form.html>).

Students who do not return after the specified leave of absence period will be administratively withdrawn and will be required to reapply for

admission to return to the university. In such instances there is no guarantee of readmission.

Upon conclusion of the medical leave, the student must provide supporting documentation from his or her treating physician to the director of health and wellness or designee that confirms the student is fit to return. This documentation will be shared with the appropriate university staff, including the university's consulting medical professional, if warranted. The student will be advised of the outcome of this review and whether he or she is cleared to return, with or without a reasonable accommodation.

Involuntary Medical Leaves of Absence

The university may place a student on an involuntary medical leave of absence in situations where it determines, after conducting an individualized and case-by-case assessment, that there is a significant risk that the student will harm himself/herself or another, and that the risk cannot be eliminated or reduced to an acceptable level through reasonable accommodations. The director of health and wellness will make this decision, and the director or the director's designee will promptly notify the student's parents, legal guardians or emergency contact accordingly. The director or the director's designee also will make arrangements to remove the student immediately from the university.

Once the leave begins, in the interim, pending an evaluation by a university consulting medical professional, the director of health and wellness and the Office of Student Accessibility or their designees will conduct an individualized assessment and case-by-case determination as to whether and what reasonable accommodation(s) can be made to allow the student to participate in the educational programs at the university and to continue to attend his or her classes while seeking treatment. The student must undergo an evaluation with one of the university's consulting medical professionals, which will be arranged and paid for by the university. The student must release all relevant medical information from his or her treating physician to the university's consulting medical professional prior to the evaluation. The results of the evaluation will be reviewed by the director of health and wellness or designee, and a decision will be made whether the student may return to the university immediately, with or without a reasonable accommodation, or whether the leave will be extended. If the leave is extended, the director of health and wellness and the Office of Student Accessibility or their designees will conduct an individualized assessment and case-by-case determination as to whether and what reasonable accommodations can be made to allow the student to participate in the educational programs at the university and to continue to attend his/her classes while continuing to seek treatment.

In the event the leave is extended, the student must undergo a second medical evaluation shortly before the expiration of the extended leave with the university's consulting medical professional, at the student's expense, before returning to the university. The student must release all relevant medical information from his or her treating physician to the university's consulting medical professional prior to the evaluation. The results of the evaluation will be reviewed by the director of health and wellness or designee, and a decision will be made whether the student may return to the university immediately, with or without a reasonable accommodation, or whether the leave will be extended. If the leave is extended, the director of health and wellness and the Office of Student Accessibility or their designees will conduct an individualized assessment and case-by-case determination as to whether and what reasonable accommodation(s) can be made to allow the student to participate in the educational programs at the university and to continue

to attend his/her classes while continuing to seek treatment. If the student is permitted to return, the director of health and wellness and the Office of Student Accessibility or their designees will conduct an individualized assessment and case-by-case determination as to whether and what reasonable accommodation(s) can be made to allow the student to participate in the educational programs at the university upon his or her return.

A student who has been placed on involuntary medical leave of absence is subject to the same policies as a student granted a voluntary leave of absence regarding financial aid and financial obligations as stated in the university's refund policy.

Appeals

Students may appeal the decision to require an involuntary medical leave of absence or to return from one. The appeal must be submitted in writing to the vice president and dean of students. All information submitted, including the results of the evaluations, become part of the student's health record and will be considered confidential.

Military Leaves

Students in the military reserves who are enrolled when they are called to active duty, can choose one of the following options:

1. The student may withdraw from courses with a full tuition refund or tuition credit, in accordance with institutional and federal government guidelines.
2. If a student has completed at least 50 percent of the course work and upon recommendation of the student's dean, the student may elect to take "incompletes" and make special arrangement for course completion with individual instructors.

Students needing to take a military leave should contact the director of veteran and military affairs at 203-582-8867.

Students are eligible to return within one year following active duty. However, the degree requirements may have changed, and they may be required to comply with degree program requirements in effect at the time of their return to the university.

Policy Statement on Disabilities

Students with disabilities who wish to request reasonable accommodations should contact the Office of Student Accessibility in Arnold Bernhard Library north wing (Mount Carmel Campus) or School of Law and Education 340 (North Haven Campus) at 203-582-7600 or email access@qu.edu. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Read the full Guidelines and Procedures for Students with Disabilities (<http://catalog.qu.edu/university-policies/disability-policy>).

Section 1: Policies and Procedures for Students with Disabilities

1.01 Section Statement on Disabilities

Quinnipiac University is committed to providing equal educational opportunities and full participation for students with disabilities. No qualified student will be excluded from participation in any university program or be subject to any form of discrimination based on disability.

Quinnipiac University recognizes its obligations to comply with the Americans with Disabilities Act of 1990, hereafter referred to as ADA, and

Section 504 of the Rehabilitation Act of 1973, hereafter referred to as Section 504.

The ADA states: "No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation by any private entity who owns, leases (or leases to), or operates a place of public accommodation." (28 C.F.R. § 36.201a) Section 504 states: "No otherwise qualified individual with a disability [...] shall, solely by reason of her or his disability, be excluded from the participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." (29 U.S.C. § 794) Consistent with its responsibilities, Quinnipiac University provides reasonable accommodations to promote equal educational opportunity.

The university provides staff members to ensure compliance with the ADA and Section 504. These staff members work directly with students, faculty and staff regarding reasonable accommodations and other assistance as needed. The university also maintains a grievance procedure for those students with disabilities who seek resolution of particular issues and desire a more formalized process. The grievance procedure is discussed in Section 4: ADA/504 Grievance Procedure (<http://catalog.qu.edu/university-policies/disability-policy/#ada504grievanceproceduretext>).

Undergraduate and graduate students contact:
Coordinator of Learning Services
The Learning Commons – ABL-TLC
Arnold Bernhard Library – north wing
203-582-5390

School of Law students contact:
Associate Dean of Students
LW-CCS
School of Law 310K
203-582-3220

Students of the Frank H. Netter MD School of Medicine contact:
Associate Dean for Student Affairs
NH-MED
Medicine, Nursing, Health Sciences 211H
203-582-6508

1.02 Procedures for Accessing Services

The university provides reasonable accommodations to students with disabilities to reduce or eliminate any disadvantages that may exist because of the disability. For example, the university may decide to permit a student with a disability to opt out of a foreign language requirement. However, the university is not required by law or this policy to waive specific courses or academic requirements it considers essential to a particular program or degree if it would result in a fundamental alteration of the nature of the program or the degree.

- Students requesting accommodations must self-identify and provide the documentation described in section 2 (<http://catalog.qu.edu/university-policies/disability-policy/#documentationtext>) of this policy to support their request for a reasonable accommodation.
- It is the responsibility of the student requesting a reasonable accommodation to present current documentation and request an accommodation in a timely manner at the beginning of the academic semester.

- Eligibility for reasonable accommodations will be determined on an individual case-by-case basis.

1.03 Housing Accommodations Policy – Undergraduates Only

The university is required to provide reasonable accommodations to students with documented disabilities. A student who requests housing or meal plan accommodations must contact the associate director of residential life and the student must submit all relevant information pertaining to the need for the accommodation. The student is required to complete a Housing Accommodations Form, which is available from the Office of Residential Life. Documentation in support of the request for accommodation may be mailed, faxed or brought to the Office of Residential Life by the student.

Individual accommodations depend on various factors including the nature and severity of the documented disability and available rooms. Consideration will be given to the specific accommodation requested by the student, but there can be no assurances that the student's specific request will be granted if the university determines that it is not feasible or another accommodation is appropriate under the circumstances.

1.04 Institutional Rights and Responsibilities

Quinnipiac University through its dedicated offices has the **responsibility** to:

1. ensure that university courses, programs, services, activities and facilities, when viewed in their entirety, are offered in the most integrated and appropriate setting.
2. provide information regarding policies and procedures to students with disabilities and ensure its availability in accessible formats upon request.
3. evaluate students on their abilities, not their disabilities.
4. provide reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids for students with disabilities upon a timely request by students.
5. maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.

More specifically, personnel in these dedicated offices have the **responsibility** to:

1. assist students with disabilities who self-identify and meet university criteria for eligibility to receive reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
2. assure appropriate confidentiality of all information pertaining to a student's disability.
3. assure that the students receive appropriate reasonable accommodations based on documentation of the disability.
4. interact with the faculty, when appropriate.
5. inform students with disabilities of university policies and procedures for filing a formal grievance. See Section 4 – ADA/504 Grievance Procedure (<http://catalog.qu.edu/university-policies/disability-policy/#ada504grievanceproceduretext>).

Serving students, the coordinator of learning services and/or the assistant dean for student affairs, has the **right** to:

1. require that students with disabilities conform with the university's academic standards.
2. as needed, request from a student current documentation completed by appropriate professional(s) to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids. See Section 2 - Criteria for Comprehensive Documentation of Disabilities (<http://catalog.qu.edu/university-policies/disability-policy/#documentationtext>).
3. review the student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional(s) providing the documentation. This review is only conducted with the student's signed consent authorizing such a discussion.
4. select among equally effective and appropriate accommodations, adjustments and/or auxiliary aids in consultation with the student.
5. deny a request for specific accommodations, academic adjustments, and/or auxiliary aids if the documentation does not identify a specific disability, fails to verify the need for the requested services, is not provided in a timely manner or does not identify the specific accommodation.
6. refuse to provide an accommodation, adjustment and/or auxiliary aid that is inappropriate or unreasonable including any that:
 - constitute a substantial change or fundamental alteration to an essential element of a course or program.
 - pose an undue burden on the university.

1.05 Responsibilities of the Student – Undergraduate and Graduate

1. Contact the coordinator of learning services at the beginning of each semester so that appropriate reasonable accommodations can be made in a timely manner.
2. Provide to the coordinator appropriate medical, psychological, psychoeducational or neuropsychological documentation indicating the student's disability and suggested reasonable accommodations.
3. Provide signed consent authorizing the coordinator to discuss the student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional(s) providing the documentation.
4. Meet the timelines and procedural requirements established by the coordinator for scheduling exams and requesting assistance. If the student with a disability fails to provide adequate notice of the need for space and/or assistance, the coordinator will still attempt to provide the accommodation to the extent possible under the circumstances.

1.06 Responsibilities of the Student – School of Law

1. Contact the associate dean of students – School of Law at the time of enrollment in the School of Law so that appropriate accommodations can be made in a timely manner. The student is also responsible for reviewing the need for accommodation on a semester-by-semester basis with the associate dean of students.
2. Provide to the associate dean of students appropriate medical, psychological, psychoeducational or neuropsychological documentation indicating the student's disability and suggested reasonable accommodations.
3. Provide signed consent authorizing the associate dean of students or designee to discuss the student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional(s) providing the documentation.

4. Meet the timelines and procedural requirements established by the School of Law for scheduling exams and requesting assistance. If the student with a disability fails to provide adequate notice of the need for space and/or assistance, the associate dean of students will attempt to provide the accommodation to the extent possible under the circumstances.

1.07 Responsibilities of the Faculty Member – Undergraduate and Graduate

1. Provide only the accommodations that are recommended by the coordinator of learning services.
2. Discuss with the coordinator any concerns related to the accommodations that have been requested by the student during the initial contact with the faculty member.
3. With respect to examinations in undergraduate and graduate courses,
 - a. Discuss the conditions under which the exam is to be administered.
 - b. If the student's exam is to be administered outside of the class, ensure the timely delivery of the exam, along with all necessary instructions and materials for proper administration. The faculty member may also make arrangements with the student for the delivery and return of the exam.
4. Ensure the appropriate confidentiality of information regarding students with disabilities.
5. Include a statement on syllabi similar to the following:

Faculty Syllabi Statement

Students with disabilities who wish to request reasonable accommodations should contact the coordinator of learning services in Arnold Bernhard Library – north wing at 203-582-5390. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

1.08 Responsibilities of the Faculty Member – School of Law

Law school exams are graded anonymously. Faculty members who administer exams will follow the accommodation request described on the students accommodation letter.

Faculty members will:

1. Include the disability statement on their syllabi:

Students with disabilities who wish to request reasonable accommodations should contact the associate dean of students (office: SLE 310 K, phone: 203-582-3220). Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.
2. Follow precisely the students classroom setting accommodation agreed to by the associate dean of students and described on the accommodation letter presented to the professor;
3. Ensure the utmost confidentiality of information regarding students with disabilities.

1.09 Undergraduate Eligibility for Financial Aid

Quinnipiac University permits students with disabilities to take less than a full-time course load as a reasonable accommodation, if necessary. Students should discuss full-time course load requirements with an

academic adviser for their respective program and the impact this might have on financial aid with a financial aid counselor.

Students should be aware that federal Pell Grants will be prorated based on the number of credits taken, and that a student's financial aid budget will also be reduced accordingly. In addition, students must take at least 6 credits to qualify for the federal Stafford Loan program.

Students who carry less than a full-time load per semester may still be eligible for student financial aid status. In such a case, these procedures must be followed:

1. Students must provide appropriate documentation to the coordinator of learning services to show that their disability substantially limits one or more major life functions and it precludes them from taking a full-time course load.
2. If a student is registered at the beginning of a semester for less than a full-time credit load because of an accommodation for a disability, this must be verified by the coordinator of learning services. Students must contact the coordinator for this verification **NO LATER THAN** the last day of the university's ADD/DROP period.
3. If a student is registered at the beginning of a semester for a full-time course load, but, to accommodate his/her disability, withdraws from a course within the approved drop period, the student must contact the coordinator for this verification **NO LATER THAN** the last day of the university's ADD/DROP period.
4. The coordinator will notify the financial aid office **each semester** of those students with disabilities who are carrying less than a full-time course load and who are eligible for financial aid consideration under these procedures.

Students should be aware that, as always, eligibility for financial aid depends upon satisfactory academic progress.

1.10 Course Substitutions for Undergraduate Students

Policy: Recognizing that certain students with disabilities may not be able to achieve academic success in the quantitative or foreign language area with or without reasonable accommodations, the university may permit the substitution of specific courses from its University Curriculum as an accommodation. Because these requirements are important parts of a program of study, each case will be carefully considered on an individual basis before a decision is made by the appropriate dean.

Procedures: The procedures set forth below must be followed if a student with a disability is seeking a modification of either the university's mathematics or foreign language requirement:

1. The student must file a petition with the coordinator of learning services. The petition process should begin as soon as there is strong objective evidence (e.g., taking the course and using all resources without success) that the student will be unable to fulfill the requirement.
2. The student must provide the coordinator of learning services with documentation that satisfies the requirements of section 2.02 of this policy (<http://catalog.qu.edu/university-policies/disability-policy/#documentationtext>).

Upon completion of these steps, the documentation and the supporting evidence from the case history are reviewed by the coordinator of learning services. If there is evidence that satisfies the coordinator of learning services that a substitution is warranted, the coordinator will consult with the appropriate dean. The student

will be notified in a timely manner of the final decision rendered by the dean. The student may appeal an adverse decision through the grievance procedure (<http://catalog.qu.edu/university-policies/disability-policy/#ada504grievanceproceduretext>) described in section 4 (<http://catalog.qu.edu/university-policies/disability-policy/#ada504grievanceproceduretext>) of this policy.

Any student who receives a course substitution for mathematics or foreign language is expected to fulfill the university's core requirements as follows:

Mathematics Requirement

Students with math learning disabilities who are majoring in the liberal arts or communications should contact the coordinator of learning services to enroll in a designated section of MA 110, Contemporary Mathematics, a smaller than typical class that is geared toward the student with a math learning disability. This section will be offered only once a year.

Foreign Language Requirement

For majors in the College of Arts and Sciences or the School of Communications, the foreign language requirement may be fulfilled by taking other courses chosen in consultation with the coordinator of learning services and the dean of the appropriate college/school. A foreign language course substitution may have ramifications in the future (i.e., admission to graduate school). Students from the School of Business majoring in international business will not be allowed a course substitution for foreign language since students must complete 6 credits of 200-level foreign language courses.

Section 2: Criteria for Comprehensive Documentation of Disabilities in Adolescents and Adults

2.01 Introduction

This document provides students, parents, professional diagnosticians external to Quinnipiac University, and service providers within Quinnipiac University with a common understanding and knowledge base of those components of documentation which are necessary to validate the existence of a disability, to evaluate its impact on the student's educational performance, and to justify the need for reasonable accommodations for students attending Quinnipiac University.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights of equal access to programs and services. However, in order to fall within the laws' protections, an individual must have a physical or mental impairment that *substantially limits* one or more major life activities. Thus the student's documentation must indicate that the disability substantially limits some major life activity, including learning. The following information is provided in the interest of ensuring that all documentation presented by the student is appropriate to verify eligibility and to support requests for reasonable accommodations, academic adjustments, and/or auxiliary aids.

The information and documentation that establishes a disability must be comprehensive to make it possible for a student to obtain appropriate accommodations in a timely fashion. This document presents requirements in four important areas: 1) qualifications of the evaluator, 2) appropriate clinical documentation to substantiate the

specific disability, 3) recency of documentation, and 4) evidence to establish a rationale supporting the need for accommodations.

Quinnipiac University has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the student's informed and written consent. Disability information is kept in a separate, secure location and is not included in a student's general education records.

Students who choose not to disclose their disability forfeit all academic accommodations, including test accommodations. Students who choose not to disclose their disability but later change their minds as the semester progresses must allow at least two weeks for accommodations to begin. There will be no retroactive consideration or adjustment to grades. **It is important to note that Quinnipiac University does not evaluate students for a disability nor does it provide documentation of a disability for students requesting accommodations. It is up to the students to provide their own documentation of a disability from a qualified diagnostician.**

2.02 Documentation Requirements

2.02A Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of specific disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training with regard to the specific disability being addressed and relevant experience with an adolescent/adult population are essential.

The name, title and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment and state in which the individual practices must be clearly stated in the documentation. All reports should be on letterhead, typed, dated, signed and otherwise legible. It is of utmost importance that evaluators are sensitive and respectful of cultural and linguistic differences in adolescents/adults during the assessment process. It is not considered appropriate for professionals to evaluate members of their own families.

Recommendations for adolescents/adults who must obtain an independent diagnostic evaluation are presented at the end of each specific disability section to assist them in finding and working with a qualified professional in regard to documentation.

Learning Disabilities ~ The following professionals would generally be considered qualified to evaluate specific learning disabilities provided they have additional training and experience in differential diagnosis and the assessment of learning problems in adolescents/adults: clinical psychologists, educational psychologists, school psychologists, neuropsychologists, and learning disabilities specialists. Use of diagnostic terminology indicating a learning disability (LD) by someone whose training and experience are not in these fields is not acceptable.

Attention Deficit Hyperactivity Disorder (ADHD) ~ Professionals conducting assessments and rendering diagnoses of ADHD must have training in differential diagnosis and pertinent psychological disorders. The following professionals would generally be considered qualified to evaluate and diagnose ADHD provided they have direct experience with an adolescent/adult ADHD population: clinical psychologists, neuropsychologists, psychiatrists, and other relevantly trained medical doctors. A clinical team approach consisting of a variety of educational, medical and counseling professionals with training in the evaluation of ADHD in adolescents/adults may be important. Use of diagnostic

terminology indicating an ADHD by someone whose training and experience are not in these fields is not acceptable.

Psychological Disabilities ~ Professionals conducting assessments and rendering diagnoses of psychological disabilities must have training in differential diagnosis and the full range of psychological disorders. The following professionals would generally be considered qualified to evaluate and diagnose psychological disabilities provided they have comprehensive training in differential diagnosis and direct experience with an adolescent/adult population: licensed clinical psychologists, licensed clinical social workers, psychiatrists, advanced practice registered nurses or clinical nurse specialists in psychiatry and other relevantly trained medical doctors. Use of diagnostic terminology indicating a psychological disability by someone whose training and experience are not in these fields is not acceptable.

Acquired Brain Injury (ABI)/Traumatic Brain Injury (TBI) ~ Professionals conducting assessments and rendering diagnoses of ABI/TBI must have post-doctoral training in identification and treatment of ABI/TBI. The following professionals would generally be considered qualified to evaluate and develop learning strategies for persons with ABI/TBI: neuropsychologists, educational psychologists with post graduate concentration in cognitive strategy development and remediation, and relevantly trained clinical psychologists. Use of diagnostic terminology indicating an ABI/TBI by someone whose training and experience are not in these fields is not acceptable.

Sensory Conditions

Blindness or Low Vision ~ Professionals conducting assessments and rendering diagnoses of blindness or low vision include ophthalmologists. Optometrists provide information regarding the measurement of visual acuity, tracking and fusion difficulties.

Deaf/Hard of Hearing/Hearing Impaired ~ Physicians including otorhinolaryngologists and otologists are qualified to provide diagnosis and treatment of hearing disorders. Audiologists may provide current audiograms.

Organic Medical Conditions

Physical Mobility/Dexterity ~ Any physical disability is considered to be in the medical domain and requires the expertise of a physician or other pertinent licensed medical personnel.

Health-Related Illness ~ Any illness, acute or chronic enough to be regarded as a disability, is considered to be in the medical domain and requires the expertise of a physician or other pertinent licensed medical personnel.

2.02B Recency of Documentation

Because the provision of all reasonable accommodations and services is based upon Quinnipiac University's assessment of the current impact of the disability on academic performance, it is in the student's best interest to provide recent and appropriate documentation. Documentation must reflect the current impact the disability has on the student's functioning at the postsecondary level. If documentation is inadequate in scope or content, or does not address the student's current level of functioning and need for accommodations, reevaluation may be required. Furthermore, observed changes may have occurred in the student's performance, or new medication may have been prescribed or discontinued since the previous assessment was conducted. In such cases, it will be necessary to update the evaluation report. The update must include a detailed assessment of the current impact of the

disability, an interpretive integrated summary of relevant information, a rationale for ongoing services and accommodations, and previous diagnostic information. If necessary, the coordinator of learning services at Quinnipiac University will recommend which aspects of the documentation need to be updated or augmented.

2.02C Comprehensiveness of the Documentation

Disability documentation must verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for all of the student's specific accommodation requests. Documentation should validate the need for reasonable accommodations based on the individual's current level of functioning in the educational setting. Students requesting reasonable accommodations for the manifestations of multiple disabilities must provide evidence of all such conditions. All reports should be on letterhead, typed, dated, signed and legible. Reports should integrate the various views regarding a student's specific functioning abilities and the resulting impact of these abilities as they relate to postsecondary educational demands. In a public school system, the planning and placement team recommends the type of evaluations necessary for the educational programming of a student and provides a special education diagnosis. A diagnostic report would synthesize all of the diagnostic information culled from the individual reports of the team members and include the resulting diagnosis.

Quinnipiac University has the discretion to require additional documentation if it is determined that the existing documentation is incomplete or inadequate to ascertain the extent of the disability or the need for reasonable accommodations. With the student's written permission, a telephone consultation with an evaluator to update or clarify information regarding the disability may be sufficient to complete the existing documentation. Any cost incurred in obtaining additional documentation when the original records are inadequate for postsecondary purposes is borne by the student. If the existing documentation is complete but the postsecondary institution desires a second professional opinion, the postsecondary institution bears the cost.

Comprehensive disability documentation should include the following components:

1. Evidence of existing impairment
2. Background information
3. Specific diagnosis
4. Integrated summary

1. Evidence of Existing Impairment

Statement of Presenting Problem(s): A history of the individual's presenting problem(s) should be provided, including evidence of ongoing difficulties/behaviors that significantly impact functioning.

2. Background Information

Information collected for the background information summary should be culled from a variety of sources (e.g., interview, review of records) and, whenever feasible, should consist of more than a self-report. Information from third party sources is often invaluable. The diagnostician, using professional judgment as to which areas are relevant, should review pertinent records and conduct an interview which may include, but not necessarily be limited to, the following: history of presenting problem(s)/symptom(s); any significant medical, developmental, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); review of

pertinent academic history of elementary, secondary, and postsecondary education; review of prior evaluation reports; description of current functional limitations pertaining to an educational setting that are presumably a direct result of the presenting problems; and relevant history of prior treatment, therapy, interventions or accommodations.

3. Specific Diagnosis

The report must include a specific diagnosis of the disability by a qualified evaluator. It is important to rule out alternative explanations for problems such as emotional, attentional or motivational issues that may be interfering with learning but do not constitute a specific disability. If the data indicate that a specific disability is not present, the evaluator should state that conclusion in the report. The evaluator is encouraged to use direct language in the diagnosis and documentation of a specific disability, avoiding the use of terms such as "suggests" or "is indicative of." It is important to note that the public school system is qualified to diagnose only educationally related disabilities in accordance with state guidelines (e.g., learning disabilities, speech and language impairment). The classification of Serious Emotional Disturbance (SED), that is used in the school systems, is not considered to be an acceptable diagnosis at the postsecondary level.

4. Integrated Summary

A well-written summary based on a comprehensive evaluation process is a necessary component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be interpreted and integrated by the evaluator with background information, observations of the student during the testing situation, and the current context. It is essential, therefore, that professional judgment be used in the development of a summary. The summary should include: indication of the substantial limitation to learning or other major life activity presented by the specific disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested; indication of whether or not the student was evaluated while on medication and whether or not there is a positive response to the prescribed treatment; demonstration of the evaluator's having ruled out alternative explanations for the presenting problems; and indication as to why specific accommodations are needed, how the effects of the specific disability can be accommodated, and any record of prior accommodation or auxiliary aids.

2.02D Recommendations for Accommodations

Accommodation needs can change over time and are not always identified through the initial diagnostic process. The evaluator(s) must describe the impact, if any, of the diagnosed disability on a specific major life activity as well as the degree of impact on the individual. The diagnostic report must include specific recommendations for accommodations that are reasonable. When possible, a detailed explanation must be provided as to why each accommodation is recommended and must be correlated with specific functional limitations determined through interview, observation, and/or testing. Although prior documentation may have been useful in determining appropriate services in the past, to further facilitate the process of requesting accommodations at the postsecondary level, current documentation must validate the need for services based on the individual's present level of functioning in the educational setting. The documentation must include any record of prior accommodations or auxiliary aids, including information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, licensing or certification examinations) and whether or not they benefited the individual. A school plan such as an IEP or a 504 Plan

is insufficient documentation, in and of itself, but can be included as part of a more comprehensive evaluative report. However, a prior history of accommodations, without demonstration of a current need, does not, in itself, warrant the provision of a like accommodation. If no prior accommodations were provided, the qualified professional and/or the individual must include a detailed explanation as to why no accommodations were used in the past and why accommodations are needed at this time. Reasonable accommodation(s) may help to ameliorate the disability. The determination for reasonable accommodation(s) rests with Quinnipiac University working in collaboration with the individual with the disability and, when appropriate, university faculty. Accommodations may vary based on course content and/or academic programs. If accommodations are not clearly identified in a diagnostic report, the coordinator of learning services will seek clarification and, if necessary, additional information.

2.03 Documentation Guidelines for Specific Disabilities

2.03A Learning Disabilities

2.03A1 Brief Overview

(For more detail please refer to Section 2.03A2 Criteria for Comprehensive Documentation of Learning Disabilities (p.).)

Students requesting accommodation on the basis of a specific learning disability must provide current (within the last three years) documentation from a professional who has undergone comprehensive training and has relevant experience in the assessment of learning problems in adolescents and/or adults (e.g., clinical or educational psychologists, school psychologists, neuropsychologists and learning disabilities specialists). In addition to the requirements specified above, documentation for students requesting accommodations on the basis of a learning disability must include, but is not limited to:

- a. An interview including a description of the presenting problem(s); any significant developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.
- b. A complete assessment of intellectual functioning/aptitude as measured by the Wechsler Adult Intelligence Scale-IV (WAIS-IV) with standard and scaled scores, including subtest scores. The Woodcock-Johnson Psychoeducational Battery-III: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scales, Fifth Edition are also acceptable. The Kaufman Brief Intelligence Test (KBIT-2) and the Slosson Intelligence Test - Revised (SIT-3) are **NOT** comprehensive measures and therefore are not suitable for use in the initial diagnosis of a learning disability.
- c. A comprehensive academic achievement battery that measures current levels of functioning in reading (decoding and comprehension), mathematics, oral language, and written language [e.g., Woodcock-Johnson Psychoeducational Battery-III: Tests of Achievement, Wechsler Individual Achievement Test-III (WIAT-III), Stanford Test of Academic Skills (TASK), Scholastic Abilities Test for Adults (SATA), or specific achievement tests such as Test of Written Language-4 (TOWL-4), Woodcock Reading Mastery Tests-Third Edition, Stanford Diagnostic Mathematics Test]. All standard scores, standard deviations and percentiles must be reported for those subtests administered. The Wide Range Achievement Test-4 (WRAT-4) is **NOT** a comprehensive measure of achievement and is therefore not suitable. Test selection must be guided by the age of the student and the test norms. Tests used should also be technically sound (e.g., statistically reliable and valid) and standardized for use with an adolescent/adult population.

- d. An assessment of specific areas of information processing (e.g., short- and long-term memory, sequential memory, sequential and simultaneous processing, executive functioning, processing speed, auditory and visual perception/processing, and motor ability). Information from subtests on the WAIS-IV, the Woodcock-Johnson Psychoeducational Battery - III: Tests of Cognitive Ability, or the Detroit Tests of Learning Aptitude - Adult (DTLA-A), as well as other instruments relevant to the presenting learning problem(s) may be used to address these areas.
- e. Other assessment measures such as non-standard measures and informal assessment procedures or observations may be helpful in determining performance across a variety of domains. Formal assessment instruments may be integrated with these types of measures to help determine a learning disability and differentiate it from co-existing neurological and/or psychological disorders (i.e., to establish a differential diagnosis). In addition to standardized tests, it is also very useful to include informal observations of the student during the test administration.
- f. A diagnosis of a specific learning disability. Individual "learning styles," "learning differences," "academic problems," and "test difficulty or anxiety," in and of themselves, do not constitute a learning disability. It is important for the evaluator to demonstrate that alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attentional problems, and cultural/language issues that may be interfering with learning but do not constitute a learning disability have been ruled out.
- g. An indication of how patterns in the student's cognitive ability, achievement, and information processing reflect the presence of a learning disability.
- h. An integrated summary which: indicates the substantial limitations to major life activities posed by the specified learning disability, describes the extent to which these limitations impact the academic context for which accommodations are being requested, suggests how the specific effects of the learning disability may be accommodated, and then states how the effects of the learning disability are mediated by the recommended accommodations.

2.03A2 Criteria for Comprehensive Documentation of Learning Disabilities Introduction

This section provides students, parents, professional diagnosticians external to Quinnipiac University, and service providers with a common understanding and knowledge base of those components of documentation which are necessary to validate a learning disability and to justify the need for reasonable accommodations for students attending Quinnipiac University. The information and documentation that establishes a learning disability should be comprehensive to make it possible for a student to obtain appropriate accommodations in a timely fashion.

This section presents requirements in five important areas: 1) qualifications of the evaluator, 2) recency of documentation, 3) appropriate clinical documentation to substantiate the learning disability, 4) evidence to establish a rationale supporting the need for accommodations, and 5) confidentiality. Section 2.03A3 provides recommendations for parents and students to assist them in finding and working with a qualified professional in regard to appropriate documentation. It also includes a suggested listing of standardized tests for assessing adolescents and adults with suspected learning disabilities.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with learning disabilities are guaranteed certain protections and rights of equal access to programs and services; thus the student's documentation should indicate that the disability **substantially limits** some major life activity, including learning. The following information is provided in the interest of assuring that all LD documentation presented by the student is appropriate to verify eligibility and to support requests for accommodations, academic adjustments, and/or auxiliary aids.

Documentation Requirements – Learning Disabilities

Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and relevant experience with an adolescent and adult LD population are essential.

The name, title and professional credentials of the evaluator, including information about license or certification as well as the area of specialization, employment, and state in which the individual practices must be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided that they have additional training and experience in evaluating adolescent and adult learning disabilities: clinical psychologists, educational psychologists, school psychologists, neuropsychologists, and learning disabilities specialists. Use of diagnostic terminology indicating a specific learning disability by someone whose training and experience are not in these fields is not acceptable. It is of utmost importance that evaluators are sensitive and respectful of cultural and linguistic differences in adolescents and adults during the assessment process. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed and otherwise legible.

Recency of Documentation

The provision of all reasonable accommodations and services is based upon assessment of the impact of the student's disability on his or her academic performance at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment. Quinnipiac University is aware that once a person is diagnosed with a qualified specific learning disability under the Americans with Disabilities Act, the disability is believed to be lifelong; however, the severity may change over time.

Flexibility in accepting documentation is important. In some instances, documentation may be outdated or inadequate in scope or content. It may not address the student's current level of functioning or need for accommodations because observed changes may have occurred in the student's performance since the previous assessment was conducted. In such cases, it may be appropriate to update the evaluation report. Since the purpose of the update is to determine the student's current need for accommodations, the update, conducted by a qualified professional, should include a rationale for ongoing accommodations.

Substantiation of the Learning Disability

Documentation must validate the need for accommodations based on the individual's current level of functioning in the educational setting. A school plan such as an Individualized Education Program (IEP) or a 504 plan, while insufficient, can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and the resulting diagnostic report must include a diagnostic interview, assessment of aptitude, academic achievement, information processing and a diagnosis.

a. Diagnostic Interview

An evaluation report must include the summary of a comprehensive diagnostic interview. Learning disabilities are commonly manifested during early childhood, but not always formally diagnosed. Relevant information regarding the student's academic history and learning processes in elementary, secondary, and postsecondary education must be investigated and documented. The diagnostician, using professional judgment as to which areas are relevant, should conduct a diagnostic interview which may include: a description of the presenting problem(s); developmental, medical, psycho-social, and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.

b. Assessment

The neuropsychological or psychoeducational evaluation for the diagnosis of a specific learning disability must provide clear and specific evidence that a learning disability does or does not exist. Assessment, and any resulting diagnosis, must consist of and be based on a comprehensive assessment battery which does not rely on any one test or subtest.

Evidence of a substantial limitation to learning must be provided. A list of acceptable tests is included in Section 2.03A3. Minimally, the domains to be addressed must include the following:

1. **Aptitude/Cognitive Ability.** A complete intellectual assessment with all subtests and standard scores reported.
2. **Academic Achievement.** A comprehensive academic achievement battery is essential, with all subtests and standard scores reported for those subtests administered. The battery must include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.
3. **Information Processing.** Specific areas of information processing (e.g., short-term and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning, and motor ability) should be assessed.

Other assessment measures, such as non-standard measures and informal assessment procedures or observations, may be helpful in determining performance across a variety of domains. Other formal assessment measures may be integrated with the above instruments to help determine a learning disability and differentiate it from co-existing neurological and/or psychological disorders (i.e., to establish a differential diagnosis). In addition to standardized tests, it is also very useful to include informal observations of the student during the test administration.

c. Specific Diagnosis

Nonspecific diagnoses, such as individual “learning styles,” “slow reader,” “learning differences,” “academic problems,” and “test difficulty or anxiety,” in and of themselves, do not constitute a learning disability. It is important to rule out alternative explanations for problems in learning such as emotional, attentional, or motivational problems that may be interfering with learning but do not constitute a learning disability. The diagnostician must use direct language in the diagnosis and documentation of a learning disability, avoiding the use of terms such as “suggests” or “is indicative of.” If the data indicate that a learning disability is not present, the evaluator must state that conclusion in the report.

d. Test Scores

Standard scores and/or percentiles must be provided for all normed measures. Grade equivalents must be accompanied with standard scores and/or percentiles. The data must logically reflect a substantial limitation to learning for which the student is requesting the accommodation. The particular profile of the student’s strengths and weaknesses must be shown to relate to functional limitations that may necessitate accommodations. The tests used must be reliable, valid, and standardized for use with an adolescent/adult population. The test findings must document both the nature and severity of the learning disability. Informal inventories, surveys and direct observation by a qualified professional may be used in tandem with formal tests in order to further develop a clinical hypothesis.

e. Clinical Summary

A well-written diagnostic summary based on a comprehensive evaluation process is a necessary component of the report. Assessment instruments and the data they provide do not diagnose; rather, they provide important elements that must be integrated by the evaluator with background information, observations of the client during the testing situation, and the current context. It is essential, therefore, that professional judgment be utilized in the development of a clinical summary. The clinical summary must include:

1. Demonstration of the evaluator’s having ruled out alternative explanations for academic problems as a result of poor education, poor motivation and/or study skills, emotional

problems, attentional problems, and cultural/language differences;

2. Indication of how patterns in the student’s cognitive ability, achievement and information processing reflect the presence of a learning disability;
3. Indication of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which accommodations are being requested;
4. Indication as to why specific accommodations are needed and how the effects of the specific disability are accommodated.

The summary also should include any record of prior accommodation or auxiliary aids, including any information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, licensing or certification examinations).

Recommendations for Accommodations

It is important to recognize that accommodation needs can change over time and are not always identified through the initial diagnostic process. Conversely, a prior history of accommodation, without demonstration of a current need, does not in and of itself warrant the provision of a similar accommodation.

The diagnostic report must include specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended. The evaluators must describe the impact the diagnosed learning disability has on a specific major life activity as well as the degree of significance of this impact on the individual. The evaluator must support recommendations with specific test results or clinical observations. If no prior accommodations have been provided, a detailed explanation should be included as to why no accommodations were used in the past and why accommodations are needed at this time.

If accommodations are not clearly identified in a diagnostic report, the coordinator of learning services will seek clarification and, if necessary, more information. The final determination for providing appropriate and reasonable accommodations rests with Quinnipiac University. In instances where a request for accommodations is denied at Quinnipiac University, a written grievance or appeal procedure can be initiated with the director of the learning center. See Section 4 – ADA/504 Grievance Procedure (<http://catalog.qu.edu/university-policies/disability-policy/#ada504grievanceproceduretext>)

Confidentiality

Quinnipiac University has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the student’s informed and written consent.

2.03A3 Recommendations for Parents and Students – Learning Disabilities

1. For assistance in finding a qualified professional:
 - Contact the coordinator of learning services at Quinnipiac University to discuss documentation requirements.
 - Discuss your future plans with the coordinator and, if additional documentation is required, seek assistance in identifying a qualified professional.
2. In selecting a qualified professional:
 - Ask what his/her credentials are.
 - Ask what experience he/she has working with adults with learning disabilities.
 - Ask if he/she has ever worked with the coordinator of learning services at Quinnipiac University.
3. In working with the professional:
 - Take a copy of this document to the professional.
 - Encourage him/her to clarify questions with the coordinator of learning services.
 - Be prepared to be forthcoming, thorough, and honest with requested information.
 - Know that professionals must maintain confidentiality with respect to your records and testing information.
4. As follow-up to the assessment by the professional:
 - Request a written copy of the assessment report.
 - Request the opportunity to discuss the results and recommendations.
 - Request additional resources if you need them.
 - Maintain a personal file of your records and reports.

Tests for Assessing Adolescents and Adults with Learning Disabilities

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments including their reliability, validity and standardization on an appropriate norm group. The professional judgment of an evaluator in choosing tests is important. The following list is provided as a helpful resource, but it is not intended to be definitive or exhaustive.

Aptitude

- *Wechsler Adult Intelligence Scale - IV (WAIS-IV)*
- *Woodcock-Johnson Psychoeducational Battery - III: Tests of Cognitive Ability*
- *Kaufman Adolescent and Adult Intelligence Test (KAIT)*
- *Stanford-Binet Intelligence Scales, Fifth Edition (SB5)*

The *Slosson Intelligence Test - Revised* and the *Kaufman Brief Intelligence Test-2* are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation decisions.

Academic Achievement

- *Wechsler Individual Achievement Test - Third Edition (WIAT-III)*
- *Woodcock-Johnson Psychoeducational Battery - III: Tests of Achievement*
- *Scholastic Abilities Test for Adults (SATA)*
- *Stanford Test of Academic Skills (TASK)*

or specific achievement tests such as:

- *Nelson-Denny Reading Test*
- *Stanford Diagnostic Mathematics Test*
- *Test of Written Language - 4 (TOWL-4)*
- *Woodcock Reading Mastery Tests - Third Edition (WRMT-III)*

Specific achievement tests are useful instruments when administered under standardized conditions and interpreted within the context of other diagnostic information. The *Wide Range Achievement Test-4 (WRAT-4)* is not a comprehensive measure of achievement and therefore must not be used as the sole measure of achievement.

Information Processing

Acceptable instruments include:

- *The Detroit Tests of Learning Aptitude - Fourth Edition (DTLA-4)*
- *The Detroit Tests of Learning Aptitude - Adult (DTLA-A)*
- Information from subtests on *WAIS-IV*, and/or *Woodcock-Johnson Psychoeducational Battery - III: Tests of Cognitive Ability*.

2.03B Attention Deficit Hyperactivity Disorder (ADHD)

2.03B1 Brief Overview

(For more detail please refer to Section 2.03B2: Criteria of Comprehensive Documentation of ADHD. (p.))

Students requesting accommodations on the basis of ADHD must provide current (within the last three years) documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., psychologists, psychiatrists, neuropsychologists and other relevantly trained medical doctors). In addition to the requirements specified above, documentation for students requesting accommodations on the basis of ADHD must include:

- a. Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.
- b. Evidence of current impairment. A history of the individual's presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings must be provided.
- c. An interview. The interview must contain self-report and third-party information pertaining to: any significant developmental history; family history of ADHD or other educational, learning, physical, or psychological difficulties; relevant medical and medication history; a thorough academic history; and a review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.
- d. Description of relevant employment history.
- e. Description of current functional limitations pertaining to an educational setting that are presumably a direct result of problems with attention.
- f. Evidence of alternative diagnoses or explanations being ruled out. The documentation must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological, and/or personality disorders that may confound the ADHD diagnosis. For a diagnosis of ADHD, the symptoms may not occur exclusively during the course of a pervasive developmental disorder, schizophrenia, or other psychotic disorder, and are not

- better accounted for by another mental disorder (e.g., mood disorder, anxiety disorder, dissociative disorder, or a personality disorder).
- g. A discussion of the neuropsychological or psychoeducational assessments administered to determine the current impact of the disorder on the individual's ability to function in an academic setting. Such data should include standard scores, standard deviations and percentiles reported in table format for those subtests administered.
 - h. A specific psychiatric diagnosis as per the *Diagnostic and Statistical Manual Of Mental Disorders, Fifth Edition*, (DSM-5) of the American Psychiatric Association (2013). Symptoms of hyperactivity/ impulsivity which were present in childhood and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work, home) must also be identified.
 - i. An indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.
 - j. Prescribed medications, dosages and schedules, including any possible side effects, which may influence the types of accommodations provided.
 - k. An integrated summary which: indicates the substantial limitations to major life activities posed by the disability, describes the extent to which these limitations would impact the academic context for which accommodations are being requested, suggests how the specific effects of the disability may be accommodated, and states how the effects of ADHD are mediated by the recommended accommodations.

demonstrates an impact on a major life activity and supports the request for accommodations, academic adjustments, and/or auxiliary aids.

Documentation Requirements - ADHD

Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of ADHD, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and relevant experience in differential diagnosis and the full range of psychological disorders are essential. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state in which the individual practices must be clearly stated in the documentation. All reports must be on letterhead, typed, dated, signed and otherwise legible. The following professionals would generally be considered qualified to evaluate and diagnose ADHD provided they have comprehensive training in the differential diagnosis of ADHD and direct experience with an adolescent or adult ADHD population: clinical psychologists, psychiatrists, neuropsychologists and other relevantly trained medical doctors. It may be appropriate to use a clinical team approach consisting of a variety of educational, medical and counseling professionals with training in the evaluation of ADHD in adolescents and adults.

Use of diagnostic terminology indicating an ADHD by someone whose training and experience are not in these fields is not acceptable. It is also not considered appropriate for professionals to evaluate members of their own families.

Recency of Documentation

Because the provision of all reasonable accommodations and services is based upon Quinnipiac University's assessment of the **current** impact of the disability on academic performance, it is in the student's best interest to provide recent and appropriate documentation. In most cases, this means that a diagnostic evaluation must have been completed within the past three years.

Flexibility in accepting documentation which exceeds a three-year period may be important under certain conditions, if the previous assessment is applicable to Quinnipiac University. If documentation is inadequate in scope or content, or does not address the student's current level of functioning and need for accommodations, reevaluation may be required. Furthermore, observed changes may have occurred in the student's performance since previous assessment, or new medication may have been prescribed or discontinued since the previous assessment was conducted. In such cases, it will be necessary to update the evaluation report. The update must include a detailed assessment of the current impact of the ADHD, an interpretive summary of relevant information (subsection 3G below (p.)) and the previous diagnostic report. If necessary, the coordinator of learning services at Quinnipiac University will recommend what aspects of the documentation need to be updated or augmented.

Comprehensiveness of the Documentation

2.03B2 Criteria for Comprehensive Documentation of ADHD

Introduction

Although the more generic term Attention Deficit Disorder (ADD) is frequently used, the official nomenclature in the 2013 American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*, (DSM-5) is Attention- Deficit/Hyperactivity Disorder (ADHD) which is used in this document. This document provides students, parents, professional diagnosticians external to Quinnipiac University, and service providers with a common understanding and knowledge base of the components of documentation which are necessary to validate the existence of ADHD and its impact on the individual's educational performance and to justify the need for reasonable accommodations for students attending Quinnipiac University. The information and documentation that establishes this disorder must be comprehensive in order to make it possible for a student to obtain appropriate accommodations in a timely fashion.

This document presents requirements in five important areas: 1) qualifications of the evaluator, 2) recency of documentation, 3) comprehensiveness of the documentation to substantiate the ADHD, 4) evidence to establish a rationale to support the need for accommodations, and 5) confidentiality. Section 2.03B3 (p.) provides recommendations for parents and students to assist them in finding and working with a qualified professional in regard to this documentation.

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services. In order to establish that an individual is covered under the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning. The following documentation requirements are provided in the interest of assuring that documentation of ADHD

a. Evidence of Early Impairment

Because ADHD is, by definition, first exhibited in childhood (although it may not have been formally diagnosed) and manifests itself in more than one setting, relevant historical information is essential. The following must be included in a comprehensive assessment: clinical summary of objective historical information establishing symptomology indicative of ADHD throughout childhood, adolescence and adulthood as garnered from transcripts, report cards, teacher comments, tutoring evaluations, past psychoeducational testing, and third party interviews when available.

b. Evidence of Current Impairment

In addition to providing evidence of a childhood history of an impairment, the following areas must be investigated:

1. Statement of Presenting Problem

A history of the student's presenting attentional symptoms must be provided, including evidence of ongoing impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings.

2. Diagnostic Interview

The information collected for the summary of the diagnostic interview must consist of more than self-report, as information from third party sources is critical in the diagnosis of ADHD. The diagnostic interview with information from a variety of sources must include, but not necessarily be limited to, the following:

- a. history of presenting attentional symptoms, including evidence of ongoing impulsive/hyperactive or inattentive behavior that has significantly impaired functioning over time;
- b. developmental history;
- c. family history for presence of ADHD and other educational, learning, physical or psychological difficulties deemed relevant by the examiner;
- d. relevant medical and medication history, including the absence of a medical basis for the symptoms being evaluated;
- e. relevant psychosocial history and any relevant interventions;
- f. a thorough academic history of elementary, secondary and postsecondary education;
- g. review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems;
- h. relevant employment history;
- i. description of current functional limitations pertaining to an educational setting that

are presumably a direct result of problems with attention;

j. relevant history of prior therapy.

c. Rule out of Alternative Diagnoses or Explanations

The evaluator must investigate and discuss the possibility of dual diagnoses and alternative or co-existing mood, behavioral, neurological and/or personality disorders that may confound the diagnosis of ADHD. This process must include exploration of possible alternative diagnoses, medical and psychiatric disorders as well as educational and cultural factors impacting the student, which may result in behaviors mimicking an attention-deficit/hyperactivity disorder.

d. Relevant Testing

The assessment of the individual must not only establish a diagnosis of ADHD, but must also demonstrate the current impact of the ADHD on the student's ability to function in a classroom and take tests. In addition, neuropsychological or psychoeducational assessment is important in determining the current impact of the disorder on the student's ability to function at Quinnipiac University. The evaluator must objectively review and include with the evaluation report relevant background information to support the diagnosis. If grade equivalents are reported, they must be accompanied by standard scores and/or percentiles. Test scores or subtest scores alone must not be used as a sole measure for the diagnostic decision regarding ADHD. Selected subtest scores from measures of intellectual ability, memory functions tests, attention or tracking tests, or continuous performance tests do not in and of themselves establish the presence or absence of ADHD. Checklists and/or surveys can serve to supplement the diagnostic profile but in and of themselves are not adequate for the diagnosis of ADHD and do not substitute for clinical observations and sound diagnostic judgment. All data must logically reflect a substantial limitation to learning for which the student is requesting the accommodation.

e. Identification of DSM-5 Criteria

According to the DSM-5, "The essential feature of ADHD is a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development." (p. 61). A diagnostic report must include a review and discussion of the DSM-5 criteria for ADHD, both currently and retrospectively, and specify which symptoms are present. In diagnosing ADHD, it is particularly important to address the following criteria:

1. symptoms of hyperactivity/impulsivity or inattention that cause impairment which must have been present in childhood;
2. current symptoms that have been present for at least the past six months;
3. impairment from the symptoms present in two or more settings (for example, school, work, and home);

4. clear evidence of significant impairment in social, academic, or occupational functioning;
5. symptoms that do not occur exclusively during the course of a pervasive developmental disorder, schizophrenia or other psychotic disorder and are not better accounted for by another mental disorder (e.g., anxiety disorder, dissociative disorder or personality disorder).

f. A Specific Diagnosis

The report must include a specific diagnosis of ADHD based on the DSM-5 diagnostic criteria. The diagnostician must use direct language in the diagnosis of ADHD, avoiding the use of terms such as “suggests,” “is indicative of,” or “attention problems.” Individuals who report only problems with organization, test anxiety, memory or concentration in selective situations do not fit the proscribed diagnostic criteria for ADHD. Given that many individuals benefit from prescribed medications and therapies, a positive response to medication by itself does not confirm a diagnosis nor does the use of medication in and of itself either support or negate the need for accommodation.

g. An Interpretive Summary

A well-written interpretative summary based on a comprehensive evaluative process is a necessary component of the documentation. Because ADHD is in many ways a diagnosis which is based upon the interpretation of historical data and observation, as well as other diagnostic information, it is essential that professional judgment be utilized in the development of a summary, which must include:

1. demonstration of the evaluator’s having ruled out alternative explanations for inattentiveness, impulsivity, and/or hyperactivity as a result of psychological disorders, medical disorders or non-cognitive factors;
2. indication of how a pattern of inattentiveness, impulsivity and/or hyperactivity across the life span and across setting are used to determine the presence of ADHD;
3. indication of whether or not the student was evaluated while on medication and whether or not there is a positive response to the prescribed treatment;
4. indication and discussion of the substantial limitation to learning presented by the ADHD and the degree to which it impacts the student in the learning context for which accommodations are being requested;
5. indication as to why specific accommodations are needed and how the effects of ADHD symptoms, as designated by the DSM-5, are mediated by the accommodations.

A Rationale for Each Accommodation

The evaluator must describe the impact, if any, of the diagnosed ADHD on a specific major life activity as well as the degree of impact on the student. The diagnostic report must include specific recommendations for accommodations that are realistic and that Quinnipiac University can reasonably provide. A detailed explanation of why each accommodation is recommended must be provided and correlated with specific functional limitations determined through interview, observation, and/or testing. Although prior documentation may have been useful in determining appropriate services in the past, current documentation must validate the need for services based on the student’s **present** level of functioning in an educational setting. A school plan such as an Individualized Educational Program (IEP) or a 504 plan is insufficient documentation in and of itself but can be included as part of a more comprehensive evaluative report. The documentation must include any record of prior accommodations or auxiliary aids, including information about specific conditions under which the accommodations were used (e.g., standardized testing, final exams, licensing, or certification examinations) and whether or not they benefited the student. However, a prior history of accommodations, without demonstration of a current need, does not in itself warrant the provision of a like accommodation. If no prior accommodations were provided, the qualified professional and/or the student must include a detailed explanation as to why no accommodations were used in the past and why accommodations are needed at this time.

Because of the challenge of distinguishing normal behaviors and developmental patterns of adolescents and adults (e.g., procrastination, disorganization, distractibility, restlessness, boredom, academic underachievement or failure, low self-esteem, and chronic tardiness or inattendance) from clinically significant impairment, a multifaceted evaluation must address the intensity and frequency of the symptoms and whether these behaviors constitute an impairment in a major life activity.

Reasonable accommodation(s) may help to ameliorate the disability and to minimize its impact on the student’s attention, impulsivity, and distractibility. The determination for reasonable accommodation(s) rests with the coordinator of learning services at Quinnipiac University working in collaboration with the student with a disability and, when appropriate, Quinnipiac University faculty.

Confidentiality

Quinnipiac University has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the student’s informed and written consent.

2.03B3 Recommendations for Parents and Students - ADHD

1. For assistance in finding a qualified professional:

- contact the coordinator of learning services at Quinnipiac University for possible referral sources
- contact a physician who may be able to refer you to a qualified professional with demonstrated expertise in ADHD

2. In selecting a qualified professional:

- ask what experience and training he/she has diagnosing adolescents and adults
- ask whether he/she has training in differential diagnosis and the full range of psychiatric disorders. Clinicians typically qualified to diagnose ADHD may include: clinical psychologists, physicians (including psychiatrists) and neuropsychologists
- ask if he/she has ever worked with the coordinator of learning services at Quinnipiac University
- ask whether you will receive a comprehensive written report

3. In working with the professional:

- take a copy of this document to the professional
- be prepared to be forthcoming, thorough, and honest with requested information

4. As follow-up to the assessment by the professional:

- schedule a meeting to discuss the results, recommendations and possible treatment
- request additional resources, support group information, and publications if you need them
- maintain a personal file of your records and reports
- be aware that Quinnipiac University has a responsibility to maintain confidentiality

Assessing Adolescents and Adults with ADHD

The diagnosis of ADHD is strongly dependent on a clinical interview in conjunction with a variety of formal and informal measures. Since there is no one test, or specified combination of tests for determining ADHD, the diagnosis requires a multifaceted approach. Any tests that are selected by the evaluator should be technically accurate, reliable, valid, and standardized on the appropriate norm group. The following list includes five broad domains that are frequently explored when arriving at an ADHD diagnosis. This listing is provided as a helpful resource but is not intended to be definitive or exhaustive.

1. Clinical Interview

The evaluator should: a) provide retrospective confirmation of ADHD; b) establish relevant developmental and academic markers; c) determine any other co-existing disorders; and d) rule out other problems that may mimic ADHD. Specific areas to be addressed include: family history; results of a neuro-medical history; presence of ADHD symptoms since childhood; presence of ADHD symptoms in last six months; evidence that symptoms cause a "significant impairment" over time; results of clinical observation for hyperactive behavior, impulsive speech, distractibility; extent of functional impairment across settings (e.g., academic, occupational, social); an accounting for periods in which student was symptom-free; presence of other psychiatric conditions (mood or anxiety disorders, substance abuse, etc.); indication that symptoms are not due to other conditions (e.g., depression, drug use, neuromedical problems); relevant medication history; determination of which remediation approaches and/or compensating strategies are and are not currently effective; determination of what accommodations, if any, have alleviated symptoms in the past or in the present setting.

2. Rating Scales

Self-rater or interviewer-rated scales for categorizing and quantifying the nature of the impairment may be useful in conjunction with other data. Selected examples include:

- *Wender Utah Rating Scale*
- *Brown Attention-Activation Disorder Scale*
- *Beck Anxiety Inventory*
- *Hamilton's Depression Rating Scale*
- *Conners' Adult ADHD Rating Scales (CAARS)*

3. Neuro-Psychological and Psycho-Educational Testing

Cognitive and achievement profiles may suggest attention or information processing deficits. No single test or subtest should be used as the sole basis for a diagnostic decision. Acceptable instruments include, but are not limited to:

Aptitude/Cognitive Ability

- *Wechsler Adult Intelligence Scale - IV (WAIS-IV)*
- *Woodcock-Johnson Psychoeducational Battery - III: Tests of Cognitive Ability*
- *Kaufman Adolescent and Adult Intelligence Test (KAIT)*
- *Stanford-Binet Intelligence Scales, Fifth Edition (SB5)*

Academic Achievement

- *Woodcock-Johnson Psychoeducational Battery - III: Tests of Achievement*
- *Wechsler Individual Achievement Test – Third Edition (WIAT-III)*
- *Scholastic Abilities Test for Adults (SATA)*
- *Stanford Test of Academic Skills (TASK)*
- or specific achievement tests such as:
- *Nelson-Denny Reading Test*
- *Stanford Diagnostic Mathematics Test*
- *Test of Written Language - 4 (TOWL-4)*
- *Woodcock Reading Mastery Tests - Third Edition (WRMT-III)*

Information Processing

- *Detroit Tests of Learning Aptitude - Fourth Edition (DTLA-4)*
- *Detroit Tests of Learning Aptitude - Adult (DTLA-A)*
- Information from subtests on *WAIS-IV* or
 - *Woodcock-Johnson Psychoeducational Battery - III: Tests of Cognitive Ability,*
- Other relevant instruments, which may be useful when interpreted within the context of other diagnostic information.

4. Medical Evaluation

Medical disorders may cause symptoms resembling ADHD. Therefore, it may be important to rule out the following: neuroendocrine disorders (e.g., thyroid dysfunction); neurologic disorders; and/or impact of medication on attention if tried, and under what circumstances.

5. Collateral Information

Include third party sources which can be helpful to determine the presence or absence of ADHD in childhood.

- Description of current symptoms (e.g., by spouse, teachers, employer).

- Description of childhood symptoms (e.g., parent).
- Information from old school and report cards and transcripts.

2.03C Psychological Disabilities

2.03C1 Brief Overview

(For more detail please refer to Section 2.03C2: Criteria of Comprehensive Documentation of Psychological Disabilities (p.).)

Quinnipiac University recognizes that “psychiatric disabilities” is a generic term used to refer to a variety of conditions involving psychological, emotional and behavioral disorders and syndromes. The terms psychological disabilities and psychiatric disabilities are used interchangeably in this document. Students requesting accommodations on the basis of a psychological disability must provide current (within the last year) documentation from a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., licensed clinical psychologists, psychiatrists, neurologists, marriage and family therapists, licensed clinical social workers, and other relevantly trained medical doctors). In addition to the requirements specified above, documentation for students requesting accommodations on the basis of a psychological disability must include:

- An interview including a description of the presenting problem(s) including any significant developmental, medical, psychosocial and employment; family history; and a discussion of dual diagnosis where indicated.
- A specific, current (within the last year) psychiatric diagnosis as per the *Diagnostic and Statistical Manual Of Mental Disorders, Fifth Edition*, (DSM- 5) of the American Psychiatric Association (2013), which indicates the nature, frequency, and severity of the symptoms upon which the diagnosis was predicated. A diagnosis without an explicit listing of current symptoms is not sufficient. Serious emotional disturbance (SED) is not an acceptable diagnosis at the postsecondary level.
- Primary and Secondary Axis I and Axis II diagnoses. A measure of functioning using the Global Assessment of Functioning (GAF) Scale in the DSM-5 is highly recommended. Using the GAF, indicate the student’s general, highest and lowest GAF score and describe behaviorally the student’s performance at each GAF level using as much detail as is known.
- Prescribed medications, dosages and schedules which may influence the types of accommodations provided, including any possible side effects.
- An indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.
- An integrated summary which: indicates the substantial limitations to major life activities posed by the psychological disability, describes the extent to which these limitations would impact the academic context for which accommodations are being requested, suggests how the specific effects of the psychological disability may be accommodated, and states how the effects of the psychological disability are mediated by the recommended accommodations.

2.03C2 Criteria for Comprehensive Documentation of Psychological Disabilities Introduction

This section provides individuals, schools, professional diagnosticians, and service providers with a comprehensive set of guidelines for documenting psychiatric disabilities. This documentation is necessary to validate both the presence of a disability and the need for reasonable

accommodations for individuals with psychological disabilities. Quinnipiac University recognizes that “psychiatric disabilities” is a generic term used to refer to a variety of conditions involving psychological, emotional, and behavioral disorders and syndromes. The terms psychological disabilities and psychiatric disabilities are used interchangeably in this document. The two official sources designed to outline the criteria used in making these diagnoses are the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*, (DSM-5) and the *International Classification of Diseases Manual, Tenth Revision (ICD-10)*. For the purpose of determining eligibility for accommodation, the symptoms must meet the ADA definition of a disability. This document provides students, parents, professional diagnosticians external to Quinnipiac University, and service providers with a common understanding and knowledge base necessary to establish the impact of psychological disabilities on an individual’s educational performance and to validate the need for reasonable accommodations for students attending Quinnipiac University. The information and documentation that establishes a psychological disability must be comprehensive in order to make it possible for a student to obtain appropriate accommodations in a timely fashion.

This document presents requirements in six important areas: 1) qualifications of the evaluator, 2) recency of documentation, 3) comprehensiveness of the documentation to support the diagnosis of a psychological disability, 4) evidence to establish the functional limitation of the psychological condition supporting the need for accommodations, 5) multiple diagnoses, and 6) confidentiality. Section 2.03C3 (p.) provides recommendations for parents and students to assist them in finding and working with a qualified professional in regard to this document, including suggestions for assessment measures.

Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and may be entitled to reasonable accommodations and equal access to programs and services. To establish that an individual is covered under the ADA, documentation must indicate that a specific disability exists and that the identified disability **substantially limits** one or more major life activities. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA. The documentation must also support the request for accommodations, academic adjustments, and/or auxiliary aids.

Terms

Psychological disabilities: Comprise a range of conditions characterized by emotional, cognitive, and/or behavioral dysfunction. Diagnoses are provided in the *DSM-5* or the *ICD-10*. Note that not all conditions listed in the *DSM-5* are disabilities, or even impairments for purposes of the ADA. Therefore, a diagnosis of a disability does not, in and of itself, meet the definition of a disability necessitating reasonable accommodations under the ADA or Section 504 of the Rehabilitation Act of 1973.

Major life activity: Examples of major life activities include walking, sitting, standing, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and other similar activities. In particular, individuals with psychological disabilities may also experience thinking disorders/psychotic disorders that may interfere with the learning process (e.g., reading, writing, and calculating).

Functional limitation: A substantial impairment in the individual's ability to function in the condition, manner, or duration of a required major life activity.

Documentation Requirements – Psychological Disabilities

Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of psychological disabilities, and making recommendations for appropriate accommodations must be qualified to do so. It is essential that professional qualifications include both comprehensive training and relevant expertise in differential diagnosis of psychological disorders and appropriate licensure/certification. Qualified evaluators are defined as those licensed individuals who are qualified to evaluate and diagnose psychological disabilities or who may serve as members of the diagnostic team. These individuals or team members may include: licensed clinical psychologists, licensed clinical social workers, psychiatrists, advanced practice registered nurses or clinical nurse specialists in psychiatry, and other relevantly trained medical doctors. Documentation may be provided from more than one source when a clinical team approach consisting of a variety of educational, medical, and counseling professionals has been used.

Diagnoses of psychological disabilities documented by family members will not be accepted due to professional and ethical considerations even when the family members are otherwise qualified by virtue of training and licensure/certification. The issue of dual relationships as defined by various codes of professional ethics should be considered in determining whether a professional is in an appropriate position to provide the necessary documentation.

Finally, the name, title, and credentials of the qualified professional writing the report should be included. Information about license or certification, as well as the area of specialization, employment, and state or province in which the individual practices, should also be clearly stated in the documentation. All reports should be in English, typed or printed on professional letterhead, dated, and signed.

Recency of Documentation

Due to the changing nature of psychological disabilities, it is essential that a student provide recent and appropriate documentation from a qualified evaluator.

Since reasonable accommodations are based on the current impact of the disability, the documentation must address the student's current level of functioning and the need for accommodations (e.g., due to observed changes in performance or due to medication changes since previous assessment). If the diagnostic report is more than one year old, the student must also submit a letter from a qualified professional that provides an update of the diagnosis, a description of the student's current level of functioning during the preceding

year, and a rationale for the requested reasonable accommodations.

Comprehensiveness of the Documentation

In most cases, documentation must be based on a comprehensive diagnostic/clinical evaluation that adheres to the guidelines outlined in this document. The diagnostic report must include the following components: 1. a specific diagnosis; 2. a description of current functional limitations in the academic environment as well as across other settings; 3. relevant information regarding medications expected to be in use and their anticipated impact on the student in this setting; 4. relevant information regarding current treatment; 5. a specific request for accommodations with accompanying rationale.

- a. Historical Information, Diagnostic Interview, and/or Psychological Assessment The information collected for the summary of the diagnostic interview must include, but is not limited to, the following:
 1. history of presenting symptoms;
 2. duration and severity of the disorder;
 3. relevant, developmental, historical and familial data;
 4. relevant medical and medication history, including the student's current medication regimen compliance, side effects (if relevant), and response to medication;
 5. a description of current functional limitations in different settings with the understanding that a psychological disorder usually presents itself across a variety of settings other than just the academic domain and that its expression is often influenced by context-specific variables (e.g., school-based performance);
 6. a description of the expected progression or stability of the impact of the condition over time as relevant to the student's performance;
 7. information regarding the kind of treatment and duration/consistency of the therapeutic relationship as relevant to test taking performance.
- b. Specific Diagnosis

The report must include a specific diagnosis based on the *DSM-5* or *ICD-10* diagnostic criteria and include the specific diagnostic section in the report with a numerical and nominal diagnosis from *DSM-5* or *ICD-10*. Evaluators are encouraged to cite the specific objective measures used to help substantiate the diagnosis. The evaluator must use definitive language in the diagnosis of a psychiatric disorder, avoiding such wording as "suggests," "has problems with," or "may have emotional problems."

c. Rule out of Alternative Diagnoses or Explanations

The evaluator must also investigate and rule out the possibility of other potential diagnoses involving neurological and/or medical conditions or substance abuse, as well as educational, linguistic, sensorimotor, and cross-cultural factors that may result in symptoms mimicking the purported psychological disability.

Recommendations for Accommodation

The evaluator must describe the degree of impact of the diagnosed psychological disorder on a specific major life activity, as well as the degree of impact on the student. A link must be established between the requested accommodations and the functional limitations of the student that are pertinent to the anticipated academic and residential settings. Accommodations will be provided only when a clear and convincing rationale is made for the necessity of the accommodation. A diagnosis, in and of itself, does not automatically warrant approval of requested accommodations. For example, test anxiety alone is not a sufficient diagnosis to support requests for accommodations. Given that many students may perceive that they might benefit from extended time in testing situations, evaluators must provide specific rationales and justifications for the accommodation. A prior history of accommodations, without demonstration of current need, does not, in and of itself, warrant the provision of accommodations. If there is no prior history of accommodations, the evaluator and/or the student must include a detailed explanation of why accommodations were not needed in the past, and why they are now currently being requested. Psychoeducational, neuropsychological or behavioral assessments are often necessary to support the need for reasonable academic accommodations based on the potential for psychological disorders to interfere with cognitive performance.

Multiple Diagnoses

Multiple diagnoses may require a variety of accommodations beyond those typically associated with one diagnosis, and therefore the documentation must adhere to Quinnipiac University's policy for other diagnoses.

Confidentiality

Quinnipiac University has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the student's informed and written consent. Furthermore, to safeguard the confidentiality of individuals with psychological disabilities, evaluators may withhold or redact any portion of the documentation that is not directly relevant to Quinnipiac University's criteria for establishing a rationale for requested reasonable accommodations.

2.03C3 Recommendations for Parents and Students - Psychological Disabilities

1. For assistance in finding a qualified professional (See Section 2.03C2 (p.) for definition of a qualified professional):

- Contact the coordinator of learning services at Quinnipiac University for possible referral sources.
- Contact your primary care physician who may be able to refer you to a qualified professional with demonstrated expertise in psychological disorders.

2. In selecting a qualified professional:

- Ask what experience and training he/she has had diagnosing adolescents and adults.
- Ask whether he or she has training in differential diagnosis and the full range of psychological disorders. Clinicians typically qualified to diagnose psychiatric disabilities include: licensed clinical psychologists, licensed clinical social workers, psychiatrists, advanced practice registered nurses or clinical nurse specialists in psychiatry and other relevantly trained medical doctors.
- Ask if he/she has ever worked with the coordinator of learning services at Quinnipiac University.
- Ask whether you will receive a comprehensive written report.

3. In working with the professional:

- Take a copy of these guidelines to the professional.
- Be prepared to be candid, thorough and honest in providing requested information.

4. As follow-up to the assessment by the professional:

- Schedule a meeting to discuss the results, recommendations, and possible treatment.
- Request additional resources, support group information, and publications if you need them.
- Maintain a personal file of your records and reports.
- Be aware that Quinnipiac University has a responsibility to maintain confidentiality.

Assessing Adolescents and Adults with Psychological Disorders

This subsection contains selected examples of tests and instruments that may be used to supplement the clinical interview and support the presence of functional limitations. All tests used should be current and have sufficient reliability, validity, and utility for the specific purposes for which they are being employed. All tests should also be normed on relevant populations, and the results should be reported in standard scores and/or percentile ranks. Tests that have built-in validity scales or indicators are preferred over those that do not.

1. Neuropsychological and Psychoeducational Testing:

Cognitive, achievement, and personality profiles may suggest attention or information-processing deficits, but no single test or subtest should be used solely to substantiate a diagnosis. Acceptable instruments include, but are not limited to:

Aptitude/Cognitive Ability

- Wechsler Adult Intelligence Scale-IV (WAIS-IV)
- Woodcock-Johnson Psychoeducational Battery-III - Tests of Cognitive Abilities
- Kaufman Adolescent and Adult Intelligence Test (KAIT)
- Stanford-Binet Intelligence Scales, Fifth Edition (SB5)

Academic Achievement

- Woodcock-Johnson Psychoeducational Battery-III - Tests of Achievement
- Wechsler Individual Achievement Test-III (WIAT-III)
- Stanford Test of Academic Skills (TASK)
- Scholastic Abilities Test for Adults (SATA)

or specific achievement tests, such as:

- Nelson-Denny Reading Test
- Woodcock Reading Mastery Tests - Third Edition (WRMT-III)
- Test of Written Language-4 (TOWL-4)
- Stanford Diagnostic Mathematics Test

Information Processing

- Information from subtests on the WAIS-IV or
- Woodcock-Johnson Psychoeducational Battery-III - Tests of Cognitive Abilities
- Detroit Tests of Learning Aptitude-4 (DTLA-Adult)
- Wechsler Memory Scale IV
- Rey-Osterrieth Complex Figure Test
- Stroop Interference Test
- Trail Making Test
- Wisconsin Card Sorting Test
- Halstead-Reitan Neuropsychological Test Battery
- California Verbal Learning Test-II
- Continuous Performance Test
- Category Test
- Other relevant instruments, may be useful

2. Personality Tests

Acceptable instruments may include, but are not limited to:

- Minnesota Multiphasic Personality Inventory-Adolescent-2 (MMPI-2)
- Thematic Apperception Test
- Millon Adolescent Personality Inventory
- Millon Clinical Multiaxial Personality Inventory-III
- NEO Personality Inventory-Revised
- Personality Assessment Inventory
- Sixteen Personality Factor Questionnaire

3. Rating Scales:

Self-rater or interviewer-rated scales for categorizing and quantifying the nature of the impairment may be useful in conjunction with other data, but no single test or subtest should be used solely to substantiate a diagnosis.

Acceptable instruments include, but are not limited to:

- Beck Anxiety Inventory
- Beck Depression Inventory-II
- Brief Psychiatric Rating Scale
- Burns Anxiety Inventory
- Burns Depression Inventory
- Children's Depression Inventory
- Hamilton Anxiety Rating Scale
- Hamilton Depression Rating Scale
- Inventory to Diagnose Depression
- Multidimensional Anxiety Scale for Children
- Profile of Mood States
- State-Trait Anxiety Inventory
- Taylor Manifest Anxiety Scale
- Yale-Brown Obsessive-Compulsive Scale

2.03D Acquired Brain Injury (ABI)/Traumatic Brain Injury (TBI)

Students requesting accommodation on the basis of an ABI/TBI must provide documentation (in most cases within three years, recent ABI/TBI within one year) from a professional who has undergone comprehensive training and has relevant experience in the assessment of ABI/TBI in adolescents and/or adults (e.g. neuropsychologists, clinical or educational psychologists). In addition to the requirements specified above, documentation for students requesting accommodations on the basis of an ABI/TBI must include but not be limited to:

- a. A neuropsychological evaluation containing assessments of intellectual, conceptual and cognitive competence; academic skills; personality status; motor facility of all extremities; sensory, perceptual and processing efficiency; visual, auditory and tactile facility; speech, language and communication ability; and evaluation of memory and attention.
- b. Utilization of particular evaluation techniques must be at the discretion of the evaluator. Measures, such as the following, will be expected to appear in the selected battery: *Bender-Gestalt*, *Halstead Reitan Battery* (or selected parts), selected parts of the *Illinois Test of Psycholinguistic Ability* (or other psycholinguistic tests); *Detroit Tests of Learning Aptitude-4* or *Detroit Tests of Learning Aptitude - Adult*; *Luria Nebraska Battery* (or selected parts); *Peabody Individual Achievement Test* (or other adult individual achievement tests); *Woodcock Reading Mastery Tests - III*; *Woodcock- Johnson Psychoeducational Battery-III*; and the *Spache Written Language Assessment*.
- c. An interview including a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.
- d. An integrated summary which: indicates the substantial limitations to major life activities posed by the specified brain injury, describes the extent to which these limitations impact the academic context for which accommodations are being requested, suggests how the specific effects of the brain injury may be accommodated, and states how the effects of the brain injury are mediated by the recommended accommodations.

2.03E Sensory Conditions

1. Blindness or Low Vision

In addition to the requirements specified above, documentation for students requesting accommodations on the basis of low vision or blindness must include:

- a. An ocular assessment or evaluation from an ophthalmologist
- b. A low-vision evaluation of residual visual function, when appropriate
- c. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated
- d. Deaf/hard of hearing/hearing impaired

2. Deaf/Hard of Hearing/Hearing Impaired

In addition to the requirements specified above, documentation for students requesting accommodations on the basis of being deaf or hard of hearing must include:

- a. An audiological evaluation and/or audiogram
- b. An interpretation of the functional implications of the diagnostic data and hearing aid evaluation, when appropriate
- c. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated

2.03F Organic Medical Conditions

In addition to the requirements specified above, documentation for students requesting accommodations on the basis of physical mobility, physical dexterity, or chronic health-related disabilities must include:

1. An identification of the disabling condition(s)
2. An assessment of the functionally limiting manifestations of the condition(s) for which accommodations are being requested
3. Degree and range of functioning for a chronic or progressive condition
4. Prescribed medications, dosages and schedules which may influence the types of accommodations provided, including any possible side effects
5. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated

2.03G Other Disabilities Not Covered Above

In addition to the requirements specified above, students and professionals are advised to discuss the requirements of appropriate documentation for students requesting accommodations on the basis of other disabilities with the coordinator of learning services.

Section 4 ADA/504 Grievance Procedure Quinnipiac University

4.01 Grievances

Students who believe they have been subjected to discrimination on the basis of disability or have been denied access to services or accommodations required by law, have the right to use this grievance procedure. In general, the grievance procedure is designed to address disputes concerning the following:

- a. Disagreements regarding a requested service, accommodation or modification of a university practice or requirement;

- b. Inaccessibility of a program or activity;
- c. Harassment or discrimination on the basis of disability;
- d. Violation of privacy in the context of disability

Undergraduate and graduate students (excepting students of the School of Law) with inquiries regarding relevant Quinnipiac University policies or procedures should direct inquiries to the coordinator of learning services (203-582-5390), whose office is located in the north wing of the Arnold Bernhard Library. Students of the Quinnipiac School of Law should direct inquiries to the associate dean for students (203-582-3220), whose office is located in the School of Law and Education, 310K.

4.02 Informal Procedure

In the event an individual believes that he/she has received discriminatory treatment and has been unable to resolve the issue with the staff identified above, a student may follow an informal process to resolve the issue. Undergraduate and graduate students working with the coordinator of learning services may contact the associate vice president of retention and academic success (203-582-5338). Students of the School of Law working with the associate dean of students (Law) should contact the dean of the School of Law. Contact with the appropriate person should be made within fifteen (15) days after the alleged discriminatory act or incident. Discretion may be exercised in the event contact is made after the 15-day period.

During this stage in the procedure, the complaining party is designated the "aggrieved individual" and the person(s) whom the aggrieved individual is complaining against should be designated the "alleged discriminating party."

Neither the associate vice president of retention and academic success nor the dean of the School of Law will serve as an advocate for either the aggrieved individual or the alleged discriminating party, but merely process the allegation(s) and attempt to informally resolve the differences between the two parties within fifteen (15) days after being contacted by the aggrieved individual.

If the aggrieved individual is not satisfied with the outcome of the informal process, he/she may file a formal complaint within fifteen (15) days after the conclusion of the attempt to informally resolve the differences.

As outlined above, the informal process, theoretically, should not exceed forty-five (45) days.

4.03 Formal Procedure

Initial Process

The aggrieved individual initiates the formal procedure by filing a formal complaint in writing to the vice president of academic innovation and effectiveness, whose office is located in the Center for Communications and Engineering CCE 290B. Once the complaint is filed, the status of the aggrieved individual changes to that of "complainant." The vice president of academic affairs may assist the complainant in properly filing a complaint; however, it is important that the vice president of academic affairs not serve as an advocate for the complainant. The formal complaint may be a simple written statement, but should include the following:

1. The complainant's name, address, email address and phone number;
2. A full description of the problem;
3. A statement of the remedy requested;

4. A statement setting forth the outcome of the informal procedure describe above.

Investigation

Once the complaint has been properly filed, the vice president of academic innovation and effectiveness, who shall serve as grievance officer, shall promptly initiate an investigation. In undertaking the investigation, the vice president may interview, consult with and/or request a written response to the issues raised in the grievance from any individual the vice president believes to have relevant information, including faculty, staff and students.

The complainant and the party against whom the grievance is directed shall have the right to have a representative. Each party shall indicate whether he or she is to be assisted by a representative and if, so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.

Upon completion of the investigation, the vice president will prepare and transmit to the student, and to the party against whom the grievance is directed, a final report containing a summary of the investigation, written findings and a proposed disposition. This transmission will be expected within thirty (30) calendar days of the filing of the formal complaint. The deadline may be extended by the vice president for good cause. The final report shall also be provided, where appropriate, to any university officer whose authority will be needed to carry out the proposed disposition.

Appeal

Within ten (10) calendar days of the issuance of the final report, the complainant or the party against whom the grievance is directed may appeal the vice president's determination to the executive vice president and provost, located in the North wing of the Arnold Bernhard Library N117, fax number (203-582-8968). The written request for review must specify the particular substantive and or procedural basis for the appeal, and must be made on grounds other than general dissatisfaction with the proposed disposition. Furthermore, the appeal must be directed only to issues raised in the formal complaint as filed or to procedural errors in the conduct of the grievance procedure itself, and not to new issues.

A copy of the executive vice president and provost's written decision will be expected within thirty (30) calendar days of the filing of the appeal and shall be sent to the parties, the grievance officer and, if appropriate, to the university officer whose authority will be needed to carry out the disposition. The deadline may be extended by the executive vice president and provost for good cause. The decision of the executive vice president and provost on the appeal is final.

This formal process does not preclude an individual's right to file a formal complaint with the Office for Civil Rights of the United States Department of Education, or any other federal agency.

Appendices

Appendix 1 – General Recommendations for Students with Disabilities and Parents

In finding a qualified professional:

- Contact the coordinator of learning services at Quinnipiac University to discuss documentation needs and possible referral sources.
- Discuss your future plans with the coordinator and, if additional documentation is required, seek assistance in identifying a qualified professional.

In selecting a qualified professional:

- Ask what his or her credentials are.
- Ask what experience he or she has had working with adolescents and adults with disabilities.
- Ask if he or she has ever worked with the coordinator of learning services at Quinnipiac University.
- Ask whether you will receive a comprehensive written report.

In working with the professional:

- Take a copy of this document to the professional.
- Encourage him or her to clarify questions with the coordinator of learning services.
- Be prepared to be forthcoming, thorough and honest with requested information.
- Know that professionals must maintain confidentiality with respect to your records and testing information.

In following up on the assessment by the professional:

- Request a written copy of the assessment report.
- Request the opportunity to discuss the results and recommendations.
- Request additional resources, support group information, and publications if you need them.
- Maintain a personal file of your records and reports.
- Be aware that Quinnipiac University has a responsibility to maintain confidentiality.

Appendix 2 – Resources and Organizations

Anxiety Disorder Association of America (ADAA)

11900 Parklawn Drive, Suite 100
Rockville, MD 20852

301-231-9350 voice
301-231-7392 fax

adaa.org (<http://www.adaa.org>)

The ADAA promotes the prevention and cure of anxiety disorders and works to improve the lives of those who have them.

Association on Higher Education and Disability (AHEAD)

107 Commerce Center Drive, Suite 204
Huntersville, NC 28078

704-947-7779 voice/TTY
704-948-7779 fax

ahead.org (<http://www.ahead.org>)

AHEAD sponsors numerous training programs, workshops, publications, and conferences for professionals in the field of higher education disability.

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)

8181 Professional Place, Suite 150
Landover, MD 20785

1-800-233-4050 voice - toll free
301-306-7070 voice
301-306-7090 fax

chadd.org (<http://www.chadd.org>)

CHADD is a national organization with over 32,000 members and more than 500 chapters nationwide that provides support and information for parents of children with ADHD and adults with ADHD.

The Council for Exceptional Children (CEC)

1920 Association Drive
Reston, VA 22091-1589

703-620-3660 voice
703-264-9446 TTY
703-264-9494 fax

cec.sped.org (<http://www.cec.sped.org>)

The CEC is the largest international professional organization committed to improving educational outcomes for individuals with disabilities.

Learning Disabilities Association of America (LDA)

41 56 Library Road
Pittsburgh, PA 15234-1349

412-341-1515 voice
412-344-0224 fax

ldaamerica.org (<https://ldaamerica.org>)

LDA is the largest nonprofit volunteer organization advocating for individuals with learning disabilities. LDA has more than 600 local chapters and affiliates in 50 states, Washington, D.C., and Puerto Rico. LDA seeks to educate individuals with learning disabilities and their parents about the nature of the disabilities and inform them of their rights.

National Center for Learning Disabilities (NCLD)

381 Park Avenue South, Suite 1401
New York, NY 10016

212-545-7510 voice
212-545-9665 fax

Toll-free Information and Referral Service: 1-888-575-7373

nclد.org (<http://www.nclد.org>)

NCLD provides the latest information on learning disabilities and resources available to parents, professionals, and adults with learning disabilities. Specific information about learning disabilities, as well as local referrals to schools, clinics, camps, colleges' parent support groups, and other sources of help are available.

National Depressive and Manic-Depressive Association (NDMDA)

730 North Franklin Street, Suite 501
Chicago, IL 60610-7204

1-800-826-3632 voice – toll free
312-642-0049 voice
312-642-7243 fax

ndmda.org (<http://www.ndmda.org>)

The NDMDA is a nonprofit organization aimed at helping people with depressive spectrum illnesses and their families.

Obsessive-Compulsive Foundation, Inc. (OCF)

337 North Hill Road

North Branford, CT 06471

203-315-2190 voice
203-315-2196 fax

ocfoundation.org (<http://www.ocfoundation.org>)

The OCF is an international not-for-profit organization composed of people with OCD and related disorders, their families, friends, professionals, and other concerned individuals.

The Internet Mental Health webpage, [mentalhealth.com](http://www.mentalhealth.com) (<http://www.mentalhealth.com>), is another very good resource.

The material contained in the document *Criteria for Comprehensive Documentation of Disabilities in Adolescents and Adults at Quinnipiac University* was produced following guidelines developed by the Consortium on ADHD Documentation, the AHEAD Ad Hoc Committee on Learning Disabilities, Educational Testing Service's Task Force on Psychiatric Disabilities, and CT AHEAD Ad Hoc Committee.

The members of these committees are listed below.

The Consortium on ADHD Documentation

Loring Brinckerhoff, Chairperson, Educational Testing Service

Kim M. Dempsey, Law School Admission Council

Cyndi Jordan, University of Tennessee - Memphis

Shelby R. Keiser, National Board of Medical Examiners

Joan M. McGuire, University of Connecticut - Storrs

Nancy W. Pompian, Dartmouth College

Louise Russell, Harvard University

AHEAD Ad Hoc Committee on Learning Disabilities

Members consisted of those mentioned above and included Catherine Nelson, Educational Testing Services.

ETS Office of Disability Policy

Sheree Johnson-Gregory, Director and Loring C. Brinckerhoff, Disability Accommodations Specialist

Task Force on Psychiatric Disabilities

Arunas J. Kuncaitis, Co-chair, Collaborations in Clinical Care, Canton, Massachusetts

Stuart S. Segal, Co-chair, University of Michigan

Phyllis Brown-Richardson, Long Island University – Brooklyn Campus

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The Connecticut Association on Higher Education and Disability (CT AHEAD) Disability Documentation Guidelines Ad Hoc Committee

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Policy Statement on Student Exposure to Bloodborne Pathogens

The university recognizes that some students may accidentally be exposed to another person's blood/body fluids (including airborne droplets) through various activities in their course work, clinical practicums or other university-related activities. All health science students are required to be trained according to the Occupational Safety and Health Administration's Bloodborne Pathogen Standard. This training will be available either on campus by a faculty member or at the student's clinical facility. Students also may be required to obtain a hepatitis B vaccine prior to beginning any clinical work. For specific instructions, please refer to the Student Exposure Control Policy for Bloodborne Pathogens available at the Office of the Dean of Health Sciences or Office of the Dean of the School of Nursing and Student Health Services.

Policy Statement on Hazing

Quinnipiac University makes every effort to create an environment that is fair, humane and respectful for all students, faculty and staff and works to ensure that academic and co-curricular activities enhance the growth and development of all students. Therefore, and in accordance with state law, Quinnipiac University prohibits hazing of any member of the Quinnipiac community by any organization, student athletic team, group of students or individual.

Definition of Hazing

Hazing is defined as, but not limited to, any action taken or situation created intentionally as a method of initiation into any student organization, student athletic team or group of students regardless

of membership status, in which there is a perceived or real power differential between members, to create mental or physical discomfort, embarrassment, harassment, ridicule, physical or psychological shock, or potential mental or physical injury. The expressed or implied consent of the person being hazed will not be a defense. Knowledge of, apathy toward or acquiescence in the presence of hazing are not neutral acts and will be construed as violations of this standard. Individuals who perpetrate, plan or witness (without reporting) a hazing incident or have prior knowledge or withhold information of an incident are subject to conduct action.

Such activities may include, but are not limited to the following:

- compromising physical, emotional, psychological or spiritual well-being
- asking or forcing any members to drink alcoholic beverages or use illegal substances
- paddling or physical harm in any form
- creating excessive fatigue through calisthenics, physical exercise, restricting or disrupting sleep or lengthy work sessions
- causing physical and psychological shocks
- quests, treasure hunts, scavenger hunts, road trips or any other such activities carried out on or off campus
- wearing of public apparel that is conspicuous and/or not normally in good taste
- engaging in private or public stunts and buffoonery or pranks
- morally degrading or humiliating games and activities
- calling any members degrading names that may cause embarrassment or ridicule
- requesting or compelling attendance at unannounced events and outings
- wearing or carrying specific items (i.e., rocks, paddles, crates, bags)
- expecting members to complete any directives from a member including, but not limited to, personal errands
- restricting adequate time for studies during recruitment and initiation for new members
- committing any violation of the Student Code of Conduct, federal, state or local law

Connecticut law also defines hazing as a criminal offense. Connecticut General Statutes § 52-23a describes hazing as:

a. For the purposes of this section:

1. "Hazing" means any action that recklessly or intentionally endangers the health or safety of a person for the purpose of initiation, admission into or affiliation with, or as a condition for continued membership in a student organization. The term shall include, but not be limited to:

- A. requiring indecent exposure of the body;
- B. requiring any activity that would subject the person to extreme mental stress, such as sleep deprivation or extended isolation from social contact;
- C. confinement of the person to unreasonably small, unventilated, unsanitary or unlighted areas;
- D. any assault upon the person; or

E. requiring the ingestion of any substance or any other physical activity that could adversely affect the health or safety of the individual. The term shall not include an action sponsored by an institution of higher education, which requires any athletic practice, conditioning or competition or curricular activity.

2. "Student organization" means a fraternity, sorority or any other organization organized or operating at an institution of higher education.

b. No student organization or member of a student organization shall engage in hazing any member or person pledged to be a member of the organization. The implied or express consent of the victim shall not be a defense in any action brought under this section.

c. A student organization that violates subsection (b) of this section (1) shall be subject to a fine of not more than \$1,500 and (2) shall forfeit for a period of not less than one year all of the rights and privileges of being an organization organized or operating at an institution of higher education.

d. A member of a student organization who violates subsection (b) of this section shall be subject to a fine of not more than \$1,000.

e. This section shall not in any manner limit or exclude prosecution or punishment for any crime or any civil remedy.

Policy Statement on Animals

Updated Spring 2019

Section 1: General Policy

1.01 Policy Statement

Quinnipiac University ("university") allows individuals to bring animals on university property in accordance with federal laws and in other situations subject to the rules outlined in this policy.

The university supports the use of service and emotional support animals on campus as defined and regulated by federal and state laws. The university also supports the use of research and therapy animals used in approved research and teaching activities.

At the same time, it recognizes the health and safety risks potentially created by animals on campus. Animals, including pets of any kind (except fish, as noted in the Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/undergraduate-student-handbook-2017-18.pdf>)), are not permitted on university campuses or in university housing facilities, with the exception of service animals, approved emotional support animals, approved research animals and approved therapy animals.

1.02 Scope

This policy applies to employees, students, university affiliates, visitors, contractors and applicants for admission to or employment with the university. In addition to the general policy statement in Section 1.01, Section 2 applies specifically to employees. Section 3 applies specifically to students. Section 4 regards research and teaching animals. Sections 5 and 6 pertain to therapy animals.

This policy should not be read to grant an individual access to university property beyond that to which they would normally be granted.

1.03 Definitions

Campus – any university controlled and/or managed building, office or grounds.

Emotional Support Animals (ESA) – As defined by the Fair Housing Act, an emotional support animal may provide physical assistance, emotional support, calming, stability and other kinds of support. The presence of the animal must be necessary to provide the resident with a disability the use and enjoyment of the dwelling. The assistance performed by the animal must be directly related to the individual's disability. These emotional support animals are not service animals, which are defined in and protected by the Americans with Disabilities Act amendments. Further, non-domesticated, wild, potentially dangerous, venomous, endangered and/or illegal animals, including rodents, arachnids, reptiles and other exotic animals, are not permitted.

Handler – Person accompanying an animal or responsible for bringing it to campus.

Office of Student Accessibility (OSA) – The unit at Quinnipiac University that ensures equal access to academic and programmatic opportunity to students.

Pet – Any domestic animal including but not limited to amphibians, mammals, reptiles and birds kept for pleasure or companionship.

Research and Teaching Animals – Animals approved for use in direct support of the university's teaching and research missions and used in accordance with guideline established by the Institutional Animal Care and Use Committee (IACUC). The QU IACUC provides policies for meeting the ethical and legal requirements for the humane and ethical use of vertebrate animals.

Residential Living Area – The area defined by Residential Life as areas specific to residential activity. This designation will vary among the campuses. This designation also indicates the area in which an emotional support animal is allowed.

- *Mount Carmel Residential Living Area* – The region south of the stream, north of the Hilltop Lot, west of Hogan Lot, anything on Bobcat Way (including the Bobcat Den)
- *York Hill Residential Living Area* – The area comprised by the Townhouses, Eastview, Westview and Crescent Residence Halls (including the basketball and volleyball courts and outdoor patios)
- *Off-Campus Residential Living Areas* – All university-owned or leased off-campus residential properties

Service Animal – As defined by the Americans with Disabilities Act (ADA), a service animal is any dog that is individually trained to do work or perform tasks for the benefit of a person with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. The work the dog has been trained to do must be directly related to the person's disability. Examples include, but are not limited to, guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting/protecting an individual who is having a seizure and reminding an individual to take medication. The provision of emotional support, well-being, comfort or companionship does not constitute work or tasks under this definition. While dogs are the most common service animals, under certain circumstances, a miniature horse may qualify as a service animal. Other animals do not qualify as service animals.

Service Animal in Training – A service animal in training is a dog that is being trained as a service animal and includes a puppy that is being raised to become a service animal in training.

Therapy Animal – An animal working with a health care or mental health care professional in a therapeutic activity. The animal must have received training appropriate for animal assisted therapy/activities (AAT/AAA) as evidenced by receipt of the Canine Good Citizen certificate from the American Kennel Club, or registration by a national therapy animal organization, such as Pet Partners. A therapy animal is not an emotional assistance animal or a service animal.

Section 2: Employees Wishing to Bring Animals on Campus

This policy is section 2.14 of the Quinnipiac University Policy Manual 2016–17.

2.01 Policy Statement

The university prohibits bringing a pet (a domestic animal kept for pleasure or companionship) to work with the exception of animals providing ADA accommodations for a person with disabilities (service animals).

2.02 Service Animals

Service Animals: According to the Americans with Disabilities Act (ADA), a service animal is defined as “any animal individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, and alerting individuals who are hearing impaired to intruders, or pulling a wheelchair and fetching dropped items.”

A person with a disability uses a service animal, such as a seeing-eye dog, as an auxiliary aid. Service animals are welcome in all buildings on the university property and may attend any class, meeting or other event. There may be an exception to certain areas, such as laboratories and facilities areas, etc.

Employees requesting accommodation for a disability that includes a service animal must provide appropriate documentation to human resources.

Requirements of service animals and their owners include:

- All animals must be immunized against rabies and/or other diseases common to that type of animal. All vaccinations must be current.
- State law requires that all dogs be licensed.
- Service animals must always wear an owner identification tag (which includes the name and phone number of the employee), license tag and rabies vaccination tag.
- Animals must be in good health.
- Animals must be on a leash, harness or other type of restraint at all times, unless the employee is unable to restrain the animal on a leash because of a disability.
- The owner must be in full control of the animal at all times. The care and supervision of the animal is solely the responsibility of the employee.

Reasonable behavior is expected from service animals while on the university property. The owners of disruptive and aggressive service animals may be asked to remove them from the university. If the improper

behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until the owner takes significant steps to mitigate the behavior. Cleanliness of the service animal is mandatory. Consideration of others must be taken into account when providing maintenance and hygiene of service animals. The employee is expected to clean and dispose of all animal waste. Owners of service animals are responsible for all actions of the animal while on university property.

Section 3: Students Wishing to Bring Animals on Campus

This policy is section 3 of the Guidelines and Procedures for Students with Disabilities (<http://catalog.qu.edu/university-policies/disability-policy>).

3.01 Scope

This policy applies to all students of the university.

3.02 Policy Statement

According to university policy (Human Resources Policy Manual (<https://myq.quinnipiac.edu/Welcome/HR/Documents/Policy%20Manuals%20and%20Procedures/Quinnipiac%20University%20Policy%20Manual%202016-2017.pdf>), 2.14; Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/undergraduate-student-handbook-2017-18.pdf>): Residential Life), animals, including pets of any kind (except fish, as noted in the Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/undergraduate-student-handbook-2017-18.pdf>)), are not permitted on university campuses or in university housing facilities, with the exception of service animals. The university is, however, committed to providing access to its programs and services. Consequently, the university permits students with disabilities who require one to have an emotional support animal as a reasonable accommodation. Students may not bring a service animal or emotional support animal until it is approved by OSA and the Office of Residential Life, when applicable. Please note the definitions below to understand the difference between a service animal and an emotional support animal.

3.03 Definitions

(same as section 1.03)

Campus – any university controlled and/or managed building, office or grounds.

Emotional Support Animals (ESA) – As defined by the Fair Housing Act, an emotional support animal may provide physical assistance, emotional support, calming, stability and other kinds of support. The presence of the animal must be necessary in order to provide the resident with a disability the use and enjoyment of the dwelling. The assistance performed by the animal must be directly related to the individual's disability. These emotional support animals are not service animals, which are defined in and protected by the Americans with Disabilities Act Amendments. Further, non-domesticated, wild, potentially dangerous, venomous, endangered and/or illegal animals, including rodents, arachnids, reptiles and other exotic animals, are not permitted.

Handler – Person accompanying an animal or responsible for bringing it to campus.

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Pet – Any domestic animal including but not limited to amphibians, mammals, reptiles and birds kept for pleasure or companionship.

Research and Teaching Animals – Animals approved for use in direct support of the university's teaching and research missions and used in accordance with guideline established by the Institutional Animal Care and Use Committee (IACUC). The QU IACUC provides policies for meeting the ethical and legal requirements for the humane and ethical use of vertebrate animals.

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- *Mount Carmel Residential Living Area* – The region south of the stream, north of the Hilltop Lot, west of Hogan Lot, anything on Bobcat Way (including the Bobcat Den);
- *York Hill Residential Living Area* – The area comprised by the Townhouses, Eastview, Westview and Crescent Residence Halls (including the basketball and volleyball courts and outdoor patios);
- *Off-Campus Residential Living Areas* – All university-owned or leased off-campus residential properties.

Service Animal – As defined by the Americans with Disabilities Act (ADA), a service animal is any dog that is individually trained to do work or perform tasks for the benefit of a person with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. The work the dog has been trained to do must be directly related to the person's disability. Examples include, but are not limited to, guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting/protecting an individual who is having a seizure and reminding an individual to take medication. The provision of emotional support, well-being, comfort or companionship does not constitute work or tasks under this definition. While dogs are the most common service animals, under certain circumstances, a miniature horse may qualify as a service animal. Other animals do not qualify as service animals.

Service Animal in Training – A service animal in training is a dog that is being trained as a service animal and includes a puppy that is being raised to become a service animal in training.

Therapy Animal – An animal working with a health care or mental health care professional in a therapeutic activity. The animal must have received training appropriate for animal assisted therapy/activities (AAT/AAA) as evidenced by receipt of the Canine Good Citizen certificate from the American Kennel Club, or registration by a national therapy animal organization, such as Pet Partners. A Therapy animal is not an emotional assistance animal or a service animal.

3.04 Service Animals

Students who have a documented disability that requires the assistance of a service animal are permitted to bring such animals to campus. Service animals are permitted in all areas of campus where students are generally permitted to go. (Note Section 3.08 (p.) below for restrictions.)

A service animal shall be kept on a harness, leash or other tether at all times, unless the handler is unable to use such a tether due to a disability or the use of a tether would interfere with the animal's ability to safely and effectively perform its duties. If a tether is not utilized, the service animal must be otherwise under the handler's control (e.g., voice control, signals or other effective means). A service animal should wear a leash,

harness, cape or other marker that identifies it as a service animal at all times when on campus.

When it is not obvious what service the animal provides, the handler may be asked whether the animal is required because of a disability and what task the animal is trained to perform. The handler need not present proof or documentation of the nature of his or her disability or the training or certification of the service animal.

3.05 Emotional Support Animals

Students are permitted to keep emotional support animals in on-campus housing on a case-by-case basis as a reasonable accommodation for a documented disability.

Emotional support animals may not travel throughout campus property with their handlers. To permit a handler with equal opportunity to use and enjoy university housing, emotional support animals are permitted within the handler's residential living area at all times. A formal agreement between residential life and the handler will be utilized to identify the area where the handler can take the emotional support animal depending upon the housing unit in which the handler resides. The Office of Residential Life defines the handler's residential living area. When being transported to and from campus, the emotional support animal must be placed in an animal carrier or controlled by leash or harness. While outside the handler's residential living area, the handler shall carry proof that the animal is an OSA-approved emotional support animal. Emotional support animals are not permitted in other university buildings.

In order to bring an emotional support animal to campus, the handler must contact OSA as early as possible to permit time to gather and review all necessary documentation. The OSA requires a reasonable amount of time to review documentation. The handler will be asked to provide documentation of his or her disability and medical documentation of the need for the emotional support animal. Such documentation must be from a licensed physician, psychiatrist, clinical social worker or other licensed mental health professional and provide that the animal provides emotional support that alleviates one or more of the identified symptoms or effects of an existing disability. Emotional distress from having to give up an animal because of a "no pets" policy does not qualify a student for an accommodation.

The handler also may be asked to provide the following information regarding the emotional support animal: 1) the type of animal; 2) the name of the animal; 3) a description of the animal; 4) whether the animal is housebroken; 5) the date of the animal's last medical examination; and 6) the date that the animal was acquired. Once the OSA has determined that an ESA is a reasonable accommodation, the handler must meet with staff in residential life to discuss the specifics of the accommodation and sign a formal agreement. Emotional support animals will not be allowed on campus without OSA and residential life approval.

3.06 Service Animals in Training

Connecticut law entitles any individual training a service animal to enter public spaces. A service animal in training is not allowed in controlled spaces including classrooms, residence halls and employee work areas. The service animal in training must be wearing a harness or an orange-colored leash and collar. The individual training a service animal must be employed by or authorized to engage in designated training activities by a service animal organization and who carries photographic identification indicating such employment and authorization, or an individual who volunteers for a service animal organization that authorizes such volunteers to raise dogs to become service animals, and causes the identification of such dog with either tags, ear tattoos,

identifying bandanas (on puppies), identifying coats (on adult dogs), or leashes and collars.

3.07 Pets

Students are not permitted to have pets on university campuses or in university housing facilities, except fish, as noted in the Student Handbook (<https://www.qu.edu/content/dam/qu/documents/policies/undergraduate-student-handbook-2017-18.pdf>): Residential Life).

3.08 Restricted Areas

3.08.1 Service Animals

The university may prohibit the use of service animals in certain locations due to health and safety restrictions, such as areas in which the animal may be in danger, or where the animal's presence may compromise the integrity of research. Restricted areas may include, but are not limited to, food preparation areas, custodial closets, boiler rooms, research laboratories, clinical setting, classrooms or labs that contain research animals, areas requiring protective clothing, wood and metal shops, motor pools, areas with heavy machinery, and other areas as required by state or local law.

Limited exceptions to these restrictions may be made on a case-by-case basis in consultation with OSA and the person/department responsible for the restricted area.

A student who requires the use of a service animal to participate in a clinical training program should contact OSA and the head of his or her department. In no case may a service animal accompany a student into a patient's hospital room or examination room if prior approval is not granted.

3.08.2 Service Animals in Training

A service animal in training is not allowed in controlled spaces including classrooms, residence halls and employee work areas.

3.08.3 Emotional Support Animals

Emotional support animals are restricted from all areas except for the handler's designated living area, which is defined by the Office of Residential Life.

Students are expected to decline all invitations from other students to take the service animals or emotional support animal to restricted areas and non-authorized rooms or residence halls.

3.09 Conflicting Health Conditions

Residential life personnel will notify any roommates of the handler, and will make a reasonable effort to notify the residents of neighboring units to where the service animal or emotional support animal will be located.

Students with a medical condition that may be adversely affected by animals (e.g., asthma, severe allergies) should contact OSA with any health or safety concerns about exposure to a service or emotional support animal. OSA may request medical documentation of the student's condition to assist in determining whether the condition is disabling and whether there is a need for an accommodation. OSA will make every effort to resolve any conflict in a timely manner, taking into consideration the conflicting needs and/or accommodations of each person involved.

The university will accommodate individuals with medical conditions that require reasonable accommodation in order to live, work or attend class in proximity to service or emotional support animals, and alternative housing or work space arrangements will be made where appropriate.

3.10 Handler's Responsibilities

The handler of a service or emotional support animal living in university housing and/or frequenting campus is responsible for the following:

- The handler must meet first with the OSA and then with a representative of the Office of Residential Life in order to review and sign the Animal Agreement form prior to bringing the animal to campus.
- The handler must be in full control of the animal at all times.
- Only the handler may care for the animal. Handlers may not leave the animal in the care of another person on campus. The care of the animal is the responsibility of the handler at all times. The handler is responsible for identifying one alternative caretaker for the animal in case the handler becomes incapacitated for any reason.
- The handler must provide adequate care and supervision of the animal at his or her own expense. This includes training, cleanup and appropriate disposal of waste and proper hygiene. This also includes providing for the health of the animal, such as vaccination, annual check-ups and compliance with any state and local licensing requirements, including pursuant to General Statutes § 22-338 and General Statutes § 22-345. The handler is required to provide documentation on an annual basis regarding vaccinations and licensing to the Office of Residential Life. Furthermore, before bringing the animal to campus, the handler is required to provide documentation that the animal has a Certificate of Health from a licensed veterinarian and provide updated documentation on an annual basis. The Certificate of Health must state that the animal is free from clinical signs of infectious, contagious or communicable disease and is not from an area under rabies quarantine. The animal must have proof of current rabies vaccination given by veterinarian prior to date of importation and must have no exposure to rabies within the past 100 days.
- The animal must remain in a crate or other appropriate container in the handler's assigned bedroom when the handler is not in the room.
- If directed to by OSA, the handler is required to bring the animal to receive veterinarian attention.
- The handler must assure that the animal does not cause undue interference or disruption to other community members. An example of undue interference or disruption may include excessive barking.
- The handler will be liable for any harm caused by the animal, including bodily injury or property damage. This responsibility includes, but is not limited to, any expenses incurred for pest control, maintenance or cleaning above and beyond standard costs. Any such costs will be due at the time of repair and/or move-out, and the university shall have the right to bill the student account for any unmet obligations.
- The handler must notify OSA in writing if the animal is no longer needed or is no longer residing on university property. If the animal will be replaced, the handler must file a new request with OSA.
- The handler must permit scheduled inspection of his or her room for fleas, ticks or other pests as needed, and will be billed for any necessary pest treatment above and beyond standard pest management.
- The animal may not be left overnight to be cared for by another resident. Animals may be left alone for up to 24 hours. Animals must be taken with the handler if the handler leaves campus for a prolonged period (more than 24 hours).
- The handler must abide by all other applicable residential policies.

- Handlers are strongly encouraged to maintain renter's insurance, including liability coverage for the animal. The handler assumes full personal liability for any damage to property or persons caused by the animal. The handler shall be responsible for all liability and claims related to the animal. Quinnipiac University provides no indemnification to the animal or handler. Likewise, Quinnipiac University provides no personal property insurance coverage. Quinnipiac University is not the owner or keeper of any animal. Quinnipiac University shall not be responsible for any harm to the animal while on campus, including but not limited to, injury to the animal caused by pest management or lawn care products.
- It is strongly encouraged that animals be precluded from a raw protein diet in an effort to protect the public from significant health risks.
- If the handler resides in Quinnipiac University housing, the handler will notify the residence hall director if the animal escapes and is not recovered within one hour.
- Necessary precautions should be made for appropriate university personnel to enter student housing when the handler is not present. Precautions may include sharing pertinent information to appropriate university staff. The animal must be caged or crated, or removed from the room, during the time that university personnel are in the room. The university is not liable if the animal escapes during one of these visits.
- The handler is required to provide assistance and support to the animal during emergencies. University personnel are not responsible to provide any assistance or support to the animal, including but not limited to, during an emergency evacuation such as a fire alarm. In the event of a power outage or other disruption to university housing, the handler is responsible for making alternative boarding arrangements for the animal off campus. Accommodations are not available on campus during an emergency.

3.11 Responsibility of the Quinnipiac Community

All members of the Quinnipiac community, including faculty, staff and students, are expected to abide by the following:

- Service animals must be allowed to accompany their handlers at all times and in all places on campus, except where specifically prohibited (note section 3.08 (p.) above).
- Community members should not touch, pet, feed or otherwise distract a service animal without the handler's permission, and they should avoid any action that might startle the service animal.
- Community members shall not attempt to separate a handler from his/her service animal.
- The nature of a person's disability is private, and no community member should inquire as to the details of a handler's disability or their reason for using a service or emotional support animal.
- Community members should contact OSA if they have any questions or concerns relating to any service or assistance animal.
- Community members should provide handlers with service animals with the right of way with respect to pedestrians, cyclists or skateboarders.

3.12 Removal of Animals from Campus

A faculty member or other university official may exclude a service animal from a classroom or other university facility if the handler is unable to control it or the animal is not housebroken (e.g., trained so that it controls its waste elimination, absent illness or accident).

The university reserves the right to remove or exclude a service animal or emotional support animal from campus if:

- The animal poses a direct threat to the health and safety of others. In determining whether the animal poses a direct threat, Quinnipiac University will make an individualized assessment to ascertain the nature, duration and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications will mitigate the risk;
- The animal's presence causes an undue financial and administrative burden on the university. In determining whether the animal poses an undue financial and administrative burden, Quinnipiac University will make an individualized assessment to ascertain the cost of the requested accommodation; the financial resources of the university; the benefits that the accommodation would provide to the student; and the availability of alternative accommodations that would meet the student's disability-related needs.
- The animal's presence results in a fundamental alteration of the university's programs;
- The animal is ill or in poor health (e.g., animals with health conditions that pose a threat to others);
- The animal exhibits poor hygiene (e.g., visibly dirty, has a strong odor, not groomed, evidence of having fleas or ticks);
- The handler fails to comply with his/her responsibilities under this policy; or
- The animal creates an unmanageable disturbance or interference with the Quinnipiac community.

3.13 Violation of the Policy

Animals other than service animals or approved emotional support are not permitted on university campuses or in university housing facilities. Keeping any animal for a family member or friend or having a family member or friend visit with any animal other than a service animal for any length of time is prohibited.

A handler determined to be responsible for keeping animals other than service animals or approved emotional support animals in violation of this policy will be subject to fines or other sanctions. A handler will also be responsible for all damage or cleaning costs resulting from violation of this policy. The university reserves the right to remove animals other than service animals or approved emotional support animals from campus for violations of this policy. When so directed, the handler must remove the animal from campus and campus housing within 24 hours.

Violations of this policy may result in referral to the Student Code of Conduct process.

Section 4: Research and Teaching Animals

4.01 Policy Statement

Research and teaching animals are animals approved for use in direct support of the university's teaching and research missions and used in accordance with guidelines established by the Institutional Animal Care and Use Committee (IACUC). The QU IACUC provides policies for meeting the ethical and legal requirements for the humane and ethical use of vertebrate animals.

Section 5: Service Animals in Training

5.01 Policy Statement

Connecticut law entitles any individual training a service animal to enter public spaces. A service animal in training is not allowed in controlled

spaces on university property including classrooms, residence halls and employee work areas.

5.02 Conditions

- The service animal in training must be wearing a harness or an orange-colored leash and collar.
- The individual training a service animal must be employed by or authorized to engage in designated training activities by a service animal organization and who carries photographic identification indicating such employment and authorization, or an individual who volunteers for a service animal organization that authorizes such volunteers to raise dogs to become service animals, and causes the identification of such dog with either tags, ear tattoos, identifying bandanas (on puppies), identifying coats (on adult dogs), or leashes and collars.

Section 6: Therapy Animals

6.01 Policy Statement

A therapy animal trained for Animal Assisted Therapy/Activities (AAT/AAA) may be brought into appropriate university property to work with its trained handlers to provide service in conjunction with a university-approved program in one or more therapeutic activities under the following conditions.

6.02 Conditions

- Handlers must be health care or mental health care professionals. Students and other individuals are not allowed to bring therapy animals on campus.
- Each handler provides to the university documentation of the training for the therapy animal, as demonstrated by the attainment of the Canine Good Citizen title through the American Kennel Club or registration with a therapy animal organization, such as Pet Partners.
- Each handler provides to the university documentation showing that the handler has obtained and maintains liability insurance coverage protecting the university from claims arising out of the presence and utilization of the therapy dog and had obtained approval for the presence of the therapy animal from the appropriate university officials.
- Each handler executes an Animal Assisted Therapy-Handler Agreement, waiving claims against the university with respect to any injuries (including death) sustained by the therapy animal during the time the therapy animal is on campus working with its handler to provide service in conjunction with a university-approved program in one or more therapeutic activities.
- Each handler works with the department of facilities to schedule space and time for the Animal Assisted Therapy/Activities so that the university can convey to the university community the place and duration of the event. Notification to the university community must be made no less than one week prior to the event.

Policy Statement on Noise

It is the policy of Quinnipiac to provide a reasonably quiet environment not only for its student body, faculty and staff but for the surrounding neighborhood as well. In an effort to maintain this policy, Quinnipiac's Department of Public Safety and Office of Residential Life will, as a standard practice, monitor noise levels, which may be excessive or offensive to the Quinnipiac community or to our neighbors. It is the

responsibility of Public Safety and the Residential Life staff member on duty to maintain and enforce this policy on an ongoing basis.

When, because of location or other circumstances, it becomes necessary for our neighbors to report inappropriate noise to Quinnipiac, immediate action will be taken to quiet the situation. Students in violation of this policy will be referred to the Quinnipiac student conduct process. Finally, a follow-up notification will be issued to the complainant(s), informing them of the resolution.

The Neighborhood Association has been made aware of the accepted procedure of calling in a complaint to the public safety department (203-582-6200) explaining the nature and general location of the noise. However, it is our goal and indeed the policy of Quinnipiac to aggressively identify and quiet any noisy situation before others feel a need to complain. Quinnipiac is aware of our responsibility as an institution and valued neighbor to maintain order and decorum. Therefore, every effort will be made to ensure the policy is diligently followed.

Policy Statement on Parental Notification

The philosophy of Quinnipiac University in working with students who violate university policies is to find ways to solve the problem and focus on educating students and holding them accountable. The university relies on the professional judgment of the student affairs staff to resolve these issues by assessing each student's situation and proceeding with the appropriate action.

The vice president and dean of students or a designee has the authority to determine when and by what means to notify parents or guardians when students have committed violations of university policies and/or local and state laws and in other situations where appropriate, as discussed in this handbook and in accordance with the Family Educational Rights and Privacy Act (FERPA).

Policy Statement on Posting Campus Life

Any flier, sign, poster, banner or announcement must be approved by a member of the Office of Campus Life prior to posting. Signage, fliers, posters, banners that are posted without approval will be taken down and discarded.

- Fliers, signs, posters, banners and/or announcements can be submitted for review to SC-216 or the Information Desk in the lobby of the Rocky Top Student Center.
- A staff assistant will post the advertisement for you on bulletin boards provided. Banners will be posted using blue painter's tape only.
- Fliers, signs, posters, banners and/or announcements must state the name of the sponsoring individual, organization or department.
- Approved fliers, signs, posters, banners and/or announcements will only be displayed for more than two weeks, unless approved by Campus Life.
- No more than four fliers, signs, posters or announcements may be posted at one time in the Carl Hansen Student Center. No more than two fliers, signs, posters or announcements may be posted at one time in the Rocky Top Student Center. Only one banner can be hung in each of the student centers.

- The maximum size for a flier, sign, poster or announcement is 18 by 24 inches. The maximum size for a banner is 6 feet by 4 feet.
- Banners will be hung by Campus Life staff in the Carl Hansen Student Center, 2nd floor railings of the East Dining wing, overlooking the cafe, or in the Rocky Top Student Center, 3rd floor, overlooking the information booth and main entrance. Banners will not be posted in any other area of the student centers.

The Office of Campus Life reserves the right to deny the posting of any flier, sign, poster, banner or announcement, including but not limited to those that promote:

- the use of alcoholic beverages
- off-campus housing unless approved by Residential Life
- medical studies or medicines of any kind unless approved by Quinnipiac University
- non-Quinnipiac degree and/or certificate programs of study
- the violation of any local, state or federal laws, or university policies

Residence Halls

All postings in university residence halls must be approved by the Office of Residential Life prior to posting. All postings must display the sponsoring campus organizations, must be removed after the event date and may not be posted on any glass surface.

Policy Statement on Smoking and Tobacco

Quinnipiac's tobacco free policy promotes a healthy working and learning environment. The purpose of this policy is to provide an environment that encourages persons to be tobacco free, reduce harm from secondhand smoke, establish a university culture of wellness, reduce healthcare costs, and promote a tobacco free future. Quinnipiac supports individuals to be tobacco free and achieve their highest state of health and wellbeing. The use of tobacco is prohibited within university buildings, parking structures, walkways, arenas, in university vehicles and on university-owned or leased property. This policy applies to all faculty, staff, students, contractors, vendors and visitors. Our tobacco policy includes all tobacco-derived or containing products, including but not limited to, cigarettes, electronic cigarettes and smoking devices, cigars and cigarillos, hookah smoked products, pipes and oral tobacco. It also includes any product intended to mimic tobacco products, contain tobacco flavoring or deliver nicotine other than for the purpose of cessation.

Faculty, staff, students and visitors are expected to honor this policy.

Policy Statements Regarding Student Organization Use of Media

Advertising

Recognized student organizations may choose to refuse advertising that can be considered libelous, defamatory, obscene, in poor taste, is demonstrably false, or otherwise conflicts with the values of the Quinnipiac University community. Advertising that promotes the use of alcoholic beverages or tobacco products, off-campus housing, non-Quinnipiac degree programs, violations of any local, state or federal laws or university policies is prohibited. The Office of Campus Life, in collaboration with the Dean of Students office reserves the right to

prohibit at its discretion any individual or category of advertising in any recognized student organization's media materials.

Student Privacy Rights

Consistent with the university's obligation to protect students' privacy rights, recognized student organizations shall not publish or broadcast any stories involving student disciplinary matters, either academic or non-academic, until the matter is fully adjudicated by the university or information is released by the university or information is made publicly available by town/state police.

Policy Statement on the Use of Computer and Information Resources

Quinnipiac University provides an extensive array of computer and information technology to students. Users are provided access to Internet and networking resources including software applications and library databases.

Students are encouraged to explore and utilize computer and information resources within the limits of their Quinnipiac account; share their computer knowledge and expertise with other Quinnipiac users; facilitate the legitimate access to computer and information resources by other Quinnipiac users; create and freely distribute original software and documentation designed to enable other Quinnipiac members to use the resources more effectively. Our campus community depends heavily on Quinnipiac's network to complete essential parts of their academics and daily work; therefore, users must not intentionally damage or misuse system resources so as to prevent others from doing their work or completing their studies.

The provision of computing resources at Quinnipiac requires strictly legal and ethical utilization by all users including faculty, students and staff. The computing facilities at Quinnipiac, including all network resources, all school and departmental computers and labs along with network and internet bandwidth resources are limited and should be used in a responsible manner.

Inappropriate use of resources includes such activities as:

- Using computer and network resources for personal nonacademic activities, which denies computer and network access for academic purposes
- Using Quinnipiac's network resources to illegally share or distribute copyrighted material (including movies, music and software).
- Unauthorized distribution of copyrighted material, including peer-to-peer file sharing, may subject a student to civil and criminal liabilities

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed

at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, go to copyright.gov to view the website of the U.S. Copyright Office. Also visit copyright.gov/help/faq to view the FAQ section.

- Sending harassing, pornographic, inappropriate or frivolous messages (including email, social media posts and SMS text via mobile devices), either locally or over the Internet
- Using excessive amounts of storage on Office 365, MyFileSpace or MyWebSpace
- Using excessive bandwidth
- Running grossly inefficient programs

These guidelines, though not covering every situation, specify some of the responsibilities that accompany computer usage at Quinnipiac and the networks to which Quinnipiac is connected. All users are expected to abide by these regulations and by the regulations governing the use of the campus computers, computer networks and labs.

Responsibilities of Each Computer User Use of Computer Resources

Every member of the Quinnipiac community must use computer and network resources only for the purpose for which they are intended. No one has the right or authority to extend his or her established range of access to computer systems or records. Quinnipiac-supported computing includes unsponsored research, instructional computing, learning and administrative activities. Resources must not be used for commercial purposes or personal monetary gain.

System Security and Privacy

The security of institutional records is the responsibility of each member of the faculty, staff and student body. Institutional records include all matters pertaining to personnel, payroll, registrar, admissions, financial aid, development, medical records, security reports, financial data and other information of privileged and private nature.

Users must not attempt to modify system access, attempt to disrupt the system, or attempt to subvert the restrictions associated with their computer accounts. They should not tamper with any software protection placed on any computer applications (e.g., antivirus software).

Users must not search for, or use software to scan the network for, access or copy directories, programs, files, disks or data belonging to others without specific authorization to do so. Programs and data residing in Quinnipiac University departmental systems are not considered public domain and should not be used, in part or in whole, for any purpose other than that which is officially authorized.

Quinnipiac-provided computing equipment and software must not be used to violate the terms of license agreements, and all users must comply with federal and state laws, and all university regulations, related to copying, distribution and use of computer software and data.

Any violation of this policy will be considered a serious matter and be dealt with accordingly.

Choosing Passwords

Passwords are an essential aspect of computer security, providing important front-line protection for electronic resources by preventing unauthorized access. Passwords help the university limit unauthorized or inappropriate access to various resources including user accounts, web and email accounts.

Users must choose difficult-to-guess passwords. Passwords must not be found in the dictionary and must not be a reflection of the user’s personal life. All passwords must be at least eight characters. Users must choose passwords that include both alphabetic and numeric characters, upper and lower case and special characters (\$, %, @, \$, etc.). An example would be @Qu2018! Or N0t2hrd?.

Changing Passwords

User-chosen passwords must not be reused or recycled. Passwords must be changed at least once a year and passwords must be changed the first time they are used. If a user suspects that somebody else may know his or her password, the password must be changed immediately.

User passwords can be reset go.qu.edu/myqpassword (<https://account.activedirectory.windowsazure.com/securityinfo/#/register>) or by contacting the Information Services Help Desk.

Protecting Passwords

Users must not share a password with anyone, including other users, parents, students, staff and faculty. Users must not store passwords in any computer files, such as logon scripts or computer programs, unless the passwords have been encrypted with authorized encryption software. Passwords must not be written down unless they are physically secured, such as placed in a locked area (e.g., locker or safe).

Individual Security and Privacy

A user must use only his/her own computer account. The structure of accounts and passwords plays an important role in protecting the work and privacy of all users. You must log in only to your own account (except for extraordinary situations where staff receives a user’s permission to access the account temporarily for troubleshooting purposes).

Out of respect for personal privacy, Quinnipiac does not examine the contents of files in user accounts except in response to user requests for assistance, or in circumstances when system security, physical security/safety or troubleshooting procedures require it. Whenever the contents of a user’s file must be examined, an effort first will be made to notify the user and invite him or her to be present. However, if the system is under immediate threat, appropriate actions may be taken without prior notice to the user.

A user is responsible for all use made of his/her account, and may not authorize anyone else to use his/her account (except as mentioned above).

The user must take all reasonable precautions, including password maintenance and file-protection measures to prevent its unauthorized use. While Quinnipiac University provides anti-virus software, it cannot protect against users downloading and installing malicious software.

All users are responsible for keeping their computers free of malicious software that presents a danger to themselves, other systems and network resources.

Installation of devices on Quinnipiac's network infrastructure that causes disruption to operations, either deliberate or accidental, is prohibited. Students need to check with the Help Desk before adding devices such as (but not limited to) wireless access points, switches, routers, DHCP servers, or radio devices operating in the ISM band (802.11 A,B, G,N and AC).

Consequences

Abuse of computing privileges may be subject to disciplinary action, as established by the operating policies and procedures of Quinnipiac, and may result in the loss of computer privileges. Abuse of the network or of computers at other sites connected to the network will be treated as abuse of computing privileges at Quinnipiac. It should be understood that this policy does not preclude enforcement under the laws and regulations of the state of Connecticut and/or the United States of America.

Quinnipiac University Unmanned Aircraft System (UAS)/Drone Policy

The Office of Integrated Marketing Communications owns and operates the only official university drone for the purpose of capturing aerial footage of campuses or events for its marketing communications or other defined purposes. The use of drones for hobby or recreational use on Quinnipiac University property is not permitted. Any use of a UAS from or over the campus or inside a campus building is strictly prohibited except under the following circumstances:

Educational or Research Use

- The use of drones is permitted only for educational or research purposes relating to Quinnipiac University.
- Must obtain prior approval from the Quinnipiac Productions department within the Office of Integrated Marketing Communications at least 48 hours prior to the use of a UAS by going to go.qu.edu/request (<https://www.wrike.com/frontend/requestforms/index.html?token=eyJhY2NvdW50SWQIQjY5MzlyNCwidGFza0ZvcmlJZCI6Njc1MDh9CTQ2NzQ3MjQ4MjU2NzQzNDJhNTg0ZTJjMjFjN2U0OGJkYTA2MTFhOWE2ODMz>) and filling out the Communications Request Form.
- Must provide date/time, purpose, and length of UAS operations, as well as the area of the campus where a UAS will be used.
- Must comply with all federal, state and city laws.
- Must have experience in operating a UAS and operate it in a responsible manner, or have direct supervision by a licensed operator (must have a Part 107 Remote Pilot Certificate).
- Must not operate over areas of public assembly, stadiums or areas of construction.
- Must not photograph, video, or monitor areas where other members of the university community or members of the general public would have a reasonable expectation of privacy.

Civil Operations/Commercial Use:

- All civil (commercial, contract, or university-owned) operated UAS devices must comply with all federal (FAA), state and local laws.
- Must obtain prior approval from the Quinnipiac Productions department within the Office of Integrated Marketing Communications at least 48 hours in advance of the proposed use of a UAS by going to go.qu.edu/request (<https://www.wrike.com/frontend/requestforms/index.html?token=eyJhY2NvdW50SWQIQjY5MzlyNCwidGFza0ZvcmlJZCI6Njc1MDh9CTQ2NzQ3MjQ4MjU2NzQzNDJhNTg0ZTJjMjFjN2U0OGJkYTA2MTFhOWE2ODMz>) and filling out the Communications Request Form.

token=eyJhY2NvdW50SWQIQjY5MzlyNCwidGFza0ZvcmlJZCI6Njc1MDh9CTQ2NzQ3MjQ4MjU2NzQzNDJhNTg0ZTJjMjFjN2U0OGJkYTA2MTFhOWE2ODMz and filling out the Communications Request Form.

- A university-owned or commercial UAS must comply with FAA regulations by obtaining and producing a Part 107 Remote Pilot Certificate prior to use on the campus. (See faa.gov (<http://faa.gov>)).
- A UAS operator must provide a certificate of insurance naming the trustees of Quinnipiac University as an additional insured with a minimum limit of no less than \$1 million per occurrence and \$2 million in the aggregate in liability insurance written on an occurrence basis.
- A commercially owned (university or contract) operator must file a "flight plan" including date, time and duration of flight and operational area, with the Quinnipiac Productions department within the Office of Integrated Marketing Communications 48 hours prior to commencing the UAS flight.
- A contract operator must be accompanied by a representative from Quinnipiac Productions at all times.
- A copy of all footage captured must be presented to the Quinnipiac Productions department within the Office of Integrated Marketing Communications. Quinnipiac University reserves the right to use any footage captured.
- A UAS must be operated in a responsible manner.
- A UAS may not operate over areas of public assembly, stadiums or populated areas.
- A UAS is not permitted to photograph, video or monitor areas of the university where other members of that community would have a reasonable expectation of privacy.

Sanctions

Any violations of law (trespassing, illegal surveillance, reckless endangerment) or violations of university policies may subject the individual to both criminal and/or disciplinary action. Students allegedly in violation of this policy will be referred to the Student Conduct Process. Damages/injuries occurring to university property or individuals will be the responsibility of the UAS operator.

Responsibilities

The Office of Public Affairs is responsible for establishing the policy, which has been approved by the President's Office. The Quinnipiac Productions department, Department of Public Safety, Facilities Department and Division of Student Affairs are responsible for enforcing the policy.

Quinnipiac University maintains the authority to "ground" or suspend operations of any UAS that is not compliant with FAA regulations, this policy, or presents a danger to university property or to the university community.

Contacts

Peter Gallay, Director of Film/Video, Quinnipiac Productions
203-582-8584, peter.gallay@qu.edu

Policy Statement on the Prevention of Alcohol Abuse and Other Drug Use or Abuse

The health and wellbeing of students in our community is paramount. Therefore, Quinnipiac University empowers students to make healthy and

responsible decisions about their behaviors, including alcohol and other drug use, that affect them and the Quinnipiac community as a whole. University prevention programs, policies and resources focus on reducing high-risk behaviors and promoting safe, legal and responsible student choices.

Behavioral Expectations

The behavioral expectations that Quinnipiac University has for all students—whether on or off campus—are outlined in the Student Code of Conduct. The Student Code of Conduct, including specific codes pertaining to alcohol and drugs, can be found on pages 63-64 of this Student Handbook. Additionally, policies that outline expectations for student organizations as they relate to alcohol and/or other drugs can be found on page 31 of the Student Organization and page 42 of the Fraternity and Sorority Life sections of the Student Handbook.

Bystander Intervention

Members of the university community who are aware of an incident involving alcohol or other drug abuse, unsafe situations involving alcohol and/or drugs and students who are in need of medical assistance due to alcohol and/or drugs are encouraged to speak to a university staff member to request assistance. Although policy violations cannot be overlooked, the university will consider the positive impact of reporting an incident when determining the appropriate response for policy violations.

Medical Assistance

While the university reserves the right to refer matters to student conduct for review, students who specifically seek medical assistance from a university staff member for themselves or others will not face student conduct action unless other policy violations are present. In cases where a student is seen in Student Health Services or sent to the hospital for alcohol/drug intoxication, students will be required to attend an educational meeting with a university staff member. This educational meeting serves as an opportunity to check in with, offer resources to and provide other information that could benefit the affected student.

Student Disciplinary Sanctions

Students found responsible for violations of the Student Code of Conduct may result in one or more sanctions. A list of possible sanctions can be found on pages 35 of the Student Handbook.

Legal Sanctions

Quinnipiac students are subject to local, state and federal laws concerning the use and possession of alcohol and other drugs. These local, state and federal laws and applicable legal sanctions are outlined below.

- **Alcohol:** Section 30-89(a) of Connecticut statutes states that it is unlawful for a minor (under the age of 21) to purchase, attempt to purchase, or make a false statement in connection with the attempted purchase of alcohol. Section 30-89(b) states that possession of alcohol by a minor anywhere is illegal, except where the minor is accompanied by a parent, guardian or spouse over the age of 21. The fine ranges from \$200–\$500.
- **Social Host:** Public Act No 06-112 (a) No person having possession of, or exercising dominion and control over any dwelling unit or private property shall (1) knowingly permit any minor to possess alcoholic liquor in violation of subsection (b) of section 30-89 of the general statutes, as amended by this act, in such dwelling unit or on such private property, or (2) knowing that any minor possesses alcoholic liquor in violation of subsection (b) of section 30–89 of the general statutes, as amended by this act, in such dwelling unit or on such private property, fail to make reasonable efforts to halt such

possession. For the purposes of this subsection, “minor” means a person under 21 years of age.

- **Drugs:** Connecticut statutes cover a wide range of drug offenses, including the offer, sale, possession with intent to sell, gift and mere possession of various types of drugs (21 a CONN GEN STAT Section 277, 278, 279 and PA 15-2). NOTE: PA 15-2 “June Special Session” replaced the prior penalty structure for drug possession crimes, which punished possession of most types of illegal drugs as felonies. Refer to summary of Connecticut Drug Offenses for Possession and Sale as well as the cited Connecticut General Statutes (CGS) relative to each at cga.ct.gov/2015/rpt/pdf/2015-R-0219.pdf or can also be found in the Quinnipiac University Annual Security Report. Federal Law (Controlled Substances Act 21 U S C Section 841, 843b, 844, 845, 846, (1988)) states that it is unlawful (1) to manufacture, distribute, or dispense, or possess with intent to manufacture, distribute, or dispense, a controlled substance; or (2) to create, distribute, or dispense, or possess with intent to distribute or dispense, a counterfeit substance. Additional information on federal crimes and penalties related to all sections of the Controlled Substances Act can be found at deadiversion.usdoj.gov (<http://deadiversion.usdoj.gov>) or can also be found in the Quinnipiac University Annual Security Report.
- **Medical Marijuana:** In accordance with federal law, the university does not permit the possession, use or distribution of marijuana. As such, students in possession of medical marijuana prescriptions (issued in Connecticut or any other state) are not permitted to use or possess marijuana on university property.

Health Risks of Alcohol and other Drug Use or Abuse

According to the National Institute of Alcohol Abuse and Alcoholism, “harmful and underage college drinking are significant public health problems, and they exact an enormous toll on the intellectual and social lives of students on campuses across the United States.” Moreover, “drinking too much—on a single occasion or over time—can take a serious toll on your health” including but not limited to:

- Alcohol interferes with the brain’s communication pathways, and can affect the way the brain looks and works. These disruptions can change mood and behavior, and make it harder to think clearly and move with coordination.
- Drinking a lot over a long time or too much on a single occasion can damage the heart, causing problems including: cardiomyopathy —stretching and drooping of heart muscle, arrhythmias—irregular heartbeat, stroke and high blood pressure.
- Heavy drinking takes a toll on the liver, and can lead to a variety of problems and liver inflammations including: steatosis, or fatty liver, alcoholic hepatitis, fibrosis and cirrhosis.
- Alcohol causes the pancreas to produce toxic substances that can eventually lead to pancreatitis, a dangerous inflammation and swelling of the blood vessels in the pancreas that prevents proper digestion.
- Drinking too much alcohol can increase your risk of developing certain cancers, including cancers of the mouth, esophagus, throat, liver and breast.
- Drinking too much can weaken your immune system, making your body a much easier target for disease. Chronic drinkers are more liable to contract diseases like pneumonia and tuberculosis than people who do not drink too much. Drinking a lot on a single occasion

slows your body's ability to ward off infections – even up to 24 hours after getting drunk.

Visit niaaa.nih.gov/alcohol-health/alcohols-effects-body (<http://niaaa.nih.gov/alcohol-health/alcohols-effects-body>) for more information.

In addition to the health risk posed by alcohol, those posed by use of other drugs are also of concern. According to the National Institute on Drug Abuse, “drug use can have a wide range of short- and long-term, direct and indirect effects. These effects often depend on the specific drug or drugs used, how they are taken, how much is taken, the person's health and other factors. Short-term effects can range from changes in appetite, wakefulness, heart rate, blood pressure and/or mood to heart attack, stroke, psychosis, overdose and even death. These health effects may occur after just one use. Longer-term effects can include heart or lung disease, cancer, mental illness, HIV/AIDS, hepatitis and others. Long-term drug use can also lead to addiction.” Furthermore, “drug use can also have indirect effects on both the people who are taking drugs and on those around them. This can include affecting a person's nutrition; sleep; decision-making and impulsivity; and risk for trauma, violence, injury and communicable diseases.” Visit drugabuse.gov/related-topics/health-consequences-drug-misuse (<http://drugabuse.gov/related-topics/health-consequences-drug-misuse>) for additional information on how various drugs affect the body and disease risk.

Alcohol and Other Drug Support Resources

On-Campus

- Counseling Services:
Health & Wellness Center - Mount Carmel, 203-582-8680
- Student Health Services:
Health & Wellness Center - Mount Carmel (24/7), 203-582-8742
Health & Wellness Center - York Hill, 203-582-3890
- CARE Team: care@qu.edu, 203-582-CARE (2273)

Off-Campus

- Substance Abuse and Mental Health Services Administration National Helpline, 1-800-662-HELP (4357)
- Alcoholics Anonymous Connecticut Statewide 24-Hour Hotline: 866-783-7712, aa.org
- Connecticut Region of Narcotics Anonymous Statewide phone line: 1-800-627-3543, ctna.org
- Wheeler Clinic - Navigation Center: 860-793-3500, info@wheelerclinic.org
- Rushford Clinic: 877-577-3233, rushford.org, 883 Paddock Ave, Meriden, CT
- Turnbridge: 877-581-1793, tpaddictiontreatment.com (<http://www.tpaddictiontreatment.com>), 189 Orange St., New Haven, CT

Drug-Free Schools and Campuses Regulations: Biennial Review

In accordance with the Drug-Free Schools and Campuses Regulations, Quinnipiac University conducts a review of its alcohol and other drug programs every two years to determine effectiveness and the consistency of sanction enforcement, to identify and implement any necessary changes. The most recent Quinnipiac University Biennial Review can be found on MyQ under Student Life on the Dean of Student Affairs page.

Harassment and Discrimination Policy

Quinnipiac University values diversity, multiculturalism and respect for others. The university is committed to providing a safe and respectful educational experience and work environment free from discrimination and harassment on the basis of an individual's race, color, religion, gender, age, marital status, national origin, ancestry, physical or mental disability, sexual orientation, gender identity or expression, genetic information or any other characteristic protected by law. This commitment is articulated and confirmed in Quinnipiac University's Strategic Plan for Inclusiveness, Multiculturalism and Globalism in Education (IMaGinE) (<https://myq.quinnipiac.edu/Imagine/Pages/default.aspx>) and the Quinnipiac University Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct (<http://catalog.qu.edu/university-policies/titleix-policy>).

Students who believe they have experienced or witnessed an incident of discrimination or harassment should immediately contact the Dean of Students Office:

- Dean of Students Office (undergraduates and graduate students, with the exception of law and medicine) 203-582-8753
- School of Law, 203-582-3220
- Frank H. Netter MD School of Medicine, 203-582-7968

Faculty and staff members who believe they have experienced or witnessed an incident of discrimination or harassment should immediately contact Human Resources or the chief diversity officer:

- Human Resources, Employee Relations and Labor Relations Associate, 203-582-7768 or 203-582-8724
- Chief Diversity Officer, Department of Cultural and Global Engagement, 203-582-7987

Students, faculty or staff who believe they have experienced or witnessed an incident of gender-based discrimination and/or sexual misconduct should immediately contact:

- University Title IX (<http://catalog.qu.edu/university-policies/titleix-policy>) Coordinator, 203-582-7327

Students, faculty or staff who are found to have violated a harassment and discrimination policy are subject to the appropriate disciplinary process. Any form of retaliation against anyone who has reported harassment or a discriminatory act is strictly prohibited.

Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct

Revised August 2019

Quinnipiac University is committed to providing an environment free from gender-based discrimination and harassment. Consistent with its commitment to addressing gender-based misconduct, the university complies with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in educational programs or activities that receive federal financial assistance. As such, Quinnipiac University is dedicated to fostering a healthy and safe environment in

which members of the community can realize their full potential in an educational, working and living environment free from all forms of gender or sex discrimination and sexual misconduct.

Quinnipiac seeks to ensure that no student, faculty or staff member is excluded from participation in or denied the benefits of any university program or activity on the basis of sex. This includes all university activities, including, without limitation, academic, athletic, campus life, residential life programs and all aspects of employment. Students, faculty or staff who believe they have been subjected to or witnessed gender-based misconduct are encouraged to report these incidents. As discussed below, faculty, administration, athletic, human resources, public safety and student affairs staff are considered responsible employees under Title IX and are required to immediately report any incidents of sexual violence they observe. Upon receiving a report, the university will respond promptly, equitably and thoroughly. In addition, the university will take steps to prevent the recurrence of the misconduct and correct its effects, if appropriate.

Specifically with respect to athletics, the university is committed to the equitable treatment of male and female student-athletes. This includes, but is not limited to, equitable allocation of athletic participation opportunities, scholarships and benefits. The contact person in Athletics for Title IX inquiries is Shanna Kornachuk, senior associate director of compliance and student development.

Prohibitions against discrimination and harassment do not extend to statements and written materials that are germane to the classroom or academic course of study.

When a respondent is found to have violated this policy, serious sanctions will be used to reasonably ensure that such actions are never repeated and steps will be taken to correct any discriminatory effects to the extent possible. This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. This policy is intended to define community expectations and to establish a mechanism for determining when those expectations have been violated.

This policy is lengthy and detailed because the university takes these issues and its legal obligations very seriously. Any Quinnipiac community member who has questions about the policy or the grievance procedures should seek clarification from the university's Title IX coordinator.

- Pregnant and Parenting Student Modifications (<http://catalog.qu.edu/university-policies/pregnant-parenting-policy>)

Notice of the Title IX Coordinator

Catlin Wells serves as the university Title IX coordinator and manages the university's compliance with Title IX. The Title IX coordinator is the resource available to anyone seeking additional information or wishing to file a complaint. When a student, faculty or staff member, or other participant in the university's programs and activities feels that she or he has been subjected to discrimination on the basis of sex in any university program or activity, including without limitation being subjected to sexual harassment and sexual assault, she or he may contact the Title IX coordinator or utilize the Title IX grievance procedures to bring concerns forward for the purpose of obtaining a prompt and equitable resolution.

The Title IX Discrimination and Harassment Policy is intended to define university standards and to outline the investigation and grievance processes when those standards are violated.

The University Title IX coordinator is:

Catlin Wells
Title IX Coordinator
catlin.wells@qu.edu (catlin.wells@quinnipiac.edu)
203-582-7327

Deputy Title IX coordinators are designated and trained to address Title IX concerns and investigations.

Deputy Title IX coordinator for faculty, staff and vendors:

Stephanie Mathews
Employee Relations and Labor Relations Associate
554 Mount Carmel Avenue, MC-7, OF-HMN
stephanie.mathews@qu.edu (stephanie.mathews@qu.edu)
203-582-7768

Deputy Title IX coordinator for athletics:

Shanna Kornachuk
Senior Associate Director of Compliance & Student Development
shanna.kornachuk@qu.edu
203-582-7332

Confidential Resources

On-campus resources are available that can provide confidentiality, sharing options and advice without any obligation to inform other university staff members unless requested. Such on-campus confidential resources include Counseling Services, Student Health Services and/or Religious Life and other designated resources. Additionally, community members can seek out assistance from an off-campus crisis center, which can maintain confidentiality. Faculty members and other university staff are *not* confidential resources and are required to contact the university Title IX coordinator or a deputy coordinator.

Quinnipiac Confidential Resources

- Counseling Services – 203-582-8680
- Student Health Services – 203-582-8742
- Religious Life – 203-582-8257
- Peter C. Herald House for Jewish Life – 203-582-8206

Off-Campus Confidential Resources

- Connecticut Sexual Assault Crisis Services 24-hour confidential hotline – 1-888-999-5545
- Women and Families Center/Meriden – 203-235-9297
- Women and Families Center/New Haven – 203-389-5010
- Rape Crisis Center of Milford – 203-878-1212
- Rape, Abuse and Incest National Network crisis hotline – 1-800-656-HOPE
- Rape, Abuse and Incest National Network online hotline – ohl.rainn.org/online (<https://hotline.rainn.org/online>)
- The Umbrella Center for Domestic Violence Services – 203-736-2601

Reports that are made anonymously or by third parties may not initiate grievance procedures as such. However, Title IX requires the university to investigate all incidents about which the university knows or has reason to know to protect the health and safety of the university community and the university will investigate issues raised anonymously or by third parties.

Similarly, the university will undertake an investigation where appropriate even in cases where the alleged victim and/or complainant choose not to cooperate or participate. When weighing a complainant's request for confidentiality, to end an investigation and/or to not seek disciplinary action, the university will consider factors which may include circumstances that suggest: there is an increased risk of the alleged perpetrator committing additional acts of sexual violence; an increased risk of future acts of sexual violence under similar circumstances; whether the sexual violence was perpetrated with a weapon; the age of the student subjected to the sexual violence; and whether the university possesses other means to obtain relevant evidence.

The university has a duty to report data about various forms of sexual misconduct in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). No personally identifiable information is disclosed, but statistical information is disclosed as part of the university's annual Campus Security Policy & Campus Crime Statistics Report. The information to be shared includes the date, location (residence hall, public property, off campus, etc.) and specific crime category.

Whether the incident occurred on or off campus, community members are encouraged to report sexual assault and other incidents of harassment to local police. Quinnipiac Public Safety can assist community members who wish to make a report to police. Electing not to report an incident to the police will not impact the university's investigation or Title IX grievance process. If a complainant is a minor, according to Connecticut state law, the university will make a report to the appropriate law enforcement agency.

To contact a local police department, contact Public Safety for assistance, or call:

- Hamden Police Department — 203-230-4000
- North Haven Police Department — 203-239-5321 ext. 224
- New Haven Police Department — 203-781-8200
- Connecticut State Police, Troop I — 800-956-8818 or 203-393-4200

If a community member decides not to file a complaint with the university, the university encourages the community member to seek out the available medical and mental health resources listed above. Community members who wish to make a complaint at a later date may contact any of the staff mentioned above at any time. Please note that a delay in reporting could affect the university's ability to gather information that could be needed to determine whether a person is responsible for sexual misconduct or gender-based discrimination.

Members of the university community may be reluctant to report incidents because of concerns that their own behavior may be a violation of university policies. *Although policy violations cannot be overlooked, the university will consider the positive impact of reporting an incident when determining the appropriate response for policy violations. Community members are encouraged to consider the possible negative consequences of not reporting an incident when considering any possible personal consequences of making a report.*

Responsible Employees and Reporting

Quinnipiac encourages all employees to promptly report any incidents of sex discrimination or sexual misconduct they may witness or become aware of. Responsible employees are **required** to report such incidents. Quinnipiac defines all faculty, administration, athletic, human resources, public safety, student affairs and student paraprofessional staff

(resident assistants & orientation leaders under contract) as responsible employees of the university. A responsible employee is expected to report any incidents of sexual violence, harassment or discrimination involving a student promptly to the university Title IX coordinator or deputy coordinator. Prompt reporting of such incidents makes investigation of the incident more effective and enhances the ability of the university to take action on a complaint.

When reporting sexual harassment or discrimination or sexual assault, the Title IX coordinator or deputy coordinator will guide you with regard to how much detail is needed in an initial report.

Subsequent to an initial report, campus officials may need additional information to fulfill the university's obligations under Title IX. In taking these subsequent actions, the university will always be guided by the goals of empowering the victim and allowing the victim to retain as much control over the process as possible, but no employee (other than counselors, health care providers and clergy) can or should promise complete confidentiality.

Privacy and Confidentiality

Reported issues will be investigated and may be resolved through the appropriate grievance procedures and investigation and procedures will be conducted with due regard for the privacy of those involved. Only people who have a need to know about the issue will be informed, and materials and information prepared or acquired under Title IX procedures will be shared only as necessary with investigators, witnesses and other relevant parties. Disclosure of such information also may be made if the university Title IX coordinator determines that such disclosure is necessary to protect the health, safety or well-being of the community. While the university Title IX coordinator will take into account any requests made by a grievant for confidentiality or that a Title IX matter not be investigated, the university Title IX coordinator will take appropriate steps to respond to the matter consistent with requirements of Title IX and the university's obligation to the greater Quinnipiac community.

Retaliation

Retaliation against any person in the university community for alleging a violation of Title IX or for cooperating in any investigation, proceeding or hearing relating to an alleged violation of Title IX is strictly prohibited and may result in disciplinary action, including additional interim or permanent measures. Any concerns regarding retaliation should be addressed immediately with the university Title IX coordinator or deputy coordinator.

Statement Regarding Complaint and Grievance Procedures

The complaint and grievance procedures contained herein have been developed to enable the university to receive, investigate and resolve complaints of discrimination on the basis of sex. These procedures are designed to provide a supportive process for individuals who report discrimination and to ensure a fair process for individuals who are accused of discriminatory conduct. Any Quinnipiac students, faculty or staff members who believe that they have been subjected to discrimination based upon sex in any university program or activity, that the university has failed to meet its Title IX obligations regarding equity in athletics, or that they have been subjected to sexual misconduct may bring such concerns to the attention of the university's Title IX coordinator to obtain a prompt and equitable resolution.

The U.S. Department of Education, Office for Civil Rights (OCR) is the federal agency charged with enforcing compliance with Title IX. Anyone has the right to contact them directly.

Information regarding OCR can be found at:

Office for Civil Rights, 400 Maryland Avenue, SW, Washington, D.C.
20202-1100

Customer Service Hotline: 800-421-3481 • Facsimile: 202-453-6012

• TDD: 877-521-2172

Email: ocr@ed.gov • Website: ed.gov/ocr

Informal Complaints

Students, faculty and staff may bring concerns to the university Title IX coordinator or deputy coordinator on an informal basis. Informal complaints may be made in situations where an individual is not interested in moving forward with a Title IX process, or where an individual is requesting more information about the process.

Where appropriate, the Title IX coordinator/deputy coordinator will provide counseling and advice and may attempt to facilitate an informal resolution. The university Title IX coordinator/deputy coordinator also is available to receive and address such allegations through the formal grievance procedures described below.

Complainants who are considering bringing a formal grievance may at any time meet with the university Title IX coordinator/deputy coordinator, who will discuss the matter and describe the formal grievance process. Where appropriate and with prior notice where applicable, these grievance procedures may be modified or amended by the university Title IX coordinator or deputy coordinator.

The university Title IX coordinator has the authority to investigate allegations of discrimination prohibited by Title IX even absent the filing of a formal grievance, or after its subsequent withdrawal. The university has an obligation to the entire Quinnipiac community to take appropriate steps to prevent community members from being subjected to discrimination and sexual misconduct. As a result, there may be circumstances that will require the university Title IX coordinator to proceed with investigating a formal or informal grievance even if a complainant specifically requests that the matter not be pursued.

Informal Resolution

In instances where it is deemed possible and safe, the university may choose to resolve reports through informal means. If it is determined that an informal resolution may be appropriate, the Title IX coordinator, deputy Title IX coordinator or designee will speak with the complainant about this option. If the complainant agrees, the Title IX coordinator or deputy coordinator will speak with the person alleged to have engaged in the misconduct. If a satisfactory resolution is reached through this informal process, the matter will be considered completed. If these efforts are unsuccessful, the formal investigation process will commence.

Complaints Regarding Allegations of Gender Inequity in a University Program or Activity, including Athletics

NOTE: Claims of sexual misconduct are addressed separately. A separate grievance procedure is set forth for claims of sexual misconduct and

other related misconduct. See section on sexual misconduct and harassment. (<http://catalog.qu.edu/university-policies/titleix-policy/#harassmentanddiscriminationtext>)

Grievance Procedures for Formal (i.e., Written) Grievances

A formal grievance process is initiated when a complainant submits a written statement to the university Title IX coordinator alleging discrimination on the basis of sex in any university program or activity, including, without limitation, academic programs, athletics, campus life, residential life and all aspects of employment. In the statement, the complainant is encouraged to request any relief sought from the university. Prompt submission of formal grievances is encouraged.

Complaints relating to athletics will be addressed by the deputy Title IX coordinator for athletics:

Shanna Kornachuk
Senior Associate Director of Compliance & Student Development
shanna.kornachuk@qu.edu
203-582-7332

Complaints relating to other university programs and activities will be addressed by the Title IX coordinator:

Catlin Wells
Title IX Coordinator
CCE-180B
catlin.wells@qu.edu (terri.johnson@qu.edu)
203-582-7327

The deputy Title IX coordinator or designee will consider the written grievance and may dismiss the grievance without further process or review if it is determined that the allegations, even if true, would not constitute a violation of this policy.

If the grievance is not dismissed, the deputy coordinator will interview the individual who submitted the written statement. Depending on the circumstances, the deputy coordinator also may interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the grievance.

The deputy coordinator or designee will determine whether there has been a Title IX violation using a preponderance of the evidence standard and will consult with other university offices as necessary in reaching a decision regarding the written grievance. The deputy coordinator or designee will prepare a written report setting forth findings, conclusions and recommended actions to be taken, if applicable. The university Title IX coordinator will receive a copy of the report. The complainant also will receive a copy of report, redacted at the discretion of the Title IX coordinator to protect the privacy of involved parties.

In the event the deputy coordinator or designee determines that there has been a violation, a report will be presented to the executive vice president and provost of Quinnipiac University (hereinafter "provost") or a designee. Upon notification of a violation, the provost, or a designee, will take appropriate action to ensure that the violation is remedied, prevent its recurrence and correct any discriminatory effects on the complainant to the extent possible.

While the time it may take to investigate and resolve a Title IX grievance will depend on a variety of factors, including the nature and scope of the allegations, the university will seek to resolve the grievance promptly.

Appeals for Equity Grievances

If the deputy Title IX coordinator or designee finds there was no violation of Title IX, the complaining party may notify the university Title IX coordinator of an intent to appeal the decision within five business days of learning of the determination. Upon notification of intent to appeal, the complaining party must submit an appeal letter specifying the grounds upon which the appeal is based and any supporting materials within five business days. The Title IX coordinator has the discretion to extend the deadline for submission of a letter of appeal and to solicit any materials deemed necessary to allow all parties to respond to all issues.

Once the appeal materials are submitted, any relevant parties will be notified of the appeal and may respond to the appeal. The university Title IX coordinator may decide to:

- Affirm the deputy coordinator's decision. In this case, the initial decision is final.
- Modify the deputy coordinator's decision and present a report with findings and recommendations to the provost or a designee. Upon receipt of the university Title IX coordinator's report and recommendations, the provost, or designee, will take appropriate action to ensure that any violation is remedied.

Members of the university community, guests and visitors have a right to be free from sexual harassment, violence and gender-based harassment. When an allegation of misconduct is investigated, and a responding community member is found to have violated this policy, serious sanctions may be used in an effort to ensure that such actions are not repeated.

Any attempts to violate this policy are considered sufficient for having committed the violation itself. The use of alcohol or other drugs will not be accepted as a defense or mitigating factor to a violation of this policy. These policies apply regardless of the complainant's or respondent's sexual orientation, sex, gender identity, age, race, nationality, religion or ability. Harassment or discrimination based upon an individual's sexual orientation may be considered gender-based and be subject to this policy. Reasonable accommodations will be provided, as needed, to permit students with disabilities to utilize the procedures set forth herein.

Definitions and Scope of Sexual Misconduct

Quinnipiac prohibits any form of sexual misconduct, including but not limited to acts of sexual harassment, nonconsensual sexual contact or intercourse, and other forms of sexual exploitation.

Sexual harassment is defined as unwelcome gender-based verbal or physical conduct that is:

- sufficiently severe, persistent or pervasive that it has the effect of unreasonably interfering with, limiting or depriving someone of the ability to participate in or benefit from the university's educational program, activities and/or employment, and is;
- based on power (*quid pro quo*), the creation of a hostile environment, or retaliation;

Examples of sexual harassment include, but are not limited to:

- subtle or persistent pressure for sexual activity;
- unnecessary touching, pinching or brushing against a person;
- requesting or demanding sexual favors concerning employment, academic activities or other university activities;
- unwelcome communications (verbal, written, electronic, etc.) of a sexual nature;
- unwelcome conduct based on a person's perceived sexual orientation, gender identity or expression or gender based stereotypes
- failure to accept the termination of a consensual relationship with repeated and persistent requests and behavior.

Nonconsensual sexual contact includes any intentional touching, however slight, whether clothed or unclothed, with any object or body part by a person against another person that is without consent and/or by force.

Examples of nonconsensual sexual contact include, but are not limited to:

- intentional contact with the breasts, buttocks, groin or genitals;
- intentional touching of another with breasts, buttocks, groin or genitals;
- making another person touch someone or themselves in a sexual manner;
- any intentional bodily contact with sexual intent.

Nonconsensual sexual intercourse includes any sexual intercourse, however slight, with any object or body part by a person against other person that is without consent and/or by force.

Examples of nonconsensual sexual intercourse include, but are not limited to:

- vaginal penetration by a penis, object, tongue or finger;
- anal penetration by a penis, object, tongue or finger;
- oral copulation (mouth to genital contact or genital to mouth contact).

Sexual exploitation is a nonconsensual act or acts committed through exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage, or for the purpose of causing harm to another's reputation.

Sexual exploitation includes but is not limited to:

- invasion of sexual privacy and voyeurism (in-person or through audio or video recording);
- knowingly transmitting a sexually transmitted infection;
- exposing of a person's body or genitals;
- prostituting or soliciting another community member.

Consent is an active, knowing and voluntary exchange of affirmative words and/or actions, which indicate a willingness to participate in a particular sexual activity. Consent must be freely and actively given. 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. A person who is incapacitated by alcohol and/or drugs, whether voluntarily or involuntarily consumed, may not give consent. Neither consent to one form of sexual activity nor past relationships imply consent to future sexual activity.

Incapacitation is a state where someone cannot make rational, reasonable decisions due to a lack of capacity to give knowing consent (e.g., to understand the “who, what, when, where, why and how” of the sexual interaction).

- Sexual activity with someone who is, or based on circumstances should reasonably have known to be, mentally or physically incapacitated (i.e., by alcohol or other drug use, unconsciousness or blackout) constitutes a violation of this policy.
- A person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the consumption (voluntary or otherwise) of incapacitating drugs cannot give consent.
- To give consent, a person must be of the legal age of consent. Under most circumstances, the age of consent in the state of Connecticut is sixteen. See Connecticut General Statutes § 46b-120, § 46b-127, § 46b-133d, § 53a-70, § 53a-71, and § 54-76b.
- Alcohol-related incapacity results from a level of alcohol ingestion that is more severe than impairment, being under the influence, drunkenness or intoxication.

Evidence of incapacity may be detected by physical cues, e.g., slurred speech, bloodshot eyes, the odor of alcohol on a person’s breath or clothing, inability to maintain balance, vomiting, unusual or irrational behavior and unconsciousness. Context is important in helping to determine incapacitation. Any of these particular cues alone do not necessarily indicate incapacity.

Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation and coercion that overcomes resistance or produces consent.

Coercion is unreasonable pressure for sexual activity. Coercion is the use of emotional manipulation to persuade someone to do something they may not want to do, such as being sexual or performing certain sexual acts. Being coerced into having sex or performing sexual acts is not consenting sex and is considered sexual misconduct.

Relationship violence is a pattern of behavior in an intimate relationship that is used to establish power and control over another person through fear and intimidation. A pattern of behavior is typically determined based on the repeated use of words and/or actions and inaction to demean, intimidate and/or control another person. This behavior can be verbal, emotional and/or physical. Examples include, but are not limited to: striking another person (slapping, punching, etc.), property damage, reckless behavior, name calling and insults, public humiliation, harassment directed toward friends and acquaintances, and verbal and/or physical threats.

Stalking involves any behaviors or activities occurring on more than one occasion that, when taken collectively, reasonably instill fear and/or threaten a person’s safety, mental health, and/or physical health. Such behaviors or activities may include, but are not limited to nonconsensual communications (i.e., face-to-face, telephone, email, social media), threatening or obscene gestures, surveillance, or showing up outside the targeted individual’s classroom, residence or workplace.

Other Forms of Misconduct

Other forms of misconduct, when gender-based, will fall under this policy. These include, but are not limited to:

- conduct that interferes with the rights of others and/or demonstrates disregard for the university community;
- assisting another person in committing a violation of this policy;

- personal harassment and/or verbal abuse;
- the threat of physical harm, physical abuse, mental distress or injury;
- actions that inflict physical harm, physical abuse, mental distress or injury;
- slanderous, false or malicious statement(s) about a person or defamation of character;
- endangerment of the health and safety of others;
- hazing;
- damage and/or vandalism to another’s property.

Jurisdiction

This policy shall apply to conduct that occurs on university-owned or leased property, at university-sponsored events, as well as off campus. Students shall be responsible for their conduct from the time of application for admission through the awarding of a degree at Commencement, as well as during periods between terms of actual enrollment, study abroad and leaves of absence or suspension. The Title IX grievance committee maintains the authority to adjudicate alleged violations of the Student Code of Conduct that are related to the same incident under review, though may not be directly related to gender-based conduct. While complaints received by responsible employees will be investigated in accordance with this policy, complaints against students who have already withdrawn or graduated from Quinnipiac will not be subject to Title IX grievance procedures.

Complaint Procedures for Sexual Misconduct

Any community members who believe they have been subject to sexual assault, sexual harassment or other sexual misconduct or has witnessed or learned of such an incident is encouraged to contact the university Title IX coordinator or a deputy coordinator directly. The Title IX coordinator ensures that complaints are handled by the appropriate deputy coordinator or designee for investigation, possible interim measures, resolution, and thereby ensures complainants have access to medical, mental health, law enforcement and other resources that may be required.

Preservation of Physical Evidence

The university encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident of sexual misconduct. This is the best option to ensure preservation of evidence and to begin a timely investigative and remedial response. The university will assist any community member to get to a safe place and will provide medical assistance, coordination with law enforcement, and information about the university’s resources and complaint processes.

Handling of Complaints

Complaints against **students, visitors and individuals not affiliated with Quinnipiac** are addressed by the Title IX coordinator:

Catlin Wells, Title IX Coordinator
274 Mount Carmel Avenue, CCE-180
catlin.wells@qu.edu
203-582-7327

Complaints against **faculty, staff and vendors** are handled by the deputy Title IX coordinator for faculty and staff. The deputy coordinator for faculty and programs is:

Stephanie Mathews, Employee Relations and Labor Relations Associate

554 Mount Carmel Avenue, MC-7, OF-HMN
stephanie.mathews@qu.edu (stephanie.mathews@qu.edu)
203-582-7768

In situations in which a complaint is filed against a community member who embodies more than one status at the university (i.e., community member is a student and an employee), the university Title IX coordinator has the authority to appoint investigators (possibly from different areas of the institution) and determine the grievance process for the reported incident (student, faculty or nonfaculty employee). The selected grievance process shall have the authority to make final determinations affecting all individual statuses at the university.

Protective Orders

Students should bring any protective orders to the Department of Public Safety. The university will assist in making any necessary accommodations.

Sexual Misconduct Grievance Procedures for Students

Student Rights – Rights of the Complainant

- The right to an investigation and appropriate resolution of all credible complaints of sexual misconduct, gender-based discrimination and/or harassment made in good faith to the university;
- The right to be treated with respect by university staff throughout the process;
- The right to be notified of available counseling, mental and physical health services for victims of sexual misconduct, gender-based discrimination and/or harassment on campus and off campus;
- The right to identify witnesses and other parties, and to request the Title IX coordinator or designee contact those individuals as part of the investigation;
- The right to have an adviser of your choice present in a support or advisory role during the investigation and Title IX Grievance Committee (committee) hearing;
- The right to report the incident to off-campus authorities and/or law enforcement and to be assisted by university staff in doing so;
- The right to have a committee of mixed genders, to know the members of the committee ahead of time, and to address concerns of bias and/or conflict of interest in regard to committee members;
- The right to review all documents and reports produced by the investigation, subject to limitations provided by law, as well as the names of all witnesses who may be called to provide statements to the committee, at least 24 hours prior to the hearing;
- The right to know which provisions of the Student Code of Conduct the respondent is charged with violating;
- The right to challenge information and documents prior to the hearing;
- The right to have the university request attendance and accommodate individuals called as witnesses for a hearing;
- The right to have a copy of the committee hearing agenda at least 48 hours prior to the hearing;
- The right to be present and participate in the committee hearing;
- The right to make an impact statement to the committee, should the committee find the respondent responsible for violating this policy;

- The right to participate in committee hearings by means other than being in the same room with the respondent;
- The right to be informed of the outcome and sanction of any committee hearing within one business day of a decision being rendered, and to receive that decision in writing;
- The right to appeal the finding and sanction of the committee, in accordance with the appeal guidelines established in this policy;
- The right to privacy, and the assurance that information regarding the complaint will be shared only with those necessary.

Student Rights – Rights of the Respondent

- The right to an investigation and appropriate resolution of all credible complaints of sexual misconduct, gender-based discrimination and/or harassment made in good faith to the university;
- The right to be treated with respect by university staff throughout the process;
- The right to be notified of available counseling, mental and physical health services, on and off campus;
- The right to identify witnesses and other parties, and to request the Title IX coordinator or designee contact those individuals as part of the investigation;
- The right to have an adviser of your choice present in a support or advisory role during the investigation and committee hearing;
- The right to have the Title IX grievance process fully explained, and to receive written notice of all Student Conduct Code charges at least 48 hours before a committee hearing;
- The right to be notified of possible sanctions that may result if found responsible of violating this policy and the student code of conduct;
- The right to have a committee of mixed genders, to know the members of the committee ahead of time, and to address concerns of bias and/or conflict of interest in regard to committee members;
- The right to review all documents and reports produced by the investigation subject to limitations provided by law, as well as the names of all witnesses who may be called to provide statements to the committee, at least 24 hours prior to the hearing;
- The right to challenge information and documents prior to the hearing;
- The right to have the university request attendance and accommodate individuals called as witnesses for a hearing;
- The right to have a copy of the committee hearing agenda at least 48 hours prior to the hearing;
- The right to be present and participate in the committee hearing;
- The right to make an impact statement to the committee, should the committee find the respondent responsible for violating this policy;
- The right to be informed of the outcome and sanction of any committee hearing within one business day of a decision being rendered, and to receive that decision in writing;
- The right to a hearing outcome based on information presented during the hearing which the committee finds credible, relevant and convincing;
- The right to appeal the finding and sanction of the committee, in accordance with the appeal guidelines established in this policy;
- The right to privacy, and the assurance that information regarding the complaint will be shared by Quinnipiac University only with those necessary.

Complaints of Sexual Misconduct Against Students

Investigation

The Title IX coordinator or designee will formally investigate student grievances, address inquiries and coordinate the university's compliance efforts regarding student complaints and grievances. Notice of a formal complaint can be made in writing or orally to an appropriate staff member (Residential Life, Public Safety, Student Affairs, etc.), though the university encourages students to submit grievances in writing (electronically or by hard copy) to the Title IX coordinator or other appropriate staff member. The Title IX coordinator or designee also reserves the right to investigate any incident referred to the dean of students office that may relate to this policy, and, if necessary, refer that incident to the Title IX grievance process.

The complaint should clearly describe the alleged incident, when and where it occurred, and the desired remedy, if known. Additionally, the initiator of a formal complaint should submit any supporting materials in writing as quickly as possible.

Quinnipiac University strives for prompt completion of the investigation and grievance procedures. Should this process be delayed, the Title IX coordinator will communicate the reasons and expected timeline to all parties. Reasons for extending delays could include, but are not limited to: multi-party investigations, the availability of witnesses, disability accommodations approved by the Office of Student Accessibility and periods of university closure and breaks.

Interim Remedial Action

After reviewing the complaint, the Title IX coordinator or designee may enact interim remedial actions in order to stop the alleged harassment or discrimination, and/or to protect the safety and well-being of the individuals and university community. Interim remedial action is preliminary, and only in effect until the process is complete and a decision is rendered. Interim remedial actions include, but are not limited to, no contact orders, changes in university housing accommodations, changes in academic schedule and accommodations, university housing suspensions, campus restrictions and university suspensions. These actions may be instituted or removed at any point during the investigation process.

Preliminary Review

After reviewing the complaint, the Title IX coordinator or designee will:

- determine the identity and contact information of the complainant;
- identify what policies, if any, were allegedly violated;
- meet the complainant to discuss the complaint if necessary;
- conduct an immediate review to determine if there is cause to proceed with further investigation.

If there is insufficient evidence to support a reasonable cause for the complaint, or if the behavior described in the complaint does not violate this policy, the grievance will be closed with no further action.

Formal Investigation

If the Title IX coordinator determines that there is reasonable cause to pursue the complaint, a formal investigation will be initiated. During the formal investigation, the Title IX coordinator or designee will:

- identify two trained investigators to conduct the investigation. The Title IX coordinator may serve as an investigator if necessary.
- commence a thorough and impartial investigation by developing a strategic investigation plan, including a witness list, information list, intended investigation timeframe, and order of interviews for all witnesses and the respondent;
- give the respondent proper notice of the investigation and provide an opportunity for the respondent to provide information;
- complete the investigation in a timely manner, without unnecessary deviation from the intended timeline;
- maintain communication with the complainant and the respondent on the status of the investigation and overall process.

An investigation may be conducted by a single investigator if appropriate and upon approval by the Title IX coordinator.

At the conclusion of the investigation, the investigator will meet with the complainant and the respondent separately to present the findings. If supported by the investigation findings, the investigator will present the respondent with a notice of alleged violations of the Student Code of Conduct.

Resolution Agreement Option

If the respondent accepts responsibility for the alleged Student Code of Conduct violations presented in investigator's report, the investigator will present proposed sanctions to the respondent. If the respondent accepts the sanctions, then those sanctions will be presented in a written decision letter. After acceptance of responsibility and sanctions, the respondent has three business days to reconsider that acceptance and request a hearing. Respondents who do not accept responsibility or the investigator's proposed sanctions will have their matter heard by the Title IX Grievance Committee.

Students who accept responsibility and the sanction recommendation of the investigator cannot appeal the decision.

Title IX Grievance Committee

The Title IX coordinator or designee will convene the Title IX Grievance Committee (committee) to conduct a hearing once charges have been assigned following an investigation, and the respondent has not accepted responsibility or has not accepted the investigator's proposed sanction. The committee is responsible for determining whether it is more likely than not that the respondent violated the Student Code of Conduct. If the respondent is found responsible, the committee shall assign appropriate sanctions in accordance with this policy and the Student Code of Conduct process. The goal of the hearing is to provide a resolution through an equitable process, respecting the rights of all participants.

Composition

The Title IX Grievance Committee shall be composed of university staff members who are trained annually on Title IX issues, investigations and hearing practices. In each hearing, the committee shall consist of three members, with one designated as the chair, who is charged with conducting the hearing.

Jurisdiction

This policy shall apply to conduct that occurs on university-owned or leased property, at university-sponsored events, as well as off campus. Students shall be responsible for their conduct from the time of application for admission through the awarding of a degree, as well as during periods between terms of actual enrollment, study abroad and leaves of absence or suspension. The committee maintains the authority

to adjudicate alleged violations of the Student Code of Conduct that are related to the same incident under review, though may not be directly related to gender-based conduct.

Advisers

Advisers serve as a moral and emotional support for students during committee hearings, and can assist with meeting preparation. Advisers are not permitted to advocate for a student or speak on their behalf during a committee hearing. Students who are witnesses to the incident or are otherwise involved in the matter before the committee cannot serve as advisers.

Hearing Process

The investigator(s) will meet with both the complainant and the respondent prior to the hearing to outline the hearing process and answer questions. Prior to the hearing, the Title IX coordinator or designee will:

- be available to both the complainant and respondent to answer questions and address concerns with the process;
- schedule the committee hearing, and select committee members from the pool of eligible members based solely on availability and maintaining a committee of mixed genders;
- select the committee chair from among the three selected committee members;
- contact witnesses and work to ensure their availability for the committee hearing;
- arrange accommodations intended to limit contact between hearing participants (i.e. arranging accommodations in different rooms, setting up physical barriers in the hearing room);
- prepare copies of all reports and documentary information to be disseminated to the committee, complainant and respondent before the hearing.

At the hearing, the following individuals may be present:

- three committee members
- complainant(s)
- adviser for complainant(s) (optional)
- respondent(s)
- adviser for respondent(s) (optional)
- investigator(s)
- witnesses (only one at any one time)
- Title IX coordinator (if not an investigator)
- university counsel

The chair will conduct the hearing in accordance with the hearing script. The script ensures that the investigation report is presented, and that the committee has the opportunity to ask questions of all parties and witnesses, if necessary.

Students needing accommodations may make requests through the Office of Student Accessibility. Audio or video recording devices are not permitted at committee hearings.

Additionally, the hearing script ensures:

- all parties are introduced;
- all conduct code charges are read;
- the respondent is provided an opportunity to plead “responsible,” “not responsible,” or decline to make a plea, for each conduct code charge;

- the investigator(s) will present the results and findings of the investigation;
- the committee can ask questions of the investigator, parties and witnesses.

If any individual should become disruptive during the hearing, including witnesses and advisers, the chair maintains the discretion to remove that individual from the hearing.

At the conclusion of the investigation presentation and questioning, the committee will deliberate privately to determine the respondent’s responsibility for the charged conduct code violations. All decisions require a majority vote of the committee.

After the committee makes a decision, the committee will reconvene with the parties and the investigator(s), and the committee chair will announce the committee’s decision. If the respondent is found responsible for any conduct code violations, the committee will commence the sanction phase of the hearing. If the respondent is found not responsible for all conduct code violations, the hearing ends.

During the sanction phase of the hearing, the hearing script will direct the committee to:

- accept optional impact statements from both parties, verbally and/or in writing;
- ask the Title IX coordinator or designee to disclose the respondent’s past student conduct code violations, if any;
- ask the Title IX coordinator or designee for sanction parameters, as defined by this policy for the applicable code of conduct violations.

At the conclusion of the sanction phase, the committee will deliberate privately. All sanction decisions require a majority vote. After a sanction decision is made, the committee will reconvene with the parties and the investigator(s) to announce the sanction decision and close the hearing.

After the conclusion of the hearing, the investigator(s) will meet with both parties and answer and questions about the sanctions and any post-hearing requirements. The committee has one business day from the close of the hearing to produce a written decision letter to both parties. Responsibility for the decision letter falls to the chair. Once completed, the decision letter is delivered to the investigator(s) for simultaneous delivery to both parties.

Sanctions-only Hearing

Should the respondent accept responsibility for all charged violations of the code of conduct, but disagree with the investigator’s proposed sanction, a sanctions-only hearing will be conducted. This hearing, after the presentation of the investigation findings and the opportunity for questioning, moves directly to the sanction phase described above.

Sanctions

The following are possible sanctions for incidents reviewed under this policy:

- Students found responsible for violating this policy in regard to nonconsensual sexual contact, relationship violence, or stalking will likely receive a sanction ranging from probation to expulsion, depending upon the severity of the incident and any previous violations of the Student Code of conduct.
- Students found responsible for violating this policy in regard to nonconsensual or forced sexual intercourse will likely receive a sanction of suspension, dismissal or expulsion.

- Students found responsible for violating this policy in regard to sexual harassment, sexual exploitation, or other gender-based misconduct will likely receive a sanction ranging from an official reprimand to expulsion, depending upon the severity of the incident and any previous violations of the Student Code of Conduct.
- The committee will sanction students found responsible for violations of the Student Code of Conduct not related to this policy in accordance with sanctions used in the general Student Conduct Process.

The committee reserves the right to increase or decrease the recommended sanction guidelines listed above in the case of significant mitigating or aggravating factors. Neither the committee nor the appeal officer will deviate from the guidelines listed above unless significant mitigating or aggravating factors exist. The committee also reserves the rights to include additional sanctions, educational or otherwise, in accordance with the general student conduct process.

Parental Notification

Quinnipiac reserves the right to communicate with a parent or guardian of the respondent on any student conduct action taken by the university, in accordance with the Family Educational Rights and Privacy Act (FERPA).

Appeals

After receiving notification of the committee's decision, both the complainant and the Respondent have five business days to notify the Title IX Coordinator of their intent to appeal the decision. An appeal form may be obtained from the Title IX coordinator or designee and a formal letter of appeal specifying the grounds upon which the appeal is based and supporting information must be submitted within five business days of the receipt of the appeal form. The Title IX Coordinator has the discretion to extend the deadline for submission of a letter of appeal.

Sanction(s) imposed by the committee will remain in effect while the appeal is pending. The letter of appeal specifies the grounds upon which the appeal is based, and how those grounds materially affected the outcome (responsibility or sanctions) of the original meeting.

The letter of appeal must be completed and signed by the student or submitted directly from the student's Quinnipiac University email account. The appeal officer may request follow up information from the investigator(s) or from the non-moving party, as necessary to make a fair determination.

Complainants or respondents who fail to attend the committee hearing forfeit the right to request an appeal.

The accepted grounds for an appeal are:

- additional and/or new relevant information was not available at the time of the committee hearing.
- an error in the process or an abridgement of rights, as outlined by this policy, which materially impacted the outcome of the hearing.
- the sanction(s) assigned by the committee did not adhere to the sanction guidelines stated in this policy.

The university Title IX coordinator receives the request for an appeal. Upon receipt, the Title IX coordinator designates a trained senior university staff member to serve as the appeal officer. If the appeal letter(s) does not bring forward sufficient grounds for appeal, the officer will deny the appeal and the matter will be closed.

If the appeal officer determines that the appeal should be considered, the appeal officer may:

- affirm the decision of the committee. In this case, the initial decision is final.
- remand the matter back to the committee to make a decision in light of the appeal officer's findings.
- initiate a new Title IX Grievance Committee hearing.

Compliance with Sanctions and Accommodations

At the conclusion of the Title IX Grievance Committee process, the Title IX coordinator will be responsible for ensuring compliance with all assigned sanctions, and to make any accommodations with the goal of preventing the recurrence of sexual and/or gender-based harassment.

Complaints of Sexual Misconduct Against a Faculty Member, Staff Member, Administrator or Third Party

Reports of gender-based misconduct by a faculty member, staff member, administrator or third-party affiliated with the university should be filed with the university Title IX coordinator or deputy coordinator for faculty, staff and vendors.

Investigation

The deputy Title IX coordinators in coordination with the university Title IX coordinator, are designated to formally investigate grievances, address inquiries and coordinate the university's compliance efforts regarding complaints and grievances against faculty members, staff, administrators and third parties. Notice of a formal complaint can be made in writing or orally to an appropriate staff member (Residential Life, Public Safety, Student Affairs, Human Resources, etc.), though the university encourages community members to submit grievances in writing (electronically or by hard copy) to the deputy coordinator, the university Title IX coordinator or other appropriate staff member.

The complaint should clearly describe the alleged incident, when and where it occurred, and the desired remedy, if known. Additionally, the initiator of a formal complaint should submit any supporting materials in writing as quickly as possible.

Completion of the investigation and grievance procedures should be completed promptly, upon the receipt of the complaint.

Interim Remedial Action

After reviewing the complaint, the deputy coordinator, or the lead investigator in consultation with the deputy coordinator, may enact interim remedial actions in order to stop the alleged harassment or discrimination, and/or to protect the safety and well-being of the individuals and university community. Interim remedial action is preliminary, and only in effect until the process is complete and a decision is rendered. Interim remedial actions include, but are not limited to, no contact orders, changes in academic schedule and accommodations, campus restrictions and university suspensions. These actions may be instituted at any point during the investigation process.

Preliminary Investigation

After reviewing the complaint, the deputy coordinator will:

- determine the identity and contact information of the complainant;
- identify which policies, if any, were allegedly violated;

- meet the complainant to inquire about and finalize complaint;
- conduct an immediate initial investigation to determine if there is cause to proceed with further investigation.

If there is insufficient evidence to support a reasonable cause for the complaint, the grievance will be closed with no further action.

Formal Investigation

If the deputy coordinator determines that there is reasonable cause to pursue the complaint, a formal investigation will be initiated. During the formal investigation, the deputy coordinator, or a trained lead investigator identified by the deputy coordinator, will:

- identify and select a second trained investigator to assist with the formal investigation. The deputy coordinator may appoint additional investigators as necessary.
- commence a thorough and impartial investigation by developing a strategic investigation plan, including a witness list, information list, intended investigation timeframe, and order of interviews for all witnesses and the respondent;
- give the respondent proper notice of the investigation and provide an opportunity for the respondent to provide information;
- complete the investigation in a timely manner, without unnecessary deviation from the intended timeline;
- maintain communication with the complainant and the respondent on the status of the investigation and overall process.

At the conclusion of the investigation, the deputy Title IX coordinator will determine whether there has been a Title IX violation using a preponderance of the information standard and will consult with other university offices as necessary in reaching a decision regarding the written grievance. The deputy coordinator will prepare a written report setting forth findings, conclusions and recommended actions to be taken, if applicable.

In the event the deputy coordinator determines that there has been a violation, a report will be presented to the executive vice president and provost of Quinnipiac University, or a designee. Upon notification of a violation, the provost, or a designee, will take appropriate action to ensure that the violation is remedied, that it will not recur and that the discriminatory effects upon the complainant are corrected to the extent possible.

While the time it may take to investigate and resolve a Title IX grievance will depend on a variety of factors, including the nature and scope of the allegations, the university will seek to resolve the grievance promptly.

Informal Resolution

In instances where it is deemed possible and safe, the university may choose to resolve reports through informal means. If it is determined that an informal resolution may be appropriate, the Title IX coordinator or deputy coordinator will speak with the complainant about this option. If the complainant agrees, the Title IX coordinator or deputy coordinator will speak with the person alleged to have engaged in the misconduct. If a satisfactory resolution is reached through this informal process, the matter will be considered completed. If these efforts are unsuccessful, the formal investigation process will commence. The informal resolution process will not be used in cases involving allegations of sexual assault.

Appeals

The complainant or the respondent may notify the university Title IX coordinator of an intent to appeal the decision within five business days

of learning of the determination. Upon notification of intent to appeal, the complaining party must submit an appeal letter specifying the grounds upon which the appeal is based and any supporting materials within five business days. The Title IX coordinator has the discretion to extend the deadline for submission of a letter of appeal. The only accepted grounds for appeal are:

- additional and/or new relevant information was not available at the time of the investigation; or
- the investigator did not consider evidence that would have materially impacted the outcome of the investigation.

Once the appeal materials are submitted, the other party and the investigator will be notified of the appeal and given an opportunity to submit materials in response to the appeal.

The university Title IX coordinator may decide to:

- affirm the deputy coordinator's decision. In this case, the initial decision is final.
- modify the deputy coordinator's decision and present a report with findings and recommendations to the provost or a designee. Upon receipt of the university Title IX coordinator's report and recommendations, the provost, or a designee, will take appropriate action to ensure that any violation is remedied.

Grievance Policy

The Quinnipiac University Grievance Policy is an umbrella policy to cover any type of grievance that is not considered under a separately defined policy. Redress for any grievances covered by the following policies must be pursued according to the procedures specified in those policies.

- Appeal of an academic suspension or academic dismissal (<http://catalog.qu.edu/university-policies/academic-good-standing-policy-undergraduate-students>) from the university
- Appeal of an academic suspension or academic dismissal from an individual degree program (individual program requirements as stated in the University Catalog)
- Appeal of a final grade (<http://catalog.qu.edu/university-policies/procedure-appeal-final-grade>)
- Appeal of an academic integrity (<http://catalog.qu.edu/university-policies/academic-integrity-policy>) sanction
- FERPA complaints (<http://catalog.qu.edu/university-policies/student-records-policy>)
- Appeal of a student conduct sanction (Undergraduate Student Handbook (<http://catalog.qu.edu/handbook-undergrad>) and Graduate Student Handbook (<http://catalog.qu.edu/handbook-grad>))
- Appeal of the decision to return after an involuntary medical leave of absence (<http://catalog.qu.edu/university-policies/leaves-absence>)
- Grievance procedure for issues regarding disabilities (<http://catalog.qu.edu/university-policies/disability-policy>)
- Complaints of inappropriate noise (Undergraduate Student Handbook (<http://catalog.qu.edu/handbook-undergrad>) and Graduate Student Handbook (<http://catalog.qu.edu/handbook-grad>))
- Title IX Discrimination and Harassment (Title IX Policy (<http://catalog.qu.edu/university-policies/titleix-policy>))
- Financial aid appeal (financial aid website (<https://www.qu.edu/tuition-financial-aid/links.html>))

When a student has a complaint not covered by one of the above policies and procedures, he or she is encouraged to discuss the matter first with the parties involved. If the matter cannot be resolved informally at this level, then the student may file a written, formal complaint according to the following procedures.

A student grievance originating in any of the school or administrative units is handled by the chair or director responsible for the unit in which the grievance originates. Therefore, the written formal complaint should be submitted to the responsible chair or director within five business days of the failed attempt at an informal resolution. The chair or director should make a decision regarding the grievance within 10 business days of receiving the written complaint. A written appeal may be submitted within five business days either to the school dean exercising jurisdiction over that academic department or to the vice president/dean of students or designee for nonacademic matters. The dean will inform the student within 10 business days of his or her decision. The dean's decision is the final decision.

Grievance Procedures for Students Enrolled in Distance Education under the State Authorization Reciprocity Agreement (SARA)

Pursuant to federal regulations, students enrolled in distance education (i.e., Quinnipiac's online classes or online programs) who are residents of states (other than Connecticut) that participate in SARA, may file a complaint to the Connecticut Office of Higher Education (OHE) after exhausting their options under Quinnipiac's grievance procedures. Note that issues regarding student life, such as discipline, grading, etc., fall solely within the purview of the Quinnipiac and are not generally investigated. Additionally, the Office of Higher Education does not investigate anonymous complaints or provide legal advice.

Information about how to file a complaint with the Office of Higher Education is available on this website: [ctohe.org/SARA/Default.shtml](https://www.ctohe.org/SARA/Default.shtml) (<https://www.ctohe.org/SARA/Default.shtml>)

All correspondence, including institutional applications and student complaints, should be sent via email to ctsara@ctohe.org or via post to the following address:

SARA Coordinator
Office of Higher Education
450 Columbus Boulevard, Suite 510
Hartford, CT 06103-1841

Good Neighbor Policy

Quinnipiac University students have lived off campus in the Hamden and New Haven area for many years, and the vast majority of students have developed positive and lasting relationships with area residents and the local community. Off-campus students must understand and appreciate that residents of a particular community have made a long-term commitment to their neighborhood; students are often temporary members of the local community who reside there for the duration of their academic studies. The quality of life and the overall character of a neighborhood can be greatly influenced by the lifestyles and sense of community exercised by student residents. A respectful and courteous attitude is usually returned in kind and makes the neighborhood a more pleasant place in which to live.

Living off campus can be an important experience that carries additional responsibilities. Students living in the community are, at all times, representatives of Quinnipiac University and the conduct of those students reflects directly on the university. Families living in the

neighborhoods that make up Hamden and the surrounding communities have a right to enjoy a reasonable level of peace and quiet. As students, academic and personal schedules often conflict with the schedules of families and other residents. Students are expected to exercise good judgment and be sensitive to the needs of their neighbors.

Students who host parties put themselves in serious jeopardy when their guests act irresponsibly. As a social host, off-campus residents assume all the risks associated with Connecticut state laws and municipal ordinances regulating the legal drinking age, noise and public safety when hosting a gathering. Connecticut state law and court decisions have held the social host liable for personal injury and property damage caused to a third party as a result of the irresponsible service of alcoholic beverages to guests, regardless of age. In addition, social hosts do not need to actually provide alcohol to their guests; they merely need to provide the venue for others to engage in irresponsible behavior. Those risks are compounded when minors are involved. The university views the hosts/residents of an off-campus property where an incident takes place to be responsible for that incident in its entirety, including the behavior of their guests, regardless of the hosts' original intentions for their event.

The university recognizes that some students wish to live off-campus, be responsible members of the local community, and experience independent living. However, when students use this independence to engage in actions or behaviors that attract the attention and concern of neighbors or others within the community, the university will respond accordingly. Dangerous and/or risky behavior, public intoxication, disorderly conduct, loud music and/or other noise late into the night, and high levels of vehicle traffic in the neighborhood are examples of matters of concern. Living off-campus does not alleviate students' responsibilities as a member of the Quinnipiac University community to abide by the Student Code of Conduct. As stated in the Student Handbook, "Quinnipiac reserves the right to address, through the Student Code of Conduct process, incidents which occur off campus that may endanger the health, safety and welfare of others and/or adversely affect the university and/or the pursuit of its objectives." Students must take the responsibility of living off-campus seriously, and remember that the university's community standards apply wherever a student chooses to live.

Policy Statement on University Shuttles

Quinnipiac University provides complementary shuttle service to our students to a number of on- and off-campus locations. Students who engage in disruptive behavior, vandalize or jeopardize the health and safety of community members while on a Quinnipiac shuttle will have their shuttle privileges revoked and will be referred to the Student Conduct process. In order to acclimate to the Quinnipiac University community, first-year students are not permitted to ride the Downtown New Haven Shuttle for the first three weeks of the academic year.

- The university is not responsible for items lost, left behind or damaged on university shuttles.
- Shuttle schedules are publicized annually by the Department of Public Safety, and the university is not responsible for any student's transportation, including for a return trip, should a student miss the final posted shuttle of any particular day.
- The university reserves the right to add or cancel shuttle routes at any time for reasons such as, but not limited to usage patterns, student safety concerns, weather concerns and/or campus events.

- The university reserves the right to check the identification (QCard and/or government-issued identification) of any person boarding a university shuttle to determine eligibility for ridership, for student health and safety, and to collect information on ridership to determine shuttle system improvements.

Students who have questions or concerns about the university Shuttle system should contact the Department of Public Safety.

Policy Statement on Overnight Visitors and Guests

Residential students are welcome to invite guests and visitors into their rooms. To ensure the safety of community members and property, students must comply with the following policy pertaining to visitors and guests.

Definitions

Visitor

A visitor is defined as any non-Quinnipiac person who chooses to visit a residential student. Overnight visitors must be registered, must carry their university visitor pass, must carry their state-issued photo identification and remain with their student host while on Quinnipiac property at all times. Visitors who stay on campus past 10 p.m. are considered overnight visitors.

Guest

A guest is defined as another Quinnipiac student or registered visitor who is present in, but not a resident of a particular living unit. Non-residential students in the residential areas are considered guests.

Visitor Registration, Limits and Requirements

Visitors must be registered through the Quinnipiac University website. Students may register one overnight visitor. First-year students may register visitors beginning the third week of classes. Seniors in Senior-Year Experience housing may register two visitors. Overnight visitors must be 17 years old, unless on visit sponsored by the university.

Non-Quinnipiac students who do not have the appropriate visitor pass are removed from the campus immediately. Students who host unregistered visitors are in violation of this policy. Non-residential students may not register visitors for residential housing and are subject to length of stay requirements.

Visitor Passes and Identification

Visitors must have their visitor pass and a photo identification on their person at all times. Also, visitors must be with their registered host at all times while on Quinnipiac University property.

Visitor Behavior

Students hosting visitors must accompany them and are responsible for their behavior at all times. Students are held accountable for any disturbance and/or damage their visitors may cause. Visitors who cause a disruption or are in any way not compliant with this policy may be permanently banned from university property and subject to arrest for trespassing should they return.

Occupancy Stay Limitations

The maximum number of people permitted to occupy any individual room, suite or apartment at any one time may not exceed twice the number of residents of that living unit at any one time, except where designated in certain Senior-Year Experience housing areas.

Overnight Visitors

Overnight visitors or guests must have the approval of all residents in a given living unit. All students and their guest/visitors must adhere to the Roommates Bill of Rights.

A guest or visitor may not spend more than three consecutive nights. Residential students are permitted 21 visitation nights per semester. Visitors cannot be registered with consecutive different hosts as a means of cohabitation in the Residence Halls. Visitors found to be cohabitating in a residence hall will be removed immediately and may be permanently banned from university property.

Visitor Parking

Visitors must park in lots designated by the Department of Public Safety as open to visitors. Any visitor who fails to comply with Public Safety may have their vehicle towed.

Sanctions for Noncompliance

Students who violate this policy will be assessed a \$100 fine and additional Student Conduct sanctions as appropriate.

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